2026 Student Catalog

Volume 2-2026, Effective: October 7, 2026

ALL ADDENDUMS TO THIS CATALOG ISSUED AFTER THE EFFECTIVE DATE OF JANUARY 12, 2026, ARE MADE A PART OF THIS CATALOG ON THEIR EFFECTIVE DATE AND ARE FOUND ON THE HCI WEBSITE AT: https://houstoncareerinstitute.com/student-consumer-info/

THIS DOCUMENT INCLUDES THE SCHOOL'S CURRENT ANNUAL SECURITY REPORT INCLUDING CRIME STATISTICS AND POLICIES REQUIRED BY THE JEANNE CLERY DISCLOSURE OF CAMPUS SECURITY POLICY AND CRIME STATISTICS ACT (CLERY ACT) AS AMENDED BY THE VIOLENCE AGAINST WOMEN REAUTHORIZATION ACT of 2013 (VAWA)
(See Addendum A, Page 82)

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

A Message from the President

Dear Student:

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

Houston Career Institute is the new branch campus of Las Vegas College, an institution that has enjoyed the privilege of helping people get trained in new professions and achieving their goals for over 30 years. Houston Career Institute will embark on accomplishing this same mission in Texas by maintaining a modern facility utilizing equipment and tools used in the professions, current, effective instructional materials, and a faculty with real world experience. HCI curriculum is also reviewed on a regular basis by industry professionals to ensure that students are learning relevant information in their chosen fields of study.

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

Sincerely,

Peter Mikhail
President

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ABOUT HOUSTON CAREER INSTITUTE

VISION

To provide excellent educational opportunities that are responsive to the needs of the community and to help students better their lives and the lives of others.

MISSION

Houston Career Institute (HCI) values its diverse student population and is committed to providing professional, career-oriented higher education. These opportunities allow students to reach their personal and professional goals. Through educational rigor, faculty and staff who are dedicated to student achievement, Houston Career Institute prepares graduates for successful careers, lifelong learning, and to provide service to Houston and surrounding areas.

OBJECTIVES

In order to assure continued fulfillment of its mission, Houston Career Institute has established the following goals and objectives:

1. Houston Career Institute will continually improve its educational process at all levels and seek to impart essential skills, competencies, and attitudes that students need for successful careers and for continued study.
2. The School shall strive to develop in all students the intellectual potential that will lead them to realize their capacities for independent thinking, intelligent decision making, and individual expression of opinions.
3. Houston Career Institute is committed to quality in teaching and excellence in education and to this means shall seek qualified faculty who will bring excitement to the classroom and stimulate enthusiasm and eagerness for learning in the student.
4. By providing positive role models, emotional support, and opportunities to develop new and beneficial relationships, Houston Career Institute shall strive to develop mature citizens who contribute to their communities.
5. Houston Career Institute will assist graduates in securing career-related employment.

SCHOOL HISTORY

Houston Career Institute opened in January 2024, offering programs in Allied Health and the trades, as well as a Surgical Technology program. Houston Career Institute is the first branch campus opened by Nevada Career Education, Inc.

The school's main campus, Las Vegas College, was founded in Nevada by Betty Krolak in 1979 under the name Krolak Business Institute. Barbara A. and E. T. Paulus purchased the Institute in December of 1980 and incorporated it under the name of TO-Ba Corporation. The Institute was granted a license to grant Associate's degrees on January 7, 1986, and the Institute's name was changed to Las Vegas Business College. The College was acquired by Rhodes Colleges, Inc., a division of Corinthian Colleges, Inc., on October 17, 1996. At that time, the name of the institution was changed to Las Vegas College. Las Vegas College opened a branch campus, located in Henderson, Nevada, in 2003. The main campus moved in 2005 to the Henderson branch. The name of the college was changed to Everest College on August 10, 2009.

In February 2015, Zenith Education Group purchased the school from Corinthian and transitioned it from a for-profit college into a nonprofit learning institution. In August 2017, Everest College changed its name to Altierus Career College.

In November 2018, Nevada Career Education, Inc. purchased the school from Zenith Education Group and changed its name to the current Las Vegas College.

FACILITIES AND EQUIPMENT

Houston Career Institute occupies a 60,000 square foot facility, containing classrooms, laboratory facilities, administrative offices, a student lounge, restrooms, and a learning resource center containing reference and reading materials related to the academic programs. Students have access to modern technology supporting their training. The facility is handicap accessible and free student parking is available.

The school, the facilities it occupies and the equipment it uses comply with all federal, state, and local, ordinances and regulations, including those related to fire safety, building safety and health.

LEARNING RESOURCE CENTER

The Learning Resource Center (LRC) is designed to support the programs offered at the campus. Students and faculty have access to a wide variety of resources such as books, periodicals, audio-visual materials and digital resources to support its curriculum. This collection includes access to 40 online databases and a digital collection of over 135,000 scholarly titles on a variety of subjects. Any registered student in regular attendance may use the LRC, either at the campus during regular business hours, or online at any time through a school-issued username and password.

ACCREDITATIONS, LICENSURE AND APPROVALS

Main Campus (Las Vegas College) Approvals

- Accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC). The Accrediting Commission of Career Schools and Colleges is listed by the U.S. Department of Education as a nationally recognized accrediting agency. The Accrediting Commission of Career Schools and Colleges (ACCSC) is

located at 2101 Wilson Blvd., Suite 302, Arlington, VA, or call 703-247-4212, or visit their website at www.accsc.org.

- Licensed by Nevada Commission on Postsecondary Education.
- The curriculum of the Associate of Applied Science Degree in Nursing has conditional approval and the Practical Nurse program has full approval for state licensure by the Nevada State Board of Nursing.
- The Associate of Applied Science (AAS) Degree in Nursing program at Las Vegas College, located in Henderson, Nevada, is accredited by the Accreditation Commission for Education in Nursing (ACEN)
- Approved for the training of Veterans and eligible persons under the provisions of Title 38, United States Code.

Branch Campus (Houston Career Institute) Approvals

- Accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC). The Accrediting Commission of Career Schools and Colleges is listed by the U.S. Department of Education as a nationally recognized accrediting agency. The Accrediting Commission of Career Schools and Colleges (ACCSC) is located at 2101 Wilson Blvd., Suite 302, Arlington, VA, or call 703-247-4212, or visit their website at www.accsc.org.

- Houston Career Institute is approved and regulated by the Texas Workforce Commission (TWC), Career Schools and Colleges Section, Austin, Texas.

- Houston Career Institute is authorized to grant associate degrees, grant credits toward degrees, and to use certain protected academic terms, by the Texas Higher Education Coordinating Board (THECB).

Copies of accreditation, approval and membership documentation is available for inspection at the campus. Please contact the campus director to review this material.

Affiliated Campuses

Houston Career Institute is a branch campus of Las Vegas College.

Main Campus Information
Las Vegas College
8410 Rafael Rivera Way
Las Vegas, NV 89113
(702) 567-1920
www.lvcollege.edu/

ADMISSIONS INFORMATION

All admissions materials, including program disclosures and enrollment agreements are presented in English only, since all programs are taught in English. Each admissions representative conducts interviews with prospective enrollees in English only as the method to determine that the prospective enrollee understands and can function in English. We do not make any accommodations to present materials or instruct courses in any other language. No English as a second language courses are offered by the campus.

GENERAL ADMISSIONS REQUIREMENTS AND PROCEDURES

- High school diploma or a recognized high school graduation equivalent is required for admittance.
- Applicants must be at least 18 (or 17, with written parent or guardian approval, and must turn 18 before their expected HCI graduation date or before beginning any externships or clinicals, whichever comes first).
- Applicants must prove their academic readiness by achieving the required test score(s) for their intended program, as described in the Academic Readiness policy later in this section.
- Several programs have specific criminal background and drug screening requirements for admissions and/or in order to meet graduation requirements. Please refer to the Criminal Background and Drug Screening policy later in this section for full details.
- Students enrolling in the Electrical Technician and Commercial Refrigeration, Heating & Air Conditioning programs must provide evidence that they have a valid, current driver's license. Potential employers in these fields require applicants to possess a valid, current driver's license. This admissions requirement can only be waived at the discretion of the President.
- Students applying to programs offering distance education classes will complete an Online Readiness Assessment, will receive the Distance Education System/Technology Requirements document, and must attend an orientation for online students.
- Applicants are informed of their acceptance status within 15 days after all required information is received and the applicants' qualifications are reviewed.
- Upon acceptance into the school, applicants who are enrolling will complete an enrollment agreement.
- Students may apply for entry at any time. Students are responsible for meeting the requirements of the catalog in effect at the time of enrollment.
- Re-entry students are subject to all program requirements, policies, and procedures as stated in the school catalog in effect at the time of re-entry. All re-entering students must sign a new enrollment agreement.

HCI will accept the following documentation as proof of high school graduation or the equivalent:

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

equivalent), a transcript, or the equivalent, signed by the student's parent or guardian, that lists the secondary school courses the student completed and includes a statement that the student successfully completed a secondary school education in a homeschool setting.

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

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

If the school or the Department of Education has reason to believe that the high school diploma is not valid or was not obtained from an entity that provides secondary school education, then the matter will be referred to the Compliance Officer. The Compliance Officer, with assistance as needed from campus leadership, will assess the credentials. Criteria for this assessment will include but is not limited to: the issuing school's accreditation status, the length and rigor of the program the student completed, the issuing school's policy on grades and credit awarded, and whether or not the program meets the legal requirements for a high school diploma or equivalent in the state where the student completed their education.

ADMISSIONS REQUIREMENTS FOR THE DENTAL ASSISTING PROGRAM

In addition to the general admissions requirements and procedures above, the following additional and expanded admissions requirements apply to all prospective Dental Assisting program students:

- Passing a criminal background check and fingerprinting/drug screening
- Students applying to the program must provide a signed order for x-rays (18 fmx/pano) from their dentist indicating that they may have radiographs taken of them.
- Note: If the above documentation cannot be provided prior to enrollment, it must be provided no later than the end of the student's first module of attendance or the student will not be allowed to continue with their program.

  At the recommendation of the Program Director, the President has the discretion to extend the time frame as deemed appropriate in his judgment for providing the above documentation. In such cases the President may require additional information from the student explaining the student's extenuating circumstances.

ADMISSIONS REQUIREMENTS FOR THE SURGICAL TECHNOLOGY PROGRAM

In addition to the general admissions requirements and procedures above, the following additional and expanded admissions requirements apply to all prospective Surgical Technology program students:

- High school diploma or recognized equivalent
- Passing the EduReady Admissions Assessment entrance test(s) with a score of 102 or higher
- Passing a designated Surgical Technology entrance test(s): Individual TEAS subject scores of at least 60% in Reading, 50% in Math, 33% in Science, and 50% in English OR a minimum total TEAS score of 58.7%, which meets the Academic Preparedness Level of "Proficient".
- Writing an essay on an assigned topic, to be graded by a member of the academic team. The essay must be completed at the campus prior to the interview.
- Completing an interview with HCI faculty and/or administrative staff
- Passing a criminal background check and fingerprinting/drug screening

Prior to clinical practicum, clinical sites may require students to complete the following:

- Physical exam by a licensed practitioner
- Proof of current immunizations as required by clinical agencies
- Current CPR-BLS card (American Heart Association)
- Copy of Health Insurance card or signed waiver
- Passing additional criminal background checks and fingerprinting/drug screenings as may be required by the clinical site

Note: At the recommendation of the Surgical Technology Program Chair, the President has the discretion to waive minimum admission requirements to the Surgical Technology program as deemed appropriate in his judgment. In such cases the President may require additional information from the student, which may include but is not limited to the form of an interview, written statement, and/or other means of explaining the student's extenuating circumstances and/or demonstrating their aptitude for the program.

CRIMINAL BACKGROUND AND DRUG SCREENING

Successful completion of multiple weeks of hands-on applied training at an offsite third-party externship, internship, preceptorship, or clinical course (collectively referred to as Experiential Training) is one of the requirements of all Allied Health programs at Houston Career Institute (HCI). Students enrolling in one of these programs must understand and agree that it is the student's responsibility to determine if any past criminal convictions will prevent them from obtaining any required state license, permit, or registration, from a Texas state board, commission, agency, or from any other governmental entity or non-governmental organization; disqualify them from Experiential Training; or deny them future employment. Students agree to promptly advise HCI if their criminal history, occurring at any time prior to or during their enrollment may disqualify them from obtaining any required state or local license, permit or certification; Experiential Training; or employment.

All Experiential Training locations require students to successfully pass a required criminal history background check and a drug test prior to being allowed on site at such locations. Students enrolling in programs with Experiential Training sign an acknowledgement form, consenting and specifically agreeing to have HCI and its designated agents as both a condition prior to their enrollment and at any time during their enrollment undertake all required background checks, and to collect blood, hair, urine and/or saliva samples from the student for all required medical tests to determine the presence or use of alcohol, drugs and controlled substances. If students do not pass any criminal history background check and/or drug test either prior to their enrollment or at any time during their enrollment, then they will be disqualified from being enrolled and taking any Experiential Training. In such event, if already enrolled, the students will be subject to being immediately dismissed, failed or withdrawn from their program as solely determined by HCI. Upon the written recommendation of the Campus Director and the written approval of the President, a student who does not pass a drug test may be allowed to re-test 30 days after the original test date. The decision to allow a re-test is made at sole election and complete discretion of the Campus Director and the President, and such decision is final.

In accordance with their applicable procedures and policies, the state of Texas or any other governmental entity or non-governmental organization, Experiential Training locations, and potential employers will also require students to provide proof of immunization and pass a required physical by a doctor.

Students enrolling in programs with Experiential Training should understand that the hours required at Experiential Training sites can vary from day to day and from week to week depending on the needs, rules, regulations and scheduling of the location site, including the possibility of required weekend hours, early morning or late evening hours. They should understand that the hours required at Experiential Training sites may, at sometimes, conflict with their scheduled classroom hours at HCI. There may be instances where they will need to change their scheduled classroom hours at HCI, for example, morning to afternoon or evening classes, in order to meet the Experiential Training requirements of their program.

CAMPUS HEALTH SERVICES AND SCHOOL VACCINATION POLICY

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

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

ACADEMIC READINESS

All prospective students must take the EduReady Admissions Assessment, a proctored, web-based assessment of fundamental math, reading, and writing skills. Modular/clock hour program students must score a minimum of 75 and quarter-based program students must score a minimum of 102 in order to meet the academic readiness requirement for admission. If the appropriate minimum score is not achieved, two re-tests may be given using an alternate test form.

The EduReady Admissions Assessment requirement is waived for students possessing an Associate Degree or higher from an accredited U.S. school. Degrees from non-U.S. schools must accompanied by an evaluation from a third-party, professional document evaluation service that clearly identifies the document's equivalence to a U.S. credential and approved by the campus director.

Note: The President has the discretion to waive minimum score requirements for the EduReady Admissions Assessment as deemed appropriate in his judgment. In such cases the President may require additional information from the student which may include but is not limited to the form of an interview, written statement, and/or other means of explaining the student's extenuating circumstances and/or demonstrating their aptitude for the program.

Academic Readiness for Surgical Technology Program
All Surgical Technology program students are required to take the Test of Essential Academic Skills (TEAS). The TEAS is an entrance exam intended to predict the success of students in Allied Health programs. Documentation that a Surgical Technology program student has met the applicable requirements below must be retained and present in the student's file prior to enrollment.

