



2020 Student Catalog

Effective: September 22, 2020 – January 31, 2021

THIS DOCUMENT INCLUDES THE SCHOOL'S CURRENT **ANNUAL SECURITY REPORT** INCLUDING CRIME STATISTICS AND POLICIES REQUIRED BY THE JEANNE CLERY DISCLOSURE OF CAMPUS SECURITY POLICY AND CRIME STATISTICS ACT (CLERY ACT) AS AMENDED BY THE VIOLENCE AGAINST WOMEN REAUTHORIZATION ACT of 2013 (VAWA) (See Addendum A, Page 94)

Main Campus:

Institute for Business and Technology
2400 Walsh Ave., Santa Clara, CA 95051
408-727-1060 800-548-8545
www.ibt.edu

Affiliated Campuses:

National Career Education

6249 Sunrise Boulevard
Citrus Heights, CA 95610
916-969-4900
800-441-4623
www.nce.edu/

Lamson Institute

5819 N.W. Loop 410, Suite 160
San Antonio, TX 78238
210-520-1800
www.lamson.edu/

*You are invited to visit the campus nearest you.
Campus tours are conducted daily.*

Additional electronic or paper copies of this catalog are available upon request.

A Message from the President

Dear Student:

It is with great pleasure that I take this opportunity to welcome you to the Institute for Business and Technology. Pursuing higher education and training to improve one's quality of life takes courage and is to be commended.

For over 50 years, IBT has had the privilege of helping people get trained in new professions and achieving their goals. We have accomplished this by maintaining modern facility utilizing equipment and tools used in the professions, the latest instructional materials, and a faculty with real world experience. IBT curriculum is also reviewed on a regular basis by industry professionals to ensure that students are learning relevant information in their chosen fields of study.

We would like to extend a cordial invitation to you to visit our facility, talk with our students, and meet our instructors. Our staff and faculty are dedicated to your success.

Sincerely,

Peter Mikhail
President/CEO

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Academic Calendar

2020 Holiday & Break Schedule School is closed on the following days:	
May 25, 2020	Memorial Day
July 3, 2020	Independence Day
September 7, 2020	Labor Day
November 11, 2020	Veterans Day
November 26, 2019 and November 27, 2020	Thanksgiving Weekend
December 21, 2020 – January 1, 2021; First Day Back in Class is January 4, 2021	Winter Break (Students Only)
December 24, 2020	Christmas Eve (Staff Holiday)
December 25, 2020	Christmas Day (Staff Holiday)
December 31, 2020	New Year's Eve (Staff Holiday)
January 1, 2021	New Year's Day (Staff Holiday)

This catalog is not complete with the latest Schedules and Addendums
all of which are a part of this catalog as follows:

- Student Disclosures**
- Tuition and Fee Schedule**
- Academic Start Dates Schedule**
- Annual Security Report – Addendum A**
- Tool and Equipment Used in the School's Programs – Addendum B**

1. ABOUT THE SCHOOL

History

In 1965, the California Academy of Drafting opened to provide vocational training in drafting and design technology. Today, with a new name denoting our commitment to high-tech training, the Institute for Business & Technology is also recognized as a local leader in vocational training. The Institute for Business & Technology also contracts with various local, county, state and federal agencies to train their personnel.

In 1981, the Institute for Business & Technology (sometimes referred to as "IBT" or "Institute" or "School") expanded its training program to include computer programming. State-of-the-industry equipment was purchased to introduce students to the most modern equipment available. In 1982, the first Secretarial Science program was added emphasizing the "Office-of- the-Future."

In 1988, IBT expanded further by adding new programs, which included Travel & Airlines, Optical Technician and Commercial Refrigeration, Heating, and Air Conditioning. Included in the new programs was state-of- the-industry equipment in each of these areas to give the students the best possible introduction to these fields.

In 1989 IBT moved to a new, larger location in Santa Clara, at 2550 Scott Blvd. New programs were introduced to include Electronics Technology. National Career Education opened as an affiliated campus of IBT in 1989 located in Citrus Heights, California. In 1989 and a few years thereafter, National Career Education identified the need for quality education in the medical field by adding programs in healthcare at its campus in Citrus Heights as well as at the main campus in Santa Clara. In the years that followed, IBT continued to offer quality education in the medical and technical fields. In February 2004 IBT moved to a new, larger location in Santa Clara located at 2400 Walsh Avenue. Also in 2007 another affiliated campus, Lamson Institute, was opened in San Antonio, Texas and began its first classes in August 2007.

Location and Facilities

IBT is located in metropolitan Santa Clara, the heart of high-tech Silicon Valley, and is easily accessible from all major highways and thoroughfares. Students are afforded the opportunity of utilizing classrooms, laboratories with EKG machines, professional scales, autoclaves, ice machines, heat pumps, AC units, package units, motors and motor controls, and all other required materials and equipment to enhance the students' learning experience. IBT also had a Learning Resource Center, a non-smoking lounge, and well-lit parking areas. The IBT campus includes a modern building with approximately 60,000 square feet. The facility occupancy level for Santa Clara is 670 students at any one time. The campus is equipped to provide access for the handicapped. No specific facilities or programs are currently available for students with physical disabilities although IBT provides in accordance with the ADA reasonable accommodations for requesting students. Ample parking is provided at each campus.

National Career Education, a branch of IBT, is located at 6249 Sunrise Boulevard, Citrus Heights, California. This campus has a facility of approximately 51,000 square feet.

Lamson Institute, another branch of IBT is located at 5819 NW Loop 410, Suite 160, San Antonio, Texas. The San Antonio Campus occupies a facility of approximately 30,000 square feet.

Prospective enrollees are encouraged to visit the physical facilities of the School and to discuss their personal, educational, and occupational plans with School personnel prior to enrolling.

Mission Statement

The Institute for Business & Technology prepares students for career-focused employment by delivering relevant career training.

Objectives

1. To provide an educational environment that promotes the relationship between career preparation and employment opportunities.
2. To recruit and retain qualified instructors who are effective in the classroom and knowledgeable of current industry trends.
3. To graduate students who are prepared to enter their chosen career fields in entry level jobs.
4. To assist graduates in becoming gainfully employed in their chosen career fields.
5. To maintain an organizational model that is responsive to its constituents.

Accreditation and Approvals

The School and its affiliated campuses are accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC). ACCSC is listed by the U.S. Department of Education as a nationally-recognized accrediting agency.

The School and its affiliated campuses are also accredited by the Accrediting Council for Continuing Education & Training (ACCET). ACCET is listed by the U.S. Department of Education as a nationally recognized accrediting agency.

Accreditation and licensing materials are on display in the schools' lobbies. Additional program information related to the School's tuition and program length is available through the Accrediting Commission of Career Schools and Colleges (ACCSC) located at 2101 Wilson Blvd., Suite 302, Arlington, VA 22201, telephone number (703)247-4212, and through the Accrediting Council for Continuing Education & Training (ACCET) located at 1722 North Street, NW, Washington, DC 20036, telephone number (202) 955-1113.

Approvals

The Institute for Business and Technology is licensed to operate as both a non-degree and a degree granting private institution by the California Bureau for Private Postsecondary Education (BPPE) and to offer the courses described in this catalog pursuant to California Education Code known as the Private Postsecondary Education Act of 2009, as amended.

IBT and its affiliated campuses are eligible institutions, for students who qualify, to receive United States Department of Education Title IV Aid) and for participation in the Federal Family Education Loan Program and Federal Direct Loan Program and other state financial aid programs. Consumer information that is required to be disclosed to a student related to these applicable federal and state financial aid programs are more fully described in Student Disclosures Section, under "Financial Aid – Consumer Information" of this catalog. These schools are also eligible to provide training services under the Comprehensive Vocational Rehabilitation Act.

The Institute for Business and Technology is recognized as a California approved school by the California Massage Therapy Council (CAMTC) and to offer the Massage Therapy courses described in this catalog.

CAMTC Student Catalog Notice *(CAMTC School Code: SCH0084)*

A student or any member of the public with questions that have not been satisfactorily answered by the school or who would like to file a complaint about this school may contact the California Massage Therapy Council at One Capitol Mall, Suite 800, Sacramento, CA 95814, www.camtc.org, phone (916) 669-5336, or fax (916) 669-5337.

BPPE Student Catalog Notices

Any questions a student may have regarding this catalog that have not been satisfactorily answered by IBT may be directed to the Bureau for Private Postsecondary Education at P.O. Box 980818, W. Sacramento, CA 95798-0818, <http://www.bppe.ca.gov>, 1-888-370-7589 or by fax at (916) 263-1897.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement with the School.

Notice Concerning Transferability of Credits and Credentials Earned At Our Institution

The transferability of credits you earn at IBT is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the diploma you earn in your area of study at IBT is also at the complete discretion of the institution to which you may seek to transfer. If the diploma that you earn at this institution is not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending the Institute for Business & Technology to determine if your diploma will transfer.

Student Tuition Recovery Fund (STRF)

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed

assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market, Suite 225, Sacramento, CA 95834, (916) 574-8900 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

Bankruptcy

IBT does not have, is not, has not, nor has it a pending petition in bankruptcy, is operating as a debtor in possession, has filed a petition within the preceding five years, nor has it had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States bankruptcy Code (11U.S.C. Sec. 1101 et seq.).

Student Loans

Student remains responsible for all incurred charges regardless of the amount of any actual financial aid received. If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan, plus interest and any applicable loan fees, less the amount of any refund issued to student.

Class Size

Classrooms are furnished with student chairs, tables and white boards. Traditional class size ranges from 15 to 30 students. IBT has classrooms to accommodate up to 45 students for classroom instruction. Medical computer labs are equipped to accommodate up to 25 students with one-to-one equipment to student ratio.

Memberships

The School or its staff and faculty members hold memberships in the following educational and professional organizations:

- Member, Santa Clara Chamber of Commerce
- National Center for Competency Testing
- Santa Clara Builder's Exchange
- California Association of Private Postsecondary Schools
- American Massage Therapy Association
- American Bodyworker and Massage Professionals
- National Association of Massage Therapists
- Federation of State Massage Therapy Boards

Documents describing the School's accreditation, approvals, and memberships are available for review by any interested party by contacting the office of the Campus Director.

Description of Equipment Used in the School's Programs

A description of the tools and equipment used in each of the School's programs of study is listed at Addendum B to this catalog located at Addendum B to this catalog.

2. ADMISSIONS INFORMATION

The School offers programs on a clock hour basis using the module system with class starts and admissions conducted throughout the year. Please see our Academic Calendar Start Dates Schedule at the end of this catalog for the specific module starting dates.

Admission Requirements

The admission procedure requires an exchange of information between the applicant and the School, which maintains a staff of admissions representatives for this purpose. These representatives conduct a personal interview with each prospective applicant before any decision is made to submit an application for admission. During the interview, the admissions representative will discuss the School's educational programs in relation to the applicant's career preferences, training needs, and individual motivations.

To qualify for admission to IBT, all applicants must be at least 18 (or 17, with written parent or guardian approval, and must turn 18 before their expected IBT graduation date) and meet the following general requirements:

- Visit and tour the School.
- Complete a personal interview with a School admissions representative.
- Provide documentation of high school graduation, GED, or the equivalent, as described later in this section.
- Show a valid Social Security Card.
- Show a valid government issued photo identification card or driver's license.
- Complete an enrollment agreement and other required enrollment paperwork.
- Attend a financial aid interview and complete required financial aid paperwork.
- Take the Wonderlic Scholastic Level Exam (SLE) and achieve the minimum acceptable score for their program of choice, as described later in this section.
- Students applying to programs offering distance education classes will complete a Distance Education Applicant Readiness Assessment and will receive the Distance Education System/Technology Requirements.

To be considered for admission, the applicant must provide one of the following documents as evidence that they are a high school graduate or the equivalent:

- A copy of the student's high school diploma. (See footnote 1.)
- A copy of the student's final official high school transcript that shows the date when the diploma was awarded. (See footnote 1.)
- A copy of a General Educational Development (GED) certificate or GED transcript that indicates the student passed the exam.
- A state certificate or transcript received by a student after the student passed a State-authorized examination that the State in which the student took the examination recognizes as the equivalent of a high school diploma. This includes tests similar to the GED such as HiSET, TASC, as well as a State established examination, for example, the California High School Proficiency Exam (CHSPE).
- For a student who completed secondary education in a foreign country, a copy of the "secondary school leaving certificate" or other similar document, accompanied by an evaluation from a third-party, professional document evaluation service that clearly identifies the document's equivalence to a U.S. high school diploma. (The School does not self-evaluate foreign secondary school credentials or other similar documents.)
- An academic transcript or credential from an accredited institution indicating that the student has successfully completed one of the following:
 1. An associate's degree;
 2. At least 60 semester or trimester credit hours or 72 quarter credit hours that does not result in the awarding of an associate's degree, but that is acceptable for full credit toward a bachelor's degree at any institution; or
 3. Enrollment in a bachelor's degree program where at least 60 semester or trimester credit hours or 72 quarter credit hours have been successfully completed, including credit hours transferred into the bachelor's degree program.
- For a student who was homeschooled in a state where state law requires the student to obtain a secondary school completion credential for homeschooling (other than a high school diploma or its recognized equivalent), a copy of that credential.

- For a student who was homeschooled in a state where state law does not require the student to obtain a secondary school completion credential for homeschooling (other than a high school diploma or its recognized equivalent), a transcript, or the equivalent, signed by the student's parent or guardian, that lists the secondary school courses the student completed and includes a statement that the student successfully completed a secondary school education in a homeschool setting.

¹ For all US-based schools, the school must be state approved, accredited by a regional accrediting association, or accredited by CITA (Commission on International and Trans-Regional Accreditation).

A student who is unable to obtain the documentation listed above must contact the financial aid office. When documentation of high school completion is unavailable (e.g., the school has closed and no information is available from another source such as the school district or state department of education, or the parent or guardian who homeschooled the student is deceased) IBT will accept alternative documentation, such as a military *DD Form 214 Certificate of Release or Discharge from Active Duty*.

Students that are still in high school at the time of application must also provide an official high school transcript upon completion of their senior year of high school and prior to enrollment at the School.

Wonderlic Testing Information:

All applicants must take and pass the Wonderlic Scholastic Level Exam (SLE). Prospective applicants for admission to all diploma and certificate granting programs, with the exception of the Lab Assistant, EKG Technician/Phlebotomist program, must achieve the minimum acceptable score of 13, unless qualified to enter Three Weeks to Success Program (see below for details). Prospective applicants for admission to the Lab Assistant, EKG Technician/Phlebotomist must achieve the minimum acceptable score of 15. Prospective applicants for admission to an Associate of Applied Science program must achieve the minimum acceptable score of 18. The Three Weeks to Success Program is not available to prospective applicants for the Lab Assistant, EKG Technician/Phlebotomist program or for Associate of Applied Science programs.

If the appropriate minimum score is not achieved, two re-tests may be given using an alternate test form. When extenuating circumstances occur, applicants scoring within one point of the minimum score after the re-tests may still be admitted at the President's discretion. In such cases the President may require additional information from the student which may include but is not limited to the form of an interview, written statement, and/or other means of explaining the student's extenuating circumstances and demonstrating their aptitude for the program.

Admission to the Three Weeks to Success Program

If an applicant meets all admissions requirements with the exception of the Wonderlic SLE score, but scores at least a 10, the applicant may be eligible for acceptance into the Three Weeks to Success Program. An applicant who scores less than a 10 of the Wonderlic SLE will not be eligible for admission or to participate in the Three Weeks to Success Program. This program provides skills remediation and an introduction to postsecondary education designed to prepare the student for entry into a program of study. Applicants accepted into this program must complete all assignments, including a final group project, and must maintain a 90% attendance rate. The program is provided at no cost to the student and no credit is earned toward any other program offered at IBT. The Three Weeks to Success Program is not available to prospective applicants for any Associate of Applied Science program.

Licensing and Certification Requirements

Certified Massage Therapist (CMT) (CAMTC School Code: SCH0084)

To obtain CAMTC Certification, an applicant must submit a fully completed application and meet all of the following requirements:

- Be 18 years of age or older;
- Pay the \$150 fee;
- Submit fingerprints to an authorized agency in California for a Live Scan using only the CAMTC form at [Request for Live Scan Service](#) (the authorized agencies will charge you a fee for this service) and pass a criminal background check;
- Pass one of the following CAMTC approved exams (the exam companies charge a fee for taking their exam):
 - Massage and Bodywork Licensing Exam (MBLEx);

- Board Certification Exam in Therapeutic Massage and Bodywork (BCETMB);
- National Certification Exam for Therapeutic Massage and Bodywork (NCETMB) taken on or before February 2015; or
- New York State Massage Therapy Examination;
- Have successfully completed, at a CAMTC Approved Program, curricula in massage and related subjects totaling a minimum of 500 hours (or the credit unit equivalent), which incorporates appropriate school assessment of student knowledge and skills. Of the 500 hours, a minimum of 100 hours shall be in anatomy and physiology, contraindications, health and hygiene, and business and ethics; and
- Have not violated any of the provisions of the California Massage Therapy Act or any policy, procedure, or regulation of CAMTC.

Applicant can submit a complete printed application with the required documents (official transcripts, passport picture photo, completed live scan form, copy of Driver's License or Government issued ID, copy of CAMTC state exam with passing score, all supporting documentation and application fee) via mail to:

ATTN: California Massage Therapy Council
 One Capitol Mall, Suite 800
 Sacramento, CA 95814

Applicant has the option to submit an application and pay fee online, however all required documents (official transcripts, passport picture photo, completed live scan form, copy of Driver's License or Government issued ID, copy of CAMTC state exam with passing score, and all supporting documentation) must be sent via mail to the address above.

California Business and Professions Code section 4611 makes it an unfair business practice for anyone not certified by CAMTC to use the titles: Licensed, Certified, Certified Massage Therapist, Certified Massage Practitioner, CMT, or CMP.

CAMTC Recertification

CAMTC Certification is for a two-year time period. If expired certificate holders fail to apply for CAMTC Recertification within this time frame then they must re-apply as a new applicant. Certificate holders must therefore apply for CAMTC Recertification every two years. The current fee for recertification is the same as for certification. Certificate holders must apply for CAMTC Recertification within six months of the date of the expiration of their certificate. This means that they must meet all requirements for CAMTC Certification existing at the time of re-application, including education and exam requirements.

There are no continuing education requirements for CAMTC certificate holders.

Notice: Please note that this is only a summary of general requirements and not a complete listing. Please refer to the CAMTC Application for Certification, California Business and Professions Code section 4600 et.seq., School Approval Procedures, Denial Procedures, and all other CAMTC policies and procedures for additional information on these issues.

For additional information see <http://www.camtc.org/fags/> and scroll down to click on the icon, then click Massage Professionals more information.

Certified Phlebotomy Technician I (CPT1)

To be a phlebotomy technician in California a person must maintain a current and valid certification from the California Department of Public Health (DPH). Under Section 1242 of the California Business and Professions Code, the DPH is authorized to establish the education, training and experience needed for clinical laboratory personnel to include certification of phlebotomy technicians. Those DPH regulations are located at 17 California Code of Regulations Section 1034(a). In addition the DPH maintains a web site at <http://www.cdph.ca.gov/programs/LnC/Pages/Inc.aspx>. The certification requirements by the DPH are summarized below as follows:

An applicant can submit an application online. All required documentation such as official transcripts, verification of training and experience, certificate of completion of training course, two passport size photos, and state approved examination must be sent directly to Laboratory Field Services at the address below.

Attn: Phlebotomy Program
 CDPH- Laboratory Field Services
 850 Marina Bay Parkway, Bldg. P, 1st Floor
 Richmond, CA 94804-6403

To become a CPT I;

A person without any phlebotomy experience must meet the following;

- Have a minimum of a high school graduate equivalent or GED.
- Complete 40 hours phlebotomy class training from an approved school.
- Complete 40 hours phlebotomy practice that includes at least 50 venipunctures and 10 skin punctures.
- Pass an approved phlebotomy certification exam.
- Apply for certification, pay application fee.

A person with less than 1040 hours phlebotomy experience (half a year) must meet the following;

- Have a minimum of a high school graduate equivalent or GED.
- Complete 40 hours phlebotomy class training from an approved school.
- Document completion of at least 50 venipunctures and 10 skin punctures, on the job.
- Pass an approved phlebotomy certification exam.
- Apply for certification, pay application fee.

A person with more than 1040 hours phlebotomy experience (more than half a year) must meet the following;

- Have a minimum of a high school graduate equivalent or GED.
- Complete 20 hours phlebotomy class training from an approved school.
- Document completion of at least 50 venipunctures and 10 skin punctures, on the job.
- Pass an approved phlebotomy certification exam.
- Apply for certification, pay application fee.

Electrician Certification

Existing law requires that persons performing work as electrician under a C-10 licensed contractor be certified pursuant to certification standards established by the Division of Labor Standards Enforcement. "Electricians" is defined as all persons who engage in the connection of electrical devices for licensed electrical contractors, specifically, all electricians who make connections of greater than 100 volt amps who work for C-10 contractors are required to be certified. The California Labor Code Section 108 authorizes the California Division of Labor Standards Enforcement to issue certification cards to electricians who have been certified pursuant to its rules and regulations. In order to be certified, an applicant must have the required experience, and pass a certification examination. Under Department of Industrial Relations Section 291.3 an applicant must provide proof of experience which may be done by showing:

- Successful completion of an apprenticeship program approved by the California Apprenticeship Council, the Federal Bureau of Apprenticeship Training, or a state apprenticeship council authorized by the Federal Bureau of Apprenticeship Training to approve apprenticeship programs, in the classification for which certification is sought; or
- On-the-job experience, as follows: General Electrician: 8000 hours of work for a C-10 electrical contractor installing, constructing or maintaining electrical systems covered by the National Electrical Code. The 8000 hours must consist of work in two or more of the areas, as per Chapter 2, Subchapter 4 of the California Apprenticeship Council, Section 291.1 (Eligibility for Certification).

In addition the Division of Labor Standards Enforcement maintains a web site and FAQ page for electrician certification requirements at http://www.dir.ca.gov/dlse/ecu/ECU_FAQ.htm#2.

Ultrasound Technician/Diagnostic Medical Sonography Certification

The School's Ultrasound Technician/ Diagnostic Medical Sonography (UT/DMS) program is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC) and by the Accrediting Council for Continuing Education & Training (ACCET). Its UT/DMS program is NOT accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Consequently, graduates of the School's UT/DMS program are NOT eligible to sit for a registry exam administered by the American Registry of Diagnostic Medical Sonographers (ARDMS) until ALL of the ARDMS eligibility prerequisites listed below are

satisfied. Please note that the ARDMS Prerequisites listed below are also subject to change at any time and without notice by ARDMS and the School does not control the requirements of the ARDMS.

Eligibility Prerequisites to sit for the Registered Diagnostic Medical Sonography:

1) Graduation from a two-year allied health education program that is patient-care related. A two-year allied health education program that is patient-care related is defined as a minimum of 60 semester credits. The School's UT/DMS program is 73 semester credits. Successful completion of, and graduation from, the School's UT/DMS program satisfies this prerequisite.

2) Twelve (12) months of full-time employment in a clinical ultrasound/vascular/cardiac environment. Full-time employment is defined as 35 hours per week, at least 48 weeks per year. If working part-time, the requirements are pro-rated. For example, working 20 hours per week would satisfy the prerequisite in approximately 24 months. Please note that the School's UT/DMS program's required externship does not count towards the employment prerequisite. In addition, although the School offers job placement assistance to all graduates, it is the graduate's responsibility to secure the applicable employment after graduation to meet this ARDMS eligibility prerequisite.

The following eligibility prerequisite documentation will be provided by the School to the graduate upon successful completion of the UT/DMS program:

- 1) Official School transcript;
- 2) Education program certificate (Diploma);
- 3) Original letter from the School's educational program director verifying length of ultrasound experience/successful completion of sonography program;
- 4) Documentation of 12 semester credit hours specific to each credential.
- 5) Original signed and completed clinical verification form for the appropriate specialty areas.

PLEASE NOTE THAT BEING A REGISTERED DIAGNOSTIC MEDICAL SONOGRAPHER IS NOT A REQUIREMENT TO WORK AS A DIAGNOSTIC MEDICAL SONOGRAPHER IN THE STATE OF CALIFORNIA AT THE PRESENT TIME. HOWEVER, EMPLOYMENT OPPORTUNITIES AND SALARY POTENTIAL WILL BE LIMITED WITHOUT BEING REGISTERED.

NOTICE TO UT/DMS STUDENTS

The majority of hospitals and other healthcare institutions in the state of California that employ sonographers, require as a pre-condition of being hired, that each sonographer already be registered/credentialed by one of several independent, non-profit organizations that are globally recognized for their standard of excellence in sonography. Two of the most prominent of these organizations are the American Registry of Diagnostic Medical Sonography (ARDMS) and the American Registry of Radiologic Technology (ARRT). IBT's UT/DMS program is an ARRT approved education program.

All prospective students of the School's UT/DMS program should expect that upon graduating from the School's UT/DMS program that their graduation will be the completion of the student's first step in their career goal of becoming a successful UT/DMS. The School believes, given the existing hiring requirements of sonographers in California, that there is a second career step that should be undertaken by the student in order to ensure a successful and rewarding career as a sonographer. The School highly recommends that the student after graduation complete a second career step by becoming registered and credentialed with either ARDMS or ARRT. All students should budget the time, effort and commitment to be registered by one of these organizations. The School does not recommend that anyone enroll in its UT/DMS program without the student also making the further personal commitment at the time of enrollment to additionally seek registration with ARDMS or ARRT after graduation.

Additional information about earning ARRT Credentials can be obtained at <https://www.arrt.org/>

Additional information about ARDMS Credentials/Ultrasound Examinations can be obtained at www.ardms.org/get-certified/Pages/default.aspx or www.ardms.org

Interview and Tour

It is essential that the applicant visit the School for a personal interview to tour the facility and to discuss the selection of a program most suited to the applicant's needs and objectives. Admissions representatives are available for day and evening appointments. High school applicants should be accompanied by a parent or legal guardian.

Re-Admission

Students who have withdrawn from the School, and who wish to be readmitted should contact the Director of Education to update their applications. Prior tuition balances and student loan status must be clear before re-admission application forms will be processed. Students granted re-admission may have course load restrictions, specific grade and attendance requirements, and/or required advising sessions in order to remain enrolled. Students applying for re-entry agree that they may fall under any new changes that have been implemented since they last attended the School. This includes, but is not limited to, tuition increases, student services formerly offered, and curriculum changes.

Distance Education

IBT offers not only traditional in-classroom programs, but also hybrid online programs, which are taught partially online and partially in-classroom. Students should refer to the program descriptions in this catalog and consult their program chair for details and availability.

Hybrid online classes will replace part of the face-to-face on-site classroom instruction with online interaction to allow greater flexibility and to increase active learning. The online component of the program will be delivered completely through the learning management system with instructor support. All distance education classes are supported with access to on-campus facilities and equipment during operating hours. Staff and instructors are available to assist all students to achieve their learning objectives.

IBT has specific technology requirements for students enrolling in programs with distance education, which will be provided during the admissions process. Please see the Admissions Representative or your program chair for details.

Fact for Veterans

Programs at IBT are approved for the training of veterans in accordance with the Code of Federal Regulations. To check eligibility for benefits, call 1-888-GIBILL-1. Applications can be completed on-line at www.gibill.va.gov. Please print out a copy of your application and bring it to the certifying official at IBT as far in advance of enrollment as possible.

Advanced Standing

IBT, upon a student's timely request, will conduct an evaluation of all previous education and training, and grant credit where IBT deems it appropriate. Previous educational experiences are recognized through examinations of skill and subject matter and/or evaluation of transcripts. This may result in a change of a student's program completion time. No more than forty-nine percent (49%) of the total clock hours, including forty-nine percent (49%) of the total required clock hours in the major study area, may be credited by advanced standing. All transfer, standardized testing, and proficiency testing must be completed prior to the end of the first module of attendance. VA students need to provide copies of all prior postsecondary transcripts to the School for evaluation. Copies of the transcripts and the evaluation will be kept in the students' VA file.

Advanced Standing by Transfer Credit

The School accepts academic university and college-level courses beyond the developmental level completed with a grade of C or better, from nationally and/or regionally accredited institutions, for transfer credit. Whenever possible, credit may be awarded for courses completed more than seven (7) years before the date of admission, if credits are part of a completed Associates, Bachelors, Masters, or Doctorate degree.

Any courses from schools or institutions described above must meet the following criteria in order for transfer of credit:

- Courses must be from a nationally or regionally accredited institution, and
- Individual must have an earned grade of "C" or higher, and
- The course number must be 100 or higher, and
- The course is not considered remedial, pre-college, or developmental, and
- The course does not duplicate a course that is offered as part of the School's Associate Degree core program.

Transfer Credit for Massage Therapy Program

Pursuant to Business and Professions Code section 4604, CAMTC can only consider transfer hours from CAMTC approved schools. Students requesting transfer hours must submit their request in writing. The request should include the number of hours to be transferred, the class requirements met by those transfer hours, the student's reason(s) for the transfer, and a copy of the school transcript(s) containing the hours. All transcripts must clearly identify the school's CAMTC School Approval Code, address, telephone, and web address, as well as the hours for which the student is requesting transfer credit. IBT may request additional documentation as needed. Transfer hours may not make up more than 50% of the 500 hours required for certification.

- (1) CAMTC will consider up to 125 hours of equivalent anatomy and physiology, health and hygiene, and/or business completed at a college or university of the state higher education system, as defined in Section 100850 of the Education Code, as meeting the definition of a CAMTC approved school.
- (2) CAMTC reserves the right, in its sole discretion, to not accept any or all transfer hours.

Out-of-State Education

For CAMTC purposes, education and training received outside of California must be, at a minimum, substantially equivalent to the requirements applied to California school programs. One important aspect of educational program equivalence is whether the educational institution attended has been approved by the national, regional, or state authority with responsibility for vocational program approvals. Such status can readily be ascertained by CAMTC for each of the 50 U.S. states and U.S. territories.

Out-of-Country Education

CAMTC does not accept out-of-country education.

Advanced Standing by Proficiency Testing

IBT does not offer proficiency testing for advanced standing.

Credit for Nationally-Recognized Testing Programs

IBT does not award credit for nationally-recognized testing program such as College-Level Examination Program (CLEP) General and Subject Examinations, DANTES Subject Standardized Tests (DSST), and Excelsior College Examinations (ECE). IBT programs are vocational in nature and do not fit the standard design of these examinations.

Transferability of Credits

The School is an accredited institution that is designed to provide the student with vocational career training, and is not designed to prepare the student for transfer to their institutions. Acceptance of credits and/or diploma earned at IBT is determined solely by the receiving institution. Students wishing to transfer credits and/or diploma should first consult with those Institutions concerning acceptance. Accreditation alone does not guarantee that credits and/or a diploma from IBT will transfer to a new institution. The School cannot and does not guarantee credits and/or a diploma earned at IBT will be accepted at any other school or institution.

Articulation Agreements

IBT is not currently party to any articulation agreement with any other institution, college, or university.

Catalog Updates

IBT reserves the right to make changes to its catalog in accordance with the needs of its students or to be in compliance with applicable requirements of the BPPE, ACCSC, ACCET and the USDE.

English as a Second Language

IBT does not currently offer ESL classes (English as a Second Language). All instruction is provided in English. While IBT does not currently require students to document English proficiency with a specific examination, such as the Test of English as a Foreign Language (TOEFL), students are required to present documentation of education equivalent to a U.S. high school diploma for admission and, as such, are expected to have English proficiency equivalent to a high school level.

International Students

IBT does not provide visa or other immigration services for students. The school does not issue I-20s for foreign students.

3. FINANCIAL INFORMATION

Tuition and Fees

A student's total tuition and fees for a given program is set forth in the Tuition and Fee Schedule accompanying this catalog. All tuition is due in full at registration unless alternate payment arrangements are made by student at the time of enrollment.

Guaranteed Tuition Pricing

Students, once enrolled, will be guaranteed during the term of their enrollment the tuition rate and other institutional charges and fees then in effect, as of the time of their initial class start date. Students who leave the School for any reason and later return will re-enter at the then current tuition rate and institutional fee charges then in effect as of the date of their re-entry. Guaranteed tuition pricing does not apply to books and supplies which are sold to student at the prices then in effect as of the date of sale. Please refer to the Tuition and Fees Schedule in this catalog for specific program tuition and fee information.

Payment Plans

Tuition, fees, and book and supplies charges are due and payable in full at registration. Accepted methods of payment include cash, personal check and credit card. All payment arrangements must be discussed with the Business Office prior to registration. Arrangements may be made for students to pay the portion of charges not met by financial aid, scholarships, or other sources on an installment basis. No interest is charged by the School if payments are made as agreed. Late payment fees will apply. Students who qualify for state or federal financial assistance programs are able to use certain loan and grant funds to meet their financial obligation to the School even though the aid may not yet have been disbursed to them or credited to their accounts. Students expecting to use government loan and grant funds must realize that it is their responsibility to provide all information and documentation necessary to obtain all forms of financial aid by the deadlines imposed by the School and the funding sources. Failure to do so may result in the student being required to provide immediate payment of all applicable charges to the School. Working students who are eligible for company-sponsored tuition reimbursement should advise the Business Office.

Past Due Accounts

Any student who is delinquent in payments due to the School is subject to exclusion from School privileges including, but not limited to, continuing enrollment, attending class, receiving grade reports, awarding of course credit, issuing of transcripts, being graduated, issuance of diploma, and using career placement services. Student's accounts that are over ninety (90) days old may be referred to collection agencies at the discretion of the School. Collection costs and attorneys' fees will be added by the School to any outstanding balance.

Cancellation and Refund Policy

IBT has adopted the following as its institutional cancellation and refund policy:

Student (and, in the case of a student under legal age, her/his parent or guardian) has the right to cancel the student's enrollment agreement and obtain a refund of charges paid through attendance at the first class session or the seventh day after enrollment, whichever is later. The School shall refund any amount paid by Student within 45 days after it receives the notice of cancellation. Notice of cancellation may be given by mail, hand delivery, or fax. The notice of cancellation, if sent by mail, is effective when deposited in the mail, properly addressed with postage prepaid. The written notice of cancellation need not take any particular form and, however expressed, is effective if it states that Student no longer wishes to be bound by their enrollment agreement. Further, if Student has received federal student financial aid funds, Student is entitled to a refund of moneys not paid from federal student financial aid program funds. Additionally, students who have not visited the School facility prior to enrollment will have the opportunity to withdraw without penalty within three days, following either the regularly scheduled orientation procedures or following a tour of the School.

If a student accepted by the school never attends class (no show) or cancels prior to the start of class, the school will refund to the student all the money he/she has paid, minus the registration fee. For students whose program is cancelled by the school subsequent to a student's enrollment, the school shall refund all monies paid by the student. Applicants rejected for enrollment at the school shall receive a full refund of all monies paid, including the registration fee paid.

State of California Refund Calculation

Student Withdrawal, Refund Policy, and Hypothetical Refund Example

Student has the right to withdraw from a course of study at any time and pay only for tuition reflective of the amount of time student was enrolled, in addition to registration fees, non-returned books and supplies fees, and other institutional charges. The student may withdraw by written notice to IBT or by student's conduct, including, but not limited to, student's lack of attendance. If student withdraws prior to completion of the course of study in which she/he is enrolled the School determines whether the student is eligible for a refund of monies paid based on a pro-rata calculation formula (see example below) up until the student has been enrolled for sixty percent (60%) of the scheduled hours of the course. Should the number of scheduled hours during student's enrollment in the course exceed sixty percent of the total hours in the course, the institution shall have earned and will retain 100 percent of the institutional charges assessed to the student, as specified on page one of student's enrollment agreement. If student withdraws from her/his course of study after the deadline for student's right to cancel student's enrollment agreement has passed *and* the student is entitled to a refund per the pro rata calculation mentioned above, the School will issue such refund to student, less a registration fee not to exceed \$250.00, within forty-five (45) days following the student's withdrawal.

A hypothetical refund example according to the state pro rata policy is provided to student as follows: Assume a student, upon enrollment in a 840-hour course, pays \$ 13,604.00 for tuition, plus \$50.00 for registration, and \$800.00 for Books and Supplies, and \$7.00 for STRF as specified in an enrollment agreement for a Total Paid of \$14,461.00 and was scheduled 240 hours at the time of withdrawal, without returning the Books and Supplies obtained. The pro rata refund to the student would be \$9,717.14 based on the calculation stated below:

Total Paid	\$14,461.00	Total Hours in Course	840
Less Registration (Not Refundable)	(\$50.00)*	Scheduled Hours	240
Less Unreturned Books and Supplies	(\$800.00)	Remaining Hours	600
STRF	(\$7.00)		
Equals amount paid for instruction	$\$13,604.00 \div 840 \text{ Total Hours} \times 600 \text{ Remaining Hours} =$ \$9,717.14 Refund Amount		

**This amount represents IBT's registration fee, which does not exceed the \$250 maximum allowed by the state or the \$200 maximum allowed by the Accrediting Council for Continuing Education & Training.*

In the event student receives a refund check and subsequently misplaces the refund check or otherwise requires a reissued refund check, School will reissue the refund check, less a \$50 reissue fee to cover the costs of processing a new check and canceling the initial check.

Books and Supplies

The words "Books and Supplies" used in this catalog and in any enrollment agreement with a student include textbooks, supplies, materials, tools, electrical appliances and devices, or other goods issued to a student for student's participation in her/his course of study. A student must return to School any unopened/unused Books and Supplies within 30 days following the date of a student's notice of cancellation to School in order to receive credit on student's account for the returned items. If a student fails to return the Books and Supplies within this 30 day period, the School may charge a student for the Books and Supplies and, if applicable, deduct it from any refund due to a student. The School shall refund any amount exceeding the charges for the Books and Supplies within 45 days after the period within which a student is required to return the Books and Supplies. Any used or opened Books and Supplies may not be returned for credit under any circumstances.

Financial Assistance

All students are encouraged to meet with a Financial Aid Officer in order to determine their financial aid qualifications. The Financial Aid Office administers federal financial aid and assists students receiving benefits such as those offered through Vocational Rehabilitation, the Workforce Investment Act, and other agencies. The office assists those students with calculated financial need, as determined by the U.S. Department of Education. The operation of the office is based upon the Department of Education's concept of "needs analysis," which expects a student and his/her family to meet educational expenses as completely as possible. All students applying for financial aid are asked (and maybe required only if selected for verification) to submit copies of appropriate federal income tax returns to help ensure the accuracy of the information provided. Students classified by the Department of Education as "dependent" may also be required to submit copies of their parents' federal income tax returns.

Financial Aid – Consumer Information

In accordance with federal regulations set forth by the Higher Education Act of 1965, as amended, the school provides this Student Disclosures Schedule as means to disseminate required student consumer and “Right-To-Know” Act information. The School’s Financial Aid Office offers assistance to students seeking financial aid for their educational costs while complying with all federal, state and institutional regulations. Anyone seeking financial aid information or assistance, or seeking consumer information at the School will be provided with access to the required financial aid forms and disclosures, this Student Disclosures Schedule and the School catalog which provides a brief description of the Financial Aid process and explains how financial aid information and assistance may be obtained.

Financial Aid Office

The Financial Aid Office’s mission is to provide optimal customer service while helping students secure financial assistance to cover as much of their educational expenses as possible. The School’s Financial Aid Representative is available in person or by telephone during normal business operating hours to help students determine an affordable way to pay for school.

Student Financing Options

The School offers a variety of financing options and payment terms to help students finance their education.

Primary Financing Options

Cash Payment

The Cash option allows students to either pay their program costs in full prior to the start date of the program or in payment installments, with financing options to be discussed with the business office. Documents required for full Cash paying students are:

- Enrollment Agreement and Disclosure Statements

Employer/Agency Contract Billing Program

Students who are eligible to receive tuition assistance from their employer, workforce agency or the Veteran’s Administration will submit an approved tuition authorization form or tuition voucher completed and signed by an official employer, agency or VA representative. The authorization form, voucher or Military form must be submitted to the school’s Financial Aid Office prior to the first class session in order for the School’s Financial Aid Office to bill the employer or agency for the student’s program costs. Documents required for students participating in the Employer/Agency Contract Billing Program are:

- Enrollment Agreement and Disclosure Statements
- Approved Tuition Authorization Form, Tuition Voucher or Military Form(s)

Financial Aid Programs

Financial aid consists of funding provided through federal and state governments and institutional sources to help cover educational expenses. This funding consists of grants and scholarships that do not have to be repaid and loans that have a variety of repayment options. Financial Aid is available for those who qualify and there are different types of Financial Aid Programs. The School Financial Aid Representative can assist students in determining if they qualify for any of the following types of Financial Aid:

Federal Pell Grant: The Federal Pell Grant is a need-based federal grant for undergraduate students and it does not require repayment.

