

Physical Facilities and Equipment

Ohio

Daymar College – Columbus is located at 2745 Winchester Pike, Columbus, OH. The administrative offices are representative of today’s business operations. The school provides well-lighted lecture rooms, computer labs, Learning Resource Center, and a student lounge. The Colleges computer labs are equipped with computer hardware and software necessary for “hands on” instruction. The typical class size is 13 to 1.

Tennessee

Daymar College - Murfreesboro is located at 855 W. College Street, Suite H, Murfreesboro, Tennessee. The administrative offices are representative of today’s modern business operations. The school provides modern, well-lighted lecture rooms, computer labs, and a student lounge. Each classroom and computer lab typically sits up to 20 students. The College’s computer labs are equipped with computer hardware and software necessary for “hands on” instruction. The typical class size is 13 to 1.

Daymar College - Nashville is located at 750 Envious Lane, Nashville, Tennessee. The administrative offices are representative of today’s business operations. The school provides well-lit classrooms, labs, and a student lounge. Each classroom and lab typically sits up to 20 students. The College’s labs are equipped with the equipment necessary for “hands on” instruction. The typical class size is 13 to 1.

Daymar College Catalog

**Columbus, OH
Murfreesboro, TN
Nashville, TN**

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Volume 12

Daymar College Academic Catalog

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Section One: Introduction

Mission

An unrelenting commitment to excellence that reinforces academic success, personal significance, and prepares students for service in their communities.

Vision

We WILL:

- Be a preferred source of graduates for leading employers.
- Have an active alumni network.
- Be a valued contributor to and supporter of our communities.
- Consistently delight our students.
- Be a source of excellence in academic programming and student services.
- Be an employer of choice.
- Inspire students to be unrelenting in the pursuit of their goals.

Core Values

The core values of Hussian College, Inc. are:

- Selflessness
- Dedication
- Responsibility
- Excellence
- Innovation
- Integrity

History

Hussian College (Main Campus)

The founder of Hussian, John Hussian, was a respected and knowledgeable member of Philadelphia's art community and a lecturer at the Philadelphia Museum of Art. At the end of World War II, returning veterans and many civilians were searching for colleges to help them build new careers. Because of his reputation and unique knowledge of both Commercial and Fine Arts, the principles of the art museum convinced John Hussian to found the The Hussian School of Art in 1946.

Both disciplines remained an integral part of the curriculum until the early 1960s when, because of its excellent reputation and administrative integrity, the Pennsylvania Department of Education and the Veterans Administration suggested that Hussian focus solely on Commercial Art.

Since then the institution has continued to grow and achieve professional recognition. The Hussian is nationally accredited by the Accrediting Commission of Career Schools and Colleges ("ACCSC") In September 2014, The Hussian first offered the Bachelor of Fine Arts degree in Art on the Philadelphia campus. In October 2014, Hussian opened a Los Angeles, California branch campus, called Studio School with programs in art, acting, contemporary musical theatre+film, film+digital content, commercial dance, and entrepreneurship.

In January 2015, Hussian received final approvals from the Commonwealth of Pennsylvania and the Accrediting Commission of Career Schools and Colleges (ACCSC) to change the institution name from "Hussian School of Art" to "Hussian College."

In November of 2018, Hussian added the five Daymar College campuses that comprise the Daymar College Branch Campus Group.

Daymar College

Daymar College was founded in 1963 as Owensboro Business College, offering courses in general business at its original campus location at 1126 Triplett Street in Owensboro, Kentucky. In 1965, a day program was added offering diplomas in secretarial science and accounting. To meet the growing demand for career education in other business disciplines, the college soon expanded its programs to include data processing, business administration, and clerical diplomas. In 1970, Owensboro Business College earned accreditation as a business college by the Accrediting Commission of the Association of Independent Colleges and Schools.

In 1973, Owensboro Business College was authorized to award associate degrees. In 1980, the College earned accreditation as a junior college of business by the Association of Independent Colleges and Schools and changed its name to Owensboro Junior College of Business.

In 1995, Owensboro Junior College of Business was acquired by Daymar Learning, Inc. In July 1999, the college moved to a new campus located at 3361 Buckland Square. During August 2001, brothers Mark and Damien Gabis changed the name to Daymar College -- a combination of their first names. The Owensboro campus closed in June 2018 leaving Daymar College with 5 recruiting campuses located in Columbus, OH; Bowling Green, KY; and Clarksville, Nashville and Murfreesboro, TN. In November 2018, the Daymar campuses became branch campuses of Hussian College.

Draughons Junior College (Campuses located in Bowling Green, KY; and Clarksville, Nashville and Murfreesboro, TN)

Around 1879, Professor John F. Draughon of Adams, Tennessee began to recognize a growing need for people with business training. With little capital, a horse, a wagon and some teaching materials, he founded Draughons Practical Business College. Initially, Professor Draughon made a monthly circuit of towns in Northern Tennessee and Southern Kentucky to deliver the training to his students. During this time, it was known as 'Draughon's Traveling Business College'. Several years later, he opened a permanent location in Nashville. From this humble beginning, Professor Draughon launched a business college group that included 38 business schools bearing his name at the time of his death in 1921. After his death, many of the business schools bearing his name merged with other schools or closed. The Draughons Business College in Nashville survived and supported the community by offering programs and training in secretarial, accounting and other business disciplines.

In 1954, the school earned accreditation by the Accrediting Commission for Business Schools. In 1978, Draughons earned accreditation as a junior college of business by the Accrediting Commission of the Association of Independent Colleges and Schools (ACICS).

Draughons Business College - Nashville campus was located on 8th Avenue North for more than 100 years. August 1981, the college moved 6 miles southeast of downtown Nashville to Plus Park Blvd. It remained on Plus Park Blvd until September 2015 when it moved to the 560 Royal Parkway. In October 2020, the campus relocated to its current location at 750 Envious Lane.

In September 1987, Draughons Junior College established a branch campus in Clarksville, Tennessee located at 1860 Guthrie Highway. In 1994, Guthrie Highway was renamed Wilma Rudolph Boulevard. April 2013, the college moved to its current location at 2691 Trenton Rd.

In 1988, Draughons Junior College established a branch campus in Bowling Green, Kentucky located at 2424 Airway Ct. January 2004, the college moved to its current location at 2421 Fitzgerald Industrial Dr.

In September 2003, Draughons Junior College established a branch campus in Murfreesboro, Tennessee located at 1237 Commerce Park Drive. In January 2005, the college moved to 415 Golden Bear Court and in 2022 it relocated to its current location at 855 W. College Street.

January 1, 2010, Daymar College purchased Draughons Junior College. The Bowling Green campus changed its name to Daymar College and the Draughons Junior Colleges located in Tennessee changed their name to Daymar Institute. Along with the name change, the campuses expanded their educational offerings to include bachelor degree programs. On January 1, 2015, the Daymar Institute colleges changed their name to Daymar College.

On July 19, 2021, Daymar College in Clarksville, TN changed its name to Hussian College.

Southeastern Business College (Campus located in Columbus, OH)

The Daymar College Columbus campus opened as a branch campus of the Southeastern Business College Chillicothe campus in 1994. The Chillicothe campus earned accreditation by the Accrediting Commission of the Association of Independent Colleges and Schools (ACICS) in 1984. The original Columbus campus location was 1522 Sheridan Dr., Lancaster, OH 43130.

In 2006, Southeastern Business College changed its name to Samuel Stephen College. On May 12, 2008, Daymar College purchased Samuel Stephen College and changed its name to Daymar College. The campus moved to 1579 Victor Road, Lancaster, OH 43130 in 2009. September 1, 2015, the campus moved to its current location at 2745 Winchester Pike, Columbus, OH 43232.

Regulatory Information

Daymar College is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC), a national accrediting body recognized by the United States Department of Education. (However, please note that Daymar's accreditation by ACCSC does not guarantee that credits earned at Daymar, even if a degree is awarded, will transfer to other institutions. For more information on transferring Daymar credits to another institution, please see Transferring Daymar Credits to Other Schools on page 44 of this catalog).

Daymar College have been designated by the United States Department of Education as eligible to participate in Title IV, Part A Postsecondary Education Federal Assistance Programs under the Higher Education Act of 1965, as Amended (HEA).

Ohio

Daymar College is approved by the Ohio State Board of Career Colleges and Schools located at 30 East Broad Street, Suite 2481, Columbus, Ohio 43215. Registration Number: Daymar - Columbus 08-01-1853T

Certificate of Authorization received from Ohio Board of Regents.

Some of the programs offered by Daymar College have been approved by the Ohio Approving Agency for Veterans Education for the enrollment of persons eligible to receive VA educational benefits.

Tennessee

Daymar College is authorized by the Tennessee Higher Education Commission.

Daymar College is authorized by the Tennessee Department of Human Services, Division of Rehabilitation Services which authorizes the College to train students under vocational rehabilitation programs and the Tennessee Higher Education Commission, Division of Veterans Education, which authorizes training under the Montgomery GI Bill® of Rights.

Legal

Daymar College ("the College") is owned and operated by Hussian College, Inc., which is owned by Education Equities Fund, LLC.

Equal Opportunity and Compliance with Americans with Disabilities Act

The College does not discriminate on the basis of race, creed, color, sex, age, disability, veteran's status, national or ethnic origin, sexual orientation, gender identity, gender expression, or religion as to the admission or other treatment of its students, prospective students, associates, or prospective associates.

The College complies fully with the Americans with Disabilities Act of 1990. Daymar is committed to providing reasonable accommodations to qualified individuals with a disability unless providing such accommodation would result in an undue burden or fundamentally alter the nature of the program, benefit, or service provided by the school. To request an auxiliary aid or service please contact the Dean of Academic Affairs at the address listed in the back of the catalog. The initial steps for students wishing to request an auxiliary aid or service include discussing the need and providing current medical evidence to support of the disability four weeks prior to the start of classes or as soon as practicable so that the school has time to address the request.

Statement of Policy

The College reserves the right to change any provision or requirement in this catalog at any time without prior notice.

The College provides the opportunity for students to enroll in single courses, diploma programs, associate degree programs, or bachelor degree programs. The courses and programs of study are taught by faculty in an appropriate learning environment with adequate instructional resources. The acquisition of knowledge and skills by any student is contingent upon the student's desire and ability to learn and his/her application of appropriate study habits; therefore, the College does not warrant or represent that any student who completes any course or program of study will necessarily acquire any specific knowledge, skills, or obtain a specific job or income. The College does not guarantee employment following graduation but does offer career planning assistance to graduates.

Subject to the procedural parameters outlined in Section 4 of this catalog, the College reserves the right to require a student to withdraw from the College for any action deemed detrimental to the College, faculty, staff, or another student as determined by the Dean of Academic Affairs. The College also reserves the right to immediately remove any student that poses a substantial threat to the campus community and/or who significantly disrupts ongoing campus instruction. Failure to read this catalog or other published and posted materials does not excuse the student from the requirements and regulations described therein.

Non-Discrimination

The College provides equal opportunity for admission, and in education and employment for all qualified persons, regardless of race, color, religion, national origin, sex, sexual orientation, gender identify, age, disability, or veteran status.

Section Two: Institutional Policies

Academic and Professional Standards

Each campus of Daymar College is committed to developing career professionals who demonstrate high levels of integrity and professionalism. All programs are designed to produce growth-inducing challenges through academic rigor and soft skills development opportunities. Students must employ sustained focus and continual application of cognitive and academic skills for the duration of their tenure at Daymar College.

Daymar College actively monitors student academic progress through a review of attendance, GPA, incremental completion rate and other means. Personal adjustment, interpersonal relationships and behavior in all settings are relevant to student progress. Daymar College endeavors to help students reach their potential to become ethical and competent professionals.

Students are expected to conduct themselves in a manner consistent with their professional ethics and orientation at all times. The standards of professional conduct require the full commitment to all responsibilities undertaken during the course of clinical training and internships. This includes maintaining appropriate and respectful interpersonal relations with peers, faculty and staff.

Protection from Retaliation

The purpose of this policy is to encourage members of the college community to report compliance and ethics concerns or to seek guidance on compliance and ethics concerns and to reinforce that the college prohibits retaliation against those individuals who report or seek guidance on possible ethical or compliance issues in good faith. In addition, no faculty or staff member may be adversely affected because they refused to carry out a directive that constitutes fraud or is a violation of local, state, federal or other applicable laws and regulations.

Daymar College will not retaliate against anyone bringing forward allegations of harassment or discrimination. Daymar College provides equal opportunity in admissions and employment decisions.

Student Grievance Procedure for Internal Complaints: General Student Complaint Policy

Step 1. Informal Complaint.

Complainant should raise his or her concerns with the staff or faculty member who has direct responsibility and the ability to address the matter in question to try to achieve a satisfactory resolution.

If the complainant is unable or unwilling to raise his or her concern with the individual directly involved, the complaint should be made to the individual's immediate supervisor. This individual will respond to the complaint within five working days.

If the complainant does not feel that his or her concerns have been adequately addressed, then he or she should make a formal complaint to the Dean of Academic Affairs; this includes complaints that fall outside of the academic realm.

Step 2. Formal Complaint

The complainant should submit his or her complaint in writing to the Program Director or Dean of Academic Affairs. The recipient will acknowledge the complaint within five working days.

The Program Director or Dean of Academic Affairs will investigate the complaint, and provide a reply to the complainant in writing, within 15 working days. A copy of the response will be forwarded to the Executive Director of Compliance and Accreditation to be kept on file for five years.

Step 3. Appeals Process

Should the complainant be unsatisfied with the resolution decided upon by the College, he or she may appeal the decision within 7 working days of the receipt of the resolution by sending the appeal to regulatory@hussiancollege.edu.

The Regulatory department will convene a committee of up to three members to review the appeal, participate in a hearing, and make a decision. At the hearing, all parties have the opportunity to be heard, present supporting documents and bring witnesses. The committee will notify complainant(s) of the decision regarding the appeal no later than 15 working days following the hearing. All decisions made by the committee are final.

Documentation of the complaint submitted following the published Student Grievance Policy, supporting documentation of the investigation, and the College's response, is maintained by the Executive Director of Compliance and Accreditation.

Students may contact the Dean of Academic Affairs directly through electronic mail, telephone, or by sending a written complaint to the campus address. The contact information for the Dean of Academic Affairs:

Daymar College, Columbus

Michael McMurray
2745 Winchester Pike
Columbus, OH 73232
(614) 643-6680
michaeld.mcmurray@hussiancollege.edu

Daymar College, Murfreesboro

Teresa Tarkington
855 W. College Street, Suite H
Murfreesboro, TN 37129
(615) 217 – 9347
Teresea.Tarkington@hussiancollege.edu

Daymar College, Nashville

Logan Hudspeth
750 Envious Lane
Nashville, TN 37217
(615) 361-7555
Logan.hudspeth@hussiancollege.edu

Unresolved 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 considered by the Commission must be in written form, with permission from the complainant(s) for the Commission to forward a copy of the complaint to the school for a response. The written complaint should include the student name, contact information, school name, school address, name of the student's program and a statement describing the nature of the complaint.

Accrediting Commission of Career Schools and Colleges (ACCSC)
2101 Wilson Blvd., Suite 302
Arlington, VA 22201
(703) 247-4212

A copy of the ACCSC Complaint Form is available at the school and may be obtained by contacting regulatory@hussiancollege.edu or online at www.accsc.org.

In addition to contacting ACCSC when a student does not feel the school has adequately addressed a complaint or concern that falls under 'consumer protection', the student may consider contacting a state agency. Students may contact the following state agencies corresponding to their campus enrollment:

Ohio

Ohio State Board of Career Colleges and Schools
30 East Broad Street, Suite 2481
Columbus, OH 43215
614-466-2752 | 877-275-4219
<http://scr.ohio.gov/ConsumerInformation/FilingaComplaint.aspx>

Tennessee

Tennessee Higher Education Commission
404 James Robertson Parkway, Suite 1900
Nashville, TN 37243
(615) 741-3605
<https://www.tn.gov/assets/entities/thec/attachments/ComplaintForm.pdf>

Discrimination Complaint Procedure

Students who believe they have been subjected to discrimination or harassment in violation of the Non-Discrimination Policy should follow the procedure outlined below. This complaint procedure is intended to provide a fair, prompt and reliable determination about whether the Daymar College Non-Discrimination Policy has been violated.

1. Complainants are encouraged to file a complaint as soon as possible after an alleged incident of discrimination has occurred. Any student who chooses to file a discrimination complaint should do so with the Dean of Academic Affairs. The complaint should be presented in writing and it should describe the alleged incident(s) and any corrective action sought. The complaint should be signed by the complainant.
2. Within 48 hours, the Dean of Academic Affairs will initiate an investigation of the allegations. Both the accuser and the accused are entitled to have others present during a disciplinary proceeding which will be convened by the Dean of Academic Affairs after providing at least ten (10) days notice to both parties. Both will be informed of the outcome of any campus disciplinary proceeding. For this purpose, the outcome of a disciplinary proceeding means only Daymar College's final determination with respect to the alleged violation and any sanction that is imposed against the accused. Both the complainant and the accused will have the opportunity to meet and discuss the allegations with the Dean of Academic Affairs and inspect the documents offered as proof during the proceeding. Either party may offer any witnesses in support of their position to the Dean of Academic Affairs during the course of the investigation. A student may be accompanied during investigation meetings and discussions by one person (family member, friend, etc.) who can act as an observer, provide emotional support, and/or assist the student in understanding and cooperating in the investigation. Imposed restrictions on the ability of observers to speak or otherwise participate in the proceedings apply equally to all parties. The Dean of Academic Affairs may prohibit disruptive individuals from attending or remove any person who disrupts the investigation in the investigator's sole discretion.
3. The student who made the complaint and the accused shall be informed promptly in writing when the investigation is completed, no later than 45 calendar days from the date the complaint was filed. The written decision will include an evaluation of the facts and will be based on the evidence provided during the proceeding. The student who made the complaint shall be informed if there were findings made that the policy was or was not violated and of actions taken to resolve the complaint, if any, that are directly related to him/her, such as an order that the accused not contact the student who made the complaint. In accordance with institutional policies protecting individuals' privacy, the student who made the complaint may generally be notified that the matter has been referred for disciplinary action, but shall not be informed of the details of the recommended disciplinary action without the consent of the accused.
4. The decision of the Dean of Academic Affairs may be appealed by petitioning the Vice President of Academics. The written appeal must be made within 20 calendar days of receipt of the determination letter from the Dean of Academic Affairs. The Vice President of Academics or his/her designee, will render a written decision on the appeal within 30 calendar days from the receipt of the appeal. The Vice President of Academic's decision shall be final.
5. For more information about your rights under the federal laws prohibiting discrimination, please contact the Office for Civil Rights at the U.S. Department of Education or visit the Web site at <http://www.ed.gov/ocr>.

Documentation on the complaint submitted following the published complaint procedure, supporting documentation of the investigation, and Daymar's response is maintained by the Executive Director of Accreditation and Compliance. All complaints are documented on a Daymar College Complaint Log.

Disability Disclosure

The College's policy is to provide reasonable accommodations for disabled students, including learning disabled students and those with health and physical impairments, consistent with the Americans with Disability Act of 1990 ("ADA") and Section 504 of the Rehabilitation Act of 1973 ("the Rehabilitation Act"). The College complies with the ADA and the Rehabilitation Act.

Entering students whose disabilities may require accommodations must bring their written requests for reasonable accommodations and required documentation to the attention of the Dean of Academic Affairs and/or the Dean's designee as early as possible before the beginning of the semester.

Continuing students have an affirmative duty to notify the College in writing and provide the required documentation regarding requests for reasonable accommodations to the Dean of Academic Affairs and/or the Dean's designee no later than two weeks prior to the date of mid-term exams, final exams, or due dates for writing assignments.

All students who require auxiliary services must also contact the Dean of Academic Affairs and/or the Dean's designee and provide written documentation related to their disability from a qualified medical professional, along with a written request for auxiliary services, as early as possible before the beginning of each semester.

Students who request accommodations because of a learning disability are required to provide written documentation that: (i) is prepared by a professional qualified to diagnose a learning disability, including not limited to a licensed physician, learning disability specialist, or psychologist; (ii) includes the testing procedures followed, the instruments used to assess the disability, the test results, and an interpretation of the test results; and (iii) reflects the individual's present level of achievement. The student's documentation should be as comprehensive as possible and dated no more than three years prior to the student's request for services, unless the student had documentation as an undergraduate. Documentation should adequately measure cognitive abilities (using the Wechsler Adult Intelligence Scale Revised or equivalent test) and academic achievement skills (using Woodcock Johnson Part II, Wide Range Achievement Test, Nelson Denny or equivalent test). The achievement test should sample reading, math and writing.

The documentation must include test results for at least the following characteristics: intelligence, vocabulary, reading rate, reading comprehension, spelling, mathematical comprehension, memory, and processing skills.

The College keeps all information pertaining to a student's disability confidential and discloses such information only to the extent necessary to provide accommodation for the student's disability. Where it is deemed appropriate by the Dean of Academic Affairs and/or Dean's designee, a qualified professional may be retained by the College to determine the appropriate accommodation for a disability. The Dean of Academic Affairs and/or Dean's designee is vested with the authority to develop a reasonable accommodation plan for all qualified persons with a disability at the College under the ADA or Rehabilitation Act.

Any student who identifies physical, architectural or other barrier problems should promptly bring these to

the attention of the Dean and/or Dean's designee.

A student may appeal the Dean of Academic Affairs and/or Dean's designee decision regarding the existence of a disability, the denial of an accommodation, or the provisions of the accommodation plan by filing a written complaint with the Dean no later than 2 weeks following notification of the decision. The Dean's decision should be final.

Annual FERPA Disclosure

FERPA Policy

The Family Educational Rights and Privacy Act of 1974, as amended (the "Act"), is a federal law which requires that Hussian college (a) establish a written institutional policy setting forth the rights granted by the Act, and (b) make available a statement of procedures covering such rights. The College shall maintain the confidentiality of Education Records in accordance with the provisions of the Act and shall accord all the rights under the Act to eligible students who are or have been in attendance at the College.

Persons Protected

The rights of privacy provided herein are accorded to all students who are or have been in attendance at the College. The rights do not extend to persons who have never been admitted to the College. A student who has been in attendance at one component of the College does not acquire rights with respect to another component of the College to which the student has not been admitted. A "component" is an organizational unit which has separately administered admissions and matriculation policies and separately maintains and administers Education Records.

Right of Inspection

The Act provides students with the right to inspect and review information contained in their Education Records, to challenge the contents of those Records which students consider to be inaccurate, misleading, or otherwise in violation of their privacy or other rights, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their Education Records if the decision of a hearing officer or panel is unacceptable. The Registrar of Hussian college has been assigned the responsibility to coordinate the inspection and review procedures for Education Records.

Education Records: Definition

The term "Education Records" encompasses all recorded information, regardless of medium, which is directly related to a student and which is maintained by the College. Education Records include, but are not limited to, admissions, personal, academic, certain personnel, financial aid, cooperative education, and placement records, and may also include appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the College community. The term "Education Records" does not include the following:

- a. Records of instructional, supervisory, and administrative personnel, and ancillary educational personnel that are in the sole possession of the maker and are not accessible or revealed to any other individual except a substitute who may temporarily perform the duties of the maker;
- b. Records of a law enforcement unit of the College which are maintained separate from Education Records, are maintained solely for law enforcement purposes, and are not disclosed to individuals other than law enforcement officers of the same jurisdiction, provided that Education Records of the College may not be disclosed to the law enforcement unit;
- c. Records relating to individuals who are employed by the College that are made and maintained in the normal course of business, relate exclusively to individuals in their capacity as employees and are not available for another purpose.

NOTE: Employment records of persons who are employed solely as a consequence of College

attendance, e.g., teaching/graduate assistances, work study students, student interns, are Education Records

- d. Records created and maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional, acting or assisting in a professional capacity, such as student health records, to be used solely in connection with the provision of treatment to the student and not disclosed to anyone other than for treatment purposes, provided that records may be disclosed to a physician or professional of the students' choice.

NOTE: Treatment in this context does not include remedial education activities or other activities which are part of the program of instruction at the School.

- e. Records of an institution which contain only information relating to a person after that person is no longer a student at the institution; e.g., accomplishments of alumni.

Request for Review

Students who desire to review their Education Records must present a written request to the Registrar's Office, listing the item or items to be reviewed. Only those Education Records subject to inspection under this policy will be available for review. The items requested which are subject to review shall be made available for review no later than 45 calendar days following receipt of a written request. Students have the right to a copy of an Education Record which is subject to review when failure to provide a copy of the Record would effectively prevent the student from inspecting and reviewing the Education Record, as determined in the reasonable discretion of the College. A copy of an Education Record otherwise subject to review may be refused if a "hold" for non-payment of financial obligations exists. Copies shall be made at the student's expense. The fee for making copies of an Education Record is \$1 per page and must be paid at the time copies are requested.

Limitations on Student Rights

There are some limitations on the rights to inspect Education Records. Students shall have no right of inspection or review of:

1. Financial information submitted by their parents;
2. Education Records containing information about more than one student. In such a case the College will permit access only to that part of the Education Record pertaining to the inquiring student.

Waiver of Student Rights

A student may waive any or all of his/her rights under this Policy. The College does not require waivers and no institutional service or benefit shall be denied a student who fails to supply a waiver. All waivers must be in writing and signed by the student. A student may waive his/her rights to inspect and review either individual documents (e.g., a letter of recommendation) or classes of documents (e.g., an admissions file). The items or documents to which a student has waived his/her right of access shall be used only for the purpose for which they were collected. If used for other purposes, the waiver shall be void and the documents may be inspected by the student. A student may revoke a waiver in writing, but by revoking it, the student does not retain the right to inspect and review documents collected while the waiver was validly in force.

Consent Provisions

No person outside of the College shall have access to, nor shall the College disclose any personally identifiable information from a student's Education Records without the written consent of the student. The consent must specify the Education Records to be disclosed, the purpose of the disclosure, the party or class of parties to whom disclosure may be made, and must be signed and dated by the student. A copy of the Education Record disclosed or to be disclosed shall be provided to the student upon request.

There are exceptions to this consent requirement. The College reserves the right, as permitted by law, to disclose Education Records or components thereof without written consent to:

- a. "School officials" who have a "legitimate educational interest." "School officials" shall mean any person employed or engaged by the College in an administrative, supervisory, academic, or support staff position; officer of the College or a member of the Board of Directors; or, person or entity employed by or under contract with the College to perform a special task (e.g., attorney, auditor, or collection agent). "Legitimate educational interest" shall mean any authorized interest, or activity undertaken in the name of the College for which access to an Education Record is necessary or appropriate to the proper performance of the undertaking, and shall include, without limitation: performing a task that is specified in or inherent to any school official's position description or contract; performing a task that is specified in or inherent to any school official's position description or contract; performing a task related to a student's education; performing a task related to the discipline of a student; providing a service or benefit relating to the student or student's family, such as health care, counseling, job placement, or financial aid; and maintaining the safety and security of the Hussian campus and facilities.
- b. Officials of other educational agencies or institutions in which a student seeks to enroll.
- c. Officials of other educational agencies or institutions in which the student is currently enrolled.
- d. Persons or organizations providing student financial aid in order to determine the amount, eligibility, conditions of award, and to enforce the terms of the award.
- e. Accrediting organizations carrying out their accrediting functions.
- f. Authorized representatives of the Comptroller General of the United States, the Secretary of the U.S. Department of Education, and state or local educational authorities, only if the information is necessary for audit and evaluation of federal, state, or locally supported programs and only if such agencies or authorities have a policy for protecting information received from re-disclosure and for destroying such information when it is no longer needed for such purposes (unless access is authorized by federal law or student consent).
- g. State or local officials to whom disclosure is required by state statute adopted prior to November 19, 1974.
- h. Organizations conducting studies for or on behalf of educational agencies or institutions to develop, validate and administer predictive tests, to administer student aid programs or to improve instruction, so long as there is no further external disclosure of personally identifiable information and the information is destroyed when no longer necessary for the projects.
- i. Persons in order to comply with a judicial order or a lawfully issued subpoena, provided a reasonable effort is made to notify the student in advance of compliance.
- j. Appropriate persons in a health or safety emergency if the information is necessary to protect the health or safety of the student or other individuals.
- k. An alleged victim of any crime of violence (as that term is defined in section 16 of title 18, United States Code), but only the results of any disciplinary proceeding conducted by the College against the alleged perpetrator of such crime with respect to such crime.
- l. With respect to appropriate information concerning disciplinary action taken against a student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the College community, to teachers and school officials within the agency or institution who the agency or institution has determined have legitimate educational interests in the behavior of the student or to teachers and school officials in other colleges who have been determined to have legitimate educational interest in the behavior of the student.