Test of Essential Academic Skills (TEAS) Information
Applicants to the Surgical Technology program must achieve either individual TEAS subject scores of at least 60% in Reading, 50% in Math, 33% in Science, and 50% in English OR a minimum total TEAS score of 58.7%, which meets the Academic Preparedness Level of "Proficient". TEAS scores from other schools are good for tests taken no more than 24 months or 2 years prior to the date the student signs the enrollment agreement. In the event an applicant does not achieve the required TEAS scores for their program, retesting shall occur according to the following criteria:

- 14 days between 1st and 2nd attempt, additional studying and test preparation recommended
- 30 days between 2nd and 3rd attempt, additional studying and test preparation recommended
- Only 3 attempts in one calendar year

SPECIAL NEEDS

HCI's intent is to provide students with equal access to the essential course content and to mitigate any impact of a disability on the student's learning and/or academic performance without compromising course or program integrity. When requested by the student in writing and approved by the School as a reasonable accommodation, special resources may be provided to a requesting student. Please refer to the Disability Accommodation Procedure later in this catalog for details and procedures for requesting an accommodation. Students with disabilities should educate themselves on the physical job requirements before proceeding with training at HCI. US Department Bureau of Labor statistics will have an explanation of job requirements for the fields in which HCI provides training. Based on the US Department Bureau of Labor statistics employment opportunities may be restricted based on the ability of a student to meet employer specific requirements due to a disability.

DISTANCE EDUCATION PROGRAMS AND ADDITIONAL REQUIREMENTS

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

In a hybrid online program, part of the face-to-face on-site classroom instruction is replaced with online interaction to allow greater flexibility and to increase active learning. The online component of the program will be delivered completely through the school's learning management system with instructor support. All courses which include this type of distance education are supported with access to on-campus facilities and equipment during campus operating hours. HCI's Learning Resources Center, which includes access to 40 online databases and a digital collection of over 135,000 scholarly titles on a variety of subjects, is available both at the campus during regular business hours, and online at any time through a school-issued user name and password. Instructors are available to students for additional assistance during their posted office hours, in person, over email accessed through the online directory in the student's school-issued account, and by phone. HCI staff, including financial aid, career services, and the campus registrar, are available to assist students in achieving their learning objectives in person, by phone and over email during the school's regular business hours.

HCI has specific technology requirements for students enrolling in hybrid online programs, which will be provided during the admissions process. These requirements include but are not limited to: students are required to own a computer, tablet, or a smartphone (android or iPhone) that meets the school's minimum technology standards (as explained during admission) and, as a condition of enrollment, are required to download specific apps or programs provided by the school for programmatic, attendance, and student services purposes, and/or set up specific electronic accounts, in order to fully utilize the electronic support system for their hybrid online program. Please see the Admissions Representative or your Academic Director for details.

CAMPUS TECHNOLOGY REQUIREMENTS FOR ALL PROGRAMS

In order to ensure that students succeed in their program of study and in their career, Houston Career Institute requires all students, in both hybrid online and traditional in-classroom programs, to meet certain technology requirements established by the school. HCI may use software apps to help the student and the school successfully track attendance, participation, and progress through the student's program, including anti-plagiarism software, such

as Turnitin or Respondus. All students are required to own a computer, tablet, or a smartphone (android or iPhone) that meets the school's minimum technology standards (as described below) and, as a condition of enrollment, may be required to download specific apps or programs provided by the school and/or set up set up specific electronic accounts, in order to fully utilize this electronic support system.

Minimum Technology Standards

Student computers, tablets or other electronic devices must meet the following requirements:

Screen Size

The system is best viewed at a minimum resolution of 800x600.

Operating Systems

- Windows 10
- Mac OSX 10.6 and newer
- Linux - chromeOS

Mobile Operating System Native App Support

Android apps require version 5.0 or later and iOS apps require version 11 or later. All Android and iOS both support the two most recent versions of their respective operating systems.

Computer Speed and Processor

- Use a computer 5 years old or newer when possible
- 4GB of RAM
- 2GHz processor

Webcam and Microphone

Students will need access to a webcam and microphone. If the student's computer or other electronic device does not come equipped with a built-in webcam and/or microphone, any external webcam and/or camera that is compatible with their device will be compatible with the school's online learning systems.

Internet Speed

- Minimum of 512kbps

Internet Browser

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

- Chrome 73 and 74
- Firefox 65 and 66 (Extended Releases are not supported)
- Flash 31 and 32 (used for recording or viewing audio/video and uploading files)
- Internet Explorer 11 (Windows only—functionally supported; may exhibit slight visual differences from other browsers, but these differences do not restrict product functionality)
- Edge 42 and 44 (Windows only)
- Respondus Lockdown Browser (supporting the latest system requirements)
- Safari 11 and 12 (Macintosh only)

You should always use the most current version of your preferred browser. Your browser will notify you if there is a new version available. Some supported browsers may still produce a banner stating "Your browser does not meet the minimum requirements". If you have upgraded your browser but you are still seeing the warning banner, try logging out of the system and deleting your browser cookies. The warning banner will display in versions of Firefox older than Firefox 60 and versions of Chrome older than Chrome 66.

Required Components

Flash is required for recording audio and video in the Rich Content Editor. Other than these features, Flash is not required to use most areas of the system. Please note that some browsers may no longer support Flash.

The Java plug-in is required for screen sharing in Conferences. Please note that some browsers do not support Java. Otherwise, there are no other browser plug-ins used. JavaScript must be enabled to run.

Mobile Devices

The system interface was optimized for desktop displays, so using small form factors such as phones may not be a pleasant experience. For the best user experience, please download the system's mobile applications.

Since the system uses small elements of Flash, not all features may be supported on mobile devices, especially

on iOS. However, the system offers limited support for native mobile browsers on tablet devices. For additional details, please reference the limited-support mobile browser guidelines.

Mobile Browsers

Visit the Apple store or the Play store to download mobile browsers. The following major browsers are compatible with mobile devices:

iOS

- Safari (default browser with limited system support)
- Chrome
- Photon Flash Player (supports Flash)

Android

- Chrome (default browser with limited system support)
- Internet
- Firefox

ACADEMIC POLICIES

HCI REGULATIONS

Each student is given access to the school catalog, which sets forth the policies and regulations under which the institution operates. Prior to signing an enrollment agreement, an enrolling student will be provided with an electronic copy or a print copy of the catalog to read and understand.

This catalog is an official publication of HCI and is subject to revision by HCI at any time in accordance with the needs of the school and its students, or to be in compliance with applicable federal and state laws and regulations and accreditor requirements. HCI reserves the right to change, withdraw, or supplement this catalog or any addendum to this catalog as it deems necessary or appropriate, to include, but not limited to, its policies and operating procedures, curricula, class schedules, course content, training equipment, tuition and fees, faculty, and staff without notice at any time. Please note: Any changes to tuition and fees will not affect students who are currently enrolled. Students who withdraw from their program and choose to reapply at a later date will be subject to the tuition that is currently in effect at the time they sign their new enrollment agreement. Students are individually responsible for being aware of information contained in the school catalog and any amendments thereto. Failure to read and comply with School regulations will not exempt students from obligations that they may incur. Students are advised to read and fully understand the rules, regulations, and policies stated herein and to retain this catalog for use as a reference.

Additionally, HCI reserves the right to change instructors, textbooks, accreditation, schedules, or cancel a course or program for which there is insufficient enrollment. The student will receive a full refund for courses or programs that are cancelled. The school also reserves the right to change course curricula, prerequisites and requirements upon approval by the school's accrediting agency and state licensing board.

DEFINITION OF CREDIT

HCI awards credit in the form of quarter credits. One quarter credit is equivalent to a minimum of 10 class hours of theory or lecture instruction, a minimum of 20 hours of supervised laboratory instruction, or a minimum of 30 hours of externship practice.

MAXIMUM CLASS SIZE

To better provide instruction and training, classes are limited in size. Traditional class size is up to 30 students depending on program and classroom requirements. The maximum student-teacher ratio in a laboratory class is 20 to 1. Surgical Technology laboratory courses are limited to a student to faculty ratio of 10:1. No class size will exceed programmatic regulatory requirements. If any class exceeds the maximum, HCI will provide an additional teacher's assistant so that the maximum student-to-teacher ratio is maintained.

DISTANCE EDUCATION

Houston Career Institute offers not only traditional in-classroom programs, but also hybrid (partially online, partially in-classroom), and fully online programs. Students should refer to the program descriptions in this catalog and consult their department chair for details and availability.

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

HCI has specific technology requirements for students enrolling in programs with distance education classes which will be provided during the admissions process. Please see the Admissions Representative or your Department Chair for details.

OUT OF CLASS ASSIGNMENTS

- Students in quarter-based programs should expect to spend approximately two hours outside of class completing homework for every hour of in class lecture.
- Students in all programs will be expected to complete assigned homework and other out-of-class assignments in order to successfully meet course objectives as set forth in the course/program syllabi. Homework and out-of-class assignments will be evaluated by faculty.

TRANSFER OF CREDIT INTO HCI

Upon a student's timely request, HCI will conduct an evaluation of all previous education and training, including prior experiential learning, and grant course/module credit where HCI deems it appropriate. Requests must be made in writing using the Texas Workforce Commission's (TWC) Form CSC-010, which is provided to students at enrollment and upon request. The Director of Education (in consultation with the Program Director when appropriate) will evaluate all previous education based on supporting documentation, such as original transcripts. Please refer to the *Advanced Standing by Transfer Credit* section below for more information. The Director of Education (in consultation with the Program Director when appropriate) will evaluate all previous training and/or experiential

learning through examinations of skill and subject matter. Please refer to the *Advanced Standing by Proficiency Testing* section below for more information.

Any course/module credit awarded by the school may result in a change of a student's program completion time and the total student charges for the program will be adjusted accordingly. Note: Any changes to a student's course load and/or total student charges may impact their financial aid status and award package. No more than forty-nine percent (49%) of the total clock hours may be credited by advanced standing. All previous education credit evaluation and proficiency testing must be completed prior to the end of the first module/term of attendance. HCI does not charge any fees for evaluating or accepting transfer credit or for conducting proficiency testing. Although HCI is not approved to accept veteran's education benefits at this time, VA students need to provide copies of all prior postsecondary transcripts, including the Joint Services Transcript, to the School for evaluation. Copies of the transcripts and the evaluation will be kept in the student's file. Documents submitted for evaluation will not be returned to the student.

Advanced Standing by Transfer Credit

In general, HCI considers the following criteria when determining if transfer credit should be awarded:

- All previous education credit evaluation must be completed prior to the end of the first module/term of attendance.
- Courses must be from a nationally accredited institution.
- The comparability of the scope, depth and breadth of the course to be transferred. HCI may require students to provide a course catalog and/or syllabus from their previous school in order to make this determination.
- A letter grade of C (70% or above) or better is required for transfer credit to be awarded.
- The course is not considered remedial, pre-college, or developmental.
- The applicability of the course to be transferred to the student's desired program. This includes the grade and age of the previously earned credit.
- The course does not duplicate a core course that is offered as part of the one of the school's Associate degree core programs, with the exceptions noted below.
- All coursework completed at a foreign institution must be evaluated by a member of the National Association of Credential Evaluation Services (NACES) or a member of the Association of International Credentials Evaluators (AICE).
- HCI accepts appropriate credits transferred from the College Level Examination Program (CLEP), DANTES subject testing, and certain other professional certification examination programs. Contact the Director of Education for the current list of approved exams and minimum scores required for transfer.
- Academic Time Limits, Unless Otherwise Specified:
    - General Education courses – indefinite, with the following exceptions:
        - Computer Applications - Courses must have been completed no more than five (5) years prior to most recent admission to HCI with a grade of C or better.
    - Core Courses for Term-Based Programs – HCI does not accept transfer credit for these courses, with the exception of Anatomy and Physiology I & II with lab in the Surgical Technology program, as noted under Program Specific Requirements below.
    - Modules for Clock Hour Programs – HCI does not accept transfer credit for clock hour program modules because schools divide their curriculum into modules differently. However, students may be able to receive credit for previous education by passing a proficiency test. Please refer to the *Advanced Standing by Proficiency Testing* section below for more information.
- Program and Course Specific Requirements:
    - Anatomy and Physiology I & II with lab – Courses must have been completed no more than two (2) years prior to the date the student signs the enrollment agreement. Students may be able to receive transfer credits for courses taken more than two (2) years prior to the date the student signs the enrollment agreement if they meet the grade requirement and pass an additional examination as determined by HCI.

Advanced Standing by Proficiency Testing

Students requesting course/module credit based on previous training or experiential learning (e.g; work experience, military experience, or previous education that does not meet the criteria described in the *Advanced Standing by Transfer Credit* section above) must submit their request in writing to the Director of Education. All requests must be accompanied by documentation of the student's previous training/experiential learning, such as a resume, military discharge paperwork, or transcripts. If the Director of Education accepts the student's documentation, the student will take a proficiency test determined appropriate by the Director of Education (in consultation with the Program Director when appropriate).

- Clock hour program students may attempt to receive advanced standing by proficiency testing for no more than two non-externship modules in their program. Some modules in some programs are not available for Advanced Standing by Proficiency Testing. Consult the Director of Education for more information.
- Term-based program students may attempt to receive advanced standing by proficiency testing for the following general education courses only:
    - College Algebra

    - Computer Applications
    - Composition I
    - Composition II
    - Environmental Science
    - General Psychology
    - Oral Communications
- Proficiency test options include, but are not limited to HCI's final exam or midterm exam for the course in question.
- To receive credit for a proficiency exam, the student must receive a grade of 70% (C) or above.
- All proficiency testing must be completed prior to the end of the first module/term of attendance.
- Students may only attempt to receive advanced standing by proficiency testing for any specific course once. No repeated attempts will be granted.

Advanced Standing Appeal Procedures

Students who disagree with the Director of Education's decision concerning course/module credit may submit an appeal to the Campus Director. These procedures apply to both Advanced Standing by Transfer Credit and Advanced Standing by Proficiency Testing.

All appeals must be submitted in writing within five working days of the Director of Education's decision. Appeals may be submitted to the Campus Director by email to CampusDirector@houstoncareerinstitute.com or delivered to the office of the Campus Director at 9700 Bissonnet, St #1400, Houston, TX 77036. The Campus Director may take whatever steps are deemed necessary to review and attempt to resolve the matter. All course/module credit decisions made by the Campus Director are final.

Notice Concerning Transferability of Credits and Credentials Earned at our Institution

The transferability of credits earned at HCI is at the complete discretion of an institution to which a student may seek to transfer. Acceptance of the degree, diploma or certificate earned in the program in which the student is enrolling is also at the complete discretion of the institution to which a student may seek to transfer. If the credits or degree, diploma or certificate that was earned at this institution are not accepted at the institution to which a student seeks to transfer, the student may be required to repeat some or all of his/her coursework at that institution. For this reason, the student should make certain that attendance at this institution will meet his/her educational goals. This may include contacting an institution to which a student may seek to transfer after attending HCI to determine if the credits or degree, diploma or certificate will transfer. It is the student's responsibility to confirm whether or not credits will be accepted by another institution of the student's choice.

Transfer Credit Questions

Any questions regarding the transfer of credit into HCI should be directed to the campus Registrar's Office.