William D. Ford Direct Loan Program: The William D. Ford Direct Loan Program offers low interest, government-funded loans that include Direct Stafford Loans (subsidized and unsubsidized), Direct Parent Loans (PLUS) and Direct Consolidation Loans. These long-term loans are available to students who are enrolled at least half- time in school:

Direct Subsidized Stafford Loan: The Direct Subsidized Stafford Loan is a need-based loan and has a fixed interest rate, which is paid by the government while students are in school at least half-time and during any periods of deferment. Repayment begins six months after students graduate, leave school or drop below half-time enrollment status.

Direct Unsubsidized Stafford Loan: The Direct Unsubsidized Stafford Loan is a non-need-based loan available to all eligible students regardless of income. The interest rate is fixed and begins to accrue at the time of disbursement. Students are responsible for paying accrued interest but may choose to defer and capitalize interest payments. Repayment begins six months after students graduate, leave school or drop below half-time status.

Direct Parent Loans for Undergraduate Students (PLUS): For students who qualify as a dependent, parents may choose to use the Direct Parent Loans for Undergraduate Students to borrow up to the total cost of their child's education, minus any other aid the child may be eligible for. The loan is credit based, the interest rate is fixed and loan interest begins to accrue at the time of disbursement. Repayment typically begins within 60 days after the loan has been fully disbursed.

Note: Students whose parents are applying for a PLUS loan will require additional documents such as credit approval and a PLUS Master Promissory Note. Students who are selected for verification will require additional documents upon the school's request.

Admissions Disclosure Statement

(Only for Recipients of Stafford Student Loans)

The School is required by Federal law to advise you that, except in the case of a loan made or originated by the institution, your dissatisfaction with or non-receipt of the educational services being offered by this institution, does not excuse you (the borrower) from repayment of any Stafford loan made to you (the borrower) for enrollment at this institution. Student remains responsible for all incurred charges regardless of the amount of any actual financial aid received. Student agrees that if Student obtains a loan to pay for a course of study, Student will have the responsibility to repay the full amount of the loan, plus interest and any applicable loan fees.

Documents required for students applying for any type of Federal Financial Aid are:

- Enrollment Agreement and Disclosure Statements
- Free Application for Federal Student Aid (FAFSA)
- Federal Student Loan Entrance Counseling
- Direct Loan Master Promissory Note
- Understanding Disbursements of Federal Financial Aid Funds
- Title IV Credit Balance Authorization
- Other Documents as Required

Institutional Payment Plans

If one of the primary financing options does not fully cover the student's program costs, the School offers institutional payment plans that can help bridge that financial gap. The School's institutional and alternative loan programs are convenient and affordable. The first payment is due 30 days from the day the student begins school and the interest rate is fixed throughout the term of the note/contract. (If the balance owed exceeds a certain cost, a down payment may be required during the first week of school.) In addition, where available, students may have their monthly payments automatically debited against a credit card or checking account. Consult the business office for availability.

Documents required are:

- Enrollment Agreement and Disclosure Statements

Other Sources of Financial Assistance

Students may choose to seek financial assistance through other sources, such as third-party loans, employer reimbursement, Veterans Assistance, community groups, and private organizations that offer scholarships and special awards. Ask the School Financial Aid Representative for more information.

Corporate Reimbursement Programs

An employed student maybe eligible for tuition reimbursement through their employer's benefits program. Employer reimbursement amounts vary and are usually made payable directly to the student upon the student

providing a program schedule, tuition invoice or receipt, and an official “passing” grade card to their employer. In turn, the student may use their reimbursement checks to make cash payments or pay off loans related to educational expenses.

Students who receive corporate reimbursement are still required to select one of the School’s primary financing options (e.g. Financial Aid, Cash) to cover educational costs and related expenses. All payments must be made in accordance with the school’s financial policies and procedures.

AmeriCorps

AmeriCorps provides full-time educational awards in return for community service work. To learn more, visit www.americoprns.gov or call 1-800-942-2677.

The Division of Vocational Rehabilitation

The Division of Vocational Rehabilitation provides services and financial assistance to students with certain disabilities. For more information, contact a local Division of Vocational Rehabilitation.

Work force Investment Act (WIA)

The Department of Labor may provide services and financial assistance to individuals who are participating in their training programs. To learn more, contact the local community Department of Labor.

State Grants and Scholarships

Many states provide grants and scholarship programs to promote post-secondary education. To find out which grants and scholarships are available, consult your state government’s website.

Community Organization Funds

Many charities and community, civic and religious organizations offer grant and scholarship opportunities that can help students finance their education if they meet specific eligibility requirements. Students can inquire with local community organizations to find out what is available and how they can qualify.

Private Organizations

Students may seek financial support through donations and scholarships from private clubs, businesses and ethnic organizations. Students may also ask parents, relatives and friends to help support their decision to return to school.

Veterans Assistance and Loans (VA)

Veterans, active duty service persons, reservists or otherwise eligible members (such as spouses and dependents) may be eligible to qualify for various VA educational assistance programs. Eligibility criteria for military educational assistance and benefits vary by state and school. Applicants must first check with the Veterans Affairs Administration Office to see if they qualify for benefits.

The school does not penalize students using VA Education benefit programs under Chapters 33 and 31 due to the delayed disbursement funding from the Department of Veterans Affairs, providing students submit a Certificate of Eligibility (COE) for entitlement to educational assistance no later than the first day of their program start, a written request to use such entitlement, and any additional information needed to certify enrollment. In compliance with Title 38 USC 3679 (e), students providing the required documentation will continue have access to classes, libraries, and other institutional facilities as outlined in this catalog. No late fees will be assessed and students accounts will be considered on hold.

Students who receive VA educational benefits are still required to select one of the School’s primary financing options (e.g. Financial Aid, Cash) to cover educational costs and related expenses not covered directly by the VA. All payments to this primary financing option must be made in accordance with the school’s financial policies and procedures.

Students who have questions about these benefits should contact the U.S Department of Veteran Affairs, visit www.gibill.va.gov or call 1-888-GIBILL-1 (1-888-442-4551). More information about education benefits offered by VA is available at the official U.S. government website at <http://www.benefits.va.gov/gibill>. VA education benefits include but are not limited to the following:

- Post-9/11 GI Bill ® (Chapter 33) http://www.benefits.va.gov/gibill/post911_gibill.asp

- Transfer of Post-9/11 GI Bill ® Benefits to Dependents (TEB) http://www.benefits.va.gov/gibill/post911_transfer.asp
- Yellow Ribbon GI Education Enhancement Program (Yellow Ribbon Program) http://www.benefits.va.gov/gibill/yellow_ribbon.asp
- Montgomery GI Bill ® – Active Duty (Chapter 30) http://www.benefits.va.gov/gibill/mgib_ad.asp
- Montgomery GI Bill ® – Selected Reserve (MGIB-SR / Chapter 1606) http://www.benefits.va.gov/gibill/mgib_sr.asp
- Veterans Educational Assistance Program (VEAP / Chapter 32) <http://www.benefits.va.gov/gibill/veap.asp>
- Survivors' and Dependents' Educational Assistance Program (DEA / Chapter 35) http://www.benefits.va.gov/gibill/survivor_dependent_assistance.asp
- National Call to Service Program (NCS) http://www.benefits.va.gov/gibill/national_call_to_service.asp
- Vocational Rehabilitation (Chapter 31) http://www.benefits.va.gov/vocrehab/eligibility_and_entitlement.asp

Financial Aid Process and Information

Applying for Financial Aid

Students who are interested in applying for Federal Financial Aid assistance are required to complete and sign a Free Application for Federal Student Aid (FAFSA) and several forms (electronic and/or hard copy) to begin the process. All documents must be submitted in a timely manner to allow the Financial Aid Office adequate time to process an application for Financial Aid. To apply for Financial Aid, the student must complete the following steps 1-4 by accessing the website <https://studentloans.gov>:

1. Create a federal student user ID and password
2. Complete and submit the Free Application for Federal Student Aid (FAFSA)
3. Complete a Federal Student Loan Entrance Counseling Session
4. Complete and submit the Direct Loan Master Promissory Note

In addition, the student must complete and submit other required forms or documentation as requested by the School's Financial Aid Office.

Compliance Statement

The Federal Privacy Act of 1974 requires that students be notified in the event the disclosure of their social security number is mandatory. Students' social security numbers are used to verify students' identities and to process the awarding of funds, collection of funds, and tracing of individuals who have borrowed funds from Federal, State or private programs.

Student Eligibility for Financial Aid

The Free Application for Federal Student Aid will ask a series of questions that will determine a student's eligibility and dependency status. If a student is considered a dependent, the student will need to provide their parents' information as well.

Federal eligibility requirements to apply for Financial Aid include:

- Being a U.S. citizen or eligible non-citizen such as a permanent resident, or in the United States for other than temporary purposes.
- Having a valid social security number.
- Having a valid form of identification.
- Being registered for the draft with the Selective Service, for males who are at least 18 years old and born after December 31, 1959.
- Having a high school diploma, GED or equivalent.
- Not owing a refund on a federal grant or being in default on a federal educational loan.
- Being enrolled or accepted for enrollment as a regular student in an eligible program.
- Making satisfactory academic progress (refer to the school catalog for the definition of satisfactory progress).
- Not having previously received a Bachelor's degree for the Federal Pell Grant
- Opportunity Grant (FSEOG) and Federal Pell Programs.

Note: For the purposes of applying for Financial Aid, a dependent student is an undergraduate who is under the age of 24, not married, has no legal dependents, is not an orphan or ward of the court, and is not a Veteran of the U.S. Armed Forces.

Submitting the FAFSA

Once a student completes and submits a FAFSA, the information contained on the FAFSA is reviewed by the Department of Education's Central Processing System (CPS). An estimated family contribution (EFC) will be calculated using a formula approved by Congress, which is based on the student's (and/or spouse or parent's) income and asset information. The student's EFC will determine the amount of Federal Pell Grant funds the student may be eligible to receive. In certain cases, verification of information submitted may be required. If the student's FAFSA is selected by the Department of Education's CPS, the school will be required to complete additional steps to ensure the information the student provided on the FAFSA is correct.

Determining Financial Need

The student's financial need is the difference between the actual cost of their education and the amount that the student (or parents) will contribute (the EFC). Financial Aid is then used to cover the gap between these contributions and the total cost of the student's education.

Here's how it works:

$$\begin{array}{r} \text{Cost of Attendance (COA) (tuition, fees, books, supplies, room \& board,} \\ \text{transportation, \& miscellaneous personal expenses)} \\ - \text{ The student's expected family contribution (EFC)} \\ \hline = \text{ The student's financial need} \end{array}$$

Each program within the school has a different student expense budget. The specific expense budget will depend upon the tuition, course length, books, fees, supplies, etc. for that program, as well as certain indirect costs. These indirect costs represent an estimated student budget for living expenses, including room and board, personal expenses and transportation, both for students living on their own and with their parents. Students will not be charged for these estimated indirect costs – the school does not offer housing, meal plans, or transportation for students – they will be used to determine a student's financial need only. Actual tuition, books, fees, and supplies for the program in which the student enrolls, as well the indirect costs used by the Financial Aid Office, can be obtained from the school's Financial Aid Office and are listed in the Tuition and Fees section of this catalog.

Verifying FAFSA Information

A student applying for Financial Aid may be required to verify the information submitted on their Free Application for Federal Student Aid (FAFSA). This inquiry is known as Verification and is required by the Department of Education. If a student's application is selected for verification, the school will require the student to submit any or several of the following items within a specified time frame in order to continue processing Financial Aid:

- Adjusted gross income (AGI) for the base year
- U.S. income taxes paid for the base year
- Number of family members in the household
- Number of family members attending post-secondary education as at least half-time students
- Any child support received
- Any food stamps received
- Other untaxed income and benefits

All of the required information must be submitted by the due date in order for the student applying for Financial Aid to be eligible for federal assistance. In cases where this is not possible, the student will be required to pay cash or set up a satisfactory payment arrangement to maintain their regular enrollment status.

Receiving an Award Notification

After careful evaluation of a student's Financial Aid application, the student's eligibility for Financial Aid is determined and the school issues an Award Letter detailing the student's estimated Cost of Attendance, the Financial Aid awards by fund type, the estimated disbursement dates and estimated disbursement amounts of

aid. The school's Financial Aid Representative will discuss the contents of the Award Letter with the student and the student will acknowledge receipt of the Award Letter.

Maintaining Regular Enrollment Status and Satisfactory Academic Progress

After the student's eligibility is determined, the amount of Financial Aid and the receipt of funds are contingent upon the student's (a) enrollment status and (b) ability to meeting satisfactory academic progress:

A. Maintaining Enrollment Status

- To receive benefit of a grant, a student must be enrolled as a full time student, as defined by the school for financial aid purposes.
- To receive Federal Direct Loan funds, a student must be enrolled in at least half-time, as defined by the school for financial aid purposes.
- The amount of certain federal grants and loans may be adjusted or prorated, depending on the student's enrollment status. The School must administer federal aid in accordance with Federal regulations.
- A student's financial aid award may be adjusted up through the last day of attendance for tuition adjustment due to enrollment changes.
- A student who registers for classes but does not attend at least one class session is not eligible to receive federal, state, or institutional funds.

B. Meeting Satisfactory Academic Progress

A student receiving Financial Aid must maintain certain standards of academic progress toward graduation, and the school is required to have and enforce a policy to check Academic progress throughout the course of the student's program of study. Therefore, an eligible student applying for Financial Aid must maintain the School's standards of academic progress in order to be eligible to receive Financial Aid funds. Please refer to the Satisfactory Academic Progress policy in the Academic Resources, Policies and Procedures section of this catalog for academic progress standards, evaluation checkpoints, probation and other consequences of not meeting Satisfactory Academic Progress, and other policy details.

Disbursing Financial Aid Funds

Funds from the Direct Loan program will be utilized to cover institutional charges via a direct credit entry to the student's account. The student must authorize the institution (in writing) to credit their account with funds disbursed in subsequent payment periods for charges assessed in prior payment periods within the same academic year. Title IV credit balances are created when the Title IV awards exceed the total of the institutional charges in the period. After the applicable school charges have been covered, if funds are still available; those funds will be paid directly to the student to cover additional education-related expenses (i.e., housing, transportation, etc.). Students will be required to sign a Promissory Note for any loan program received, stating their repayment obligations. All funds awarded to students are subject to the submission of required documentation, compliance with the school Satisfactory Academic Progress policy, and with school rules and regulations. The availability of federal funds in general is subject to the continuous eligibility of the student and the institution, as well to the continuous appropriations of funds from the U.S. Department of Education. Students should be and will be fully informed of loan obligations prior to authorizing the institution to credit their account with any available FSA funds for any current direct institutional charges for tuition and fees, and any other institutional charges for books and supplies provided by the institution and assessed to the account; and a maximum of \$200.00 for direct institutional charges incurred in the prior academic year/loan period. If any FSA disbursements from loan funds are considered late disbursement and post withdrawal disbursements, the student will be informed and requested to approve those disbursements. This institution does not provide room and board accommodations.

Receiving a Disbursement Notification

The School must notify a student (or parent) of when Financial Aid funds are disbursed and credited to the student's account by issuing a Disbursement Notification. The student (or parent) will be notified by the School no earlier than 30 days before and no later than 30 days after crediting funds to the student's account. The Disbursement Notification will include (a) the anticipated disbursement date, (b) the amount of the disbursement, and (c) the source of the Financial Aid funds disbursed to the student's account. If the fund source includes any Direct Stafford Loan funds, the notification will indicate which portion of the funds disbursed are subsidized loans and/or unsubsidized loans.

Note: The Disbursement Notification indicates a close approximation of the net disbursement amount received by the School since the actual loan disbursements received may differ slightly from the amount expected to be receive due to loan fees and rounding differences.

Changing Enrollment Status after Receipt of Financial Aid

A student's decision to drop or change a program of study is based on academic and personal considerations and should be made in consultation with the Campus Director and the Financial Aid Office. Changing program schedules, dropping coursework, withdrawing from school has implications for student eligibility of Financial Aid funds and may result in a balance owed to the school.

Returning Title IV Funds (R2T4)

A student earns their Financial Aid (Title IV) funds on a prorated basis over the first 60% of the scheduled hours for each payment period. After attending 60% of scheduled hours of the payment period, the student is eligible to retain 100% of the Title IV funds scheduled for that payment period.

As a result, the School is required to return Financial Aid (Title IV) funds, if a student receiving Financial Aid withdraws during the first 60 percent of the scheduled hours for that payment period. The refund calculation and process is governed by federal regulation, and the school is required (a) to determine the portion of aid earned by the student up until the date of withdrawal and (b) to refund or repay the amount of unearned aid.

Note: For the purposes of the Title IV refund policy, the student's official withdrawal is the date the student initiated the withdrawal process or notified the School of their intention to withdraw. In the event of an unofficial withdrawal, the School determines the student's last date of attendance that is documented in the School's records and uses that date as the withdrawal date. The U.S. Federal Government determines the amount of Title IV funds a student has earned, as of the withdrawal date.

If a student withdraws, the School is required to calculate and return all unearned financial aid for that payment period and is subject to the Return of Title IV policy. As a result, the School must (a) complete the refund calculation in a timely manner, (b) adjust the awards, (c) refund/repay the unearned aid, and (d) notify the student in writing of the refund calculation results. If a refund of Title IV funds is required, funds are returned to the appropriate Federal Aid Program(s) in the following order:

1. Federal Unsubsidized Direct Loan Program
2. Federal Subsidized Direct Loan Program
3. Federal Direct PLUS Program
4. Federal Pell Grant Program
6. Federal SEOG Program
7. Other Title IV Programs
8. Other federal, state, private, and institutional programs
9. Student

Institutional Refund Calculation

Please refer to the school's cancellation and refund policy earlier in this section.

Reapplying for Financial Aid

As eligibility for Financial Aid is evaluated at the beginning of each academic year, a student must submit a new financial aid application for each academic year of their enrollment. Many programs can be completed within one academic year and will not need to reapply for financial aid. If a student is enrolled in a program which is longer than one academic year, however, financial assistance may change and the student will need to reapply for Financial Aid by submitting a new financial aid application.

Seeking Additional Information

Students (and/or parents) who wish to seek additional information about Financial Aid and the Financial Aid process can refer to:

- The school's Financial Aid page located on the school home page via the intranet
- The Department of Education's guide to Funding Your Education, which can be downloaded from the websites www.studentloans.gov or www.fafsa.ed.gov
- The School's Enrollment Agreement
- The Federal Student Aid Information Center: 1-800-4-FED-AID (1-800-433-3243)
- The Department of Education websites: www.studentaid.ed.gov, <https://studentloans.gov> or www.fafsa.ed.gov

4. STUDENT SERVICES AND REGULATIONS

Career Services Department

The Career Services Department assists graduates in finding entry level employment in their field of study. Neither the Career Services Department nor any IBT employees can guarantee graduates a job or a specific salary level. Much of the graduate's ability to find employment has to do with good grades and attendance, attitude, motivation, and working closely with the Career Services Department. The student's ability to pass a background check may also be a job qualifying factor, especially in the medical field.

The Career Services staff provides assistance with job leads before and after graduation, resume preparation, cover letter development, job applications, and scheduling interviews. All candidates for graduation are required to complete a placement information form designed to assist the Career Services staff in matching graduates with job leads. Students are notified when a matching job is available and the Career Services staff assists the student in scheduling an interview. Graduates are also welcome to scan recent job announcements and job postings by visiting or emailing the Career Services Department.

School Graduate Employment Gift

Upon the completion of their program of instruction every graduate of the School becomes eligible to receive that School's Graduate Employment Gift. The Gift is a \$100 check. A graduate of the School is eligible to receive one Gift only. In order to receive their Gift, the graduate needs to provide to the Career Services Department a copy of their paystubs along with salary information showing they have been employed at least 30 hours or more per week for 5 weeks/35 days. The graduate's employment position must be career related to the graduate's completed program of instruction at the School. The check will be issued to the graduate two weeks after the date of their employment verification by the Career Services Department.

Advising Services

Advising services are available to assist students in resolving educational, career, and vocational issues. The Director of Education can help students plan their educational program. The Director of Career Services can assist students with career related issues. The Campus Director and the Director of Education maintain a list of referral agencies for use in the event that a student requires other types of advising/counseling.

Orientation

The School provides orientation for all new students. The orientation acquaints new students with the faculty, administrators, and academic life at the School. An agenda is prepared that provides the opportunity for counseling on academic matters, registering for classes, purchasing textbooks and materials, receiving student identification cards, and having any questions addressed. All new students are required to participate in the orientation.

Students enrolling in a program with distance education may receive their orientation either online or in person at the IBT campus.

Tutorial Assistance

The School provides assistance for students experiencing academic difficulties. Faculty will make every effort to identify students in need of assistance. Students are urged to take the initiative in seeking help outside of the class by contacting and discussing their difficulties and seek help from their instructors. Tutors are available to work with students on an "as needed" basis at no charge to the student.

Hours of Operation

The School is open from 7:00 a.m. to 10:30 p.m., Monday through Thursday, and from 8:00 a.m. to 5:00 p.m. on Fridays. School facilities and equipment are available for student use at posted times.

ID Cards

All students, staff, and faculty are issued an ID badge. This badge must be visibly worn when inside the School. The badge is issued at no charge for the first time. The cost for issuing additional ID badges is \$5.00 each.

Publications and Announcements

Announcements and updates are posted on the bulletin boards throughout the corridors, classrooms, and student lounge.

Learning Resource Center

The Learning Resource Center (LRC) offers reference sources, a collection of books and materials related to curricula. The primary function is to provide students with materials that may be used for study. Any registered student in regular attendance may utilize the library and its resources. The LRC Center hours are posted. The LRC at the School is housed in approximately a 1,900 square foot area. These materials provide the students with additional resources. In the LRC the students have access to the Internet, the Library & Information Resources Network (LIRN) Virtual Library Collection, the Alameda County Library Research Center on-line, and the Santa Clara City Library (www.library.ci.santa-clara.ca.us/). Students are introduced to the LRC and given instructions on using and accessing LRC resources during new student orientation, and are encouraged to use its resources as they progress through their programs. Directions to the location of the library are posted around the campus and are available at the front desk.

Bookstore

The bookstore stocks selected supplies and course materials. The hours of operation of the bookstore are posted and announced at registration. The bookstore is open at other times as needed. Books and supplies are available for purchase at the campus bookstore and are in addition to tuition and fees. Costs will vary by program and are specified in the Tuition and Fees Schedule supplementing this catalog. Textbooks and supplies purchased by the student become the property of the student. The bookstore is offered as a convenient service to students. Students are not required to purchase their books or supplies at the bookstore or from the School.

Housing

As most students reside within commuting distance, IBT does not maintain dormitory facilities. However, students desiring information on local housing accommodations should contact the Admissions Department. There is availability of housing reasonably nearby IBT (within a 2 to 30 mile radius from IBT's campus) that ranges from \$800 to \$3,000 per month for rent. IBT has no responsibility to find or assist a student in finding housing for rent or to buy a house. However, students desiring to rent or buy a house near IBT's campus may contact Zillow at <http://www.zillow.com> or other similar services.

Campus Visitors

Visitors to the School must check in at the reception desk upon arrival. Students are invited to have their parents, relatives, or friends tour the campus. If visitors have questions, they are welcome to meet with the staff.

Children on Campus

Children are not allowed to accompany a student to class or to be left unattended on campus. If a student brings a child to class, the instructor should inform the student of the school policy and ask him/her to remove the child from the classroom. If a child is left unattended, the Campus Director or other administrator shall be notified. The parent will then be located and requested to comply with the policy. The School assumes no liability for injuries incurred by minors while on campus.

Care of Facilities

Smoking, eating, and drinking are prohibited in the classrooms and hallways of the school. IBT provides a student lounge for eating and drinking and an outside area for smoking. The campus maintains a smoke-free environment.

Campus Health Services and Vaccination Policy

The School does not have onsite health services available at its campus. However, there are local hospitals, clinics, and physicians in the vicinity of the School. IBT does not have a required vaccination policy for enrollment as a student at the School. However, applicants or students with communicable diseases may be prohibited from registering for classes in cases where health records indicate that a student's attendance would be detrimental to the health and safety of the student or other persons with whom the student may come in contact. Students who have significant health problems or limitations are encouraged to inform their instructors before they start a program at the School and to keep their Instructors informed if their status changes. The School seeks to assist students who have special health problems or limitations in the attainment of their educational goals.

In the event of accident or illness on campus, campus staff should notify the Campus Director immediately. The School maintains a first aid kit at the reception desk. Students who become ill, are injured, or develop health problems requiring professional attention are referred to an urgent care facility or the emergency room of the hospital closest to the School and/or the student's home. In an emergency situation that requires immediate attention, a student may be taken directly to the hospital or an appropriate emergency medical resource may be called.

Emergency Information

In the event of a fire or other disaster that requires evacuation of the School, students should vacate the building in an orderly fashion and gather at the designated locations so that instructors may take attendance. Re-entry into the building is allowed only when the all-clear signal has been given. Students will find evacuation routes posted in each classroom.

School Closing

When inclement weather causes the possible delay or closing of the School, this information will be announced on local radio and TV stations after 6:00 a.m. for day classes, and after 3:00 p.m. for evening classes. Closings for day and evening classes will be announced separately. When School closings are excessive, make-up classes may be required.

Address/Phone Number Changes

Students should report any change in home address, phone number or email address promptly to the School Business Office.

Loss of Personal Property

The School does not assume responsibility for the loss of books or other personal property. However, all instructors and students are requested to give the receptionist any articles found so that the owner may claim them.

Electronic Device Policy

Because of proprietary and regulatory compliance issues, electronic recording devices may be used only with permission from the instructor

Internet Policy

Because the Internet contains an unregulated collection of resources, the School cannot guarantee the accuracy of the information or the appropriateness of any material that a student may encounter. Therefore, usage of the School's on-line resources constitutes an agreement between the user and the School that a student agrees to not hold the School responsible for materials acquired by the student on the system, for violations of copyright by a student, users' mistakes, or negligence, or any costs incurred by users.

Administrative Prerogatives

The School reserves the right at any time to make changes as it seems necessary or desirable in its policies and operating procedures, to modify its tuition rates, to add to or to withdraw members from its faculty and staff, to rearrange its courses and programs as teaching policies render it desirable and consistent with appropriate approvals or notification of its accrediting and approving agencies, and to withdraw or re- sequence subjects, courses, and programs based on enrollment.

The Family Education Rights and Privacy Act (FERPA)

All students shall have the right to inspect and review their educational records, to request corrections or deletions, and to limit disclosure of the records in accordance with the Family Educational Rights and Privacy Act of 1974. See the Student Disclosures Section of this catalog for a student's rights under FERPA.

Equal Educational Opportunity

See the Student Disclosures Section of this catalog for the School's Equal Educational Opportunity Policy.

Student Conduct

The academic and student conduct policies, including the Classroom and Discipline Policies, Students Right to Know, and Student Consumer Information are contained in the Student Disclosures Section of this catalog.

Campus Security

IBT provides a safe and secure academic environment for all students, staff, and faculty. Any criminal activity within campus grounds is reported directly to the Campus Director. The Campus Director will then notify the proper authorities as necessary. Since the School's campus is located within Santa Clara city boundaries, the local police department is responsible for patrolling on a regular basis. Campus buildings are secured nightly following completion of classes. Parking is available in lighted areas.

5. ACADEMIC RESOURCES, POLICIES, AND PROCEDURES

This catalog is an official publication of the IBT and is subject to revision at any time. IBT reserves the right to change, withdraw, or supplement this catalog as it seems necessary or appropriate in its policies and operating procedures, curricula, class schedules, course content, training equipment, tuition and fees, faculty, and staff without notice at any time. Students are individually responsible for being aware of information contained in the school catalog and any amendments thereto. Failure to read and comply with School regulations will not exempt students from penalties that they may incur. Students are advised to read and fully understand the rules, regulations, and policies stated herein and to retain this catalog for use as a reference.

Class Schedule

The class schedule is based on the student's selected program scheduled. The School offers its programs through both day and evening classes. Program lengths may vary for students enrolled in some programs and in evening classes. Students must complete all courses as required in their programs of study. Students who fail courses or interrupt their studies will need to complete required courses as they become available. Day classes are conducted Monday through Thursday from 8:00 a.m. to 1:00 p.m. Individual schedules may vary by program. Evening classes are generally scheduled four evenings per week, Monday through Thursday, between 5:30 p.m. and 10:30 p.m. Individual schedules may vary by program.

Externships and Internships

Some Courses of Study require up to eight weeks of hands-on applied training at an offsite third-party externship or at an onsite School internship. Students entering an externship or internship must make arrangements to be available at the times required by their site's educational coordinator or instructor. Student understands that all externships and internships are performed without payment of compensation or any other benefit, and if travel is required, it is the responsibility of student to secure transportation. Student understands that Student is never an employee or independent contractor of the externship site or of the School at any time. The student is and always remains a student at the internship and externship site. Student further understands that both an externship and internship are provided solely for the benefit of Student as a part of their Course of Study in order for student to obtain the clinical and observational experience needed to apply for a governmental or other entity license/permit/examination, and/or gain the requisite hands-on experience to qualify for an entry level position in their chosen career field. Students are expected to treat the externship and internship as a hands-on classroom setting, to attend all required externship and internship hours, and to abide by the rules and regulations of the externship and internship site. Hours at externship and internship sites can vary from day to day and from week to week depending on the needs, rules, regulations and scheduling of the location. Excessive absences from the externship or internship may result in failure of the Course and the inability to graduate at the planned time. Externships are held in a variety of settings and locations. Student is strongly advised to accept the assigned externship site provided by the School, otherwise there may be a delay in student completing their externship and finishing their Course of Study. Student understands that neither the School nor the externship site guarantees represents, or warrants that Student can apply, be considered for, will obtain or be entitled to any job position at the externship site where the Student had their externship.

NOTE: School is only responsible for obtaining one externship site location for a Student.

IBT is only responsible for assigning one externship site per student within an 80 mile radius from the school. A student declining an externship location must provide in writing to their Externship Coordinator the reason(s) for declining the externship location. This written document will be reviewed by the Externship Coordinator and the Director of Education to determine if the student's explanation is reasonable and if so, to then develop a plan to determine how the student will fulfill the externship requirement. A refusal by a student to conscientiously attend their externship location may delay their graduation, delay their ability to obtain their state or other required licensing, or jeopardize their continuing enrollment at the School. A student will be required to find their own externship site within 14 calendar days in order to continue with their externship program in the event a student refuses a site selected by the School, or is removed from the externship site for failure to attend or for excessive absences, or for failure to abide by the site's rules, regulations and scheduling.

Schedule Changes

The drop/add period is the time frame in which students may make adjustments to their schedules without being penalized academically. The drop/add period is generally the first seven class (business) days in which classes are held.

Program Changes

Permission must be obtained from the Director of Education for a change in program of study or schedule.

Withdrawal Procedure

To withdraw from an individual course or all courses, students are requested to contact the Director of Education to obtain the necessary forms and procedures for official withdrawal. Students who leave the School either by withdrawal or graduation from a program must schedule an exit interview with the Financial Aid Office. Students who are unable to finish a term due to deployment for active duty military service, whether enlisted, reserve, or National Guard, are entitled to a refund of all tuition and fees for the unfinished module. Credit will not be granted for unfinished courses, and the unfinished courses will not impact the student's Satisfactory Academic Progress. If the military student is deployed at the end of a module and completes his or her courses prior to deployment, then the tuition for that module will not be refunded, the credits will be earned, and the student's Satisfactory Academic Process will reflect the inclusion of those credits. Such a student will be released from his or her financial obligations for future modules. Deployed students who choose to return to the School following completion of the deployment can re-apply as returning students. In all cases, the military student must provide evidence, such as a copy of official orders, and/or a letter from a superior to document the activation and/or deployment.

A student may be unofficially withdrawn, dismissed, or otherwise terminated from the school if the student fails an academic probation or violates the School's rules and policies, is absent for fourteen (14) consecutive calendar days, or fails to return from an approved leave of absence on the scheduled date of return. If a student is absent for fourteen (14) consecutive calendar days, the fourteenth (14th) day then constitutes the date of withdrawal. If a student fails to return from an approved leave of absence on the scheduled date of return, the scheduled date of return constitutes the formal date of withdrawal except in the event the student notifies the institution that student will not be returning, in which case that date shall be the formal date of withdrawal.

Leave Of Absence Policy

A Leave of Absence (LOA) is a temporary break in a student's attendance in which the student is still considered to be continuously enrolled. An LOA may be granted for unforeseen or emergency situations, including but not limited to a serious illness, a debilitating injury, military deployment, or a debilitating injury, serious illness or death in the immediate family. No additional charges are assessed for a student on an authorized a Leave of Absence.

A student must make an LOA request in writing in advance of the LOA start date unless unforeseen circumstances prevent the student's timely request. If the student's leave request is not within the time frame of the consecutive days of absence policy, the student's enrollment will be terminated instead. An LOA, together with any additional leaves of absence, must not exceed a total of 180 days, or one-half the program length, whichever is shorter, in any 12-month period. Multiple leaves may be permitted provided the total days of leave do not exceed this limit which begins on the first day of the student's initial LOA and must be reasonable within the context of the School's curriculum.

For an LOA to be approved by the School there must be a reasonable expectation that the student will return from an approved LOA. By signing the School's LOA request form the student will confirm their understanding of the procedures and implication for returning or failing to return to their course of study. Additionally, if a student requesting an LOA has a Title IV loan, the School, prior to granting an LOA, shall explain the effects that the student's failure to return from an LOA may have on the loan repayment terms, including the expiration of the grace period.

In order for the School to authorize an LOA, the student must request the LOA in writing, to include the reason for the student's request and the return date from the LOA, and must date and sign the School's LOA request form.

There may be unforeseen circumstances preventing a student's timely request. For example, but not by way of limitation, if a student were injured in a car accident and needed a few weeks to recover before returning to school, the student would not have been able to request the LOA in advance. The School may grant an LOA under such circumstances provided the School documents the reason for its decision and collects the request from the student at a later date. In such cases, the beginning date of the approved LOA would be the first day the unforeseen circumstances prevented the student from attending school.

Collecting the request from the student at a later date due to unforeseen circumstances may be accomplished by:

1. The student completing, dating and signing the School's LOA request form specifying the reason for the LOA request and the return date; or
2. As a substitute for using the School's LOA request form, the School may, at the campus director's discretion, approve a student's LOA request from written communications received from a student's email(s), letter(s), fax(es), or text(s), provided that these communications confirm the student's identify by use of the student's first and last name and specify the student's reason for the LOA and expected return date.

For an LOA approved due to unforeseen circumstances where the School's LOA request form is not used, the School as soon as reasonably practicable, will provide the student written confirmation of the student's LOA status and return date. In the same confirmation or in another writing, the School shall explain the effects that the student's failure to return from an LOA may have on any Title IV loan repayment terms, including the expiration of the grace period to include the procedures and implication for returning or failing to return to their course of study. Such confirmations by the School may be accomplished by letter, email, fax, or text.

An approved LOA can be extended for an additional time period provided that the extension request meets all of the above requirements and the total days of leave do not exceed a total of 180 days or one-half the program length, whichever is shorter, in any 12-month period. Any course being "attempted" (and with attendance) will be used in the Maximum Time Frame calculation. Students who do not return on or before their scheduled return date will be considered to have withdrawn from the School.

Attendance Policy

The School is committed to the principle that class attendance is an essential part of its educational programs and in its goal to prepare all students for the responsibilities of their chosen career fields. Regular class attendance is mandatory in all classes and attendance is recorded for every regularly scheduled class.

All absences, late arrivals, and early departures are recorded and become a part of the student's permanent record. No distinction is made between excused and unexcused absences. Failure to comply with the attendance policy can result in reduction of the final grade, course failure, suspension, or dismissal. Externship and clinic courses and programs, which are considered clock hour programs for Title IV purposes, have their own specific attendance criteria and may require make-up of all hours missed as detailed below.

A student will be required to repeat any course in which absences, including the time tallied for tardies and early departures, exceed 10% of the scheduled participation hours for diploma and certificate granting programs or 20% of the scheduled participation hours for degree granting programs. Note: Certain modules in the Lab Assistant program require 100% attendance in order to pass the module. Please refer to the program description for specific details.

Online Attendance Policy

Students enrolled in a hybrid online program are subject to the same attendance policies and procedures as students enrolled in a traditional in-classroom program. However, while the traditional attendance measurements apply to all scheduled in-classroom class sessions, online participation and attendance must be defined and measured in a different manner. Merely logging into an online course without active participation does not constitute attendance. Hybrid online program students are expected to actively participate in their program online each week through Academically Related Activities (ARA), all of which contribute to the students' overall academic goals.

ARAs are used to determine a student's official last date of attendance and corresponding enrollment status at the College. ARAs are also used to determine the effective date of active and withdrawn enrollment statuses. The online class week runs for seven (7) calendar days beginning Monday, 12:00 a.m. to Sunday, 11:59 p.m. Pacific Time, unless otherwise indicated. Students must submit at least four (4) ARAs for each scheduled week of the module. Students who do not meet the minimum ARA requirement for the week will only be given partial attendance credit. Work submitted outside the online learning management system does not count toward attendance.

The following activities that occur after the course start date and on or before the course end date will be considered Academically Related Activities:

1. Submission of a gradable assignment, such as a paper, test, exam or quiz.
2. Participating online in an interactive tutorial, or other computer-assisted instruction.
3. Online attendance of a study group that is assigned by the institution.
4. Initiating contact with a faculty member to ask a question about the academic subject studied in the course or responding to a faculty member's inquiry.
5. Participation in a gradable online discussion, with classmates and/or the instructor, in a way that is substantively and academically related to the enrolled course. The purpose of substantive interaction in an online discussion forum or thread is to promote comprehension of the academic topic through a

collaborative, collective and interactive conversation. Substantive interaction involves a sustained, interactive communication. A substantive post adds to the discussion and encourages a response from fellow students. A student's discussion post may include a well thought out opinion that applies ideas relevant to the course content. It may compare and contrast the posts of others, perceptions of each student experience of facts may also vary based on the student's perception. In some cases, the values of an outcome may be explored that further expands on the discussion thread. By substantively interacting, it opens up the lines of communication with fellow classmates and instructors to help foster and promote a deeper academic understanding of the topics discussed in the course, which will contribute to student academic achievement.

6. Some examples of substantive posts that will be considered an ARA:

- Making associations between coursework readings and the interactive discussion.
- Apply lessons from students' coursework or profession, clinical rotations or externship and/or life to the interactive discussion.
- Ask additional questions of your classmates,
- Explain why you agree or disagree, offering specific examples to support your perspective.
- Create and expand on comprehensive academic thoughts on the academic topic that are at least 50 words.

Some examples of non-substantive posts that will not be considered an ARA:

- Discuss topics unrelated to the academic coursework (e.g., the plot line of your favorite television show).
- Mocking or insulting classmates for their opinions.
- Asking questions of the instructor that are not academically substantive in nature or related to the specific course (e.g., "will this test be hard?")
- Offering a two-word response like "I disagree," without further explanation.

Make-Up Hours

It is the policy of the School to allow students participating in diploma and certificate granting programs to complete make-up hours, at times provided by the instructors, prior to the end of that module in which time is missed. Students may make up hours up to, but not exceeding, 10% of the total clock hours for any module, and may only make up those hours required to meet that module's attendance requirement.

For example, in a 120-hour module:

- A student missing up to 12 hours (10%) will meet the attendance requirement for that module and is not eligible for make-up hours.*
- A student missing more than 12 hours but no more than 24 hours (20%) is eligible for make-up hours **AND** must complete sufficient make-up hours to achieve the 90% attendance requirement in order to pass that module.
- A student missing more than 24 hours (20%) cannot complete sufficient make-up hours to achieve the 90% attendance requirement for that module. He or she is ineligible for make-up hours and must repeat the module.

* Note: Certain modules in the Lab Assistant program require 100% attendance. For these modules, students missing up to 10% of total module clock hours are both eligible for make-up hours and required to complete them in order to meet the attendance requirement for the module. Please refer to the program description for specific details.