- m. To the Attorney General of the United States or his designee in response to an ex parte order, based on “specific and articulable facts” that the education records sought are relevant, in connection with the investigation or prosecution of terrorist crimes.

With respect to items b. and c. above, the student shall be entitled to receive a copy of any disclosed Education Record upon request.

Institutional Record of Disclosure

The College shall keep a written record of all Education Record disclosures and the student shall have the right to inspect such record. The record shall include the names of parties or agencies to whom disclosure is made, the legitimate reason for the disclosure, and the date of the disclosure. No record of disclosure shall be required for those disclosures made to a student for his/her own use, disclosures made with the written consent of a student, disclosures made to a “school official” with a “legitimate educational interest,” disclosures of “Directory Information,” for disclosures to persons or parties identified in the section entitled “Consent Provisions,” item 6, for purposes of auditing the College’s recordkeeping practices, or disclosures made to federal law enforcement officials in connection with a terrorist investigation.

Records of disclosure prepared pursuant to this section or the following section shall be subject to review only by the student, the custodian and his/her/its staff, “school officials” as defined in the section titled “Consent Provisions,” item 1, and federal state, or local government officials conducting audits of compliance by the College with the Act.

Re-disclosure of Student Records

Any disclosure of Education Records authorized under this Policy (whether with or without student consent) shall be made on the conditions that the recipient shall not re-disclose the Education Records without consent or authorization as required herein, and shall not permit or condone any unauthorized use.

Authorization for re-disclosure, without consent, for purposes and to persons and parties permitted by law, may be given to a person or party designated in the section titled “Consent Provisions,” above, provided such authorization must include a record of:

1. The name of the person or party to whom re-disclosure can be made; and
2. The legitimate interest which the additional person or party has for receiving the information and the purposes for which it may be used.

Such re-disclosures must be on the conditions set forth in the first paragraph of this section.

Disclosure of Disciplinary Proceedings to Alleged Victims of Crimes of Violence and Non-forcible Sex Offenses

The College will, upon written request, disclose to the alleged victim of a crime of violence, or a non-forcible sex offense, the results of any disciplinary hearing conducted by the College against the student who is the alleged perpetrator of the crime or offense. If the alleged victim is deceased as a result of the crime or offense, the College will provide the results of the disciplinary hearing to the victim’s next of kin, if so requested.

Directory of Information

In its discretion, the College may disclose, publish, or provide Director Information concerning a student without its consent or a record of disclosure. Directory Information shall include: a student’s name, address, telephone number, email address, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and College level. An individual student currently enrolled may request that such Directory Information not be disclosed by completing a nondisclosure form available in and delivery to the Registrar’s Office. Prior to receipt by the Registrar’s

Office of a nondisclosure form, a student's directory information may be disclosed. Alumni may request non-disclosure of Directory Information concerning them at any time. Such request will be honored continuously.

Challenge of Contents of Education Records

Any student who believes that his/her Education Records contain information that is inaccurate or misleading or is otherwise in violation of his/her privacy or other rights may discuss his/her concerns informally with the Registrar's Office. If the decision of the Registrar's Office is in agreement with the student's request, the appropriate Education Records shall be amended and the student shall be notified in writing of the amendment. If the decision is not in agreement, the student shall be notified within thirty (30) calendar days that the Education Records will not be amended and the student shall be notified by the officer or official of the student's right to a hearing.

Student requests for a formal hearing must be made in writing within forty-five (45) calendar days after receipt of the notice from the Registrar's Office. Within fifteen (15) calendar days after receipt of the written request the Registrar's Office shall notify the student of the date, time, and place of the hearing which shall not be held sooner than fifteen (15) calendar days after issuance of said notice.

The student shall be afforded a full and fair opportunity to present evidence relevant to the issue(s) raised. If the student desires, he/she may be assisted or represented at the hearing by one or more persons of his/her choice, including an attorney, at the student's expense.

The hearing shall be conducted by a person (or persons) designated by the Registrar's Office who does not have direct interest in the outcome of the hearing. The decision of the hearing officer or panel shall be final, shall be based solely on the evidence presented at the hearing, and shall be in writing, summarizing the evidence and stating the findings of fact and conclusions which support the decision. The written report shall be mailed to the student and any concerned party no later than thirty (30) calendar days after the date of the hearing.

If the hearing officer of pane determines that the Education Records at issue are inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, the Education Records shall be amended in accordance with the decision and the student shall be so informed in writing.

If the hearing officer of panel determines that the Education Records at issue are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, the student may place in the Education Records a statement commenting on the information in the Education Records, or a statement setting forth any reasons for disagreeing with the decision of the hearing officer or panel. The statement shall be placed in the Education Records and shall be maintained as part of the Education Records so long as the Education Records are maintained and shall be disclosed whenever the Education Records in question are disclosed.

Note: Rights of challenge cannot be used to question substantive educational judgments which are correctly recorded (e.g., course grades with which the student disagrees).

A student who believes that the determination made concerning his/her challenge was unfair or not in keeping with the of this Policy or the Act may request, in writing, assistance from the Dean of Academic Affairs of the College to aid him/her in filing a complaint with the Family Policy and Regulations Office, U.S. Department of Education, 400 Maryland Avenue, Washington, D.C. 20202-46045.

Destruction of Records

Once a student has requested access to his/her Education Records, such Records shall not be destroyed until inspection and review have been provided or, if denied, until all complaint proceedings have been completed. Subject to the foregoing condition, the obligation to maintain student statements of clarification exists only so long as the underlying Education Records are maintained. Subject to other applicable laws, policies, or regulations, the College reserves the right to dispose of Education Records when it deems appropriate.

Fair Use and Protection of Copyright

The owner of literary works, music, audio-visual works, software, games and images found on the internet are protected by federal copyright law. The unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may be subject to civil and criminal liabilities. Copyright laws allow the owners the right to control their distribution, modification, reproduction, public display and public performance. Without permission from the copyright owner, it is generally illegal to use file sharing networks to download and share copyrighted works unless 'fair use' or another exemption under copyright law applies.

Section 107 of the Copyright Act provides guidance for the use without permission of copyrighted material for the purpose of criticism, comment or teaching under certain limited circumstances. There is no blanket exception from liability for students or employees of educational institution. A review must be made to determine if the purpose for the use of copyrighted material without permission falls within 'fair use' or one of the other exceptions in the Act. Sharing of music, videos, software and other copyrighted materials is very likely not to be considered 'fair use'.

There are no explicitly defined specifications as to what may constitute fair use, but the following four factors must be considered:

- The purpose and character of the use, including whether the use is for commercial or non-profit educational use.
- The nature of the copyrighted work being used.
- The nature and the amount and substantiality of the material used.
- The effect of use on the actual or potential market for value of the work.

When in doubt as to whether using material is a copyright infringement, the copyright owner should be contacted to obtain written permission for use of the material. When in doubt, campus staff may seek guidance from the college Legal Department.

Daymar College complies with the copyright laws as applied to proprietary schools. Using and/or photocopying copyrighted material in projects by faculty, students, and staff without permission from the copyright owner is prohibited. Faculty members are required to instruct students in the proper use of licensed materials in their works and are charged with the responsibility of monitoring the work of students to ensure that they use only licensed materials in their projects. This standard applies to printed, web-published, audio, and video materials, as well as to computer software.

Emergencies

In the event of a federal, state, or local emergency or event that in the reasonable discretion of Daymar College presents a risk to the health, safety or general welfare of Daymar College's students, faculty or staff (in all such cases a "Hazardous Event") whether or not an emergency declaration or other governmental recognition of the Hazardous Event has been issued, Daymar College may make adjustments to affected programs in relation to the length or commencement date of any program term, course schedules, location of instructional delivery and/or delivery modality (e.g. in-person, online distance education, etc.), or other changes (collectively, "Program Changes") to the extent the program as modified continues to meet the established program objectives, applicable law, regulation, and government and accrediting agency policy and standards as modified by any agency policies or guidance specifically related or in response to the Hazardous Event. Daymar College will limit the duration of the Program Changes resulting from a Hazardous Event that materially modify the nature and scope of a program when, in Daymar College's reasonable discretion, the risk posed by the Hazardous Event has sufficiently subsided. STUDENT RECOURSE, AND RUSSIAN COLLEGE'S SOLE LIABILITY TO

AFFECTED STUDENTS AND/OR ANY PERSON SEEKING A RETURN OF AMOUNTS PAID, OR CANCELLATION OF AMOUNTS OWED, TO DAYMAR COLLEGE, RELATED TO PROGRAM CHANGES INSTITUTED IN ACCORDANCE WITH THIS PARAGRAPH SHALL BE LIMITED TO THE STUDENT'S EXPRESS RIGHTS TO REFUND OF TUITION AND/OR FEES UNDER THEIR APPLICABLE ENROLLMENT AGREEMENT AND OTHER APPLICABLE DAYMAR COLLEGE POLICY.

Section Three: Health/Safety Policies and Procedures

Non-Harassment Policy

The College prohibits any form of intimidation or harassment based on race, creed, color, sex, age, disability, veteran's status, national or ethnic origin, sexual orientation, gender identity, gender expression, or religion as to the learning and working environment or other treatment of its students, prospective students, associates, or prospective associates.

Definition of Sexual Harassment

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature where:

- a. Submission to such conduct is an explicit or implicit term or condition of a person's status in a course, program or activity or in admission, or in an academic decision;
- b. Submission to or rejection of such conduct is used as a basis for an academic decision; or
- c. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive work or educational environment.

Sexual violence is considered to be a form of sexual harassment and is defined as physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent to the victim's use of drugs or alcohol.

Examples of sexual harassment include, but are not limited to: unwanted sexual advances; demands for sexual favors in exchange for favorable treatment; verbal abuse of a sexual nature; graphic commentary about an individual's body, sexual prowess, or sexual deficiencies; leering; whistling; touching; pinching; assault; coerced sexual acts; suggestive, insulting or obscene comments or gestures; stalking; and displaying sexually suggestible objects or pictures. Daymar College prohibits all conduct of this nature whether or not such conduct violates any applicable laws.

Other Forms of Harassment

Verbal abuse, insulting comments and gestures, and other harassing conduct are also forbidden under this policy when directed at an individual because of his or her race, color, sex, sexual orientation, familial status, age, religion, ethnic origin, genetic marker, or disability. It is the responsibility of each employee and each student to conduct himself or herself in a professional manner at all times and to refrain from such harassment.

Any student who believes he or she has been the victim of sexual harassment, violence or denied any service or benefit because of sex discrimination may follow the steps outlined here. Students may also attempt to resolve the matter informally or immediately file a formal grievance, at the option of the student.

Sex Discrimination and Harassment Complaints

For more information on the Discrimination or Harassment Complaint Procedure, please refer to Section 2 of this catalog.

If desired, inquires or appeals beyond the institutional level may be directed to the U.S. Department of Education, Office for Civil Rights, at (800) 421-3481 or ocr@ed.gov, if you believe the school is violating Federal law. If you wish to fill out a complaint form online, you may do so at:

<http://www2.ed.gov/about/offices/list/ocr/complaintintro.html>.

Student Bill of Rights

This document outlines your rights according to the Sexual Violence Education at Institutions of Higher Education Act, should you become a victim of sexual violence.

The College understands the trauma connected with being a victim of sexual violence and promises complete confidentiality of any information you provide to a school administrator. We also promise that we will assist you in notifying any outside individuals or agencies if you so choose.

You have the right to notify the following individuals or agencies if you are a victim of sexual violence.

School administrator responsible for dealing with sexual violence:

- Please contact the Dean of Academic Affairs at the campus.
- Building Security can be reached at the front desk or by phone.
- Contact Police: 911

You have the right to request assistance from the College to make these notifications.

You have the right to obtain an order of protection, no contact order, restraining order, or similar lawful orders issued by a criminal or civil court, or enforce an order already in existence.

You have the right to request that prompt disciplinary proceeding be initiated against the accused.

You have the right to be notified of the outcome of any disciplinary actions against the accused.

You have the right to be notified of any options of changing your academic or campus living situation.

You have the right to have others present during disciplinary proceeding or other related meetings.

Policy Concerning Sexual Violence

Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. Sexual violence includes rape, sexual assault, sexual battery and sexual coercion. Sexual violence is considered a form of sexual harassment, and is therefore a form of sex discrimination. Acts involving sexual violence, sexual harassment or sex discrimination are not tolerated by Daymar College. Complaints of sexual violence should be made to the Dean of Academic Affairs or designee.

Upon learning of possible sexual violence involving a student, Daymar College will take immediate action to investigate or otherwise determine what happened. Such action may include, but is not limited to,

speaking with the alleged victim, the alleged perpetrator and other potential witness as appropriate and reviewing other evidence such as calendars, videos, phone records, etc.

If Daymar College determines that sexual violence may have occurred, Daymar College will take steps proactively designed to promptly and effectively end the sexual violence or the threat of sexual violence, prevent its recurrence, and address its effects regardless of whether the alleged actions are subject to criminal investigation.

Daymar College will use good faith efforts to protect the alleged victim from any hostile environment at the school and any subsequent harassment or retaliation. Such efforts may occur prior to the outcome of the investigation and may include:

1. Reporting any subsequent harassment or retaliation to the Dean of Academic Affairs
2. Providing an escort to ensure the alleged victim can move safely between classes and activities
3. Ensuring that the alleged victim and the alleged perpetrator do not attend the same classes
4. Providing referral to counseling services or providers
5. Providing academic support services, such as tutoring
6. Arranging for the victim to re-take a course or withdraw from a class without penalty

Reporting an Assault

In the event of an assault on campus, victims should first call 911 for immediate help. A complete report of an assault on campus should be made promptly to a campus official, preferably within 48 hours of the occurrence. Faculty, administration, and staff are required to provide immediate support and assistance to the victim. At the victim's request, the Dean of Academic Affairs or any administrator will assist victims in filing criminal charges with the appropriate law enforcement officials. In the event of an assault against a student or employee occurring off-campus, victims should call 911 to request police assistance and to report the crime in the jurisdiction in which the crime occurred. Daymar College will assist law enforcement authorities for the purposes of obtaining, securing, and maintaining evidence in connection with any alleged crime of violence committed on campus.

Reporting Health or Safety Hazard

Students should immediately report health or safety hazards to the Dean of Academic Affairs or designee. Any accident or injury, no matter how slight, must also be reported immediately.

Campus Security

The College strives to maintain a safe, crime-free environment. The College is required to have available a copy of crime statistics for distribution to every student. At each New Student Orientation the College distributes a copy of the crime statistics. Additional copies are available and can be obtained from the Student Services office and on the College's website at <http://www.daymarcollege.edu/admissions/student-information>.

The Campus Sex Crimes Prevention Act (CSCPA) is a federal law that was enacted on October 28, 2000. This law facilitates the tracking of convicted, registered sex offenders who are: 1) students of, 2) employees of, or 3) volunteers at an institute of higher education.

The CSCPA amends the Jacob Wetterling Crimes Against Children and Sexually Violent Offender Registration Act (WETTERLNG) to require sex offenders who are already required to register in a state to

provide notice, as required under state law, of each institution of higher education in that state at which the person is employed or carries on a vocation or is a student effective as of October 28, 2002.

The CSCPA also amends the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (CLERY) to require institutions of higher education to issue a statement, in addition to other disclosures required under CLERY, advising the campus community where law enforcement agency information regarding convicted sex offenders is provided by their state.

Finally, the CSCPA amends the Family Educational Rights and Privacy Act (FERPA) to state that nothing in FERPA can prohibit an institute of higher education from disclosing information provided to that institution concerning registered sex offenders.

The United States Department of Justice provides a publicly accessible database of sex offenders that are required to register. This database may be accessed at <https://www.nsopw.gov/en>.

The Ohio Attorney General's Office provides a publicly accessible database of sex offenders that are required to register. This database may be accessed at http://sheriffalerts.com/cap_main.php?office=55149.

The Tennessee Bureau of Investigation provides a publicly accessible database of sex offenders that are required to register. This database may be accessed at <https://www.tn.gov/tbi/general-information/redirect-tennessee-sex-offender-registry-search/sex-offender-registry-search.html>.

Drug-Free Workplace and Campus

The unlawful possession, use, or distribution of drugs or alcohol by students or associates is absolutely prohibited on the College's premises or at any of its activities or events. Violation of this policy can lead to disciplinary action up to and including dismissal from Daymar College.

Health Risks Associated with the Use of Alcohol

Short-Term Risks

- Increased risks of accidents and injuries
- Alcohol-related traffic accidents (the leading cause of death for teens)
- Alcohol slows reaction time, decreases muscle coordination, and impairs vision
- Fatal overdose
- Unconsciousness or blackout
- Death by aspiration of vomit
- Nausea
- Gastritis

Long-Term Risks

- Increased blood pressure
- Increased risk of heart attack
- Brain damage resulting in permanent psychosis
- Cancer of the mouth, esophagus or stomach
- Liver damage (cirrhosis, alcohol hepatitis, cancer)
- Ulcers and gastritis
- Pancreatitis
- Birth defects

- In males — testicular atrophy and breast enlargement
- In females — increased risk of breast cancer
- Prolonged, excessive drinking can shorten life span by ten to twelve years.

Health Risks Associated with the Use of Drugs

Amphetamines (Speed, Uppers)

- Malnutrition
- Hallucinations
- Dependence, psychological and sometimes physical

Deliriants (Aerosols, Lighter Fluid, Paint Thinner)

- Permanent damage to lungs, brain, liver, bone marrow
- Loss of coordination, confusion, hallucinations
- Overdose causing convulsions, death

Depressants (Barbiturates, Tranquilizers, Methaqualone)

- Confusion, depression, loss of coordination
- Dependence, physical and psychological
- Coma, death (caused by overdose)
- Can be lethal when combined with alcohol

Hallucinogens (LSD, PCP, DMT, STP, Mescaline)

- Hallucinations, panic, irrational behaviors (which can lead to increased risk of accidents, injuries)
- Tolerance overdose leading to convulsions, coma, death
- Possible birth defects in children of LSD users

Intravenous Drug Use

- Places one at risk for HIV infection (the virus causing AIDS) when needles are shared

Marijuana and Hashish

- Chronic bronchitis
- Decreased vital capacity
- Increased risk of lung cancer
- In men — lower levels of testosterone and increase in abnormal sperm count

Stimulants (Cocaine)

- Painful nosebleeds and nasal erosion
- Intense “downs” that result in physical and/or emotional discomfort
- Tolerance and physical dependence can develop

Narcotics (Heroin, Morphine, Codeine, Opium)

- Malnutrition
- Hepatitis
- Loss of judgment and self-control leading to increased risk of accidents, injuries
- Dependence
- Overdose leading to convulsions, coma, death

The illicit possession, use, or distribution of drugs or alcohol by any of the College’s students or associates on the College’s premises or at any of its activities may result in the following sanctions:

- Immediate expulsion from school or termination of employment.
- Referral to a counseling agency.
- Referral for prosecution to the appropriate authorities.

- Reentry may be made only at the discretion of the Director or the Dean of Academic Affairs.

Suicide Prevention Policy

Daymar College is committed to the well-being and safety of its college community. Daymar College expects and encourages students to maintain a reasonable concern for their own self-welfare and in turn, the welfare of the college community. In the event that Daymar College has reasonable cause to believe that a student attempted, will attempt, or has engaged in efforts to prepare to commit suicide, the campus may require the student to suspend their studies at Daymar College until the student can demonstrate that they have sought help or assistance from others including family, mental health professionals, support groups or any other resource that offer support around suicidality.

Students with psychological impairments that affect the student's ability to function in the college community (academically, socially or otherwise) may opt for a medical withdrawal. Students who need to be hospitalized due to a suicide attempt and/or suicidal ideation may be asked to demonstrate that they are safe by providing appropriate documentation from a licensed mental healthcare provider stating that the student can safely return to the college and is not believed by the healthcare provider to present a threat to harm himself/herself or others. Notwithstanding, the college at its discretion may set restrictions and/or conditions for the student to return to the college including receiving outside counseling and signing a safety contract.

Daymar College cannot provide the long-term psychological treatment that is necessary for students experiencing suicidal distress. Because of the serious nature of attempted suicide and/or suicidal ideation, the student's parents or other support person(s) may be contacted by the college and informed of the student's condition. The Family Educational Rights and Privacy Act (FERPA) permits college officials to contact parents without the student's consent, "if knowledge of the information is necessary to protect the health and safety of the student or other individuals." If circumstances indicate further harm may come to a student by contacting family members, other options may apply.

Health and Immunization Policy

Students are expected to maintain up-to-date immunizations and be prepared to provide proof of immunization, if required, for externship or clinical site placement. Specific immunization requirements can vary, depending upon externship or clinical site requirements.

Background Check

A national criminal background check is required for enrollment in certain programs and/or for placement at certain externship sites. Evidence of a criminal record may prevent prospective students from enrolling in these programs and/or prevent enrolled students from being placed at certain externship sites.

- In the event that a student experiences a legal issue, while within the program, it is their responsibility to disclose in writing, any legal issues, with the exception of a traffic violation, immediately should the student be enrolled in a program that requires licensure or certification. Failure to disclose information about previous drug use or previous criminal offenses could result in immediate dismissal. Failure to disclose this information could also result in a future inability to achieve licensure.

Medical Responsibility and Risks

When enrolling at Daymar College, the student accepts full financial responsibility for all medical treatment and care and/or disability costs for any illness and/or injury incurred while on campus or at an Daymar College-affiliated clinical training site. While on clinical training/practicum/internship, students will adhere to standard health policies at their respective facilities. The student understands that neither Daymar College nor the affiliated clinical training/ practicum/ internship facilities carry medical insurance or Workers' Compensation coverage for students of Daymar College. Daymar will not accept responsibility for medical or other costs incurred by sick or injured students while on an Daymar College campus or on clinical training/practicum/internship.

No Smoking Policy

Daymar College provides a non-smoking work and study environment. Smoking is only allowed in designated smoking areas outside of Daymar College facilities. This no smoking policy applies to all forms of smoking including e-cigarettes and vapor devices.

Firearms Policy

It is the responsibility of all employees, students, alumni and all others to adhere to the provisions set forth in this policy and to report any known violations of this policy to the Dean of Academic Affairs.

It is the responsibility of campus leadership to enforce compliance with this policy and to take corrective action when necessary.

Conditions/Guidelines:

- a. This Policy applies to anyone on college premises, unless otherwise prohibited by law.
- b. Firearms, including concealed weapons, are not permitted on college premises and/or at college events, except by sworn members of a law enforcement agency acting in performance of their duties and/or employees of a licensed armored car service providing contracted services to Daymar College or to college vendors and contractors (where approved by Daymar College) may carry weapons.
- c. Firearms are not permitted in any vehicle while the vehicle is parked on college property, whether said property is owned or leased by the college or provided to Daymar College for its use, except where otherwise required by law.
- d. Any employee or student who becomes aware of a violation of this policy should immediately notify the Dean of Academic Affairs, a member of management, or a member of school staff.

Violation of this policy is considered a serious offense that endangers the safety of anyone on college premises. Any person violating this policy may be required to leave college premises. Employees violating this policy are subject to discipline, up to and including termination. Students violating this policy are subject to suspension or dismissal from school.

Section Four: Student Rights and Responsibilities

Statement of Student Rights and Responsibilities

All students enrolled at Daymar College assume an obligation to conduct themselves at all times as responsible members of the campus community, to respect the personal and property rights of others, and to support the educational mission of Daymar College. Daymar College insists that its students demonstrate personal and professional integrity in addition to academic excellence.

Daymar College Ethical Code of Conduct

Students are expected to conduct themselves in an ethical, professional, and civil manner. Unprofessional behavior includes, but is not limited to, hostile or careless uses of profanity or obscenities, physical displays of anger or aggressiveness, threatening gestures or comments, violence or harassment, insubordination or persistent, disrespectful arguing, or any other illegal or unethical conduct. Unprofessional behavior may be cause for disciplinary action.

Daymar College is dedicated to the advancement of knowledge and learning, as well as to the development of responsible personal and social conduct. Each student, by registering, assumes the responsibility of becoming familiar with, and abiding by, the general standards of conduct expected by Daymar College, as well as those of their respective disciplines. By way of example, each student is expected to refrain from engaging in the following:

- Academic dishonesty of any kind with respect to examinations or coursework. This includes any form of cheating and plagiarism.
- Falsification or alteration of Daymar College documents, records, or identification cards.
- Forgery, issuing bad checks, or not meeting financial obligations to Daymar College.
- Theft or the deliberate damaging or misusing of property belonging to others or the property of Daymar College.
- The manufacture, possession, use, or distribution of any form of alcoholic beverages or illegal drugs while on Daymar College property.
- Possession, display, or use of any dangerous instrument, weapon, or explosives (certified law enforcement officers required by their employer to carry a firearm are excluded).
- Disrupting the study of others or of Daymar College activities, or interfering with the freedom of movement of any member or guest of the Daymar College community.
- Deliberate interference with academic freedom, freedom of speech, or movement of any member or guest of the Daymar College community.
- Participation in any activity that disrupts or interferes with the education of others or the orderly operation of Daymar College.
- Physical abuse, threatening acts, or harassment toward others.
- Students in all programs are also required to demonstrate behavior that conforms to standard codes of conduct of their respective disciplines.

Academic Dishonesty/Plagiarism

Plagiarism is the act of using the work of another author as one's own without giving full credit to that author. That is "stealing" someone else's work rather than giving full credit to the original author. Academic dishonesty includes plagiarism but also includes:

- Theft of someone else's work;
- Prohibited collaboration in completion of course work, including submitting someone else's creation as one's own work;
- Use of tools and resources disallowed by the instructor;
- Inappropriate submission of the same work in more than one course.

Students are expected to conduct themselves with integrity in the completion of their course work and the pursuit of their academic achievement.

The following are Daymar's policies and procedures in cases of plagiarism and academic dishonesty:

- **First Offense:** The first occurrence of plagiarism or academic dishonesty will result in a warning for the student and a grade of zero on the assignment or course work. The student will receive a written warning of the offense and a thorough explanation of plagiarism and academic dishonesty and their consequences. The warning will inform the student of the consequences of incurring further offenses.
- **Second Offense:** The student will receive a failing grade in the course involved and disqualification from receiving academic honors upon graduation. The offending student will receive a written warning of the offense and incurred penalty from an academic administrator. The warning will inform the student of the consequences of incurring a third offense.
- **Third Offense:** The student will receive a failing grade in the course involved and permanent dismissal from Daymar. The student will receive a written notification of the offense and incurred penalty from an academic administrator.

Reasons for Dismissal

Students may be dismissed from Daymar College for reasons other than those described under "Academic Dismissal" in Section Seven of this catalog. If the institution determines that a student cannot satisfactorily meet the academic, professional, or ethical expectations, the expectations detailed in the student responsibility policy, or other expectations of the program, then the student may be dismissed from Daymar College. Dismissal normally occurs when the Student Conduct Committee or Dean of Academic Affairs makes a decision for dismissal and communicates that decision to the student.

It is the responsibility of all students to be familiar with the Daymar College Ethical Code of Conduct.

Student Right to Appeal: Appeal of Disciplinary Action or Dismissal

Students have the right to appeal dismissal and disciplinary actions taken against them, as well as final decisions regarding any other dispute resolution procedure, except for dismissal due to violation of the Maximum Allowable Timeframe policy or the inability to achieve a cumulative GPA of 2.0 by the completion of their program. Students who believe they have extenuating circumstances regarding a particular matter or believe that they have been treated in an arbitrary or biased fashion and/or without adherence to Daymar College policies and procedures may file an appeal. For the purposes of this policy, "bias" shall mean inequitable treatment based upon a student's membership in a class protected from discrimination under

relevant Daymar College policy, and shall not encompass personality conflicts between student and instructor/administrator. See Section 7 of this catalog for Appeals Committee procedures.

Financial Aid: Student Rights and Responsibilities

Be a Responsible Borrower: The U.S. Department of Education published a document to help students graduate with less debt. It can be found at <https://studentaid.ed.gov/sa/sites/default/files/responsible-borrower.pdf>.