GRADING SYSTEM AND PROGRESS REPORTS

The student's final grade for each course or module is determined by the average of the tests, homework, class participation, special assignments and any other criteria indicated in the grading section of the syllabus for the course or module. Final grades are reported at the completion of each grading term and are provided to each student. If mailed, they are sent to the student's home address. Failed courses must be repeated and are calculated as an attempt in Satisfactory Academic Progress calculations. An overall course grade of a "C" or above is required to pass each course.

For students enrolled in modular/clock hour programs: If a student drops or withdraws from their program before the end of a module, they will earn a W or F grade for that module as determined by the student's SAP status in their program and their academic progress within the current module. If a student goes on a leave of absence from their program before the end of a module, they will earn a WL grade for that module. If, however, the student was failing the module (due to attendance or coursework) at the time their leave begins, the student may receive an F for that module.

For students enrolled in quarter-based programs: If a student drops or withdraws from their program or goes on leave of absence during the one-week add/drop period, they will automatically receive a W grade (or a WL grade for LOAs) for all courses within that quarter.

After the conclusion of the one-week add/drop period:

- If a student drops or withdraws from their program before the end of a quarter, they will earn a W or F grade for each of their courses that quarter as determined by the student's SAP status in their program and their academic progress within that course.
- If a student goes on a leave of absence from their program before the end of a quarter, they will earn a WL grade for all courses in that quarter. If, however, the student was failing one or more courses (due to attendance or coursework) at the time their leave begins, the student may receive an F for that course or courses.

Grade	Point Value	Meaning	Grading Scale
A	4.0	Excellent	100-90
B	3.0	Very Good	89-80
C	2.0	Good	79-70
F*	0.0	Failing	69-0
Fail	Not Calculated	Fail (for externship/internship)	
Pass	Not Calculated	Pass (for externship/internship classes only)	
WL	Not Calculated	Leave of Absence (allowed in modular/clock hour programs only)	
EL	Not Calculated	Experiential Learning	
IP	Not Calculated	In Progress (for externship/internship courses only)	
PE	Not Calculated	Proficiency Exam	
PF	Not Calculated	Preparatory Fail	
PP	Not Calculated	Preparatory Pass	
W**	Not Calculated	Withdrawal	
WZ	Not Calculated	Withdrawal for those students called to immediate active military duty. This grade indicates that the course will not be calculated for purposes of determining rate of progress	
TR	Not Calculated	Transfer Credit	

*HCI does not use a D grade in its grading scale. Students must achieve a C or greater in order to pass each course or module.

Treatment of Grades in the Satisfactory Academic Progress/Rate of Progress Calculation

Grade	Included in GPA calculation?	Counted as attempted credits?	Counted as earned credits?
A	Y	Y	Y
B	Y	Y	Y
C	Y	Y	Y
F	Y	Y	N
Fail	N	Y	N
Pass	N	Y	Y
PF	N	N	N
PP	N	N	N
IP	N	Y	N
L	N	N	N
EL	N	Y	Y
PE	N	Y	Y
W	N	Y	N
WZ	N	N	N
TR	N	Y	Y

GPA AND CGPA CALCULATIONS

- The Grade Point Average (GPA) is calculated for all students. The GPA for each term and Cumulative Grade Point Average (CGPA) are calculated on courses taken in residence at HCI.
- The Grade Point Average (GPA) is calculated at the end of each evaluation period by dividing the quality points earned by the total credits attempted for that evaluation period.
- The Cumulative Grade Point Average (CGPA) is calculated by dividing the total cumulative quality points earned by the total cumulative credits attempted for cumulative evaluation periods.
- The number of quality points awarded for each course is determined by multiplying the points listed for each letter grade by the number of credits of the course.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS (SAP)

Students must maintain Satisfactory Academic Progress (SAP) in order to remain eligible as regularly enrolled students and to continue receiving federal financial assistance. The accreditor, federal and state regulations require that all students progress at a reasonable rate toward the completion of their academic program. HCI's SAP policies apply to all students, full or part time status, and for all periods of enrollment regardless of whether or not the student receives financial aid or other forms of financial assistance including VA educational benefits. Satisfactory Academic Progress is measured by:

- The student's cumulative grade point average (CGPA)
- The student's rate of progress toward completion (ROP)
- The maximum time frame (MTF) allowed to complete the academic program (150% for all programs).

Evaluation Periods for SAP

Satisfactory Academic Progress is measured for all quarter-based program students at the end of each academic term after grades have been entered. Satisfactory Academic Progress is measured for all modular/clock hour program students every eight weeks.

SAP is evaluated as outlined in the tables below. All students with a cumulative grade point average (CGPA) and/ or rate of progress (ROP) below the required academic progress standards as stated in the school's catalog will move into FA Warning or SAP NOT MET status. Students not meeting SAP will be issued a SAP Not Met letter and be advised that unless they improve their CGPA and/or rate of progress toward completion, they may be withdrawn from their programs and potentially lose eligibility for federal financial aid. An academic appeal will be required for those students whose academic progress is not met.

Maximum Time Frame to Complete

The maximum time frame (MTF) for completion of all programs below the master's level is limited by federal regulation to 150% of the published length of the program. For a program measured in credits, MTF is 150% of the published length of the program, measured in credits. For a program measured in clock hours, MTF is 150% of the published length of the program, measured by the total number of clock hours in the program. All credit hours attempted, which include completed credits, transfer credits, withdrawals, and repeated classes, count toward the maximum number of credits allowed to complete the program.

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

Modular/Clock Hour Program Satisfactory Academic Progress

Title IV Evaluation of Satisfactory Academic Progress for modular/clock hour programs will be made at the following checkpoints:

Dental Assisting	Laboratory Assistant/EKG Technician/Phlebotomist	Medical Assistant	Commercial Refrigeration, Heating & Air Conditioning	Electrical Technician
470 Clock Hours	400 Clock Hours	400 Clock Hours	420 Clock Hours	420 Clock Hours
940 Clock Hours	800 Clock Hours	800 Clock Hours	840 Clock Hours	840 Clock Hours

Satisfactory Academic Progress

All modular/clock hour program students must meet the following standards of academic achievement and successful course completion while enrolled at HCI. HCI's modular/clock hour program SAP policies apply to all students, full or part time status, and for all periods of enrollment regardless of whether or not the student receives financial aid or other forms of financial assistance including VA educational benefits. For success in their chosen career field, the School places equal emphasis on both grades and a student's attendance in the classroom and lab hands-on environment. Each modular/clock hour program student enrolled at HCI must:

1. Grades: maintain for each module of instruction an academic grade of C or better. Achieve a minimum cumulative G.P.A. of 2.0 by the conclusion of the program. Note: Students who have not achieved a minimum cumulative G.P.A. of 1.5 by their program's midpoint are mathematically unable to achieve the required 2.0 by the end of their program and will be dismissed (see full policy and appeals procedures below for more details); and
2. Attendance: For modular/clock hour programs maintain an attendance level of 90% or better for each module of instruction.

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

Probation and Module Repeats Due to Poor Grades

If a student at the end of a module does not receive at least a C for that module, then the student is automatically placed on probation by the School effective as of the last day of instruction for that unsatisfactory module. The student remains on probation until Satisfactory Academic Progress is met by the student bringing their cumulative G.P.A. above 2.0. Probation will be evaluated at the end of each module and at the midpoint.

If a student at the end of a module receives an F for that module, then the student is automatically placed on probation by the School effective as of the last day of instruction for that failed module AND must repeat the failed module for a passing grade. If the failed module is not available to repeat immediately, the student may take a different module in his or her program prior to repeating the same failed module. However, the student must retake the failed module at the next available opportunity when the same module is offered again and meet Satisfactory Academic Progress.

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

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

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

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

Probation and Module Repeats due to Poor Attendance

Attendance is extremely important to the success of the student at HCI. If a student at the end of a module for a modular/clock hour program has not maintained an attendance level of at least 90% for that module then the student will receive a mandatory "F" for that module regardless of any other academic factors attained by the student in that module. Further, the student is automatically placed on probation by the School effective as of the last day of instruction for that unsatisfactory module.

If the unsatisfactory module is not available to repeat immediately, the student may take another module in his or her program prior to repeating the unsatisfactory module. However, the student must retake the unsatisfactory module at the next available opportunity when the same module is offered again and meet Satisfactory Academic Progress. The student remains on probation until Satisfactory Academic Progress is met by the student bringing their cumulative G.P.A. above 2.0. Probation will be evaluated at the end of each module and at the midpoint.

EXAMPLE: if a student in a modular/clock hour program was attending Module A and did not maintain at least 90% attendance for Module A, the student is automatically placed on probation. Due to the fact that Module A might not be continuously offered by the School, the student is authorized to take another module in their program of instruction that is being offered by the School, for example, Module B. However, the student must successfully repeat Module A at the next available opportunity when Module A is offered again. Once again, if for any reason the student does not retake the same module or meet Satisfactory Academic Progress for the repeated module, then the student's enrollment will be terminated for their program and the student dismissed from the School.

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

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

Satisfactory Academic Progress (SAP) "Appeal Process"

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

developed and provided to the student which clearly identifies a viable plan for the student to successfully complete the program within the Maximum Time Frame allowed.

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

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

Module Repeat

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

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

Maximum Time Frame

All module repeat attempts are counted for determining a student's Maximum Time Frame. Please see section under "Maximum Time Frame to Complete" earlier in this SAP policy section for further information.

Financial Aid Warning

In addition to the above, for students receiving Title IV funding, failure to meet Satisfactory Academic Progress by maintaining a minimum cumulative G.P.A. of 2.0 will result in the implementation of the Financial Aid Warning. A modular/clock hour program student will be placed on Financial Aid Warning for the next Payment Period. The student can still receive aid during a Warning payment period. However, the student's progress will be assessed after the payment period is over. If the student does not meet the SAP standards then the student will be ineligible from receiving any additional financial aid. Students can only remain in FA Warning status for three (3) modules in total during a program of instruction and cannot be on FA Warning for more than one (1) module consecutively.

Financial Aid Appeal/Probation

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

Limit on Reinstatement Appeals

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

Other Policy Considerations

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

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

Quarter-Based Program Satisfactory Academic Progress

98 Quarter Credit Hour Program. Total credits that may be attempted: 147 (150% of 98).				
Total Credits Attempted	FA Warning if CGPA is below	SAP Not Met if CGPA is below	FA Warning if the Rate of Progress is Below	SAP Not Met if Rate of Progress is Below
(1st Term)	2.0	1.5	67%	N/A
10-49	2.0	2.0	67%	60%
50-122	2.0	2.0	67%	67%
123-147	2.0	2.0	67%	67%

Application of Grades and Credits to SAP

- Please refer to "Treatment of Grades in the Satisfactory Academic Progress/Rate of Progress Calculation" found in the "Grading System and Progress Reports" section of the campus catalog.
- When a course is repeated, the higher of the two grades is used in the calculation of CGPA, and the total credit hours for the original course and the repeated course are included in the Total Credit Hours Attempted in order to determine the required rate of progress level. The credit hours for the original attempt are considered as not successfully completed.
- When a student transfers between programs, all attempts of courses common to both programs are included in the CGPA and ROP of the new program.
- Students graduating from one program and continuing on to another will have all successfully completed courses common to both programs included in the SAP calculations of the new program. Courses not in the new program, including grades of W or F, are excluded from all SAP calculations.
- **Note:** A student can also be dropped from a course for failing to meet the attendance requirement of 75% attendance per course or better. Please refer to the Attendance Policy later in this section for full details. If this happens, the student will receive a grade of F for the dropped course with the same consequences for the student's SAP, CGPA, and ROP as if the student failed the course for academic reasons.

Academic Guidance

Academic Guidance will be provided for quarter-based program students identified as FA Warning status (CGPA and/or ROP). Academic Guidance is intended to lead students to improved CGPA and/or ROP toward program completion. This includes informing student that failure to improve may result in unsatisfactory academic progress, a dismissal from the program, and potential loss of Financial Aid (FA) eligibility. Students will receive notification of their status after final grades post and will be contacted by the students' academic team to discuss appropriate Academic Guidance.

Rate of Progress toward Completion

The school catalog contains a schedule designating the minimum percentage or amount of work that a student must successfully complete at the end of each evaluation period to complete their educational program within the maximum time frame (150%). The Rate of Progress percentage is determined by dividing the number of credits earned by the number of credits attempted. Credits attempted include completed credits, fail, pass, transfer credits, withdrawals, and repeated courses. A Financial Aid Warning will occur if a student's rate of progress percentage falls below the applicable progress percentage (see charts earlier in this section) at the end of each evaluation period. The maximum timeframe to complete an educational program is 150% of the published program length.

Financial Aid Warning

The Campus Director or Academic Dean (or designee) will provide written notification of FA Warning within seven (7) calendar days (excluding holidays) after the term start. Quarter-based program students placed on FA Warning must meet with their academic team for Academic Guidance and complete an Academic Advising Form within five (5) days after notification. Students can only remain in FA Warning status for three (3) terms in total during a program of instruction and cannot be on FA Warning for more than one (1) term consecutively.

SAP Not Met

The Campus Director or Academic Dean (or designee) will provide written notification of SAP Not Met within seven (7) calendar days (excluding holidays) after the term start. The SAP Not Met notification will indicate that the student will be withdrawn unless they successfully appeal by written request within five (5) days. If the appeal is accepted, the student is placed on Financial Aid Probation.

Financial Aid Probation

Financial Aid (FA) Probation is the term for which the student's appeal has been accepted and progress is monitored under an Academic Progress Plan. All students on FA probation must be placed on an Academic Plan.

During the period of FA probation, students will continue to be eligible for financial aid.

While on FA probation, unless students improve their CGPA and/or rate of progress toward completion, in accordance with their Academic Progress Plan, they will be withdrawn from their program and become ineligible for further financial aid. A student will remain on FA probation as long as he or she is meeting the requirements of his or her Academic Plan. The Plan is not to exceed three (3) terms.

Academic Progress Plan

Quarter-based program students on FA probation must agree to the requirements of an Academic Progress Plan, which is not to exceed three (3) terms. If he/she cannot meet the CGPA/ROP standards as outlined in the catalog within three (3) terms, the student will be dismissed from the institution. Each student shall receive a copy of his or her Plan. A copy of each student's Plan will be kept in the student's permanent academic file.

The Plan may extend over one (1) or multiple terms not to exceed three (3) terms. The student will meet with the Academic Dean (or designee) for an evaluation of progress of the Plan's requirements at the end of each SAP evaluation period (end of each term). When the student has met the requirements of the Plan in their entirety, the student will be placed in SAP Met status, and the student's Plan shall be considered fulfilled and closed. If at the end of any SAP evaluation period the student does not meet the Plan's requirements, the student will receive a dismissal letter and will be dismissed from the program. Additionally, a student is deemed to have not met the Plan's requirements by earning a failing grade ("F") in any course while on the Plan.

SAP MET Status

Quarter-based program students placed on FA probation will meet at the end of each SAP evaluation period with the Academic Dean (or designee) for an evaluation of SAP and the progress of the Academic Progress Plan's requirements. When the student has met the requirements of the Plan in its entirety, the student will be placed in SAP Met status, and the student's Plan shall be considered fulfilled and closed. Within 14 days after the Academic Progress Plan has been closed, the student will be provided with a Return to Academic Good Standing Letter.