The student is responsible for all material covered daily in each class for which he/she is registered. In no instance does absence from class relieve the student from the responsibility for the performance of any part of the class work. The student is responsible for initiating any request to make-up work missed because of class absence. The decision as to the specific type of assistance to give the student with makeup work will be announced at the beginning of the term by the instructor. Make-up of missed classes does not erase an absence from a student's record – students missing scheduled class time are not eligible for perfect attendance awards.

All tests must be taken when scheduled. If you are absent: You will not be allowed to make up any test or quiz unless prior arrangements have been made. If a student can provide an excused absence (Doctor's excuse, Jury Duty notice, DES appointment, etc.) no points will be deducted. Homework should be turned in daily or at the

instructor's discretion. Assignments turned in late will have a decrease in value reflected on the participation grade at the instructor's discretion.

Attendance Probation

If during any course a student's absences, including the time tallied for tardies and early departures, exceed 10% of the scheduled participation hours for diploma and certificate granting programs or 20% of the scheduled participation hours for degree granting programs, the student will be placed in Attendance Probation Status for the next course, receive an Attendance Probation Notice, and be required to meet with the Director of Education who will monitor attendance for compliance. Failure to improve attendance to meet the standard could result in termination.

If a student is absent from all classes for 14 consecutive calendar days, the student will be withdrawn from the School. If a new or returning student does not post attendance during the first 3 days of a new module, the student may be withdrawn from the School.

Clock Hour Programs:

Students are expected to attend all classes and to be in class at the appropriate times. The licensing boards that govern some of these programs may require that all missed class time be made up and may impose limits on the number of hours that maybe missed and subsequently made up. Make up work is scheduled by the instructor and attendance is monitored and recorded. Any make up work that is allowed must be completed prior to the end of the module in which the class is taken. The instructor of each class will notify students of the specific attendance policy at the beginning of the course. Students who miss classes may delay the disbursement of their aid whose disbursements are based on the students' attendance.

Grading System

Grades are one measure of a student's ability to meet employment standards in the field for which he/she is preparing. Upon the completion of each module, the student is given a letter grade in each class based upon written examinations and practical exercises. A 2.0 (C) Cumulative Grade Point Average (CGPA) is required for graduation. Class participation, homework, tests, projects, attendance, and final examinations are considered in arriving at final grades. Students demonstrating unsatisfactory work at the mid-point of a module are notified by instructors through mid-term reports. Students are encouraged to discuss their progress with their instructors throughout each course. Students with questions about grades should contact their instructor immediately upon receiving the grade.

Grade Point	Letter Grade	Percentage
4.0	A	90% - 100%
3.0	B	80% - 89%
2.0	C	70% - 79%
1.0	D*	60% - 69%
0.0	F	59% or Below 50%/Fail
	P	Pass
	CR	Credit
	I	Incomplete
	W	Withdrawal

* Note: Degree granting programs have higher G.P.A. requirements and a D will not be considered a passing grade for certain modules. Please refer to the program description for specific details.

Individual courses maybe repeated, with approval, only once to obtain a passing score.

A student who is making satisfactory progress but for valid reason is unable to complete the module's work could request to have an additional two weeks to do so, and is given a grade of Incomplete (I). This arrangement is at the discretion of the instructor, Director of Education, or Campus Director. The student must have successfully completed a minimum of 75 percent of the class work assigned. If the student does not complete the outstanding work within the time period allotted, they will receive the grade earned. The letter grade achieved will be computed as credit hours completed.

If a student withdraws from a course within two weeks of the start of that course, that course and all other courses in that terms will be assigned a grade of W. Withdrawals during the first week of the term will not appear on the student's transcript. W grades are not computed in the student's grade point average but are counted as courses attempted for purposes of calculating maximum time frame.

The CR grade is assigned when credit is granted by transfer from other institutions. Class participation, homework, tests, projects, attendance, and final examinations are considered in arriving at final grades. See Standards of Satisfactory Academic Progress for additional information on grading.

Clock Hour to Credit Hour Conversion

All of the School's programs in this catalog are identified as Clock Hour programs by the USDE. In identification of clock hours used to calculate semester credit hours awarded incompletion of the courses within a program, the standard Carnegie scale (15 lecture hours = 1 semester credit hour, 30 lab hours = 1 semester credit hour, and 45 externship/clinic/practicum hour = 1 semester credit hour) is used in determination of the Instructional Clock Hours: within the program. For Title IV purposes, the School will use the "Total Clock Hours" identified as the Instructional Clock Hours + required supplemental/outside (Study/Prep/Review) hours identified in the class(es). A clock hour is defined as 50 minutes of instruction within a 60 minute period.

Graduation Requirements

Candidates for graduation must:

- Complete successfully all courses required for the diploma, certificate, or degree granting program
- Earn a cumulative overall grade point average of at least 2.0 (CGPA)
- Complete 90% of each course or module scheduled hours of attendance for diploma and certificate granting programs and 80% of each course or module for degree granting programs
- Complete all required competency and skill performance testing required for the program including any externship
- Attend any required graduation meeting(s), seminars, workshops
- Attend exit interview(s) conducted by the Financial Aid Director if the student has utilized student loans
- Attend exit interview with the Career Services office and submit an approved resume, cover letter, and three references together with career portfolio
- Be free of all indebtedness to the School

Externship Program

The externship program for all non-degree medical programs and Massage Therapy program consists of 160 hours or approximately six (6) weeks in a doctor's office, hospital, clinic or other appropriate location. During the externship phase of the program, both the student and the appropriate professional in the medical business community will be required to provide regular progress reports on forms provided by the School. Students will be expected to accept the externship position and location arranged by the School, unless they wish to arrange their own externship site. In the latter event, the School must approve such externship site. Graduation will occur only after satisfactory completion of the externship program. A student may be terminated from an externship site because of violation of the externship site's rules and regulations, procedures, and policies; or because of unacceptable student absences or sub-marginal work ethic. If a student is terminated from their externship site, the student will be required to find their own externship site within 14 calendar days in order to continue with their externship program.

Refresher Courses

Graduates have the opportunity to retake any course they have completed, provided there is space available, and with the approval of the Director of Education and instructor at no charge, except for books and supplies. Graduates are subject to school rules and regulations at all times. A written request for a refresher course should be submitted to the Director of Education at least thirty (30) days prior to the beginning of the desired course. The School's technical and medical course curriculum is constantly updated to reflect the changes in industry. Graduates are encouraged to return to the school to take updated modules in their field of study when space is available. The costs of books and supplies are the responsibility of the student.

Transcripts

A full and complete record of every course for which a student registers is maintained on a secure, computerized student records system that is backed up systematically. The record of all credits attempted and earned is posted to this record concurrent with the issuance of grade reports to students. Student financial aid and academic files are maintained for a minimum of 5 years. Student transcripts are retained indefinitely. One unofficial transcript will be provided to the student at no charge, upon request. Official transcripts provided to any institution or agency designated by the student will incur a charge of \$10.00 each. Students who have not satisfied their financial obligations to the School are not eligible to receive or request transcripts. A written authorization by the student is required for the School to release an official transcript.

Diploma

Upon satisfactory completion of course requirements and payment of all tuition and fees for a student's program, the School will issue a diploma certifying program completion.

Grade Point Average

The grade-point average (GPA) is computed by multiplying the quality point equivalent for each grade by the semester credit hours given for that course, adding the products, and then dividing the sum by the credit hours attempted during the term. Note the following example of determining a grade-point average:

Course	Credit Hours Attempted	Grade		Quality Points		Product
Course 1	3	A	x	4	=	12
Course 2	3	B	x	3	=	9
Course 3	3	F	x	0	=	0
Course 4	3	C	x	2	=	6
SUM OF PRODUCT	12					27

$$\text{Grade Point Average (GPA)} = \frac{27.00}{12} = 2.25 \text{ GPA}$$

Grade Challenges

Grades posted to transcripts must be challenged before the end of the first week of the module immediately following the module for which the grade was received. Students have the right to contest grades assigned to them. Students who desire to contest a grade must follow this procedure outlined in the student grievance policy and procedure in the Student Disclosure Section.

Grade Reports

Grades are one measure of a student's ability to meet employment standards in the fields for which s/he is preparing. Reports showing the final grade earned in each course and grade point averages are issued to students upon completion of each module.

Students demonstrating unsatisfactory work at the mid-point of a module are notified by instructors through mid-term reports. Students are encouraged to discuss their progress with their instructors throughout each course. Students with questions about grades should contact their instructor immediately upon receiving the grade.

Honors

Dean's List: Students are recognized for Dean's List honors when they have earned a module or semester grade point average of 3.8 or higher.

Honor's List: Students are recognized for Honor's List honors when they have earned a module or semester grade point average of 3.5 to 3.79.

Diploma and degree program graduates whose cumulative grade point averages meet the following criteria are graduated with the honors indicated: 4.0 With Distinction

Attendance Honors: Students who attend every hour of every class for each day of the module will receive a perfect attendance award certificate.

Satisfactory Academic Progress

All students must meet the following standards of academic achievement and successful course completion while enrolled at IBT. IBT's SAP policies apply to all students, full or part time status, and for all periods of enrollment regardless of whether or not the student receives financial aid. For success in their chosen career field, the School places equal emphasis on both grades and a student's attendance in the class room and lab hands-on environment. Each student enrolled at IBT must:

1. Grades: Maintain for each module of instruction an academic grade of D or better. Achieve a minimum cumulative G.P.A. of 1.5 by the program's midpoint. Achieve a minimum cumulative G.P.A. of 2.0 by the conclusion of the program; and

2. Attendance: For diploma and certificate programs maintain an attendance level of 90% or better for each module of instruction. For degree granting programs maintain an attendance level of 80% or better for each module of instruction, with no make-up days allowed for days when class is scheduled. Exceptions to the no make-up days rule will only be made under exigent or force majeure circumstances (e.g., fire, flood, earthquake, severe weather, power failure, acts of God, or any other cause beyond the school's reasonable control) as determined by the C.E.O.

Students meeting both the minimum requirements for Grades and Attendance as determined at the end of each module by the school will be considered to be making Satisfactory Academic Progress.

Probation and Module Repeats Due to Poor Grades

If a student at the end of a module does not receive at least a C for that module, then the student is automatically placed on probation by the School effective as of the last day of instruction for that unsatisfactory module. The student remains on probation until Satisfactory Academic Progress is met.

If a student at the end of a module receives an F for that module, then the student is automatically placed on probation by the School effective as of the last day of instruction for that failed module AND must repeat the failed module for a passing grade.

If the failed module is not available to repeat immediately, the student may take a different module in his or her program prior to repeating the same failed module. However, the student must retake the failed module at the next available opportunity when the same module is offered again and meet Satisfactory Academic Progress.

EXAMPLE: If a student was attending Module A and received a grade of F for Module A, the student is automatically placed on probation and must repeat the module. Due to the fact that Module A might not be continuously offered by the School, the student is authorized to take another module in their program of instruction that is being offered by the School, for example, Module B. However, the student must successfully repeat Module A at the next available opportunity when Module A is offered again.

If for any reason the student does not retake the same module or meet Satisfactory Academic Progress for the repeated module, then the student's enrollment will be terminated for their program and the student will be dismissed from the School.

IBT will allow a student, while on probation for grades, to repeat a failed module, at no additional tuition cost to the student. If the student is successful in the repeated module and meets Satisfactory Academic Progress then that grade for the repeated module will be used in the calculation of the student's Cumulative GPA (CGPA) and the previous grade received from the failed module will not be used in the calculation of the student's CGPA. If the student is unsuccessful in the repeated module and does not meet Satisfactory Academic Progress then the grade received from the repeated module will be the only one used in the calculation of the student's CGPA. Note: A student may not repeat a module that he or she has already passed.

Probation due to Poor Attendance

Attendance is extremely important to the success of the student at IBT. If a student at the end of a module for a diploma or certificate program has not maintained an attendance level of at least 90% (or for a degree granting program has not maintained an attendance level of at least 80%) for that module then the student will receive a mandatory "F" for that module regardless of any other academic factors attained by the student in that module. Further, the student is automatically placed on probation by the School effective as of the last day of instruction for that unsatisfactory module.

If the unsatisfactory module is not available to repeat immediately, the student may take another module in his or her program prior to repeating the unsatisfactory module. However, the student must retake the unsatisfactory module at the next available opportunity when the same module is offered again and meet Satisfactory Academic Progress. The student remains on probation until Satisfactory Academic Progress is met.

EXAMPLE: if a student in a diploma or certificate program was attending Module A and did not maintain at least

90% attendance for Module A, the student is automatically placed on probation. Due to the fact that Module A might not be continuously offered by the School, the student is authorized to take another module in their program of instruction that is being offered by the School, for example, Module B. However, the student must successfully repeat Module A at the next available opportunity when Module A is offered again.

Once again, if for any reason the student does not retake the same module or meet Satisfactory Academic Progress for the repeated module, then the student's enrollment will be terminated for their program and the student dismissed from the School.

IBT will allow a student, while on probation for attendance, to repeat a module, at no additional tuition cost to the student. If the student is successful in the repeated module and meets Satisfactory Academic Progress then that grade for the repeated module will be used in the calculation of the student's Cumulative GPA (CGPA) and the previous "F" grade received from the unsatisfactory module will not be used in the calculation on the student's CGPA. If the student is unsuccessful in the repeated module and does not meet Satisfactory Academic Progress then the grade received from the repeated module will be the only one used in the calculation of the student's CGPA.

Students who wish to challenge a decision relative to termination of their enrollment from their program for failure to maintain Satisfactory Academic Progress may appeal to the School Director. Please see section under **Satisfactory Academic Progress "Appeal Process"** for further information.

Satisfactory Academic Progress (SAP) "Appeal Process"

A student whose enrollment has been terminated for failure to maintain Satisfactory Academic Progress may submit a written appeal of his/her dismissal within five calendar days of their receipt of the dismissal notice from the School. The appeal must be accompanied by documentation of the mitigating circumstances that have prevented the student from previously attaining Satisfactory Academic Progress and evidence that changes have occurred to allow the student to now meet standards of Satisfactory Academic Progress such as death or severe illness in the immediate family, an injury or illness of the student or other allowable special circumstances. Before an appeal may be granted, a written academic plan must be developed and provided to the student which clearly identifies a viable plan for the student to successfully complete the program within the Maximum Time Frame allowed.

The Campus Director will assess all appeals, and determine whether the student may be permitted to continue in School on a probation status, despite not meeting the Satisfactory Academic Progress requirements. The student will be sent the written decision within ten days of the School's receipt of the appeal. The decision of the School Director is final.

Students reinstated upon appeal are on probation status for the next module, during which time they must meet Satisfactory Academic Progress and any additional terms and conditions set out in the Campus Director's letter granting the appeal and/or the written academic plan. At the end of the module period, and at the end of every module period thereafter, the student's Satisfactory Academic Progress status will be reviewed. The student may continue on probation as long as he or she meets the terms of the written academic plan approved at the time the student's appeal was granted, and/ or until such time as Satisfactory Academic Progress status is regained. The student reinstated after dismissal and appeal is not eligible for Title IV financial aid until he or she regains Satisfactory Academic Progress status.

Module Repeat

A student may repeat once, at no additional tuition charge to them, each module in their program of study due to a failure to maintain Satisfactory Academic Progress, provided they are within the Maximum Time Frame. However, a student repeating a module for grades will incur a charge for a new course book for each repeated module.

Students who are accepted back into his/her previous training program after termination of their enrollment due to a failure to maintain Satisfactory Academic Progress may be re-enrolled at the discretion of IBT, but upon re-enrollment, the student will be placed on Satisfactory Academic Progress probation as a condition of the student's re-admittance into their program of instruction.

Maximum Time Frame

All module repeat attempts are counted for determining a student's Maximum Time Frame. Please see section under "Maximum Time Frame" for further information.

Financial Aid Warning

Failure to meet Satisfactory Academic Progress will result in the implementation of the Financial Aid Warning. A student will be placed on Financial Aid Warning for the next Payment Period. The student can still receive aid during a Warning payment period. However, the student's progress will be assessed after the payment period is over. If the student does not meet the SAP standards then the student will be ineligible from receiving any additional financial aid.

Financial Aid Appeal/Probation

If a student is denied their financial aid due to failure to meet SAP in a subsequent payment period after notification of financial aid warning, a student can request an appeal by completing an appeal form and submitting the form to the Financial Aid Department. The student must have extenuating circumstances that prevented him/her from meeting SAP standards. Students may not base their appeal on their need for financial aid or their lack of knowledge that their financial aid was at risk. An appeal can only be approved if the student is able to meet all standard requirements by the end of an additional payment period or the student strictly follows an academic plan that ensures the student will be meeting ALL standards again by a specific point in time. A student will be notified via email or letter on the approval/denial within 72 hours after the submission of a completed appeal form. If a student's appeal is approved the student will be given an academic plan and is placed on financial aid probation. Financial Aid is reinstated during the probation payment period.

Limit on Reinstatement Appeals

Financial Aid Students who have become disqualified due to lack of Satisfactory Academic Progress will be considered one time only for an appeal. Any second and subsequent requests for extended probation of aid eligibility will be denied except in the possible case where there are clearly documented, extenuating circumstances presented.

Evaluation Checkpoints

Title IV Evaluation of Satisfactory Academic Progress will be made at the following checkpoints (Note: An academic year is 900 clock hours or 36 semester credits):

Medical Assistant	Medical Biller and Coder/Office Specialist	Lab Assistant, EKG Technician/Phlebotomist	Massage Therapy
360 Clock Hours	360 Clock Hours	360 Clock Hours	380 Clock Hours
720 Clock Hours	720 Clock Hours	720 Clock Hours	760 Clock Hours

Electrician	Commercial Refrigeration, Heating and Air Conditioning	Ultrasound Technician/Diagnostic Medical Sonographer
420 Clock Hours	420 Clock Hours	20 Semester Credits
840 Clock Hours	840 Clock Hours	36 Semester Credits
		56 Semester Credits
		73 Semester Credits

Other Policy Considerations

The Satisfactory Academic Progress Policy will include all periods of attendance and will be counted toward the Maximum Time Frame and the qualitative component.

Transfer and re-admitted students will be evaluated by the program Academic Director or School Director at the time the student either transfers to another program or is re-admitted to the School, to assure that Satisfactory Academic Progress can be achieved or maintained.

Maximum Time Frame/Maximum Program Length:

A student must complete an academic program in no more than one and one-half (1.5) times the published normal program length. A student cannot exceed the Maximum Time Frame and still receive his or her original diploma. If a student feels that there was an error in the calculation of his or her ability to graduate within the

Maximum Time Frame, the student may discuss it with the registrar and appeal the calculation through the appeal process as described elsewhere in this section.

A review of Maximum Time Frame will occur after every course attempt. Maximum Time Frame calculations include all attempted courses, passed courses, failed courses, dropped courses with attendance, and all courses with attendance failures or uncompleted courses. The Maximum Time Frame is reduced for students with transfer or exam credit courses based upon the remaining length of their program.

The Maximum Time Frame for programs measured in clock hours will vary, depending on a student's status as a full-time or part-time student. The Maximum Time Frame will have both a clock hour limit and a calendar time limit. For all programs and all enrollment statuses the clock hour limit is 1.5 times the published length of the program in clock hours. For calendar time limits, the program listing in the catalog will list separate program lengths in weeks for full-time students and, if applicable, for part-time students. In a clock hour program, a full-time student is a student scheduled for at least 24 clock hours per week. To determine the Maximum Time Frame for programs measured in clock hours, take the appropriate (full-time or part-time) published length of the program in weeks and multiply by 1.5. Fractions of a week should be rounded up to the next whole week.

Example:

48 Published Program Length \times 1.5 Maximum Time Frame
72 Maximum Weeks permitted to Complete Program Clock Hours or

1200 Published Clock Hours
X1.5 Maximum Timeframe
1800 Maximum Clock Hours attempted permitted to complete the program

If, at any time, a student cannot complete his or her program of study within the Maximum Time Frame, he or she is immediately considered mathematically unable to continue and will be dismissed from his or her program of study. This action may be appealed by following the appeal procedure outlined below in this section.

6. PROGRAMS OF STUDY

Diploma Programs:

**Commercial Refrigeration, Heating and Air Conditioning
Electrician
Lab Assistant, EKG Technician/Phlebotomist
Medical Assistant
Medical Biller and Coder/Office Specialist
Massage Therapy***

Degree Programs:

Ultrasound Technician/Diagnostic Medical Sonographer*

All required disclosure information regarding the Institute for Business & Technology and its programs is available online at <http://ibt.edu/about/student-consumer-information/>.

**IBT is not currently accepting enrollments for this program.*

COMMERCIAL REFRIGERATION, HEATING & AIR CONDITIONING

Diploma Program – 840 Hours

Vocational Objective:

Upon successful completion of this program, the student will have the knowledge and skills needed towards a rewarding entry level career in the Commercial Refrigeration Heating and Air Conditioning field. They will have the confidence to work in this highly technical and ever-changing industry. Through aggressive training, the student will gain skills needed for entry level residential and commercial. Graduates of this course will explore a variety of entry-level employment opportunities in hospitals, property management facilities, and contracting services. In addition, they will receive training in the proper use and disposal of refrigerants and will subsequently receive EPA certification.

Potential job titles include Assistant Facilities Manager, Maintenance Technician and Field Service Technician. DOTCODE: 637.261-014. Please see the end of this program description for a list of other possible job titles with their assigned Standard Occupation Classification (SOC) Codes. Graduates of this program may want to consider these other SOC job titles as potential entry-level job opportunities to pursue upon graduation.

Course Requirements

- CR100 Basic Electricity Theory
- CR150 Basic Refrigeration Theory
- CR200 Advanced Electric/Commercial Refrigeration
- CR250 Heat Pump Systems
- CR300 Commercial/Residential Air Conditioning and Heat Pumps
- CR350 Heating Systems
- CR400 Advanced Troubleshooting and Equipment Installation

Day Classes

42 weeks
7 modules at 6 weeks/module
5 hours/day (Monday-Thursday)

Evening Classes

42 Weeks
7 modules at 6 weeks/module
5 hours/day (Monday-Thursday)

Hours Breakdown:

504 Hrs. Lectures
336 Hrs. Labs
840 Hrs. Total

This program is considered a clock-hour program for financial aid purposes.

Program Length information:

The program length in clock-hours for this program is 840. The Maximum Time Frame for this program is 1260 clock-hours. These clock hour figures apply to both full and part-time students.

The calendar limits are as follows:

Full-time students – Normal program length is 42weeks–Maximum Time Frame is 63 weeks.

Part-time students–IBT does not offer part time programs.

Course Number	Course Title	Prerequisite	Classroom Contact Hours	Laboratory Contact Hours	Clinical Contact Hours	Total Contact Hours
Module 1-7 any sequence						
CR100	Basic Electricity Theory	None	72	48	0	120
CR150	Basic Refrigeration Theory	None	72	48	0	120
CR200	Advanced Electric/Commercial	CR100 & CR150	72	48	0	120
CR250	Heat Pump Systems	CR100 & CR150	72	48	0	120
CR300	Commercial/Residential Air	CR100 & CR150	72	48	0	120
CR350	Heating Systems	CR100 & CR150	72	48	0	120
CR400	Advance Troubleshooting & Installation	CR100 & CR150	72	48	0	120
TOTAL			504	336	0	840

COMMERCIAL REFRIGERATION, HEATING & AIR CONDITIONING

Course Outline

CR100 Basic Electricity Theory

120 Clock Hours

This course introduces the student to basic electrical theory. Including electron theory, electrical terms and definitions, power sources, electrical circuits, electrical diagrams, meters and measurements, testing and troubleshooting, practical circuit design and wiring, and electrical circuits for air conditioning and refrigeration. (90-90-0-9, 225)

CR150-Basic Refrigeration Theory

120 Clock Hours

This course introduces the student to basic refrigeration theory, thermodynamics and principles of refrigeration. It also covers introductory material on mechanical components, mechanical diagrams, tubing and piping, vapor compression refrigeration, refrigerants, chart readings and measurements, tools and equipment, soldering and brazing and principals of evacuation and recovery of refrigerants. (90-90-0-9,225)

CR200-Advanced Commercial Refrigeration

120 Clock Hours

This course brings the student into more advanced studies of electrical concepts in the field of commercial heating, ventilation and air conditioning. Introduction into motor control and three phase power supply is provided. Instructional so includes motor protection, advanced electrical circuits for refrigeration equipment, mechanical components, refrigeration system design and capacity, piping and installation, and ice machines. (90-90-0-9, 225)

CR250-Heat Pumps

120 Clock Hours

Instruction received in this course centers around the basic theory and application of heat pump systems and components. The student will learn how the reverse cycle for air conditioning units is applied in heat pump and their various components. The student also learn what is C.O.P., E.E.R., S.E.E.R rating. This course teaches the student various defrost methods including time, temperature, demand, air switch and other defrosts integrated circuit board controls. Upon completion, students will be able to install and service heat pumps in wide variety of applications. Charging methods will be covered which include super heat, sub-cooling, weigh-in and dial-a-charge. This course will also include service and repair of air conditioning and heat pump systems using mechanical and electrical troubleshooting techniques, electrical wiring diagrams interpretation, and specialized system components. Electric heat and control sequencers for auxiliary and emergency heat are covered. The student will be able to describe how sequencers operate in an electric furnace and trouble shoot their electric circuitry.

CR 300-Commercial/Residential Air Conditioning

120 Clock Hours

This course is advanced studies of the principles of air conditioning, psychometrics, air conditioning system design, components, and circuits. Also covered are optional components and features in air conditioning, super heat measurements and calculations, A/C system service and repair. Comprehensive instruction in heat pumps is also provided. (90-90-0-9,225)

CR350-Heating Systems

120 Clock Hours

Advanced instruction relating to commercial and residential heating systems. Module covers properties of gas and gas combustion, gas furnaces, components of gas furnaces, circuit design and diagrams for heating systems, furnace installation and code requirements, testing, combination heating and A/C systems, oil fired and electrical heating system theory, and EPA certification. (90-90-0-9,225)

CR400-Advance Troubleshooting and Equipment Installation

120 Clock Hours

This course prepares the student to work in the field as a service technician. Studies include diagnostics and installation of furnaces, heat pumps, and air conditioning units. Customer service and techniques for making service calls are also covered. (90-90-0-9, 225)

Job titles (with SOC codes) to possibly consider as potential entry-level job opportunities to pursue upon graduation:

*Standard Occupational Classification (SOC)	Employment Position
17-3029	Engineering Technicians, Except Drafters, All Other
49-9021	Heating, Air Condition, and Refrigeration Mechanics and Installers
49-9071	Maintenance and Repair Workers, General
49-9099	Installation, Maintenance, and Repair Workers, All Other

* All SOC codes are accurate for the 2018 system and are available at: <http://www.bls.gov/soc/#classification>

ELECTRICIAN

Diploma Program – 840 Hours

Vocational Objective:

Upon successful completion of this program, the graduate will be prepared with the necessary skills for entry-level employment as a residential, commercial or industrial electrician. At least half of this course shall be “hands-on” with the student taking an active role in actually wiring of residential and commercial electrical installations. Completion of this program requires the use of hand tools, which shall be provided by IBT for the student’s classroom use. Upon graduation, IBT will provide the student with their own toolkit for the student to keep.

DOTCODE: 829.684-022 Please see the end of this program description for a list of other possible job titles with their assigned Standard Occupation Classification (SOC) Codes. Graduates of this program may want to consider these other SOC job titles as potential entry-level job opportunities to pursue upon graduation.

Course Requirements

ELC101	Introduction to Electrical Theory
ELC201	Introduction to NEC and Blueprint Reading
ELC301	Basic Residential Wiring Methods I
ELC401	Basic Residential Wiring Methods II
ELC501	Basic Commercial Wiring Methods Conduit Bending
ELC601	Basic Commercial & Motor Control Wiring II
ELC701	Solar Photovoltaic System Design and Implementation And Installation

Day Classes

42 weeks
7 modules at 6 weeks each
5 hours/day (Monday-Thursday)

Evening Classes

42 weeks
7 Modules at 6 weeks each
5 hours/day (Monday-Thursday)

Hours Breakdown:

420 Hrs. Lectures

420 Hrs. Labs

840 Hrs. Total

This program is considered a clock-hour program for financial aid purposes.

Program Length information:

The program length in clock-hours for this program is 840. The Maximum Time Frame for this program is 1260 clock-hours. These clock hour figures apply to both full and part-time students. The calendar limits are as follows:

Full-time students– normal program length is 42weeks–Maximum Time Frame is 63 weeks.

Part-time students– IBT does not offer part time programs.

Course Number	Course Title	Prerequisite	Classroom Contact Hours	Laboratory Contact Hours	Clinical Contact Hours	Total Contact Hours
Module 1-7 any sequence						
ELC101	Introduction to Electrical Theory	None	60	60	0	120
ELC201	Introduction to NEC and Blueprint	None	60	60	0	120
ELC301	Basic Residential Wiring Methods I	ELC101 & ELC201	60	60	0	120
ELC401	Basic Residential Wiring Methods II	ELC101 & ELC201	60	60	0	120
ELC501	Basic Commercial Wiring Methods Conduit Bending	ELC101 & ELC201	60	60	0	120
ELC601	Basic Commercial & Motor Control Wiring II	ELC101 & ELC201	60	60	0	120
ELC701	Solar Photo voltaic System Design and Implementation And Installation	ELC101 & ELC201	60	60	0	120
TOTAL			420	420	0	840

ELECTRICIAN

Course Outline

ELC 101 Introduction to Electrical Theory

120 Clock Hours

This course introduces the novice electrical student to basic electrical concepts. It establishes a thorough lecture and hands-on experimentation and learning, a student will learn about of electron theory, voltage, current (both AC and DC), resistance, inductance, capacitance and common units of electrical measurement. Basic circuit design, switching and troubleshooting will be learned in a laboratory setting. This course shall also include lectures on the principles of electrical generation, common circuit requirements, harmonics, power factor, ohms law, magnetism, mathematical concepts, load calculations and formulas will also be taught. Students will apply all information presented in a hands-on laboratory setting under instructor supervision. Prerequisites: None (60-60-0-6, 150)

ELC 201 Introductions to National Electrical Code and Blue Print Reading

120 Clock Hours

This course is designed to teach the student how to read, understand and use residential and commercial blueprints through the study of symbols and specifications associated with the electrical field. This course is an introduction to the National Electric Code. The student will be instructed on the history and evolution of electrical codes in United States. In addition to being an introduction to the proper use and implementation of the NEC, this course shall include the relationship of the NEC to local, state and federal codes. Students will apply all information presented in a hands-on laboratory setting under instructor supervision. Prerequisites: None (60-60-0-6, 150)

ELC 301 Basic Residential Wiring Methods I

120 Clock Hours

This course teaches the students about the process of how they will wire a single family residence from issue of permit to final inspection. The students will do a variety of hands on wiring projects which they will do as working electrical helpers following graduation. This course focuses on the use of hand tools, power tools, and basic installation techniques. This course is the starting point for hands on residential installations. It gives the electrical student a practical manipulative introduction to the use of the National Electrical Code requirements for residential wiring as well as understanding the role of inspection at the local levels. Students will apply all information presented in a hands-on laboratory setting under instructor supervision. Prerequisites: ELC 101 and ELC 201 (60-60-0-6, 150)

ELC 401 Basic Residential Wiring Methods II

120 Clock Hours

This course will continue building the student's knowledge and practical skills associated with basic residential wiring methods. It includes underground and overhead electrical service installations, lighting design as well as wiring for heating and air conditioning systems. In this course the student shall be introduced to troubleshooting residential electrical faults. Additionally, this course shall discuss structured media systems as well as introduce the student to "smart house" technology. Students will apply all information presented in a hands-on laboratory setting under instructor supervision. Prerequisites: ELC 101 and ELC 201 (60-60-0-6, 150)

ELC 501 Basic Commercial Wiring Methods I

120 Clock Hours

This course gives the student an introduction to commercial wiring methods. The course will teach the student to read and understand blueprints used in commercial applications. It shall cover the proper use and identification of materials associated with commercial electrical work. It teaches the student specific code requirements related to commercial applications as well as the ability to calculate service, feeder and branch circuit requirements. It provides hands on skills that the student shall need in the field to properly bend and install conduit and associated electrical equipment. Students will apply all information presented in a hands-on laboratory setting under instructor supervision. Prerequisites: ELC 101 and ELC 201 (60-60-0-6, 150)

ELC 601 Intermediate Commercial II & Basic Industrial Methods

120 Clock Hours

This course introduces the student to three phase electrical distribution systems. It shall include intermediate principles and concepts commonly used by electricians using calculations, hands on hook up techniques and code requirements for properly installing transformers and motors. It also establishes the principles of proper maintenance and troubleshooting. This course also teaches the student about A. C. and D. C., single phase and three phase motor operation with emphasis on operational theory, design, sizing, characteristics and code requirements. Student's villa applies all information presented in a hands-on laboratory setting under instructor supervision. Prerequisites: ELC101 and ELC201 (60-60-0-6,150)

ELC 701 Solar Photovoltaic System Design and Implementation And Installation 120 Clock Hours

Student will study basic of solar electricity, PV application and system components. Also, included are solar site analysis, utility-interactive PV systems, component specification and system cost and economics. Student will research and evaluate cases studies and real life systems/application. Prerequisites: ELC101and ELC201 (60-60-0-6,150)

Job titles (with SOC codes) to possibly consider as potential entry-level job opportunities to pursue upon graduation:

*Standard Occupational Classification (SOC)	Employment Position
13-1051	Cost Estimators
17-3023	Lighting Conductor Engineer, Lighting Technician
41-3091	Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel
43-5041	Meter Reader
47-1011	First-Line Supervisors of Construction Trades and Extraction Workers
47-2061	Construction, Construction and Building Inspector
47-2111	Electrician
47-2231	Solar Panel Installer
47-3013	Electrician Apprentice, Electrician Helpers
47-4011	Data Processing Equipment Repairer
47-4021	Elevator Installer and Repairers
49-2021	Radio Mechanic
49-2022	Communication and Equipment Mechanics, Communications Equipment Technician
49-2091	Avionics Technician
49-2092	Electric Home Appliance and Power Tool Repairer
49-2094	Electrical Fitter, Electrical Parts Repairers, Industrial Machinery Mechanics, Industrial Machinery Repair
49-2095	Power Plant Electrician
49-2096	Auto Electrician
49-2097	Audio and Video Technicians, Satellite Systems Technician
49-2098	Security Alarm Fitter, Security and Fire Alarm Installer, Security Systems Installer
49-3011	Aircraft Electrician
49-9011	Mechanical Door Repairer
49-9012	Electric Meter Installer and Repairer
49-9051	Line Installers and Repairers, Powerline Technician
49-9062	Medical Equipment Repairer
49-9070	Building Electrician
49-9071	Maintenance Electrician, Maintenance and Repair Worker, Maintenance Repairer
49-9097	Signal and Track Switch Repairer
51-2023	Electro-Mechanical Technician
51-8010	Electric Power Plant Operator
51-9061	Inspectors, Testers, Sorters, Samplers, Weighers

* All SOC codes are accurate for the 2018 system and are available at: <http://www.bls.gov/soc/#classification>

LAB ASSISTANT, EKG TECHNICIAN/PHLEBOTOMIST

Diploma Program – 720 Hours

Vocational Objective:

Upon completion of the Laboratory Assistant, EKG Technician/Phlebotomist course, the graduate will be able to obtain an entry level position as an EKG Technician/Lab Assistant or Phlebotomist, performing several laboratory procedures in hematology, bacteriology, urinalysis, electro cardiograph, and phlebotomy. In addition, the student will be able to take vital signs. The graduate will have appropriate communication skills and be CPR certified.

Potential job titles upon graduation will include EKG Technician, Laboratory Assistant and Phlebotomist. DOTCODE: 078.687-010; 078.362-018; 079. 364-022. Please see the end of this program description for a list of other possible job titles with their assigned Standard Occupation Classification (SOC) Codes. Graduates of this program may want to consider these other SOC job titles as potential entry-level job opportunities to pursue upon graduation.

Course Requirements

LA101	Module A
LA201	Module B
LA301	Module C
LA401	Module D
LA501	Module E
LA601	Module F
LA701	Module G
EXT801	Externship

Day and Evening Classes

36 weeks

7 modules at 4 weeks/module

1 module at 8 weeks/module

5 hours/day (Monday-Thursday)

Externship at 8 weeks

Externship must be completed on a schedule set by the externship site, which is generally a day schedule.

Hours Breakdown:

175 Hrs. Lectures

385 Hrs. Clinical/Lab

160 Hrs. Externship

720 Hrs. Total

This program is considered a clock-hour program for financial aid purposes.

Program Length information:

The program length in clock-hours for this program is 720. The Maximum Time Frame for this program is 1080 clock-hours. These clock hour figures apply to both full and part-time students.

The calendar limits are as follows:

Full-time students– normal program length is 36 weeks–Maximum Time Frame is 54 weeks.

Part-time students– IBT does not offer part time programs.

Course Number	Course Title	Prerequisite	Classroom Contact Hours	Laboratory Contact Hours	Clinical Contact Hours	Total Contact Hours
Module A-G any sequence						
LA101	Module A	None	25	55	0	80
LA201	Module B	None	25	55	0	80
LA301	Module C	None	25	55	0	80
LA401	Module D	None	25	55	0	80
LA501	Module E	None	25	55	0	80
LA601	Module F	None	25	55	0	80

LA701	Module G	None	25	55	0	80
EXT801	Externship	Module A-G	0	0	160	160
TOTAL			175	385	160	720

LAB ASSISTANT, EKG TECHNICIAN/PHLEBOTOMIST

Course Outline

LA101 Module A

80 Clock Hours

Students will receive an orientation and develop an understanding of laboratory safety and universal precautions. This module will include anatomy and physiology on the integumentary system. Students will learn through lecture and laboratory practice about nosocomial infections, and the proper way of handling body fluids, specimen requisitions, and specimens. Students will be taught about various instruments used in gathering specimens and proper sterilization of same. Students will be taught the “chain of infection” and factors influencing diseases. As part of the training of the laboratory setting students will be able to identify and describe various types of glassware, as well as the use of the microscope and centrifuge. Students will apply all information presented in a hands-on laboratory setting under instructor supervision. Prerequisites: None (25-55-0-3, 77.5)

LA201 Module B

80 Clock Hours

As students’ progress through this MOD they will learn the various characteristics of blood and its various functions. The individual students will describe the various diagnostic tests associated with red blood cell and white blood cells, and platelets, and the components of the urinary and reproductive systems. There will be instruction on various sexually transmitted diseases and the tests and treatments involved. Students will be taught through lecture and laboratory practice about homeostasis and the components of the urinary system. They will also be taught routine urinalysis and proper procedure for collecting urine sample. Students will apply all information presented in a hands-on laboratory setting under instructor supervision. Prerequisites: None (25-55-0-3, 77.5)

LA301 Module C

80 Clock Hours

Students enrolled within this MOD will be taught about the Respiratory and Cardiac systems. Students will be taught through the use of lecture and visual aids about various diseases and their corresponding treatments which impact the heart. Students will also learn the EKG process and how to read basic EKG strips. In addition to these topics students will also learn about cardiac rhythms. Students will apply all information presented in a hands-on laboratory setting under instructor supervision. Prerequisites: None (25-55-0-3, 77.5)

LA401 Module D

80 Clock Hours

Students will be instructed on the differences between serum and plasma. As part of this students will also learn about lipids (and different tests associated with them), how fasting effects blood sugar, post prandial and glucose tolerance tests. Students will also learn about the various aspects of time and measurement with regards to specimens. Students will learn about the anatomy and physiology of the Endocrine and Digestive systems. Students will also be trained on the interdependence of hormones and pregnancy. Laboratory procedural training will continue with additional methods of classifying microorganisms and associated disease issues relative to a laboratory setting. Students will apply all information presented in a hands-on laboratory setting under instructor supervision. Prerequisites: None (25-55-0-3, 77.5)

LA501 Module E

80 Clock Hours

Within this module students will learn about the Nervous System and basic psychology of how attitudes and interests influence human behavior and the challenges of being a health care provider. Students will learn therapeutic drug monitoring, the more common therapeutic drugs and the different reasons for drug testing and types of specimens used. The CLIA chain of custody and levels of complexity will also be discussed. Instruction will also cover how attitude and interest influence human behavior and challenges of being a health worker. Following this unit, students will be able to recognize behavior patterns and how to devise goals for improving work habits, attitudes and problem solving. Students will apply all information presented in a hands-on laboratory setting under instructor supervision. Prerequisites: None (25-55-0-3, 77.5)

LA601 Module F

80 Clock Hours

Within this course the students will define Phlebotomy and the professional qualities of a phlebotomist. Students will be instructed on the importance of informed consent, patient confidentiality, and legal issues for the phlebotomist.