Term Course Load: Changes in enrollment may also affect the amount of financial aid that is paid. Notify the financial aid office of any changes to your class schedule if they differ from your estimated financial aid plan.

Academic Progress: You must maintain satisfactory academic progress, as described in the catalog, in order to receive Title IV funding.

Awards: Awards may be revised. If your awards are revised, revisions will be posted to your Daymar student portal. You may request a paper copy of your Estimated Financial Aid Plan.

Complete Term: If you do not complete the term, you may be required to repay all or part of funds credited to your student account.

Credit Balances: If a credit balance on your student account results for the application of Title IV aid, the credit balance will be handled according to Allocation of Title IV Credit Balance form that you have signed.

Disbursements: Checks for credit balances are issued in a timely manner, within 14 days of the date of availability. Your Federal awards, except for Federal Work Study, are disbursed directly to your student account as soon as funds are available from the funding source - the U.S. Department of Education

Delivery of Funds: Your funds are delivered to the school by the funding source (for example, the federal government). Funds are not always available at the beginning of each term.

Eligibility: You must meet all eligibility requirements for each type of award offered to you. Your eligibility will be reviewed each term and at each disbursement.

Grant Awards: Typically, grants do not have to be repaid. However, if you receive excess grant funds or if you do not complete the term and maintain satisfactory academic progress, you may be required to repay all or part of your grant funds.

Failure to Repay: Failure to repay your student loan can negatively impact your credit rating, your eligibility for Title IV aid in the future and, in some cases, your future employment. Failure to repay is serious.

Loan Awards: Loan awards must be repaid in full, including applicable interest.

Loan Disbursements: Federal loan funds are processed through electronic funds transfer. A notice will be sent to your student portal, when disbursements are received. You have the right to cancel all or part of a loan within a specified time frame.

Loan Fees: Federal Stafford and PLUS loans are subject to origination fees. Generally, net disbursement is 1 percent less than gross amount of loan. Gross amount must be repaid.

Daymar Grants: The Daymar Grant Fund Source(s) does not carry a cash value; therefore no refunds/stipend/loan advance check will be issued from this fund source.

Title IV Awards: Title IV awards are funded by the federal government. They include Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Work Study, Federal Stafford Loan, Federal PLUS loan.

Section Five: Admission Policies

Admission Procedures and Conditions

Applicants applying for admission to Daymar College (“the College”) are required to:

- Complete all enrollment documents including the application and enrollment agreement along with the College disclosure forms as applicable. Applicants under the age of 18 are required to obtain a parent or legal guardian signature on the enrollment agreement and other enrollment documents.
- Provide proof of high school diploma or a General Educational Development diploma (GED), or its equivalent as determined by the College. An example of an equivalent is an earned degree from an accredited postsecondary institution. Any international transcript or diploma must be evaluated for equivalency by a NACES approved transcript evaluation agency.
- Attend a Career Planning Session.
- Complete the Online Readiness Assessment.
- Complete, under Program Specific Requirements, programmatic requirements as indicated below.
- Provide proof of immunization (This applies only to Tennessee ground campuses that have a student population of 200 or more)

Admission to the College is based upon the applicant’s meeting the above requirements, a review of the applicant’s previous educational records, and a review of the applicant’s career interests. If previous academic records indicate that the College’s education and training would not benefit the applicant, the College reserves the right to advise the applicant not to enroll.

It is the responsibility of the applicant to ensure that the College receives all required documentation, and all records provided become the property of the College. No action upon an application for admission will proceed without the required documentation.

Based on the College policies and class availability, you may be able to enroll beyond the first day of classes. Contact the College’s Admissions Department for more information.

Readmission Process after Withdrawal/Dismissal

Students who have been withdrawn from Daymar College for a period of greater than one year must reapply for admission and will be subject to the admissions requirements in effect at the time of reapplication. These applicants must submit the materials required by the campus and program to which they are reapplying.

Students who have been dismissed from Daymar College or denied an appeal may apply for readmission one year after the term/session in which dismissal occurred or the appeal denied, but must provide demonstrable evidence of likely academic success to be considered. Students who have been dismissed from Daymar College and not readmitted to a program of study are prohibited from taking coursework at any Daymar College location. Students who have been dismissed from Daymar College due to Maximum Time Requirement (MTF) or the inability to achieve the minimum required cumulative GPA may not apply for readmission.

Students who are readmitted after an absence of one year or more must complete all requirements of the program in the year of readmission. This may require additional course work, replacement of courses that have been substantially modified, and/or other academic requirements.

Reinstatement After Administrative Withdrawal for Non-Continuous Enrollment

Students who are administratively withdrawn from Daymar College for failing to remain continuously registered may request reinstatement if the period of absence is less than one year. If the request for reinstatement is granted, students will continue in their existing program of study unless changes required by accrediting or regulatory bodies have been enacted during the period of absence. In such cases, the student will be required to complete the program with any such modifications.

Readmission after Extended Absence

Students who have been withdrawn from the school for more than ten years will be required to have all prior coursework re-evaluated for determination of relevancy to current practice. Faculty members appointed by the campus Dean of Academic Affairs or Program Director will conduct the evaluation of coursework.

Proof of Graduation

Official proof of graduation includes an official high school transcript or official documentation of high school graduation equivalency. An initial admission decision can be made on the basis of an unofficial proof of graduation, with the exception of an international proof of graduation, which requires equivalency evaluation by a NACES approved transcript evaluation agency.

Acceptable forms of unofficial proof of graduation include the following:

- Copy of high school transcript showing date of graduation
- Copy of high school diploma
- Copy of form DD214 indicating high school graduation status
- Letter from student's high school verifying graduation status
- Copy of GED completion documentation
- Copy of transcripts from an accredited post-secondary institution indicating graduation from said post-secondary institution

Official or unofficial proof of graduation must be received prior a student beginning class. Title IV aid will not be disbursed and charges may not be assessed until verification of graduation or completion has been received by the College. Official proof of graduation must be received not later than the end of the student's first term/session of enrollment. Failure to provide official proof of graduation within 12 weeks of the student's enrollment start date will result in cancellation of enrollment. If charges are assessed and the enrollment is cancelled, the charges will be reversed.

Program Specific Requirements

Medical Massage Therapy Program - Ohio

Students must be licensed to practice in the field of massage therapy. Therefore, before an applicant is accepted into the **Medical Massage Therapy Program**, a criminal background check must be received by the College. In the event the criminal background check contains any evidence that the applicant has been convicted of, entered a plea of no contest or guilty to, or received deferred adjudication for crimes or offenses, the applicant may not be admitted into the Medical Massage Therapy Program.

Medical Massage Therapy Program - Tennessee

Students must be at least eighteen (18) years old; must be legally entitled to live and work in the United States; and must not have been convicted of the offense of prostitution or sexual misconduct.

Students must be licensed to practice in the field of massage therapy. Therefore, before an applicant is accepted into the **Medical Massage Therapy Program**, a criminal background check must be received by the College. In the event the criminal background check contains any evidence that the applicant has been convicted of, entered a plea of no contest or guilty to, or received deferred adjudication for crimes or offenses, the applicant may not be admitted into the Medical Massage Therapy Program.

Background Check Requirements

Before an applicant is accepted into the **Criminal Justice Program, Dental Assisting Program, Medical Assisting - Clinical Program, Medical Massage Therapy Program, or Pharmacy Technology Program**, a national criminal background check must be received by the College. In the event the national criminal background check contains any evidence of a felony conviction, the applicant may not be admitted into these programs.

Immunization Requirements

This requirement applies only to Tennessee ground campuses that have a student population of 200 or more

Applicants enrolling are required to provide immunization documentation. Immunization is defined as measles, mumps, rubella, and varicella. An applicant may start classes after receiving the first dose of each required vaccine. The student must provide documentation of receiving the second dose prior to the start of their second term. The student may be withdrawn from Daymar for failure to provide required immunization documentation.

Admission Decisions

Admissions Appeal Policy

Applicants who are denied admission into a program may appeal the decision in writing to the Vice President of Academics within fifteen (15) business days of the date the applicant received notice of the applicant's denial of admission with the exception of Medical Massage Therapy as listed above. The decision of the appeal is made by the Vice President of Academics and that decision is final.

Late Admission

Daymar College recommends that applicants apply well before their expected program start date to allow sufficient time to complete all necessary requirements for admission. Daymar College may allow a student to start classes after the beginning of an academic session if the student completes all admission requirements and begins class within the add/drop period.

Early Acceptance

Early Acceptance may be granted to an applicant who is otherwise qualified for admission, but who has not yet earned the degree required for admission (e.g., a student currently enrolled in high school who is applying for a diploma or associate's or completed the TOEFL® examination). To qualify for early

acceptance, the applicant must provide a transcript or other documentation that he/she is in the final year of the required diploma or degree program. Prior to starting classes, the applicant must demonstrate that all admission requirements have been satisfied and provide a transcript documenting receipt of the diploma or degree.

Section Six: Financial Policies and Assistance
Tuition and Fees – Effective April 13, 2021

Program	Credential	Tuition per 6 Week Term	Total Tuition
Billing & Coding Specialist	Diploma	\$2,793.50	\$22,348.00
Dental Assisting	Diploma	\$2,793.50	\$16,761.00
Medical Assisting – Clinical	Diploma	\$2,793.50	\$22,348.00
Pharmacy Technology	Diploma	\$2,793.50	\$25,141.50
Accounting	Associates	\$2,793.50	\$33,522.00
Business Management	Associates	\$2,793.50	\$33,522.00
Criminal Justice	Associates	\$2,793.50	\$33,522.00
Pharmacy Technology	Associates	\$2,793.50	\$33,522.00
Business Management	Bachelor	\$2,793.50	\$64,250.50
Criminal Justice	Bachelor	\$2,793.50	\$64,250.50
Healthcare Administration – Billing & Coding Specialist	Bachelor	\$2,793.50	\$64,250.50

Effective for students beginning September 14, 2021 or after:

Program	Credential	Tuition per Payment Period	Total Tuition
Medical Massage Therapy – 750 clock hours (Nashville, TN campus only)	Diploma	1 st payment, 500 clock hours: \$6,500.00 2 nd payment, 250 clock hours: \$6,500.00	\$13,000
Medical Massage Therapy – 750 clock hours (Columbus, OH campus only)	Diploma	1 st payment, 505 clock hours: \$6,500.00 2 nd payment, 245 clock hours: \$6,500.00	\$13,000.00

Term charges are the comprehensive costs except for certain fees that may not apply to every student. Examples include, but are not limited to, proficiency exam fees, transcript fees, returned check fees, photocopy fees, unreturned test book fees, and facsimile fees. If the student withdraws from the College,

all balances owed to the College are immediately due and payable, including any financial assistance funds that have not been received by the College. Any balances not paid on time are subject to late charges, collection costs, and attorney's fees. Any financial assistance the student receives will be applied to the charges for the term in which the financial assistance is received, and any overpayment will be applied to the next term's charges or in accordance to regulatory requirements. The student is expected to pay in full, before commencement of classes, including all charges for any courses retaken due to a failing grade.

Students' Financial Aid Rights and Responsibilities

- Students have the right to obtain information about financial assistance programs available at the College.
- Students have the right to discuss financial aid decisions with personnel in the Financial Services Department.
- Students have the right to appeal financial aid decisions.
- Students are responsible for following application and/or reapplication procedures.
- Students are responsible for informing the Financial Services Department of any change in their enrollment status.

Federal Financial Aid Programs

Financial aid programs are available at Daymar College ("the College") to provide assistance to qualifying students for their education. Grants, loans, and part-time employment may be available in a variety of combinations to meet the difference between the amount students and their families can reasonably be expected to provide and the cost of attending the College. Most financial aid programs are paid on a payment period basis, as defined by the Department of Education. Assistance in applying for these programs are provided through the Financial Services Office and visiting <https://studentaid.ed.gov/sa/fafsa>

Federal Programs	Types of Aid	Program Details
Federal Pell Grant	Grant: does not have to be repaid	For undergraduates with financial need who have not earned Bachelor's or professional degrees; in some cases, however, a student enrolled in a post baccalaureate teacher certification program might receive a Federal Pell Grant. A student can receive a Federal Pell Grant for no more than 12 semesters or the equivalent (roughly six years).
Federal Supplemental Educational Opportunity Grant (FSEOG)	Grant: does not have to be repaid	For undergraduates with exceptional financial need; Federal Pell Grant recipients take priority; funds depend on availability at school.
Federal Work Study	Money earned while attending school; does not have to be repaid	For undergraduate and graduate students; jobs can be on campus or off campus; students are paid at least federal minimum wage; funds depend on availability at school.
Direct Subsidized Loan	Loan: must be repaid with interest	For undergraduate students; U.S. Department of Education pays interest while borrower is in school and during grace and deferment periods; student must be at least half-time and have financial need; First-time borrowers may not receive this type of loan for more than 150% of the length of their program of study; and U.S. Department of Education may stop paying their interest if they exceed that limit.

Direct Unsubsidized Loan	Loan: must be repaid with interest	For undergraduate and graduate students; borrower is responsible for all interest; student must be at least half-time
Direct PLUS Loan	Loan: must be repaid with interest	For parents of dependent undergraduate students and for graduate or professional students; borrower is responsible for all interest; student must be enrolled at least half-time; financial need is not required;

More information relating to terms and interest rates for loans and/or other federal aid programs can be found at <https://studentaid.ed.gov/sa/>.

State Programs

Daymar participates in a variety of state sponsored grant and scholarship programs. Please visit your state postsecondary website and/or come by the College Financial Services department to determine eligibility.

Students who have a physical or mental disability which is a handicap to employment may be eligible for sponsored training services through their state government agency. Students should consult the local office of the Bureau of Vocational Rehabilitation for more information.

Private or Alternative Loans

Some private lenders provide student loan resources outside of the federal loan programs. Rules and eligibility vary so contact the specific lender or come by the College Financial Services Office for additional information.

Veteran’s Administrations Benefits and Other Military Programs

The U. S. Department of Veteran’s Affairs (VA) determines eligibility of each student and program of study. Application forms are available at www.benefits.va.gov/gibill/. Once eligibility has been determined by VA (Certificate of Eligibility issued), please contact the College Financial Service Office for additional information. The College participates in VA Chapters:

- Chapter 30 (Active Duty GI Bill®)
- Chapter 1606 (Reserve GI Bill®)
- Chapter 1607 (REAP Reserve Educational Assistance Program)
- Chapter 31 (VA Vocational Rehabilitation)
- Chapter 35 (Dependents Educational Assistance DEA)
- Chapter 33 (Post 9/11 GI Bill®)

It is required that any student utilizing VA Education Benefits provide Daymar all college transcripts within their first two terms for evaluation. Failure to do so may result in the inability to use those benefits.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <http://www.benefits.va.gov/gibill>.

Daymar College permits any covered individual* to attend or participate in the course of education during the period beginning on the date on which the individual provides the College with a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the institution.
2. 90 days after the date the institution certified tuition and feeds following the receipt of the certificate of eligibility.

The College will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or require that a Chapter 31 or Chapter 33 recipient borrow additional funds to cover the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment by the U.S. Department of Veterans Affairs.

*A covered individual is any individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill benefits.

Tuition Assistance Procedures

1. Soldiers' TA enrollment requests must be submitted and approved through www.GoArmyEd.com prior to the course start date; any enrollments requested on or after the class start date will be approved as Soldier funded.
2. TA is requested on a course-by-course basis, and each course must be part of an approved degree program.
3. Go Army Ed will notify the Soldier, whether the TA is approved or not. If the TA request is not approved, Go Army Ed will advise the Soldier of the reason and next steps.
4. All drops/withdrawals must take place through Go Army Ed. Soldiers who do not successfully complete a class will be required to repay the TA. Soldiers who are unable to successfully complete a class due to military reasons must request a Withdrawal for Military Reasons through Go Army Ed and complete all required steps to ensure that they will not be charged.
5. If the Soldier wishes to take a class with a school that does not participate in the electronic Go Army Ed class schedule, a TA Request Authorization form must be completed in Go Army Ed. The TA Request Authorization will be routed to an Army Education Counselor to be reviewed and approved. Soldiers should allow extra time for this. *If the TA Request Authorization is approved, the Soldier will be notified by email. Soldiers must print the approved TA Request Authorization form in Go Army Ed, provide it to the school and enroll directly with the school.*
6. Soldiers must acknowledge and electronically sign the TA Statement of Understanding (TA SOU) each term/session they wish to use TA.

Tuition Assistance Rates/Fees

The Department of Defense (DoD) has directed a uniform per term/session hour cap of \$166 for tuition assistance (TA) and an annual ceiling of \$2656. The Services are authorized to establish Service specific eligibility criteria to manage TA funds. The Army will pay 100 percent of tuition costs up to the DoD term/session hour cap, of \$166 per term/session hour cap, for up to 16 term/session hours of TA funded courses per fiscal year.

https://goarmyed.com/public/public_money_for_college-tuition_assistance.aspx

<http://www.military.com/education/money-for-school/tuition-assistance-ta-program-overview.html>

Daymar Grants

Daymar grant programs are designed to assist students who meet admissions requirements and wish to attend Daymar, but require additional financial assistance in order to be able to attend college. Grant programs listed below can be awarded concurrently unless otherwise noted. Grants will be applied to the student's account after the payment of federal, state, military and/or agency funding. The award amounts are determined by Director of Financial Services. Tuition, fees, and refund policies as described in the catalog apply to these grant programs. A student may not receive any Grant in combination with other student aid in excess of tuition and fees. Grants are part of the total Financial Aid package, offered and monitored by the Director of Financial Services. If a student is awarded a Grant and elects to receive Federal Student Aid, including grants and loans in excess of tuition and fees, the Grant award may be reduced or revoked. The maximum timeframe for each grant awarded is 150% of the published length of the program enrolled beginning from the initial term and program in which the grant was awarded, General Requirements for each program are:

General Requirements for each program are:

- Be enrolled at Daymar in any approved program, and
- Complete the application process for Title IV assistance, and
- Maintain Satisfactory Academic Progress as stated for Title IV eligibility and as defined by Daymar, and
- Present documentation of eligibility for specific grant programs (if applicable).

Institutional Grant*

The recipient must:

- Be enrolled in four or eight quarter credits hours in a payment period
- The effective date of grant is Spring 2019; Daymar College will reevaluate each year before the start of its Spring term to determine continuation of the grant

The total grant is a maximum of \$1,384.25 for a student taking four quarter credit hours and \$2,168 for a student taking eight quarter credit hours per payment period and there is a \$6500 lifetime maximum per student.

*NOTE: The Institutional Grant is only available to students attending Daymar College locations in Tennessee

American Working Spirit Grant

The recipient must:

- Be an agency approved dislocated worker through the Workforce Investment Act.

The total grant is a minimum of \$500 per payment period and a maximum of \$5,000 per payment period. The American Working Spirit Grant has a total annual funding base of \$70,000, which is provided for in the operating budget for Daymar. The grant cannot be combined with other institutional grants.

Elevate Grant

The recipient must:

- Be partial Pell eligible under the Federal Pell Grant Program based on the calculated Expected Family Contribution number.

The total grant is a minimum of \$100 per class, up to a maximum of \$400 per payment period. The Elevate Grant has a total annual funding base of \$750, 000 which is provided for in the operating budget for Daymar.

Neighborly Grant

The recipient must:

- Have applied for or missed the opportunity to apply for current award year grant from their respective State and/or be ineligible to receive any State issued grant funds.

The total grant is a minimum of \$50 per class, up to a maximum of \$200 per payment period The Neighborly Grant has a total annual funding base of \$1,000,000 which is provided for in the operating budget for Daymar.

Here for You Grant

The recipient must:

- Have attended a closed school and have successfully completed the enrollment process for any program as defined by the current catalog.

The exact amount for the award is a minimum of \$500 per payment period. The maximum award is \$3000 per student. Grant must only be applied to tuition cost and cannot be used with any other institutional grant or scholarship. The Here for You grant has a total annual funding base of \$750,000, which is provided for in the operating budget for Daymar College.

Onward Grant

The recipient must:

- Be Pell ineligible under the Federal Pell Grant Program due to the calculated Expected Family Contribution number.

The total grant is a minimum of \$200 per class, up to a maximum of \$800 per payment period. The Onward Grant has a total annual funding base of \$2,500,000 which is provided for in the operating budget for Daymar.

American Pride Grant

The recipient must:

- Be on active military duty, or
- Be a Wounded Warrior*.
- Have been honorably discharged.

The exact amount of the award will be based on an individual assessment of the student's military and agency award. This grant cannot be awarded with any other military affiliated grant. The amount is not to exceed \$4000.00 per payment period The American Pride Grant Program has a total annual funding base of \$50,000.00 and is funded separately and apart from the operating budget for the College.

** A Wounded Warrior is any disabled veteran who has served since September 11, 2001, has less than 20 years of military service and has received either a Memorandum Rating of thirty percent (30%) or greater from their service Physical Evaluation Board or a VA service-connected disability rating of thirty percent (30%) or greater,*

National Guard/Reservist Grant

The recipient must:

- Be an active duty national guard member, or
- Be a reservist.

The total grant is \$250.00 per payment period for at least a half time enrollment with a \$2,000.00 lifetime maximum per student. This grant cannot be awarded with any other military affiliated grant. The National

Guard/Reservist Grant has a total annual funding base of \$50,000.00 and is funded separately and apart from the operating budget for the College.

Veteran Grant

The recipient must:

- Be a honorably discharged veteran and /or Wounded Warrior*, or
- Be a spouse/widow of a honorably discharged veteran and/or Wounded Warrior*, or
- Be a dependent child, age 25 or under, of an honorably discharged veteran and/or Wounded Warrior*.

The exact amount is \$125.00 per payment period for at least a half time enrollment with a \$1,000.00 lifetime maximum per student. The Veteran Grant Program has a total annual funding base of \$50,000.00 and is funded separately and apart from the operating budget for the College.

*A Wounded Warrior is any disabled veteran who has served since September 11, 2001, has less than 20 years of military service and has received either a Memorandum Rating of thirty percent (30%) or greater from their service Physical Evaluation Board or a VA service-connected disability rating of thirty percent (30%) or greater

Tuition Assistance Grant (TAG)

The recipient must:

- Be enrolled at the College in any approved degree program
- Be eligible for Tuition Assistance and provide approval to the College prior to signing an Enrollment Agreement
- Complete the Federal Assistance of Federal Student Aid (FAFSA) for Title IV assistance
- Remain eligible with the Department of Defense and provide the College a copy of the Tuition Assistance Statement of Understanding (TA SOU) each term/session

The student's Tuition Assistance Grant will be limited to the fiscal year (October to September) cap of \$2,656 and payment of grant will not exceed Tuition Assistance payment up to direct cost of tuition.

The exact amount of the Tuition Assistance Grant will be based on an individual assessment of the student's military award and other available funding. The grant will be applied to the student's account **after** the payment of federal and state grants, and military and/or agency funding.

The Tuition Assistance Grant has a total annual funding base of \$70,000, and is funded separately and apart from the operating budget for the College.

Daymar Scholarships

All academic scholarships are reserved for students who exhibit above average academic performance. The applicant must meet all other admissions requirements for attending the College in addition to the specific scholarship requirements. Scholarships will be awarded to the first applicants each term/session who meet all eligibility requirements. All scholarships must be approved by the College Scholarship Selection Committee, which includes the Financial Services Officer, Director of Financial Services, and the Dean of Academic Affairs. No more than one Daymar Scholarship per payment period will be awarded to any applicant. A student may not receive any Daymar scholarship in combination with other student aid in excess of the tuition and fees. The Daymar scholarships are part of the total financial aid package, offered and monitored by the Director of Financial Services. If a student is awarded a Daymar scholarship and elects to receive federal student aid, including grants and loans in excess of the tuition and fees, the Daymar scholarship may be reduced or revoked. The maximum timeframe for each scholarship awarded is 150%

of the published length of the program enrolled beginning from the initial term and program in which the scholarship was awarded.

General Requirements for each program are:

- Be enrolled at Daymar in any approved program, and
- Complete the application process for Title IV assistance, and
- Complete and Submit a Scholarship Application prior to the published drop/add period for the initial term enrolled, and
- Maintain Satisfactory Academic Progress as stated for Title IV eligibility and as defined by Daymar and
- First-time, full-time students (12 credit hours or more) enrolled in a degree programs (unless otherwise specified), and
- The student must maintain a grade point average of at least 3.0 each term/session in order to continue to receive the scholarship the following term/session. If a student falls below a 3.0 grade point average for a given term, their scholarship will be suspended until a cumulative grade point average of 3.0 is attained.

Alumni Scholarship

Application and supporting documentation for the Alumni Scholarship must be filed with the Director of Admissions upon enrollment.

The recipient must:

- Be a graduate of Daymar College in either a diploma or associate level program with a grade point average of 3.0 or higher;
- Meet admissions requirements and be admitted as a full-time degree-seeking student;
- Maintain Satisfactory Academic Progress.

Award:

- Graduates who re-enroll in a Daymar higher credential program immediately (the next term start date) after fulfilling graduation requirements are eligible for up to \$1,500 per academic year.
- Graduates who re-enroll in a Daymar higher credential program within one (1) calendar year after fulfilling graduation requirements are eligible for up to \$1,000 per academic year.
- Graduates who re-enroll in a Daymar higher credential program greater than one (1) calendar year after fulfilling graduation requirements are eligible for up to \$500 per academic year.

Scholarship is non-transferable.

Director's Scholarship

The recipient must:

- Be a high school student entering the College immediately (within one academic year) following high school graduation, and
- Have a minimum high school grade point average of 3.25 to a 3.4 (on a 4.0 scale), or
- Have an ACT score of 23 or higher, and
- Receive a written recommendation from the high school principal or guidance counselor and at least one (1) teacher on school letterhead.

The exact amount for the award is \$500.00 per payment period. The maximum award is \$5,000 per student.

Presidential Scholarship

The recipient must:

- Be a high school student entering the College immediately (within one academic year) following high school graduation, and
- Have a minimum high school grade point average of 3.5 (on a 4.0 scale), or have an ACT score of 23 or higher, or
- Be in the top 10 percent of the high school graduating class, and
- Receive a written recommendation from the high school principal or guidance counselor and at least one (1) teacher on school letterhead.

The exact amount for the award is \$1000 per academic year. The maximum award is \$10,000 per student.

Private Scholarships and Grants

Many foundations, corporations, churches, and service organizations provide funds for student financial aid. Students generally apply directly to the potential donor. The College will be happy to work with any organization. Please visit your Financial Services Department for more details.

Financing Options

The College offers in-school and out- of school payment plans to help ease the cost of education. Please visit the Financial Services Department for terms and conditions.

Refund Adjustment Policy

Refund Policy

Institutional and State Grant refunds are determined by the schedules below. No refund will be given upon withdrawal from individual courses after Drop/Add Period. If a student withdraws from a course, they do not receive a refund for that course as long as they continue their enrollment. Under the pro-rata term tuition refund schedule, Daymar retains a pro- rata percentage of tuition up through 60% of the term (based on the number of weeks the Student has been in attendance that term) and refunds the remainder. The refund computation is based on the students last day of attendance. If the student withdraws from Daymar and therefore withdraws from all courses, then a Return to Title IV funds calculation is performed to determine the correct refund based on the date of withdrawal. All refunds will be made within forty-five (45) days from the time Daymar determines the student has withdrawn.

Refund Schedule for All Students Except Medical Massage Therapy

Percentage of Tuition Owed by a Withdrawing Student – 6 Week Terms	
First Week	17%
Second Week	33%
Third Week	50%
Fourth Week and thereafter	67%
Fifth Week through end of term	100%

Refund Schedule for Medical Massage Therapy Students – 750 Clock Hour Program

Percentage of tuition owed by all students within each clock hour increment of the 750 clock hour schedule:

Percentage of Tuition Owed by a Withdrawing Student	
0-40 Hours	11%
41-85 Hours	22%
86-125 Hours	33%
126-165 Hours	44%
166-205 Hours	55%
206-221 Hours	59%
222-375 Hours	100%

All institutions participating in the United States Department of Education Student Financial Aid Programs (SFA) are required to use a statutory schedule to determine the amount of SFA Program funds a student has earned when he/she ceases attendance based on the period the student was in attendance. The Higher Education Act of 1998, as amended, in general, requires that if a recipient of SFA Program assistance withdraws from Daymar during a payment period or period of enrollment in which the recipient began attendance, Daymar must calculate the amount of SFA Program assistance the student did not earn and those funds must be returned.