SAP Re-Entry

Quarter-based program students who have violated their FA probation and have been dismissed from a program are not eligible for readmission to that program if they have exceeded, or may exceed, the Maximum Time Frame to Complete. Students who have violated their FA probation and have been dismissed from a program are not eligible for readmission to another program if they have exceeded, or may exceed, the Maximum Time Frame to Complete and/or cannot re-establish appropriate Satisfactory Academic Progress standing.

Satisfactory Academic Progress (SAP) Violation Appeals

SAP appeals must be submitted in writing within five (5) days, excluding holidays, after notification of SAP Not Met status. A SAP appeal may be granted if the student is able to complete the program within the maximum time frame allowed and with the required minimum cumulative grade point average (CGPA). The student must also demonstrate that the failure to maintain the required CGPA or rate of progress (ROP) was caused by:

- Death of a family member
- Illness or injury suffered by the student or
- Special circumstances which are not likely to recur.

If the SAP appeal is approved, the student must agree to meet the requirements of an Academic Progress Plan and the student will be placed on Financial Aid Probation.

FINANCIAL GOOD STANDING

Students meeting their financial obligations and remaining in good financial standing throughout their course of instruction and after graduation contributes to their success.

For a student to be considered in good financial standing the student must:

- Complete required financial aid applications to assist in satisfying all anticipated direct costs of the selected program including tuition, books and required fees for each of the academic and award years within time frames required
- Have an outstanding earned Accounts Receivable balance less than:
  - $2,500 or one term of instruction (whichever is greater) if enrolled full time in a quarter-based program,
  - $3,000 or one module of instruction (whichever is greater) if enrolled in a modular/clock hour program

Failure to remain in good financial standing may result in:

- A hold on registration for subsequent terms for quarter-based program students, or
- Dismissal from the program of study.

If a student is unable to remain in good financial standing, the student may be dropped from his or her course of instruction and not be allowed to reenroll in any HCI program until the student account is back in good financial

standing. Students have the right to request reconsideration and exception to the dismissal decision for failure to maintain good financial standing by contacting the Academic Dean/Education Director.

REFRESHER COURSES

Graduates have the opportunity to retake any class/module they have completed, provided there is space available, and with the approval of the Director of Education, applicable Program Chair, and instructor at no charge, except for books and supplies. The costs of books and supplies are the responsibility of the student. Graduates taking a refresher course must be current on any debts owed to the school and will be subject to school rules and regulations at all times. A written request for a refresher course should be submitted to the Director of Education at least thirty (30) days prior to the beginning of the desired course. Graduates may enroll for and complete up to a maximum of two refresher courses at any one time before they may enroll for additional refresher courses.

The School's technical and medical course curriculum is constantly updated to reflect the changes in industry. Graduates are encouraged to return to the school to take updated modules in their field of study when space is available. However, students who graduated more than three years prior to the date of their request to take a refresher course may be asked to demonstrate industry participation via job history, or to pass a school administered knowledge test or lab safety exam prior to beginning refresher courses.

Retaking Failed Coursework

Students must repeat all failed classes/modules that are required for graduation from the program. Students in modular/clock hour programs may not exceed two attempts at a module. Students in quarter-based programs must request permission to repeat a course after the second attempt to pass. Each attempt counts in the calculation of the students' rate of progress and maximum time frame. All repeated coursework will appear on the student's transcript, but only the highest grade earned will be included in the calculation of their cumulative grade point average. If a student doesn't pass a course after three attempts in a quarter-based program or if a course retake request is denied for a required course in a quarter-based program, the student will be dismissed due to their inability to meet the program requirements for graduation.

ADD/DROP POLICY (QUARTER-BASED PROGRAMS ONLY)

Continuing students may register for classes prior to the start of the 12-week term. Once the term has started, students may add or drop courses during the add/drop period without academic penalty upon obtaining approval from Academic administration and the Financial Aid office.

The add/drop period for both full term (12-week) courses and six-week courses is the first seven calendar days of the term, including holidays. For all students enrolling in a course during the add/drop period, attendance will be taken starting on the first scheduled class session following the student's enrollment.

Students who enroll in a 12-week course during the add/drop period must attend class by the **earlier** of the 21st calendar day of the term or the 14th calendar day after enrollment, or be unregistered from the course. Students who enroll in 6-week courses during the add/drop period must attend class by the 14th calendar day of the 6-week course, or be dropped from the course.

Full Term Courses

The add/drop period for full term courses is the first seven (7) calendar days of the term, including holidays. For any six-week courses, the add/drop period is the first seven calendar days of the course, including holidays. The taking of attendance of students who enroll during the add/drop period shall begin the first scheduled class session following the student's enrollment. Therefore, students who enroll in a full-term course during the add/drop period must attend class by the earlier of the 21st calendar day of the term or the 14th calendar day after enrollment, or be dropped from the course. Students who enroll in 6-week courses during the add/drop period must attend class by the 14th calendar day of the 6-week course, or be dropped from the course.

Mini-Term Courses

The registration period for six-week 2 mini-term courses occurs well in advance prior to the start of the six-week 2 mini-term. Continuing students, who are already enrolled in full term courses, should complete registration for upcoming six-week 2 mini-term courses by the close of business on day twenty (20) of the full-term.

Once the mini-term has begun, the add/drop period for mini-term courses is the first seven (7) calendar days of the term, including holidays. The taking of attendance of students who enroll during the add/drop period shall begin the first scheduled class session following the student's enrollment. Students who enroll in mini-term courses during the add/drop period must attend class by the 14th calendar day of the mini-term, or be dropped from the course.

Effects of Add/Drop on Financial Aid Calculation

Adding or dropping a course may affect a student's enrollment status, and therefore the amount of financial aid for which the student is eligible. The Director of Financial Aid (or designee) is responsible for advising a student of the financial consequences of a change in registration.

ATTENDANCE POLICY

The School is committed to the principle that class attendance is an essential part of its educational programs and in its goal to prepare all students for the responsibilities of their chosen career fields. Regular class attendance is mandatory in all classes and attendance is recorded for every regularly scheduled class. This attendance policy applies to all students, whether they are enrolled in a traditional in-classroom program or in a hybrid online program.

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

Modular/Clock hour program students will be required to repeat any module in which absences, including the time tallied for tardies and early departures, exceed 10% of the scheduled participation hours. Quarter-based program students will be required to repeat any course in which absences exceed 25% of the scheduled participation hours for quarter-based programs.

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

Establishing Attendance/Verifying Enrollment

Campus Faculty must take attendance each class session beginning with the first day of scheduled classes.

- For programs with an add/drop period, the taking of attendance for a student enrolling during the add/drop period begins with the first scheduled class session following the student's enrollment.
- In programs without an add/drop period, new students registered for a class must attend by the second scheduled class session or be withdrawn.

In modular/clock hour programs, students will only receive attendance credit for the scheduled hours in which they are present in their assigned classroom. If students are tardy or depart class early, their clock hours attended will be rounded to the nearest quarter hour.

In quarter-based programs, normally a student is considered present if he or she is in the assigned classroom for the scheduled amount of time, i.e., neither late for class (tardy) nor leaving before the end of class (leave early). However, an instructor may consider a student present who does not attend the entire class session if (a) the criteria used to make the determination are stated in the course syllabus and (b) the amount of time missed does not exceed 50% of the class session.

Attendance Tracking

Instructors record attendance every class session, including all absences, tardies, and early departures. Attendance may be taken manually, digitally, or students may be provided with instructions on how to record their attendance electronically. All attendance is recorded in the student information system (SIS) where it will be tracked by the school registrar.

Make-Up Hours

It is the policy of the School to allow students participating in modular/clock hour programs to complete make-up hours, at times provided by the instructors, prior to the end of that module in which time is missed. The end of a module is defined as the end of the business day on the Friday of the last week of the module. Students may make up hours up to, but not exceeding, 5% of the total equivalent clock hours for any module or course and may only make up those hours required to meet that module or course's attendance requirement.

For example, in a 120-hour module:

- A student missing up to 12 hours (10%) will meet the attendance requirement for that module and is not eligible for make-up hours.
- A student missing more than 12 hours but no more than 18 hours (15%) is eligible for make-up hours **AND** must complete sufficient make-up hours to achieve the 90% attendance requirement in order to pass that module
- A student missing more than 18 hours (15%) cannot complete sufficient make-up hours to achieve the 90% attendance requirement for that module without exceeding the 5% make-up hours maximum allowed under this policy. He or she is ineligible for make-up hours and must repeat the module.

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

Hybrid online students may be able to make up missed lectures by watching the lecture recording online. In all cases, students requiring make-up work must consult their instructors for details and permission. Note: Watching a recorded lecture can only be counted as make-up work, not as actual attendance, because a student watching a video is unable to participate in discussions or ask questions.

All tests must be taken when scheduled. If you are absent: you will not be allowed to make up any test or quiz unless prior arrangements have been made. If a student can provide a documented reason demonstrating that the absence occurred due to extenuating circumstances (doctor's excuse, jury duty notice, etc.) no points will be deducted from the test or quiz grade for the absence. Homework should be turned in daily or at the instructor's discretion. Assignments turned in late will have a decrease in value reflected on the participation grade at the instructor's discretion

At the discretion of the Campus Director and/or Department Chair, under extenuating circumstances where a student's absence might be considered excused (e.g., medical issues, family medical issues, an emergency situation, etc.) a student may be allowed to complete make up work (such as tests or quizzes) no later than the end of the week following the last week of the module. The student must be at 90% attendance for the module in order to be eligible. Under these circumstances, the student would receive a grade of Incomplete (I) for the module until the missed work has been completed.

Attendance Probation

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

Attendance Records

The computer attendance database is the official record of attendance. On the 14th calendar day following the end of the term/module, the computer attendance database shall be considered final.

ONLINE ATTENDANCE POLICY FOR QUARTER-BASED PROGRAMS

In addition to the previous attendance policy, the following policies apply to quarter-based program students enrolled in programs with hybrid online and fully online courses. As with any course, the understanding of course content and final grades are dependent upon consistent study and attendance. Students are expected to attend all scheduled class sessions and complete all out-of-class assignments. Students should expect a weekly commitment of approximately 12 hours for each online or hybrid online course and expect to log in a minimum of three times each week per course. Attendance for the week runs from Monday, 12:01 a.m. to Sunday, 11:59 p.m. Pacific Time.

Hybrid Online Courses

To be considered present in a given week for a hybrid online course, in addition to attending all class sessions, scheduled both online and at the campus, students must complete one of the following: post at least once to a relevant class discussion for the week or complete one homework assignment or quiz.

Online Courses

To be considered present in a given week for a course that is taught fully online, in addition to attending all scheduled online class sessions, the student must post at least twice on two separate days to relevant class discussions for the week and complete one homework assignment or quiz.

ONLINE ATTENDANCE POLICY FOR MODULAR/CLOCK HOUR PROGRAMS

Modular/clock hour students enrolled in a hybrid online program are subject to the same attendance policies and procedures as students enrolled in a traditional in-classroom program. The traditional attendance measurements apply to all scheduled in-classroom class sessions and live online lectures. This means that a student must be physically present in the classroom or actively participating in live online lectures. Online participation and attendance in other activities that are not being delivered live online by the instructor (nonsynchronous activities) must be defined and measured in a different manner, as described in this policy. Merely logging into the online portion of your course without active participation does not constitute attendance. Hybrid online program students are expected to actively participate in their program's online sessions each week through Academically Related Activities (ARA), all of which contribute to the students' overall academic goals.

Students must attend online class sessions and turn in required assignments on a daily and weekly basis in order to receive credit for online attendance and grading purposes.

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

attendance credit. Work submitted outside the online learning management system does not count toward attendance.

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

1. Submission of a gradable assignment, such as a paper, test, exam or quiz.
2. Participating online in an interactive tutorial, or other computer-assisted instruction.
3. Online attendance of a study group that is assigned by the School.
4. Initiating contact with a faculty member to ask a question about the academic subject studied in the course or responding to a faculty member's inquiry.
5. Participation in a gradable online discussion, with classmates and/or the instructor, in a way that is substantively and academically related to the enrolled course. The purpose of substantive interaction in an online discussion forum or thread is to promote comprehension of the academic topic through a collaborative, collective and interactive conversation. Substantive interaction involves a sustained, interactive communication. A substantive post adds to the discussion and encourages a response from fellow students. A student's discussion post may include a well thought out opinion that applies ideas relevant to the course content. It may compare and contrast the posts of others, perceptions of each student's experience of facts may also vary based on the student's perception. In some cases, the values of an outcome may be explored that further expands on the discussion thread. By substantively interacting, it opens up the lines of communication with fellow classmates and instructors to help foster and promote a deeper academic understanding of the topics discussed in the course, which will contribute to student academic achievement.
6. Some examples of substantive posts that will be considered an ARA:
    - Making associations between coursework readings and the interactive discussion.
    - Apply lessons from students' coursework or profession, clinical rotations or externship and/or life to the interactive discussion.
    - Ask additional questions of your classmates.
    - Explain why you agree or disagree, offering specific examples to support your perspective.
    - Create and expand on comprehensive academic thoughts on the academic topic in comments that are at least 50 words long.

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

LEAVE OF ABSENCE POLICY

A Leave of Absence (LOA) is a temporary break in a student's attendance in which the student is still considered to be continuously enrolled. Because a student on LOA will not attend any classes until they return from LOA, this pause in attendance will automatically move their expected graduation date to a later date in time. An LOA may be granted for unforeseen or emergency situations, including but not limited to a serious illness, a debilitating injury, military deployment, or a debilitating injury, serious illness or death in the immediate family. No additional charges are assessed for a student on an authorized a Leave of Absence. Students enrolled in modular/clock hour programs and in quarter-based programs are eligible for LOAs.

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

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

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

There may be unforeseen circumstances preventing a student's timely request. For example, but not by way of limitation, if a student were injured in a car accident and needed a few weeks to recover before returning to school,

the student would not have been able to request the LOA in advance. The School may grant an LOA under such circumstances provided the School documents the reason for its decision and collects the request from the student at a later date. In such cases, the beginning date of the approved LOA would be the first day the unforeseen circumstances prevented the student from attending school.

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

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

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

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

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Re-Admission Following a Leave of Absence

- The date the student returns to class is normally scheduled for the beginning of a module or quarter.
- Upon return from leave, modular/clock hour students who began their LOA in the middle of a module will be required to repeat that module (including externships and internships) and receive final grades. If the incomplete module is not available to repeat immediately, the student may take another module in their program prior to repeating the incomplete module. However, the student must retake the incomplete module at the next available opportunity when the same module is offered again.
- Upon return from leave, quarter-based program students will be required to repeat any courses that were interrupted by the LOA and receive final grades. When the specific requirements of their program and course prerequisites allow it, if an incomplete course(s) is not available to repeat immediately, the student may take another course(s) in their program prior to repeating the incomplete course(s). However, the student must retake the incomplete course(s) at the next available opportunity when the same course(s) is offered again.
- The student will not be charged any fee for the repeat of any module/course from which the student took leave or for re-entry from the leave of absence.

Possible Effects of Leave of Absence

Students who are contemplating an LOA should be cautioned that one or more of the following factors may affect the length of time it will take the student to graduate.