This will include the study of immunology. Continued training on safety procedures, universal precautions, and identification veins will also occur. The course will train the student on the “order of draw” and the proper blood collection procedure. Complications with patients and the issues associated with the field of phlebotomy will also be discussed. Training will continue as to the various aspects of basic ABO groups and Universal Donors/Universal Recipients. Students will apply all information presented in a hands-on laboratory setting under instructor supervision. Prerequisites: None (25-55-0-3, 77.5) **Note: Students must achieve 100% attendance in order to pass this module.**

LA701 Module G

80 Clock Hours

In this course the student will identify body planes and positions, describe the body cavities. This MOD will further teach the student's about the anatomy and physiology of the muscular and skeletal systems. Instruction will be provided concerning the diseases specific to the nervous system. Students will apply all information presented in a hands-on laboratory setting under instructor supervision. Prerequisites: None (25-55-0-3, 77.5)

***EXT801 Externship**

160 Clock Hours

After completing the required classroom centered course work, students proceed to an externship at an approved site. The externship is 160 hours and provides the student with a realistic work environment in which to apply the skills learned in the classroom. Externs perform their work under the supervision of assigned personnel at the site. Students are required to complete at least 50 successful blood draws and 10 successful skin punctures. Time sheets signed by the supervisor are submitted weekly to the school to document attendance at the externship site. All externship hours must be completed to fulfill the requirements of the externship module. A student must complete the externship to successfully complete the program. *Prerequisites: Student must complete LA101, LA201, LA 301, LA401, LA501, LA601, and LA701 to be eligible for participation in the externship class EXT801.* (0-0-160-3.5, 16)

NOTICE: RULES AND CONDITIONS ABOUT EXTERNSHIPS:

Some Courses of Study require up to eight weeks of hands-on applied training at an offsite third-party externship or at an onsite School internship. Students entering an externship or internship must make arrangements to be available at the times required by their site's educational coordinator or instructor. The student understands that all externships and internships are performed without payment of compensation or any other benefit, and if travel is required, it is the responsibility of the student to secure transportation. The student understands that the student is never an employee or independent contractor of the externship site or of the School at any time. The student is and always remains a student at the internship or externship site. The student further understands that an externship or internship is provided solely for the benefit of the student as a part of their Course of Study in order for the student to obtain the clinical and observational experience needed to apply for a governmental or other entity license/permit/ examination, and/or gain the requisite hands-on experience to qualify for an entry level position in their chosen career field. Students are expected to treat the externship or internship as a hands-on classroom setting, to attend all required externship or internship hours, and to abide by the rules and regulations of the externship or internship site. Hours at externship or internship sites can vary from day to day and from week to week depending on the needs, rules, regulations and scheduling of the location. Excessive absences from the externship or internship may result in failure of the Course and the inability to graduate at the planned time. Externships are held in a variety of settings and locations. The student is strongly advised to accept the assigned externship site provided by the School, otherwise there may be a delay in student completing their externship and finishing their Course of Study. The student understands that neither the School nor the externship site guarantees, represents, or warrants that the student can apply, be considered for, will obtain or be entitled to any job position at the externship site where the student had their externship.

NOTE: School is only responsible for obtaining one externship site location for a Student.

IBT is only responsible for assigning one externship site per student within an 80 mile radius from the school. A student declining an externship location must provide in writing to their Externship Coordinator the reason(s) for declining the externship location. This written document will be reviewed by the Externship Coordinator and the Director of Education to determine if the student's explanation is reasonable and if so, to then develop a plan to determine how the student will fulfill the externship requirement. A refusal by a student to conscientiously attend their externship location may delay their graduation, delay their ability to obtain their state or other required licensing, or jeopardize their continuing enrollment at the School. A student will be required to find their own externship site within 14 calendar days in order to continue with their externship program in the event a student refuses a site selected by the School, or is removed from the externship site for failure to attend or for excessive absences, or for failure to abide by the site's rules, regulations and scheduling.

Job titles (with SOC codes) to possibly consider as potential entry-level job opportunities to pursue upon graduation:

*Standard Occupational Classification (SOC)	Employment Position
19-4021	Biological Technicians
29-2012	Medical and Clinical Laboratory Technicians
29-2031	EKG Technician
31-9092	Medical Assistant, Medical Assistant/Phlebotomist
31-9093	Medical Equipment Preparers
31-9096	In Vivo Technologist, Animal Care Trainee
31-9097	Phlebotomist, Rep, Phlebotomy Svcs., Rep, PS 1, Mobile Phlebotomist, Mobile Examiner, Paramedical Examiner, Examiner
31-9099	Laboratory Assistant, Specimen Processor, Specimen Technician, Lab Aide, Med Tech, Medical Technician, Patient Care Technician, Dialysis Technician, UA Tester, UA Technician, Healthcare Support Workers, All Other

* All SOC codes are accurate for the 2018 system and are available at: <http://www.bls.gov/soc/#classification>

MEDICAL ASSISTANT

Diploma Program – 720 Hours

Vocational Objective:

Upon successful completion of the Medical Assistant course, the graduate will be able to obtain an entry level position as a Medical Assistant, assisting the physician in medical office examinations; perform basic Laboratory skills and procedures; perform back office procedures, such as, to record, monitor, and mount Electrocardiograms, complete physical examinations, tray set-ups, injections, positioning and draping, and charting a patient's medical history. In the front office, the Medical Assistant will perform the administrative duties of the office including bookkeeping, record management, appointment scheduling, insurance, and medical practice management.

Potential job titles upon graduation will include Medical Assistant and front office personnel. DOT CODE: 079.362-010. Please see the end of this program description for a list of other possible job titles with their assigned Standard Occupation Classification (SOC) Codes. Graduates of this program may want to consider these other SOC job titles as potential entry-level job opportunities to pursue upon graduation.

Course Requirements

MA101 Module A
 MA201 Module B
 MA301 Module C
 MA401 Module D
 MA501 Module E
 MA601 Module F
 MA701 Module G
 EXT801 Externship

Day and Evening Classes

36 weeks
 7 modules at 4 weeks/module
 1 module at 8 weeks/module
 5 hours/day (Monday-Thursday)
 Externship at 8 weeks
 Externship must be completed on a schedule set by the externship site, which is generally a day schedule.

Hours Breakdown:

175 Hrs. Lectures
 385 Hrs. Clinical/Lab
 160 Hrs. Externship

720 Hrs. Total

This program is considered a clock-hour program for financial aid purposes.

Program Length information:

The program length in clock-hours for this program is 720. The Maximum Time Frame for this program is 1080 clock-hours. These clock hour figures apply to both full and part-time students. The calendar limits are as follows:

Full-time students– normal program length is 36 weeks–Maximum Time Frame is 54 weeks.

Part-time students– IBT does not offer part time programs.

Course Number	Course Title	Prerequisite	Classroom Contact Hours	Laboratory Contact Hours	Clinical Contact Hours	Total Contact Hours
Module A-G any sequence						
MA101	Module A	None	25	55	0	80
MA201	Module B	None	25	55	0	80
MA301	Module C	None	25	55	0	80
MA401	Module D	None	25	55	0	80
MA501	Module E	None	25	55	0	80
MA601	Module F	None	25	55	0	80

MA701	Module G	None	25	55	0	80
EXT801	Externship	Module A-G	0	0	160	160
TOTAL			175	385	160	720

MEDICAL ASSISTANT

Course Outline

MA101-Module A

80 Clock Hours

Introductory course in medical law and ethics, pharmacology, administration of medication, and injection methods and techniques. Additional instruction is provided in anatomy and physiology; including cells, tissues, membrane and integumentary systems. Instruction in medical terminology and typing is included. Prerequisite: None. (25-55-0-3.5, 77.5)

MA201-Module B

80 Clock Hours

Course provides instruction on basic medical techniques and procedures in medical asepsis, surgical tray set-up, instrument identification, visual acuity testing, positioning and draping, physical exams, and anatomy and physiology. Instruction in medical terminology and typing is included. Prerequisite: None. (25-55-0-3.5, 77.5)

MA301-Module C

80 Clock Hours

Instruction is provided in medical office management; including appointment scheduling, telephone techniques, bookkeeping, and accounting for payroll, petty cash, and disbursement journal. Additional instruction in anatomy and physiology is also provided. Instruction in medical terminology and typing is included. Prerequisite: None. (25-55-0-3.5, 77.5)

MA401-Module D

80 Clock Hours

Core instruction for this module focuses on the cardiac system: cardiac cycle, vital signs, and electro cardiograph. Course also provides introductory instruction in pediatrics, pregnancy, and their reproductive system. Additional work in anatomy and physiology is provided. Instruction in medical terminology and typing is included. Prerequisite: None. (25-55-0-3.5, 77.5)

MA501-Module E

80 Clock Hours

Course of instruction introduces the student to medical insurance and billing and coding. Additional instruction in anatomy and physiology is provided. Instruction in medical terminology and typing is included. Prerequisite: None. (25-55-0-3.5, 77.5)

MA601-Module F

80 Clock Hours

Laboratory safety, testing, inventory and supplies are covered in this course of instruction. Advanced instruction in venipuncture and capillary puncture is provided. Additional instruction in anatomy and physiology is also provided. Instruction in medical terminology and typing is included. Prerequisite: None. (25-55-0-3.5, 77.5)

MA701-Module G

80 Clock Hours

Course of instruction covers the urinary system, urinalysis, alicroscope, pulseoxymeter, CPR. Additional instruction in human relations and human behavior, along with additional work in medical terminology and typing is provided. Prerequisite: None. (25-55-0-3.5, 77.5)

EXT801-EXTERNSHIP

160 Clock Hours

After completing the required course work, students proceed to an externship at an approved site. The externship provides the student with a realistic work environment in which to apply the skills learned in the classroom. Externs performed their work under supervision of assigned personnel at site. Timesheets signed by the supervisor are submitted weekly to the school to document externship attendance. All externship hours must be completed to fulfill the requirements of the externship. *Prerequisites: MA 101, MA201, MA301, MA 401, MA501, MA601, MA 701. (0-0-160-3.5)*

NOTICE: RULES AND CONDITIONS ABOUT EXTERNSHIPS:

Some Courses of Study require up to eight weeks of hands-on applied training at an offsite third-party externship or at an onsite School internship. Students entering an externship or internship must make arrangements to be available at the times required by their site's educational coordinator or instructor. The student understands that all externships and internships are performed without payment of compensation or any other benefit, and if travel

is required, it is the responsibility of the student to secure transportation. The student understands that the student is never an employee or independent contractor of the externship site or of the School at any time. The student is and always remains a student at the internship or externship site. The student further understands that an externship or internship is provided solely for the benefit of the student as a part of their Course of Study in order for the student to obtain the clinical and observational experience needed to apply for a governmental or other entity license/permit/ examination, and/or gain the requisite hands-on experience to qualify for an entry level position in their chosen career field. Students are expected to treat the externship or internship as a hands-on classroom setting, to attend all required externship or internship hours, and to abide by the rules and regulations of the externship or internship site. Hours at externship or internship sites can vary from day to day and from week to week depending on the needs, rules, regulations and scheduling of the location. Excessive absences from the externship or internship may result in failure of the Course and the inability to graduate at the planned time. Externships are held in a variety of settings and locations. The student is strongly advised to accept the assigned externship site provided by the School, otherwise there may be a delay in student completing their externship and finishing their Course of Study. The student understands that neither the School nor the externship site guarantees, represents, or warrants that the student can apply, be considered for, will obtain or be entitled to any job position at the externship site where the student had their externship.

NOTE: School is only responsible for obtaining one externship site location for a Student.

IBT is only responsible for assigning one externship site per student within an 80 mile radius from the school. A student declining an externship location must provide in writing to their Externship Coordinator the reason(s) for declining the externship location. This written document will be reviewed by the Externship Coordinator and the Director of Education to determine if the student’s explanation is reasonable and if so, to then develop a plan to determine how the student will fulfill the externship requirement. A refusal by a student to conscientiously attend their externship location may delay their graduation, delay their ability to obtain their state or other required licensing, or jeopardize their continuing enrollment at the School. A student will be required to find their own externship site within 14 calendar days in order to continue with their externship program in the event a student refuses a site selected by the School, or is removed from the externship site for failure to attend or for excessive absences, or for failure to abide by the site’s rules, regulations and scheduling.

Job titles (with SOC codes) to possibly consider as potential entry-level job opportunities to pursue upon graduation:

*Standard Occupational Classification (SOC)	Employment Position
11-9111	Medical and Health Services Managers
29-2072	Medical Records Specialists
29-9021	Health Information Technologists and Medical Registrars
31-9092	Medical Assistant, Medical Assistant – Front Office, Medical Assistant – Back Office, Clinical Assistant, Back Office Clinical Assistant (BOCA), Front Office Clinical Assistant (FOCA)
31-3099	Medication Technician, Patient Registration Representative, Medical Benefits Specialist, Behavior Technician, Rehabilitation Technician, Medical Translator, Healthcare Support Workers, All Other
43-0000	Medical Claims Biller, Office Assistant
43-6013	Medical Receptionist, Medical Administrative Assistant, Medical Spa Receptionist, Medical Office Assistant, Medical Office Services Coordinator (MOSC), Unit Secretary, Medical Office Representative, Health Office Aide

* All SOC codes are accurate for the 2018 system and are available at: <http://www.bls.gov/soc/#classification>

MEDICAL BILLER and CODER/OFFICE SPECIALIST

Diploma Program – 720 Hours

Vocational Objective:

The Medical Biller and Coder/Office Specialist program is a hybrid online program that prepares graduates to work as entry-level medical billing specialists. When a healthcare professional treats a patient, a record is made describing observations and medical treatment. The Medical Coder Specialist assigns a code to each diagnosis and procedure. Various software programs are used to prepare and process medical claims for the patients, the physicians, and the insurance carriers. Students enrolled in this program will learn medical billing/coding and medical terminology. They will demonstrate an understanding of current medical software and trends in the insurance industry. They will learn to code and prepare insurance claims. The MBC courses can be taken in any order with the exception of the Externship. Upon completion of the program, the student will be prepared to enter the healthcare career field in potential entry-level positions such as Medical Biller/Coders, Medical Administrator Assistant, and Medical Records Clerk in a medical office or hospital environment.

DOTCODE: 201.362014. Please see the end of this program description for a list of other possible job titles with their assigned Standard Occupation Classification (SOC) Codes. Graduates of this program may want to consider these other SOC job titles as potential entry-level job opportunities to pursue upon graduation.

Course Requirements

MBC101	Module A
MBC201	Module B
MBC301	Module C
MBC401	Module D
MBC501	Module E
MBC601	Module F
MBC701	Module G
EXT801	Externship

Online Classes with a Once Per Module In-Classroom Commitment

36 weeks

7 modules at 4 weeks/module

1 module at 8 weeks/module

Weekly Online Commitment: Student may complete the weekly lectures, assignments and discussions at their own pace during the designated week, but should assume a weekly time commitment of roughly 20 hours.

Traditional In-Classroom Commitment: Students are required to attend one traditional in-classroom class session per module at the IBT campus. In-classroom sessions are held on the first Saturday of each module from 10a.m. to 1 p.m., or as scheduled by the instructor.

Externship at 8 weeks

Externship must be completed on a schedule set by the externship site, which is generally a day schedule.

Hours Breakdown:

175 Hrs. Lectures

385 Hrs. Clinical/Lab

160 Hrs. Externship

720 Hrs. Total

This program is considered a clock-hour program for financial aid purposes.

Program Length information:

The program length in clock-hours for this program is 720. The Maximum Time Frame for this program is 1080 clock-hours. These clock hour figures apply to both full and part-time students. The calendar limits are as follows:

Full-time students— normal program length is 36 weeks—Maximum Time Frame is 54 weeks.

Part-time students— IBT does not offer part time programs.

Course Number	Course Title	Prerequisite	Classroom Contact Hours	Laboratory Contact Hours	Clinical Contact Hours	Total Contact Hours
Module A-G any sequence						
MBC101	Module A	None	25	55	0	80
MBC201	Module B	None	25	55	0	80
MBC301	Module C	None	25	55	0	80
MBC401	Module D	None	25	55	0	80
MBC501	Module E	None	25	55	0	80
MBC601	Module F	None	25	55	0	80
MBC701	Module G	None	25	55	0	80
EXT801	Externship	Module A-G	0	0	160	160
TOTAL			175	385	160	720

MEDICAL BILLER and CODER/OFFICE SPECIALIST

Course Outline

MBC101- Module A

80 Clock Hours

Course provides instruction in medical law and ethics, pharmacology, and body systems. Additional instruction includes HIPAA, medical terminology, integumentary system, pharmacology, medical coding (CPT/ICD9/E&M). Keyboarding skills are also exercised. Prerequisite: None. (25-55-0-3.5, 77.5)

MBC201-Module B

80 Clock Hours

Course provides instruction in bookkeeping, accounting, and body systems. Additional instruction is provided in HIPAA, collections, digestive and endocrine systems, medical terminology, and medical coding (ICD9/CPT/E&M). Keyboarding skills and QuickBooks are also covered. Prerequisite: None. (25-55-0-3.5, 77.5)

MBC301-Module C

80 Clock Hours

Course provides instruction in medical health insurance and in medical coding. Instruction in HIPAA, medical coding (ICD9/CPT)–HCPCS Level II/Modifier, and various types of insurance coverage and claims is provided. Keyboarding skills are also exercised. Prerequisite: None. (25-55-0-3.5, 77.5)

MBC401-Module D

80 Clock Hours

Course provides instruction on computers and additional instruction on body systems; including Medisoft billing software, HIPAA, medical terminology /nervous system, and medical coding (CPT-ICD-9). Keyboarding skills are also exercised. Prerequisite: None. (25-55-0-3.5, 77.5)

MBC501-Module E

80 Clock Hours

Instruction is provided in front office skills and effective communication. Reproductive systems and medical terminology are also covered. Additional instruction in Medisoft and computerized medical billing/coding is provided. Prerequisite: None. (25-55-0-3.5,77.5)

MBC601-Module F

80 Clock Hours

Course provides instruction in medical records management, HIPAA, medical billing /coding, OSHA compliance, medical terminology, Medisoft, and practice specialties. Prerequisite: GS101(25-55-0-3.5,77.5)

MBC701-Module G

80 Clock Hours

Course provides instruction in the management of patient records, medical terminology, computerized medical office systems, and additional instruction in HIPAA and medical billing/coding. Prerequisite: None. (25-55-0-3.5, 77.5)

EXT801-Externship

160 Clock Hours

After completing the required coursework, students proceed to an externship at an approved site. The externship provides the student with a realistic work environment in which to apply the skills learned in the classroom. Externs perform their work under the supervision of assigned personnel at the externship site. Timesheets signed by the supervisor are submitted weekly to the school to document externship attendance. All externship hours must be completed to fulfill the requirements of the externship. *Prerequisites: MBC101, MBC201, MBC301, MBC401, MBC501, MBC601, MBC701.* (25-55-03.5,77.5)

NOTICE: RULES AND CONDITIONS ABOUT EXTERNSHIPS:

Some Courses of Study require up to eight weeks of hands-on applied training at an offsite third-party externship or at an onsite School internship. Students entering an externship or internship must make arrangements to be available at the times required by their site’s educational coordinator or instructor. The student understands that all externships and internships are performed without payment of compensation or any other benefit, and if travel is required, it is the responsibility of the student to secure transportation. The student understands that the student is never an employee or independent contractor of the externship site or of the School at any time. The student is and always remains a student at the internship or externship site. The student further understands that an externship or internship is provided solely for the benefit of the student as a part of their Course of Study in order for the student to obtain the clinical and observational experience needed to apply for a governmental or other entity license/permit/ examination, and/or gain the requisite hands-on experience to qualify for an entry level position in their chosen career field. Students are expected to treat the externship or internship as a hands-on classroom setting, to attend all required externship or internship hours, and to abide by the rules and regulations of the externship or internship site. Hours at externship or internship sites can vary from day to day and from week to week depending on the needs, rules, regulations and scheduling of the location. Excessive absences from the externship or internship may result in failure of the Course and the inability to graduate at the planned time. Externships are held in a variety of settings and locations. The student is strongly advised to accept the assigned externship site provided by the School, otherwise there may be a delay in student completing their externship and finishing their Course of Study. The student understands that neither the School nor the externship site guarantees, represents, or warrants that the student can apply, be considered for, will obtain or be entitled to any job position at the externship site where the student had their externship.

NOTE: School is only responsible for obtaining one externship site location for a Student.

IBT is only responsible for assigning one externship site per student within an 80 mile radius from the school. A student declining an externship location must provide in writing to their Externship Coordinator the reason(s) for declining the externship location. This written document will be reviewed by the Externship Coordinator and the Director of Education to determine if the student’s explanation is reasonable and if so, to then develop a plan to determine how the student will fulfill the externship requirement. A refusal by a student to conscientiously attend their externship location may delay their graduation, delay their ability to obtain their state or other required licensing, or jeopardize their continuing enrollment at the School. A student will be required to find their own externship site within 14 calendar days in order to continue with their externship program in the event a student refuses a site selected by the School, or is removed from the externship site for failure to attend or for excessive absences, or for failure to abide by the site’s rules, regulations and scheduling.

Job titles (with SOC codes) to possibly consider as potential entry-level job opportunities to pursue upon graduation:

*Standard Occupational Classification (SOC)	Employment Position
29-2072	Medical Records Specialists
29-9021	Health Information Technologists and Medical Registrars
43-0000	Medical Claims Biller, Office Assistant
43-6013	Medical Receptionist, Medical Administrative Assistant, Medical Spa Receptionist, Medical Office Assistant, Medical Office Services Coordinator (MOSC), Unit Secretary, Medical Office Representative, Health Office Aide

* All SOC codes are accurate for the 2018 system and are available at: <http://www.bls.gov/soc/#classification>

MASSAGE THERAPY (IBT is not currently accepting enrollments for this program.)
Diploma Program – 760 Hours (CAMTC School Code: SCH0084)

Vocational Objective

Upon completion of the Massage Therapy diploma program, the graduate will be eligible to apply for certification as a CMT (Certified Massage Therapist) in the State of California. Once certified, the graduate will be able to obtain a position as an entry level CMT in chiropractic offices, health clubs, spas, hotels, as well as the ability to work independently. In addition, the student will be given a working knowledge of the human body and basic dietary principles. The graduate will have appropriate communication skills and be CPR certified.

Potential job titles upon graduation will include entry-level Certified Massage Therapist. Please see the end of this program description for a list of other possible job titles with their assigned Standard Occupation Classification (SOC) Codes. Graduates of this program may want to consider these other SOC job titles as potential entry-level job opportunities to pursue upon graduation.

Course Requirements

- MT101 Fundamentals of Massage Therapy
- MT201 Module A
- MT301 Module B
- MT401 Module C
- MT501 Module D
- INT601 Clinical Internship
- EXT601 Externship

Day and Evening classes

36 weeks

Semester Credits/Classroom Hours Breakdown:

280 Hrs. Lecture

320 Hrs. Clinical/Lab

160 Hrs. Clinical Internship/Externship

760 Total Program Hours

Semester Credit based on Federal Regulation (FR) formula:

20.26 Semester Credits

Clinical Internship (INT601) based on 4-6 hours per week undertaken concurrently with other modules at School's campus based clinic as assigned by the School.

Note: Externship will begin after the student has completed all other modules and may extend beyond the 6 weeks if student's clinic hours, due to either student's schedule or to clinic's schedule, average less than 4 hours per day.

Course Number	Course Title	Prerequisite	Classroom Contact Hours	Laboratory Contact Hours	Clinical Contact Hours	Total Contact Hours
Module A-D any sequence						
MT101	Fundamentals of Massage Therapy	None	20	20	0	40
MT201	Module A	MT101	70	70	0	140
MT301	Module B	MT101	50	90	0	140
MT401	Module C	MT101	68	72	0	140
MT501	Module D	MT101	72	68	0	140
INT601	Clinic Internship	MT101 and any one of module A-D	0	0	100	100
EXT601	Externship	MT101-MT501 and INT601	0	0	60	60
Total			280	320	160	760

MASSAGE THERAPY

Course Outline

Massage Therapy MT101 – Fundamentals of Massage Therapy **40 Clock Hours**

Instruction includes: Anatomy and physiology, Medical Terminology, Pathology, basic massage protocol, massage techniques, proper draping, proper body positioning, use of oils and lotions, Basic Swedish massage routine, musculoskeletal system, and Safety and Sanitation practices. Instruction also includes an overview of ethical behavior, professionalism and legal issues.

MT201 Module A – Asian Theory and Eastern Practices **140 Clock Hours**

Prerequisite: MT101

Instruction includes: Anatomy and Physiology, Medical Terminology, Pathology, TCM- Traditional Chinese Medicine, Reflexology, Meridian Theory, 5 Elements, Yin/Yang Theory, Body Clock, Shiatsu, Acupressure, Thai, Reiki, Craniosacral Therapy (CST), Polarity, and Meditation and Breathing Exercises. MBLEX Study and Review.

MT301 Module B – Business Professional Development, Ethics and Law **140 Clock Hours**

Prerequisite: MT101

Instruction includes: Anatomy and Physiology, Medical Terminology, Pathology, Business Planning, California State Laws and Ethics, Scope of Practice, SOAP notes, Postural and Visual Analysis, Myofascial Release, Muscle Energy Techniques, HIPAA, OSHA, CPR, and First Aid Certifications. MBLEX Study and Review.

MT401 Module C – Clinical, Sports and Special Populations **140 Clock Hours**

Prerequisite: MT101

Instruction includes: Anatomy and Physiology, Medical Terminology, Pathology, Kinesiology, Deep Tissue, Sports (Pre, Post, Maintenance, Rehabilitation), Neuromuscular Therapy, Special Populations, Pregnancy, Geriatric/Infant, Lymphatic Drainage, Medications, Pain and Micro trauma, and Oncology. MBLEX study and Review.

MT501 Module D – Day Spa and Wellness **140 Clock Hours**

Prerequisite: MT101

Instruction includes: Anatomy and Physiology, Medical Terminology, Pathology, Hydrotherapy, Aromatherapy, Dry brush/Loofah techniques, Scrubs, Wraps, Paraffin, Stone Therapy, Spa History, Nutrition and Dietary principles, and Exercise and Stretching techniques. MBLEX Study and Review.

INT601 Clinical Internship **100 Clock Hours**

Prerequisite: MT101 and one complete 140 hours module

The student begins their clinical internship at the School's Massage Therapy teaching clinic. Student interns will apply the skills they learned during earlier modules as well as practicing new skills learned through the internship to their massage sessions under the supervision of the Clinic Supervisor. The Clinic Supervisor will provide insight and assistance to student interns when challenges arise while sessions are in progress. Student interns will be scheduled clinic time 4-6 hours per week in addition to their regular class schedule.

EXT601 Externship **60 Clock Hours**

Prerequisite: MT101, MT201, MT301, MT401, MT501 and INT601

Upon completing their academic course work and clinic internship, the student will increase their skill set at an affiliated clinical externship location for a minimum of 10 hours per week until they fulfill the required externship hours. This externship provides the student with a real-world environment in which to apply the skills they have learned while practicing and improving their communication skills and gaining confidence in their massage techniques.

NOTICE: RULES AND CONDITIONS ABOUT EXTERNSHIPS:

Some Courses of Study require up to eight weeks of hands-on applied training at an offsite third-party externship or at an onsite School internship. Students entering an externship or internship must make arrangements to be available at the times required by their site's educational coordinator or instructor. The student understands that all externships and internships are performed without payment of compensation or any other benefit, and if travel is required, it is the responsibility of the student to secure transportation. The student understands that the student is never an employee or independent contractor of the externship site or of the School at any time. The student is and always remains a student at the internship or externship site. The student further understands that

an externship or internship is provided solely for the benefit of the student as a part of their Course of Study in order for the student to obtain the clinical and observational experience needed to apply for a governmental or other entity license/permit/ examination, and/or gain the requisite hands-on experience to qualify for an entry level position in their chosen career field. Students are expected to treat the externship or internship as a hands-on classroom setting, to attend all required externship or internship hours, and to abide by the rules and regulations of the externship or internship site. Hours at externship or internship sites can vary from day to day and from week to week depending on the needs, rules, regulations and scheduling of the location. Excessive absences from the externship or internship may result in failure of the Course and the inability to graduate at the planned time. Externships are held in a variety of settings and locations. The student is strongly advised to accept the assigned externship site provided by the School, otherwise there may be a delay in student completing their externship and finishing their Course of Study. The student understands that neither the School nor the externship site guarantees, represents, or warrants that the student can apply, be considered for, will obtain or be entitled to any job position at the externship site where the student had their externship.

NOTE: School is only responsible for obtaining one externship site location for a Student.

IBT is only responsible for assigning one externship site per student within an 80 mile radius from the school. A student declining an externship location must provide in writing to their Externship Coordinator the reason(s) for declining the externship location. This written document will be reviewed by the Externship Coordinator and the Director of Education to determine if the student’s explanation is reasonable and if so, to then develop a plan to determine how the student will fulfill the externship requirement. A refusal by a student to conscientiously attend their externship location may delay their graduation, delay their ability to obtain their state or other required licensing, or jeopardize their continuing enrollment at the School. A student will be required to find their own externship site within 14 calendar days in order to continue with their externship program in the event a student refuses a site selected by the School, or is removed from the externship site for failure to attend or for excessive absences, or for failure to abide by the site’s rules, regulations and scheduling.

Job titles (with SOC codes) to possibly consider as potential entry-level job opportunities to pursue upon graduation:

*Standard Occupational Classification (SOC)	Employment Position
31-9010 /31-9011	Massage Therapist
31-9000	Other Healthcare Support Occupations
31-9090	Miscellaneous Healthcare Support Occupations
19-5011	Occupational Health and Safety Specialists
29-9091	Athletic Trainer
41-9011	Demonstrators and Product Promoters
21-1094	Community Health Workers

* All SOC codes are accurate for the 2018 system and are available at: <http://www.bls.gov/soc/#classification>

ULTRASOUND TECHNICIAN/DIAGNOSTIC MEDICAL SONOGRAPHY

(IBT is not currently accepting enrollments for this program.)

Associate of Applied Science (AAS) – 73 Semester Credit Hours

Vocational Objective:

An Ultrasound Technician/Diagnostic Medical Sonographer (UT/DMS) provides patient services in a variety of medical settings using medical ultrasound under the supervision of a physician. Ultrasound Technicians/Diagnostic Medical Sonographers perform ultrasound studies as ordered by physicians for their patients. UT/DMS assist the physician in gathering sonographic data necessary to diagnose a variety of conditions and diseases. UT/DMS perform appropriate procedures and record anatomical, pathological, and/or physiological data as well as sonographic data and other pertinent observations made during the procedures.

The UT/DMS program will be delivered in a traditional classroom environment. Upon completion of this course of study UT/DMS graduates will be able to function as an entry level sonographer, be able to demonstrate clinical proficiency of sonographic procedures, exhibit behavioral skills that reflect professionalism, effective communication, and time management skills. An Ultrasound Technician/Diagnostic Medical Sonographer uses ultrasound equipment to examine and produce images of the internal parts of the body. Diagnostic medical sonographers produce and prepare images that are transferred into file, video tape or computer systems that are interpreted by an ultrasound physician. Diagnostic Medical Sonographers perform ultrasound procedures in clinics, hospitals, offices specializing in obstetrics and in diagnostic imaging and acute or long-term care facilities.

Please see the end of this program description for a list of other possible job titles with their assigned Standard Occupation Classification (SOC) Codes. Graduates of this program may want to consider these other SOC job titles as potential entry-level job opportunities to pursue upon graduation.

Recommended Registration/Credentials and Continuing Education and Career Objectives:

There is no licensing required presently by the state of California to work as an Ultrasound Technician or Diagnostic Medical Sonographer. However, most hospitals and other healthcare institutions in the state of California that employ sonographers, require as a pre-condition of being hired, that each sonographer already be registered/credentialed by one of several independent, non-profit organizations that are globally recognized for their standard of excellence in sonography. Two of the most prominent of these organizations are the American Registry of Diagnostic Medical Sonography (ARDMS) and the American Registry of Radiologic Technology (ARRT). The school's UT/DMS program is an ARRT approved education program.

All prospective students of the School's UT/DMS program should expect that upon graduating from the School's UT/DMS program that their graduation will be the completion of the student's first step in their career goal of becoming a successful UT/DMS. The School believes, given the existing hiring requirements of sonographers in California, that there is a second career step that should be undertaken by the student to ensure a successful and rewarding career as a sonographer. The School highly recommends that the student after graduation complete a second career step by becoming registered and credentialed with either ARDMS or ARRT. All students should budget the time, effort and commitment to be registered by one of these organizations. The School does not recommend that anyone enroll in its UT/DMS program without the student also making the further personal commitment at the time of enrollment to additionally seek registration with ARDMS or ARRT after graduation.

ARDMS SPI Requirement and General Prerequisites Required for Certification:

As of the date of this catalog, besides graduating from the School's 73 Semester Credit UT/DMS program as set forth in this catalog, a student to be registered and receive an ARDMS credential must:

1. Take the Sonography Principles and Instrumentation (SPI) Examination. Students are eligible to sit for the SPI examination after the completion of the following courses with 70% or better:
UT/DMS Phys 2201 Introduction to theory of Acoustic Physics
UT/DMS Phys 2203 General Acoustic Physics and Instrumentation

The School will pay, on a one-time basis, the SPI test fee on behalf of the student.

2. After graduation from the School's program, the graduate must be employed as an ultrasound/vascular sonographer in a clinical setting for a minimum of 12 months and a minimum of 1,680 hours.

- (i) Full time is defined as 35 hours per week, at least 48 weeks per year (1680)

- hours). If working part time, the requirements are prorated.
- (ii) Clinical diagnostic settings include hospitals, clinics and private practices.
 - (iii) Clinical experiences include performing cardiac, abdomen, obstetrics, gynecology, pediatrics, vascular, and general sonographic examinations.
 - (iv) ARDMS does not accept volunteer, instructorship, unpaid or barter experience.
 - (v) Clinical experience earned by the student in fulfilling the externship requirement of the UT/DMS AAS program (INTN 3000 of 80 hours and EXTN 3000 OF 240 hours) cannot also be used to support the 12 month (1,680 hours) clinical requirement above.
3. After completion of the 12-month clinical setting take one of the specialty exams associated with obtaining one of the ARDMS' credentials such as Registered Diagnostic Medical Sonographer (RDMS) in Abdomen and Small Parts, Obstetrics and Gynecology and Registered Vascular Technologist (RVT). ARDMS applicants may apply and take the SPI examination and the specialty examination in any order. However, once the first examination is passed (either the SPI or specialty), applicants for an ARDMS credential are required to take and pass the second examination within five years of passing the first examination.

Program Length Information:

The Diagnostic Medical Sonographer program is 88 weeks in length.

Full-time students – normal program length is 88 weeks – Maximum Time Frame is 132 weeks.

Part-time students – IBT does not offer part time programs.

General Education Courses in this AAS program provide theoretical support for occupational training in the Core Program Courses. General Education Courses may be taught prior to, concurrent with, and/or after Core Program Courses. All credits shown are semester credit hours.

General Education Courses:

General Program	Course Title	Credits	Clock	Length
ORIE 1000	<i>Orientation (on Campus)</i>	0	0	0
ENGL 1301	<i>English Composition (online)</i>	4	80	4 weeks
Math 1314	<i>College Algebra (online)</i>	4	80	4 weeks
BIOL 1318	<i>Human Anatomy and Physiology (online)</i>	4	80	4 weeks
PSYC 1301	<i>Introduction to Psychology (online)</i>	4	80	4 weeks
CMST 1310	<i>Introduction to Communications (online)</i>	4	80	4 weeks
MEDT 1301	<i>Medical Terminology (online)</i>	4	80	4 weeks
GENERAL ED	General Education Courses	24	480	24 weeks

Core Program Courses:

Core Program	Course Title	Credits	Clock	Length
UT/DMS 2201	<i>Introduction to theory of Acoustic Physics</i>	3.5	80	4 weeks
UT/DMS 2202	<i>General Acoustic Physics and Instrumentation</i>	3.5	80	4 weeks

<i>UT/DMS 2203</i>	<i>General Acoustic Physics and Instrumentation II</i>	3.5	80	4 weeks
<i>UT/DMS 2301</i>	<i>Introduction to Abdominal Sonography</i>	3.5	80	4 weeks
<i>UT/DMS 2302</i>	<i>Introduction to Abdominal Sonography II</i>	3.5	80	4 weeks
<i>UT/DMS 2303</i>	<i>Introduction to Pediatrics and Small Parts</i>	3.5	80	4 weeks
<i>UT/DMS 2401</i>	<i>Introduction to Gynecology Sonography</i>	3.5	80	4 weeks
<i>UT/DMS 2402</i>	<i>Introduction to Obstetrics Sonography</i>	3.5	80	4 weeks
<i>UT/DMS 2403</i>	<i>Introduction to Obstetrics Sonography II</i>	3.5	80	4 weeks
<i>UT/DMS 2501</i>	<i>Introduction to Vascular Technology</i>	3.5	80	4 weeks
<i>UT/DMS 2502</i>	<i>Introduction to Vascular Technology II</i>	3.5	80	4 weeks
<i>UT/DMS 2503</i>	<i>Introduction to Abdominal Vascular Technology</i>	3.5	80	4 weeks
<i>INTN 3000</i>	<i>Clinical Internship</i>	2	80	4 weeks
<i>EXTN 3000</i>	<i>Clinical Externship</i>	5	240	12weeks
Course No	12 Core Courses	49	1280	64 weeks
Program Requirements		Credits	Weeks	Clock Hours
General Education Courses		24	24	480
Core Program Courses		49	64	1,280
Total		73	88	1,760 Total Clock Hours

ULTRASOUND TECHNICIAN/DIAGNOSTIC MEDICAL SONOGRAPHY

Course Outline

General Education Courses:

ENGL 1301 English Composition 80 Clock hours/4.0 Credit Hours

This course is a general introduction to the principles of effective writing with emphasis on writing process, thesis, context, purpose and audience. By completing this course, the student will acquire the ability to write effective sentences, paragraphs, and themes and the ability to read with understanding of rhetorical forms and devices with critical awareness. The course aims to build sequentially on students' ability to read both written and cultural texts closely and critically and to analyze those texts in ways that also engage and problematize students' own experience, the perspectives of "experts," and the world they live in.

Math 1314 College Algebra 80 Clock hours/4.0 Credit Hours

In this course, students will identify and operate with absolute value equations and inequalities, will acquire graphing skills, inverse functions, logarithmic and exponential functions, polynomial and rational functions, piecewise defined functions, theory of equations and matrices. Course prepares students for an intermediate algebra course by covering the fundamental concepts, operations, and applications of basic algebra. Algebraic topics include systems of linear equations and inequalities, polynomial operations, graphing equations and inequalities in two variables, and systems of equation. Course surveys algebraic and exponential functions.

BIOL 1301 Human Anatomy and Physiology 80 Clock hours/4.0 Credit Hours

This course covers anatomy and physiology as it applies to related subjects associated with health, medicine and biology. Topics include: body organization, body divisions and cavities, basic biochemistry, cell structure, metabolism and histology. Structure and physiology of the following systems are included: integumentary system, skeletal system, muscular system, nervous system, and special senses. Students will learn about the relationship between structures and systems in the human body. Students in this course begin to study medical issues, such as allergic reactions and viruses.

Laboratory components of this course present basic biochemical principles, cytology, histology, immunology, integument system, osteology, arthrology, muscle anatomy and physiology, and anatomy and physiology of spinal cord and peripheral nervous system. Content includes structure and function of central nervous system and special senses, circulatory, digestive, respiratory, urinary, endocrine and reproductive systems.

PSYC 1301 Introduction to Psychology 80 Clock hours/4.0 Credit Hours

This course is a broad survey of the major topics in psychology including, but not limited to, research methodology, biological and social factors influencing behavior, development, learning, memory, personality and abnormal psychology. This course introduces students to psychology as a systematic and scientific way to think about the biological and social aspects of behavior and mental processes.

CMST 1310 Introduction to Communications 80 Clock hours/4.0 Credit Hours

This course is designed to introduce students to the study of human communication. Students will explore theories and models of communication and examine human communication in a variety of contexts including interpersonal relationships, groups, intercultural and gender contexts, public speaking, and public communication. By the end of this course, students should also be able to identify and describe significant features of human communication scholarship in both the academic and broader social arena.