Up through the 60% point in each payment period or period of enrollment, a pro-rata schedule is used to determine how much SFA Program funds the student has earned at the time of withdrawal from Daymar. After the 60% point in the payment period or period of enrollment, a student has earned 100% of the SFA Program funds. The percentage of the payment period or period of enrollment completed is determined by the total number of calendar days in the payment period or period of enrollment (denominator) for which assistance is awarded, divided into the number of calendar days completed in that period as of the day the student withdrew (numerator). Scheduled breaks of at least five (5) consecutive days are excluded for the total number of calendar days in a payment period or period of enrollment and the number of calendar days completed in that period. Daymar must return the lesser of the amount of SFA Program funds that the student does not earn, or the amount of institutional costs that the student incurred for the payment period or period of enrollment multiplied by the percentage of funds that was not earned. The student (or parent, if a Federal PLUS loan) must return or repay, as appropriate, any SFA funds in accordance with the terms of the loan as well as the remaining unearned SFA Program grant (not to exceed 50% of the grant) as an overpayment of the grant.

Please note that the student may have an outstanding balance due to the school that is greater than that which was owed prior to withdrawal and refund calculations. Individual calculations are available upon request in the financial aid office.

Refund of Ohio College Opportunity Grant (OCOG)

Daymar uses the OCOG Calculators for determining the amount of the OCOG refund. The calculators can be found at <https://www.ohiohighered.org/ocog/calc>.

Return of Title IV Aid

All institutions participating in the United States Department of Education Student Financial Aid Programs (SFA) are required to use a statutory schedule to determine the amount of SFA Program funds a student has earned when he/she ceases attendance based on the period the student was in attendance. The Higher Education Act of 1998, as amended, in general, requires that if a recipient of SFA Program assistance withdraws from Daymar during a payment period or period of enrollment in which the recipient began attendance, Daymar must calculate the amount of SFA Program assistance the student did not earn and those funds must be returned.

Up through the 60% point in each payment period or period of enrollment, a pro-rata schedule is used to determine how much SFA Program funds the student has earned at the time of withdrawal from Daymar. After the 60% point in the payment period or period of enrollment, a student has earned 100% of the SFA Program funds. The percentage of the payment period or period of enrollment completed is determined by the total number of calendar days in the payment period or period of enrollment (denominator) for which assistance is awarded, divided into the number of calendar days completed in that period as of the day the student withdrew (numerator). Scheduled breaks of at least five (5) consecutive days are excluded for the total number of calendar days in a payment period or period of enrollment and the number of calendar days completed in that period. Daymar must return the lesser of the amount of SFA Program funds that the student does not earn, or the amount of institutional costs that the student incurred for the payment period or period of enrollment multiplied by the percentage of funds that was not earned. The student (or parent, if a Federal PLUS loan) must return or repay, as appropriate, any SFA funds in accordance with the terms of the loan as well as the remaining unearned SFA Program grant (not to exceed 50% of the grant) as an overpayment of the grant.

Please note that the student may have an outstanding balance due to the school that is greater than that which was owed prior to withdrawal and refund calculations. Individual calculations are available upon request in the financial aid office.

In the event a student withdraws prior to the disbursement of Title IV funds, loan eligibility earned but not yet disbursed will be offered to the withdrawn student within 30 days. Once the withdrawn student is notified, they will have 14 days to respond to either accept or decline the funds. Grants must be disbursed within 45 days.

Once a Return of Title IV calculation has been completed for a withdrawn student, the calculation may display either a credit balance owed to the student (or parent, if Federal PLUS loan) or a balance owed by the student. In the event where the withdrawn student has a credit balance on their account, the College will disburse the funds to the withdrawn student (or a parent, if a Federal PLUS loan) within 14 days after the Return of Title IV calculation is completed. If the Return of Title IV calculation results in an amount to be returned that exceeds the school's portion, the student must repay the balance of those funds.

Verification Policy

Students may be selected on a random basis by the federal government or the Financial Services Department to verify certain items that were submitted on their Free Application for Federal Student Aid (FAFSA). Failure to submit the requested documentation will cause the student to forfeit entitlement to the financial aid. Students needing to correct their Student Aid Reports (SAR) as a result of verification will be notified. The student has 14 days business days to submit verification documents. Once documentation is received, the financial services department will compare data elements and correct elements (if necessary). If the EFC and other Title IV aid amounts changes as a result of verification, the financial services department will notify the student immediately.

Payment/Document Delinquency Policy

Students must satisfy all their financial obligations to the school prior to the last day of the current term in which they are enrolled. It is expected that the student will comply by providing all necessary financial aid paperwork requested. If monthly payments are budgeted, payment(s) are to be made on or before the statement due date to maintain satisfactory financial progress. Satisfactory financial progress is defined as on time payment (s) of all financial obligations to the school.

If a student fails to meet his/her financial obligations, he/she will receive a warning by both letter and e-mail, and the student has seven (7) calendar days to cure. If the financial situation is not immediately satisfied, the student will be placed on Financial Probation. Should the terms and conditions of the probation not be met, the student can be withdrawn for financial reasons. The student may appeal being financially withdrawn within two (2) business days by submitting a written request to the Director of Financial Services which includes the following applicable information:

- A reason for the delinquent payments/documents with supporting documentation.
- A written plan outlining how payments will be brought current.
- A reason financial aid paperwork was not submitted timely.
- A written plan outlining when financial paperwork will be received.

The appeal will be reviewed within two (2) business days by the Financial Appeals Board. The Financial Appeals Board is comprised of the Dean of Academic Affairs, Director of Financial Services, and Accounts Receivable Specialist. The Financial Appeals Board decisions are delivered in writing to the student via mail within three (3) business days. If the appeal is approved, the student may return to class immediately, if not approved, the student's withdrawal stands.

Textbooks and Workbooks Policy

Please note that students are not required to purchase his/her books from the College. Initial sets of books per term are included with tuition for students who enroll in programs with all-inclusive pricing. Textbooks are provided to students either in an ebook or physical format. Detailed information, relating to textbooks, workbooks, and course materials are available online via the College's Student Portal. All questions and inquires on textbooks should be directed to the campus Dean of Academic Affairs or the Instructor. E-book are typically available for up to 2 years and the length of the availability after 2 years is depended upon the publisher.

Application Not Accepted Policy

If the applicant is not accepted, any advanced tuition will be refunded.

Student Right to Cancel

The applicant/student may cancel their application or enrollment without penalty or financial obligation under any of the following circumstances:

1. Within five (5) days of signing the enrollment agreement.
2. Within three (3) business days following either the regularly scheduled orientation procedures or following a tour of the school facilities and inspection of equipment where training and services are provided.
3. Prior to the commencement of classes.
4. By the end of the drop/add period.

Section Seven: Academic Policies and Procedures

ACADEMIC CALENDAR

For all programs except Medical Massage Therapy:

Term Start Date	Term End Date	Breaks/Holidays
December 2, 2021	January 28, 2022	<ul style="list-style-type: none"> December 22, 2021 through January 4, 2022 January 17 and 18, 2022 January 29, 2022 through February 6, 2022
February 7, 2022	March 18, 2022	<ul style="list-style-type: none"> N/A
March 21, 2022	April 29, 2022	<ul style="list-style-type: none"> N/A
May 4, 2022	June 15, 2022	<ul style="list-style-type: none"> May 30, 2022 June 16, 2022
June 17, 2022	July 29, 2022	<ul style="list-style-type: none"> July 4, 2022 July 30, 2022 through July 31, 2022
August 1, 2022	September 12, 2022	<ul style="list-style-type: none"> September 5, 2022; September 13, 2022
September 14, 2022	October 25, 2022	<ul style="list-style-type: none"> N/A
October 26, 2022	December 9, 2022	<ul style="list-style-type: none"> November 11, 2022; November 24, 2022 through November 27, 2022 December 10, 2022 through December 11, 2022
December 12, 2022	February 1, 2023	<ul style="list-style-type: none"> December 23, 2022 through January 2, 2023 January 16, 2023 February 2, 2023 through February 5, 2023

For Medical Massage Therapy:

Term Start Date	Term End Date	Breaks/Holidays
June 17, 2022	September 12, 2022	<ul style="list-style-type: none">• July 4, 2022• September 5, 2022• September 13, 2022
September 14, 2022	December 9, 2022	<ul style="list-style-type: none">• November 11, 2022• November 24, 2022 through November 27, 2022• December 10, 2022 through December 11, 2022
December 12, 2022	March 17, 2023	<ul style="list-style-type: none">• December 23, 2022 through January 2, 2023• February 2 and 3, 2023
March 20, 2023	June 14, 2023	<ul style="list-style-type: none">• May 1 and 2, 2023• May 29, 2023• June 15 through June 18, 2023

This Academic Calendar is subject to change at the discretion of the College. Exams are typically held the last day of class unless specified otherwise.

Drop/Add Period

The Drop/Add Period of a term begins the first day of the term and ends after seven (7) calendar days. Continuing students not attending classes during the Drop/Add Period risk being withdrawn from the College after the Drop/Add Period. In the event the student fails to attend the first scheduled class meeting, the student may be administratively unregistered from the class(es) unless an exception is granted by the College.

Unofficial Withdrawal

The College may unofficially withdraw a student after twenty-five (25) consecutive days of absence. The date of determination becomes the 25th from a student's last date of attendance, and the College will complete a Return to Title IV calculation for the United States Department of Education if Title IV funds were used by the withdrawn student. All days in the term are included in the review of consecutive calendar days.

Additionally, a student who specifically requests not to be unofficially withdrawn due to extenuating circumstances may exceed the twenty-five days. A student's request to remain enrolled must be in writing and approved by the Dean of Academic Affairs at the campus.

Academic Advising

The College provides each student with an academic advisor in each program of study. Students are encouraged to seek advice from their academic advisor prior to registration. The advisors are normally the Academic Program Directors for each program of study and are available on registration days to help students with the scheduling of their classes. The Dean of Academic Affairs and Student Services Coordinators are typically available on a daily basis to advise students on academic matters. The Director

of Student Services/Student Services Coordinator or Dean of Academic Affairs can assist students with general concerns that they may encounter during college and assist in the interpretation of the College's rules and regulations and their implementation.

Course Availability/Cancellation

While Daymar College makes every effort to provide sufficient course sections for students, the College reserves the right to cancel any course. Students enrolled in canceled courses will be granted a full refund and will be allowed to add a course until the end of the drop/add period. Enrollment in a particular course section or with a specific instructor is not guaranteed. Course instructors may change at the discretion of Daymar College.

Course Types and Delivery Methods

Face-to-Face: The course instruction is delivered in a classroom, laboratory, or clinical setting, whereby the student and faculty member are both physically present at the location where the learning experience is being facilitated.

Blended: The course instruction is delivered using a combination of face-to-face and online instructional methods. Students meet weekly for face-to-face instruction, and also then complete additional course requirements via the online classroom platform (e.g. Canvas).

Online: The course instruction is delivered entirely in an online classroom, which may include a combination of asynchronous (non-live) and synchronous (live) activities in an e-learning environment. Neither students nor faculty will be in the same physical location.

Waiver/Course Substitution

The College may, on a rare occasion, allow a student to substitute a course in his/her particular curriculum for another course of a common nature. The student can request this in writing, to the Dean of Academic Affairs for approval of a substitution. The college can also make a substitution.

Internship

All programs except for Medical Assisting – Administrative require students to complete an internship. This applies to face-to-face, hybrid, and blended programs. The Career Services department assists students with identifying appropriate businesses to serve as the internship site; however, students are also encouraged to identify potential sites for their own internship. Any site identified by a student must be approved by Career Services. It is important to note that the student's schedule for internship is dictated by the working hours of the internship site; most internship schedules will require the student to work morning and/or afternoon hours; evening schedules cannot be guaranteed. Additionally, some internship sites may require students to pass background checks and/or drug tests prior to accepting the student at the site.

Transfer Credit from Prior Institutions

Transfer Credit from Prior Institutions

College-level credits earned from a postsecondary institution accredited by an agency that is recognized by the US Department of Education will be considered for transfer.

College-level credits earned at postsecondary institutions outside of the United States will be considered for transfer but must first be evaluated by a NACES (National Associate of Credential Evaluation Services) member agency.

The student requesting transfer credit must provide the College with an official transcript or the required evaluation from a NACES member agency for all credits being evaluated for transfer. The College will evaluate the official transcript(s) and award appropriate credit (or clock hours for clock hour programs) toward a student's program and will notify the student. The College will consider credits and clock hours as long as:

- The request for transfer credit is made prior to the start of the term in which the student is scheduled to take the class(es) for which they are requesting transfer credit;
- The official transcript from the prior postsecondary institution or evaluation from the NACES member agency is provided to the College at least three (3) business days prior to the start of the term in which the student is scheduled to take the class(es) for which they are requesting transfer credit
- The course is equivalent in content to a course offered by the College;
- The credits or clock hours earned from the previous institution are not more than ten (10) years old;
- The number of credit or clock hours awarded meets or exceeds the number awarded for the equivalent course;
- The student earned a grade of "C" or better, and
- The student earned the credits prior to the start of the term for which transfer credit is being requested.

A minimum of 25% of the total program credits (or clock hours for clock hour programs) must be completed at the College.

Impact of Transfer Credit on Satisfactory Academic Progress (SAP)

For the purposes of satisfactory academic progress (SAP), any transfer credit awarded is not computed in determining cumulative grade point average; however, transfer credit is computed in the calculation of completion rate.

Transferring Daymar Credits to Other Schools

It is UNLIKELY that any credits earned at Daymar (even if a degree is awarded) will be transferable to, or accepted by, any institution other than a Daymar School. Daymar cannot guarantee acceptance of its credits by other institutions. Acceptance of credits is determined by the receiving institution. Students who are planning to transfer credits should contact the receiving institution about its transfer credit policies.

The transferability of credits you earn at Daymar College is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree, diploma, or certificate you earn in your educational program is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree, diploma, or certificate that you earn at this institution are 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 Daymar College to determine if your credits or degree, diploma or certificate will transfer.

Students considering transferring to an unaffiliated school should determine whether that school will accept Daymar College credits. Daymar College encourages students to initiate discussions with the potential

transfer school as early as possible. Daymar College does not imply, promise, or guarantee transferability of its credits to any other institution.

Transcripts and Student Records

The Academic Affairs Office maintains academic records for each student. The department will release official transcripts only when students have met all their financial obligations to Daymar College. Grade reports are mailed to students and/or made available via the Student Portal. Students that meet the degree requirements of the program in which they are enrolled will receive an official diploma.

A full and complete record of every course that students attend is maintained on a transcript. The record of all credits, attempted and earned, are posted to this form concurrent with the issuance of term/session grade reports to students. A signed, sealed, and dated copy of this form represents an official transcript. One official transcript is provided free of charge to each graduate. Upon written request to the Registrar, additional transcripts will be furnished at a charge of \$5.00 each.

The form used to request a transcript or degree verification is found on the college website under the 'Contact Us' section (<https://www.daymarcollege.edu/contact-form>).

Relocation to another Daymar College Campus

A student who wants to attend a different Daymar College campus may change his or her campus of record if he or she is currently enrolled and in good academic and financial standing at the time the transfer is requested unless a program is limited by accreditation or state regulatory requirements.

Students who are relocating but also applying for a new degree program may be required to submit additional materials required for admission to the new degree/program. The Admissions Department at the new location will notify the transferring student if additional documents are required.

Internal transfers across programs are not guaranteed; however, relocations from one campus to another within a specific degree program for students in good standing are automatic except where state regulatory requirements or program accreditation requirements differ. Similarly, all credits and grades earned at the initial campus are applicable at the new campus unless state regulatory requirements or campus-specific programmatic accreditation restricts such movement. Students must fulfill all financial obligations at their current campus before a relocation or transfer is complete.

Courses taken at another Daymar College campus will be applied to the student's overall GPA and will be included in calculations of satisfactory academic progress.

VA benefit recipients may jeopardize their eligibility for benefits by transferring.

Students transferring to another Daymar campus will have financial aid packaged in association with the new campus.

Non-Degree Seeking

In some circumstances and with permission of the Dean of Academic Affairs, students who wish to take courses without completing the admission application requirements may enroll as students at-large (non-degree students). Applicants for student-at-large status must provide transcripts for the highest degree attained and any subsequent coursework. An immunization form may also be required. Students-at-large pay the standard fees and tuition rate and are ineligible for financial aid.

Should a non-degree seeking student elect to change his/her status to that of a matriculated student, any credits transferred to the College will be subject to the same conditions and requirements applicable to degree seeking students.

Auditing of Courses

Graduates of Daymar College may audit a completed course within their completed program of study and will not be charged tuition associated with the course during the term it is scheduled. However, those who audit a course may be responsible for the cost of books and supplies associated with the course.

Auditing allows a student to enroll in a course for the purpose of reviewing course content without being required to demonstrate fulfillment of the course objectives. The audited course will be reported on a student's official transcript but no grade will be received and the audited course will not affect a student's GPA or Satisfactory Academic Progress calculation. Audited courses do not result in college credit and therefore will not apply toward the fulfillment of degree requirements unless in SAP Audit status.

The student's intention to audit a class must be made clear by the student at the time of enrollment. No change from audit to credit status or from credit to audit status may be made after the beginning of a class.

Attendance

Time in class is comprised of many important activities including but not limited to: discussion, demonstrations, critique, slide presentations, and work in class. Since it is not possible to replicate this experience outside of class, attendance is mandatory.

Students must attend every class. Attendance has a direct bearing on the students' final grade in each course.

Some courses at the College require additional laboratory time, outside of class, for successful completion. Students are expected to complete all laboratory time in order to achieve the learning goals of their program. Laboratory time will be scheduled at various times throughout the week. Check with your instructor to get a listing of those days and times.

Students attending courses online are expected to log-in to their course(s) and perform academic assignments throughout each week school is in session.

Additional information related to absences, class cuts, tardiness, and make-up work may be addressed by the instructor and course syllabi.

The instructional programs at the College are based on year-round attendance. Classes are in session year-round, with the exception of legal holidays, and breaks between terms.

The ground/hybrid College classes may be scheduled from 7:30 a.m. to 10:00 p.m., Monday through Thursday; 7:30 a.m. to 10:00 p.m., Friday; 8:00 a.m. to 4:30 p.m., Saturday. Hours may vary slightly per campus. Some classes may require additional laboratory attendance. The number of class hours each day may vary because of class scheduling. Students meet a definite, predetermined schedule each class day. Courses may not be offered if fewer than ten students are scheduled for the course.

Withdrawal Policy

Students who withdraw from a course during the Drop/Add Period do so with no penalty, fee, or grade. A student is permitted to withdraw from a course with a grade of "W" provided the student withdraws at or before the midpoint of the term. After the midpoint of the term, any student withdrawing from a course will

receive a grade of “F”. A grade of “W” is not computed in determining CGPA, but is computed in determining hours toward completion. A grade of “F” is computed in determining CGPA and in determining hours toward completion. Academic status and eligibility for student financial aid may be affected if the student reduces his/her course load.

The date the student notifies the College officially becomes the student’s date of determination, and appropriate change in status and Return to Title IV calculation will be completed. The student must notify the Dean of Academic Affairs or Director of Financial Services. If a student is unable to officially notify the college due to military, medical, or incarceration, the College may take official written notification from a family member in regard to why the student is unable to notify the college as well as notification of the student’s intent to withdraw.

All programs

The College may unofficially withdrawal a student after twenty-one (21) days of absence from all classes from the end of the previous term. The date of determination becomes the 21st day from the end of the previous term, and the College will complete a Return to Title IV calculation for the United States Department of Education if Title IV funds were used by the withdrawn student.

Unit of Credit

A quarter credit hour is defined as a minimum of ten (10) classroom lecture periods of not less than 50 minutes each and which assumes outside reading and/or preparation; twenty (20) laboratory clock hours where classroom theory is applied and explored, or manipulative skills are enhanced; thirty (30) hours of external discipline-related work experience with indirect instructor supervision or employer assessment; or an appropriate combination of all three (3).

Undergraduate Grade Scale

Upon the completion of each term, students are given a letter grade in each course based upon examinations, oral reports, readings, research topics, attendance, or other exercises required by the instructor. A grade report showing the final grade in each course, the term grade point average and cumulative grade point average is provided to students at the end of each term. All courses attempted, excluding courses dropped during Drop/Add and course cancellations prior to commencement, appear on students’ official transcripts. Each course entered on students’ transcripts is assigned a letter grade evaluation.

Daymar College Grading Scale

<u>Letter Grade</u>	<u>Percentage</u>	<u>Quality Points</u>	<u>Meaning</u>
A	90-100	4	N/A
B	80-89	3	N/A
C	70-79	2	N/A
D	60-69	1	N/A
F	Below 60	0	N/A
I	N/A	N/A	Incomplete
W	N/A	N/A	Withdrawal
TC	N/A	N/A	Transfer Credit; Standardized Testing credit; Prior Learning Credit
Pass	N/A	N	Only for classes designated as Pass/Fail
Fail	NA	NA	Only for classes designated as Pass/Fail

Additional Grades

<u>Meaning/Policy</u>
<p><u>Incomplete (I)</u></p> <p>A grade of “I” is awarded at the faculty member’s discretion when a student has a reasonable likelihood of successfully completing the course requirements during the extended time allowed. Any outstanding coursework must be completed within ten calendar days after the end of the term. If the required coursework is not complete within the ten calendar days, the “I” grade will revert to the grade earned for all coursework completed prior to the “I” grade being awarded.</p> <p>For purposes of calculating the grade point average or Cumulative Grade Point Average (CGPA), an “I” grade is counted as an “F” grade. If the “I” grade changes to a passing grade, the grade point average and Cumulative Grade Point Average (CGPA) is recalculated; Satisfactory Academic Progress (SAP) is also recalculated if the “I” grade changes to a passing grade. For purposes of calculating the completion rate percentage, an “I” grade is counted as credits attempted but not earned.</p>
<p><u>Withdrawal (W)</u></p> <p>Students withdrawing from a course during the drop/add period will have the course removed from their transcript. Students withdrawing from a course after the drop/add period will receive a grade of “W” for the course. The “W” grade is not calculated in the grade point average or Cumulative Grade Point Average (CGPA); however, the “W” grade is counted as credits attempted but not earned and is therefore computed in the completion rate percentage.</p>
<p><u>Pass/Fail</u></p> <p>Pass/Fail grades are only awarded to courses designated as Pass/Fail courses. Pass/Fail credits do not count as credits attempted nor as part of the completion rate percentage.</p>
<p><u>Transfer Credit (TC)</u></p> <p>This is the grade awarded for transfer credit, credit awarded for prior learning, and credit awarded for standardized examinations. This grade is not computed in determining grade point average or Cumulative Grade Point average (CGPA); however, transfer credits are computed in in the completion rate percentage as credits attempted and earned.</p>

Quality Point System

Quality points earned for one course taken are the product of the term/session credit hours for that course times the figure in the grading scale as shown previously; for example, a four (4) credit hour course with a grade of “B” earns $4 \times 3 = 12$ quality points.

Quality points earned in one term are the sum of the quality points earned in all the individual courses taken in that term. The Grade Point Average (GPA) for each term is computed by dividing the total grade points earned in that term by the total term/session hours attempted in that term.

The cumulative GPA is the average for all courses attempted in all terms in which the student has registered in the College. This cumulative average is computed by dividing the total of earned quality points by the total term/session credit hours earned. In the case of a student repeating a course, only the grade and term/session hours earned in the last attempt are counted toward the cumulative GPA.

Exceptions and Changes

In the case of extenuating circumstances the administration of the College reserves the right to make exceptions to written policies. The College further reserves the right to add or delete programs of study. The College further reserves the right to add or delete courses from published programs of study. Students already enrolled in published programs will be notified in advance of any changes in their programs and assistance will be given to help minimize undue hardships as a result of such changes.

Grade Appeal Procedures

Students who have a concern about a course grade are initially encouraged to consult with the faculty member who issued the grade to resolve the matter. Students wanting to pursue the matter further may appeal the grade in the following manner.

The student must file a written grade appeal to the academic department director. Students may appeal a grade or an evaluative comment only during the session following issuance of the grade or evaluative comment. The written appeal must include the grounds upon which the student believes the grade is not correct. Those grounds include the following:

- the application of nonacademic criteria in the grading process,
- the assignment of a grade to the student for reasons other than the student's academic performance in the course, or
- miscalculation of the grade according to grading criteria contained in the course syllabus or other posted or distributed course information.

The student should include any relevant written evidence, which may include the syllabus, exams, papers, and anything else that supports the student's claim.

The academic department director shall review the appeal and issue a written response.

If, after receiving a written response to the grade appeal from the Academic Program Director, the student who does not agree with the response and wishes to pursue the issue, he/she must, within 14 calendar days, request in writing further investigation from the campus Dean of Academic Affairs. The campus Dean of Academic Affairs will review the findings and issue a written response. The final authority rests with the Dean of Academic Affairs of the campus and is not subject to the grievance procedure policies described elsewhere in this catalog. After following the policies and procedures above, students who believe further recourse is needed should consult the appeals policies and procedures outlined in the Student Rights and Responsibilities section of this catalog.

If the faculty member involved is the academic department director, or in the absence of an academic department director, the written grade appeal is submitted to the campus Dean of Academic Affairs. If the faculty member involved is the campus Dean of Academic Affairs, the written grade appeal is submitted to the Dean of Student Success.

The result of the review will be summarized in writing by the campus official responsible for the final decision and placed in the student's academic file. A copy of the report will be given to the student.

Criteria for Honor Designation

To promote academic excellence and to recognize exemplary academic achievement at the undergraduate level, the following system is used for honor designations on a term/session basis and upon graduation.

Term/Session Honor Designation

Any student who enrolls for and completes 8 credits or more in a term/session and meets the following criteria may receive the corresponding designation:

Honor Designation Term/Session GPA

President's List 4.0

Dean's List 3.70-3.99

Honor's List 3.50-3.69

Honor Designation at Graduation

Any student who achieves a cumulative grade point average (CGPA) that meets or exceeds the following levels will receive the corresponding honor designation at graduation:

Graduation Honor Designation CGPA

Summa Cum Laude 4.0

Magna Cum Laude 3.70-3.99

Cum Laude 3.50-3.69

Satisfactory Academic Progress (SAP) Policy

Compliance with satisfactory academic progress is determined at the end of each term through evaluation of individual student progress reports. To be considered as achieving satisfactory academic progress (SAP), all students must meet the following three benchmarks when evaluated at the end of each term:

1. Completion Rate Percentage
2. Minimum Cumulative Grade Point Average
3. Maximum Time Frame for Completion

1. Completion Rate Percentage

The student must successfully complete the minimum completion rate percentage in accordance with the appropriate guidelines listed below. This is calculated by the following formula:

$$\text{Completion rate percentage} = \frac{\text{credits earned}}{\text{credits attempted}}$$

Courses where a student withdrew, failed, was awarded an "I" grade, or was awarded no credit count as attempted but not completed. Transfer credits are computed in the completion rate percentage as attempted and earned.

If a student transfers to a different program within the College, all credits attempted and earned that count towards the new program also count in the completion rate percentage, cumulative grade point average, and maximum time frame.

Students in all levels must be working toward graduation requirements.