- Students returning from a LOA are not guaranteed that the module/course(s) required to maintain the normal progress in their training program will be available at the time of reentry
- They may have to wait for the appropriate module/course(s) to be offered
- Financial aid may be affected

EXTERNSHIP TRAINING

Allied Health Programs:

Upon successful completion of all classroom requirements, students are expected to begin the externship portion of their programs within 10 calendar days (excluding holidays and regularly scheduled breaks). If a student does not begin externship training within 10 calendar days, he/she must be dropped from the program. Students may only miss 14 consecutive calendar days once they start externship or they must be dropped from the program.

Each student has approximately 90 calendar days to complete their externship. Any modular/clock hour program student who does not complete externship training within 90 calendar days should meet with the Campus Director or Academic Dean to approve the time remaining to complete the externship.

Students who drop from externship either prior to starting or during externship and/or delay the completion of their externship for more than 30 days from the last days of attendance must have their skills evaluated by a program instructor or director/chair prior to re-entry to ensure they are still competent to perform skills safely in the externship setting. See additional externship information and requirements at the end of your program description.

WITHDRAWAL PROCEDURES

- Students who intend to withdraw from school are requested to notify the Program Director or Academic Dean by telephone, in person, by email or in writing to provide official notification of their intent to withdraw and the date of withdrawal.
- Timely notification by the student will result in the student being charged tuition and fees for only the portion of the payment period or period of enrollment that he/she attended as well as ensuring a timely return of federal funds and any other refunds that may be due.
- Students requesting a withdrawal from school must complete a financial aid exit interview.
- Students who have withdrawn from school may contact the Program Director or Academic Dean about re-entry.
- Students who are unable to finish a term due to deployment for active duty military service, whether enlisted, reserve, or National Guard, are entitled to a refund of all tuition and fees for the unfinished term. Credit will not be granted for unfinished courses, and the unfinished courses will not impact the student's Satisfactory Academic Progress. If the military student is deployed at the end of a term and completes his or her courses prior to deployment, then the tuition will not be refunded, the credits will be earned, and the student's Satisfactory Academic Progress will reflect the inclusion of those credits. Such a student will be released from his or her financial obligations for future terms. Deployed students who choose to return to school following completion of the deployment can re-apply as returning students.

  In all cases, the military student must provide evidence, such as a copy of official orders, and/or a letter from a superior, to document the activation and/or deployment.

MAKE-UP WORK

At the instructor's discretion, make-up work may be provided to students who have missed class assignments or tests. Make-up work must be completed within five (5) calendar days after the end of the term/module.

REQUIREMENTS FOR GRADUATION

- Successfully complete all courses in the program with a 2.0 cumulative grade point average within the maximum time frame for completion as stated in the school catalog.
- Successfully complete all externship requirements (if applicable).
- Meet any additional program-specific requirements as stated in the catalog.

Commencement exercises are held at least once a year. Upon graduation, all students who are current with their financial obligation to the school shall receive their degree or diploma.

GRADUATION GIFT – TOOK KIT

As part of HCI's commitment to get students off to a great professional start, each student enrolled in a trade program (Commercial Refrigeration, Heating & Air Conditioning or Electrical Technician) will receive a starter tool set at the time of graduation. These tools will be specific to the student's chosen program. The tool kit is a graduation gift from HCI and may not be modified, traded in for its cash value, or used to offset tuition or other monies owed to the school. In order to receive the tool kit, candidates for graduation must either have a zero balance in their student accounts with HCI or have a monthly financial arrangement with the school, on which they have a minimum of 60% of tuition already paid and are current on their payment status, as of the date of their graduation.

At the School Director's discretion, under the following circumstances the tools may be released early if they are required for employment:

a) Must be in the last module of the program; and
b) Must be meeting Satisfactory Academic Progress in the last module.
c) Student must have a zero balance with the school; or
d) If on a monthly financial arrangement with the school, a minimum of 60% of tuition already paid, have a current payment status.
e) Must have a letter from the employer requesting the student have tools in order to begin work with company.

<u>NO OTHER EXCEPTIONS WILL BE MADE.</u>

APPEALS POLICIES

Student Academic Appeals Policy

A student may submit an appeal based on one of three adverse determinations:

- Attendance policy violation
- Satisfactory Academic Progress (SAP) violation or
- Final grade(s).

Formal academic appeals must be submitted within five calendar days of the date the student is considered to have received notice of the adverse determination.

Appeals must include a completed, dated and signed Academic Appeal form and a letter from the student that includes the:

- Specific academic decision at issue and
- Resolution sought by the student.

A SAP or Attendance violation appeal must include an explanation of the circumstances that:

- Led to the violation and
- Will improve achievement going forward.

For a final grade appeal, the student will include the informal steps taken to address the disagreement.

Once a formal appeal is filed, the campus will take no action regarding the adverse academic decision, and financial aid disbursements will be suspended until the appeal process is concluded.

The appeal committee decision is final and no further appeals for the same adverse academic decision are permitted. If the appeal is denied, the date of determination is the date of the adverse academic decision after which the student will not be charged for any attendance.

Assignments/Test Grades

Students who disagree with an assignment/test grade should discuss it with the instructor upon receipt of the grade. Assignments/test grades are reviewed at the instructor's discretion. If the instructor is not available, the matter should be discussed with the Program Director/Department Chair. Only final course grades are eligible for appeal.

Final Course Grades

Final grade appeals must be submitted by the:

- Eighth calendar day of the subsequent module for modular/clock hour programs; and
- Sixth calendar day of the subsequent term for quarter-based programs.

A final grade appeal may be approved, and the grade corrected, if it is determined that the final grade was influenced by any of the following:

- A personal bias or arbitrary rationale
- Standards unreasonably different from those that were applied to other students
- A substantial, unreasonable, or unannounced departure from previously articulated standards or
- The result of a clear and substantial mistake in calculating or recording grades or academic progress.

A student may appeal more than one final grade while active in a program. Only final grades are eligible for appeal. Assignment/test grades are reviewed at the instructor's discretion, consistent with the grade policy and syllabus guidelines.

Attendance Violations Appeals

Attendance violation appeals must be submitted within five calendar days after the date of violation. For an attendance appeal to be considered the student must maintain perfect attendance while the appeal is pending.

Violations occurring at the end of the quarter term when there is no opportunity to attend until the next term are not subject to these requirements.

Subject to applicable laws, regulations, and standards, an attendance appeal may be granted if the student demonstrates that the absence was caused by:

- Death of a family member
- Illness or injury suffered by the student or
- Special circumstances which are not likely to recur.

A student may be eligible for more than one attendance violation appeal while active in a program.

The Appeal Committee may, as a condition of granting the appeal, require the student to make up assignments and develop an Academic Advising Plan in conjunction with his or her advisor.

FINANCIAL INFORMATION

STATEMENT OF FINANCIAL OBLIGATION

A student who has applied, is accepted, and has begun classes at HCI assumes a definite financial obligation. Each student is legally responsible for his or her own educational expenses for the period of enrollment. A student who is enrolled and has made payments in full or completed other financial arrangements and is current with those obligations, is entitled to all the privileges of attending classes, taking examinations, receiving grade reports, securing course credit, being graduated, and using the Career Services Office.

Any student who is delinquent in a financial obligation to the school, or any educational financial obligation to any third party, including damage to school property, library fines, and payment of tuition and fees, is subject to exclusion from any or all of the usual privileges of the school. HCI may, in its sole discretion, take disciplinary action on this basis, including suspension or termination of enrollment.

TUITION AND FEES

Tuition and fee information can be found in the “Tuition and Fee Schedule” section of the catalog. Modular/clock hour programs are offered throughout the year on a schedule independent of the standard quarter calendar. When a student begins enrollment in a modular/clock hour program, tuition will be charged in the full tuition amount, or in increments based on state policy, for each academic year.

Tuition and fees for quarter-based programs will be charged in accordance with the enrollment agreement. The minimum full-time course load is 12 credits per quarter for undergraduate programs. Non-credit-bearing coursework will be charged at the same rate as credit-bearing coursework. Textbook costs per quarter are dependent upon the classes for which the student is registered.

Students' financial obligations will be calculated in accordance with the refund policy in the Enrollment Agreement and this school catalog. For modular/clock hour programs, the Enrollment Agreement obligates the student and the school for the entire program of instruction.

Accepted methods of payment include cash, personal check and credit card.

GUARANTEED TUITION PRICING

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

Please refer to the Tuition and Fees Schedule provided in this catalog for specific program tuition information.

PAST DUE ACCOUNTS

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

TEXTBOOKS AND EQUIPMENT

Textbooks and workbooks are sold through the Business Office in accordance with HCI policies. At the time of issuance, textbooks become the responsibility of the students. HCI is not responsible for replacing lost textbooks; however, students may purchase replacements from the Business Office. Students are responsible for the cost of their textbooks. In certain programs requiring specialized equipment, that equipment may be loaned to students for use during their enrollment. Students failing to return loaned equipment will be charged for the full replacement value.

ADDITIONAL FEES AND EXPENSES

Charges for textbooks, uniforms and equipment are separate from tuition. The institution does not charge for books, uniforms and equipment until the student purchases and receives the items. Incidental supplies, such as paper and pencils are to be furnished by the students.

DATE OF WITHDRAWAL VERSUS DATE OF DETERMINATION (DOD)

The date of withdrawal, for purposes of calculating a refund, is the student’s last date of attendance. The date of determination is the earlier of the date the student officially withdraws, provides notice of cancellation, or the date the school determines the student has violated an academic standard. For example, when a student is withdrawn for violating an academic rule, the date of the student’s withdrawal shall be the student’s last date of attendance. The date of determination shall be the date the school determines the student has violated the academic rule, if the student has not filed an appeal. If the student files an appeal and the appeal is denied, the date of determination is the date the

appeal is denied. If the student ceases attendance without providing official notification, the DOD shall be no more than 14 days from the student's last date of attendance.

STUDENT'S RIGHT TO CANCEL

The applicant's signature on the Enrollment Agreement does not constitute admission into the school until the student has been accepted for admission by an official of the school. If the applicant is not accepted by the school, all monies paid will be refunded.

a) **State of Texas (The Texas Education Code, Section §132.061) –** The State of Texas provides that Student has the right to cancel this Enrollment Agreement not later than seventy-two (72) hours after signing their Enrollment Agreement. Student is entitled to a 100% refund if their Agreement is cancelled no later than seventy-two (72) hours after its signing.

b) The School provides a longer time for Student to cancel their enrollment at the start of their training Program as follows: Student (and, in the case of a student under legal age, her/his parent or guardian) has the right to cancel their Enrollment Agreement and obtain a refund of charges paid at any time up to and including the second Tuesday following the Student's scheduled start date.

c) The student's notice of cancellation may be given by mail, hand delivery, or fax. The notice of cancellation, if sent by mail, is effective when deposited in the mail, properly addressed with postage prepaid. The written notice of cancellation need not take any particular form and, however expressed, is effective if it states that Student no longer wishes to be bound by their enrollment agreement. Both the State of Texas and the School's cancelation policies do not include Books, Educational Supplies, and Equipment that Student uses or opens, once the Texas 72-hour cancellation period described above in bullet "a)" has passed. All refunds due Student under the Enrollment Agreement shall follow the Texas Student Refund Policy.

TEXAS STUDENT REFUND POLICY

1) Refund computations will be based on scheduled course time of class attendance through the last date of attendance. Leaves of absence, suspensions, and school holidays will not be counted as part of the scheduled class attendance.

2) The effective date of termination for refund purposes will be the earliest of the following:
   (a) The last day of attendance, if the student is terminated by the school;
   (b) The date of receipt of written notice from the student; or
   (c) Ten school days following the last date of attendance.*

**Please Note: HCI is required to adhere to the more stringent standard set by the US Department of Education: Fourteen consecutive calendar days following the last date of attendance*

3) If tuition and fees are collected in advance of entrance, and if after expiration of the 72-hour cancellation privilege the student does not enter school, not more than $100 in any administrative fees charged shall be retained by the school for the entire residence program or synchronous distance education course.

4) If a student enters a residence or synchronous distance education program and withdraws or is otherwise terminated after the cancellation period, the school or college may retain not more than $100 in any administrative fees charged for the entire program. The minimum refund of the remaining tuition and fees will be the pro rata portion of tuition, fees, and other charges that the number of hours remaining in the portion of the course or program for which the student has been charged after the effective date of termination bears to the total number of hours in the portion of the course or program for which the student has been charged, except that a student may not collect a refund if the student has completed 75 percent or more of the total number of hours in the portion of the program for which the student has been charged on the effective date of termination.[1]

[1] *More simply, the refund is based on the precise number of course time hours the student has paid for, but not yet used, at the point of termination, up to the 75% completion mark, after which no refund is due. Form CSC-1040R provides the precise calculation.*

5) Refunds for items of extra expense to the student, such as books, tools, or other supplies are to be handled separately from refund of tuition and other academic fees. The student will not be required to purchase instructional supplies, books and tools until such time as these materials are required. Once these materials are purchased, no refund will be made. For full refunds, the school can withhold costs for these types of items from the refund as long as they were necessary for the portion of the program attended and separately stated in the enrollment agreement. Any such items not required for the portion of the program attended must be included in the refund.

6) A student who withdraws for a reason unrelated to the student's academic status after the 75 percent completion mark and requests a grade at the time of withdrawal shall be given a grade of "incomplete" and permitted to re-

enroll in the course or program during the 12-month period following the date the student withdrew without payment of additional tuition for that portion of the course or program.

7) A full refund of all tuition and fees is due and refundable in each of the following cases:
   (a) An enrollee is not accepted by the school;
   (b) If the course of instruction is discontinued by the school and this prevents the student from completing the course; or
   (c) If the student's enrollment was procured as a result of any misrepresentation in advertising, promotional materials of the school, or representations by the owner or representatives of the school.

A full or partial refund may also be due in other circumstances of program deficiencies or violations of requirements for career schools and colleges.

8) **REFUND POLICY FOR STUDENTS CALLED TO ACTIVE MILITARY SERVICE.**
   A student of the school or college who withdraws from the school or college as a result of the student being called to active duty in a military service of the United States or the Texas National Guard may elect one of the following options for each program in which the student is enrolled:

   (a) If tuition and fees are collected in advance of the withdrawal, a pro rata refund of any tuition, fees, or other charges paid by the student for the program and a cancellation of any unpaid tuition, fees, or other charges owed by the student for the portion of the program the student does not complete following withdrawal;

   (b) A grade of incomplete with the designation "withdrawn-military" for the courses in the program, other than courses for which the student has previously received a grade on the student's transcript, and the right to re-enroll in the program, or a substantially equivalent program if that program is no longer available, not later than the first anniversary of the date the student is discharged from active military duty without payment of additional tuition, fees, or other charges for the program other than any previously unpaid balance of the original tuition, fees, and charges for books for the program; or

   (c) The assignment of an appropriate final grade or credit for the courses in the program, but only if the instructor or instructors of the program determine that the student has:
      (1) satisfactorily completed at least 90 percent of the required coursework for the program; and
      (2) demonstrated sufficient mastery of the program material to receive credit for completing the program.

9) The payment of refunds will be totally completed such that the refund instrument has been negotiated or credited into the proper account(s), within 60 days after the effective date of termination.

Financial Aid – Consumer Information

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

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

Student Financing Options

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

Primary Financing Options

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

- Enrollment Agreement and Disclosure Statements

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

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

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

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

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

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

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

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

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

Disclosure National Student Loan Data System (NSLDS)
The School is required to disclose to all borrowers that any loan borrowed by the student or eligible parent will be submitted to the National Student Loan Data System (NSLDS). This information reported to NSLDS will be accessible by guarantee agencies, lenders, and institutions determined to be authorized users of the data system.