UT/DMS 1301 Medical Terminology 80 Clock hours/4.0 Credit Hours

Medical terminology is a basic study of the professional language of medicine. This course is designed to include word construction, pronunciation, spelling, definition and use of terms related to all areas of medical science, hospital service and health related professions. Students will learn the accurate spelling and pronunciation of terms and building knowledge of basic medical vocabulary with an emphasis on prefixes, suffixes, roots, and combining vowels. This course is designed to give students a basic knowledge of anatomical, physiological, and pathological, diagnostic/surgical procedures, diagnostic procedures and symptomatology.

Core Courses:

UT/DMS 2201 Introduction to Physics 80 Clock hours/3.5 Credit Hours

This course is designed to enable students to appreciate and to introduce the student to the study of the physical principles and instrumentation of ultrasound. The session also is designed to refresh the students' knowledge of basic mathematical principles, the rules pertinent to exponential numbers, concepts of working with equations, and the concept of direct and indirect proportionality, various forms of ultrasound utilization in nature, industry and medicine, basic concepts of medical diagnostic ultrasound imaging, general characteristics of energy transfer in waves, and the principles that govern pulsed ultrasound, pulse repetition frequency, pulse repetition period, pulse duration, duty factor, and spatial pulse length, and differences of continuous wave ultrasound and pulsed ultrasound.

UT/DMS 2202 General Acoustic Physics and Instrumentation 80 Clock hours/3.5 Credit Hours

This course is designed to provide the student with pertinent information concerning interactions between ultrasound and matter with respect to echoes and reflections; explain reflections in terms of acoustic interfaces, perpendicular incidence and oblique incidence; interactions between ultrasound and matter in respect to refraction and oblique incidence, contrast media aid in image enhancement; harmonic imaging works in tandem with contrast media in improvement of image quality; compare constructive interference and destructive interference, piezoelectric effect and its importance to diagnostic medical ultrasound; and, explain the factors related to the anatomy of a sound beam and the formation of a sound beam. Furthermore, to define and discuss spatial resolution, including axial resolution, lateral resolution, and slice thickness resolution. Also, to examine the way in which ultrasound beams are focused, different types of ultrasound transducers, and explain the effects of dynamic aperture, apodization, sub-dicing, multiple focal zones, and instruct the student in the proper care of the transducer.

UT/DMS 2203 General Acoustic Physics and Instrumentation II 80 Clock hours/3.5 Credit Hours

This course is designed to introduce the ultrasound imaging system to the student. This class will concentrate on the components of the imaging system and how they work together to create the final ultrasound image. Special attention and emphasis will be placed upon the functions of the pulser and receiver, the role of the scan converter in relation to its function in the ultrasound imaging instrument, pre-and post-processing functions of the ultrasound unit and its significance to the operator, the role of the display in the imaging system; to acquaint the student with different types of hard copy storage; explain different types of display modes, and the factors that affect temporal resolution. Moreover, course will introduce the topic of ultrasound artifacts, define the meaning of an artifact and discuss the reasons that they occur; demonstrate the ultrasonic appearance of common artifacts; continue to

examine artifacts which occur in diagnostic medical imaging, specific artifacts that are associated with propagation speed, attenuation, and doppler.

UT/DMS 2301 Introduction to Abdominal Sonography

80 Clock hours/3.5 Credit Hours

This course will familiarize students with the normal anatomic features of the liver, including variants and areas of potential fluid accumulation within the abdominal cavity, vascular structures of the liver, and explain how the portal veins and the hepatic veins can be distinguished from one another on ultrasound. Additional course objectives: to familiarize the students with the laboratory values indicative of normal or abnormal liver function; describe the ultrasound scanning technique for examination of the liver; to introduce the typical sequence of images that must be obtained during an ultrasound examination of the liver; define various types of diffuse pathologic conditions affecting the liver; describe the causes, characteristics, signs and symptoms, and ultrasound appearance of fatty liver infiltration; and, to explain the causes, characteristics, patient signs and symptoms, and ultrasound appearance of hepatitis, cirrhosis of the liver and vascular related changes within the liver; describe focal benign liver abnormalities in relation to description, cause, ultrasound appearance, and possible differential diagnosis; benign neoplasms of the liver, focusing upon description, etiology, ultrasound appearance, and differential diagnosis; discuss and explain malignant neoplasms of the liver with attention to the ultrasonic appearance and differential diagnosis. To discuss and explain the anatomy of the gallbladder and biliary tree, describe scanning techniques and principles employed in ultrasound examination of the gallbladder and biliary tree; ultrasound appearance of the normal gallbladder and biliary tree; discuss and explain the most common pathologic conditions of the gallbladder; define the role of ultrasound in the diagnosis of gallbladder pathology, most common pathologies of the biliary tree.

UT/DMS 2302 Applications of Abdominal Sonography II

80 Clock hours/3.5 Credit Hours

To familiarize the students with the anatomy and physiologic functions of the pancreas, laboratory values related to pancreatic function, and ultrasound appearance of the pancreas. To discuss and explain the most common pathologies affecting the pancreas and the ultrasound appearance of the most common pancreatic abnormalities and diseases. Furthermore, to describe the retroperitoneum from an anatomical standpoint and common abnormalities found in the retroperitoneum. To examine the anatomic features of the kidneys and adrenal glands, and explain possible variants in renal number, location, fusion, and shape, and discuss the ultrasound appearance of the normal Kidneys and adrenals. To examine and discuss the most common benign conditions that affect the kidneys, and explain the causes and ramifications of obstructive uropathy. To describe the sonographic appearance of the common benign neoplasms of the kidney and the characteristics of renal failure and examine the ultrasonic appearance of renal failure. Also, to discuss the anatomic features of the spleen and define laboratory values that are associated with splenic function; list and explain anatomic variants of the spleen and demonstrate and discuss the ultrasonic characteristics of the normal spleen and explain ultrasound techniques utilized in scanning the spleen, and ultrasonic appearance of benign conditions of the spleen. To discuss and explain the nature, cause, and ultrasonic appearance of malignant neoplasms of the spleen, and compare different types of benign and malignant splenic neoplasms and discuss their various ultrasound characteristics and appearances To explain and discuss the indications for an ultrasound examination of the anterior abdominal wall and demonstrate the ultrasound appearance and characteristics of the more common abnormalities found on ultrasound examination of the anterior abdominal wall.

UT/DMS 2303 Introduction to Pediatrics and Small Parts

80 Clock hours/3.5 Credit Hours

This course covers the more common abdominal pathologies found in the pediatric patient and sonographic approaches and techniques used in ultrasound examination of the pediatric patient, use of ultrasound in the detection of gastrointestinal abnormalities, lymphadenopathy and describe its causes and ultrasonic appearance. Course objective also include: to discuss the anatomy and physiology of the thyroid gland and discuss the anatomy and physiology of the parathyroid glands; discuss the most common pathologies of the thyroid and parathyroid glands; to demonstrate the ultrasound appearance of the most common pathologies of the thyroid and parathyroid glands and the role of other imaging modalities in the diagnosis of thyroid and parathyroid pathologies; discuss the anatomic layers of the breast tissue; the physiologic function and embryologic development of the breast, and discuss the ultrasound features and characteristics of normal breast tissue, and present scanning techniques and protocols utilized in ultrasonic examination of the breast; the role of mammography in detection of breast disease, suspected breast disease, and examine the more common types of benign and malignant conditions of the breast; the anatomy and physiologic function of the testes, and discuss the ultrasound appearance of the normal testes and discuss the most common extra-testicular pathologies of the scrotum and most common intra-testicular pathologies of the scrotum; demonstrate the ultrasound appearance of the most common scrotal pathologies; discuss the normal anatomy of the muscles, tendons, and bursae and their ultrasonic appearance and list the indications for the performance of a musculoskeletal ultrasound examination. Describe the joints that are evaluated by ultrasound and analyze ultrasound images depicting normal and abnormal conditions of the musculoskeletal system.

UT/DMS 2401 Introduction to Gynecology Sonography**80 Clock hours/3.5 Credit Hours**

This course covers and discuss information relating to the normal anatomy of the female pelvis and reproductive system and familiarize the student with the appearance of the normal uterus and ovaries on ultrasound. Course objectives: to convey and explain to the student the conventional standards and protocols utilized in the ultrasonic examination of the female pelvic cavity using the transabdominal and / or transvaginal approach and discuss the physiology of the menstrual and ovarian cycles, uterus and ovaries in relation to the associated changes in visualization of these organs at different points in the menstrual cycle. Also, to discuss common terminology describing abnormal menstrual patterns and possible congenital variants of the normal uterus, and information related to the developmental anomalies of the female reproductive system and explain the embryonic development of the female reproductive system; to impart information that pertains to benign uterine pathologies. Also covered in this course: benign abnormalities of the cervix and the uterine body and fundus and characteristics of benign uterine pathologies; discuss benign masses (both cystic and solid) which involve the ovary and broad ligaments of the female pelvis; focus upon types of cystic and solid masses that may be visualized during an ultrasound examination and the points of distinction between normal physiologic cysts and neoplasms, and examine malignant pathologies of the ovary, especially as related to the incidence, possible etiologies, risk factors, classifications, and ultrasound appearance of such pathologies.

UT/DMS 2402 Introduction to Obstetrics Sonography**80 Clock hours/3.5 Credit Hours**

To examine and discuss the process of fertilization of the female ovum and its implantation into the uterus; emphasis will be placed upon both the process of fertilization and implantation, and the ultrasonic appearance of the fertilized conceptus in the first trimester of pregnancy. Both normal and abnormal first trimester gestations will be examined and discussed. Furthermore, this class will cover the risk factors for ectopic pregnancy, clinical evaluation of ectopic and the sonographer's role in detecting and evaluating the patient with suspected ectopic pregnancy. Also, include information related to the role of ultrasound in assessment of the infertility patient and in contraception and explore the maternal changes and overall fetal development during the second and third trimesters of pregnancy. Specific instruction in fetal biometry techniques used to determine gestational age is included within the lecture. To discuss the types, causes, incidence, risk factors, types of placenta and membranes, and abnormalities associated with multiple gestations. The role of ultrasound in multiple gestations will be explained in detail, discuss and examine the role of the placenta and umbilical cord as related to fetal development. Both normal and abnormal conditions of the placenta and umbilical cord will be discussed, fetal demise and its causes in the first, second, and third trimesters of pregnancy and to examine the role of ultrasound in the detection of fetal demise. This lecture will focus upon the abnormal conditions affecting the fetal chest, abdomen, abdominal wall and pelvis. Most commonly abnormalities of the chest, abdomen, and pelvis will be discussed and evaluated in order that the student may learn to recognize them during an ultrasound examination of the fetus to define and discuss the most common anomalies affecting the fetal GU and GI tract that can be diagnosed during an ultrasound examination. This class will define and discuss the condition of Hydrops Fetalis, and identify the ultrasound characteristics and manifestations of Fetal Hydrops. Nonimmune and Immune types will be discussed in detail. Learning will be reinforced with ultrasound images depicting GU and GI tract anomalies and Fetal Hydrops.

UT/DMS 2403 Introduction to Obstetrics Sonography II**80 Clock hours/3.5 Credit Hours**

To acquaint and familiarize the student with the most common types of fetal skeletal dysplasia and more common skeletal abnormalities that may be visualized using ultrasound. Course will cover: the differences and similarities of fetal circulation as opposed to adult circulation and trace the path of blood flow from the placenta to the fetus, throughout the fetus, and back to the placenta. Discuss the most common abnormalities of the fetal heart that may be visualized using ultrasound and discuss certain maternal diseases and conditions which may place the fetus at risk. The lecture will focus upon the various fetal effects caused by maternal disease in pregnancy. The lecture will also include information pertaining to intrauterine growth restriction, focusing upon the causes, types, long term effects, and detection using ultrasound. Furthermore, discuss the normal and abnormal ultrasound appearance of the uterus during the postpartum period and examine some of the complications affecting the uterus and female pelvic cavity during the post-partum period, focusing upon identification using ultrasound. Similarly, explain the types of ultrasound examinations ordered for evaluation of the neonatal spine, GI tract, urinary tract, and hips and explain the role of ultrasound in amniocentesis and chorionic villi sampling. Additionally, to discuss the purpose, parameters, and scoring technique of the Biophysical Profile.

UT/DMS 2501 Introduction to Vascular Technology**80 Clock hours/3.5 Credit Hours**

This class will introduce the student to the knowledge base and skill sets necessary to perform quality vascular ultrasound examinations and define the vascular ultrasound terminology commonly used in vascular scanning and image interpretation. Also, it will describe the anatomy of the cerebrovascular system and explain the role each vessel plays in cerebrovascular circulation and familiarize the students with collateral pathways of blood flow in the cerebrovascular system and describe the physiologic functions of the arteries. This class will discuss the

anatomy of the arterial walls and explain different types of energy present in flowing blood and the importance of a pressure gradient as related to volume and different types of blood flow and describe the characteristics that define each type. Course will cover the relationship between the cardiac cycle and flow velocity and define the characteristics that are present in pulsatile arterial flow and use of Doppler ultrasound in vascular ultrasound imaging. Furthermore, this class will define the Doppler Effect, Doppler shift and factors that affect it and the relationship between Doppler shift and velocity of blood flow and different types of Doppler instruments. The students will analyze spectral waveform information and define the ways in which it provides useful diagnostic information and the role of Color Doppler in vascular ultrasound imaging and the principles governing Color Doppler, color coding and direction information. This class will clarify the guidelines in the use of Color Doppler and the operating principles and use of Power Doppler in portraying blood flow.

UT/DMS 2502 Introduction to Vascular Sonography **80 Clock hours/3.5 Credit Hours**

This class will prepare the students with patient preparation for duplex imaging of the carotid arteries and the scanning techniques and examination protocols employed in duplex imaging of the carotid arteries. Subjects covered: how to identify ways in which the internal carotid artery and the external carotid artery can be distinguished from one another, characteristics, and ultrasound appearance of plaque and explain the methods of image interpretation using grey scale, Color Doppler, and Doppler spectral analysis; types of indirect cerebrovascular examinations related to detection of disease in the cerebrovascular system, neurologic symptoms associated with disease of the carotid arteries and atypical disease symptoms and conditions of the carotid arteries; treatment options for disease of the carotid arteries, reasons for performing a duplex ultrasound examination of the vertebral and subclavian arterial and review the anatomical features of the vertebral and subclavian arteries; scanning techniques and protocols for duplex imaging of the vertebral and subclavian arteries and discuss interpretation parameters for disease processes of the vertebral and subclavian arteries; the anatomy of the Circle of Willis in relation to location and vasculature and the importance of the Circle of Willis as a potential pathway for collateral blood flow and techniques employed in transcranial Doppler examination of the Circle of Willis; the windows that are utilized in transcranial Doppler examinations and define the capabilities and limitations of transcranial Doppler scanning.

UT/DMS 2503 Introduction to Vascular Sonography II **80 Clock hours/3.5 Credit Hours**

This class will introduce the student to types of indirect physiologic testing methods for the arteries of the lower extremities and the techniques for the performance, and methods of analysis for ankle brachial indices testing. Additional subjects: define and explain techniques for the performance of, and interpretative criteria used in segmental Doppler survey testing and instruct the student in the proper methods for exercise stress testing; introduce the types, and methods of performance for arterial plethysmography testing; techniques and protocols used for Duplex ultrasound imaging of the lower extremity arteries and discuss and explain the use of by-pass grafts in the treatment of lower extremity arterial disease; introduce and explain additional pathologic processes that affect the lower extremity arteries, the anatomy of the upper extremity arteries and trace the pathway of blood flow through those arteries to examine common disease processes involving the arteries of the upper extremities and explain the hemodynamic principles governing venous flow; acquaint the student with the anatomic features and locations of the veins of the lower extremities and discuss venous disease processes affecting the lower extremities; examine techniques and protocols utilized in duplex ultrasound imaging of the veins of the lower extremities and to explain the diagnostic criteria utilized in ruling out deep vein thrombosis; review and discuss ultrasound images and waveform patterns of both normal and abnormal lower extremity veins and discuss the meaning, causes, and categories, and patient signs and symptoms of venous insufficiency; provide an overview of duplex ultrasound testing methods that are employed to rule out venous insufficiency; explain the protocol used in duplex ultrasound testing for venous insufficiency and the purpose, advantages and disadvantages, techniques, and interpretative criteria utilized in PPG testing, purpose of vein and arterial mapping and techniques for pre-operative mapping of the saphenous vein. This class will discuss the anatomy of the abdominal vasculature as well as techniques and protocols utilized in duplex ultrasound imaging of the renal arteries; explain techniques and protocols utilized in duplex ultrasound imaging of the mesenteric arteries; introduce methods of imaging interpretation in ultrasound examination of the renal and mesenteric arteries; explain why and how vascular ultrasound examination results may vary and discuss vascular laboratory accreditation and review important points in the accreditation process; examine ways in which the value of a noninvasive vascular study can be compared to a reference test that is the Gold Standard.

INTN 3000 Internship **80 Clock hours/2 Credit Hours**

After completing the required classroom centered course work; students proceed to a clinical internship at a designated lab. Students must complete 80 plus hours of supervised clinical internship cases. These cases are to be approved by the UT/DMS Program Director. **Students must pass all the required assignments with 75% or better prior of proceeding to EXTN 3000.**

Prerequisite: INTN 3000

After completing the required course work ITNT 3000, students proceed to a clinical externship at an approved site. Students must complete 240 plus hours of supervised clinical experience in an approved externship site.

NOTICE: RULES AND CONDITIONS ABOUT EXTERNSHIPS:

The UT/DMS externship program requires certain designated weeks of hands-on applied training at an offsite third-party externship. Students entering an externship must make arrangements to be available at the times required by their site's educational coordinator or instructor. The student understands that all externships are performed without payment of compensation or any other benefit, and if travel is required, it is the responsibility of the student to secure transportation. The student understands that the student is never an employee or independent contractor of the externship site or of the School at any time. The student is and always remains a student at the externship site. The student further understands that an externship is provided solely for the benefit of the student as a part of their Course of Study in order for the student to obtain the clinical and observational experience needed to apply for a governmental or other entity license/permit/ examination, and/or gain the requisite hands-on experience to qualify for an entry level position in their chosen career field. Students are expected to treat the externship as a hands-on classroom setting, to attend all required externship hours, and to abide by the rules and regulations of the externship site. Hours at externship sites can vary from day to day and from week to week depending on the needs, rules, regulations and scheduling of the location. Excessive absences from the externship may result in failure of the Course and the inability to graduate at the planned time. Externships are held in a variety of settings and locations. The student is strongly advised to accept the assigned externship site provided by the School, otherwise there may be a delay in the student completing their externship and finishing their Course of Study. The student understands that neither the School nor the externship site guarantees, represents, or warrants that the student can apply, be considered for, will obtain or be entitled to any job position at the externship site where the student had their externship.

NOTE: School is only responsible for obtaining one externship site location for a Student.

IBT is only responsible for assigning one externship site per student within an 80 mile radius from the school. A student declining an externship location must provide in writing to their Externship Coordinator the reason(s) for declining the externship location. This written document will be reviewed by the Externship Coordinator and the Director of Education to determine if the student's explanation is reasonable and if so, to then develop a plan to determine how the student will fulfill the externship requirement. A refusal by a student to conscientiously attend their externship location may delay their graduation, delay their ability to obtain their state or other required licensing, or jeopardize their continuing enrollment at the School. A student will be required to find their own externship site within 14 calendar days in order to continue with their externship program in the event a student refuses a site selected by the School, or is removed from the externship site for failure to attend or for excessive absences, or for failure to abide by the site's rules, regulations and scheduling.

NOTICE: RULES AND CONDITIONS FOR CERTIFICATION FROM THE AMERICAN REGISTRY OF DIAGNOISTIC MEDICAL SONOGRAPHY (ARDMS):

The School's Ultrasound Technician/ Diagnostic Medical Sonography (UT/DMS) program is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC) and by the Accrediting Council for Continuing Education & Training (ACCET). Its UT/DMS program is NOT accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Consequently, graduates of the School's UT/DMS program are NOT eligible to sit for a registry exam administered by the American Registry of Diagnostic Medical Sonographers (ARDMS) until ALL of the ARDMS eligibility prerequisites listed below are satisfied. Please note that the ARDMS Prerequisites listed below are also subject to change at any time and without notice by ARDMS and the School does not control the requirements of the ARDMS.

Eligibility Prerequisites to sit for the Registered Diagnostic Medical Sonography:

- 1) Graduation from a two-year allied health education program that is patient-care related. A two-year allied health education program that is patient-care related is defined as a minimum of 60 semester credits. The School's UT/DMS program is 73 semester credits. Successful completion of, and graduation from, the School's UT/DMS program satisfies this prerequisite.

2) Twelve (12) months of full-time employment in a clinical ultrasound/vascular/cardiac environment. Full-time employment is defined as 35 hours per week, at least 48 weeks per year. If working part-time, the requirements are pro-rated. For example, working 20 hours per week would satisfy the prerequisite in approximately 24 months. Please note that the School's UT/DMS program's required externship does not count towards the employment prerequisite. In addition, although the School offers job placement assistance to all graduates, it is the graduate's responsibility to secure the applicable employment after graduation to meet this ARDMS eligibility prerequisite.

The following eligibility prerequisite documentation will be provided by the School to the graduate upon successful completion of the UT/DMS program:

- 1) Official School transcript;
- 2) Education program certificate (Diploma);
- 3) Original letter from the School's educational program director verifying length of ultrasound experience/successful completion of sonography program;
- 4) Documentation of 12 semester credit hours specific to each credential.
- 5) Original signed and completed clinical verification form for the appropriate specialty areas.

Additional information about ARDMS Credentials/Ultrasound Examinations can be obtained at www.ardms.org/get-certified/Pages/default.aspx or www.ardms.org.

PLEASE NOTE THAT BEING A REGISTERED DIAGNOSTIC MEDICAL SONOGRAPHER IS NOT A REQUIREMENT TO WORK AS A DIAGNOSTIC MEDICAL SONOGRAPHER IN THE STATE OF CALIFORNIA AT THE PRESENT TIME. HOWEVER, EMPLOYMENT OPPORTUNITIES AND SALARY POTENTIAL WILL BE LIMITED WITHOUT BEING REGISTERED.

Job titles (with SOC codes) to possibly consider as potential entry-level job opportunities to pursue upon graduation:

*Standard Occupational Classification (SOC)	Employment Position
29-2030	Ultrasound Technologist, Ultrasound Technician, Sonographer, Adult Echocardiographer, Echocardiographer, Echocardiography Technician, Echography Technician, Vascular Sonographer, Diagnostic Ultrasound Technician
29-2031	Cardiac Ultrasound Technician, Cardiac Ultrasound Technologist, Diagnostic Cardiac Sonographer
29-2032	Diagnostic Medical Sonographer 1, Medical Sonographer
29-2099	Health Technologist and Technicians, All Other

* All SOC codes are accurate for the 2018 system and are available at: <http://www.bls.gov/soc/#classification>

7. ORGANIZATION AND STRUCTURE

Organization

The IBT is owned by the Institute for Business & Technology, Inc., a privately owned, California Corporation. The Institute for Business & Technology Inc. also owns and operates affiliated campuses in Ranch Cordova, California and San Antonio Texas. The Institute for Business & Technology, Inc. is a wholly owned subsidiary of Mikhail Education Corporation.

The address of the principal corporate office is 2400 Walsh Avenue, Santa Clara, CA 95051-1303; telephone number 408-727-1060, 1-800-548-8545, <http://ibt.edu/>.

The affairs of the Institution are managed by the governing board of the Institute for Business & Technology, Inc. and the Campus Director.

Corporate Officers

The corporate officers of the Institute for Business & Technology, Inc. are:

Peter S. Mikhail, CEO and CFO

Sally Mikhail Bemis, Chief Operating Officer and Secretary

8. STAFF AND FACULTY DIRECTORY

STAFF

Peter Mikhail	President/CEO
Robert (Bob) Allen	Vice President
Guy Adams	Campus Director
Fred Wiehe	Director of Education
Harry Schubel	Director of Trades (Electrician & HVAC)
Farzaneh Memarnejad	Director of Ultrasound Technician/Diagnostic Medical Sonographer
Rebecca Pelletiere	Allied Health Program Director/Allied Health Externship Coordinator
Jasmine Soller	Director of Massage Therapy Program
Laura Cmberos Medina	Director of Phlebotomy/Lab
Nicole Telly	Registrar
Maree Daniels	Director of Financial Aid
Mevlida Trumic	Business Office Manager
Deidre Thompson	Director of Career Services
Susana Flores	Receptionist
Stephanie Parra	Receptionist
Michelle Arriaga	Financial Aid Advisor
Arcy Chambers	Financial Aid Advisor
Juan Laffaye	Associate Director of Admissions
Mayra Lopez	Sr. Admissions Representative
Diane Allen	Admissions Representative
Kenzy Brown	Admissions Representative
Parul Gupta	Admissions Representative
Patricia Zamora	Admissions Representative
Shawn Tucker	Regional Director of Admissions

You may contact staff at: (408) 727-1060 or 2400 Walsh Ave., Santa Clara, CA 95051

FACULTY

ELECTRICIAN	
Harry Schubel Electrician and HVAC Dept. Chair/Instructor	PMTech Cert, HVAC Employment Ready electrical Certification
Walter (Paul) Robertson, Instructor	Lighting Project Managed/Rexcel Inc.
Edward Yanez Instructor	Decades of experience as electrician.
Mary Louise Sanchez, Instructor	A & E Electrical Company Manpower J & J ET Certified
Christopher Merkeley, Instructor	Electrician, Instructor
Roberto Guerrero, Instructor	Rex Moore Electric; Rodda Electric; Wulff Electric Diploma: Institute for Business & Technology
William Heresey, Instructor Electrician	Traditional Medicinal; Calbee America Inco; Optolink/DSC; FMC Corp Journeyman Electrician US Air Force/Trade School Training
Aiden Styczynski, Instructor Electrician	Experienced electrician
COMMERCIAL REFRIGERATION, HEATING AND AIR CONDITIONING	
Rodney Gilchrist, Asst Director of Trades; Instructor HVAC	Dispenser Beverages; Nor Cal Beverage; ICEE USA Production Manager; Lead Technician; Senior Technician HVACR; Advanced Electrical Certification; Advanced Refrigeration Certification
Nathan Kinder, Instructor	Airforce Heating & Air Royal Air & Comfort NATE Heat Pump Certified, EPA Universal Certified
Marvin Neal, Instructor	EPA Universal Certified Experience HVAC Technician
James Yen, Instructor HVAC	JLL @ Intuit, Senior Operations Engineer; Blue Earth EMS, HVAC Technician & Supervisor; Education: Foothill DeAnza Community College Certifications: EPA 608 Universal; HVAC Excellence; Metasys
ALLIED HEALTH	
Rebecca Pelletiere, Director of Allied Health/Externship Coordinator	Veterans Affairs Healthcare systems US Army
Laura Cmberos Medina, Phlebotomy Lab Director	Registered Nurse (Board of Nursing, Department of Consumer Affairs) Phlebotomy Training Program Director (Laboratory Field Services)
Joel Wm Sherr – Instructor, Lab/Phlebotomy/EKG	BA, Pre-Medicine, Colorado State University Phlebotomy Certified, DeAnza College, ECG Certified: De Anza College
Kimberley Burgan – Instructor, Medical Assistant	QTC Medical Group; Cambridge Junior College; Institute of Technology; Kaplan Higher Education
Chan “Calvin” Tran, Instructor, Medical Assistant	Doctor of Chiropractic, Palmer West Physiology, San Jose State University ARDMS, HIPPA, OSHA, CMA, BLS Certified
Loida Nguyen, Instructor, Medical Biller and Coder Program	Certificate of Achievement Insurance & Coding Specialty, DeAnza College, DeAnza College
Evelyn Delacruz-Bingham, Instructor MBC Instructor – MBC	Medical Billing & Coding - Institute for Business & Technology Medical Assistant – Bryman College BS Medical Technology - Centro Escolar University – Manila-Philippines

ULTRASOUND TECHNICIAN/DIAGNOSTIC MEDICAL SONOGRAPHER	
Farzaneh Memarnejad, Director/Instructor, UTDMS	Ultrasound Tech/Instructor/ Program or Clinical Director ARDMS Certified in Abdomen, OB-GYN, POCUS and RVT
MASSAGE THERAPY	
Jasminemarie Soller, Program Director/ Instructor	CAMTC License -Certified Massage Therapist OSHA, HIPAA, CPR, 1 st Aid Certified Proctor Certification- Prometric Testing Center (Cisco Campus) Diploma Massage Therapy- IBT Holistic Health Practitioner-Trinity College Diploma Chiropractic Assistant- IBT
Robert Sackett, Program Instructor	CAMTC License -Certified Massage Therapist AS Degree in Holistic Health

STUDENT DISCLOSURES SECTION

School Policies

This Student Disclosures Section contains those policies and procedures that students need to know and follow in order to successfully obtain the knowledge and training that they will be receiving in their program of study. This Section is a part of the IBT catalog and provides additional information to students on IBT school policies pertaining to their student enrollment including admissions, financial aid, and program and graduation requirements.

Tardiness and Clock-In

Tardiness disrupts the learning environment for everyone. It is your obligation as a student and a condition of your enrollment to exercise the habit of being “on-time” for class and appointments. Please be aware that class will begin whether you are there or not. If you arrive after your scheduled start time, you will be marked as tardy. If you are tardy, your clock hours will be rounded to the nearest quarter hour.

Tardy students may or may not be allowed into class at the discretion of the instructor or Campus Director. If you are going to be late, you need to contact the school staff. If you are allowed to arrive in late to class, when you arrive you must enter the class as quietly and discretely as possible so you do not disturb the instructor or your fellow students.

Student Appearance

Your dress and appearance must be in compliance with the following standards at all times:

1. Gender specific clothing is required at all times.
2. Clean hygiene (including use of deodorant and breath mints) is essential.

Academic Achievement

Our programs were developed to support different learning styles and incorporate lessons, demonstrations, media and activities to enhance the learning process. If you have any questions regarding daily lessons, please talk with your instructor or the Campus Director.

It is critical that you come to school prepared for your daily lessons and assignments. Make sure you bring the books and equipment you need to perform your assignments. Students who do not come prepared with the books and materials they need to fully participate in that day’s lessons may be required to leave class until they return with the necessary books and equipment.

Change in Status

It is important that you notify the administrative office and your instructor of any changes in status, including your address, phone number, email address, emergency contact information, etc. The School needs to have your most current information on file.

Standards of Conduct

The School expects students to be honest in all of their academic work. By enrolling at the School, students agree to adhere to high standards of academic honesty and integrity as set forth below and understand that failure to comply with these Standards of Conduct may result in academic and disciplinary action up to and including termination of their enrollment from the School. As member of the School’s community, each student also has an ethical obligation to report violations of any academic honesty policy they may witness.

Academic Honesty Policy

All students have an ethical obligation to adhere to this Academic Honesty Policy.

The conduct set forth below constitutes a violation of the Academic Honesty Policies. Those adjudged to have committed such conduct shall be subject to discipline up to termination of their enrollment from the School.

Legitimate collaboration between a student and a tutor shall not be considered a violation of the School's Academic Honesty Policy. However students who receive assistance from a tutor must ensure that any work submitted in class is the student's own. Violations of the Academic Honesty Policy, include but are not limited to, the following:

- A. Cheating - The improper taking or tendering of any information or material which shall be used to determine academic credit. Examples include but are not limited to the following:
 - 1. Copying from another student's test or homework paper.
 - 2. Allowing another student to copy from a test or homework assignment.
 - 3. Using unauthorized materials during a test, such as the course textbook, notebook, formula lists, notes or crib sheets, including those stored in a calculator.
 - 4. Collaborating during an in-class test, take home test, distance education or online test with any other person by giving or receiving information without authority.
 - 5. Having another individual write or plan a paper, including those bought from research paper services.
 - 6. Submitting the same paper/project in more than one class.
 - 7. For distance education provide their user name / password to others with the intent of misrepresentation in accessing / completing course work or class attendance.
 - 8. Participate in unauthorized acquisition, use, or attempt to use the user id or password of others.
- B. Plagiarism – The attempt to represent the work of another, as it may relate to written, online, or oral works, computer-based work, mode of creative expression (i.e. music, media or the visual arts), as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student.

When a student submits oral, online, or written work for credit that includes the words, ideas or data of others, the source of that information must be acknowledged through complete, accurate, and specific references, and if verbatim statements are included, through use of quotation marks as well. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. A student will avoid being charged with plagiarism if there is an acknowledgment of indebtedness. Examples include, but are not limited to, the following:

- 1. Quoting another person's words.
 - 2. Using another person's ideas, opinion or theory, even if it is completely paraphrased in one's own words.
 - 3. Drawing upon facts, statistics, or other illustrative materials – unless the information is common knowledge.
 - 4. Submitting a paper purchased from a term paper service as one's own work.
 - 5. Failing to accurately document information or wording obtained on the World Wide Web.
 - 6. Submitting anyone else's paper as one's own work.
 - 7. Violating federal copyright laws, including unauthorized duplication and/or distribution of copyrighted material.
 - 6. Offering, giving, receiving or soliciting of any materials, items or services of value to gain academic advantages for yourself or another.
- C. Bribery - The offering giving, receiving, or soliciting of any materials, items or services of value to gain academic advantage or yourself or another. This does not apply to School approved or sponsored tutoring or supplemental instruction.
- D. Misrepresentation - Any act or omission with intent to deceive an instructor for academic advantage. Misrepresentation includes using another's identity either with or without their permission with the intent of accessing / completing course work or class attendance, lying to an instructor to increase your grade; or lying or misrepresenting facts when confronted with an allegation of academic dishonesty.
- E. Conspiracy - The planning or acting with one or more persons to commit any form of academic dishonesty to gain academic advantage for yourself or another.
- F. Fabrication - The use of invented or fabricated information, or the falsification of research or other findings with the intent to deceive for academic advantage; also the falsification or misrepresentation of experimental data, and violating the professional ethics that are established in clinical activities, science labs, research projects, externships or internships. Examples include, but are not limited to, the following:

1. Submitting any academic exercise as one's own (e.g. written or oral work, sculpture, computer program, etc.) prepared totally or In part by another, including on-line sources.
2. Taking a test for someone else or permitting someone else to take a test for you.

G. Collusion - The act of working with another person on an academic undertaking for which a student is individually responsible. Unless working together on an individual assignment has been prior approved, it is not allowed. On group projects, students must stay within the guidelines set by the instructor and this rule. If the instructor provides additional guidelines, they must be followed. Failure to do so also constitutes a violation of these Policies.

H. Duplicate Submission - Submission of the same or substantially same paper/project in more than one class unless prior permission has been obtained from the current instructors if the paper/project is being used in two classes in the same module or from the subsequent instructor if being used In a subsequent module.

I. Academic Misconduct - The intentional violation of college policies by tampering with grades or taking part in obtaining or distributing any part of a test, quiz, or graded assignment. Examples include, but are not limited to, the following:

1. Stealing, buying, downloading, or otherwise obtaining all or part of a test and/or test answers.
2. Selling or giving away all or part of an unadministered test and/or test answers.
3. Asking or bribing any other person to obtain a test or any information about a test.
4. Misrepresenting the truth, including handing in computer programs or using computer programs generated by another as one's own work; lying to an Instructor to Increase a grade; and lying or misrepresenting facts when confronted with an allegation of academic dishonesty.
5. Changing, altering, or being an accessory to changing and/or altering of a grade in a grade book, on a computer, on a test, on a "change of grade" form, or on other official academic records of the School which relate to grades.
6. Continuing to work on an examination or project after the specified time has elapsed.

J. Improper Online, Distance Education, Teleweb and Blended Course Use include, but are not limited to, the following

1. Having or providing unauthorized outside help when completing online tests, quizzes, or assignments.
2. Obtaining access to confidential test materials or questions before tests, quizzes, or assignments.

Students who are accused of academic dishonesty have the right to due process. The full policy and procedure is available in this Student Disclosure Section.

Student Code of Conduct

The School seeks to provide the best educational environment for its students, faculty, and staff. The School requires each student to obey the rules and regulations established by the School, and all local, state, and federal laws. The School will not tolerate deliberate disruptive words, actions, violence, or physical interference with the rights of any member of the School community or with any of the facilities of the School, or with any authorized functions being carried out on the School campus or at any School sponsored event.

Therefore, in furthering the educational aims of the School, rules and regulations are established concerning conduct on the campus or at any School sponsored event, the use of School property, the means of enforcement, and penalties for any violations.

The Student Code of Conduct applies specifically to student behavior. Student rights are basic to the freedom to learn and must be based on mutual respect and responsibility. In addition, when a student enrolls at the School, she/he agrees to abide by all School regulations. Therefore, violations of any section of the Code of Conduct will result in appropriate disciplinary action.

These standards include but are not limited to the following:

1. Display professional behavior at all times. The following behavior is not permitted: use of profanity and vulgarity, behavior that causes discord in the School, extreme and willful disruption of the School

environment, physical altercations, aggressive arguments, and physical abuse of another person, shouting or being discourteous to any staff member, guest or student. The School will not tolerate threats, harassment, discrimination or persecution of another student, staff member, or guest or campus visitor for any reason including but not limited to race, religion, age, sex, sexual orientation, disability, financial status, or country or area of origin or residence. Any of the behavior noted above is not acceptable, will result in disciplinary action, and depending on the severity of the offense(s), may result in termination of enrollment as determined by the School.

2. Always treat School and student property with respect. If any student is found stealing or abusing School property or that of another person, that student will be terminated.
3. Alcohol and drugs have no place at the School or in any professional environment and are prohibited per the Drug-Free Schools and Communities Act of 1989. Any student found to be in possession or under the influence of drugs or alcohol will have their enrollment terminated.
4. Cell phones must be set to vibrate during class time and may be used only outside the campus premises and only during lunch and break times.
5. Eating and drinking is not permitted in classrooms or in the labs. You may only eat and drink in the student lounge or outside of the building.
6. Headphones, personal radios, CD players and iPods are not permitted during class or while performing work on a lab floor
7. Refrain from entering staff offices without a staff member present. Make sure you have permission to enter these areas.

The School provides postsecondary vocational education for adult learners and, as such, expects our students to interact with staff, other students and guests in a responsible adult manner. We put the Standards of Conduct in place to address unprofessional behavior but it is not meant to list all possible types of student misbehavior or offenses. We believe that the best way to resolve issues is to communicate with each other in a respectful manner. Issues or offenses that cannot be resolved through the use of verbal correction will result in further disciplinary action against a student, as determined in the School's sole discretion, including any one or more of the following depending on the severity of the offense(s): written disciplinary action, probation, suspension and termination of enrollment.

Facilities

Student Break Room: The student break room is available to all students during your lunch and break times only. You are expected to help keep it clean. Smoking is not permitted anywhere in the campus building or around the entrance door. Smoking is only allowed in designated areas outside of the campus.

Parking: The School does not provide a designated parking space for each student. Therefore, you must abide by all of the parking rules and regulations of the School and the community in which your campus is located.

Notice of Student Rights Student Grievances and Complaints Under School, Accreditor, State, and Federal Policies and Regulations

STUDENT GRIEVANCE POLICIES AND PROCEDURES

The School's student grievance procedures are designed to handle complaints and grievances concerning the actions, decisions, or inactions of faculty or staff members or fellow students.

1st Step: Attempt to Resolve the Situation Directly

The student should first attempt to resolve the situation with the person whose action is being questioned. Additional questions or concerns regarding the School's enrollment agreement or the meaning, interpretation, and application of any of the provisions set forth in this catalog or for any other reason, may be brought forth for resolution.

If a student is unable to resolve a situation directly with the person whose action is being questioned, they should proceed to the next step and use the campus complaint procedure below.

2nd Step: IBT Student Complaint Procedure

When a grievance occurs, the student should first attempt to resolve the situation with the person whose action is being questioned. If that is not reasonably possible or if the student does not believe the matter has been resolved or won't be resolved by the person in question, he or she may proceed utilizing the following steps:

1. The student may file in writing with the Director of Education, within three working days of the incident, the following information:
 - A. A statement of the specifics involving the grievance.
 - B. The dates of the occurrence.
 - C. A listing of policies and procedures involved (if known).
 - D. The names of the individuals involved (if known).
 - E. The interpretation or remedy sought.

The Director of Education will investigate the complaint, and may conduct a conference with all involved parties in an attempt to resolve the grievance. The student will receive a written response from the Director of Education within ten (10) working days of receipt of the student's grievance.

2. If the grievance still remains unresolved to the satisfaction of the student who filed the grievance, the aggrieved student may appeal the decision within five working days of that decision to the Campus Director. The Campus Director may take whatever steps are deemed necessary to investigate, review and attempt to resolve the matter. The Campus Director or his/her representative will render a decision, which is final and binding upon all parties.