Bachelor Degree Programs – 12 week terms, quarter credit programs

<u>Attempted Credit Hours</u>	<u>Minimum Completion Rate</u>
3-48 quarter credits	50%
49-90 quarter credits	60%
91-135 quarter credits	65%
136 up to 150% of quarter credits	66.67%

Associate Degree Programs – 12 week terms, quarter credit programs

<u>Attempted Credit Hours</u>	<u>Minimum Completion Rate</u>
3-24 quarter credits	50%
25-48 quarter credits	60%
49-72 quarter credits	65%
73 up to 150% quarter credits	66.67%

Diploma Programs – 12 week terms, quarter credit programs

<u>Attempted Credit Hours</u>	<u>Minimum Completion Rate</u>
3-24 quarter credits	50%
25-48 quarter credits	60%
49 up to 150% quarter credits	66.67%

Massage Therapy Diploma Program – 750 Clock Hour Program

<u>Attempted Credit Hours</u>	<u>Minimum Completion Rate</u>
0-250 clock hours	60%
251 up to 150% clock hours	66.67%

Bachelor Degree Programs – 16 week terms, semester credit programs

<u>Attempted Credit Hours</u>	<u>Minimum Completion Rate</u>
3-49 semester credits	50%
50-61 semester credits	60%
62-92 semester credits	65%
93 up to 150% semester credits	66.67%

Master's Degree Programs – 16 week terms, semester credit programs

<u>Attempted Credit Hours</u>	<u>Minimum Completion Rate</u>
3 up to 150% semester credits	66.67%

Diploma & Certificate Programs – 16 week terms, semester credit programs

<u>Attempted Credit Hours</u>	<u>Minimum Completion Rate</u>
12 up to 150% semester credits	66.67%

2. Minimum Cumulative Grade Point Average

The student must maintain minimum cumulative grade point average (CGPA) in accordance with the appropriate guidelines below:

Bachelor Degree Programs – 12 week terms, quarter credit programs

<u>Attempted Credit Hours</u>	<u>Minimum CGPA</u>
3-48 quarter credits	1.25
49-90 quarter credits	1.50
91-135 quarter credits	1.75
136 up to 150% of quarter credits	2.00

Associate Degree Programs – 12 week terms, quarter credit programs

<u>Attempted Credit Hours</u>	<u>Minimum CGPA</u>
3-24 quarter credits	1.25
25-48 quarter credits	1.50
49-72 quarter credits	1.75
73 up to 150% quarter credits	2.00

Diploma Programs – 12 week terms, quarter credit programs

<u>Attempted Credit Hours</u>	<u>Minimum CGPA</u>
3-24 quarter credits	1.25
25-48 quarter credits	1.50
49 up to 150% quarter credits	2.00

Massage Therapy Diploma Program – 750 Clock Hour Program

<u>Attempted Credit Hours</u>	<u>Minimum CGPA</u>
0-250 clock hours	1.50
251 up to 150% clock hours	2.00

Bachelor Degree Programs – 16 week terms, semester credit programs

<u>Attempted Credit Hours</u>	<u>Minimum CGPA</u>
3-49 semester credits	1.25
50-61 semester credits	1.50
62-92 semester credits	1.75
93 up to 150% semester credits	2.00

Master's Degree Programs – 16 week terms, semester credit programs

<u>Attempted Credit Hours</u>	<u>Minimum CGPA</u>
3 up to 150% semester credits	3.00

Diploma & Certificate Programs – 16 week terms, semester credit programs

<u>Attempted Credit Hours</u>	<u>Minimum CGPA</u>
12 up to 150% semester credits	2.00

3. Maximum Time Frame for Completion

The student must complete the program within a time frame that does not exceed 150% of the published length of the program. Length is based on the total program credits. For example, if a program is 100 credits, the student must be able to complete the program within 150 credits or less.

<u>Program</u>	<u>Total Program Credits or Clock Hours</u>	<u>Maximum Time Frame for Completion</u>
Masters	36 semester credits	54 semester credits
Bachelor	121 semester credits	181 semester credits
	122 semester credits	183 semester credits
	124 semester credits	186 semester credits
	126 semester credits	189 semester credits
	180 quarter credits	270 quarter credits
Associate	104 quarter credits	156 quarter credits
	96 quarter credits	144 quarter credits
	92 quarter credits	138 quarter credits
Diploma	53 quarter credits	79 quarter credits
	60 quarter credits	90 quarter credits
	64 quarter credits	96 quarter credits
	68 quarter credits	102 quarter credits
	72 quarter credits	108 quarter credits
Certificate	12 semester credits	18 semester credits
	24 semester credits	36 semester credits
	29 semester credits	43 semester credits
	34 semester credits	51 semester credits
Medical Massage Therapy – 750 Clock Hours	750 clock hours	1125 clock hours

At the end of each term, after final grades have been posted, each student's rate of progress and CGPA will be evaluated to determine if the student is meeting the SAP requirements outlined in the tables above.

A student who does not meet the SAP requirements outlined above will be placed on Financial Aid Warning. The student may receive Title IV funding while in this status. Upon completion of the next term, the student's SAP will be evaluated and if the student meets or exceeds the minimum requirements for SAP, they will be removed from Financial Aid Warning. If the student does not meet the minimum requirements for SAP, the student will be dismissed unless they successfully appeal to maintain enrollment and eligibility for federal financial aid. A student may file an appeal, in writing, as outlined below in the section labeled "Appeal of Academic Dismissal and Reinstatement" within five (5) business days of receiving written notification that they are not meeting SAP standards. If a student's appeal is approved, the student will be placed on Financial Aid Probation for next term and will need an academic plan. The student may receive Title IV funding while in this status. Upon completion of the term in which the student is on Financial Aid Probation, SAP will be evaluated and if the student has met or exceeded the minimum requirements for SAP, they will be removed from Financial Aid Probation. If, however, the student does not meet the minimum requirements for SAP, they will be dismissed from the program.

Students who have been dismissed from their program due to SAP have the option to enroll in a different program, provided they meet SAP and Maximum Time Frame for Completion requirements after evaluation of any transfer credits for the new program.

Appeal of Academic Dismissal and Reinstatement

Students have the right to appeal a SAP dismissal. Students must submit the appeal in writing. The written appeal should describe the extenuating circumstances that contributed to the dismissal. Examples of extenuating circumstances include but are not limited to the following:

- Death of an immediate family member
- Student illness requiring hospitalization
- Severe illness of an immediate family member where the student is a primary caretaker
- Illness of an immediate family member where that family member is the primary financial support
- Abusive relationship
- Divorce proceeding
- Natural disaster
- Financial hardship such as foreclosure or eviction
- Military deployment of the student or the student's spouse
- Military permanent change of station (PCS)

Students must provide documentation to support validation of their extenuating circumstances. The written appeal must state the reason(s) for the appeal, and provide any evidence the student may have in support of his or her position. As part of the written appeal, the student must describe what has changed that will allow the student to be academically successful and, ultimately, meet the standards for Satisfactory Academic Progress. The Dean of Academic Affairs will determine if a basis for an appeal has been sufficiently supported. If sufficient support for the appeal has been provided the Appeals Committee will gather and reviews relevant information in order to make its decision.

Appeals Committee Procedures

Students have up to 5 calendar days from the date of dismissal to file a written appeal with campus Dean of Academic Affairs, or in the absence of a campus Dean of Academic Affairs, the VP of Academics. Students should provide documentation to support the allegations in the appeal. The written appeal will be reviewed by the Dean of Academic Affairs to determine if the circumstances of the appeal meet one or more of the extenuating circumstances described above. If the student's appeal meets one or more of the extenuating circumstances, the student may be re-admitted if it is determined that Satisfactory Academic Progress standards can be met within one academic term/session.

Failed Course Policy

Maximum Course Attempts

A student who receives a failing grade (F) or withdrawn (W) grade for a course must repeat that course and achieve a passing grade to receive credit for the course. No course may be attempted more than three times. A student that attempts a course three times and does not successfully pass the course will be dismissed from the program. The student will not be eligible for enrollment in any program in which that course is required.

Grades for all attempts will appear on the student's official transcript, and all attempts will be computed in determining the student's completion rate. The last grade in a repeated course is the grade used in the calculation of the student's CGPA.

Tuition will be charged for the repeated course at the tuition rate in force at the beginning of any term/session. For students receiving VA educational benefits, special rules govern the repetition of courses. Consult the VA Coordinator for specifics.

Graduation Requirements

Candidates for graduation must:

- Successfully complete all credit hours required and all specific program requirements
- Earn a cumulative grade point average of at least 2.00

Make-up Work Policy

Any assignments for the first two (2) weeks of class in an 12 week class and for the first week in a 6 week class will not be deducted for being late regardless of what week in the term the work is submitted.

Starting in week 3 for an 12 week class and in week 2 of a 6 week class, the following deductions will be implemented:

- Any assignment submitted 1 to 7 days after the due date will incur a 10% deduction from the points earned.
- Any assignment submitted 8 to 14 days after the due date will incur a 20% deduction from the points earned.
- Any assignment submitted 15 or more days after the due date will incur a 50% deduction from the points earned.

NOTE: The instructor can reduce or waive any late penalties if he or she determines that mitigating circumstances warrant this.

No work will be accepted after the course ends.

Instructional and Information Technology

The College provides adequate instructional materials and equipment to support all programs of study. Traditional audio-visual equipment, visuals, and the Internet are available to enhance and support classroom instruction. In addition to the traditional instructional aids, the College has up-to-date computers as well as up-to-date computer business software for each program of study, as applicable.

Leave of Absence

Students are expected to maintain continuous enrollment from the time they start their program until graduation. Students should consult with the Dean of Academic Affairs if a situation arises requiring them to interrupt their education to take a leave of absence. A student could interrupt their education by either withdrawing from the college or taking a Leave of Absence (LOA) for a term. If there is a reasonable expectation the student will return when the LOA expires and after the request form has been submitted along with the supporting documentation, a LOA may be granted for the following reasons:

- Medical;
- Employment Conflict;
- Military;
- Death of an immediate family member; or
- Illness of a family member (spouse, child or parent)

A student requesting a LOA needs to be aware that:

1. A leave of absence has no effect on the student's standards of progress. However, a leave of absence will have an effect on financial assistance and will extend the program completion time.
2. A student may start the process to request a LOA prior to the term the student is requesting the leave. The request for the LOA should be received and approved prior to the last day of the Drop/Add period of the term the student is requesting the leave.
3. Students who follow the college process and whose leave is approved in accordance with the policy need not apply for re-admission when they return. Re-admission may be denied based on crimes or other serious misconduct occurring during the leave that would have been grounds for suspension or expulsion had the student engaged in the conduct while enrolled.
4. Only one leave of absence may be granted to a student in a 12-month period and cannot exceed 180 days during a consecutive 12-month time frame.

Failure to return from an approved leave of absence will result in withdrawal from the school, may have an impact on aid, loan repayment and exhaustion of the loan grace period for the total days the student was on the LOA. Students in a LOA status may not receive further financial aid disbursements until returning to active status.

Section Eight: Student Life

Enrollment Verification

Students may obtain a letter from the Academic Affairs Department verifying their enrollment as documentation for student discounts, insurance, loan deferments, or other purposes. The request must be made in writing and must indicate the student's name, address, phone number, and student identification number, as well as the information to be released, the reason for the release, and the location to which the letter should be sent.

Student Support Services

Using a customer-friendly approach Student Services assists students by providing exceptional support to positively impact their ability to attend the College and complete required programs. Student Services assists students with removing educational barriers. Student Services also provides leadership opportunities to students on campus to learn beyond the classroom. Please see Student Services for a list of campus events, activities, and leadership opportunities. Be involved in your education, you get back what you invest.

Student Activities

Every effort is made by the College to expose students to social and cultural events. Programs and activities are typically planned as a beneficial contribution to personal growth and development. Student involvement in activities contributes to a friendly atmosphere and can provide the opportunity for development of self-confidence and leadership.

Students Matter Hotline

At the College, students matter! The College views our school as an extended family to students and their loved ones. We encourage students to voice their comments, experiences, stories, and concerns. If you would like to share, you may contact campus associates or the Daymar Students Matter Hotline at studentsmatter@daymarcollege.edu.

Retention

Standards for acceptable academic progress at the College are established to assist students in assessing the quality of their performance. A student status committee meets on a regular basis to review at-risk student indicators and typically contacts students regarding their performance. Instructors generally call students when they are absent and Student Services will follow up with the desired assistance for the student as applicable.

Tutoring Services

Tutoring is available upon request and is provided via individualized in-person sessions with campus support staff or through Daymar College's online tutoring and academic support services.

Career Services

It is the goal of the College to see that all graduates secure meaningful employment in their field of study or be able to use the skills acquired through their academic program in a related field. Through the Professional Seminar and Internship or Capstone Project course, General Dentistry Externship (DEN110) and Professional Seminar and Dental Specialty Externship (DEN111); a course required as part of various programs, mock interviews will typically be held at the end of the term/session prior to graduation. Individual

assistance is given to students and they are instructed in resume preparation, job search, interview skills, and dressing for success. Resumes are sent in response to employers in search of prospective graduates as applicable.

In addition to helping find positions after graduation, the Career Services Coordinator assists current students in finding part-time employment. Opportunities from employer call-ins and classified ads are listed in the “Hot Tips” sheets typically available in the student lounge. Students interested in part-time employment should see the Career Services Coordinator for information on available opportunities.

The Career Services Coordinator also assists with data collection for use in updating curricula. Typically, thirty (30) days after employment a contact is made with both the employer and the graduate. The data collected at the time of the contact often helps the progress and performance of the graduate and can provide feedback necessary for future curricula and program revisions.

Daymar does not guarantee employment or salary.

Books

Please note that students are not required to purchase his/her books from the College. Initial sets of books per term are included with tuition. Books will be provided as an ebook unless that book is unavailable in ebook format. In those cases, a hard copy of the book will be provided.

For convenience, students may purchase additional books from the College’s bookstore. Detailed information, relating to textbooks, workbooks, and course materials are available online via the College’s Student Portal. All questions and inquires on textbooks should be directed to the Dean of Academic Affairs or the Instructor.

Library Resources

The Learning Resource Center at the College is located conveniently to all classrooms and is open for day and evening classes. The Learning Resource Center collections include materials in allied health, liberal arts, business areas, and technical areas. The Learning Resource Center materials are selected to support the College’s programs of study. Students have access to all materials and are encouraged to use the Learning Resource Center. All Learning Resource Centers are under the direction of qualified staff.

Section Nine: Distance Education

Verification of Student Identity for Distance Education Programs:

When enrolling in credit bearing online or blended courses, all students will be assigned an individual secure login and password. Additionally, each student is assigned a student information system identification number (sis_id) which is used to match each student's identity between the Daymar College student information system and the Daymar College learning management system.

All users of the Daymar College learning management system are responsible for maintaining the security of usernames, passwords, and other access credentials. An account is given to an individual for the exclusive use by that individual. Attempts to gain unauthorized access to any student or employee account is strictly prohibited. No user of any Daymar College information system is allowed to give out his/her access password or to allow anyone but himself/herself to utilize his/her account.

Any student who fails to comply with this policy will be subject to discipline through the Daymar College Code of Conduct outlined in this catalog. Failure to comply with this policy may also be a violation of civil/criminal law and may cause the violator to be subject to prosecution.

Learning Management System

Daymar College utilizes the learning management system called Canvas for its online and blended courses. Access to Canvas is obtained through clicking on the 'Login Here' button on the campus website. The 'Student Help' link opens a window to allow access to the Canvas Guides to learn about the technology and equipment requirements needed to participate with Canvas. The current requirements are:

Screen Size

Canvas is best viewed at a minimum of 800x600, which is the average size of a notebook computer. If you want to view Canvas on a device with a smaller screen, we recommend using the Canvas [mobile app](#).

Operating Systems

- Windows 7 and newer (users on Windows 10 need to download the [Windows 10 Anniversary Update](#) to submit Canvas assignments)
- Mac OSX 10.6 and newer
- Linux - chromeOS

Mobile Operating System Native App Support

- iOS 7 and newer (versions vary by device)
- Android 4.2 and newer

Computer Speed and Processor

- Use a computer 5 years old or newer when possible
- 1GB of RAM
- 2GHz processor

Internet Speed

- Along with compatibility and web standards, Canvas has been carefully crafted to accommodate low bandwidth environments.
- Minimum of 512kbps

The supported browsers as of February 2017 are:

Canvas supports the current and first previous major releases of the following browsers:

- Internet Explorer 11 and Edge (Windows only—please make sure your operating system is also current as noted in the computer specifications lesson; you may need to download the Windows 10 Anniversary Update to submit Canvas assignments)
- Safari 9 and 10 (Macintosh only)
- Chrome 55 and 56
- Firefox 50 and 51 (Extended Releases are not supported)
- Flash 23 and 24 (used for recording or viewing audio/video and uploading files)
- Respondus Lockdown Browser (supporting the latest system requirements)

Section Ten: General Education Curriculum

Objective

The general education courses have been designed to encourage life-long learning and to develop essential academic skills, critical thinking, and problem solving. They provide interdisciplinary perspectives on how human beings think, solve problems, express ideas, and create new knowledge and encompass areas such as arts and humanities, written communication, oral communication, social sciences, natural sciences, and mathematics. The courses place emphasis on principles and theory that are not associated with a particular professional path but have been created to enable students to make vital connections between their work-related contributions and various academic disciplines.

Structure

The general education program provides a scope of learning and knowledge building that provides ongoing intellectual development in the following academic areas:

- Communication
- Mathematics
- Arts and Humanities
- Natural Sciences
- Social and Behavioral Sciences

Within each subject area, students are challenged in the “soft skill” development of collaboration, critical thinking, problem solving, information literacy, and various forms of communication. Throughout the General Education curriculum students are challenged to increase their understanding of the scientific, physical and socio-political world around them. Students will be encouraged to understand the importance of self and the individual mind in valuing and empowering full participation in life through professional work, ongoing development, and engagement with their community. The College’s general education program is designed to prepare students holistically for their place in and contributions to society.

Outcomes and Requirements

While each course within the program has its own description, learning outcomes, and assessment rubrics, the program as a whole has a broad set of outcomes that inform and provide a framework for every course and within which the success of the student is assessed overall. Degree program students are required to complete no less than the number of general education credits required by College accreditation and/or regulatory authorities. General education credit requirements that are specific to each program are set forth in such programs’ separate requirements found in this catalog.

Section Eleven: Business Programs

ACCOUNTING – Associate of Applied Science

Offering Campus

Daymar College, Murfreesboro

Educational Objectives

The Accounting Associate of Applied Science Degree Program is designed to provide students with skills and knowledge required to enter the accounting field at entry-level. Through the courses studied, students are provided the opportunity to acquire a basic knowledge of business practices and procedures, financial accounting, management accounting, income tax accounting, payroll accounting, and computerized accounting. Upon successful completion of the program the student is expected to have the skills needed to begin his/her career in entry-level positions in the accounting field. This degree program also provides graduates general education courses to help manage interpersonal and social situations by preparing them to advance in their professional and personal life. If a student successfully earns 16 credits per quarter, this program is designed for full-time students to complete in 18 months.

Course Code	Title	Quarter Credit Hours
SFS130	Professional Seminar	1
SFS141	Strategies for Success	3
ACC103	Accounting	4
ACC113	Accounting II	4
ACC210	Federal Income Tax Accounting	4
ACC211	Intermediate Accounting	4
ACC212	Advanced Accounting	4
ACC213	Cost Accounting	4
ACC214	Payroll Accounting	4
ACC215	Computerized Accounting	4
ACC216	Managerial Accounting	4
ACC217	Corporate & Partnership Taxation	4
BMG126	Business Law	4
BUS101	Human Resource Management**	4
BUS112	Personal Finance	4
BUS211	Small Business Management	4
BUS212	Supervision**	4
CIS106	Computer Applications	4
CIS107	Computer Applications II	4
COM208	Public Speaking	4
CRT210	Critical Thinking	4
ENG101	General English	4
ENG211	Composition I	4
MTH103	College Math	4
PSY202	Principles of Psychology	4
INT243	Professional Seminar and Internship	4
Total Quarter Credit Hours Required		96

**Only one of these courses must be taken to complete the program.

BUSINESS MANAGEMENT – Associate of Applied Business

Offering Campus

Daymar College, Columbus

Educational Objectives

The Business Management Associate of Applied Business Degree Program is designed to prepare the graduate for entry-level employment in administrative office positions. The graduate will be provided the opportunity to obtain practical business theory and practical software applications to assimilate the diverse skills required to manage a business in an ever-changing market-driven economy. The program provides the graduate with specialized courses in organizational human resources and administrative office management. This degree program also gives graduates the general education necessary to manage interpersonal and social situations by preparing them to advance in their professional and personal life. If a student successfully earns 16 credits per quarter, this program is designed for full-time students to complete in 18 months.

Course Code	Title	Quarter Credit Hours
SFS130	Professional Seminar	1
SFS141	Strategies for Success	3
ACC103	Accounting	4
BMG124	Management	4
BMG126	Business Law	4
BMG128	Retail Management	4
BMG250	Economics	4
BMG270	Leadership	4
BMG290	Finance	4
BUS101	Human Resource Management	4
BUS111	Business Communication	4
BUS112	Personal Finance	4
BUS122	Business Math	4
BUS201	Marketing	4
BUS211	Small Business Management	4
BUS212	Supervision	4
CIS106	Computer Applications	4
CIS107	Computer Applications II	4
COM208	Public Speaking	4
CRT210	Critical Thinking	4
ENG101	General English	4
ENG211	Composition I	4
MTH103	College Math	4
PSY202	Principles of Psychology	4
INT243	Professional Seminar and Internship	4
Total Quarter Credit Hours Required		96

Section Twelve: Criminal Justice & Legal Programs

CRIMINAL JUSTICE – Associate of Applied Science

Offering Campus

Daymar College, Murfreesboro

Educational Objectives

The Criminal Justice Associate of Applied Science Degree Program is designed to prepare students for entry-level positions within the criminal justice system. These entry-level fields include, but are not limited to: police patrol, law enforcement operations, private investigation, corrections officer, victim's advocacy and assistance programs, juvenile corrections, private and industrial security, court administration, loss prevention and entry-level investigative compliance. If a student successfully earns 16 credits per quarter, this program is designed for full-time students to complete in 18 months.

Course Code	Title	Quarter Credit Hours
SFS130	Professional Seminar	1
SFS140	Strategies for Success	3
BMG270	Leadership	4
BUS112	Personal Finance	4
CRJ100	Corrections	4
CRJ110	Criminal Justice	4
CRJ115	Rules of Evidence	4
CRJ120	Private and Industrial Security	4
CRJ135	Ethics and Professionalism for Criminal Justice	4
CRJ175	Law Enforcement Operations	4
CRJ200	Criminal Investigations	4
CRJ245	Juvenile Delinquency	4
CRJ250	Police Report Writing	4
CRJ275	Victimology	4
CRJ280	Chemical Dependency and Abuse	4
LAW210	Criminal Law	4
LAW256	Legal Research	4
CIS106	Computer Applications	4
COM208	Public Speaking	4
CRT210	Critical Thinking	4
ENG101	General English	4
ENG211	Composition I	4
MTH103	College Math	4
PSY202	Principles of Psychology	4
INT243	Professional Seminar and Internship	4
Total Quarter Credit Hours Required		96

Section Thirteen: Health Sciences Programs

BILLING & CODING SPECIALIST – Diploma

Offering Campus

Daymar College Columbus; Daymar College Murfreesboro; Daymar College, Nashville

Educational Objectives

The Billing & Coding Specialist Diploma Program provides students with learning experiences to help develop skills and attitudes to excel in the billing and coding field. The student will be exposed to opportunities to develop skills in coding and billing for entry-level positions in physician services, and inpatient and outpatient services. Diverse medical settings have different requirements and these are addressed. In addition, this program promotes ethics and integrity in coding, billing, and handling of medical and billing information by covering fraud and abuse as it relates to billing and coding. Release, disclosure, and HIPAA requirements are also covered. Chart analysis for the required use of modifiers and for verification of correct codes are covered so that our graduates can audit for correct levels of coding. If a student successfully earns 16 credits per quarter, this program is designed for full-time students to complete in 12 months. All credits earned in this program are applicable to the Billing and Coding Specialist Associate of Applied Science Degree Program.

Program Course Requirements

Course Code	Title	Quarter Credit Hours
SFS130	Professional Seminar	1
SFS141	Strategies for Success	3
BCS100	Reimbursement and Coding	4
BCS111	Anatomy & Physiology for Reimbursement	4
BCS115	Technology in the Medical Office	4
BCS161	ICD	4
BCS162	Procedural Coding	4
BCS163	Modifiers and Intermediate Coding	4
BCS165	Coding Clinic	4
BCS232	Surgical Procedure Coding	4
BCS233	Medical Office Management	4
BCS261	Reimbursement Methodology	4
BCS262	Claims Production	4
BCS265	Comprehensive Coding	4
MED103	Medical Terminology	4
CIS106	Computer Applications	4
INT143	Professional Seminar & Internship	4
Total Quarter Credit Hours Required		64

DENTAL ASSISTING – Diploma

Offering Campus

Daymar College, Nashville

Program Overview

Dental Assistants are essential members of the dental team, whom dentists rely on in the delivery of clinical, office and laboratory procedures. The field of dentistry is ever changing and expanding and the need for dental services never stops. Dental Assistants will continue to be key contributors to health care in the community.

The Dental Assistant program is designed to provide the student with the skills to assist the dentist in the delivery of dental treatment and to function as key members of the dental team. The student will learn chair-side procedures, how to take x-rays, office and laboratory procedures, as well as various specialty procedures that will enable the successful student to qualify for an entry level position as a Dental Assistant.

Graduates from this program will qualify to apply for a Registered Dental Assisting license through the state of Tennessee, and have the fundamental skills to secure employment into areas of dentistry such as general/specialty dental offices, public health facilities, hospital dental departments, correctional facilities, schools/universities, clinics and dental suppliers.

Students will and practice procedures and gain proficiency in a classroom and industry standard dental laboratory using equipment, materials, and instruments comparable to those used in an actual dental facility.

Course Code	Title	Quarter Credit Hours
SFS130	Professional Seminar	1
SFS141	Strategies for Success	3
DEN120	Fundamentals of Dental Assisting	5
DEN121	Dental Sciences	5
DEN122	Dental Emergencies	5
DEN123	Dental Materials	5
DEN124	Chairside Assisting	5
DEN125	Dental Radiology	5
DEN126	Dental Specialties	5
DEN127	Dental Administration	5
DEN128	Advanced Dental Assisting	5
DEN130	Internship and Professional Seminar	4
Total Quarter Credit Hours Required		53

MEDICAL ASSISTING, CLINICAL – Diploma

Offering Campus

Daymar College, Murfreesboro; Daymar College, Nashville; Daymar College, Columbus

Educational Objectives

The Diploma program provides students with learning experiences to help develop those skills and attitudes necessary to excel in medical assisting. Graduates are prepared for entry-level positions in the medical assisting field. The program covers areas such as medical terminology; anatomy and physiology; medical office and exam room administration and procedures; pharmacology; phlebotomy; cardiographic monitoring and procedures; medical law and ethics; electronic health records; medical office management; and two internship courses. The Medical Assisting Diploma program is designed to prepare graduates to apply to take the Registered Medical Assistant (RMA) Exam, available through American Medical Technologists (AMT), an independent certification organization. If a student successfully earns 16 credits per quarter, this program is designed for full-time students to complete in 12 months. All credits earned in this program are applicable to the Medical Assisting Associate of Applied Science Degree.

Completion of Basic Cardiopulmonary Resuscitation (CPR) is required of all Diploma and Associate of Applied Science Degree Medical Assisting students. The Medical Assisting Diploma and Associate of Applied Science Degree programs are designed to prepare students to apply to take three (3) national certification exams: National Certified Medical Office Assistant (NCMOA), National Certified Insurance and Coding Specialist (NCICS), and the National Certified Medical Assistant (NCMA). These exams are available through the National Center for Competency Testing (NCCT), an independent certification organization.

Course Code	Title	Quarter Credit Hours
SFS130	Professional Seminar	1
SFS141	Strategies for Success	3
MED103	Medical Terminology	4
MED153	Anatomy and Physiology I	4
MED154	Anatomy and Physiology II	4
MED188	Medical Office Procedures/Emergencies	4
MED227	Electronic Medical Records and Reimbursement	4
MED250	Exam Room Procedures	4
MED255	Pathophysiology	4
MED266	Pharmacology	4
MED288	Medical Office Administration	4
MED292	Laboratory Procedures	4
MED294	Cardiac Monitoring Procedures	4
MED295	Medical Law and Ethics/Exam Review Prep	4
ENG101	General English	4
INT122	Professional Seminar and Internship	4
INT145	Internship II	4
Total Quarter Credit Hours Required		64

MEDICAL MASSAGE THERAPY - Diploma

Offering Campus

Daymar College, Nashville

Educational Objectives

The Medical Massage Therapy Diploma program provides students with the learning experiences, skills, and professionalism to excel in the massage therapy field. The program provides instruction in Swedish techniques, therapeutic techniques, special populations, and some spa techniques to allow our students to be well-rounded massage therapists suitable for many avenues of employment. This program includes classes in anatomy & physiology, pathology, kinesiology, ethics, business, applicable laws, and massage theories and practices. Students who complete the program will be prepared to take the Massage & Bodywork Licensing Exam (MBLEX) offered through the Federation of State Massage Therapy Boards (FSMTB). This program is designed for students to complete in 9 months if they complete 250 clock hours per quarter.