Borrowers may review their NSLDS history and information at any time at studentaid.gov.

Admissions Disclosure Statement
(Only for Recipients of Stafford Student Loans)
The School is required by Federal law to advise you that, except in the case of a loan made or originated by the institution, your dissatisfaction with or non-receipt of the educational services being offered by this institution, does

not excuse you (the borrower) from repayment of any Stafford loan made to you (the borrower) for enrollment at this institution. Student remains responsible for all incurred charges regardless of the amount of any actual financial aid received. Student agrees that if Student obtains a loan to pay for a course of study, Student will have the responsibility to repay the full amount of the loan, plus interest and any applicable loan fees.

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

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

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

Documents required are:

- Enrollment Agreement and Disclosure Statements

Other Sources of Financial Assistance

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

Corporate Reimbursement Programs
An employed student maybe eligible for tuition reimbursement through their employer's benefits program. Employer reimbursement amounts vary and are usually made payable directly to the student upon the student providing a program schedule, tuition invoice or receipt, and an official "passing" grade card to their employer. In turn, the student may use their reimbursement checks to make cash payments or pay off loans related to educational expenses.

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

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

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

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

Financial Aid Process and Information

Applying for Financial Aid

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

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

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

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

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

Federal eligibility requirements to apply for Financial Aid include:

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

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

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

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

Here's how it works:

Cost of Attendance (COA) *(tuition, fees, books, supplies, room & board, transportation, & miscellaneous personal expenses)*
— **The student's expected family contribution (EFC)**

= The student's financial need

Each program within the school has a different student expense budget. The specific expense budget will depend upon the tuition, course length, books, fees, supplies, etc. for that program, as well as certain indirect costs. These indirect costs represent an estimated student budget for living expenses, including room and board, personal

expenses and transportation, both for students living on their own and with their parents. Students will not be charged for these estimated indirect costs – the school does not offer housing, meal plans, or transportation for students – they will be used to determine a student's financial need only. Actual tuition, books, fees, and supplies for the program in which the student enrolls, as well the indirect costs used by the Financial Aid Office, can be obtained from the school's Financial Aid Office and are listed in the Tuition and Fees section of this catalog.

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

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

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

Receiving an Award Notification
After careful evaluation of a student's Financial Aid application, the student's eligibility for Financial Aid is determined and the school issues an Award Letter detailing the student's estimated Cost of Attendance, the Financial Aid awards by fund type, the estimated disbursement dates and estimated disbursement amounts of aid. The school's Financial Aid Representative will discuss the contents of the Award Letter with the student and the student will acknowledgement receipt of the Award Letter.

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

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

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

Disbursing Financial Aid Funds
Funds from the Direct Loan program will be utilized to cover institutional charges via a direct credit entry to the student's account. The student must authorize the institution (in writing) to credit their account with funds disbursed in subsequent payment periods for charges assessed in prior payment periods within the same academic year. Title IV credit balances are created when the Title IV awards exceed the total of the institutional charges in the period. After the applicable school charges have been covered, if funds are still available; those funds will be paid directly to the student to cover additional education-related expenses (i.e., housing, transportation, etc.). Students will be required to sign a Promissory Note for any loan program received, stating their repayment obligations. All funds awarded to

students are subject to the submission of required documentation, compliance with the school Satisfactory Academic Progress policy, and with school rules and regulations. The availability of federal funds in general is subject to the continuous eligibility of the student and the institution, as well to the continuous appropriations of funds from the U.S. Department of Education. Students should be and will be fully informed of loan obligations prior to authorizing the institution to credit their account with any available FSA funds for any current direct institutional charges for tuition and fees, and any other institutional charges for books and supplies provided by the institution and assessed to the account; and a maximum of $200.00 for direct institutional charges incurred in the prior academic year/loan period. If any FSA disbursements from loan funds are considered late disbursement and post withdrawal disbursements, the student will be informed and requested to approve those disbursements. This institution does not provide room and board accommodations.

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

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

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

Returning Title IV Funds (R2T4)
A student earns their Financial Aid (Title IV) funds on a prorated basis over the first 60% of the scheduled hours for each payment period. After attending 60% of scheduled hours of the payment period, the student is eligible to retain 100% of the Title IV funds scheduled for that payment period.

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

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

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

1. Federal Unsubsidized Direct Loan Program
2. Federal Subsidized Direct Loan Program
3. Federal Direct PLUS Program
4. Federal Pell Grant Program
6. Federal SEOG Program
7. Other Title IV Programs

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

Reapplying for Financial Aid
As eligibility for Financial Aid is evaluated at the beginning of each academic year, a student must submit a new financial aid application for each academic year of their enrollment. Many programs can be completed within one

academic year and will not need to reapply for financial aid. If a student is enrolled in a program which is longer than one academic year, however, financial assistance may change and the student will need to reapply for Financial Aid by submitting a new financial aid application.

Seeking Additional Information

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

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

ADMINISTRATIVE POLICIES

CODE OF STUDENT CONDUCT

HCI seeks to create an environment that promotes integrity, academic achievement, and personal responsibility. The HCI community should be free from violence, threats and intimidation, and the rights, opportunities, and welfare of students, faculty, staff, and guests must be protected at all times.

To this end, the HCI Code of Student Conduct sets forth the standards of behavior expected of students as well as the process that must be followed when a student is accused of violating those standards. Reasonable deviations from the procedures contained herein will not invalidate a decision or proceeding unless, in the sole discretion of the School, the deviation(s) significantly prejudice the student.

The Campus Director (or designee) is responsible for appropriately recording and enforcing the outcome of all disciplinary matters.

Conduct Affecting the Safety of the Campus Community

HCI will take all appropriate actions to protect the safety and security of our campus community. Every student has the right to fair and reasonable treatment. No one may be excluded on the basis of disability, race, ethnicity, national origin, creed, gender, age, sexual orientation, economic status, or other protected status. A student whose conduct the Campus Director (or designee) reasonably believes to be a threat to the health/safety of any person or a significant threat to the property of any person will be immediately suspended. Examples of such conduct may include:

- Possessing alcohol or other intoxicants, drugs, firearms or other weapons, explosives, dangerous devices, or dangerous chemicals on school premises
- Theft
- Vandalism or misuse of the school's or another's property
- Harassment or intimidation of others, including bullying or cyberbullying
- Endangering yourself or others, infliction of physical harm
- Any other behavior deemed inappropriate or disruptive by the school

If the school determines that the student's behavior may have violated this Code, but does not warrant a suspension or dismissal, the school will promptly provide the student with a written warning. Multiple written warnings may result in a suspension or dismissal.

Conduct Affecting Student Learning

Disciplinary action, including suspension/dismissal, may be initiated against any student based upon reasonable suspicion of involvement to commit or commission any of the following:

- Cheating, plagiarism, fabrication or other forms of academic dishonesty
- Use of generative AI without permission: Students shall not use any public or private generative artificial intelligence (AI) services such as, but not limited to, ChatGPT, Microsoft Copilot, Grok or Google Bard without written permission from their instructor specifying exactly how the AI is sanctioned for use in that specific assignment or activity. For example: A student may not use AI for activities and assignments including but not limited to homework assignments, essays, reports, presentations (such as PowerPoint, Excel, etc.), quizzes, and exams.
- Falsifying, or altering documents; misusing documents, funds, or school property
- Disruptive actions, including:
    - Use of cell phones or other electronic devices for voice or text communication in the classroom, unless permitted by the instructor
    - Use of any device to make an audio, video, or photographic record of any person while in class, on campus, at off-campus sponsored activities or events, and housing without that person's prior permission
- Failure to comply with school policies or directives from faculty or staff
- Any action that interferes with the learning environment or the rights of others

While students have the right to freedom of expression, including the right to dissent, protest, or articulate exception to the material and assessments offered in any course, this expression cannot interfere with the rights of others, hinder instruction, or disrupt the process of the school. Students have a responsibility to express ideas in a safe and respectful manner.

SUSPENSION

A student may be suspended for any of the violations listed in this catalog under Rules of Conduct, Attendance Policy, and Satisfactory Academic Progress, failure to meet financial obligation or other performance or behavior problems. The Campus Director (or designee) will make the determination as to whether the severity of the violation warrants suspension. Students are suspended for a specified period of time. The length of the suspension period will be determined by the Campus Director (or designee) based on the severity of the violation and communicated in writing to the student at the time of suspension (see Inquiry of the Campus Director below). Students may appeal a suspension using the Appeal Process described later in this catalog. If an appeal is unsuccessful, the student must re-enroll by filling out a new enrollment agreement after the suspension period.

TERMINATION

Termination actions are for situations which warrant more severe action than suspension. Depending on the severity of the situation, students may be terminated due to violation of the School's rules in the areas of theft, cheating, illegal drug use, or behavior, and/or for more than one suspension or unsatisfactory academic progress violation. The Campus Director (or designee) will make the determination as to whether the severity of the violation warrants termination (see Inquiry of the Campus Director below). Students who are terminated from the School and whose appeal is denied cannot re-enroll at HCI.

Limitations on Students with Pending Disciplinary Matters

Any student with a pending disciplinary matter shall not be allowed to:

- Graduate or participate in graduation ceremonies; or
- Engage in any other school-related activities determined by the school

Additionally, if a student withdraws from school at any point during the disciplinary process, the student is not eligible for readmission or transfer to another campus prior to resolving the outstanding disciplinary issue. Disciplinary matters are addressed in accordance with written policies and procedures and follow accreditor standards and expectations.

Inquiry by the Campus Director

If the Campus Director (or designee), in his or her sole discretion, has reasonable cause to believe that a student has violated the Code of Student Conduct, the Campus Director (or designee) shall conduct a reasonable inquiry by contacting the student, and other relevant knowledgeable persons about the alleged violation to include, but not limited to, fellow students, and school faculty and staff, so as to determine an appropriate course of action. If the Campus Director (or designee) determines that a violation has not occurred, no further action shall be taken.

Conduct that does not Result in Suspension or Dismissal

If the school determines that the student's behavior may have violated this Code, but does not warrant a suspension or dismissal, the school will promptly provide the student with a written warning. Multiple written warnings of two or more, may result in a subsequent suspension or dismissal.

Conduct Resulting in Suspension or Dismissal and Appeal Process

If the school determines that a student's behavior should result in a suspension or dismissal, the school will promptly provide the student with a written notice of:

- The conduct resulting in the suspension or dismissal;
- The specific penalty being imposed;
- The student's right to submit a written appeal within five calendar days of the date of the written notice following the Appeal Process outlined in this catalog.

RECORD OF DISCIPLINARY MATTERS

All records of suspensions and terminations shall be kept in accordance with the Record of Disciplinary Matters referenced in this catalog.

DRESS CODE

Students must adhere to the campus dress code standards and are expected to dress in a manner that would not be construed as detrimental to the student body, the educational process or wear any clothing which has expressed or implied offensive symbols or language. Students should always be cognizant of the first impression of proper dress code and grooming, and note that HCI promotes a business atmosphere where instructors and guests are professionals and potential employers. In addition, students may be required to wear uniforms that present a professional appearance.

Whenever possible, students in violation of the dress code will be allowed to correct the violation immediately by, for example, tucking in their shirt, removing their baseball cap, or changing their shirt (if they are able to quickly obtain a replacement that meets the dress code). If it is not possible to correct the dress code violation immediately, students will be sent home to change or sent home until their next class session. Repeated or flagrant violations will, at the discretion of the Campus Director or Director of Education, result in the student being required to meet with the Student Code of Conduct Committee to determine their potential suspension and/or continued enrollment.

STUDENT USE OF INFORMATION TECHNOLOGY RESOURCES POLICY

IT resources may only be used for legitimate purposes, and may not be used for any other purpose which is illegal, unethical, dishonest, damaging to the reputation of the school, or likely to subject the school to liability. Impermissible uses include, but are not limited to:

- Harassment;
- Libel or slander;
- Fraud or misrepresentation;

- Any use that violates local, state/provincial, or federal law and regulation;
- Disruption or unauthorized monitoring of electronic communications;
- Disruption or unauthorized changes to the configuration of antivirus software or any other security monitoring software;
- Unauthorized copying, downloading, file sharing, or transmission of copyright-protected material, including music;
- Violations of licensing agreements;
- Accessing another person's account without permission;
- Introducing computer viruses, worms, Trojan Horses, or other programs that are harmful to computer systems, computers, or software;
- The use of restricted access computer resources or electronic information without or beyond a user's level of authorization;
- Providing information about or lists of HCI users or students to parties outside HCI without expressed written permission;
- Downloading or storing company or student private information on portable computers or mobile storage devices;
- Making computing resources available to any person or entity not affiliated with the school;
- Posting, downloading, viewing, or sending obscene, pornographic, sexually explicit, hate related, or other offensive material;
- Academic dishonesty as defined in the Code of Student Conduct;
- Use for private business or commercial purposes.

A student whose conduct is determined to be in violation of this policy may be immediately suspended. If the school determines that the student's behavior may have violated this Code, but does not warrant a suspension or dismissal, the school will promptly provide the student with a written warning. Multiple written warnings may result in a suspension or dismissal.

COPYRIGHT POLICY

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

1. Students should refer any questions about the Federal Copyright Act to their Instructors and/or Campus Director.
2. While HCI expects students to strictly abide by all clauses of the Federal Copyright Act in their interactions with and on behalf of the Institution, the following list covers those aspects of the Federal Copyright Act which students are most likely to encounter in their tenure with the School:
   A. **Photocopying, Electronic and/or Other Copying of Copyrighted Materials**: Students may make and share copies of copyrighted materials on a limited basis for research or academic purposes strictly in accordance with the Federal Copyright Act.
   B. **Use of Images from Online or other Sources**: Students may use images from copyrighted sources for their individual classroom projects and assignments, but must limit their use of such images to individual educational purposes. For non-classroom projects, however, if you did not create the image yourself, did not obtain the image from your computer's clipart or from a website that creates images specifically for free public usage (such as Microsoft images), you or HCI do not own the image and have not paid for use of the image, consequently you should not use the image in your work.
   C. **Peer to peer file sharing**. Peer to peer sharing of electronic files is not an illegal act. However, peer to peer sharing of copyrighted electronic files, including but not limited to movies, music, computer software and video games can be a violation of the Federal Copyright Act. Students must avoid peer to peer sharing of copyrighted material and should be aware that educational institutions, such as HCI, are under no obligation to accept responsibility for or to help defend students caught illegally sharing files.
   D. **Software**. All software used by HCI has been appropriately licensed in order to comply with the Federal Copyright Act and all requirements of the software's owner. HCI students are not allowed to use any personal software with HCI technology.
3. Students should be aware that unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject them to civil and criminal liabilities including the possibility of fines, financial liability for damages and court fees, and confiscation of the copyrighted materials and any devices used to copy and/or distribute them. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than $750 and not more than $30,000 per work infringed. For "willful" infringement, a court may award up to $150,000 per work

infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense. Such illegal sharing may also subject students to disciplinary action including termination of their enrollment at HCI.

SANCTIONS

Sanctions should be commensurate with the nature of the student's conduct. All sanctions imposed should be designed to discourage the student from engaging in future misconduct and whenever possible should draw upon educational resources to bring about a lasting and reasoned change in behavior.