3rd Step: Accreditor and State Complaint Procedures

If a student is unable to resolve a situation through the campus complaint procedures and appeals, they may utilize one of the external complaint procedures listed below, though the school's accreditors or the state.

ACCET Student Catalog Notice - ACCET Student Complaint Procedure

This institution is recognized by the Accrediting Council for Continuing Education & Training (ACCET) as meeting and maintaining certain standards of quality. It is the mutual goal of ACCET and the institution to ensure that educational training programs of quality are provided. When issues or problems arise, students should make every attempt to find a fair and reasonable solution through the institution's internal complaint procedure, which is required of ACCET accredited institutions and frequently requires the submission of a written complaint. Refer to the school's written complaint procedures published in this catalog in Student Disclosures section under Notice of Student Rights. Note that ACCET will process complaints which involve ACCET standards and policies and, therefore, are within the scope of the accrediting agency.

In the event that a student has exercised the institution's formal student complaint procedure, and the problems or issues have not been resolved, the student has the right and is encouraged to take the following steps:

1. Complaints should be submitted in writing (by email or mail) to the ACCET office. Complaints received by phone will be documented, but the complainant will be requested to submit the complaint in writing.
2. The letter of complaint must contain the following information:
 - a) Name and location of the ACCET institution;
 - b) A detailed description of the alleged problem(s);
 - c) The approximate date(s) that the problem(s) occurred;
 - d) The names and titles/positions of all individual(s) involved in the problem(s), including faculty, staff, and/or other students;
 - e) What was previously done to resolve the complaint, along with evidence demonstrating that the institution's complaint procedure was followed prior to contacting ACCET;
 - f) The name, email address, telephone number, and mailing address of the complainant. If the complainant specifically requests that anonymity be maintained, ACCET will not reveal his or her name to the institution involved; and

- g) The status of the complainant with the institution (e.g. current student, former student, etc.).
3. In addition to the letter of complaint, copies of any relevant supporting documentation should be forwarded to ACCET (e.g. student's enrollment agreement, syllabus or course outline, correspondence between the student and the institution).
4. **SEND TO:** ACCET
CHAIR, COMPLAINT REVIEW COMMITTEE
1722 N Street, NW
Washington, DC 20036
Telephone: (202) 955-1113 Email:
complaints@accet.org Website:
www.accet.org

Note: Complainants will receive an acknowledgement of receipt within 15 days.

ACCSC Student Catalog Notice - ACCSC Student Complaint Procedure

Schools accredited by the Accrediting Commission of Career Schools and Colleges must have a procedure and operational plan for handling student complaints. If a student does not feel that the School has adequately addressed a complaint or concern, the student may consider contacting the Accrediting Commission. All complaints reviewed by the Commission must be submitted in written form and should grant permission for the Commission to forward a copy of the complaint to the School for a response. This can be accomplished by filing the ACCSC Complaint Form. The complainant(s) will be kept informed as to the status of the complaint as well as the final resolution by the Commission. Please direct all inquiries to:

Accrediting Commission of Career Schools & Colleges
2101 Wilson Boulevard, Suite 302
Arlington, VA 22201
(703) 247- 4212
www.accsc.org

A copy of the ACCSC Complaint Form is available at the School and may be obtained by contacting the Campus Director or online at www.accsc.org.

BPPE Student Catalog Notice – Complaint Procedure

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888)370-7589 or by completing a complaint form, which can be obtained on the Bureau's Internet Website at <http://www.bppe.ca.gov>.

Federal Complaint Policies and Regulations:

TITLE IX POLICY & PROCEDURES

Institute for Business & Technology (The School) does not discriminate on the basis of sex in the education programs or activities that it operates, and it is required by Title IX of the Education Act and the Regulations of the Department of Education (34 C.F.R. § 106, *et. seq.*) not to discriminate in such a manner. The requirement not to discriminate in any education program or activity extends to admission to the School and employment opportunities with the School.

Pursuant to this policy and the procedures stated in the school's Title IX policy, the School must respond to alleged incidents of sexual harassment, as defined in the Title IX policy, that occurred in the School's education program or activity, against a person in the United States. The School's Title IX Policy is fully set forth in Addendum A to this catalog, and are posted on the IBT website at <https://ibt.edu/about/title-ix-information/>.

Contacting the Title IX Coordinator

Inquiries about the application of Title IX Regulations of the Department of Education may be referred to the School's Title IX Coordinator or the Assistant Secretary of the Department of Education, or both. The School's Title IX Coordinator can be contacted at:

Guy Adams, Campus Director
2400 Walsh Avenue
Santa Clara, CA 95051
(408) 727-1060
guy.adams@ibt.edu or TitleXCoordinator@ibt.edu

The Assistant Secretary of the Department of Education can be contacted at:

U.S. Department of Education
Assistant Secretary for Civil Rights
Kenneth L. Marcus
400 Maryland Avenue, SW
Washington, D.C. 20202-1100
1-800-421-3481
OCR@ed.gov

Notice of Binding Arbitration and Class Action/Collective Arbitration Waiver

A. Binding Arbitration

Your enrollment agreement with IBT contains includes your agreement to resolve certain disputes that may arise between IBT and yourself through a process called BINDING ARBITRATION. Arbitration is an alternative to litigating a dispute in a court of law. It is a private process where the parties to a dispute agree that one or several individuals can make a decision about the dispute after receiving evidence and considering arguments.

As a condition of your enrollment, you have agreed to GIVE UP YOUR RIGHT TO GO TO COURT to assert or defend your rights under the enrollment agreement (EXCEPT for matters that may be taken to a SMALL CLAIMS COURT with jurisdiction over you and the IBT).

This means, in most cases, that any claims that you or IBT may have will be heard by a NEUTRAL ARBITRATOR instead of a judge or jury.

Under the arbitration process you are entitled to a FAIR HEARING, BUT the arbitration procedures are designed to be SIMPLER AND MORE LIMITED THAN RULES THAT APPLY IN A COURT OF LAW.

You are entitled (but not required) to be represented by an attorney during arbitration, if you so choose.

The decision of the Arbitrator is enforceable just as any order issued by a court of law.

The Arbitrator's Decision Is Final, And As Such, Can Be Reviewed By A Court Of Law Only In Very Limited Circumstances.

The costs of the arbitration filing fee, Arbitrator's compensation, and facilities fees that exceed the applicable court filing fee will be paid by IBT.

B. Class Action/Collective Arbitration Waiver

Your enrollment agreement with IBT also contains a further condition for enrollment, that requires you to agree that any dispute or claim that you may bring against IBT will be brought solely in your individual capacity. THIS MEANS YOU MAY NOT BE A PLAINTIFF OR PARTICIPATE AS A CLASS MEMBER IN ANY PURPORTED

CLASS ACTION, REPRESENTATIVE PROCEEDING, MASS ACTION OR CONSOLIDATED ACTION, WHETHER IN A COURT OF LAW OR IN ARBITRATION.

C. Effect on Borrower Defense To Repayment Applications

Nothing in your enrollment agreement requires you to participate in arbitration or any internal dispute resolution process offered by IBT prior to filing a borrower defense to repayment application with the U.S. Department of Education pursuant to 34 CFR § 685.206(e);

IBT does not, in any way, require students to limit, relinquish, or waive their ability to pursue filing a borrower defense claim, pursuant to 34 CFR § 685.206(e) at any time; and

If you go to arbitration with IBT per the requirements of the pre-dispute arbitration agreement provision in your enrollment agreement this will pause the limitations period for filing a borrower defense to repayment application pursuant to 34 CFR § 685.206(e)(6)(ii).

D. How to Commence Arbitration

Binding arbitration is conducted according to the American Arbitration Association (the “AAA”), under its Supplementary Rules for Consumer Related Disputes (“Consumer Rules”). You can access a copy of the AAA Rules Consumer Rules by visiting the AAA’s website at: <https://www.adr.org/sites/default/files/Consumer-Related%20Disputes%20Supplementary%20Procedures%20Sep%2015%2C%202005.pdf>

You may start an arbitration proceeding as set forth in the AAA Consumer Rules by filing a “Demand for Arbitration” with AAA along with the filing fee and a copy of your enrollment agreement that contains the pre-dispute agreement to arbitrate.

The AAA’s Demand for Arbitration in a Consumer Dispute form is available at:

https://www.adr.org/sites/default/files/Consumer_Demand_for_Arbitration_Form_3.pdf

IBT will reimburse you for the filing fee. The Demand for Arbitration must contain the following: 1) a brief explanation of the dispute; 2) your name and current address and the name and address of the School, and, if known, the names of any person who is representing you in the arbitration; 3) the amount of money in dispute, if applicable; 4) the requested location for the hearing if an in-person hearing is requested; 5) a statement explaining what you want to resolve the dispute.

You may file your Demand for Arbitration with the AAA in the following ways:

- Online: <https://apps.adr.org/webfile>
- Email box: casefiling@adr.org
- Fax to: 1 877-304-8457 or +1 212-484-4178 (if fax number outside the US)

When you have filed a Demand for Arbitration with the AAA you must also deliver a copy to IBT at: Institute for Business & Technology, 2400 Walsh Ave., Santa Clara, CA 95051, ATTN: Campus Director

If you have any questions regarding how to start the arbitration process, you may contact the Campus Director for an additional information at Institute for Business & Technology, 2400 Walsh Ave., Santa Clara, CA 95051, ATTN: Campus Director, campusdirector@ibt.edu, 408-727-1060.

Additional Important Policies and Disclosures

Voter Registration Disclosure

In order to ensure that all students are made aware of their opportunity to participate in local, state and national elections, voter registration forms are available online at the following websites. Please visit this website to print the correct forms:

California: http://www.sos.ca.gov/elections/elections_vr.htm

Constitution Day Policy

The U.S. Assistant Deputy Secretary for Innovation and Improvement announced that, pursuant to legislation passed by Congress, educational institutions, such as the School, are mandated to hold an educational program pertaining to the United States Constitution on September 17th of each year.

This commemorates the formation and signing of the Constitution on September 17, 1787 recognizing all who are born in the U.S. or by naturalization, have become citizens. On September 17, 1787 the delegates to the Constitutional Convention met for the last time to sign the document they had created. Students and instructors will honor the constitution through discussion, learning activities, a video/ CD and handouts with information on the history of the constitution. Verification of this day is maintained in the campus location for review as required by the Department of Education.

The Family Education Rights and Privacy Act (FERPA)

All students shall have the right to inspect and review their educational records, to request corrections or deletions, and to limit disclosure of their records in accordance with the Family Educational Rights and Privacy Act of 1974 (also referred to as the Buckley Amendment).

The Registrar oversees the disposition of educational records. Students may request a review of their records by writing to the Registrar or his/her designee and identifying the record(s) they wish to review. Such review will be allowed during regular School office hours under appropriate supervision and within 45 days of the date the request is received by the School. A copy of their records may be obtained for \$1.00 per page. When grades are included, the transcript charge applies.

A student may request the School to amend his/her educational records on the grounds that they are inaccurate, misleading, or in violation of his/her right to privacy. However, grades and course evaluations can be challenged only on the grounds that they are improperly recorded. The student should write to the Registrar and identify the part of the record he/she wants changed and specify why it is inaccurate. The Registrar, together with other involved School personnel, will review the written request and confer with the student to make a determination. If the student is not satisfied with the result of the conference, the School will notify the student of his or her right to a formal grievance hearing as provided under the School's Grievance Policy. Within 45 days of the hearing, the student will be provided with a written decision, which will be considered final. Written documentation of the hearing and of the decision will be included as part of the student's permanent record.

The following are exemptions to FERPA

- Financial records submitted by a student's parent(s);
- Grades and access to student education records to parents who certify that the student is financially dependent;
- A school official who has a legitimate educational interest and needs to review an educational record in order to fulfill his or her professional responsibility. A school official is a person employed by the school in an administrative, supervisory, academic, research, or support staff position, or a person or company with whom the school has contracted, such as an attorney, auditor, collection agent, employment agency, or loan management agency, or a person serving on the Board of Governors, or a student serving on an official committee or assisting another school official in performing his/her tasks;
- Confidential letters of recommendation received by the school prior to January 1, 1975. For such letters received after December 31, 1974, the Act permits students to waive their right to access if the letters are related to admissions, employment, or honors;
- School security records;
- Employment records for school employees who are not current students;
- Records compiled or maintained by physicians, psychiatrists, psychologists, or other recognized professionals or paraprofessionals acting or assisting in such capacities for treatment purposes, and which are available only to persons providing the treatment;
- Authorized representatives of the U.S. Government, state and local authorities where required, and accrediting agencies;
- Appropriate persons or agencies in the event of a health or safety emergency, when release without consent is necessary under the circumstances; and
- Records requested through court order or subpoena.

The School will generally release certain student directory information without the consent of the student unless the student has specifically requested that the information not be released. The student should inform the School

in writing within ten (10) days after the first date of attendance if he/she does not wish to have any or all of such information released by the School. Such directory information includes some or all of the following data: student's name, address(es), telephone number, e-mail address, program, dates of attendance, photograph, credential awarded, post-graduation employers and job titles participation in activities and recognition received, previous secondary and post-secondary educational institutions attended by the student, and date and place of birth. The School also reserves the right to release to police agencies and/or crime victims any records or information pertinent to a crime which has occurred on campus, including the details of any disciplinary action taken against the alleged perpetrator of the crime. The student has the right to file a complaint concerning alleged failures by the school to comply with the requirements of FERPA at the following U.S. Department of Education office:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW Washington, DC 20202-5901

Copyright Policy

IBT students must follow the Federal Copyright Act which prohibits the unauthorized distribution of copyrighted materials. Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the owner of the copyright under the Federal Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement. Acknowledging the source of the copyrighted material is not a substitute for obtaining permission from the copyright owner. Therefore use of the copyrighted materials of others should only be done by following the outlined procedures below:

1. Students should refer any questions about the Federal Copyright Act to their Instructors and/or Campus Director.
2. While IBT expects students to strictly abide by all clauses of the Federal Copyright Act in their interactions with and on behalf of the Institution, the following list covers those aspects of the Federal Copyright Act which students are most likely to encounter in their tenure with the School:

A. Photocopying, Electronic and/or Other Copying of Copyrighted Materials: Students may make and share copies of copyrighted materials on a limited basis for research or academic purposes strictly in accordance with the Federal Copyright Act.

B. Use of Images from Online or other Sources: Students may use images from copyrighted sources for their individual classroom projects and assignments, but must limit their use of such images to individual educational purposes. For non-classroom projects, however, if you did not create the image yourself, did not obtain the image from your computer's clipart or from a website that creates images specifically for free public usage (such as Microsoft images), you or IBT do not own the image and have not paid for use of the image, consequently you should not use the image in your work.

C. Peer to peer file sharing. Peer to peer sharing of electronic files is not an illegal act. However, peer to peer sharing of copyrighted electronic files, including but not limited to movies, music, computer software and video games can be a violation of the Federal Copyright Act. Students must avoid peer to peer sharing of copyrighted material and should be aware that educational institutions, such as IBT, are under no obligation to accept responsibility for or to help defend students caught illegally sharing files.

D. Software. All software used by IBT has been appropriately licensed in order to comply with the Federal Copyright Act and all requirements of the software's owner. IBT students are not allowed to use any personal software with IBT technology.

3. Students should be aware that unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject them to civil and criminal liabilities including the possibility of fines, financial liability for damages and court fees, and confiscation of the copyrighted materials and any devices used to copy and/or distribute them. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense. Such illegal sharing may also subject students to disciplinary action including termination of their student enrollment at IBT.

Drug-Free Schools/Drug-Free Workplace Annual Disclosure to Students and Employees

It is the policy of the School to comply with the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act of 1989 as amended for all students and employees. As noted in the Annual Security Report, the School supports a drug-free environment and does not allow the unlawful possession, use or distribution of illicit drugs or alcohol on or off campus. As **AN EXPRESS CONDITION OF ACCEPTANCE AS A STUDENT TO THE SCHOOL**, students agree to random and for-cause drug testing throughout their attendance at the School in accordance with the School's Substance Abuse Policy set forth below or termination of employment. A violation will result in the School taking appropriate action up to and including termination from School. Accordingly, the following information regarding the use of illegal drugs and alcohol is provided annually to each student and employee of the School.

Objectives of the School's Substance Abuse Prevention Policy

The unlawful possession and use of illicit drugs and abuse of alcohol is harmful and dangerous to the individual and society. Alcohol and drug abuse not only have an adverse effect on safety, but also have cascading ill effects on the health and welfare of the entire student body. The School's objectives with its Substance Abuse Policy include the following:

- To establish and maintain a safe, healthy educational environment for all students;
- To encourage counseling and rehabilitation assistance for those who seek help both students and employees;
- To reduce the number of accidental injuries to persons or property;
- To preserve the reputation of the School within the community and industry at large;
- To enhance the student's and the School's ability to achieve a high employment placement rate; and
- To reduce absenteeism and tardiness of its students.

Standards of Conduct

The unlawful use, manufacture, distribution, dispensation, or possession of alcohol, illegal drugs, or any controlled substance on School premises, while involved in a School-related activity off campus, or in an employee workplace is strictly prohibited and subject to the disciplinary sanctions noted below.

1. THE SCHOOL CANNOT AND DOES NOT CONDONE DRUG OR ALCOHOL ABUSE BY ITS STUDENTS AND EMPLOYEES.

The School will not allow the possession, use or distribution of illicit drugs or alcohol by students or staff on its property or as part of any of its officially sponsored off-campus activities. Individuals are also prohibited from being under the influence of alcohol, illegal drugs or any other substance that could adversely affect the health, safety or welfare of students, faculty or staff on School property or at any of its officially sponsored activities. This includes all forms of marijuana and synthetic marijuana, regardless of the legality of the substance. Individual state legalization of marijuana and/or the possession of a legitimate medical marijuana card are not accepted as exceptions to this policy. Under federal law marijuana remains classified as a Schedule I drug and its possession and use by any individual, regardless of age, are prohibited. As a Title IV institution, the School will follow all applicable federal laws and regulations. Note: Officially sponsored off-campus activities include field trips and student-sponsored social activities if they are considered sponsored by the School.

2. REPORTING OF VIOLATIONS TO LOCAL AND/OR STATE LAW ENFORCEMENT

The School will report to local and/or state law enforcement, as applicable by federal and state drug laws, any student who is found in possession of, using or selling illegal drugs on campus as well as anyone who is found to have broken the state laws regarding underage drinking.

3. DISCIPLINARY SANCTIONS

Illegal possession or use of drugs or alcohol can have penalties, including loss of Title IV eligibility, community service, suspension or loss of driver's license, jail time and fines. Students who violate the School's prohibitions against drugs and alcohol are subject to disciplinary action up to and including termination of their enrollment at the School. For state-specific statutes and penalties on drug and alcohol offenses, please reference the state of the applicable campus location. Additionally, employees who violate the prohibitions against drugs and alcohol are subject to disciplinary action up to and including immediate termination of their employment and referral of their violation for prosecution. For more information, employees should contact the Human Resources Department.

4. LOSS OF TITLE IV ELIGIBILITY

A student is ineligible to receive Title IV financial aid if the student has been convicted of an offense involving the possession or sale of illegal drugs for the period described below:

	<u>Possession of Illegal Drugs</u>	<u>Sale of Illegal Drugs</u>
1st Offense:	1 year from the date of conviction	2 years from the date of conviction
2nd Offense:	2 years from the date of conviction	Indefinite Period
3rd Offense	Indefinite Period	

5. LEGAL SANCTIONS

State Drug Laws: State law considers the illegal use of drugs and alcohol serious crimes. The sanctions for first time violations of these laws range from fines to lengthy terms of incarceration, or both. Additionally, local ordinances and municipal codes impose a variety of penalties for the illegal use of drugs and alcohol. There may also be civil consequences which result from the violation of state drug and alcohol statutes. Property associated with the criminal acts, including homes and vehicles, can be confiscated by the government. Persons convicted of felonies may be barred from government employment and lose their right to vote.

Federal Drug Laws: Federal law considers the manufacture, distribution, dispensation, possession, or use of illegal drugs, or any controlled substance a serious crime. Appendix A provides a summary of the criminal sanctions for violations of federal drug statutes. For the most up to date Federal Trafficking Penalties information, visit the web site of the U.S. Drug Enforcement Administration at: <https://www.dea.gov/>.

6. HEALTH RISKS

Drug use causes physical and emotional dependence, interferes with memory, sensation, and perception, and in some cases may cause permanent brain damage or sudden death. The following is a summary of the various health risks associated with alcohol abuse and use of specific types of drugs, and is not intended to be an exhaustive or final statement of all possible health consequences of substance abuse.

Alcohol: Alcohol consumption has acute effects on the body and causes a number of marked changes in behavior. Even low doses may significantly impair judgment and coordination. Alcohol is an especially dangerous drug for pregnant women.

Marijuana: Marijuana contains THC, a chemical which alters the sensory activities of the brain, including long-term memory capabilities, comprehension, altered sense of time, decreased motivation, and reduced ability to perform tasks requiring concentration and coordination. Marijuana smoke contains more cancer-causing agents than tobacco.

Cocaine/Crack: Cocaine and crack are highly addictive and may lead to heart attacks, strokes, and long-term brain damage. Other physical effects include dilated pupils, increased pulse rate, elevated blood pressure,

insomnia, loss of appetite, tactile hallucinations, paranoia, and seizures. Continued use can produce violent behavior and psychosis.

Methamphetamine/Amphetamines: Methamphetamine is a central nervous system stimulant of the amphetamine family. Like cocaine and crack, methamphetamines are highly addictive “uppers” that produce extreme alertness and elation, along with a variety of severe adverse reactions. The body metabolizes methamphetamine more slowly; the effects may last as much as ten times longer. Methamphetamine users can experience sustained, severe mood and thought disturbances, and serious physical effects, including sudden death.

Narcotics: Narcotics such as heroin, methadone, oxycodone, codeine, morphine, and opium initially produce a feeling of euphoria that often is followed by drowsiness, nausea, and vomiting. An overdose may produce shallow breathing, clammy skin, convulsions, coma, and death. Tolerance to narcotics develops rapidly and dependence is likely. The use of contaminated syringes may result in diseases such as AIDS, endocarditis, and hepatitis.

Ecstasy: “Designer drugs” such as Ecstasy are related to amphetamines in that they have mild stimulant properties but are mostly euphoricants. They can cause nausea, blurred vision, chills or sweating, and faintness. Psychological effects include anxiety, depression, and paranoia. As little as one dose can cause severe neurochemical brain damage. Narcotic designer drugs can cause symptoms such as uncontrollable tremors, drooling, impaired speech, paralysis, and irreversible brain damage.

GHB/Rohypnol: Often known as “date rape” drugs, GHB and Rohypnol initially produce a feeling of intoxication similar to alcohol (the user feels relaxed, sociable, affectionate and playful, and disinhibited) followed by a feeling of drowsiness. Higher doses can lead to a sleep from which the user cannot be woken. The effects can last from 4-24 hours. Both GHB and Rohypnol present a serious overdose threat. Since they are depressants, both drugs can be fatal when mixed with alcohol. Symptoms of overdose can include intense drowsiness, unconsciousness or coma, muscle spasms, disorientation, vomiting, and slowed or stopped breathing (fatalities usually occur from respiratory failure).

Inhalants: Inhalants are readily available and inexpensive. More than 1000 common household products can be used to get high. Examples of organic solvents (carbon compounds) include gasoline, lighter fluid and butane lighter fuel, spray paint, paint thinner, rubber-cement, hair spray, nail polish, and many cleaning fluids. Nitrite compounds (amyl nitrite, butyl nitrite) act mainly as vasodilators. Nitrous oxide (laughing gas) is packaged in small metal cartridges (called whippets) which are often used to make whipped cream. Inhalants irritate breathing passages, provoking severe coughing, painful inflammation, and nosebleeds. Inhalants may not produce a pleasant high and result in mental confusion, hallucinations, and paranoia. They may also result in respiratory depression leading to unconsciousness, coma, permanent brain damage, or death. The danger is extremely great if inhalants are used in conjunction with other nervous system depressants, such as alcohol or barbiturates. Even first-time users run the risk of sudden sniffing death (SSD). The risk of SSD is higher if the abuser engages in strenuous physical activity or is suddenly startled.

Steroids: Steroids are manufactured testosterone-like drugs used to increase muscle mass, strength, and endurance. The liver and the cardiovascular and reproductive systems are most seriously affected by steroid use. Psychological effects include very aggressive behavior (“roid rage”), severe mood swings, manic episodes, and depression.

7. DRUG AND ALCOHOL PROGRAMS

Students requiring or requesting information about drug abuse treatment should contact the Campus Director for the contact information of local agencies and programs. Employees requiring information about drug abuse treatment should contact the Human Resources Department at (702) 658-7900.

Additional helpful information and resources may be found by contacting the following organizations:

U.S. Department of Health and Human Services

Substance Abuse and Mental Health Services Administration 1-800-662-HELP (1-800-662-4357)

<https://www.samhsa.gov/find-help/national-helpline>

National Council on Alcoholism and Drug Dependence 1-800-NCA-CALL (1-800-622-2255)

California – <http://leginfo.legislature.ca.gov/faces/codes.xhtml>

Texas – www.statutes.legis.state.tx.us/

Nevada – <https://www.leg.state.nv.us/law1.cfm>

8. APPENDIX A

DRUG/SCHEDULE	QUANTITY	PENALTIES	QUANTITY	PENALTIES
Cocaine (Schedule II)	500 - 4999 gms Mixture	First Offense: Not less than 5 yrs, and not more than 40 yrs. If death or serious injury, not less than 20 or more than life. Fine of not more than \$5 million if an individual, \$25 million if not an individual. Second Offense: Not less than 10 yrs, and not more than life. If death or serious injury, life imprisonment. Fine of not more than \$8 million if an individual, \$50 million if not an individual.	5 kgs or more mixture	First Offense: Not less than 10 yrs, and not more than life. If death or serious injury, not less than 20 or more than life. Fine of not more than \$10 million if an individual, \$50 million if not an individual. Second Offense: Not less than 20 yrs, and not more than life. If death or serious injury, life imprisonment. Fine of not more than \$20 million if an individual, \$75 million if not an individual. 2 or More Prior Offenses: Life imprisonment. Fine of not more than \$20 million if an individual, \$75 million if not an individual.
Cocaine Base (Schedule I)	28-279 gms mixture		280 gms or more mixture	
Fentanyl (Schedule II)	40 - 399 gms mixture		400 gms or more mixture	
Fentanyl Analogue (Schedule I)	10 - 99 gms mixture		100 gms or more mixture	
Heroin (Schedule I)	100 - 999 gms mixture		1 kg or more mixture	
LSD (Schedule I)	1 - 9 gms mixture		10 gms or more mixture	
Methamphetamine (Schedule II)	5 - 49 gms pure or 50 - 499 gms mixture		50 gms or more pure or 500 gms or more mixture	
PCP (Schedule II)	10 - 99 gms pure or 100 -999 gms mixture	100 gm or more pure or 1 kg or more mixture		

Substance Abuse Policy and Procedures

The School will take appropriate disciplinary action whenever a student violates or is suspected of violating this Substance Abuse Policy. Reporting to campus under the influence of alcohol, drugs or any substance that impairs a student's mental or physical capacity **WILL NOT BE TOLERATED**. This includes all forms of marijuana and synthetic marijuana. Any student using physician-prescribed medication or other medication that may impair performance in either the classroom or the lab shall immediately inform his or her instructor of such medication. Additionally, any physician-prescribed drug that might result in a positive drug test must be reported to his or her instructor or the Director of Education or Campus Director as soon as the student begins using the medication. Failure to provide such notification in a timely manner may subject the student to all the actions, requirements and conditions described in the Drug Testing Procedures of this policy.

When the School becomes aware of reasonable grounds (as listed below) to believe a student has violated the Substance Abuse Policy, the School will immediately investigate. Such investigation may include appropriate drug and/or alcohol testing. As a result of such investigation and at the School's sole discretion, one or more of the following actions may occur, depending upon factors that include the nature and severity of the offense:

- verbal warning/advisement
- written warning/advisement
- immediate screening test
- referral to an approved rehabilitation/counseling agency
- attendance failure
- termination
- referral for prosecution

Students should be aware that the School may bring matters of illegal drug use to the attention of local law enforcement. Students should fully understand that the School supports the criminal prosecution of policy violators, when appropriate.

Reasonable grounds for suspecting substance abuse include, but are not limited to, any one or more of the following:

- slurred speech
- red eyes
- erratic behavior
- other unexplained behavioral changes
- dilated pupils
- incoherence

- inability to perform job/task
- inability to carry on a rational conversation
- smell of alcohol or marijuana emanating from student's body
- unsteadiness on feet
- increased carelessness
- receipt of information by the School indicating a violation of this policy has occurred

To assure clear communication of the required standards of conduct and the sanctions imposed for violation of those standards, the School will provide students and employees with a copy of this Substance Abuse Policy.

Students and employees are hereby notified that **COMPLIANCE WITH STANDARDS OF CONDUCT REQUIRED BY THE SUBSTANCE ABUSE POLICY IS MANDATORY. IN ORDER TO ENSURE COMPLIANCE, THE SCHOOL MAY ENGAGE IN DRUG AND/OR ALCOHOL SCREENING TESTS UNDER THE FOLLOWING CIRCUMSTANCES:**

- After an accident occurring at the School.
- If the School believes an individual has been observed possessing or using a prohibited substance on campus.
- When the School believes an individual may be affected by the use of drugs or alcohol, and the use may adversely affect the individual's effectiveness in the classroom environment or his or her safety as well as the safety of others.
- When the School believes an individual is impaired during school/business hours or while engaged in School externship or School sponsored activities.
- When the School receives a written report from another party with a relationship to the individual (e.g., roommate, parent, landlord) alleging, with documented reasonable grounds, the individual has abused drugs or alcohol.
- Upon notification by proper authorities of alleged violations of the Substance Abuse Policy.
- In addition, periodic random drug screening tests will be administered and any individual who has had a positive drug or alcohol impairment test may be subjected to further testing for the duration of his or her program of instruction.

Drug Testing Procedures (Random and For Cause)

As part of the School's efforts to ensure a drug- and alcohol-free environment, random drug tests may be conducted on a regular basis as determined by the School. The School reserves the right every three to six weeks to have a reasonable number of students from the student body be randomly tested for illegal substances. The School also conducts "for cause" drug tests based upon the finding of reasonable grounds as listed earlier.

In the absence of extraordinary circumstances, any student who tests positive or admits to illegal drug or alcohol use as a result of either random selection or selection for cause, will be subject to at least the following school actions, requirements and conditions, at the School's discretion:

- Immediate dismissal from School for the remainder of the current module or for the student's remaining program of study. The student will also be subject to any additional actions that may occur as a result of the course dismissal, including, but not limited to, repeat fees or being placed on probationary status.
- The student must be assessed by a certified evaluator from one of the drug treatment programs approved by the School and enrolled in a program prior to resuming School enrollment.
- The student must follow the assignments of the evaluator and provide evidence of completion of those assignments, if applicable.
- The student must sign a release form at the treatment center giving the School access to information regarding his or her progress in the treatment program.
- The student must earn and submit a certificate of completion, if applicable, or submit similar documentation to the School prior to receiving any official graduation documents.

Failure to complete a recommended drug treatment program in a timely manner, as determined by the School, may be cause for withdrawal from the School until proof of completion of the program.

Refusal to test or, in the case of urine testing, failure to produce a sample within the allotted time frame after being selected is considered the same as a "positive" test and may result in the same actions and requirements identified above.

For students who have entered an approved program and returned to the School, the following stipulations apply:

- The student must agree to cease drug use and destroy all drug-related paraphernalia.
- The student is required to meet with the Director of Education or Campus Director on a regular basis (frequency determined by the Director of Education or Campus Director) and show proof of continued attendance or completion of the drug education program at each meeting, if applicable.
- The student is subject to on-demand drug testing as determined by the School.
- The student must pay all expenses involved in assessment and drug education.
- The student must pay all costs associated with any suspension, including but not limited to tuition cost resulting from module retakes.

Any student who tests positive for or admits to drug or alcohol use a second time will be immediately terminated from the School. A student who has been terminated from training must utilize as an appeals process the Student Grievance Policy and Procedure to determine the possibility of returning to the School.

Except in certain situations, students will not be terminated for voluntarily seeking assistance for a substance abuse problem. However, repeated incidents or continued performance, attendance or behavior problems may result in termination.

TUITION AND FEE SCHEDULE

Tuition and Fee Schedule

Program	Tuition	Reg. Fee	Books	Uniforms	Supplies	Student Tuition Recovery Fund (1)	Total
Commercial Refrigeration, Heating and Air Conditioning	\$15,448.00	\$50	\$118.00	\$27.00	\$252.00	\$0.00	\$15,895.00
Electrician	\$16,103.00	\$50	\$611.00	\$27.00	\$159.00	\$0.00	\$16,950.00
Lab Assistant, EKG Technician/Phlebotomist	\$13,590.00	\$50	\$345.00	\$41.00	\$264.00	\$0.00	\$14,290.00
Medical Assistant	\$12,266.00	\$50	\$522.00	\$41.00	\$346.00	\$0.00	\$13,225.00
Medical Biller and Coder/Office Specialist	\$11,565.00	\$50	\$987.00	\$41.00	\$30.00	\$0.00	\$12,673.00
Massage Therapy* (2)	\$12,999.00	\$50	N/A	N/A	N/A	\$0.00	\$13,049.00
Ultrasound Technician/Diagnostic Medical Sonographer*	\$33,720.00	\$50	\$942.00	\$41.00	\$742.00	\$0.00	\$35,495.00
Note: The following tuition and fee changes will be effective for students enrolling for start dates on or after February 10, 2020							
Medical Biller and Coder/Office Specialist	\$11,565.00	\$50	\$515.00	N/A	\$713.00	\$0.00	\$12,843.00

(1) See School Catalog for disclosure information about Student Tuition Recovery Fund.

(2) Books and Supplies are included in Cost of Tuition.

*IBT is not currently accepting enrollments for this program.

Estimate of Annual Indirect Costs While Attending IBT

The Institute for Business & Technology does not offer housing, meal plans or transportation for students. In order to help you better plan your budget, the following is an estimate of the annual expenses students may expect for these indirect costs while attending IBT.

	Room & Board	Personal Expenses	Transportation	Total
Living Off Campus	\$11,172.00	\$2,868	\$8,460.00	\$22,500.00
Living with Parents	\$7,488.00	\$2,868	\$5,580.00	\$15,936.00

IBT TOTAL CHARGES FOR CURRENT PERIOD OF ATTENDANCE

PROGRAM	TUITION	TOTAL PROGRAM LENGTH IN CLOCK HOURS	NUMBER OF CLOCK HOURS IN FIRST MODULE OF PROGRAM	TUITION FOR FIRST MODULE (1)	BOOKS, SUPPLIES & UNIFORM	STUDENT TUITION RECOVERY FUND	TOTAL CHARGES FOR CURRENT PERIOD OF ATTENDANCE (2)
Commercial Refrigeration, Heating and Air Conditioning	\$15,448.00	840	120	\$2,206.86	\$397.00	\$0.00	\$2,603.86
Electrician	\$16,103.00	840	120	\$2,300.43	\$797.00	\$0.00	\$3,097.43
Lab Assistant, EKG Technician/Phlebotomist	\$13,590.00	720	80	\$1,510.00	\$650.00	\$0.00	\$2,160.00
Medical Assistant	\$12,266.00	720	80	\$1,362.89	\$909.00	\$0.00	\$2,271.89
Medical Biller and Coder/Office Specialist	\$11,565.00	720	80	\$1,285.00	\$1,058.00	\$0.00	\$2,343.00
Massage Therapy	\$12,999.00	760	40	\$684.16	N/A	\$0.00	\$684.16
Ultrasound Technician/Diagnostic Medical Sonographer	\$33,720.00	1760	80	\$1,533.00	\$1,725.00	\$0.00	\$3,258.00
Note: The following tuition and fee changes will be effective for students enrolling for start dates on or after February 10, 2020							
Medical Biller and Coder/Office Specialist	\$11,565.00	720	80	\$1,285.00	\$1,228.00	\$0.00	\$2,513.00

- (1) Tuition for first module is calculated by a program's Total Tuition ÷ program's length in total clock hours × number of clock hours in that program's first module. For example for Commercial Refrigeration, Heating and Air Conditioning the calculation is as follows: Total Tuition of \$15,448.00 ÷ Total program's length of 840 clock hours × 120 clock hours in the program's first module = Tuition for First Module.
- (2) Total Charges for Current Period of Attendance is calculated by adding Tuition for First Module + Books & Supplies + STRF. For example for Commercial Refrigeration, Heating and Air Conditioning the calculation is as follows: Tuition for First Module of \$2,206.86 + Books, Supplies and Uniform of \$397.00 + STRF of \$0.00 = Total Charges for Current Period of Attendance of \$2,603.86.

Academic Calendar Start Dates Schedule

HVAC START DATES 2020 – 2021

Start Date	Graduation Date
2/3/2020	11/19/2020
3/16/2020	1/21/2021
4/27/2020	3/4/2021
6/8/2020	4/15/2021
7/20/2020	5/27/2021
8/31/2020	7/8/2021
10/12/2020	8/19/2021
11/23/2020	9/30/2021
1/25/2021	11/11/2021
3/8/2021	1/6/2022
4/19/2021	2/17/2022
5/31/2021	3/31/2022
7/12/2021	5/22/2022
8/23/2021	6/23/2022
10/4/2021	8/4/2022
11/15/2021	9/15/2022

ELECTRICIAN START DATES 2020 – 2021

Start Date	Graduation Date
1/27/2020	11/12/2020
3/9/2020	1/7/2021
4/20/2020	2/18/2021
6/1/2020	4/1/2021
7/13/2020	5/13/2021
8/24/2020	6/24/2021
10/5/2020	8/5/2021
11/16/2020	9/16/2021
1/11/2021	10/28/2021

2/22/2021	12/9/2021
4/5/2021	2/3/2022
5/17/2021	3/17/2022
6/28/2021	4/28/2022
8/9/2021	6/9/2022
9/20/2021	7/21/2022
11/1/2021	9/1/2022
12/31/2021	10/13/2022

**LAB ASSISTANT, EKG TECHNICIAN/PHLEBOTOMIST;
MEDICAL ASSISTANCE, MEDICAL BILLER AND
CODER/OFFICE SPECIALIST
START DATES
2020**

Start Date	Graduation Date
1/13/2020	9/18/2020
2/10/2020	10/16/2020
3/9/2020	11/13/2020
4/6/2020	12/11/2020
5/4/2020	1/8/2021
6/1/2020	2/5/2021
6/29/2020	3/5/2021
7/27/2020	4/2/2021
8/24/2020	4/30/2021
9/21/2020	5/28/2021
10/19/2020	6/25/2021
11/16/2020	7/23/2021
12/14/2020	8/20/2021

Equal Educational Opportunity

The School recognizes its responsibilities under Section 504 of the Rehabilitation Act of 1973 to provide equal access to students with disabilities. Students with disabilities are encouraged to participate in school-related activities. When requested by the student in writing and approved by the School as a reasonable accommodation, special resources may be provided to a requesting student. Regular School procedures for application and admission apply to students with disabilities. For further information, contact the Director of Education.

IBT Annual Safety and Security report and Sexual Harassment, Assault and Violence Policy and Grievance Procedure

Equal Educational Opportunity

The School is committed to providing an educational climate that is conducive to the personal and professional development of each individual. Students should be aware that discrimination and/or other harassment based on the age, color, ethnic background, disability, family status, gender, national origin, race, religion, sex, sexual orientation, or veteran status is unacceptable. To fulfill its educational mission the School designates the Campus Director as its designated representative to coordinate its Equal Employment Opportunity/Affirmative Action efforts to comply with Title IX of the Education Amendments of 1972, as amended, and with the Americans with Disabilities Act (ADA). Students who feel that they have been harassed or discriminated against or who feel that the School has not adequately fulfilled its obligations under the provisions of the ADA should follow the Grievance Procedures set forth in the attached IBT Annual Safety and Security Report incorporated as Addendum A to this catalog.