Course Code	Title	Clock Hours
MMT104	Anatomy, Physiology & Kinesiology	130
MMT105	Fundamentals of Massage Therapy Theory & Practice	120
MMT134	Medical Massage	130
MMT124	Pathology	70
MMT235	Massage Therapy Clinic I	50
MMT281	Adjunct Modalities in Massage Therapy	130
MMT245	Business, Law & Ethics of Massage Therapy	70
MMT236	Massage Therapy Clinic II & Licensure Review	50
	Total Clock Hours Required	750

MEDICAL MASSAGE THERAPY - Diploma

Offering Campus

Daymar College, Columbus

Educational Objectives

The Medical Massage Therapy Diploma program provides students with the learning experiences, skills, and professionalism to excel in the massage therapy field. The program provides instruction in Swedish techniques, therapeutic techniques, special populations, and some spa techniques to allow our students to be well-rounded massage therapists suitable for many avenues of employment. This program includes classes in anatomy & physiology, pathology, kinesiology, ethics, business, applicable laws, and massage theories and practices. Students who complete the program will be prepared to take the Massage & Bodywork Licensing Exam (MBLEX) offered through the Federation of State Massage Therapy Boards (FSMTB). This program is designed for students to complete in 9 months if they complete 250 clock hours per quarter.

Course Code	Title	Clock Hours
MMT105	Fundamentals of Massage Theory & Practice	120
MMT106	Anatomy, Physiology & Kinesiology I	130
MMT107	Anatomy, Physiology & Kinesiology II	75
MMT134	Medical Massage	130
MMT235	Massage Therapy Clinic I	50
MMT124	Pathology	70
MMT282	Adjunct Modalities in Massage Therapy	60
MMT246	Business, Law & Ethics of Massage Therapy	65
MMT236	Massage Therapy Clinic II & Licensure Review	50
	Total Clock Hours Required	750

PHARMACY TECHNOLOGY - Diploma

Offering Campus

Daymar College, Nashville

Educational Objectives

The Pharmacy Technology program is designed to prepare students for an entry level career as a pharmacy technician. A pharmacy technician is one who generally assists and supports licensed pharmacists in a wide variety of activities including, but not limited to, ordering, stocking, and packaging prescription and over-the-counter medications, inventory control, maintaining records, preparing medication labels, and preparing insurance claims.

The Diploma program presents basic general education and computer skills as well as pharmacy technician practices/ethics, pharmacy terminology and calculation, microbiology, pharmacy operations and claims, and compounding aseptic technique & non-sterile compounding. The student will be provided the opportunity to gain the skills to prepare them to work as a pharmacy technician in a retail pharmacy, hospital pharmacy, clinical pharmacy, or home health care agency. If a student successfully earns 16 credits per

quarter, this program is designed for full-time students to complete in 15 months. All credits earned in this program are applicable to the Pharmacy Technology Associate of Applied Science Degree.

Course Code	Title	Quarter Credit Hours
SFS130	Professional Seminar	1
SFS141	Strategies for Success	3
MED103	Medical Terminology	4
MED153	Anatomy & Physiology I	4
MED154	Anatomy & Physiology II	4
MED165	Medical Law and Ethics	4
MED255	Pathophysiology	4
PHA100	Introduction to Pharmacy Technician	4
PHA110	Pharmacy Terminology and Calculations	4
PHA155	Prescription and OTC Medications	4
PHA200	Pharmacology I for Pharmacy Technicians	4
PHA225	Microbiology	4
PHA250	Pharmacy Operations and Claims	4
PHA275	Compounding Aseptic Technique and Non-Sterile Compounding	4
CIS106	Computer Applications	4
CIS107	Computer Applications II	4
ENG101	General English	
MTH103	College Math	
INT143	Professional Seminar and Internship	
	Total Quarter Credit Hours Required	72

Section Fourteen: Course Listing

The course numbering system uses six characters, three letters identifying the area of study followed by three numbers to identify the particular course. In general, course numbers in the 100 and 200 range indicate basic courses, and course numbers in the 300 and 400 range indicate advanced courses. Prerequisites will usually have lower course numbers than the course for which a prerequisite is required.

ACC103 Accounting

This course introduces students to the accounting cycle including journalizing, posting, adjusting, and closing of the books. It also introduces students to preparing a trial balance, income statement, balance sheet, and a work sheet for a business. Prerequisite: None. (4 Quarter Credit Hours)

ACC113 Accounting II

In Accounting II, students continue covering accounts receivable, accounts payable, bad debts, depreciation, and merchandising inventories. Students prepare special journals for cash, assets and depreciation, inventories, and long-term liabilities. Prerequisite: Accounting, ACC103. (4 Quarter Credit Hours)

ACC210 Federal Income Tax Accounting

This course is a comprehensive explanation of the federal tax structure with training in the application of tax principles to specific programs related to the preparation of individual, partnership, and corporation tax returns. Prerequisite: Accounting, ACC103. (4 Quarter Credit Hours)

ACC211 Intermediate Accounting

This is a review of fundamental processes and precedes a detailed study of accounting for the asset items on a balance sheet. Emphasis is placed on investments, receivables, and their presentation of the balance sheet, inventory cost and valuation, and plant and tangible assets acquisition, utilization, and retirement. Prerequisite: Accounting II, ACC113. (4 Quarter Credit Hours)

ACC212 Advanced Accounting

This course includes an in-depth study of liabilities and owner's equity items. Competencies include keeping financial records for accounts receivable, uncollected accounts, plant assets, notes receivable, notes payable, and vouchers. This course develops skills and analyzing, interpreting, summarizing and reporting information, preparing formal statements and supporting schedules, and using inventory control systems. Prerequisite: Intermediate Accounting, ACC211. (4 Quarter Credit Hours)

ACC213 Cost Accounting

This course is a study of the elements of cost, labor, material, and overhead. Inventory and production control procedures and apportionment of overhead are given special attention. Job costs, process costs, and standard costs are studied in detail. Prerequisite: Accounting II, ACC113. (4 Quarter Credit Hours)

ACC214 Payroll Accounting

This course presents the fundamentals of accounting as applied to compensation programs including the calculation of payroll, payroll taxes, and the preparation of records and reports. State and federal taxation is also discussed. Prerequisite: Accounting, ACC103. (4 Quarter Credit Hours)

ACC215 Computerized Accounting

Accounting software is used to automate, analyze, and interpret financial information while applying Accounting concepts and principles. Activities include company setup, preparing a chart of accounts, journalizing and posting transactions, entering payroll data, and producing financial statements. Prerequisite: Accounting, ACC103. (4 Quarter Credit Hours)

ACC216 Managerial Accounting

The study of the uses of accounting information in managerial planning and control of organizations. Prerequisite: Intermediate Accounting, ACC211. (4 Quarter Credit Hours)

ACC217 Corporate and Partnership Taxation

This course is designed to provide an introduction to the taxation of partnerships, corporations, trusts and estates. Topics that will be explored include an overview of and the impact taxation has on partnership and corporation types, operations, and termination as well as the taxation related to trusts and estates. (4 Quarter Credit Hours)

BBA300 Personal Development and Research

This course covers personal goal development, learning methodologies, temperament type analysis, study skills, time management, library research, literature reviews, personal assessment, and other subjects relevant to goal achievement in an academic environment.

Prerequisite: All 100 and 200 level courses must be completed prior to enrolling in the 300 and 400 level courses. (4 Quarter Credit Hours)

BBA310 Business Communication

This course is a study of written and oral communication skills that are essential for communicating successfully in organizations. This course will use simulations, case studies, and application assignments to focus on the process of

written and oral communication in the business environment.

Prerequisite: All 100 and 200 level courses must be completed prior to enrolling in the 300 and 400 level courses. (4 Quarter Credit Hours)

BBA330 Human Resources for Business Leaders

This course is a study of the role of human resource management as a staff function within the organization.

The human resource management functions of recruitment, interviewing, human resource planning, equal employment, job analysis, wage and salary administration, management development, training, compensation, and labor relations are examined. An investigation of the interpersonal relationships of employees in the organizational setting is also considered.

Prerequisite: All 100 and 200 level courses must be completed prior to enrolling in the 300 and 400 level courses. (4 Quarter Credit Hours)

BBA400 International Business Operations

This course is an introduction to the theory and practice of business operations of international and multinational firms. Special emphasis is given to international trade theory, marketing, finance, and human resource management.

Prerequisite: All 100 and 200 level courses must be completed prior to enrolling in the 300 and 400 level courses. (4 Quarter Credit Hours)

BBA405 Diversity in Organizations

This course explores diversity as it relates to organizations from a human resources development perspective. Areas of diversity explored include racial/ethnic groups, sex and gender, religion, work and family, weight and appearance, physical and mental ability, and sexual orientation. The primary focus is to development of a strategy to improve an organization's performance.

Prerequisite: All 100 and 200 level courses must be completed prior to enrolling in the 300 and 400 level courses. (4 Quarter Credit Hours)

BBA435 Strategic Planning

This course examines the development, implementation, and reformulation of business policy and strategy. This course stresses the need for awareness of, and accommodation to, change in a company's internal and external environments. Generic types of business strategies and techniques for analyzing strategies are also covered. Prerequisite: All 100 and 200 level courses must be completed prior to enrolling in the 300 and 400 level courses.

(4 Quarter Credit Hours)

BBM335 Leadership

This course is a study of the current understanding of leadership theory and practice with a goal of developing the student's personal theory of leadership. (4 Quarter Credit Hours)

BBM340 Organizational Behavior

This course is a study of behavior in organizational settings as affected by individual, group, and organizational processes. Special emphasis is given to learning, motivation, attitudes, stress, organizational culture, group processes, and decision making. (4 Quarter Credit Hours)

BBM405 International Management

This course explores the nature of management processes and activities in terms of different legal, political, economic, and cultural environments. The administrative philosophies, policies, and practices of international business organizations are covered. (4 Quarter Credit Hours)

BBM440 Principles of Quality Improvement

This course explores the philosophy, principles, and practices of continuous quality improvement. Students will explore systems thinking, understanding variation and diversity, practical psychology of leadership and management, and generation and leverage of knowledge. (4 Quarter Credit Hours)

BBM445 Project Management

This course examines the role of project management and its use in business and organizations. Each of the following constituent elements for successful project management is included in the course defining a project, working with project teams, performing projects budgeting, performing a work breakdown analysis, creating a project schedule, and performing project monitoring and evaluation. (4 Quarter Credit Hours)

BBM450 Operations Management

This course familiarizes the student with the nature and scope of production and operations management in modern industry. The topics emphasized include operations philosophies, operations strategy, inventory control, project management, and other current topics selected by the instructor. (4 Quarter Credit Hours)

BBM460 Negotiation and Conflict Management

This course explores the theory and implementation strategies of successful negotiation. This course will examine interpersonal communication and business management practices in which negotiation strategies help you manage difficult business situations and resolve intra-organizational conflict. By developing effective negotiation skills, you can increase your problem-solving and conflict-resolution abilities. (4 Quarter Credit Hours)

BBM470 Staffing: Recruitment and Selection

This course trains students in one of the major components (applicant recruitment and selection) for managers. In doing so, students are introduced to the techniques of analyzing the effectiveness and appropriateness of various instruments used by professionals. Additionally, students are introduced to the strategies associated with the use of different recruitment and selection techniques. (4 Quarter Credit Hours)

BBM480 Training and Development

This course trains students in one of the major components (employee training and development) for managers. In doing so students are introduced to the current state of employee training and development practices; acquire a basic understanding of key issues related to the structure, the methods, and the use of technology for the training of employees; and through readings, lectures, discussions, and presentations learn to apply learning theories in the development and implementation of a strategic employee training system. (4 Quarter Credit Hours)

BBM490 Business Research for Decision Making

This course allows students to explore decision making from a managerial viewpoint and examine the role of decision making in dealing with employees, formulating strategy, and negotiating. This course requires

students to understand, apply, and evaluate both quantitative and qualitative research methodologies as they apply to business studies and analysis. (4 Quarter Credit Hours)

BCS100 Reimbursement and Coding

This course is designed for students who plan to seek employment in the medical reimbursement and coding field. Students are introduced to responsibilities for a reimbursement specialist including third-party payers, coding, coding software and collections. Prerequisite: None (4 Quarter Credit Hours)

BCS111 Anatomy & Physiology for Reimbursement

This course introduces the student to medical terminology as well as anatomical structures and their functions. This course presents the student with prefixes, suffixes and acquaints the students with word building. The course introduces body systems, root words, and medical terms. The course provides the students with the basic knowledge of body systems. The course assists in their understanding of the structure and function of the systems and how they relate to the disease process. Prerequisite: Medical Terminology, MED103 (4 Quarter Credit Hours)

BCS115 Technology in the Medical Office

This course is designed to prepare the student for entry-level work in the medical setting utilizing medical office management software. The student will be introduced to the patient billing cycle, patient check-in and check-out, patient data entry, insurance verification, charge posting, payment posting, appointment scheduling, paper and electronic claims submission, electronic health record usage and HIPAA compliance. Students will participate in competency-based skill-building electronic activities associated with the medical field. Prerequisite: None (4 Quarter Credit Hours)

BCS161 ICD

ICD introduces the student to medical coding utilizing the International Classification of Diseases and the ICD- 10-PCS. This course develops basic ICD coding skills and encompasses inpatient and outpatient official coding guidelines, coding convention usage, beginning level case coding, sequencing and inpatient procedure code development. Prerequisite: Medical Terminology, MED103. (4 Quarter Credit Hours)

BCS162 Procedural Coding

This course categorizes the different sections of the CPT Coding Manual, examines the official coding guidelines for each chapter, and introduces the students to coding for professional services in the ambulatory and outpatient settings. This course provides for extensive coding practice and covers ethical reimbursement issues. Prerequisite: ICD, BCS161. (4 Quarter Credit Hours)

BCS163 Modifiers and Intermediate Coding

This course provides an in-depth examination of the use of HCPCS modifiers and provides the student with intermediate level coding practice. The extensive practice requires the student to study intermediate level cases, abstract necessary information, and code utilizing ICD and HCPCS code sets. Prerequisite: Procedural Coding, BCS162. (4 Quarter Credit Hours)

BCS165 Coding Clinic

This course provides the student with a virtual medical office simulation. The student has to apply classroom theory to on-the-job scenarios. The simulation provides for appointment setting, claims submission, patient billing and case coding. Prerequisites: ICD, BCS161 and Procedural Coding, BCS162 (4 Quarter Credit Hours)

BCS232 Surgical Procedure Coding

This course provides an in-depth examination of the use of HCPCS modifiers and provides the student with intermediate level coding practice. The extensive practice requires the student to study intermediate level cases, abstract necessary information, and code utilizing ICD and HCPCS code sets. Prerequisites: ICD, BCS161 and Procedural Coding, BCS162, which may be taken concurrently (4 Quarter Credit Hours)

BCS233 Medical Office Management

This course provides the student with the necessary skills to assume a management position in a medical office, or billing and coding department. The course covers personnel management, documentation

management, marketing and financial management, and OSHA requirements. Prerequisite: None. (4 Quarter Credit Hours)

BCS243 Claims Examining

This course is designed to prepare the student in the advanced concepts of billing, coding and claims examination. The course also covers third party liability investigation, completion of payment worksheet, calculation of adjustments, coordination of benefits, and interpretation of insurance contracts. Prerequisite: Claims Production, BCS262 (4 Quarter Credit Hours)

BCS253 Compliance

This course is designed to help the student navigate through the important issues of compliance. This course addresses the ever growing requirements to promote healthcare compliance with the various laws, regulations, rules, and guidelines, medical practices need to implement and maintain a compliance program. Prerequisites: ICD, BCS161 and Procedural Coding, BCS162, which may be taken concurrently (4 Quarter Credit Hours)

BCS261 Reimbursement Methodology

This course covers the billing cycle and introduces the student to the different payers. As well, the course covers HIPAA/HITECH, Privacy, Security and Electronic Health Care Transactions/Code Sets/Breach Notification rules. The course provides extensive practice in payment calculation, processing payments and EOB interpretation. Prerequisite: Reimbursement and Coding, BCS100. (4 Quarter Credit Hours)

BCS262 Claims Production

This course is designed to provide students with a foundation of understanding in the hospital billing and coding process. The billing process covers the UB-04 (CMS 1450, 837I) and the individual form locators. In addition, the coding process covers inpatient procedural coding utilizing the ICD-10-PCS. (4 Quarter Credit Hours)

BCS265 Comprehensive Coding

This course requires the student to analyze, interpret, and abstract medical information necessary to assign the correct codes for highly advanced ICD and HCPCS cases. The advanced case coding is necessary for certification preparation. This course provides a mock examination to evaluate the level of expertise. Prerequisite: Modifiers and Intermediate Coding, BCS163. (4 Quarter Credit Hours)

BIO140 Anatomy & Physiology I

This course is an in-depth study of the structure and function of the systems and organs of the human body and the interrelationships of the body's system. Emphasis is placed on organization and division of the body and cellular function. (4 Quarter Credit Hours)

BIO141 Anatomy & Physiology II

This course is an in-depth study of the structure and function of the systems and organs of the human body and the interrelationships of the body's system. Emphasis is placed on organization and division of the body and cellular function. (4 Quarter Credit Hours)

BIO145 Microbiology for Nursing

This course is offered to introduce the nursing student to the world of microorganisms and how they affect the human body. An in-depth study of how microorganisms cause disease, their pathogenicity and the role immunity plays in it. Discussions related to the valuable roles of microorganisms in food production, ecology, sewage disposal and product manufacturing will be introduced. (4 Quarter Credit Hours)

BMG124 Management

In this course business techniques and management theory are explored. Principles of Management is centered on the management functions of planning, decision-making, organizing, leading, and controlling. Prerequisite: None. (4 Quarter Credit Hours)

BMG126 Business Law

This course covers the basic legal principles relating to contracts involving personal property, bailments, hotel, sales, agency, employment, insurance, and real property. Prerequisite: None. (4 Quarter Credit Hours)

BMG128 Retail Management

In this course the exciting, challenging, and rewarding opportunities facing both retailers and firms that sell their products and services to retailers, such as IBM and Proctor & Gamble are explored. Specific topics that are discussed are retailing which is a high-tech, global, growth industry that plays a vital economic role in society, strategic issues facing the retail industry, key strategic issues with an emphasis on financial considerations, and implementation through merchandise and store management. These strategic and tactical issues are examined for a broad spectrum of retailers, both large and small, domestic and international, selling merchandise and services. Prerequisite: None (4 Quarter Credit Hours)

BMG250 Economics

This course covers such topics as the free enterprise system, the Gross Domestic Product, macroeconomics, microeconomics, and fundamentals of the monetary policy. Prerequisite: None. (4 Quarter Credit Hours)

BMG270 Leadership

This course is a study of the current understanding of leadership theory and practice with a goal of developing the student's personal theory of leadership. Prerequisite: None. (4 Quarter Credit Hours)

BMG290 Finance

This course analyzes the nature and scope of business finance. Emphasis is placed on forecasting, capital budgeting, sources and costs of capital, financial instruments, financial analysis, and interpretation. Prerequisite: Accounting, ACC103. (4 Quarter Credit Hours)

BUS101 Human Resource Management

This course presents an examination of the fundamental principles of personnel management as they apply to the employee, employer, and society. Specific topics discussed include managing human resources, understanding the internal and external environment of human resources management, managing changes, staffing, training, appraising, compensating, occupational safety and health, unionization, and collective bargaining. Prerequisite: None. (4 Quarter Credit Hours)

BUS111 Business Communication

This course encompasses various forms of business communication such as business letters, memoranda, business reports, and is designed to polish and refine students' abilities to solve numerous business communication problems. Prerequisite: None. (4 Quarter Credit Hours)

BUS112 Personal Finance

This course is designed to serve the personal finance needs of the student, regardless of their major field of study. Practical applications in personal and family financial planning, including budgeting, buying, borrowing, banking, and home ownership are covered in this course. Prerequisite: None. (4 Quarter Credit Hours)

BUS113 Finance for Non-Financial Managers

This course focuses on improving communication with people in financial areas, contribute to financial decisions, and better understand financial statements and the impact of strategic decisions on shareholder value. The course focuses on both accounting and finance to help students develop a well-rounded understanding of language and requirements of financial expectations and performance. Participants learn how to evaluate a project's financial attractiveness from the shareholder's perspective and to better understand and predict the impact of business decisions. Prerequisite: None. (4 Quarter Credit Hours)

BUS122 Business Math

This course is a review of arithmetical operations, decimals, ratios and proportions, percentages, interest, and discounts. Subjects covered include finance charges, payroll computations, merchandise inventory valuation, depreciation, and computing different types of interest. Prerequisite: None. (4 Quarter Credit Hours)

BUS201 Marketing

This course covers all activities involved in pricing, distribution, and promotion of a product. Emphasis will be placed on marketing for small to medium sized business. Internet marketing will also be discussed. Prerequisite: None. (4 Quarter Credit Hours)

BUS210 Managing Information

This course is designed to provide a real-world understanding of information systems technologies. This course provides exposure to information age, information technology, information technology in management, information systems in decision making, and planning, acquisition, and controls. Prerequisite: None. (4 Quarter Credit Hours)

BUS211 Small Business Management

This course presents a contemporary treatment of the start-up and management of small firms. Strong emphasis is placed on entrepreneurial opportunities and the new-venture activities needed for the successful operation of small firms. Prerequisite: None. (4 Quarter Credit Hours)

BUS212 Supervision

This course is designed to help those who will be supervisors, team leaders, coaches, or coordinators and incorporates the four functions of management including planning, organizing, leading, and controlling. Also discussed are modern supervisory challenges including quality management, ethical behavior, motivating employees, improving productivity, problem solving, and decision making. Prerequisite: None. (4 Quarter Credit Hours)

CIS106 Computer Applications

This is an introductory course designed to acquaint the successful student with the world of microcomputer applications in business, industry, education, and home use. During this course, the successful student will be introduced to Microsoft Office Products such as Word, Excel, Access, and PowerPoint. Prerequisite: None. (4 Quarter Credit Hours)

CIS107 Computer Applications II

This is an advanced course designed to acquaint the student with the world of microcomputer applications in business, industry, education and home use. This course provides an introduction to additional applications in Microsoft Office Products which include Word, Excel, Access and PowerPoint. Prerequisite: Computer Applications, CIS106. (4 Quarter Credit Hours)

CJA300 Introduction to Policing

This course is an examination of the philosophy, history, and agencies of law enforcement at the local, state, and federal levels. Special emphasis is given to analyzing the roles and responsibilities of law enforcement in a democratic society as well as contemporary issues of corruption, brutality, use of deadly force, and community-oriented policing. (4 Quarter Credit Hours)

CJA305 Punishment and Corrections

This course is an overview of theories of punishment as they relate to the various treatment and rehabilitation policies and practices that affect offenders in institutional and community settings. Specific approaches being examined include mandatory sentencing laws, offender education programs, institutional and community drug treatment programs, boot camps, house arrest, intensive supervision probation, work release, and community work service. (4 Quarter Credit Hours)

CJA310 Theories of Crime

This course is an overview of historical, sociological, biological, psychological, economic, and theories of crime causation. Particular attention is made to critically analyzing each theory presented in terms of its internal consistency and logic as well as its fit with data on crime, criminals, and victims. Policy implications stemming from these theories will be discussed. (4 Quarter Credit Hours)

CJA320 Crime Control Strategies

An analysis of the methods used to control crime in American society. Emphasis on understanding the sometimes conflicting goals of the criminal justice system; attention is given to the general categories of general and specific deterrence, aggressive enforcement, situational and environmental defensive measures, and modification of the social order. Special attention will be given to how other countries control crime and the problems of comparison because of political and cultural differences. (4 Quarter Credit Hours)

CJA325 Crime Analysis

An introduction to the basic methods used in analyzing data from criminal justice agencies, including temporal and spatial analysis of crime patterns, calculation of crime rates, descriptive analyses of victim and offender characteristics, recidivism, and the identification of offense typologies. Students get hands-on experience coding, analyzing, interpreting, and presenting crime data from a number of sources like police homicide reports, the FBI, Department of Corrections, and attitudinal surveys. (4 Quarter Credit Hours)

CJA330 Women, Crime, and Justice

This course focuses on women as criminals, victims, and professionals in the criminal justice system are the focus of this course. Theories, policies, and relevant empirical studies will be discussed in the context of the historical, sociopolitical, and cultural forces that shaped them. Topics may include girls in gangs, female police officers, mothers behind bars, domestic violence, and pregnancy and drug use. (4 Quarter Credit Hours)

CJA340 Criminal Justice Research

This course is an introduction to the basic concepts of social science research including hypothesis testing, research design, causality, sampling, and measurement. Course is intended to provide students with necessary skills to critically evaluate crime and delinquency research as well as design and implement basic research projects. (4 Quarter Credit Hours)

CJA350 Criminal Justice Management and Planning

The course provides an overview of the ways in which data may be used to address issues of crime and disorder in criminal justice. Usage of data will be viewed as one step in larger planning process that involves clearly identifying policy problems, articulating the ways in which crime problems are thought to occur, collecting and analyzing data about the problem, and feeding results back into agency operations. Topics to be covered will include data usage in policing, courts, and corrections. (4 Quarter Credit Hours)

CJA360 White Collar Crime

This course examines the many facets of white-collar crime and deviance including corporate, occupational, professional, political, and organized criminal behavior. A major component of this exploration will include the nature of elite deviance as it relates to crime and power in contemporary American society. Examples of white-collar crime and deviance are drawn from a host of disciplines including criminology, sociology, political science, economics, public health/epidemiology, and environmental science, to illustrate the breadth as well as the frequency of white-collar offending in elite settings. In addition to covering the major white-collar crime types, this course also covers the law and social control of white-collar crime; the policing and regulating of white collar crime; and the prosecuting, defending, and adjudicating of white-collar crime. (4 Quarter Credit Hours)

CJA400 Chemical Dependence and Abuse

This course is a survey of drug and alcohol use, abuse, and their relationships to the criminal justice system and society. The use of alcohol, tobacco, caffeine, prescription drugs, and illicit drugs are explored, including explanations for misuse and dependence with emphasis on the economic and social costs to

society. The role of the criminal justice system as an agent of social control in the containment of chemical dependence and abuse are also considered. (4 Quarter Credit Hours)

CJA410 Geographic Criminology

This course will provide a theoretical background for the geographic study of crime. Topics covered include criminological theories that address the geographic distribution of crime, an introduction to commonly used terminology in crime mapping, the use of spatial data in crime prevention efforts, and the ways in which crime mapping is currently used in criminal justice agencies. (4 Quarter Credit Hours)

CJA420 Applied Crime Mapping

This course will provide students with the technical and analytical skills used in crime mapping. Various mapping applications will be made available to students for the geographic examination of crime data. As this course is an introduction to mapping software, no prior GIS knowledge is required. This course reviews how to create useful maps that convey spatial crime data and the relationships between crime and other geographic features. (4 Quarter Credit Hours)

CJA430 Crime, Grime, and Fear

This course is designed to study the social, economic, political, and physical factors underlying neighborhood crime and decline. Special attention is given to physical and social incivilities, the “broken windows” theory, police-community partnerships, and problem-solving. Students will work on neighborhood-centered projects to explore solutions to neighborhood crime patterns, disorder, and fear of crime, and ideas for strengthening police-citizen relations, and community building. (4 Quarter Credit Hours)

CJA440 Terrorism and Homeland Security

This course is a study of the methods of terrorism (domestic and international), terrorist operations, cyber-terrorism, and the mind of the terrorist within a national response of providing for homeland security. The roles undertaken by local, state, and national agencies to respond to the threat of terrorism are given specific consideration. (4 Quarter Credit Hours)

CJA450 Criminal Justice Ethics and Morality

A study of the ethical background and decision-making steps that are present in value-laden situations, with particular emphasis of Christian principles for personal and social responsibility as applied to management and leadership. Situational considerations dealing with racial profiling, gratuities, and political climates are explored. (4 Quarter Credit Hours)

CJA460 Crisis Intervention

A study of emotionally charged situations that agents in the criminal justice system might experience. Special emphasis is given to basic safety and security measures, mediation tactics, strategies for resolving crises, and best practices in hostage negotiations. (4 Quarter Credit Hours)