Suspension – A sanction by which the student is not allowed to attend class for a specific period of time. Satisfactory completion of certain conditions may be required prior to the student's return at the end of the suspension period.

Note: Student absences resulting from a suspension shall remain in the attendance record regardless of the outcome of any disciplinary investigation or the decision of the Student Conduct Committee.

Dismissal – A sanction by which the student is withdrawn from school. Such students may only reapply for admission with the approval of the Campus Director. Students dismissed from the school remain responsible for any outstanding balance owed to the school.

APPEAL PROCESS

Students are entitled to appeal any sanction which results in suspension or dismissal. The appeal must be in writing and filed within five (5) calendar days of the date of the written notice. If the student files a timely appeal, the Campus Director (or designee) shall convene a Student Conduct Committee to conduct the hearing. The Committee shall generally include the Campus Director/Academic Dean, a Program or Department Chair, the Student Services Coordinator, or a faculty member. The members of the Committee shall select a Chair.

The Committee Chair shall timely schedule a hearing date, and provide written notice to the student. The notice must be mailed or otherwise delivered to the student at least two (2) calendar days prior to the scheduled hearing date, and include notice that the student may:

- Appear in person, but is not required to appear
- Submit a written statement
- Respond to evidence and question the statements of others
- Invite relevant witnesses to testify on his/her behalf
- Submit written statements signed by relevant witnesses

Attendance at the hearing is limited to those directly involved or those requested to appear. Hearings are not open to the public and are not recorded.

The Student Conduct Committee shall:

- Provide the student a full and reasonable opportunity to explain his/her conduct
- Invite relevant witnesses to testify or submit signed statements
- Reach a decision based upon the information submitted prior to the hearing and the testimony and information of the student and witnesses at the hearing
- If the student does not appear, or elects not to appear, the Committee may proceed in the student's absence and the decision will have the same force and effect as if the student had been present

The Student Conduct Committee shall issue a written decision to the student within five (5) calendar days of the date of the hearing which may:

- Affirm the finding and sanction imposed by the Campus Director (or designee)
- Affirm the finding and modify the sanction. Sanctions may only be reduced if found to be grossly disproportionate to the offense
- Disagree with the previous finding and sanction and dismiss the matter. A matter may be dismissed only if the original finding is found to be arbitrary and capricious

The decision of the Student Conduct Committee is final, and no further appeal is permitted.

RECORD OF DISCIPLINARY MATTERS

All disciplinary files shall be kept separate from the student academic files until resolved. Disciplinary files for students who have violated the Code of Student Conduct shall be retained as part of the student's academic file and considered "education records" as appropriate, pursuant to the Family Educational Rights and Privacy Act (FERPA). Disciplinary records shall be retained in the student's academic file permanently and a note shall be included in the official student information system indicating the date of the disciplinary decision and the sanction imposed.

When circumstances warrant, disciplinary matters shall be referred to the appropriate law enforcement authorities. Additionally, disciplinary records shall be reported to third parties as applicable (e.g. Veteran's Administration).

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

STUDENT GRIEVANCE POLICIES AND PROCEDURES

General Academic Grievance Procedures
The School's student grievance procedures are designed to handle complaints and grievances concerning the actions, decisions, or inactions of faculty or staff members or fellow students. The school has established policies to address grievances related to general academic matters or code of conduct matters. Students who wish to initiate a complaint related to general academic concerns should refer to the General Academic Grievance Procedures following directly below. The school has separate policies to address complaints involving a disability, sexual harassment, or any conduct that is based on unlawful discrimination on the basis of age, sex, national origin, religion, or ethnicity. Students who wish to file a complaint of this nature should refer to these additional policies later in this section.

1st Step: Attempt to Resolve the Situation Directly
The student should first attempt to resolve the situation with the person whose action is being questioned. Additional questions or concerns regarding the School's enrollment agreement or the meaning, interpretation, and application of any of the provisions set forth in this catalog or for any other reason, may be brought forth for resolution.

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

2nd Step: HCI Student Complaint Procedure
When a grievance occurs, the student should first attempt to resolve the situation with the person whose action is being questioned. If that is not reasonably possible or if the student does not believe the matter has been resolved or won't be resolved by the person in question, he or she may proceed utilizing the following steps:

1. The student may file in writing with the applicable Department Chair, within three working days of the incident, the following information:

    A. A statement of the specifics involving the grievance.
    B. The dates of the occurrence.
    C. A listing of policies and procedures involved (if known).
    D. The names of the individuals involved (if known).
    E. The interpretation or remedy sought.

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

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

3rd Step: Accreditor and State Complaint Procedures
If a student is unable to resolve a situation through the campus complaint procedures and appeals, they may utilize one of the external complaint procedures listed below, though the school's accreditor or the state.

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

Accrediting Commission of Career Schools & Colleges
2101 Wilson Boulevard, Suite 302
Arlington, VA 22201

(703) 247- 4212
www.accsc.org | complaints@accsc.org

A copy of the ACCSC Complaint Form is available at the School and may be obtained by contacting the Campus Director, contacting complaints@accsc.org or online at https://www.accsc.org/Student-Corner/Complaints.aspx.

Texas Workforce Commission Complaint Procedure

Students dissatisfied with this school's response to their complaint, or who are unable to file a complaint with the school can file a complaint with the Texas Workforce Commission, Career Schools and Colleges Section.

Texas Workforce Commission
Career Schools and Colleges Section
101 East 15th Street, Room 226-T
Austin, Texas 78778-0001
Phone: (512) 936-3100

Information on filing a complaint with TWC, including the form, can be found on TWC's website at www.texasworkforce.org/careerschoolstudents.

Texas Higher Education Coordinating Board (THECB) Complaint Procedure

To file a complaint with the THECB, all complaints must be submitted to THECB via email or mail on the student complaint form which is available on the below referenced website. All submitted complaints must include a student complaint and the appropriate releases. THECB has the ability to refer certain complaints to other agencies or entities as they see appropriate or investigate the student complaint internally. If an informal resolution cannot be reached, the Commissioner will make a final and written determination. Additional details regarding the complaint process are available on the THECB's website.

Texas Higher Education Coordinating Board (THECB)
Office of General Counsel
P.O. Box 12788
Austin, Texas 78711-2788

The web address for the THECB's Student Complaints page is:
https://www.highered.texas.gov/student-complaints/

Federal Statements of Non-Discrimination, Complaint Policies and Regulations:

EQUAL EDUCATIONAL OPPORTUNITY

HCI is an equal opportunity employer/program. The School is committed to providing an educational climate that is conducive to the personal and professional development of each individual. Students should be aware that discrimination and/or other harassment based on the age, color, ethnic background, disability, family status, gender, national origin, race, religion, sex, sexual orientation, or veteran status is unacceptable. Auxiliary aids and services are available upon request for individuals with disabilities.

TITLE IX POLICY & PROCEDURES

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

Pursuant to this policy and the procedures stated in the school's Title IX policy, the School must respond to alleged incidents of sexual harassment, as defined in the Title IX policy, that occurred in the School's education program or activity, against a person in the United States. The School's Title IX Policy is fully set forth on the Title IX Information page of the school's website.

Contacting the Title IX Coordinator

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

Keith Cravens, Campus Director
9700 Bissonnet, St #1400
Houston, TX 77036
(713) 568-0247
kcravens@houstoncareerinstitute.com or TitleIXCoordinator@houstoncareerinstitute.com

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

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

NOTICE OF NON-DISCRIMINATION ON THE BASIS OF DISABILITY

In accordance with applicable Federal and State laws and School policy, including Title III of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 the school does not discriminate on the basis of physical or mental disability. Retaliation for participation in school procedures relating to complaints of discrimination is also prohibited. This nondiscrimination policy covers admission, access, and treatment in the school's programs and activities.

The school is committed to prohibiting disability-based discrimination and harassment, and retaliation, performing a prompt and equitable investigation of complaints alleging discrimination, and properly remedying discrimination when it occurs.

Examples of discrimination against students with disabilities include, but are not limited to: failure to engage with the student in a discussion of reasonable accommodations for a disclosed disability; failure to implement approved reasonable accommodations such as access to lecture transcripts and recordings, or extra time on tests; and exclusion of a qualified student from any course of study, or other educational program or activity because of the student's disability.

Disability-based harassment is conduct which is sufficiently severe, pervasive, or persistent so as to interfere with or limit an individual's ability to participate in or benefit from the services, activities, or opportunities offered by the school.

The school has issued a grievance procedure called: "ADA and Section 504 Grievance Procedures" and students who feel that they have been harassed or discriminated against for their disability should follow this procedure set forth below in this catalog.

Additionally, the school has issued a procedure for requesting reasonable accommodations under Title III of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 entitled "Disability Accommodation Procedure." This procedure is also set later in this catalog.

Any student wishing to request a reasonable accommodation should contact the school's Director of Education at (713) 568-0247 or melanie.roberts@houstoncareerinstitute.com.

Students who wish to file a complaint in accordance with the ADA and Section 504 Grievance Procedures should contact the school's Campus Director at email: CampusDirector@houstoncareerinstitute.com or (713) 568-0247. Any other inquiries regarding the school's student-related nondiscrimination policies may also be directed to the school's Campus Director at CampusDirector@houstoncareerinstitute.com.

ADA AND SECTION 504 GRIEVANCE PROCEDURES

Students, employees, or other members of the school community with concerns or complaints about the provision of requested disability accommodations, denials, or the accommodation process, or who have complaints involving compliance with approved accommodations by the school's faculty or staff, are directed to this complaint procedure. Although complainants are encouraged to follow the steps in this procedure, a complainant is not required to use this complaint procedure or to even proceed through each step below prior to submission of a complaint with the U.S. Department of Education, Office of Civil Rights.

Note about Discrimination Complaints: Individuals who believe they have been subject to discrimination based upon a disability, as described in Section 504 of the Rehabilitation Act of 1973 or The Americans with Disabilities Act of 1990, should report the matter to the school's Campus Director per the school's "Notice of Non-Discrimination on the Basis of Disability" Policy.

First Step: Consider resolving the matter informally
Before proceeding to the formal process, complainants are encouraged, but are not required to consider whether their concern can be effectively addressed by speaking directly with a staff or faculty member.

Second Step: Filing a Formal Complaint
When a concern is not resolved through the informal process, the complainant may file a formal complaint to school's Campus Director. The complaint must be in writing and must clearly articulate the complainant's concern as well as the desired resolution. The complainant will have the opportunity to present witnesses (in the form of signed statements) and other evidence in connection with this process. Formal complaints may be submitted to the Campus Director at email: CampusDirector@houstoncareerinstitute.com or hand delivered to the office of the Campus Director at 9700 Bissonnet St #1400, Houston, TX 77036. The Campus Director will review the submission, including all evidence submitted, and reach a determination, which the Campus Director shall communicate in writing to all involved parties within 30 business days of receipt of the formal complaint. The Campus Director's determination, when appropriate, will also include an assurance that steps will be taken to prevent recurrence of any discrimination, and will include appropriate remedial actions.

Third Step: Panel Review
In the event that a complainant wishes to appeal the Campus Director's determination. The student/employee must submit a written statement to the President that requests an appeal and sets forth the grounds for the appeal. The President will choose a Panel of two senior administrators at the vice president level or higher who are not employed at the complainant's primary campus who will review the appeal. The Panel will issue its decision in writing within 20 business days of the President's receipt of the appeal.

Notice of Binding Arbitration and Class Action/Collective Arbitration Waiver

A. Binding Arbitration

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

For certain disputes, as a condition of your enrollment, you have agreed to GIVE UP YOUR RIGHT TO GO TO COURT to assert or defend your rights under the enrollment agreement excluding matters that may be taken to a small claims court with jurisdiction over you and HCI.

This means that for certain disputes any claims that you or HCI may have will be heard by a NEUTRAL ARBITRATOR instead of a judge or jury.

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

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

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

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

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

B. Class Action/Collective Arbitration Waiver

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

C. Effect on Borrower Defense To Repayment Applications

Nothing in your enrollment agreement requires you to participate in arbitration or any internal dispute resolution process offered by HCI prior to filing a borrower defense to repayment application with the U.S. Department of Education pursuant to 34 CFR § 685.206(e);
HCI does not, in any way, require students to limit, relinquish, or waive their ability to pursue filing a borrower defense claim, pursuant to 34 CFR § 685.206(e) at any time; and

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

D. How to Commence Arbitration

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

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

The AAA's Demand for Arbitration in a Consumer Dispute form is available at:
https://www.adr.org/sites/default/files/Consumer_Demand_for_Arbitration_Form_3.pdf

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

As of the date of this catalog, you may file your Demand for Arbitration with the AAA in the following way:

- Online: https://apps.adr.org/SimpleFile/faces/SimpleFile.jsf

When you have filed a Demand for Arbitration with the AAA you must also deliver a copy to HCI at:
Houston Career Institute, 9700 Bissonnet St #1400, Houston, TX 77036, ATTN: Campus Director

If you have any questions regarding how to start the arbitration process, you may contact the Campus Director for an additional information at Houston Career Institute, 9700 Bissonnet St #1400, Houston, TX 77036, ATTN: Campus Director, CampusDirector@houstoncareerinstitute.com, (713) 568-0247.

Additional Important Policies and Disclosures

VOTER REGISTRATION DISCLOSURE

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

Texas: http://www.dmv.org/tx-texas/voter-registration.php

CONSTITUTION DAY POLICY

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

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

NOTIFICATION OF RIGHTS UNDER THE FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the institution receives a request for access.

   A student should submit to the Registrar's Office a written request that identifies the record(s) the student wishes to inspect. The Registrar will make arrangements for access and will notify the student of the time and place where the records may be inspected. If the records are not maintained by the Registrar, the Registrar shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes are inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA.

   A student who wishes to ask the institution to amend a record should write to the Registrar, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the institution decides not to amend the record as requested, the institution will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the institution discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   The institution discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the institution in an administrative, supervisory, academic or research, or support staff position; a person or company with whom the institution has contracted as its agent to provide a service instead of using institution employees or officials (such as an attorney, auditor, collection agent, campus security personnel and a health provider); a person serving the institution in an advisory capacity; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks, or an accreditor or an official of the state's department of education. Please note that in certain circumstances, such as with an infectious disease, health threat or security threat, the school may disclose individually identifiable information without notice.

   A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the institution. On request, the institution intends to disclose education records without consent to officials of another school in which a student seeks or intends to enroll and will also do so if the disclosure is initiated by the student.

   The school is committed to the protection of student education information. The school does not publish a student directory, however the school may disclose appropriately designated "directory information" without a student's written consent, unless the student has advised the school to the contrary. The school expressly limits its designated directory information to students' names, addresses, phone numbers, graduation dates, programs of study, degrees, diplomas, certificates, dates of attendance and

   honors/awards received. A student who wishes to opt-out of the disclosure of this information must inform the Registrar's Office in writing. However, the school reserves the right to release to police agencies and/or crime victims any records or information pertinent to a crime which has occurred on campus, including the details of any disciplinary action taken against the alleged perpetrator of the crime.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the institution to comply with the requirements of FERPA. The name and address of the office that administers

FERPA is: Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202

The following are exemptions to FERPA:

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

STUDENT RECORDS

All student academic records are retained, secured, and disposed of in accordance with local, state, and federal regulations. HCI maintains complete records for each student, including grades, attendance, prior education and training, placement, financial aid and awards received. Student records are maintained on campus for five years. Additionally, electronic transcripts are maintained permanently on campus.