ADDENDUM A: 2019 INSTITUTE FOR BUSINESS & TECHNOLOGY ANNUAL SAFETY AND SECURITY REPORT

Including Clery Act Disclosures of Campus Security Policy and Crime Statistics
(Santa Clara, California)

Including Calendar Year 2016, 2017 and 2018 Crime Statistics

To maintain compliance with Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act (“Clery Act”) and related Higher Education Act (“HEA”) requirements, and in an effort to continuously promote and improve safety and security measures on campus, the Institute for Business & Technology (“IBT”) collects and publishes information regarding its current safety and security policies, victim services and crime statistics. Once collected, the information is presented annually in this Annual Safety and Security Report (“Report”) to prospective and current students, faculty, staff and the public. **Any questions about this Report should be directed to the IBT Campus Director, Guy Adams, at (408) 727-1060, guy.adams@ibt.edu, 2400 Walsh Ave., Santa Clara, CA 95051.**

I. COMPLETION AND DISSEMINATION OF THE REPORT

Prior to October 1 of each year, IBT compiles this Report based on crime, arrest and referral information obtained from local law enforcement agencies and as reported to Campus Director Guy Adams, who also serves as the Campus Security Authority and Title IX Coordinator, and can be reached at **(408) 727-1060, guy.adams@ibt.edu, 2400 Walsh Ave., Santa Clara, CA 95051**. All crime statistics contained in this Report are for Clery Act reportable crimes occurring on IBT’s campus, as defined by 34 C.F.R. § 668.46(a), and on public property, including thoroughfares, streets, sidewalks, and parking facilities, within the campus or immediately adjacent to or accessible from the campus. IBT’s physical campus includes a building with approximately 59,000 square feet, and the surrounding parking lot designated for campus use, located at **2400 Walsh Ave., Santa Clara, CA 95051**. The Report also includes IBT’s current policies required pursuant to the current version of 34 C.F.R. § 668.46 and the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act (Clery Act), as amended by the Violence Against Women Reauthorization Act of 2013 (VAWA), Pub. Law 113-4.

IBT annually distributes this Report and/or provides a notification to all enrolled students and current employees that the current version of the Report has been posted to <https://ibt.edu/about/student-consumer-information/> and that a paper copy of the Report will be provided at no cost upon request. Distribution methods for the Report and/or the notification include classroom/office distribution, U.S. Postal Service delivery, and/or electronic mail or text. The Admissions Department provides written notice to all prospective students prior to enrollment regarding the availability and location of the Report. The Human Resources Department provides all prospective employees with information regarding the availability and location of the Report. All prospective employees may receive a copy of the Report by calling the Campus Director. In addition, a copy of the current Report is available to the public on IBT’s website at <https://ibt.edu/about/student-consumer-information/>. The crime statistics contained in this Report, as reported annually to the U.S. Secretary of Education, can also be viewed by searching under IBT’s name in the Department of Education’s Campus Safety and Security Data located at <https://ope.ed.gov/campussafety/#/>.

II. POLICIES FOR REPORTING AND RESPONDING TO CRIME AND EMERGENCIES

A. STUDENT, FACULTY AND STAFF REPORTING PROCEDURES

1. Reporting Emergencies

“Emergency” includes any dangerous situation involving immediate threat to the health or safety of students, faculty, staff or guests occurring on or near the campus, including fire. Upon observing or involvement in any type of emergency, students, faculty, staff and guests should immediately **call 911**. If possible, information about the emergency should also be communicated immediately to the Campus Director, Guy Adams, who can be reached at **(408) 727-1060, guy.adams@ibt.edu, 2400 Walsh Ave., Santa Clara, CA 95051** and/or to other available IBT

staff for purposes of expediting IBT's Emergency Response and Evaluation Procedures as set forth in Section II.B.3 of this Report.

2. Reporting Crimes

Crimes that should be reported to the Campus Director or his/her designee by students, faculty and staff include: criminal homicide, murder and non-negligent manslaughter, manslaughter by negligence, rape, fondling, incest, statutory rape, dating violence, domestic violence, stalking, robbery, aggravated assault, burglary, motor vehicle theft, arson, drug and alcohol violations, and illegal weapons possession. Incidents involving sexual harassment or a sexual offense should be reported to the Title IX Coordinator. Where there is any question about whether an incident is a crime, a report should be made to the Campus Director or his/her designee for assistance in determining the nature of the incident. Witnesses or victims of crimes may report crimes on a voluntary, confidential basis for inclusion in IBT's annual crime statistics reporting by contacting the Campus Director.

Upon observing or involvement in any type of crime on campus or on public property, including thoroughfares, streets, sidewalks, and parking facilities, within the campus or immediately adjacent to or accessible from the campus:

- ***A student should immediately notify the Campus Director or nearest available IBT staff member. All IBT faculty and staff are trained to notify the Campus Director or his/her designee immediately of all crimes reported to them by students.***
- ***Faculty and staff should immediately notify the Campus Director or his/her designee.***

IBT strongly encourages individuals to report all crimes in an accurate and timely manner to local law enforcement agencies or campus authorities. Upon written request, IBT will disclose to the alleged victim of a crime of violence (as that term is defined in section 16 of title 18, United States Code) the report on the results of any disciplinary proceeding conducted by IBT against a student who is accused of such crime or offense. If the alleged victim is deceased as a result of such crime or offense, the next of kin of such victim shall be treated as the alleged victim for purposes of this paragraph.

B. INSTITUTIONAL RESPONSE PROCEDURES

1. Response to Reports of Crime or Emergency

Upon receipt of a report of a crime or emergency, the Campus Director or his/her designee will:

- Immediately assess, based on his/her own judgment or after consultation with other IBT employees as needed, whether the situation warrants contacting 911 and/or following the emergency response and evacuation procedures contained in Section II.B.3 of this Report.
- Immediately assess, based on his/her own judgment and/or after consultation with other IBT employees and/or the local police, whether a "timely warning" to the campus community should be issued pursuant to the Timely Warning Policy in Section II.B.2 of this Report.
- With regard to a reported incident that is or may be sexual harassment or sexual offenses, the Campus Title IX Coordinator will also evaluate and respond to the reported sex offense in accordance with IBT's Sexual Harassment Policies and Procedures contained in IBT's Title IX policy.
- For all reported crimes, the Campus Director or his/her designee will, within 24 hours of notification of the incident, document all then-available and relevant information including the date, time, location, and description of the incident for purposes of maintaining an accurate record of events and compiling this annual Report. Documentation will be updated as more information becomes available.

2. Timely Warning of Reported Crime

All decisions concerning the issuance of a campus wide "timely warning" will be made on case-by-case basis. In the event that IBT receives notice of a crime reportable pursuant to the Clery Act, either on campus or on public property within the campus or immediately adjacent to or accessible from the campus, that, in the judgment of the Campus Director or his/her designee, constitutes an ongoing or continuing threat to students and employees, a timely warning will be issued as soon as pertinent information is available and/or confirmable. Depending on the particular circumstances of the crime/situation, especially in all situations that could pose an immediate threat to students and employees, IBT will post the timely warning via one or more of the following means of communication: classroom notification, email or text message, the IBT website, social media, and/or verbal or written notice. The specific mean(s) of communication used will be those determined to be the most effective at reaching the campus community quickly given the nature and timing of the warning, as determined by the

Campus Director or his/her designee. The warning will withhold as confidential the names and other identifying information of the victims.

Anyone with information warranting a timely warning should report the circumstances to the Campus Director or his/her designee by phone at (408) 727-1060 or in person.

3. Emergency Response and Evacuation Procedures

In the event the building needs to be evacuated or locked down due to any emergency or any other dangerous situation involving an imminent threat to the health and safety of students and employees (an "Emergency"), IBT will initiate its emergency and evacuation procedures. Maps of the evacuation route have been posted in each office, common area and classroom. The Campus Director or his/her designee will, without delay, and taking into account the safety of students, faculty and staff, and guests, determine the content of the notification and initiate the notification system. The notification will not be initiated if, in his/her professional judgment, a notification will compromise efforts to assist victims or to contain, respond to, or otherwise mitigate the emergency.

IBT has developed a process to confirm that there is an Emergency, determine who to notify, determine the content of the notification, and initiate the notification system. The Campus Director or his/her designee will contact local law enforcement, campus personnel, and local news sources to obtain as much information as possible. Upon the confirmation of an Emergency, IBT will issue a warning via one or more of the following means of communication: classroom notification, email, text message, the IBT website, social media, other spoken or written verbal announcement, and/or other appropriate means to immediately inform individuals on campus of the need to evacuate and procedures to follow. As necessary, the Campus Director or his/her designee will contact specific sections of the campus and take steps to inform the larger community of the Emergency. The front desk personnel and Campus Director or his/her designee will notify the local police, fire or other appropriate first responder(s) to assist with the Emergency.

IBT tests its emergency response and evacuation procedures at least once annually on an announced or unannounced basis. When tests are conducted, IBT publicizes its Emergency response and evaluation procedures to students, faculty, and staff, including making available a copy of this policy. IBT maintains documentation of each test exercise, including the date and time performed and whether the test was announced or unannounced. Documentation will be completed immediately following testing.

III. SCHOOL CLOSURES OR DELAYS – NON-EMERGENCY

All decisions to close a campus or delay opening for any reason, including for a weather related reason, will be made by the Campus Director or his/her designee after consultation with other IBT officials as appropriate. IBT will announce the decision and any related information as it deems appropriate given the circumstances, by email, text, the IBT website, social media, classroom notification, other spoken or written verbal announcement, and/or on local radio or TV stations on a timely basis for the day classes and for the evening classes respectively. Closings for day and evening classes will be announced separately. When school closings are excessive, or as determined by applicable law and regulations, make up classes may be required.

IV. POLICY STATEMENT ADDRESSING COUNSELORS AND COUNSELING SERVICES

There are no Pastoral or Professional Counselors on Campus. Crisis, mental health and victim resource hotline numbers are available from the Campus Director. Section IX of this policy addresses IBT's policies with respect to support services and confidentiality for victims of sexual violence.

V. ACCESS POLICY, SECURITY OF CAMPUS FACILITIES, AND SECURITY CONSIDERATIONS USED IN THE MAINTENANCE OF CAMPUS FACILITIES

IBT does not maintain residential facilities and does not have any officially recognized student organizations with noncampus locations. The campus building is open to staff, faculty and/or students during business hours (8 am to 10:45 pm daily, Monday-Friday). During non-business hours access to the campus building is by key fob and a security code only or through admittance by a designated staff member for the purpose of staff use, maintenance or cleaning. Security cameras are posted in main areas and doorways for monitoring purposes. IBT evaluates its security policies regarding campus facilities annually.

VI. CAMPUS LAW ENFORCEMENT AND RELATED POLICIES

IBT does not employ security personnel or campus police and IBT employees have no authority to arrest or detain any individual. IBT does not have a written memorandum of understanding or other agreement with local police agencies. IBT faculty or staff will assist in notifying appropriate law enforcement authorities if a student requests assistance in contacting police. Students, faculty, and staff are encouraged to accurately and promptly report all crimes and public safety related incidents to the Campus Director as set forth in Section II.A of this Report and to notify local police when the victim of a crime elects to do so, or is unable to make such a report.

If you are a victim of or witness to a crime and do not want to pursue action through IBT's procedures or the criminal justice system, the School encourages you to consider reporting the incident to the Campus Director for the limited purpose of permitting IBT to include the incident in its crime statistic reporting without revealing your identity. With such information, IBT can keep an accurate record of the number of similar incidents, determine where there is a pattern of crime with regard to a particular location, method, or assailant, and alert the campus community to potential danger. IBT will make its best efforts, to the extent permitted by law, to maintain the privacy of that information and to comply with the Family Educational Rights and Privacy Act of 1974 (FERPA). Police reports are public records under state law, and IBT cannot hold reports of crime obtained from police records in confidence. Policies with respect to victims of sexual violence are contained in Section IX of this Report.

VII. SECURITY AWARENESS AND CRIME PREVENTION PROGRAMS

During new student and new employee (faculty and staff) orientations, students and employees are informed of IBT's safety and security practices and procedures, given this Report, and are encouraged to be responsible for their own security and the security of others. Such orientations and trainings may include an informational handout, a Power Point presentation and/or review of the policies contained in this Report and in the school catalog.

Campus crime statistics are also disclosed on an annual basis (for the previous three calendar years) within this Annual Security Report. The topics of crime prevention and security awareness, as they relate to preventing and responding to sexual harassment/violence (specifically, bystander intervention and risk reduction strategies), are also covered during these orientations and trainings.

VIII. POLICY ON POSSESSION, USE AND SALE OF ALCOHOLIC BEVERAGES AND ILLEGAL DRUGS

All IBT property has been designated "drug free" and the School is committed to full compliance with the Drug-Free Workplace Act and the Drug-Free Schools and Communities Act regulations as contained in 34 C.F.R. Part 86. IBT does not permit the sale, possession or consumption of alcoholic beverages on School property and adheres to and enforces all state underage drinking laws. A complete copy of IBT's six page Drug-Free Schools/Drug-Free Workplace Annual Disclosure containing its policy on possession, use and sale of alcoholic beverages and illegal drugs is included in both the School Catalog and on IBT's website at <https://ibt.edu/about/student-consumer-information/>. At least on an annual basis, students, faculty and staff are provided with a copy of that policy. New students, faculty and staff are provided this information during orientation. Annually students are provided this information by means of the current School Catalog, annual distribution with this Report, and material posted on campus. Current faculty and staff are provided this information with a copy of this Report.

The consumption and/or possession of any alcoholic beverage by any person younger than 21 years of age is forbidden as provided by state law. IBT prohibits the use, possession, manufacture, sale or distribution by its students, faculty and staff of any illegal drug. Students, faculty and staff are reminded that unlawful possession, distribution or use of alcohol or illegal drugs may subject individuals to criminal prosecution. IBT may refer violation of prescribed conduct to the appropriate authorities for prosecution in connection with federal and state laws.

IX. POLICY REGARDING SEXUAL HARASSMENT AND SEX OFFENSES

IBT policy prohibits harassment or discrimination based on race, religion, creed, national origin, ethnicity, ancestry, color, sex, military or veteran status, physical or mental disability, mental condition, marital status, age, sexual

orientation, gender, gender identity or expression, genetic information or any other basis protected by federal, state or local law. Additionally, in accordance with Title IX of the Education Amendments of 1972, the School prohibits discrimination based on sex, which includes harassment and sexual violence, and the Institution has jurisdiction over Title IX complaints. To the extent that an employee or contract worker is not satisfied with the IBT's handling of a harassment or discrimination complaint, he or she may also contact the appropriate state or federal enforcement agency for legal relief. In California, employees may notify the Department of Fair Employment and Housing by consulting the government agency listings in the telephone book or online at www.dfeh.ca.gov. The Department of Fair Employment and Housing will, in appropriate cases, prepare and investigate complaints of harassment or discrimination; after a hearing, the Fair Employment and Housing Commission may award damages to individuals actually injured as a result of such conduct, as well as other remedies.

IBT is committed to creating and maintaining an educational climate that is free from all forms of sex discrimination, including sexual offenses of all types. Students, faculty and staff should be aware that discrimination and/or other harassment based on sex, gender identity or sexual orientation is unacceptable. IBT prohibits dating violence, domestic violence, sexual assault, and stalking as defined below. To fulfill its educational mission, IBT has designated Guy Adams, Campus Director, as its representative to coordinate IBT's compliance with Title IX of the Education Amendments of 1972, as amended and the Clery Act. **Students, faculty or staff who feel that they have been the victim of sex harassment, sex discrimination, sexual violence or other sexual offenses should contact the Title IX Coordinator at (408) 727-1060, guy.adams@ibt.edu, 2400 Walsh Ave., Santa Clara, CA 95051, and follow the procedures outlined in this section (IX).** For grievances other than those related to Title IX, students should follow the procedure outlined in the Notice of Student Rights in the School Catalog.

Confidentiality

All proceedings and records concerning sexual harassment or sexual offense complaints shall be confidential to the extent permitted or required by law, even if the victim does not specifically request confidentiality. In coordination with IBT's executive management and its legal counsel, a victim's personally identifying information will not be included in any publicly available recordkeeping, including Clery Act reporting and disclosures such as this Annual Security Report. Memoranda describing any formal reprimand or disciplinary action for violating this policy will be placed in a student's permanent academic file and an employee's permanent personnel file. IBT will maintain as confidential any accommodations or protective measures provided to the victim; however, in some cases, IBT may need to disclose some information about a victim to a third party to provide necessary accommodations or protective measures. The determination of the need to disclose such information will be made by the Title IX Coordinator in coordination with IBT's legal counsel and the School's executives. The victim will be notified regarding which information will be shared, with whom it will be shared and why prior to IBT sharing the information.

No student, faculty or staff will be subjected to retaliation, threats, intimidation, coercion or otherwise discriminated against by members of the IBT community as a result of filing a Title IX report or grievance, or by serving as a witness or otherwise assisting in a Title IX grievance procedure. Anyone experiencing retaliation should report the incident to the Title IX Coordinator.

Sexual Harassment and Sexual Offenses

Sexual harassment and other sexual offenses, including sexual assault, domestic violence, dating violence and stalking are prohibited by IBT and will not be tolerated. All members of the IBT community (students, faculty and staff) are encouraged to promptly and accurately report incidents of sexual harassment and sexual violence. This allows IBT to quickly respond to the allegations and offer immediate support to the victim. IBT is committed to protecting the confidentiality of victims, will work closely with individuals who wish to obtain confidential assistance regarding an incident of a sexual offense, and will maintain the privacy of information to the extent permitted or required by law. Allegations will be investigated promptly and thoroughly as provided by this policy, and both the victim and the respondent will be afforded equitable rights during the investigative process. IBT will include information on crimes of sexual violence in its Clery Act Annual Security Report in a manner that protects the identity of the victim.

Any student who feels that he or she is the victim of sexual harassment or a sexual offense has the right to seek redress of the grievance pursuant to the IBT Title IX Policy. Substantiated accusations may result in disciplinary action against the offender, up to and including termination of the employee's employment or the student's

enrollment. In addition, complainants who make accusations of sexual harassment or a sexual offense in bad faith may be subject to equivalent disciplinary action.

Key Definitions

a. For Clery Act campus crime reporting purposes, IBT uses the following definitions:

Sexual harassment is defined as unwelcome advances, requests for sexual favors, other verbal or physical sexual conduct, or any other offensive unequal treatment of an employee, student, or group of employees or students that would not occur except for their sex when:

1. The advances, requests or conduct have the effect of interfering with performance of duties or studies or creating an intimidating, hostile, or otherwise offensive work or academic environment.
2. Submission to such advances, requests or conduct is explicitly or implicitly a term or condition of an individual's employment or academic achievement or advancement.
3. Submission to or rejection of such advances, requests or conduct is used as a basis for employment or academic decisions.

Sexual Harassment is a violation of Section 703 of Title VII of the Civil Rights Act of 1964 as amended in 1972, (42 U.S.C. S2000e, et. seq.), and Title IX of the Education Amendments of 1972 (20 U.S.C. 1691, et. seq.) and is punishable under both federal and state laws. Forms of sexual harassment include, but are not limited to, sexist remarks or behavior, constant offensive joking, sexual looks or advances, repeated requests for dates, unwelcome touching, and/or the promise of reward for sexual favors. Students, faculty or staff who experience sexual harassment should be encouraged to make it clear to the alleged offender that such behavior is offensive. However, failure to comply with this provision does not prevent the school from conducting an investigation of the allegation.

Sexual violence means physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent. A number of acts fall into the category, including sexual assault or harassment based on sexual orientation, domestic violence, dating violence, and stalking. Alleged sexual violence against another may also constitute a crime resulting in an additional, independent law enforcement investigation falling outside of this Grievance Policy. These acts will not be tolerated at IBT as such acts are inappropriate and create an environment contrary to the goals and mission of IBT. Any such acts will be thoroughly investigated and will subject an individual to appropriate disciplinary sanctions and/or possible action by appropriate law enforcement agencies.

Sexual assault is defined as any sexual act directed against another person, without consent of the victim, including instances where the victim is incapable of giving consent. Sexual assault includes any offense that meets the definition of rape, fondling, incest and statutory rape as used in the Federal Bureau of Investigation's Uniform Crime Reporting¹ program and as set forth in Appendix A to Subpart D of Title 34 of the Code of Federal Regulations, Part 668, which defines each offense as follows:

Rape is the penetration, no matter how slight, of the vagina or anus, with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim. This offense includes the rape of both males and females.

Fondling is the touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity.

Incest is sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

Statutory Rape is sexual intercourse with a person who is under the statutory age of consent.

California law does not specifically define "Sexual Assault."

¹ The FBI's UCR definitions are used to describe all crimes reported in the Clery Act Crime Statistics section of this Report.

Domestic violence means a felony or misdemeanor crime of violence committed by a current or former spouse or intimate partner of the victim, a person with whom the victim shares a child in common, a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, a person similarly situated to a spouse of the victim under domestic or family violence laws of the jurisdiction in which the crime of violence occurred, or any other person against an adult or youth victim who is protected from that person's act under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.

Domestic Violence is defined in California Penal Code §13700 as, abuse committed against an adult or a minor who is a spouse, former spouse, cohabitant, former cohabitant, or person with whom the suspect has had a child or is having or has had a dating or engagement relationship. For purposes of this subdivision, "cohabitant" means two unrelated adult persons living together for a substantial period of time, resulting in some permanency of relationship. Factors that may determine whether persons are cohabiting include, but are not limited to, (1) sexual relations between the parties while sharing the same living quarters, (2) sharing of income or expenses, (3) joint use or ownership of property, (4) whether the parties hold themselves out as spouses, (5) the continuity of the relationship, and (6) the length of the relationship.

Dating violence means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on the reporting party's statement and with consideration of the following factors: the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. Dating violence includes, but is not limited to, sexual or physical abuse or threat of such abuse, and dating violence does not include acts covered under the definition of domestic violence.

There is no California law definition of "dating violence." California Penal Code § 13700 treats violence between persons in a dating relationship as "domestic violence." See the California definition for "domestic violence" above.

Stalking means "engaging in a course of conduct (two or more acts including but not limited to acts in which the stalker directly, indirectly, or through third parties, or by any action, method, device or means, follows, monitors, observes, surveils, threatens or communicates to or about a person or interferes with his or her property) that is directed at a specific person and would cause a reasonable person to fear for his or her safety or the safety of others or suffer substantial emotional distress." Reasonable persons means a reasonable person under similar circumstances and with similar identities to the victim. Substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

Stalking is defined in California Penal Code § 646.9 as, (a) Any person who willfully, maliciously, and repeatedly follows or willfully and maliciously harasses another person and who makes a credible threat with the intent to place that person in reasonable fear for his or her safety, or the safety of his or her immediate family is guilty of the crime of stalking, punishable by imprisonment in a county jail for not more than one year, or by a fine of not more than one thousand dollars (\$1,000), or by both that fine and imprisonment, or by imprisonment in the state prison.

Consent means voluntary agreement to engage in sexual activity by verbal agreement or active and willing participation in sexual activity. Someone who is incapacitated or under the age of consent under state law cannot consent. Past consent does not imply future consent. Silence or an absence of resistance does not imply consent. Consent to engage in sexual activity with one person does not imply consent to engage in sexual activity with another. Consent may be withdrawn at any time. Coercion, force, or threat of either invalidates consent.

Consent is defined in California Penal Code § 261.6 as, positive cooperation in act or attitude pursuant to an exercise of free will. The person must act freely and voluntarily and have knowledge of the nature of the act or transaction involved. A current or previous dating or martial relationship shall not be sufficient to constitute consent where consent is at issue in a prosecution under Section 261, 262, 286, 288a or 289.

Additionally, California Penal Code § 261.7 states that, in prosecutions under Section 261, 262, 286, 287, or 289, or former Section 288a, in which consent is at issue, evidence that the victim suggested, requested, or otherwise communicated to the defendant that the defendant use a condom or other birth control device, without additional evidence of consent, is not sufficient to constitute consent.

b. For the purposes of IBT’s Title IX Policies and Procedures, including the formal investigatory and disciplinary procedures outlined below, the following definitions will be used:

Sexual Harassment means conduct on the basis of sex that satisfies one or more of the following:

- i. An employee of the School conditioning the provision of an aid, benefit, or service of the School on an individual’s participation in unwelcome sexual conduct;
- ii. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the School’s education programs or activities; or
- iii. As defined below, sexual assault, domestic violence, dating violence, or stalking.

Sexual Assault means any nonconsensual sexual act proscribed by Federal, tribal, or State law, including when the victim lacks capacity to consent.

Dating Violence means violence committed by a person—

1. Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
2. Where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - i. The length of the relationship.
 - ii. The type of relationship.
 - iii. The frequency of interaction between the persons involved in the relationship.

Domestic Violence includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction.

Stalking means engaging in a course of conduct directed at a specific person that would cause a reasonable person to—

1. Fear for his or her safety or the safety of others; or
2. Suffer substantial emotional distress.

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment, as defined above.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment, as defined above.

Formal Complaint means a document filed by a Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the recipient investigate the allegation of sexual harassment.

Supportive Measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the Complainant or the Respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the recipient’s educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. Supportive measures are available to the Complainant and Respondent regardless of whether the Complainant files a formal complaint.

Business Days means Monday through Friday, except for federal or state holidays and any day in which the School is closed due to inclement weather, emergency, or scheduled breaks in the School’s academic calendar.

A. If You Are the Witness or Victim of a Sexual Offense

Upon observing or involvement in any type of sexual offense on campus or on public property, including thoroughfares, streets, sidewalks, and parking facilities, within the campus or immediately adjacent to or accessible from the campus, IBT encourages students, faculty and staff to promptly report the incident to the local police and/or IBT's Title IX Coordinator at **(408) 727-1060, guy.adams@ibt.edu, 2400 Walsh Ave., Santa Clara, CA 95051**. A report may be made to either or both the police and the Title IX Coordinator. The Title IX Coordinator is responsible for IBT's compliance with Title IX of the Education Amendments of 1972. In this role, the Title IX Coordinator administers the review, investigation and resolution procedures for reports of sexual offenses. Where there is any question about whether an incident is a sex offense, a report should be made to the Title IX Coordinator for assistance in determining the nature of the incident.

Victims of a Sexual Offense: If you are a victim of a sexual offense, your first priority should be to get to a place of safety. You should then obtain any necessary medical treatment. Information about the alleged offense should be provided to the Title IX Coordinator as soon as possible. Victims of sexual violence may also wish to seek support services from organizations trained in providing counseling and support services to victims. IBT refers victims of sexual offenses to a number of organizations, including the YWCA Silicon Valley's 24-hour Crisis Intervention Hotline, offering support to victims of Sexual Assault, Domestic Violence and Human Trafficking, at (800) 572-2782, and Rape, Abuse & Incest National Network's (RAINN) National Sexual Assault Hotline at 800.656.HOPE (4673).

It is important to preserve evidence that may assist in proving that the alleged criminal offense occurred or may be helpful in obtaining a protection order. Time is a critical factor for evidence collection and preservation. You don't have to decide if you want to file charges right away, but preserving the evidence helps if you decide to file charges against the perpetrator at a later date. If at all possible:

- Document the details of the incident, such as dates, times, locations, and witnesses.
- Save clothing worn during the offense in separate paper bags.
- Save digital evidence such as harassing or threatening emails, voicemails, text messages, social media posts, etc.
- Take pictures of any injuries or damages and have any injuries looked at and documented by your doctor.

Victims of a sexual offense are also encouraged to preserve DNA evidence by obtaining a forensic examination from a medical professional. Victims are not required to file a police report in order to receive a sexual assault forensic exam. These exams are always free and do not require the use of medical insurance. In order to ensure the greatest chance of collecting DNA evidence, a forensic examination should be done as soon as possible after an assault.

IBT strongly advocates that a victim of a sexual offense report the incident to police in a timely manner. If requested to do so by the victim, IBT will assist the victim in contacting the police. However, the victim is not required to contact the police, and may pursue the Grievance Procedure contained in this policy or request IBT to conduct an independent investigation under this section regardless of whether the police are contacted.

IBT does not issue orders of protection. However orders of protection and restraining orders are issued by criminal, civil or tribunal courts in IBT's local area upon the application of a complainant and upon a showing of appropriate cause against the respondent. IBT will assist in referring a complainant to the appropriate court or other government office. Further, IBT will strictly comply with and enforce the terms of a protective/restraining order when it becomes aware of such order using such means as requiring the respondent to stay away from the School pending any court hearing, transferring the respondent to other classes or transferring the respondent to different class attendance times.

B. Role of the Title IX Coordinator:

The Title IX Coordinator has primary responsibility for receiving, evaluating and overseeing the investigation and resolution of reports of sexual harassment and sexual offenses and for assisting in the maintenance of accurate Clery Act crime statistics. Students, faculty and staff who believe they are the victim of sexual harassment or a sexual offense, or have witnessed an act of sexual harassment or a sexual offense should report the incident to the Title IX Coordinator. Upon receipt of the report, the Title IX Coordinator will provide a written explanation of the victim's rights and options, and the procedures victims should follow if a crime of dating violence, domestic violence, sexual assault, or stalking has occurred. The Title IX Coordinator also has the following responsibilities:

1. Provide the complainant with a copy IBT's Title IX policies and procedures, and written information about local victim support resources (off-campus) for victims including existing counseling, health, mental health, victim advocacy, legal assistance, visa and immigration assistance, student financial aid and other services available to victims.
2. Maintain the confidentiality of the personally identifying information ("PII") of the victim or other necessary parties by ensuring PII is not included in the Annual Security Report and related disclosures.
3. Provide written notification of options to facilitate changes to academic, externship, and/or transportation situations, if requested, while an informal or formal investigation is pending, including the option to issue a no-contact order. IBT is obligated under federal law to give reasonable accommodations to a victim. Upon the victim's request to the Title IX Coordinator, IBT will facilitate reasonable accommodations, which may include changes to classes, attendance times, parking arrangements, and/or externship location where applicable, as well as extensions of time or other course related adjustments. The respondent may also request reasonable interim accommodations. IBT does not rely on one fixed set of rules regarding interim accommodations. Any specific measures taken will be individualized and determined based the Title IX Coordinator's assessment of the specific situation, the severity and pervasiveness of the allegations, and his/her best judgment of which available measures will reasonably accommodate the requestor's needs and specific requests, while making every effort to avoid depriving any student of his or her education. The Title IX Coordinator may choose to alter the interim measures taken or offer different reasonable accommodations at any point as their understanding of the situation and the needs of the parties involved evolve throughout the investigation. IBT will seek to maintain the confidentiality of the identity of the victim and any accommodations or protective measures provided to the victim, to the extent that maintaining such confidentiality would not impair the ability of IBT to provide the accommodations or protective measures. These steps will be taken by IBT regardless of whether the victim chooses to file a formal complaint.
4. Inform the complainant of their right to file a separate criminal complaint for allegations relating to a sexual offense. IBT will comply with a victim's request for assistance in notifying authorities.
5. Unless the allegations of sexual harassment or sexual offense involve conduct by an IBT employee towards a student, undertake, with permission of or at the request of the complainant, to resolve the conflict informally by informing the individual alleged to have caused the grievance in writing that the complaint has been filed; seek to find out the facts; and, if both parties and IBT desire it, arrange a meeting to try to resolve the differences. All individuals who are involved in an investigation as the respondent, complainant or witness have a duty to keep all information confidential to the extent permitted by law. Persons who violate the confidentiality rights of other individuals may be subject to disciplinary action.

In the event that an attempt at informal resolution of the problem is unsuccessful, or if the complainant, respondent, or IBT deems that informal resolution is undesirable or not permitted by law, the Title IX Coordinator will stop the informal resolution process and assist the complainant in filing of a formal complaint or self-initiate a formal investigation.

C. Formal Investigatory and Disciplinary Procedures for Students and Employees

All reports of sexual harassment or sexual offenses received by the Title IX Coordinator must be resolved through its Title IX policies and procedures. IBT is committed to providing a fair, prompt and impartial proceeding from investigation initiation to final result that is conducted by officials who do not have a conflict of interest or bias for or against the complainant or the respondent. If a victim discloses an incident but wishes to maintain confidentiality or request that no formal investigation be conducted or disciplinary action taken, IBT must weigh that request against its obligation to maintain a safe campus environment. When IBT honors the complainant's request for confidentiality, the complainant must understand that IBT's ability to meaningfully investigate the incident and pursue disciplinary action against the respondent may be limited. In the case of sexual violence, IBT

may be required to formally investigate and, if appropriate, pursue disciplinary action under this policy. If IBT determines it cannot maintain the victim's confidentiality, it will so inform the victim prior to initiating the investigation and will, to the extent possible, share as limited information as possible in an effort to protect the victim's identity. IBT may not require a victim to participate in a formal investigation or hearing that it has initiated.

Any student, faculty or staff, or group of same, alleging that an act of sexual harassment or a sexual offense has taken place has the right to seek redress of the grievance by means of the IBT Title IX policies and procedures. In order to ensure availability of witnesses and fresh memories of the alleged discriminatory event, all reports should be made as promptly as possible after the alleged discriminatory conduct. Informal resolution of the conflict is always an option if all parties involved voluntarily agree to participate. However, an attempt at informal resolution is never a prerequisite to filing a formal complaint. Even if the parties agree to informally resolve a complaint, IBT may nonetheless determine that informal resolution is not appropriate and initiate the formal investigation and grievance procedures discussed below.

IBT's Title IX Policy details the process for reporting incidents of sexual harassment and sexual offenses and also the procedures IBT will follow in its formal grievance process. Those procedures are described below. The full version of IBT's Title IX Policy can be found on the school's website at <https://ibt.edu/about/title-ix-information/>.

a. **REPORTING AN ALLEGATION**

Title IX Coordinator - Any individual – student, employee or third party - may make a report concerning sexual harassment or sex discrimination whether or not they are the victim of that behavior. Complainants and third parties are encouraged to report sexual harassment as soon as possible to allow the School to respond promptly and effectively. **Reports must be directed to the Title IX Coordinator. In cases where the allegation is against the Title IX Coordinator, the report may be made to the Chief Executive Officer. Only the campus Title IX Coordinator or Chief Executive Officer has authority to issue corrective measures for an incident of sexual harassment or sex discrimination.** Students and employees should not expect any action taken with respect to a complaint or report directed to any other employee or faculty of the School other than a Title IX Coordinator or Campus Director. The Title IX Coordinator at the School is the Campus Director, and can be contacted at:

Guy Adams, Campus Director
2400 Walsh Avenue
Santa Clara, CA 95051
(408) 727-1060
guy.adams@ibt.edu or TitleIXCoordinator@ibt.edu

The School has designated the Title IX Coordinator to oversee the intake of complaints of sexual harassment at the School. An individual who has experienced sexual misconduct has the right to choose whether or not to report the incident to the Title IX Coordinator for investigation. The Title IX Coordinator is trained to assist individuals who report sexual misconduct and can provide information about resources and services available to students and employees, both on and off campus, including the availability of supportive measures.

Confidentiality - The Title IX Coordinator is not a confidential source of support. While he or she will address your complaint with sensitivity and will keep your information as private as possible, confidentiality cannot be guaranteed. The Title IX Coordinator will treat as confidential all information related to the provision of supportive measures, to the extent that such confidentiality does not interfere with the ability of the School to provide the supportive measures.

Report vs. Formal Complaint - Making a **report** is different from filing a **formal complaint**. A report is defined as notification of an incident of sexual misconduct to the Title IX Coordinator. A report may be accompanied by a request for (1) supportive or interim measures; (2) no further action; (3) the initiation of the formal complaint process; and/or (4) a request to initiate an informal resolution process. Informal resolution can only occur after a formal complaint is filed. Filing a formal complaint initiates the School's formal Title IX grievance process.

Criminal Complaint/Civil Actions - A person who has experienced sexual harassment, as defined in Section II, above, or a person who witnesses sexual harassment, has the right to simultaneously file a complaint with the School and to pursue a criminal complaint with law enforcement in the event that the individual believes in good faith that the alleged conduct of the Respondent constitutes a criminal violation of law. Victims and witnesses of sexual harassment have the right to be assisted by the School in notifying law enforcement authorities of sexual

harassment or they can decline to notify such authorities. The School may, however, have a statutory reporting obligation when it becomes aware of certain factual allegations. Parties may also have options to file civil actions in court or with administrative agencies.

How to Make a Report - If a student, employee or third party wishes to report an allegation of sexual harassment, he or she should submit any relevant information to the Title IX Coordinator in person, via email, via regular mail or by phone.

The Title IX Coordinator will take the Complainant's wishes into account when determining whether to file a formal complaint. However, if the Title IX Coordinator determines that pursuing an investigation into the allegations is necessary for the safety of the community or other reasons, he or she may sign the formal complaint to initiate the grievance process notwithstanding the Complainant's decision not to pursue a formal complaint.

b. **HOW TO FILE A FORMAL COMPLAINT:**

To file a formal complaint, the Complainant must submit, in writing, allegations of sexual harassment against a Respondent and must request that the School investigate the allegation of sexual harassment. Only the Complainant or Title IX Coordinator may file a formal complaint. Any person wishing to make formal complaint must submit it to the Title IX Coordinator in person, via email, via regular mail or by phone to the attention of:

Guy Adams, Campus Director
2400 Walsh Avenue
Santa Clara, CA 95051
(408) 727-1060
guy.adams@ibt.edu or TitleIXCoordinator@ibt.edu

c. **SCHOOL'S RESPONSE TO ACTUAL KNOWLEDGE OF SEXUAL HARRASSMENT**

Supportive Measures - Upon receiving a report, a formal complaint or notice of allegations of sexual harassment in an educational program or activity, the Title IX Coordinator will promptly respond to the Complainant/Alleged Victim to discuss the availability of supportive measures, consider the his/her wishes with respect to the supportive measures and explain the process for filing a formal complaint.

The School will maintain as confidential any supportive measures provided to the Complainant or Respondent, to the extent that maintaining such confidentiality would not impair the ability of the School to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures

Preliminary Inquiry/Actions -The Title IX Coordinator, in consultation with others as necessary, will conduct an initial assessment of the alleged conduct, the reporting party's desired course of action, and interim measures to protect the safety of the Complainant or the community. The goal is to prevent any hostile educational or workplace environment from developing at the School. If a report made to the Title IX Coordinator involves a serious or immediate threat to the campus community, the School will issue a timely notification to the community to protect the health or safety of the community. The timely notification will not include any identifying information about the Complainant.

If a Complainant chooses to pursue a formal complaint, the School must follow the grievance process outlined below, unless the Title IX Coordinator determines, after this preliminary inquiry, that the alleged conduct, even if proven, would not rise to the level of conduct prohibited by this policy for one of three reasons:

1. The alleged conduct did not occur in scope of the School's education program or activity, or
2. The alleged conduct does not meet this policy's definition of sexual harassment, or
3. The alleged conduct did not occur to a person located in the United States

Scope of Education Programs or Activities - For the purposes of the Title IX Coordinator's determination under Section VI of this policy statement, the scope of the School's education program or activity includes locations, events, or circumstances over which the School has exercised substantial control over both the Respondent and the context in which the sexual harassment occurs, and shall also include any building owned or controlled by a student organization that is officially recognized by the School.

Dismissal of Formal Complaint - If the Title IX Coordinator determines that the alleged conduct, even if proven, would not rise to the level of conduct prohibited by this policy, the formal complaint will be dismissed, and the Complainant will be provided written notification of that decision, which will include the reasons for the dismissal.

A determination that the alleged conduct does not warrant initiating the grievance process does not preclude the School from taking action to address any prohibited conduct/actions under another provision of its Code of Conduct.

If the Complainant or Respondent is an employee of the School or one of its affiliates, the Title IX Coordinator will notify the Director of the Human Resources department who is responsible for overseeing the School's compliance with Title VII of the Civil Rights Act of 1964.

d. **REMOVAL OF A RESPONDENT FROM EDUCATION PROGRAM OR ACTIVITY -INTERIM ACTION**

The Title IX Coordinator may remove a Respondent from his or her educational program or activity if the Title IX Coordinator determines that an immediate threat to the physical health or safety of any student or other individual arising from allegations of sexual harassment justifies removal.

If the Title IX Coordinator determines that allegations of sexual harassment justify removal, he or she will provide the Respondent with notice of the removal to the Respondent's School-provided email address and the Respondent must immediately cease participation in campus activities and may not return to the campus at any time pending the resolution of the complaint. Within three (3) Business Days after the Title IX Coordinator sends the notice, Respondent may challenge the removal decision provide a written explanation of why the sexual harassment allegations do not justify removal. The Title IX Coordinator will notify the Respondent within three (3) Business Days whether the challenge is successful and whether any alternative interim measures are warranted. A Respondent who has been removed from his/her programs or activities as an interim measure may not attend any activity or program of the School while his/ her challenge to removal is pending.