COM208 Public Speaking

This course is a study of verbal and nonverbal communication strategies and the preparation and delivery including these types of speeches introduction, impromptu, informative, persuasive, and commemorative. Prerequisite: None. (4 Quarter Credit Hours)

COM310 Interpersonal Communications

This course provides a study of communication theory and its value in interpersonal relationships. Special emphasis is given to the development of the communication process, appropriate techniques, and skills. (4 Quarter Credit Hours)

CRJ100 Corrections

This course will provide the criminal justice student with an overview of corrections and its place in the system. An overview of the corrections system and its overall effectiveness will be addressed. Prerequisite: None. (4 Quarter Credit Hours)

CRJ110 Criminal Justice

This course is designed to introduce the students to the basic elements and requirements of the Criminal Justice field. Students will learn the core components of police, courts, corrections, law and private and public industrial security. Prerequisite: None (4 Quarter Credit Hours)

CRJ115 Rules of Evidence

This course is designed to instruct the student on the rules, both state and federal, which govern the presentation of evidence at hearings and trials. Ethical considerations in the presentation of evidence are also discussed. Prerequisite: None. (4 Quarter Credit Hours)

CRJ120 Private and Industrial Security

This course is designed to prepare the student for entry level work in the private and public sector security field. Students will be introduced to public and private security management functions, training, budgeting, security classification of companies, industrial assets and protection measures. Students will be introduced and will participate in competency-based skill-building activities associated with the private and public sector industrial security field requirements. Prerequisite: None (4 Quarter Credit Hours)

CRJ135 Ethics and Professionalism for Criminal Justice

This course is designed to prepare students in ethical and professional decision making, while ensuring that the integrity of their work is preserved legally and professionally. Students will be introduced to TPI concepts that are specific to the ethics and professional code for first responders and legal professionals. Students will participate in competency-based, skill-building activities that challenge them through the use of scenarios and situations commonly seen in the justice studies fields of police, courts, corrections and private industrial security. Prerequisite: None (4 Quarter Credit Hours)

CRJ175 Law Enforcement Operations

This course introduces students to the operations of various enforcement entities. It includes how police departments are organized, what police officers do, the different problems encountered in policies and what happens to them during the course of their career. Prerequisite: None. (4 Quarter Credit Hours)

CRJ200 Criminal Investigations

This course reinforces and strengthens the students' acquired skill levels pertaining to criminal investigations. Protocol and procedures involving crime scene investigations and interrogations are emphasized. Prerequisite: None. (4 Quarter Credit Hours)

CRJ245 Juvenile Delinquency

This course is designed to instruct the student on the special issues and procedures involving the processing and treatment of juvenile offenders, including status public and youthful offenders. Prerequisite: None. (4 Quarter Credit Hours)

CRJ250 Police Report Writing

This course prepares students in the composition of police narrative writing, primarily in terms of organization and language of such reports. Prerequisite: Criminal Investigations, CRJ200. (4 Quarter Credit Hours)

CRJ275 Victimology

This course will introduce students to the elements of victims' assistance programs, roles, policies and procedures specific to programs that work with offender and victim rehabilitation. Students will also be introduced to the elements of criminal psychology, the classification of crimes and how it relates to specific victim and offender scenarios. HIPAA laws and case sensitivity will also be introduced in this course, as it relates to victim protection policies and procedures in life and in death situations. Prerequisite: None. (4 Quarter Credit Hours)

CRJ280 Chemical Dependency and Abuse

This course is a survey of drug and alcohol use and abuse, and their relationship to the criminal justice system and society. The use of alcohol, tobacco, caffeine, prescription drugs, and illicit drugs are explored,

including explanations for misuse and dependence with emphasis on the economic and social costs to society. The role of the criminal justice system as an agent of social control in the containment of chemical dependence and abuse are also considered. Prerequisite: None (4 Quarter Credit Hours)

CYB 101 Information Technology Fundamentals

This course introduces students to the foundational concepts in Information Technology (IT) including mobile devices, networking technology and troubleshooting, hardware, virtualization, cloud computing, installing and configuring operating systems, security fundamentals, software troubleshooting and operational procedures. The course prepares individuals seeking to pass the Computing Technology Industry Association's (CompTIA) A+ Core 1 (220-1001) and CompTIA A+ Core 2 (220-1002) exams. Prerequisite: None. (8 Quarter Credit Hours)

CYB 102 Networking Fundamentals

Designed to serve the needs of those interested in understanding the field of data communications and how it relates to other areas of Information Technology (IT) and Cybersecurity. The material covered in this class also helps prepare individuals seeking to pass the Cisco Certified Network Associate (CCNA), Cisco Certified Entry Networking Technician (CCENT), or the Computing Technology Industry Association's (CompTIA) Network+ (N10-007) certification exams. Prerequisite: None. (8 Quarter Credit Hours)

CYB 103 Scripting Fundamentals

This course offers an in-depth introduction to scripting languages including basic data types, control structures, regular expressions, input/output, and textual analysis. Prerequisite: None. (8 Quarter Credit Hours)

CYB 104 Linux and Windows Server Fundamentals

This course provides students with in-depth coverage of the installation, storage, and compute features and functionality of Windows Server 2016/Linux operating systems. Prerequisite: None. (8 Quarter Credit Hours)

CYB 105 Information Security

This course provides students with in-depth coverage of the installation, storage, and compute features and functionality of Windows Server 2016 and Linux operating systems. Prerequisite: None. (8 Quarter Credit Hours)

CRT210 Critical Thinking

This course places emphasis on solving workplace problems by using teamwork and individual approaches to problem-solving and decision making to find solutions that would be acceptable in diversified workplace settings. Prerequisite: None. (4 Quarter Credit Hours)

DEN120 Fundamentals of Dental Assisting

This class introduces the student to the dental profession which includes identifying the individuals who have an impact on the dental profession. Students will learn the principles of infection control, instrument processing, overview of dentitions, and the roles of each professional in the dental team. (5 Quarter Credit Hours). Prerequisite: None

DEN121 Dental Sciences

This class introduces the student to dental head and neck anatomy, dental terminology, which presents the student with prefixes and suffixes and root words and teaches students to recognize widely, used dental terms. Oral pathology, dental embryology, and tooth morphology. Oral diagnosis, treatment planning, and charting will also be taught. Upon completion, the student will have an understanding of the oral cavity, the correct used of dental terminology, their meanings and correct spelling and charting existing conditions in the oral cavity. (5 Quarter Credit Hours). Prerequisite: DEN120, Fundamentals of Dental Assisting

DEN122 Dental Emergencies

In this course, the student will learn how to recognize, prevent and be prepared for emergencies that can occur in the dental office. This class covers the role of the dental assistant when working with the medically and physically compromised patient. The student will learn basic life saving techniques and will obtain a certification in CPR before completion of the class. (5 Quarter Credit Hours). Prerequisite: DEN120, Fundamentals of Dental Assisting

DEN123 Dental Materials

This class is designed to study the characteristics of dental materials ordinarily used in the general dental office. The student will be able to manipulate and compare the different materials used during lab. Upon completion, each student will be able to mix cements, take alginate impressions, pour and trim models. (5 Quarter Credit Hours). Prerequisite: DEN120, Fundamentals of Dental Assisting

DEN124 Chairside Assisting

This class will introduce the student to the dental office environment, fundamentals of equipment and maintenance, instruments and transferring them to the doctor. Anesthesia, pain control, oral evacuation systems, moisture control, and matrix systems will also be covered and practiced during lab. (5 Quarter Credit Hours). Prerequisite: DEN120, Fundamentals of Dental Assisting

DEN125 Dental Radiology

This course teaches the student principles of radiation health and safety, set up, and chemicals used in automatic and manual processors. This course focuses on teaching placement when taking bitewing, parallel, and bisecting angle radiographs using both film and x-ray sensors. The student will expose, process, and mount x-rays and be able to identify many errors that can occur during exposure and processing of the radiographs. (5 Quarter Credit Hours). Prerequisite: DEN120, Fundamentals of Dental Assisting

DEN126 Dental Specialties

This course will expand the student's knowledge above and beyond the general dentistry practice. Students will learn materials and instruments used in fixed and removable prosthodontics, endodontics, periodontics, pediatric dentistry, oral surgery, and orthodontics. (5 Quarter Credit Hours). Prerequisite: DEN120, Fundamentals of Dental Assisting

DEN127 Dental Administration

This class will introduce the student to the administrative side of the dental profession. The student will learn insurance codes, how to set up appointments, basic bookkeeping, time management, inventory control, and the recall systems. The student will also learn employment strategies and understand the laws and ethics pertaining to the dental practices. (5 Quarter Credit Hours). Prerequisite: DEN120, Fundamentals of Dental Assisting

DEN128 Advanced Dental Assisting

The student is introduced to the dental profession which includes dental ethics and the law governing dentistry and occupational health and safety. The student will discuss the technological changes in dentistry, discuss the dental health team, and perfect techniques in Matrix systems, Provisional Coverage, Moisture Control. Students will be introduced to expanded functions of Coronal Polishing and Dental Sealants and how they aid in preventative dental care. (5 Quarter Credit Hours). Prerequisite: DEN120, Fundamentals of Dental Assisting

DEN130 Internship and Professional Seminar

This course will expand the student's knowledge above and beyond the classroom. Students will complete an externship in a dental office. Students will gain experience working with patients, dentists, and staff. (8 Quarter Credit Hours). Prerequisite: All Dental Courses

ENG101 General English

This introductory course in effective college-level composition introduces a variety of writing situations and effective ways of composing, developing, outlining, revising, editing, and using research skills. Prerequisite: None. (4 Quarter Credit Hours)

ENG206 Introduction to Literature

This course focuses on Greek, Victorian, and Modern Literature and includes literary genres: the short story, poetry, and drama. Prerequisite: None. (4 Quarter Credit Hours)

ENG211 Composition I

Composition I encompasses expository writing of essays and opinion papers. Critical thinking skills will be utilized as students explore their values, attitudes, ideas and experiences, and enhance their research skills. Prerequisite: General English, ENG101. (4 Quarter Credit Hours)

ENG212 Composition II

Composition II emphasizes research methods and writing using the appropriate documentation style. Students will develop research strategies and prepare a research paper. Prerequisite: Composition I, ENG211. (4 Quarter Credit Hours)

ETH102 Ethics and Supervision

This course introduces students to the fundamentals of business ethics while helping those who will be supervisors, team leaders, coaches, or coordinators and incorporates the five functions of management including planning, organizing, staffing, leading, and controlling. Students learn about the decision-making process to solve ethical dilemmas, understanding barriers, and consequences when making ethical decisions, and the process for blowing the whistle when unethical situations arise. Course activities also cover identifying common managerial ethical issues, being proactive with ethical issues, addressing subordinates' ethical issues, identifying causes of unethical behavior, recognizing unethical behavior, and ending unethical behavior in the workplace. Students will also learn about organizational ethical principles, and the four categories of corporate social responsibility. Finally, this course reviews how to develop a code of ethics and execute an internal ethical audit. Prerequisite: None. (4 Quarter Credit Hours)

ETH103 Ethical Decision Making

This course is an examination of professional ethics and common ethical dilemmas in administrative settings. Models of ethical decision making are applied in case vignettes. Prerequisite: None. (4 Quarter Credit Hours)

HCA300 Health Care Management

The course explores the fundamental concepts of management as applied to healthcare. Students will examine the organizational structure of the health care delivery system and administrative processes such as planning, problem solving, decision making, and quality productivity improvement. Emphasis will also be placed on the major issues and problem areas confronting health service administrators. (4 Quarter Credit Hours)

HCA305 Occupations in Health Care

This course provides basic information and skills needed to enter the health care field. It equips the student with the skills necessary to research many different occupations in the health care field and to become effective health care workers. (4 Quarter Credit Hours)

HCA310 The Healthcare Industry

This course provides a comprehensive overview of the health care industry including health care organizations and structures, public policy makers, and health care operations. Emphasis is placed on rapid changes in health care delivery systems as a response to increased health care costs, aging of the population, advanced medical science and technology, changing disease patterns, consumer demands, and distribution and use of the health care workforce. (4 Quarter Credit Hours)

HCA315 Health Care Communications

This course offers students the foundational knowledge and skills to communicate effectively in a variety of health care workplace settings. Students will review basic medical terminology, discuss the influences of gender and culture, examine channels of communication including the development of interpersonal and technology related communication, and the impact of consumer and interdisciplinary communication. (4 Quarter Credit Hours)

HCA320 Health Care in the United States

This course provides a broad overview of the various functions of the United States health care system. The historical evolution of health care is examined. The student is introduced to the various forms of provider models and service delivery systems found in private and public health sectors, including ambulatory, acute, mental, and long-term care. The financing aspects of health care and their influence on health care delivery and quality are outlined. (4 Quarter Credit Hours)

HCA325 Information Technology for Health Care

This course provides a general introduction to computer literacy and information technology at a level appropriate for health care students. It includes discussions of hardware and software, communications and networking, ethical issues, and privacy concerns. In addition, the course focuses on how IT is transforming every aspect of health care—from administrative applications such as the electronic medical record, to clinical systems involved in direct patient care, to special purpose applications such as simulation software used in the education of health care professionals. (4 Quarter Credit Hours)

HCA330 Human Resources: Principles and Practices in Health Care

This course examines the complexities and multiple issues involved in human resources management in health care organizations. Students will examine the strategic role of human resource management in response to changes in the health care industry. In addition, issues such as recruitment, retention, performance management, organizational development, and employee relations are examined. Federal, state, and professional regulatory requirements specific to health care are emphasized. (4 Quarter Credit Hours)

HCA335 Essentials of Managed Health Care

This course presents basic information on all the critical concepts of managed care, including comparing myths about managed care to actual facts; progressing from introductory material on the types of managed care organizations to negotiating and contracting, controlling utilization, and using data reports in medical management; and illuminating the regulatory landscape, with careful attention to both federal and state law, as well as the legislative environment. This course provides practical knowledge and advice to help master the complexities of managed care today. (4 Quarter Credit Hours)

HCA340 Cultural Diversity in Health Care

This course promotes an awareness of the dimensions and complexities involved in caring for people from diverse cultural backgrounds. The course will review the latest information on the health care delivery system; it examines the differences existing within North America by probing the health care system and consumers, and examples of traditional health beliefs and practices among selected populations. An emphasis on the influences of recent social, political, and demographic changes helps to explore the issues and perceptions of health and illness today. (4 Quarter Credit Hours)

HCA400 Public and Community Health

This course provides students with an introduction to the development of the public health system. Through the epidemiological model students will examine the impact of environmental factors on disease trends as well as communicable disease controls and will develop beginning skills in community assessment and health promotion strategies. The course also reflects the advances in population health in the community health field. This course represents the concept that many populations of concern in health programs are not solely defined by geographic location. (4 Quarter Credit Hours)

HCA405 Health Psychology

This course explores the meaning of health, illness, and optimal health care. It provides a conceptual integration of the most important relevant research, as well as discussing the most important recent

findings. Throughout the course, the biopsychosocial health psychology model is explicitly contrasted and compared to the traditional biomedical model. (4 Quarter Credit Hours)

HCA410 Leadership and Professional Development

The course provides students with an overview of leadership theories to assist in the development of effective leadership skills. Students will discuss workplace change and the leaders' role in the change process as well as examining and analyzing effective performance indicators for staff and organizational goals. (4 Quarter Credit Hours)

HCA420 Budgeting in Health Care

This course provides an overview to the many financial management aspects in health care organizations. The subject matter covers the many considerations and factors affecting the financial aspects of providing health care in today's dynamic and competitive environment. In addition to being able to appreciate the special considerations relating to the supply and demand for health care services, the student earns how to read and interpret financial statements to include cash flow analysis. (4 Quarter Credit Hours)

HCA430 Ethical and Legal Aspects of Healthcare

This course provides a working knowledge of law and ethics in a wide variety of health care topics, enabling students to deal with common legal and practical problems facing patients, their families, practitioners, care givers, and society within the health care industry. Students must possess a basic knowledge of ethics and the law as it applies to their areas of responsibility. (4 Quarter Credit Hours)

HCA435 Health and Disease Trends

This course introduces students to the basic principles of illness and disease as well as the impact of disease trends on the delivery of services. The clinical manifestations of diseases commonly seen in the health care environment will be reviewed. The impact of health promotion and wellness program perspectives will be presented. (4 Quarter Credit Hours)

HCA440 Planning and Marketing for Health Care Organizations

This course presents a framework for planning and implementing marketing initiatives for health services. Topics include market segmentation, targeting, positioning, and communication, as well as ethical issues and examples unique to the healthcare industry. (4 Quarter Credit Hours)

HIS300 American History

This course introduces students to the history of the United States since 1865, commencing with the reconstruction and the aftermath of the Civil War. The course goes on to explore the influence of industrialism at the turn of the century and the rise of America on the world politico-economic stage amidst two world wars and a great depression in the first half of the twentieth century. This course also examines the wide range of social change and turmoil happening in the latter half of the twentieth century. Successful students may gain a more solid appreciation of the multiculturalism and globalization that have dominated American history in the last decades of the twentieth century and the first years of the twenty-first. (4 Quarter Credit Hours)

INT122 Professional Seminar and Internship

This course is designed to help students gain additional practical work experience, further enhance their job skills, and promote valuable networking contacts through an additional internship with a local business, agency, or community organization. This course reviews additional business protocol, professional communication, work ethics and problem-solving skills through an additional professional seminar. Each program of study will require program-specific competencies, which are included with each program's syllabus. Prerequisite: Student must be in the next to last quarter of study. (4 Quarter Credit Hours)

INT143 Professional Seminar and Internship

This course is designed to help students gain practical experience, enhance their job skills, and discover valuable networking contacts with a local business, agency, or community organization. This course reviews business protocol, professional communication, work ethics, and problem-solving skills through a professional seminar. Each program of study will require program-specific competencies, which are

included with each program's syllabus. Prerequisite: Student must be in the last quarter or next-to-the last quarter of study. (4 Quarter Credit Hours)

INT145 Internship II

This course is designed to help students gain practical experience, enhance their job skills, and discover valuable networking contacts with a local business, agency, or community organization. This course reviews business protocol, professional communication, work ethics, and problem-solving skills through a professional seminar. Each program of study will require program-specific competencies, which are included with each program's syllabus. Prerequisite: Student must be in the last quarter or next-to-the last quarter of study. (4 Quarter Credit Hours)

INT222 Professional Seminar and Internship

This course is designed to help students gain additional practical work experience, further enhance their job skills, and promote valuable networking contacts through an additional internship with a local business, agency, or community organization. This course reviews additional business protocol, professional communication, work ethics and problem-solving skills through an additional professional seminar. Each program of study will require program-specific competencies, which are included with each program's syllabus. Prerequisite: Student must be in the next to last quarter of study. (4 Quarter Credit Hours).

INT243 Professional Seminar and Internship

This course is designed to help students gain practical experience, enhance their job skills, and discover valuable networking contacts with a local business, agency, or community organization. This course reviews business protocol, professional communication, work ethics, and problem-solving skills through a professional seminar. Each program of study will require program-specific competencies, which are included with each program's syllabus. Prerequisite: Student must be in the last quarter or next-to-the last quarter of study. (4 Quarter Credit Hours)

INT343 Professional Seminar and Internship

This course is designed to help students gain practical experience, enhance their job skills, and discover valuable networking contacts with a local business, agency, or community organization. This course reviews business protocol, professional communication, work ethics, and problem-solving skills through a professional seminar. Each program of study will require program-specific competencies, which are included with each program's syllabus. Prerequisite: Student must be in the last quarter or next-to-the last quarter of study. (4 Quarter Credit Hours)

LAW210 Criminal Law

This course surveys basic principles of criminal law including rights of the accused, certain constitutional issues, and the relationship of practices of the law office with those issues. Prerequisite: None (4 Quarter Credit Hours)

LAW256 Legal Research

In this course, students can gain a working familiarity with the major resource books found in law libraries. Students are taught the practical approach to finding and interpreting administrative regulations and statutes, as well as researching and analyzing case law. Students are given hands-on experience in using case reporters, digests, citators, statutory codes, encyclopedias, handbooks, and other legal materials. Prerequisite: None. (4 Quarter Credit Hours)

MED103 Medical Terminology

Medical Terminology presents students with prefixes, suffixes, and acquaints the students with medical word building. The course introduces body systems, word roots, medical terms, and teaches students to recognize widely used terms, their meanings and spellings. Prerequisite: None. (4 Quarter Credit Hours)

MED153 Anatomy & Physiology I

This course is designed to provide the student with the basic knowledge of the anatomy of the body to assist in their understanding of how the structure of the body has an impact on the body as a whole and to

assist the student in understanding of the structure of the body as related to the disease process. Prerequisite: Medical Terminology, MED103. (4 Quarter Credit Hours)

MED154 Anatomy & Physiology II

This course consists of anatomy and physiology of the cardiovascular, immune, digestive, respiratory, urinary, and reproductive systems functions during health and disease. Prerequisite: Anatomy & Physiology I, MED153. (4 Quarter, Credit Hours)

MED159 Basic Cardiovascular Anatomy & Physiology

This course will introduce the student to the structure and the functional part of the heart. For the student to fully understand the abnormal heart, the student must have a working knowledge of the normal structure and functional parts of the heart. This course also reviews the basic anatomy and how this anatomy will function when the heart is diseased. The physiology will play a major part in the understanding of the diseased heart. Prerequisites: Anatomy Physiology II, MED154; Medical Terminology, MED103; and Cardiac Monitoring Procedures, MED294. (4 Quarter Credit Hours)

MED165 Medical Law and Ethics

This course covers professional ethics regarding conduct between patient and physician and confidentiality of patient information. Federal and state laws regarding malpractice, negligence, and the Good Samaritan Law are discussed. Prerequisite: None. (4 Quarter Credit Hours)

MED184 Allied Health Office Procedures

This course will prepare the student to perform the office procedures required of medical administrative personnel in a healthcare setting. These include patient reception, appointment scheduling and maintenance of office equipment and supplies. Students will learn the importance of communications skills, both verbal and written, and learn how to handle office emergencies. Prerequisite: Medical Terminology, MED103. (4 Quarter Credit Hours)

MED186 Allied Health Office Administration

This course introduces the student to several areas of the healthcare office including the use and organization of health records, billing, collections, and financial management. A review of the use of medical software in the office and the need for privacy and security is also included. Professionalism in the office, the skills involved and the value to the employer is also discussed. Prerequisite: Medical Terminology, MED103. (4 Quarter Credit Hours)

MED188 Medical Office Procedures/Emergencies

This course will prepare the student with skills to work in a medical office. This includes such clinical procedure skills as: vital signs (temperature, pulse, respiration, and blood pressure), and patient examination room preparation such as patient positioning and patient draping. Students will learn professional cardiopulmonary resuscitation and receive their certification. In addition, students begin acquiring administrative medical office skills such as scheduling, filing, office communication, and patient records. Prerequisite or Concurrent: Medical Terminology, MED103. (4 Quarter Credit Hours)

MED227 Electronic Medical Records and Reimbursement

This course is designed to introduce the student to Electronic Health Records and medical insurance. Students will learn to create and maintain a patient chart with practice entering patient data as well. Application of HIPAA privacy policy in the medical office is reviewed. An introduction to the basic concepts of medical coding and reimbursement, including ICD and CPT codes and claim preparation, are also included. Several types of insurances such as Blue Cross/Blue Shield, Medicare, TRICARE, and Workers Compensation are introduced. Prerequisite: None (4 Quarter Credit Hours)

MED250 Exam Room Procedures

This course is designed to provide students with the basic procedures of preparation of a patient in the examining room and assisting the physician with the general and specific examinations. This course reviews how to take vital signs and other vital measurements. Return demonstrations are required. Prerequisite: None. (4 Quarter Credit Hours)

MED255 Pathophysiology

Pathophysiology is a study of the basic pathophysiologic process of the human body with emphasis on the anatomic systems and disease entities. Prerequisites: Anatomy & Physiology II, MED154. (4 Quarter Credit Hours)

MED261 Electrophysiology

The student will need a working knowledge of both the mechanical and the electrical components of the heart. Electrical heart disease is only one of the many congenial or acquired heart diseases that is recognized and treated successfully in the medical arena. With this class the student will be able to understand heart block and aberrant conduction, the treatment modalities to include, but not limited to, pacemakers and drug treatments. Prerequisites: Basic Cardiovascular Anatomy & Physiology, MED159. (4 Quarter Credit Hours)

MED263 Stress Test Techniques

Among the many diagnostic tests used to detect and to analyze treatment modalities, stress tests are used in approximately 85-90% of diagnostic tests. This course is designed to review different types of equipment used in stress testing. This course also reviews hook-up technique and how to assist the cardiologist with the testing procedures. Prerequisites: Electrophysiology, MED261. (4 Quarter Credit Hours)

MED264 Holter Monitoring

Holter monitoring is a diagnostic tool used to detect electrical abnormalities. This tool is also used to analyze and determine the effectiveness of treatment modalities. Proper hookup and patient education are stressed. Students will be instructed on how to read rhythm strips and prepare reports for patient charts and physician diagnosis. Prerequisites: Basic Cardiovascular Anatomy & Physiology, MED159. (4 Quarter Credit Hours)

MED266 Pharmacology

This course teaches routes of drug delivery, drug indications, actions, and contradictions. Included are common medications such as analgesics, antihypertensives, antianginal, calcium blockers, and antibiotics. Prerequisite: None. (4 Quarter Credit Hours)

MED267 BLS-Advance EKG-ECG

The student will be certified by the American Heart Association in CPR and obtain their Healthcare Provider with Automated External Defibrillator (AED) certification. The student will receive training in the recognition and emergency intervention of Lethal Rhythms. This course includes a thorough understanding of the crash cart, including what is stored in each drawer, and the student's role and responsibility in a Code Blue Emergency. Prerequisite: This is a last quarter course, taken during internship. (4 Quarter Credit Hours)

MED268 Cardiac Drugs

This course covers types of drugs used in Cardiac Disease, their categories, and function. This course reviews the various drugs used in the treatment of heart disease upon completion of the course. Prerequisites: Electrophysiology, MED261. (4 Quarter Credit Hours)

MED288 Medical Office Administration

This course offers students extensive practice and training as a medical receptionist, in preparing appointment records, compiling patient records, billing, simple accounting, and banking responsibilities. Prerequisite: Electronic Medical Records and Reimbursement, MED227. (4 Quarter Credit Hours)

MED290 Medical Dictation

This course is designed to teach the basic skills transcribers need including basic skills in grammar and punctuation. Students transcribe letters, chart notes, histories and physicals, and prepare miscellaneous reports such as pathology and X-ray notes. Prerequisite: Medical Terminology, MED103. (4 Quarter Credit Hours)

MED292 Laboratory Procedures

This course will prepare the student to perform routine specimen collections in the clinical laboratory. This will include venipuncture, skin puncture, and urine drug screen collections. In addition, the student will be given the necessary instruction for an understanding of the most common laboratory tests ordered, including laboratory department, specimen requirements, proper handling and complications/consequences of improper collection. Prerequisite: Medical Terminology, MED103 (4 Quarter Credit Hours)

MED294 Cardiac Monitoring and Procedures

This course is an introduction to the anatomy/physiology of the cardiac cycle, the electrical system of the heart. The student will be introduced to the normal sinus rhythm, atrial arrhythmia, junctional rhythm, ventricle rhythm. The student will be introduced to 12 lead EKG lead attachment. Prerequisite: None. (4 Quarter Credit Hours)

MED295 Medical Law and Ethics/Exam Room Prep

This course is designed to provide a review for the graduating student and prepare the student for a comprehensive certification examination. This course will review Anatomy and Physiology, with the understanding of the human body structures, systems, and functions. This course will review Pathophysiology with the understanding of the disease processes, treatments, and contraindications. Review of emergency preparedness such as first-aid techniques, shock, myocardial infarction, and environmental emergencies will be provided. This course covers review of federal and state laws regarding malpractice, negligence, HIPAA, and the Good Samaritan Law. This course will review medical office interpersonal communications, completing and submitting various insurance forms, and office management exercises. This course will include an overview of Pharmacology. Prerequisite: This course should be taken in the student's last term. (4 Quarter Credit Hours)