The Title IX Coordinator may also place a non-student employee Respondent on administrative leave during the pendency of a grievance process.

e. **INFORMAL RESOLUTION**

After a formal complaint is filed and as an alternative to completing the School's formal Title IX grievance process, the Complainant and Respondent may agree to resolve a formal complaint through an informal resolution process, such as mediation, that does not involve a full investigation and adjudication. Informal resolution is not available to resolve allegations that any employee of the School sexually harassed a student.

Participation in an informal resolution process is entirely voluntary, and requires written consent from all parties, including the School. The School will not require a Complainant or Respondent to participate in informal resolution. However, once the parties and the School agree to informal resolution, the School will suspend its obligation to pursue the grievance process except to the extent necessary to facilitate the informal resolution process as agreed to by the parties and the School.

At any time prior to the parties reaching an agreement on the resolution of the allegations, any party may withdraw from the informal resolution process and initiate or resume the grievance process.

If the parties and the School agree to an informal resolution process, the Title IX Coordinator will provide the parties with a written notice disclosing (1) the allegations; (2) the requirements and procedures of the informal resolution process; (3) the circumstances under which the parties will be precluded from resuming a formal complaint arising from the same allegations; (4) notice that at any time prior to the parties' agreeable resolution of the allegations, any party has the right to withdraw from the informal resolution process and initiate or resume the grievance process; and (5) the records that will be maintained or could be shared during and after the informal resolution process.

In the event that the parties reach a mutually agreeable resolution of the complaint through the informal resolution process, the Title IX Coordinator will close and dismiss the Complaint.

f. **RETALIATION**

The School or any other person is prohibited from intimidating, threatening, coercing, discriminating, or retaliating in any way against any individual for the purpose of interfering with any right or privilege secured by Title IX or the Regulations of the Department of Education (34 C.F.R. § 106, et. seq.), or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any aspect of the grievance process.

Complaints alleging retaliation may be submitted to the Title IX Coordinator in the same manner as a report of sexual harassment. Or, if the allegations of retaliation are against the Title IX Coordinator, the complaint should be directed to Peter Mikhail, the School's Chief Executive Officer, at:

Peter Mikhail, Chief Executive Officer
5150 S. Decatur Blvd.
Las Vegas, NV 89118
(702) 658-7900
pmikhail@mikhailed.com

g. **CONFIDENTIALITY**

The School understands that those involved in the sexual harassment reporting and grievance process, including the parties, witnesses, and individuals who have made reports or complaints of sex harassment, have privacy rights, including rights governed under the Family Education Rights and Privacy Act. The School will not disclose information relating to the reporting of sexual harassment and the grievance process unless it is pursuant to a lawful purpose, such as:

1. Where information is necessary to give fair notice of the allegations and to conduct the investigation, hearing, and appeal;
2. Where other School officials have a need to know of the information in performing the School's business;
3. Where the School determines the information should be shared with law enforcement;
4. Where sharing information will reduce the risk of an immediate threat to the health and safety of others;
5. Where sharing information is necessary for the School to comply with requests from government agencies and accreditors who review the School's compliance with federal law, state law, and accreditation requirements;
6. As necessary to respond to a lawfully issued subpoena or legal request for information;
7. Where disclosure of the information is otherwise permitted by the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. 1232g, or FERPA regulations, 34 CFR part 99.

h. **CONFLICTS OF INTEREST**

No investigator or hearing decision-maker will make findings or determinations in a case in which they have a conflict of interest or bias that would prevent that individual from being able to discharge their duties with impartiality. A party wishing to raise the issue of a potential conflict of interest or bias must notify the Title IX Coordinator of the bias or conflict of interest within two (2) Business Days of being advised of the identity of the investigator or decision-maker. The Title IX Coordinator will determine whether a conflict of interest exists. If a party believes that the Title IX Coordinator has a bias or conflict of interest, the party must notify Peter Mikhail, the School's Chief Executive Officer, who will determine whether a conflict of interest or bias exists. Mr. Mikhail can be contacted at:

Peter Mikhail, Chief Executive Officer
5150 S. Decatur Blvd.
Las Vegas, NV 89118
(702) 658-7900
pmikhail@mikhailed.com

i. **GRIEVANCE PROCESS**

Once the Title IX Coordinator determines that allegations in a formal complaint could, if proven, constitute sexual harassment, the School will initiate its Title IX grievance process. The Title IX grievance process is designed to fairly investigate allegations of sexual harassment, determine responsibility for any alleged violations, and provide remedies designed to restore or preserve equal access to the School's education programs and activities. The School's Title IX grievance process will:

1. Treat Complainants and Respondents equitably;
2. Require an objective evaluation of all relevant evidence—including both inculpatory and exculpatory evidence—and provide that credibility determinations may not be based on a person's status as a Complainant, Respondent, or witness;

3. Presume that the Respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

Timeline for Resolution -The School will resolve all cases in a prompt and timely manner, however, the timeline will vary based on the circumstances of the case, including scheduled and unscheduled breaks in the academic calendar, availability of the parties and witnesses, scope of the investigation, need for interim actions, and unforeseen or exigent circumstances. The parties will be periodically updated on the status of their case.

Stated timing requirements in this policy will be strictly enforced. Requests for extension are disfavored and will not be granted absent a showing of extraordinary circumstances. However, if a party believes circumstances require an extension of deadlines, he or she must notify the Title IX Coordinator before the passing of the deadline, in writing, explaining why the deadline must be extended. The Title IX Coordinator will decide whether the deadline should be extended. If a deadline is extended, it will be extended for all parties.

Responsibility to Check Email -Throughout the Title IX grievance process, the School will send important notices and information to the parties' School-provided email accounts. It is each party's responsibility to frequently check his or her School-provided email account. Important deadlines are based on when the School sends certain notices and/or information to a party's email account, and a party's failure to check his or her email is not a valid excuse for a missed deadline.

If a party is unable to access his or her School-provided email account, he or she must immediately notify the Title IX Coordinator to arrange for an alternate method of receiving notices and information. Unless and until the Title IX Coordinator receives such notice, a party will be deemed to have received all emails and attachments on the day they were sent.

Standard of Proof -The School uses the preponderance of the evidence standard in investigations of complaints of sexual harassment. This means that the investigation and hearing determine whether it is more likely than not that a violation of the policy occurred.

Role of Advisors -All parties may have an advisor of their choice to accompany them through the grievance process. A party's advisor may be, but is not required to be, an attorney. A party may have his or her advisor present at any meeting, interview, or other appearance the party is entitled to attend.

Advisors are expected refrain from interfering in the investigation and resolution of a formal complaint and are required to act ethically, with integrity, and in good faith throughout the grievance process. If the Title IX Coordinator, an investigator, hearing decision-maker, or other campus official determines that an advisor is acting in a manner intended to improperly disrupt or interfere with the grievance process, the advisor will receive a warning. Any subsequent attempt to disrupt or interfere with the grievance process will result in the advisor's immediate removal from the proceedings, and he or she will be barred from further participation in the Title IX grievance process. Unless the Title IX Coordinator, investigator, decision-maker, or other campus official determines that an advisor's misconduct is part of a party's deliberate attempt to disrupt or delay the grievance process, the proceedings will be suspended to allow a party to replace his or her advisor.

Each party must have an advisor present at the hearing. As discussed in the Hearing Procedures, below, only advisors may ask a party or witness questions at a hearing. In advance of the hearing, a party may request that the School provide him or her with an advisor of the School's choosing. Absent a showing of bias or a conflict of interest, a party has no right to object to an advisor provided by the School.

Consolidation of Formal Complaints - The School may consolidate formal complaints against more than one Respondent, or by more than one Complainant against one or more Respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances. Where the grievance process involves more than one Complainant or more than one Respondent, references in this policy to "party," "Complainant," or Respondent" include the plural, as applicable.

Notice of Formal Complaint -Once a Title IX Coordinator determines that a formal complaint alleges a potential violation of this policy, the parties will receive notice that a formal complaint has been filed and that the School has initiated its grievance process. The notice will include:

1. The identities of the parties involved in the incident, if known;
2. The conduct allegedly constituting sexual harassment, as defined in this policy, if known;
3. The date and location of the incident, if known;
4. A statement that the Respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;

5. An explanation of the parties' right to have an advisor present throughout the grievance process; and
6. An explanation of the School's prohibition against knowingly making false statements or knowingly submitting false information during the grievance process.

Investigation -After notifying the parties of the formal complaint and the initiation of the grievance process, the School will appoint one or more trained investigators to interview the parties and gather evidence as necessary. Investigators will have received training on the following:

1. The definition of sexual harassment, as defined in this policy;
2. The scope of the School's education programs and activities;
3. How to conduct an investigation pursuant to this policy;
4. How to serve impartially, including by avoiding prejudice of the facts at issue, conflicts of interest, and bias;
5. Issues of relevance to create an investigative report that fairly summarizes the relevant evidence.

During the investigation, the parties will have an equal opportunity to present witnesses, including expert witnesses, and other inculpatory and exculpatory evidence.

When a party's participation in the investigation is invited or expected, the School or the investigator will provide written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings. The written notice will be given at least three (3) Business Days in advance of the party's expected participation. Pursuant to the limits on the role of advisors, discussed above, each party will be entitled to have an advisor of his or her choosing present at any meeting or interview to which the party is invited or expected to attend.

Neither the investigator nor the School may access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to that party, unless the School or the investigator obtains that party's voluntary, written consent to do so. If the party is under 18 years old, written consent must be given by the party's parent or guardian.

The School or the investigator may modify the list of allegations based on additional information learned during investigation. In that event, the parties will receive prior notice of the new allegations prior to any investigation of the new allegations.

Prior to the conclusion of the investigation, the School will provide the parties and their advisors the opportunity to inspect and review any evidence obtained during the investigation that is directly related to the allegations in the formal complaint. The parties will then have ten (10) Business Days to submit a written response to the Title IX Coordinator, which the investigator will consider prior to completing his or her investigative report.

At the conclusion of the investigation, the investigator will prepare an investigative report that fairly summarizes relevant evidence. The report will be simultaneously provided to all parties and their advisors at least ten (10) Business Days prior to the hearing, if a hearing is required. The parties may submit a written response to the investigative report for consideration by the hearing decision-maker. However, a response to the investigative report must be received by the Title IX Coordinator no later than five (5) Business Days before the hearing. Responses received after that deadline will not be considered by the hearing decision-maker. The Title IX Coordinator will simultaneously provide all submitted written responses to the parties at least three (3) Business Days before the hearing.

Dismissal of a Formal Complaint - If at any time during the investigation, the School determines that any conduct alleged in the formal complaint (1) would not constitute sexual harassment, as defined in this policy, even if proved, (2) did not occur in a program or activity of the School, or (3) did not occur against a person in the United States, the School must dismiss the formal complaint with regard to that conduct. If other conduct is alleged in the formal complaint, the grievance process will continue with regard to those allegations only.

The School may also dismiss the formal complaint, or any allegations in the formal complaint, if at any time during the investigation or hearing (1) the Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the formal complaint or any allegations in the formal complaint; (2) the Respondent is no longer enrolled at, or employed by, the School; or (3) specific circumstances prevent the School or the investigator from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

If the School dismisses a formal complaint, or any allegations in a formal complaint, it will promptly send written notice of the dismissal and the reasons for the dismissal simultaneously to the parties.

Live Hearing - *Decision-Maker:*

Following the conclusion of the investigation and the parties' opportunity to review the investigative report, the School's grievance process provides for a live hearing. The hearing will be conducted by a decision-maker, who will have received training on the following:

1. The definition of sexual harassment, as defined in this policy;
2. The scope of the School's education programs and activities;
3. How to conduct live hearings pursuant to this policy;
4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;
5. Issues of relevance of questions and evidence, including when questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant; and
6. Any technology to be used at the live hearing.

The School will be responsible for appointing the decision-maker for the hearing, who may or may not be an employee of the School. The decision-maker will be free of any conflicts of interest, pursuant to the conflict of interest requirements of this policy. The identity of the decision-maker will be provided to the parties at least ten (10) Business Days prior to the hearing. If any party believes that the decision-maker is subject to bias or a conflict of interest, he or she must submit a written objection to the Title IX Coordinator within two (2) Business Days of notification of the identity of the decision-maker, stating the basis for the objection. If the Title IX Coordinator determines that the decision-maker is subject to bias or a conflict of interest that justifies removal of the decision-maker, the Title IX Coordinator will name a new decision-maker. In that event, the hearing may be rescheduled to allow for a reasonable time to ensure proper training and an opportunity for the parties to object to the new decision-maker on the grounds of bias or conflict of interest, pursuant to the requirements above.

Live Hearing - *Time and Location:*

The hearing will be conducted at a location within the county where the School is located. The Title IX Coordinator will notify the parties of the time and location of the hearing at least ten (10) Business Days prior to the hearing. Parties and their advisors are expected to adjust their schedules to attend the hearing. Hearings will not be rescheduled absent emergencies or extraordinary circumstances.

Within two (2) Business Days of the hearing, either party may request that the hearing be conducted with parties located in separate rooms with technology enabling the decision-maker and parties to simultaneously see and hear the party or the witness answering questions.

The School may also, at its discretion, allow any or all parties, witnesses, or other participants appear at the hearing virtually, with technology enabling participants simultaneously to see and hear each other.

Live Hearing - *Hearing Procedure:*

Advisor - Each party must have his or her own advisor present at the hearing. The role of the advisor is to ask relevant questions of the other party and other witnesses as described below. Advisors may counsel the party they represent during the hearing, however, advisors may not make opening or closing statements on behalf their represented party or raise or make objections on the record. Failure to comply with these requirements may be deemed by the hearing officer as interference with the orderly conduct of the hearing and may subject the advisor to removal. If a party does not have an advisor present at the hearing, the School will provide an advisor of the School's choosing at no cost to the party.

Cross Examination - Each party will have the opportunity to have his or her advisor cross-examine the other party and any witnesses by asking relevant questions and follow-up questions, including those challenging credibility. Only the parties' advisors may ask questions of testifying witnesses, and the questioning must be conducted orally, and in real time. The decision-maker will preside over the hearing, and he or she will determine the order of witnesses.

Relevancy of Questions/Evidence -Before a party or witness answers a question, the decision-maker must first determine whether the question is relevant and explain any decision to exclude a question as not relevant. Advisors may not present arguments in favor or against the exclusion of any proposed question. Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.

If Respondent intends to introduce evidence of the Complainant's past sexual behavior, Respondent must provide notice to the Title IX Coordinator and decision-maker at least five (5) Business Days in advance of the hearing accompanied by a written motion that specifically describes the evidence and states the purpose for which it is to be offered. The Title IX Coordinator will provide a copy of the notice and motion to the Complainant. Before admitting evidence under this rule, the decision-maker must conduct an in-camera hearing on the motion and give the parties a right to attend and be heard, through their advisors. The motion, related materials, and the record of the motion hearing must be and remain confidential.

All evidence provided to the parties prior the investigator's completion of the investigative report will be available at the hearing. Each party may refer to such evidence during the hearing, including for purposes of asking questions to other parties or witnesses.

Recognized Privileges - The decision-maker will recognize all legally recognized privileges, such as the attorney-client and work-product privilege, unless the holder of the privilege has waived the privilege. It is the responsibility of a party's advisor to invoke any privileges at the hearing. Failure to timely invoke a privilege will constitute a waiver.

Effect on Non-Participation - If a party or witness does not submit to questions at the hearing, the decision-maker must not rely on any prior statement of that party or witness in reaching a determination about responsibility. The decision-maker cannot draw an inference about the determination regarding responsibility based solely on a party's or witness's absence from the hearing or refusal to answer questions.

Record of Hearing - Hearings will be recorded with an audio recording, audiovisual recording, or by transcript. The recording or transcript will be made available to all parties for inspection and review.

Determining Responsibility:

Following the hearing, the decision-maker will issue a written determination deciding whether the Respondent is responsible for the allegations of sexual harassment. The decision-maker will base his or her determination on a review of the relevant and admissible evidence obtained during the investigation or hearing, the investigative report, and hearing testimony. The written determination will be sent to each party's School-provided email account. Important appeal deadlines will be based on when the written determination is sent by the School, so the parties are strongly encouraged to carefully monitor their email correspondence for the determination.

The decision-maker will apply the preponderance of the evidence standard in reaching his or her determination. The written determination will include:

1. An identification of the allegations potentially constituting sexual harassment as defined in this policy;
2. A description of the procedural steps taken, from receipt of the formal complaint by the School through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
3. Findings of fact supporting the determination;
4. Conclusions regarding the application of the recipient's code of conduct to the facts;
5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, and disciplinary sanctions imposed on the Respondent, and whether remedies designed to restore or preserve equal access to the School's education program or activity will be provided by the School to the Complainant; and
6. The procedures and permissible bases for the Complainant and Respondent to appeal.

The written determination will be simultaneously provided to the parties' School-provided email accounts. The parties will then have seven (7) Business Days to notify the Title IX Coordinator if they wish to appeal the determination regarding responsibility (see Appeal, below). The determination regarding responsibility becomes final either (1) seven Business Days after issuance of the written determination regarding responsibility, if no appeal is filed, or (2) if an appeal is filed, on the date the School provides a written determination on the results of an appeal.

Appeal

Both the Complainant and the Respondent may appeal the determination regarding responsibility, the dismissal of any allegation(s) of a formal complaint, and/or sanctions. All appeals will be decided by a decision maker appointed by the School, who cannot be the same person who rendered a determination at the hearing or presided over the hearing. Once the decision maker issues [his/her] written determination on the results of the appeal, all matters are considered final and no further appeals will be considered.

If a party wishes to appeal, he/she must send a notice of his/her intent to appeal, by email, to the Title IX Coordinator within seven (7) Business Days after the School sends the determination to the parties' School-provided email accounts. If a party does not submit notice of appeal within the seven-day deadline, he or she will lose any right to appeal the written determination. The notice of intent to appeal must state the specific ground(s) for the appeal.

An appeal is not intended to be a rehearing of the allegations in the formal complaint. Disagreement with the findings or sanctions is not a valid ground for an appeal. The School will only consider an appeal on the following grounds:

1. A procedural irregularity that affected the outcome of the matter;
2. New evidence, that was not reasonably available at the time of the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter;
3. The Title IX Coordinator, investigator(s), or decision-maker had a conflict of interest or bias for or against Complainants or Respondents generally or the individual Complainant or Respondent that affected the outcome of the matter.
4. Ineffective assistance of an advisor. For the purposes of an appeal, a claim of ineffective assistance of counsel must assert (1) "that representation provided by the party's personal advisor fell below an objective standard of reasonableness," ... and (2) that any such deficiency was "prejudicial to the party."

If a notice of intent to appeal does not reference one or more of these four grounds for appeal, the appeal will be not be considered.

A timely appeal will stay the imposition of sanctions. Any interim measures imposed before or during the grievance process will remain in effect pending the resolution of the appeal.

Once the Title IX Coordinator receives a valid notice of intent to appeal, the Title IX Coordinator will notify all parties of the appeal, the ground(s) on which the appeal is sought, and the procedures for the appeal. Once the parties receive notice of the appeal from the Title IX Coordinator, the parties will have seven (7) Business Days to submit a written statement and any new evidence to the decision maker on appeal in support of, or challenging, the outcome. Any party who does not timely submit his or her written statement or new evidence will be barred from doing so absent a showing of exceptional circumstances. It will be in the sole discretion of decision maker on appeal whether to allow any extensions in the time to submit a written statement or new evidence.

The decision maker on appeal will review the timely submitted written statements, any new evidence and the record as appropriate. Only facts or arguments concerning the above-listed grounds for an appeal will be considered in rendering his/her decision. Once a decision is made, he/she will contemporaneously send written decision to each party's School-provided email account, describing the result of the appeal and the rationale for the result.

Once the decision maker on appeal sends his/her decision to the parties, all matters will be final. No further appeals will be considered.

D. Disciplinary Options

Penalties: Substantiated accusations of sexual violence or sexual harassment may result in disciplinary action against the offender, up to and including termination of the employee's employment or the student's enrollment. Other potential penalties include: suspension for up to 6 months, community service, probation, no-contact order, or violence prevention training. In case of any formal proceedings against either a student accused of violating this policy or an employee brought before a Grievance Committee proceeding, the penalties shall be as proposed

by the Grievance Committee. In addition, complainants who make accusations of sexual harassment in bad faith may be subject to equivalent disciplinary action.

Remedies: As determined appropriate by the Grievance Committee, substantiated accusations of sexual violence or sexual harassment may result in remedies for the complainant in addition to or in lieu of disciplinary action for the respondent. Remedies are intended to restore or preserve equal access to IBT's education program or activity, and include the same individualized services described as supportive measures under the Role of the Title IX Coordinator earlier in this Report, such as changes to classes, attendance times, parking arrangements, and/or externship locations where applicable, restrictions on contact, as well as extensions of time or other course related adjustments. However, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the respondent.

Complaint Record and Notice of Outcome: All proceedings and records will be confidential to the extent permitted by law. However, both parties will be notified concurrently in writing about the outcome of the complaint by the Grievance Committee. Memoranda describing a reprimand will be placed into the files of any student or employee in the event disciplinary action is taken against one of the parties. At the request of the individual alleged to have caused the grievance, a memorandum recognizing a finding of non-harassment or nondiscrimination will be placed into the file of the student or employee.

E. Education and Training

In an effort to promote a safe environment and to prevent acts of sexual misconduct, IBT engages in primary prevention and awareness training regarding sexual violence, including dating violence, domestic violence, sexual assault and stalking. The programming will cover the following subjects:

- identifies domestic violence, dating violence, sexual assault and stalking as prohibited conduct;
- defines using definitions provided both by the Department of Education as well as state law what behavior constitutes domestic violence, dating violence, sexual assault, and stalking;
- defines what behavior and actions constitute consent to sexual activity;
- provides a description of safe and positive options for bystander intervention. Bystander intervention means safe and positive options that may be carried out by an individual or individuals to prevent harm or intervene when there is a risk of dating violence, domestic violence, sexual assault or stalking. Bystander intervention includes recognizing situations of potential harm, understanding institutional structures and cultural conditions that facilitate violence, overcoming barriers to intervening, identifying safe and effective intervention options, and taking action to intervene;
- provides information on risk reduction. Risk reduction means options designed to decrease perpetration and bystander inaction, and to increase empowerment for victims in order to promote safety and to help individuals and communities address conditions that facilitate violence;
- outlines procedures victims should follow if a crime of dating violence, domestic violence, sexual assault, or stalking has occurred, including topics such as how to report such crimes, the importance of preserving evidence, options for involving law enforcement, services and protective measures available to victims;
- reviews information about how the institution will protect the confidentiality of victims and other necessary parties;
- provides an overview of information contained in the ASR, including procedures for institutional disciplinary action in cases of sexual assault.

IBT educates the student community about this policy, sexual violence prevention programs and related school policies during all group orientations held for new students upon the onset of a class. The Title IX Coordinator and persons appointed by the CEO to serve on the Grievance Committee will receive annual training on issues related to sexual violence. The Title IX Coordinator is responsible for training current students and all school faculty and staff about IBT's Title IX policies and conducting the new student training.

F. Bystander Intervention and Risk Reduction

IBT urges all members of the campus community to help prevent crimes, including crimes of sexual violence, and promote a safe campus environment for themselves and others by practicing bystander intervention and risk reduction.

Bystander Intervention means safe and positive options that may be carried out by an individual or individuals to prevent harm or intervene when there is a risk of dating violence, domestic violence, sexual assault, or stalking.

Members of the campus community can help prevent dating violence, domestic violence, sexual assault, and stalking by identifying potentially harmful situations and intervening on a potential victim's behalf when the intervention is not likely to put the bystander themselves in danger. A concept known as the three Ds of Bystander Intervention provides several useful strategies for intervention:

Direct: In some situations, you may feel comfortable intervening directly by asking the potential victim if they are okay, expressing concern, or telling the potential offender(s) to stop their behavior.

Distract: Another strategy is to interrupt the situation without direct confrontation by providing a distraction. Cut off the conversation with a diversion: you're about to leave the party, would the potential victim like a ride? Or, we're about to order pizza do you want any? Or just say that you or someone else needs to speak to the potential victim urgently.

Delegate: If you are too wary or shy to intervene directly, notify someone who might be in a better position to intervene, for example friends of the potential victim, or someone who has the authority to intervene, such as a school official or manager.

In addition, if you witness what you believe to be a situation that may lead to the commission of a crime, IBT urges all members of the campus community to call 911 or to contact an IBT employee immediately.

Risk Reduction means options designed to decrease perpetration and bystander inaction, and to increase empowerment for victims in order to promote safety and to help individuals and communities address conditions that facilitate violence.

IBT urges members of the campus community to take steps to reduce the chances of themselves or another person becoming a victim of a crime, including but not limited to the following:

- Lock doors and secure items of value.
- Walk in pairs at night and travel to events or parties with others rather than attending by yourself; check in with one another frequently and leave together.
- Avoid impairment caused by alcohol or drugs and/or offer to call a cab for someone if you see they are intoxicated.
- Keep your cell phone charged and with you at all times in case you need to call for help, for yourself or for someone else.
- Be aware of your surroundings and avoid isolated or dimly lit places.
- Trust your own intuition and don't be afraid to call for help or let someone know if you are worried about your safety or the safety of another.

IBT urges all members of the campus community to work together to promote a safe campus environment for everyone. IBT includes training on bystander intervention and risk reduction in all student orientation training.

G. Additional Information

Questions regarding this policy should be directed to the Title IX Coordinator. In addition, the U.S. Department of Education Office of Civil Rights ("OCR") investigates complaints of unlawful harassment of students in educational programs or activities. This agency may serve as a neutral fact finder and will attempt to facilitate the voluntary resolution of disputes with all parties involved. For more information, visit the OCR website at:

<https://www2.ed.gov/about/offices/list/ocr/index.html>.

X. POLICY STATEMENT ADDRESSING SEX OFFENDER REGISTRATION INFORMATION.

The local Police Department provides a link to the California Sex Offender Registry. IBT is required to inform students and employees about where law enforcement information provided by a State concerning registered sex offenders may be obtained. The law also requires sex offenders already required to register in a State to provide notice to each institution of higher education in that State at which the person is employed, carries a vocation, or is a student. In California, information about convicted sex offenders is available at www.meganslaw.ca.gov.

XI. CLERY ACT CRIME REPORT STATISTICS

INSTITUTE FOR BUSINESS & TECHNOLOGY – Santa Clara, CA Campus:

OFFENSE	PROPERTY	2016	2017	2018
Murder and Non-Negligent Manslaughter	On-Campus Property	0	0	0
	Public Property	0	0	0
Negligent Manslaughter	On-Campus Property	0	0	0
	Public Property	0	0	0
Rape	On-Campus Property	0	0	0
	Public Property	0	0	0
Fondling	On-Campus Property	0	0	0
	Public Property	0	0	0
Incest	On-Campus Property	0	0	0
	Public Property	0	0	0
Statutory Rape	On-Campus Property	0	0	0
	Public Property	0	0	0
Robbery	On-Campus Property	0	0	0
	Public Property	0	0	0
Aggravated Assault	On-Campus Property	0	0	0
	Public Property	0	0	0
Burglary	On-Campus Property	0	0	0
	Public Property	0	0	0
Motor Vehicle Theft	On-Campus Property	0	0	0
	Public Property	0	0	0
Arson	On-Campus Property	0	0	0
	Public Property	0	0	0
VAWA Offense: Domestic Violence	On-Campus Property	0	0	0
	Public Property	0	0	0
VAWA Offense: Dating Violence	On-Campus Property	0	0	0
	Public Property	0	0	0

VAWA Offense: Stalking	On-Campus Property	0	0	1
	Public Property	0	0	0
Hate Crimes: Related to any of the above listed crimes, and/or involving simple assault, larceny-theft, intimidation or destruction/damage/vandalism of property, within one/more of the following bias categories: race, gender, gender identity, religion, sexual orientation, ethnicity, national origin, or disability	On-Campus Property	0	0	0
	Public Property	0	0	0
Arrests: Weapons: Carrying, Possessing, etc.	On-Campus Property	0	0	0
	Public Property	0	0	0
Disciplinary Referrals: Weapons: Carrying, Possessing, etc.	On-Campus Property	0	0	0
	Public Property	0	0	0
Arrests: Drug Abuse Violations	On-Campus Property	0	0	0
	Public Property	0	0	0
Disciplinary Referrals: Drug Abuse Violations	On-Campus Property	0	0	0
	Public Property	0	0	0
Arrests: Liquor Law Violations	On-Campus Property	0	0	0
	Public Property	0	0	0
Disciplinary Referrals: Liquor Law Violations	On-Campus Property	0	0	0
	Public Property	0	0	0
Unfounded Crimes	On-Campus Property + Public Property	0	0	0
Institute for Business & Technology does not have any noncampus property.				

ADDENDUM B: TOOLS AND EQUIPMENT USED IN THE SCHOOL'S PROGRAMS

Heating Ventilation and Air Conditioning Program utilizes the following instructional equipment to facilitate the course, program, certification, and/or industry required competencies.

120 v contactors	manifold gauges	Reach in Refrigeration
134a	Crimpers	charging cylinder
1506 T stats	Hammers	power drills
208 v contactors	recovery tanks	Walk in Refrigeration
24 v 30 amp two pole contactor	CPR	scales
24 volt tstat	Dykes	heat pumps
24v contactors	refrigeration ratchets	Gas furnaces
24v relays	404a	manometers
24v stepdown transformers	lp control	recovery units
3 n 1	6 n 1	micron gauges
407C	hp 81	chop saw
AEV's	cable cutters	flaring blocks
biflow driers sweat	507	cordless drill
C 163 heat pump driers	Seamer	grinder
C 83 driers	pipe wrenches	multimeters
C-32 driers	Channel locks	tubing benders
CPR Valves	HIS	hub pullers
dual pressure controls	vacuum pumps	Ice Machines
EPR Valves	8610 control module	leak detectors
Line voltage tstats	Crescent wrenches	A/C units
POE oil	nut drivers	tubing cutters
service Tee's	needle nose	extra hoses
TXV's	tin snips	uv light

Electrician program utilizes the following instructional equipment to facilitate the course, program, certification, and/or industry required competencies.

ELC MATERIAL	DUPLEX IND RECEPTICLE COVER	2100 BLANKS
DESCRIPTION	IND RECEPTICLE COVER DBLE	1/2 PUSH PENNY
30A RECEPTICLE	MC CONNECTOR	4/0 P RING
50A RECEPTICLE	1/2 ROMEX CONN PLASTIC	1/2 SS CONN
12-24 PANELS	3/4 ROMEX CONNECTOR PLASTIC	1/2 SS COUP
20A TWIST LOCK	2" KO SEAL	1/2 METAL ROMEX CONN
30A TWIST LOCK	1/2 BAT WINGS	3/4 METAL ROMEX CONN
SMOKE DETECTORS	GFCI IND COVER	1900 BOXES

2' WEATHER HEAD	F CLIPS	RECESS CANS
screw POINT OF ATTACHMENT	1900 BLANKS	BROOMS
DUST PANS	1/2 UNISTRUT STRAPS	1/2 SS COUP
1 1/2 CHASE NIPPLE	3/4 SS COUP	200' JACK CHAIN
3/4 LOCK NUT	1 1/4 2 HOLE STRAPS	PORTABLE THREADER
1/2 SPRING NUTS	2" UNISTRUT STRAPS	PORTA BANDSAW
2" PIPE CLMPS	1 GANG NAIL-ON	CORDLESS BANDSAW
1/2 FLEX CONNECTOR	3GANG NAIL-ON	CIRCULAR SAW
3/4 ONE HOLE STRAPS	4GANG NAIL-ONS	1 TIME CLOCK
3/4 FLEX CONN	1/2 FLEX CONN	DYKES NEW
2" SS COUPLING	1" SS COUP	LRG WIRE CUTTERS
3/4 UNISTRUT STRAPS	1/2 SS CONN	LINEMAN PLIERS
CHANNEL LOCKS	KNOCK OUT SET SMALL	8' LADDER
RIVETER	LRG KNOCK OUT SET	10' LADDER
STAPLE GUN	BATH FANS	14' LADDER
DRYWALL SAW	CORDLESS DRILLS	EXTENSION LADDER
HEX KEY SET	M/C CUTTERS	CAR CHARGER
SOCKET SET	VOLTAGE TESTERS	12/2 M/C
CHIME	COMPLETE SOLAR TRAINER	14/2
STRIP FIXTURE	SOLAR PANELS 2X4	14/3
EXIT SIGNS	4' LADDER	TOOL POUCHES COMPLETE
1/2 SEAL TIGHT	6' LADDER	21" KCMIL CUTTERS

Lab Assistant/EKG Technician/ Phlebotomy Program utilizes the following instructional equipment and supplies to facilitate the course, program, certification, and/or industry required competencies:

Phlebotomy Chairs	Exam Table	Wheelchair
Phlebotomy Training Arm	Centrifuge	Hematocrit Centrifuge
Incubator	Autoclave	Sphygmomanometers (Manual/ Digital)
Thermometers (Digital/ Aural)	EKG Machines	Microscopes
CLIA Waived Tests	Glucose Meter	Hemoglobin Meter
Stethoscopes	Blood typing Kits	ESR tubes
Microscope Slides	Lancets for Hematocrit, Glucose	Urinalysis Supplies (Urine ChemStrips/Urinalysis cups)
Gloves	Phlebotomy Supplies (Vacutainer Needles, Syringes, Butterfly Needles, Vacutainer Needle Holder, Tubes, Tourniquets)	OSHA Training Video

Applied Phlebotomy Video Series	Throat Culture Swabs	Wrights Stain/Quick Stain III/ Gram Stain
ECG Made Easy Book	Medical Terminology Book	Laboratory Testing For Ambulatory Setting (Text & Work Book)
Phlebotomy Handbook (Blood Specimen Collection from Basic to Advanced)	Preventing Infectious Diseases Book	Alcohol Prep Pads
Gauze	Sharps/Biohazard Containers	

Medical Assistant Program utilizes the following instructional equipment and supplies to facilitate the course, program, certification, and/or industry required competencies:

Sphygmomanometers (Manual and Digital)	Stethoscope	Urinalysis Supplies (Urine ChemStrips/Urinalysis cups)	Urinalysis Machine
Glucometer	Hemoglobin Meter	Snellen Eye Chart	Ophthalmoscope
Otoscope	Exam tables	Phlebotomy Chairs	Wheelchair
Microscopes	Peak Flow Meter	Injection Supplies (Syringe, Needles – G23,G25,TB syringe with 27G needle Solutions,)	Venipuncture Supplies (Vacutainer needles, butterfly needles, tubes Vacutainer Needle Holder, tourniquets)
Hematocrit Centrifuge	Mayo Stand	CLIA Waived Tests	OSHA Training Video
Sharps/Biohazard Containers	Dressing/ Bandage Supplies(Ace wrap, Sling, Gauze)	Gauze	Adult/Infant Scale
Alcohol Prep Pads	Phlebotomy Training Arm	Sedimentation Rate Tubes	Percussion Hammer
Forceps	Hemostats	Thumb Tissue Forceps	Measuring Tape
Surgical Scissors	Surgical Blade/Blade Handles	Sutures	Nasal Speculum
Vaginal Speculum	Tongue Depressors	Throat Culture Swabs	EKG Machines
Pap Tray Set Up	Iris Scissors	Suture Removal Set	Autoclave

Incubator	Lancets	Clay Sealant for Hematocrit	Digital/ Aural Thermometers
Gloves	Blood Typing Kits	ECG Made Easy Book	Medical Terminology Book
HIPAA Video	Eye Occluder	Comprehensive Medical Assisting Administrative and Clinical Competencies Textbook	Student Workbook Comprehensive Medical Assisting

Medical Biller/Coder and Office Specialist Program utilizes the following instructional textbook and equipment to facilitate the course, program, certification, and/or industry required competencies:

Textbook:

1. Medical Terminology “A Living Language “ Pearson Fifth Edition”
2. Medical Office Procedures/eight edition by Nenna L. Bayes
3. Medical Insurance/6th edition by Valerius-Bayes-Newby-Blockhowiak
4. Step-by-Step Medical Coding 2014 by Carol J. Buck Saunders Elsevier
5. Step-by-Step Medical Coding 2014 Workbook by Carol J. Buck
6. Computers in the Medical Office (CIMO/Medisoft)/8TH edition
7. ICD-9-CM 2014 standard edition volumes 1, 2, &3 by Carol J. Buck and
8. ICD-10-CM 2014 The Complete Official Draft Code Set by AMA
9. CPT 2014 Standard Edition –AMA (American Medical Association)
10. HCPCS Level II 2014 Standard Edition by Carol J. Buck and Saunders
11. Quick Guide to HIPAA for the Physician Office

Equipment:

1. Projector
2. 12 desktop computers

Massage Therapy Program utilizes the following instructional equipment to facilitate the course, program, certification, and/or industry required competencies.

Massage Chair (Onsite - Portable)	Massage Chaise Chair- (Reflexology- Stationary)	Massage Tables	OSHA Compliance Training Video
Computer Systems w/ Monitor, Keyboard, mouse & Internet access	Clinic Phone line	Clocks (Wall/ Digital)	HIPAA Compliance Training Video
Different types of Gloves and Masks	Bay/ Stations/ Room	Mirror	Music/ Music Player
Client Intake & Therapist Evaluations forms	Various SOAP Charting/ Filing Methods	Pillows/ Bolsters	Hot Towel Cabinet
Accounting/ Recordkeeping	Clipboards/ Pens/Markers	Hydrocollator	Thermometer
Various Size Sheets & Towels, Blankets	Hot stone Warmer	Hot stone (Basalt)	Cold Stone (Marble)
Medical & Massage Terminology reference sheets	Anatomy & Physiology / Massage Posters	Exam room rolling stools	Paraffin Wax Warmer
Salt/ Sugars/Oatmeal Scrubs	Aromatherapy	Exercise Balls Various Sizes	Paraffin Wax
Sink w/ hot and cold water	Spatulas/ Tongue Depressors	Shiatsu Mat/ table	Dry Brush & Loofahs
Aromatherapy (Essential Oils) Diffuser	Essential Oils Kit	Eye wash station	Pre-wrap and Athletic Tape
Oil, Lotions, Crème, Gels	Full Scale Skeleton Model	Stainless & Rubber Bowls	CPR /1 st Aid Training
Various Body Wraps (Thermal Blanket & Fango/Muds) & Thalasso- Seaweed, Coffee)	Therma bands (various weights)	Holster w/ bottle pump	Disposal Towels & Tissues
Various Massage Modality Tutorial Videos (Theory and Practicum)	Trail Guide to the Body Book & Workbook	Gauze and cotton swabs	Foot Soak Tubs
Blending Arts w/ Sciences Massage	Aromatherapy for Bodyworkers Book	Liniments/ Analgesics	Clinical Massage Therapy Book
Professional Foundation of Massage Therapy Book	Natural Spa & Hydrotherapy Book	Holistic Bodywork Book	Massage Therapy Exam Review Book

Ultrasound Technician/Diagnostic Medical Sonographer program utilizes the following instructional equipment to facilitate the course, program, prerequisites for certification and/or industry required competencies:

Ultrasound Vascular Probe	2MHZ-Doppler Ultrasound Obstetrical Probe	Vascular Doppler and Dedicated Probe	General Purpose Abdominal Probe
Sensitive Arterial Digit PPG Probe	Ultrasound Stands	Doppler Stereo Headphones	Handheld Ultrasound Doppler w/Recharger
Fetal Doppler System	Fetal Doppler Ultrasound Stethoscope	Ultrasound Endocavity Probe	HP Sonos 2500 Cardiac Ultrasound System
Acuson S1000 Entry Level 3D/4D Obstetrical Machine	Acuson 128C Color Ultrasound	Acuson P300 Portable Ultrasound Machine	Exam tables
Ultrasound Gel	Medical GW-208 Two Bottle Warmers	Multi-use Massage Lotion	AVS Report Software for Vista ABI
Sony UP-897MD A6 Analog Video Graphic Printer	Sterile General Purpose Probe Covers	Alpha Sonographer Stool	Cable Brace
HSG Procedure Tray	Ultrasound Biopsy Drape with Tabs	AiM Vascular Mapping Procedure Set	Electronic Pocket Dosimeter
Mobile Protective Shield	Lead Glass Mobile X-Ray Barriers	Adjust-a-Fit Lead Apron with Hook-and-Loop	Economy Lead Apron
Pediatric Shields	Porta Apron Rack	Maxi-Flex Gloves	Protective Blankets
Full Field Viewing/Radiation Goggles	Scrubbles Lead Apron Cleaners		