MMT101 Anatomy & Physiology/Medical Terminology I for Massage Therapy

This course gives an overview of medical, anatomical, physiological, and clinical vocabulary of the basic prefixes, suffixes, and acquaints the Massage Therapy student with basic word building as well as providing basic knowledge of developing skills in usage, spelling, and proper applications of vocabulary of the human body for systems including organization of the human body, chemical level, cellular level, tissue level, integumentary system, bone tissue, axial skeleton, appendicular skeleton, articulations, and muscle tissue of the human body. The levels of structural organization of the systems of the human body, the chemical level, the cellular level, the tissue level, the integumentary system, the bone tissue, the axial skeletal system, the appendicular skeletal system, articulations, and muscular tissue are also covered. This course discusses selected clinical connections and pathologies of these systems. Prerequisite: None. (105 Clock Hours)

MMT102 Anatomy & Physiology/Medical Terminology II for Massage Therapy

Anatomy & Physiology/Medical Terminology II for Massage Therapy is a continuation of the anatomy, physiology, and clinical vocabulary of the basic prefixes, suffixes; acquaints the student with basic words of the human body for systems including axial skeleton, appendicular skeleton, articulations and the musculoskeletal system. This course also reviews the axial skeleton and includes the muscles that originate, insert, and activate the axial skeleton; nerve innervations of these muscles will be covered. The appendicular skeleton includes the muscles that originate, insert, and activate the axial skeleton; nerve innervations of these muscles will also be covered. An emphasis will be placed upon signs and symptoms of selected pathologies of the skeletal system and muscular system. Prerequisite: Anatomy & Physiology/Medical Terminology I for Massage Therapy, MMT101. (105 Clock Hours)

MMT103 Anatomy & Physiology/Medical Terminology III for Massage Therapy

This course is a continuation of the anatomy, physiology, and clinical vocabulary of the basic prefixes, suffixes; acquaints the student with basic words of the human body for systems including nervous tissue, spinal cord, spinal nerves, brain, cranial nerves, automatic nervous system, somatic and special senses, endocrine system, the blood, and the heart. This course is designed to provide a fundamental understanding of the nervous system including nervous tissue, spinal cord and spinal nerves, brain and cranial nerves, and the automatic nervous system. An emphasis will be placed upon signs and symptoms

of selected pathologies of the nervous system. Selected muscles and their action, origin, insertion, and nerve innervations will be reviewed. This course is designed to provide a fundamental understanding of the nervous system including somatic and special senses; the endocrine system, blood tissue, and the heart. An emphasis will be placed upon signs and symptoms of selected pathologies of the special senses, endocrine system, blood tissue, and cardiovascular system. Selected muscles and their action, origin, insertion, and nerve innervations will be reviewed. Prerequisite: Anatomy & Physiology/Medical Terminology II for Massage Therapy, MMT102. (105 Clock Hours)

MMT104 Anatomy & Physiology/Medical Terminology

This course gives an overview of medical, anatomical, physiological, and clinical vocabulary used in massage therapy. In this course, the student is introduced to basic word building, prefixes, and suffixes, as well as skills in using, spelling, and applying vocabulary of the human body for all body systems. This course also contains an in-depth study of musculoskeletal and neurological systems and how they work in conjunction with one another. An emphasis will be placed upon the functions of each body system and the actions of the muscles, as well as their origins and insertions. (130 clock hours)

MMT105 Fundamentals of Massage Therapy Theory and Practice

This course is an introduction to the practice of massage, including massage techniques/modalities and the historical development of massage. The student will learn the rules of massage, the basics of massage procedures, principles of ethical behavior, therapeutic applications, and psychological effects of massage. Appropriate client positioning, bolstering, and client assessment and evaluation, as well as the use of tools, draping skills, and self-care of the therapist are developed in this course. Major techniques of massage therapy skills are combined into Swedish massage routines, proper body mechanics, and range of motion are stressed and infused into this practice. Concepts of intentional touch, grounding, rhythm, and consistent pressure will be significantly saturated into the learning environment. Finally, client communication, SOAP notes/documentation, safety, sanitation, hygiene, comfort, HIPPA, Universal precautions, HIV/AIDS, information about blood-borne pathogens, and informed consent are introduced. (120 Clock Hours)

MMT106 Anatomy, Physiology, & Kinesiology I

This course gives an overview of medical, anatomical, physiological, kinesiology, and clinical vocabulary used in massage therapy. In this course, the student is introduced to basic word building, prefixes, and suffixes, as well as skills in using, spelling, and applying vocabulary of the human body for all body systems. This course also contains an in-depth study of all body systems and how they work in conjunction with one another. An emphasis will be placed upon the anatomy and physiology of each body system. (130 clock hours)

MMT107 Anatomy, Physiology, & Kinesiology II

This course gives an overview of medical, anatomical, physiological, kinesiology, and clinical vocabulary used in massage therapy. In this course, the student is introduced to in-depth learning of the muscular, skeletal and nervous systems and how they work in conjunction with one another. An emphasis will be placed upon the actions of the muscles, as well as their origins and insertions. Prerequisite: MMT106 Anatomy, Physiology, & Kinesiology I (75 clock hours)

MMT124 Pathology

This course is designed to provide the student with the knowledge of pathologies. Students will study the structure and systems of the human body and how they related to massage. The course will introduce the origin, signs and symptoms, progress, and cause of disease. This course emphasizes recognition of the indications and contraindications of massaging a variety of pathologies. Pharmacology is also explored in this course. (70 Clock Hours)

MMT134 Medical Massage

This course will introduce some of the major modalities associated with a practice in the Medical Massage field. Students will also learn how to work with clients from special populations and those with disabilities.

This course will also offer a class in CPR and First Aid from either the American Heart Association or Red Cross. (130 Clock Hours)

MMT235 Massage Therapy Clinic I

This course is designed to provide students with the opportunity to demonstrate massage techniques on the general public in a supervised setting. The student is to perform a minimum of 25 massages on the public and a minimum of three massages on a Licensed Massage Therapist. In addition to performing massage techniques, the students will also demonstrate the client intake process, client communications, documentation of SOAP charting, and the ability to perform daily business and sanitation tasks. (50 Clock Hours)

MMT236 Massage Therapy Clinic II & Licensure Review

This course is designed to provide students with the opportunity to demonstrate massage techniques on the general public in a supervised setting. The student is to perform a minimum of 15 massages on the public and a minimum of three massages on a Licensed Massage Therapist. In addition to performing massage techniques, the students will also demonstrate the client intake process, client communications, documentation of SOAP charting, and the ability to perform daily business and sanitation tasks. Additionally, this course is also designed to prepare students to take the Federation of State Massage Therapy Boards (FSMTB) Massage and Bodywork Licensing Examination (MBLEx). Topics and coursework from all prior medical massage therapy courses will be reviewed. Students will take practice MBLEx quizzes and exams to prepare for the state examination. An overview of the state's impaired professional assistance program is also included as needed. (50 Clock Hours)

MMT245 Business, Law, & Ethics of Massage Therapy

The course covers a broad spectrum of business policies and procedures, as well as issues vital to establishing and maintaining a successful massage therapy practice. Detailed discussions of finances, marketing, business forms, and a business plan are included to prepare the student for managing business aspects of a career in massage therapy. This course also explores the state and federal laws, rules, and regulations for the field of massage therapy, as well as the personal and professional ethical principles of massage required to comply with the safety standards in this field of practice. (70 Clock Hours)

MMT246 Business, Law, & Ethics of Massage Therapy

The course covers a broad spectrum of business policies and procedures, as well as issues vital to establishing and maintaining a successful massage therapy practice. Detailed discussion of finances, marketing, business forms, and a business plan are included to prepare the student for managing business aspects of a career in massage therapy. This course also explores the state and federal laws, rules, and regulations for the field of massage therapy. The personal and professional ethical principles of massage required to comply with the ethical and safety standards in this field of practice. Prerequisite: MMT105 Fundamentals of Massage Therapy Theory & Practice (65 clock hours)

MMT281 Adjunct Modalities in Massage Therapy

This course introduces a series of adjunct modalities that will greatly benefit the ability to work in several different avenues within the field of massage therapy. These modalities include energy concepts, Reiki, Chinese medicine, and other Eastern massage concepts. Specialties such as reflexology, sports massage, rehab therapies, and spa therapies will also be explored. (130 Clock Hours)

MMT282 Adjunct Modalities in Massage Therapy

This course introduces a series of adjunct modalities that will greatly benefit the ability to work in several different avenues within the field of massage therapy. These modalities include Energy concepts, Reiki, Chinese medicine, and other Eastern massage concepts. Specialties such as reflexology, sports massage, chair massage, rehab therapies, hydrotherapy, and special population therapies will also be explored. Prerequisites: MMT107 Anatomy, Physiology, & Kinesiology II and MMT105 Fundamentals of Massage Therapy Theory & Practice (60 clock hours)

MTH103 College Math

This course teaches students not only how to solve basic algebra problems, but more importantly how to apply what they've learned to problem solving in everyday situations. College Math covers a range of mathematical topics, including: polynomials, rational expressions, quadratic and linear equations, conic sections, functions, and systems of equations. Students will take the insights and skills learned and practiced in this course and apply them in career related subject areas such as mechanics, health, and electronics, as well as personal finance. Prerequisite: None. (4 Quarter Credit Hours)

MTH335 Statistical Applications

This course introduces bio-statistical methodology and applications that can be used to draw practical conclusions regarding gathered data. Concepts, techniques, and methods used in the description and analysis of data and statistical inference are presented. Statistical topics studied include frequency distributions, measures of central tendency (descriptive statistics), statistical graphs and charts, binomial and normal distributions, probability, confidence intervals, hypothesis testing and correlation. Prerequisites: All 100 and 200 level courses must be completed prior to enrolling in the 300 and 400 level courses. (4 Quarter Credit Hours)

PHA100 Introduction to Pharmacy Technician Practices/Ethics

This is an introduction to pharmacy practice and the technician's role in various pharmacy settings. Topics include the pharmacy environment, pharmacy organizations and management, regulations, and laws related to pharmacy, and ethics in the practice of pharmacy. Prerequisite: None. (4 Quarter Credit Hours)

PHA110 Pharmacy Terminology & Calculations

A core of terminology, pharmaceutical routes of administration, pharmaceutical dosage forms, prefixes, suffixes, symbols, and abbreviations commonly encountered during the practice of pharmacy technology, pharmacy medicine. An emphasis will be placed on equating the brand name of a drug with generic. This course also reviews basic mathematical principles, as well as teaching calculations specific to the preparation and distribution of medications, including weights and measurements that apply to pharmacy calculations. Prerequisite: College Math, MTH103. (4 Quarter Credit Hours)

PHA155 Prescriptions & OTC Medications

This course teaches the history of prescriptions, definition of prescriptions, parts of a prescription, correct prescription procedure, and narcotic prescriptions. The classifications of drugs based on the DEA's guidelines. A basic overview of the classifications and functions of drugs that are sold without prescriptions will be introduced. Prerequisite: None. (4 Quarter Credit Hours)

PHA200 Pharmacology I for Pharmacy Technicians

This course is a basic overview of the drug classes, including generic and trade names, the disease states associated with the drug classes as well as the drug therapy, indications, side effects, along with the parameters for safe drug use. Drug classes include cardiovascular, antihypertensives, diuretics, hormones, hypoglycemics, ophthalmics, optics, dermatologic and anti-inflammatory drugs, and antitussives. Prerequisite: None. (4 Quarter Credit Hours)

PHA225 Microbiology

This course is offered to help acquaint the health-profession student with the microorganisms in the disease processes. We will also discuss the valuable roles of microorganisms in food production, ecology, sewage disposal, and product manufacturing. We will also discuss the anatomy and physiology of the microorganisms and the mechanisms of preventing the spread of the disease causing types. Prerequisite: None. (4 Quarter Credit Hours)

PHA250 Pharmacy Operations and Claims

This course is designed to instruct the student in the overall operation of a pharmacy. The course reviews gathering and entering patient information into a data processing system and maintaining patient records. Instruction is given in preparing labels, counting, measuring, admixing of drug products, ordering, stocking, and returning pharmaceuticals. Insurance guidelines, Medicare and Medicaid regulations, and insurance

billing, both electronic and manual, are presented to the student. Prerequisite: None. (4 Quarter Credit Hours)

PHA275 Compounding Aseptic Technique & Non-Sterile Compounding

This course is designed to provide a fundamental understanding of the different types of pharmaceuticals, including tablets, capsules, solutions, suspensions, emulsions, ointments, crèmes, and suppositories. The student will also be introduced to I.V. medications, and I.V. additives. Prerequisite: Pharmacy Terminology & Calculations, PHA110. (4 Quarter Credit Hours)

PHA280 Sterile Product Technology

This course introduces the student to the skills and procedures necessary to prepare sterile injectable products. This course covers mathematical conversions and aseptic manipulations encountered in the pharmacy environment. This course reviews preparing large volume parenterals, intravenous mixtures, total parenteral nutrition solutions, irrigation solutions, and other sterile products. Patient monitoring, proper use of equipment, specific distribution systems, and administration techniques are presented. Prerequisite: Pharmacy Terminology & Calculations, PHA110. (4 Quarter Credit Hours)

PHA290 Problem Solving

This course prepares the student with precise work techniques and knowledge where details can be a matter of life or death. Also, it identifies tasks that must be performed accurately every time, and prepares the student to perform critical tasks, and solve problems in a scientific method. Prerequisite: must have completed a minimum of 44 quarter credit hours of the Pharmacy Technology Program. (4 Quarter Credit Hours)

POL109 Political Science

This course explores political, economic, and social issues that are in the news at the time the course is in session. As a core for background knowledge, the course acquaints students with political/geographical data and maps and encourages discussions and formal debates utilizing the information acquired through the course. Lectures are supplemented with magazines, books, films, and computer software relevant to the course. Prerequisite: None. (4 Quarter Credit Hours)

PSY202 Principles of Psychology

This course includes the study of human behavior with special references to research methods, sensation, perception, learning, cognition, mental abilities, personality traits, therapies, mental disorders, and differences in intelligence, aptitude, and social actions. Prerequisite: None. (4 Quarter Credit Hours)

PSY204 Psychology of Patient/Practitioner Interaction

This course is an introduction to the psychology of patient/practitioner interaction. Material is presented in a workbook, discussion, and lecture format. The course focuses on values and ethics, morality and moral dilemmas, effective communication, cultural sensitivity, patient interviews, health behaviors and effective patient education, sexuality and disability, and communication with the dying and their families. (4 Quarter Credit Hours)

PSY205 Growth and Development

This course includes the study of human growth and development across the lifespan with special references to developmental experts such as Piaget and Erikson. Special emphasis on the developing infant and child through the school years. **Prerequisite:** Psychology, PSY202. (4 Quarter Credit Hours)

SCI201 Environmental Science

This course offers an integrative approach to global environmental issues. Topics of study include the analysis of environmental challenges confronting contemporary, global society against a political, geographical, cultural and economical backdrop. Students are instructed on how to apply a systematic problem solving approach in reviewing the issues and the related policies and recommendations for confronting those challenges. Prerequisite: None. (4 Quarter Credit Hours)

SCI305 Technology and Society

This course provides a study of technology's impact on individuals, groups, and institutions. Special emphasis is given to worker displacement, computer illiteracy, environmental and health issues, depersonalization, computer crime, intellectual property, invasion of privacy and other ethical/legal issues. Prerequisite: All 100 and 200 level courses must be completed prior to enrolling in the 300 and 400 level courses. (4 Quarter Credit Hours)

SCI312 Earth Science

This course is designed to help students learn the concepts of ecosystem structure and processes, including the role of energy in natural systems and how patterns of evolutionary shifts, ecological succession, and biogeochemical cycling represent natural change in ecosystems. Students identify the causes of adverse environmental change—both natural and human-induced—and critically examine methods for dealing with these changes. Earth Science investigates global warming; ozone destruction; threats to biodiversity; natural resource management and mismanagement; and conventional and alternative energy use. The theme of environmental sustainability as a societal goal ties the course units together. Prerequisite: All 100 and 200 level courses must be completed prior to enrolling in the 300 and 400 level courses. (4 Quarter Credit Hours)

SFS130 Professional Seminar

In this course students will identify, acquire, and apply skills that are required in order to be successful in attaining gainful employment. This course is designed to identify the values and skill sets students currently possess, analyze and improve these skills, and align these skills with a chosen career field. Throughout this course, there will be the development of professional documents necessary to gain employment in the chosen career field, as well as enhance communication and interviewing skills. This course has the objective of the development of numerous skills in order to prepare students to be prepared to successfully gain employment post-graduation. (1 Quarter Credit Hour)

SFS140 Strategies for Success

This course is designed to provide an introduction to important processes associated with the student experience at Daymar College. Additionally, this course helps students build the skills necessary for academic and personal success during their time as a Daymar College student and beyond. Important skills developed in this course include but are not limited to effective use of email, goal setting, time management, leveraging learning styles, note taking, utilizing electronic resources, and managing stress. (4 Quarter Credit Hours or 40 Clock Hours)

SFS141 Strategies for Success

This course is designed to help students build the academic, technological, and personal skills necessary for success during their time as Daymar College students and beyond. An introduction to important processes associated with the Daymar student experience are central as well. Essential skills developed in this course include, but are not limited to, effective use of digital resources (including the College's Learning Management System), library databases and the Learning Resource Center, and distance learning strategies. Academic proficiencies include reading and memory skills, note making methods, test taking strategies, and developing information competency, all in keeping with our digital age. Students will be exposed to productivity essentials, self-awareness and self-management, problem solving, and developing a professional orientation, each crucial to personal growth and success. (3 Quarter Credit Hours or 40 Clock Hours)

SOC201 Introduction to Sociology

This course will introduce the student to the basic concepts and principles of the study of sociology. Focus on the characteristics of group life and the interrelationships between society, culture, and the individual. This course fulfills a general education requirement. Prerequisite: None. (4 Quarter Credit Hours)

Section Fifteen: 2021 Daymar College Graduation and Employment Outcomes*

Campus	Program & Credential	Based on Students Who Started the Program:	# of Students Starting	Graduation Rate	Employment Rate
Columbus	Billing & Coding Specialist (Diploma)	10/2018-09/2018	N/A	*no students started	*no students started
Columbus	Business Management (Diploma)	10/2018-09/2019	N/A	*no students started	*no students started
Columbus	Medical Assisting – Clinical (Diploma)	10/2018-09/2019	28	25%	71%
Columbus	Medical Massage Therapy (Diploma)	10/2018-09/2019	21	38%	50%
Columbus	Billing & Coding Specialist (Associate)	01/2018-12/2019	5	20%	100%
Columbus	Business Management (Associate)	01/2018-12/2018	N/A	*no students started	*no students started
Columbus	Medical Assisting – Clinical (Associate)	01/2018-12/2018	16	25%	33%
Murfreesboro	Billing & Coding Specialist (Diploma)	10/2018-9/2019	N/A	*no students started	*no students started
Murfreesboro	Dental Assisting (Diploma)	10/2018-9/2019	N/A	*no students started	*no students started
Murfreesboro	Medical Assisting – Clinical (Diploma)	10/2018-9/2019	34	24%	88%
Murfreesboro	Accounting (Associate)	1/2018-12/2018	11	9%	100%
Murfreesboro	Billing & Coding Specialist (Associate)	1/2018-12/2018	16	44%	71%
Murfreesboro	Criminal Justice (Associate)	1/2018-12/2018	20	5%	100%
Murfreesboro	Medical Assisting – Clinical (Associate)	1/2018-12/2018	21	19%	50%
Murfreesboro	Pharmacy Technology (Associate)	1/2018-12/2018	4	75%	33%
Murfreesboro	Business Management (Bachelors)	10/2015-9/2016	N/A	*no students started	*no students started

Nashville	Billing & Coding Specialist (Diploma)	10/2018-9/2019	13	38%	40%
Nashville	Dental Assisting (Diploma)	10/2018-9/2019	N/A	*no students started	*no students started
Nashville	Medical Assisting – Clinical (Diploma)	10/2018-9/2019	21	48%	70%
Nashville	Medical Massage Therapy (Diploma)	10/2018-9/2019	N/A	*no students started	*no students started
Nashville	Pharmacy Technology (Diploma)	10/2018-9/2019	N/A	*no students started	*no students started
Nashville	Billing & Coding Specialist (Associate)	1/2018-12/2018	9	22%	100%
Nashville	Business Management (Associate)	1/2018-12/2018	21	20%	33%
Nashville	Criminal Justice (Associate)	1/2018-12/2018	N/A	*no students started	*no students started
Nashville	Medical Assisting – Clinical (Associate)	1/2018-12/2018	10	30%	100%
Nashville	Business Management (Bachelors)	10/2015-9/2016	2	0%	0%
Nashville	Health Care Administration – Billing & Coding (Bachelors)	10/2015-9/2016	N/A	*no students started	*no students started

*Employment Rate Methodology

Daymar College calculates an Employment Rate for each program using a formula specified by its institutional accreditor, the Accrediting Commission for Career Schools and Colleges (ACCSC). The employment rate formula uses a cohort of students who began school during a 12-month reporting period specified by ACCSC, as the denominator. The reporting period is dependent upon the length of the program. Graduates are considered “unavailable for employment” and excluded from the cohort for the following reasons: further education at an accredited institution of higher education (postsecondary) on at least a half-time basis, death, incarceration, active military service deployment, the onset of a medical condition that prevents employment, or international students who have returned to their country of origin. The numerator is comprised of graduates in the cohort who obtained employment in their field of training, or a related field, which was verified by the school. The rate is calculated for the cohort

based on program length in months and allow for student to complete the program within 1.5 times of the program length plus 3 months to obtain employment.

Section Sixteen: Governing Board Members

Paul Barrett
Peter Bemske
Eric Darr
David Figuli
Joshua Figuli
Jacob Kaufman-Osborn
Ricardo Phillips
Steven Steele
Eugene Wade

Section Seventeen: Administrators

President

Dr. Jeremiah Staropoli – Ed.D., Educational Leadership and Management, Drexel University; M.S., Higher Education, Drexel University; B.A., International Relations, University of Delaware

Chief Operating Officer

Adrienne Scott – M.S., Higher Education, Drexel University; M.Ed., Training & Development, The Pennsylvania State University; B.A., English Literature, The Pennsylvania State University

Chief Financial Officer

Steve Wojslaw – M.B.A., Corporate Finance Specialization, University of Miami; Bachelor of Business Administration, Marketing and Business Law, University of Miami

Chief Enrollment Management Officer

Eric Heller – B.A., Speech Communication with a minor in Public Relations, Kutztown University

Chief Strategy Officer

Guy Bell – B.A., Business, Antioch University

Chief Information Officer

Ron Kelley – B.S., Organizational Management, Wilmington University

Vice President of Human Resources

Deb Handley – B.A., Music, Philadelphia College of Performing Arts

Vice President of Admissions Operations

Stephanie Jackson – MBA, Business Administration, Johns Hopkins University; B.S., Business Management, Washington Adventist University

Vice President of Career & Alumni Services

Mike Seaman – M.B.A., Business Administration, DeVry University; B.S., Telecommunications, Ohio University

Executive Director of Information Technology

Andrew Carson – B.S., Geographic Information Systems, The Pennsylvania State University

Executive Director of Financial Services

Dorothy Caruso – Non-degree, Business Management, Middle Tennessee State University

Executive Director of Curriculum

Leslie Cox - M.A., English, University of Akron; B.A., English, University of Akron

Executive Director of Accreditation and Compliance

Jen Petri – B.A., English Language and Literature, Millersville University

Executive Director of Career Services

Deanne Shreve – M.B.A., Business Administration, Temple University; B.B.A., Business Administration, University of Phoenix

Dean of Student Success

Cindy Casciano – B.A., English and Secondary Education, Franklin Pierce University

Senior Registrar

Stacey Ahmed – M.Ed., Leadership of Educational Organizations, American InterContinental University; B.B.A., Healthcare Management, American InterContinental University; A.B.A., Healthcare Administration, American InterContinental University

Section Nineteen: Columbus, OH Faculty

Medical Massage Therapy Program Director

James Murrin – Diploma, Western Massage Therapy, American Institute of Alternative Medicine

Medical Massage Therapy Faculty

Angelita Houser – AAS, Massage Therapy, Columbus State Community College

Medical Assisting Faculty

Pam Flowers – MS, Healthcare Administration, Purdue Global University; BS, Healthcare Administration, Purdue Global University; AAS, Medical Office Management, Purdue Global University

Jeffrey Underwood – AAS, Nursing, Urbana University

Samantha Williams – MBA, Project Management, DeVry University; BS, Computer Information Science, DeVry University

Section Twenty: Murfreesboro, TN Faculty

Dean of Academic Affairs

Quentin Mitchum – Doctorate in Education Professional Practice and Transformational Leadership, Trevecca Nazarene University; MBA, University of Phoenix; BS, Healthcare Administration and Planning; Tennessee State University

Accounting Program Chair

Yvette Washington Brooks – MS, Human Resource Management, Troy University; BS, Business Administration, Aquinas College

Accounting Faculty

Sharon Fawley – BS, Business and Accounting, Ferris State College; AS, Accounting and Computer Science, Davenport Community College

Robert Harris – MBA, Middle Tennessee State University; BS, Accounting, Middle Tennessee State University; AS, Accounting, Roan State Community College

Kathleen Moore – MBA, DeVry University; BS, Human Resource Management, Trevecca Nazarene University; AS, Accounting and Paralegal studies, Volunteer State Community College

Brian Russell – MBA, Western Kentucky University; BS, Business Administration, Eastern Michigan University

Amber Wise – MS, Accountancy, Middle Tennessee State University; BS, Business Administration, Middle Tennessee State University

Billing and Coding Program Chair

Alicia Fawley – BS, Healthcare Administration, Daymar College; AAS, Billing and Coding, Daymar College

Business Management Program Chair

Yvette Washington Brooks – MS, Human Resource Management, Troy University; BS, Business Administration, Aquinas College

Business Management Faculty

Pamela Bingham – Doctorate in Education, Trevecca Nazarene University; MS, Higher Education and Psychology, Kaplan University; BS, Mathematics, Middle Tennessee State University

Dennis Giacomino – MBA, City University; BA, Education, Walsh University

Elizabeth Thompson – MBA, University of Saint Francis; MS, Health Services Administration, University of Saint Francis; BS, Nursing, Tennessee State University

Criminal Justice Program Chair

Robert Overstreet – MS, Criminal Justice, Bethel University; BS, Criminal Justice, Bethel University

Criminal Justice Faculty

Christie White, Esq – JD, Seattle University School of Law; BS, Business Administration, Belmont University

General Education Faculty

Shane Crabtree – MS, Professional Science, Middle Tennessee State University; BS, Physics, Write State University

Mark Helm – MFA, The American University; MA, English, Drew University; BA, Literature, Richard Stockton State College

Carla Jones – MS, Computer Information Systems, Middle Tennessee State University; BS, Electrical Engineering, Tennessee State University

Zachary Mills, Ph.D. – Ph.D, Communication Studies, Northwestern University; MA Religious Studies, Vanderbilt University; Master of Divinity, Vanderbilt University; BA, Print Journalism, Western Kentucky University

Steven Solomon – MA, Theology/Theological Studies, Liberty University; BS, Public Administration, University of Tennessee

Medical Assisting Program Chair

Bridget Kelly-Denny – Doctorate of Education in Community, University of Arkansas; MS, Community Health Education, University of Arkansas; BS, Health Education, University of Arkansas; MS, Oriental Medicine, Florida Integrative Medicine; AS, Nursing, San Bernardino Community College

Medical Assisting Faculty

Ginny Beck – AS, Medical Assisting, Daymar College

Karen Hasty – BS, Nursing, University of Phoenix; AS, Nursing, Palomar College

Raquel Lande-Hayes – BS, Business Administration/Healthcare Administration, University of Memphis; AS, Health Sciences, Greenville Technical College

Pharmacy Technician Program Chair

Andrew Burton – BS, Liberal Arts, Middle Tennessee State University

Section Twenty-One: Nashville, TN Faculty

Dean of Academic Affairs

Sylvia McCray -- EdS, Leadership and Administration in Education, Walden University; MA, Teaching and Technology in Education, Ashford University; BA, Psychology, Ashford University

Business Management and Medical Assisting Program Chair

Courtney Grant – Pursuing Doctor of Education, Community College Leadership, Walden University; MBA, Healthcare Management, Western Governors University

Business Management Faculty

Charles Arnett, Jr. – MBA, Bethel University; BS, Marketing, University of Tennessee