TRANSCRIPT AND DIPLOMA RELEASE

Students can request their transcript by contacting the Registrar Office for assistance. Student records may be released only to the student or his/her designee as directed by the Family Educational Rights and Privacy Act of 1974. Students will receive one free transcript at the time of graduation with their diploma. Additional transcripts are $10.00 per copy. However, a student must have no remaining financial obligation ($0.00 balance due on their student account) to the campus in order to receive their diploma.

DRUG-FREE SCHOOLS/DRUG-FREE WORKPLACE ANNUAL DISCLOSURE

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

Objectives of the School's Substance Abuse Prevention Policy

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

- To establish and maintain a safe, healthy educational environment for all students;
- To encourage counseling and rehabilitation assistance for those who seek help, both students and employees;
- To reduce the number of accidental injuries to persons or property;

- To preserve the reputation of the School within the community and industry at large;
- To enhance the student's and the School's ability to achieve a high employment placement rate; and
- To reduce absenteeism and tardiness of its students.

Standards of Conduct for Students and Employees

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

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

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

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

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

3. DISCIPLINARY SANCTIONS

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

4. STUDENT LOSS OF TITLE IV ELIGIBILITY

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

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

5. LEGAL SANCTIONS

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

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

6. HEALTH RISKS

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

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

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

Cocaine/Crack: Cocaine and crack are highly addictive and may lead to heart attacks, strokes, and long-term brain damage. Other physical effects include dilated pupils, increased pulse rate, elevated blood pressure, insomnia, loss of appetite, tactile hallucinations, paranoia, and seizures. Continued use can produce violent behavior and psychosis.

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

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

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

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

Inhalants: Inhalants are readily available and inexpensive. More than 1,000 common household products can be used to get high. Examples of organic solvents (carbon compounds) include gasoline, lighter fluid and butane lighter fuel, spray paint, paint thinner, rubber-cement, hair spray, nail polish, and many cleaning fluids. Nitrite compounds (amyl nitrite, butyl nitrite) act mainly as vasodilators. Nitrous oxide (laughing gas) is packaged in small metal cartridges (called whippets) which are often used to make whipped cream. Inhalants irritate breathing passages, provoking severe coughing, painful inflammation, and nosebleeds. Inhalants may not produce a pleasant high and result in mental confusion, hallucinations, and paranoia. They may also result in respiratory depression leading to unconsciousness, coma, permanent brain damage, or death. The danger is extremely great if inhalants are used in conjunction with other nervous system depressants, such as alcohol or barbiturates. Even first-time users run the risk of sudden sniffing death (SSD). The risk of SSD is higher if the abuser engages in strenuous physical activity or is suddenly startled.

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

7. DRUG AND ALCOHOL PROGRAMS

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

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

U.S. Department of Health and Human Services Substance Abuse and Mental Health Services Administration (SAMHSA) – 1-800-662-HELP (1-800-662-4357) or https://www.samhsa.gov/find-help/national-helpline

American Addiction Centers (AAC) – https://drugabuse.com/ or at the 24-hour hotline (877) 904-2494

Alcoholics Anonymous – 24-hour hotline 800-839-1686 or visit https://alcoholicsanonymous.com/ for information on local meetings and resources

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

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

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

8. APPENDIX A

DRUG/SCHEDULE	QUANTITY	PENALTIES	QUANTITY	PENALTIES
Cocaine (Schedule II)	500 - 4999 grams mixture	First Offense: Not less than 5 yrs, and not more than 40 yrs. If death or serious injury, not less than 20 or more than life. Fine of not more than $5 million if an individual, $25 million if not an individual. Second Offense: Not less than 10 yrs, and not more than life. If death or serious injury, life imprisonment. Fine of not more than $8 million if an individual, $50 million if not an individual.	5 kgs or more mixture	First Offense: Not less than 10 yrs, and not more than life. If death or serious injury, not less than 20 or more than life. Fine of not more than $10 million if an individual, $50 million if not an individual. Second Offense: Not less than 15 yrs, and not more than life. If death or serious injury, life imprisonment. Fine of not more than $20 million if an individual, $75 million if not an individual. 2 or More Prior Offenses: Not less than 25 years. Fine of not more than $20 million if an individual, $75 million if not an individual.
Cocaine Base (Schedule II)	28-279 grams mixture		280 grams or more mixture	
Fentanyl (Schedule II)	40 - 399 grams mixture		400 grams or more mixture	
Fentanyl Analogue (Schedule I)	10 - 99 grams mixture		100 grams or more mixture	
Heroin (Schedule I)	100 - 999 grams mixture		1 kg or more mixture	
LSD (Schedule I)	1 - 9 grams mixture		10 grams or more mixture	
Methamphetamine (Schedule II)	5 - 49 grams pure or 50 - 499 grams mixture		50 grams or more pure or 500 grams or more mixture	
PCP (Schedule II)	10 - 99 grams pure or 100 -999 grams mixture		100 gm or more pure or 1 kg or more mixture	

Substance Abuse Policy and Procedures

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

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

- verbal warning/advisement
- written warning/advisement
- immediate screening test
- referral to an approved rehabilitation/counseling agency
- suspension from school or employment
- termination from enrollment or employment
- referral for prosecution

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

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

- slurred speech
- red eyes
- erratic behavior
- inability to perform job/task
- inability to carry on a rational conversation
- smell of alcohol or marijuana emanating from an individual's body
- other unexplained behavioral changes
- dilated pupils
- incoherence
- unsteadiness on feet
- increased carelessness
- receipt of information by the School indicating a violation of this policy has occurred

To assure clear communication of the required standards of conduct and the sanctions imposed for violation of those standards, the School will provide students and employees with a copy of this Substance Abuse Policy. Students and employees are hereby notified that **COMPLIANCE WITH THE STANDARDS OF CONDUCT REQUIRED BY THE SUBSTANCE ABUSE POLICY IS MANDATORY. IN ORDER TO ENSURE COMPLIANCE, THE SCHOOL MAY ENGAGE IN DRUG AND/OR ALCOHOL SCREENING TESTS UNDER THE FOLLOWING CIRCUMSTANCES:**

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

Drug Testing Procedures (Random and For Cause)

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

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

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

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

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

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

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

Failure to abide by the established guidelines will result in termination of training or employment at the School. Any student or employee who tests positive for or admits to drug or alcohol use a second time will be immediately terminated from the School. A student who has been terminated from training must utilize the Student Grievance Policy and Procedures as an appeals process to determine the possibility of returning to the School.

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

STUDENT SERVICES

ORIENTATION

New students participate in an orientation program prior to beginning classes. This program is designed to acquaint students with the policies of the school and introduce them to staff and faculty members who will play an important part in the students' academic progress.

Students enrolling in a program with distance education will attend an online orientation which will focus on assisting students with email and account setup and training. Staff will identify students in need of further assistance and schedule them for one-on-one tutoring as needed or requested.

PLACEMENT ASSISTANCE

HCI maintains an active Career Services Office to assist graduates in locating entry-level, educationally related career opportunities. The Career Services Office works directly with business, industry, and advisory board members to assist all students with access to the marketplace. HCI does not, in any way, guarantee employment. It is the goal of the Career Services Office to help all students realize a high degree of personal and professional development and successful employment. Specific information on job opportunities and basic criteria applicable to all students and graduates utilizing placement services is available in the Career Services Offices.

HEALTH SERVICES

HCI does not provide health services.

HOUSING

HCI does not provide on campus housing. If you need assistance in locating suitable housing, please reach out to the Admissions Office for options.

STUDENT ADVISING

Academic advising is coordinated by the Academic Dean and includes satisfactory academic progress and attendance. The Registrar and Academic Program Directors serve as advisors and assist students in course selection and registration, dropping and adding courses, change of major, and meeting graduation requirements.

DISABILITY ACCOMMODATION PROCEDURE

HCI's disability accommodation procedure is a collaborative and interactive process between the student and the school. HCI designates the Director of Education (or, in the absence of a Director of Education, the Campus Director) as the school's Section 504/ADA Coordinator. The student will meet with the Director of Education or with their Department Chair on campus (or over the phone) for the student to request and submit the school's Accommodations Request form and discuss disability related needs. The Director of Education and Department Chairs are available to the student to assist with questions and provide assistance in filling out the Accommodations Request form. The student will need to submit a completed Accommodations Request form and documentation of their medical condition to the Director of Education or Department Chair who will submit it to the Compliance Officer for review. The documentation of a medical condition may be from a licensed medical doctor, psychologist, audiologist, speech pathologist, registered nurse, licensed clinical social worker, marriage and family therapist, rehabilitation counselor, physical therapist, learning disability specialist, or other appropriate health professional. This documentation should verify the medical condition and suggest appropriate accommodations for the student. The requesting student will receive a Response to Reasonable Accommodation Request (the "Response") from the Compliance Officer and will be requested to sign and date the Response acknowledging the student's agreement with the Response.

EMERGENCY INFORMATION

In the event of a fire or other disaster that requires evacuation of the School, students should vacate the building in an orderly fashion as soon as the alarm sounds or they receive other notification of an emergency, such a staff instructions. Student should gather at the designated locations so that instructors may take attendance. Re-entry into the building is not allowed until a school staff member gives the all-clear signal. Students will find evacuation routes posted in each classroom. A copy of the school's full emergency plan is available through Canvas under Announcements and on the school's website.

TEMPORARY CAMPUS CLOSING DUE TO WEATHER OR OTHER CIRCUMSTANCES

To provide continued services to students, it is HCI's policy that the school remain open according to their regular hours of operation. However, certain situations, such as holidays, special events, inclement weather, and emergencies, may arise that necessitate the temporary closure of the HCI campus. In the event it becomes

necessary for HCI to temporarily close, students will be notified via one or more of the following means of communication, as determined most effective under the circumstances: voice mail, e-mail, text message, social media, and/or the HCI website. HCI will communicate site closures, delayed starts, and early closures. Campus leadership may also send notices about special events and other general reach out messages to communicate with students. All students are required to keep their contact information current with the Registrar at all times in order to be reached with these important messages.

When the school closes under these circumstances, required make-up classes will be announced. The students will be notified of these make up hours and will be required to attend or be marked absent according to the regular attendance policy.

PROGRAMS OFFERED

Modular/Clock Hour Programs	Credential
Dental Assisting	Diploma
Laboratory Assistant/EKG Technician/Phlebotomist	Diploma
Medical Assistant	Diploma
Commercial Refrigeration, Heating & Air Conditioning	Diploma
Electrical Technician	Diploma
Quarter-Based Programs	**Credential**
Surgical Technology	Associate of Science

Modular/Clock Hour Programs with Externships – The total program length could be longer than the length indicated in the description of the modular/clock hour programs in this catalog. Externship schedules are determined by the student and the externship site, thus externship schedules are variable. To complete the program in the timeframe indicated, the student would have to schedule the externship for twenty (20) to forty (40) hours per week. Students scheduling their externship for less than forty (40) hours per week will take more time to complete the program. All students are expected to complete their externship within approximately 90 days.

All required disclosure information regarding Houston Career Institute and its programs is available online at the school's website at https://houstoncareerinstitute.com/student-consumer-info/.

MODULAR/CLOCK HOUR PROGRAMS

DENTAL ASSISTING

Diploma Program
47 Weeks - 940 Clock Hours
Available as a Traditional In-Classroom Program or a Hybrid Online Program (Consult Admissions Department for details.)

The Dental Assisting program instructs students in a variety of dental office procedures and laboratory techniques. Successful graduates will be prepared with the skills and knowledge to apply for an entry level position in a dental office. Dental Assisting students are taught front office management, preliminary examination procedures, chair side dentistry, patient care, charting, appointment scheduling, and records-keeping. Graduates receive a Diploma in Dental Assisting from the school and CPR Certification from the American Heart Association.

Successful completion of this program will prepare students for entry-level work in a dental clinic or dental practice as dental assistants, administrative assistants, and receptionists, and puts students on the path to becoming registered dental assistants (RDA) through the Texas State Board of Dental Examiners (TSBDE). This program prepares students to sit for the infection control exam, the radiation health and safety exams, and the TSBDE Texas Jurisprudence Assessment. Students will begin taking these exams during the Dental Assisting program. Graduates successfully completing these exams will be eligible to begin the application process through the TSBDE to become a Registered Dental Assistant.

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

Module Code	Module Title	Didactic Clock Hours	Laboratory Clock Hours	Externship Clock Hours	Total Clock Hours
AH 100	Introduction to the Healthcare Profession	40	40	0	80
DA101	Dental Anatomy & Infection Control	40	40	0	80
DA201	Essential Dental Assisting Skills and Procedures	38	42	0	80
DA301	Dental Lab Materials	40	40	0	80
DA401	Dental Chairside Assisting	32	48	0	80
DA501	Dental Radiography and Imaging Systems	32	48	0	80
DA601	Restorative Techniques & Dental Specialties	40	40	0	80
DA701	Dental Practice Office Management	40	40	0	80
DA801	Externship	0	0	300	300
	Program Totals:	**302**	**338**	**300**	**940**

In-Classroom and Hybrid Online Time Commitment

Whether students enroll in this program as a traditional in-classroom program or as a hybrid online program, which is taught partially online and partially in-classroom, the curriculum and the time commitment are the same. All students will have a weekly time commitment of 20 hours of lecture and lab. However, hybrid online students will attend some or all of their scheduled lectures live online. The course outline for each module will explain the specific lab and lecture schedule for that module.

Course Descriptions

AH100: Introduction to the Healthcare Profession ***80 Clock Hours***

This course is designed to introduce students starting an allied health diploma program to the healthcare professions and program guidelines. Students will learn the basics of medical terminology, anatomy and physiology, infection control, HIPAA, OSHA, and transmission and prevention of HIV/AIDS. Additional topics covered include professional codes of ethics, CPR, Basic Life Support for healthcare professionals, jurisprudence, infection control, basic mathematical skills, and critical professionalism skills. CPR certification is included in the course. Students will have the opportunity to learn topics specific to their program of study throughout the course. **Prerequisite:** None

DA101: Dental Anatomy & Infection Control ***80 Clock Hours***

This module covers the basics of dental anatomy, with emphasis placed on head and neck anatomy, the supporting oral structures, and the universal tooth numbering system for permanent and primary dentition. Additional topics include embryology, histology, tooth morphology, charting, and microbiology, creating a foundation on which learners can move forward to skills training. Student will also learn the areas of infection control. Clinical asepsis protocol will be practiced in the skills laboratory setting such as operatory disinfection, instrument decontamination and sterilization using approved sterilization methods and agents. This module also provides an introduction to the dental profession, its history, and the scope of practice of a dental assistant, including the roles and duties of the dental team. Students will study dental terminology and general techniques to maintain health and wellness of the oral cavity and the dentition. **Prerequisite:** AH100

DA201: Essential Dental Assisting Skills and Procedures ***80 Clock Hours***
This module introduces pre-clinical essential dental assisting skills and procedures. Instrumentation, infection and hazard control, equipment safety and maintenance are covered. Students will practice dental tray set ups for a variety of procedures and specialty areas, assisting with oral examinations, dental charting, and patient treatment records. Additional topics covered include patient management and interpersonal communication. Additional instruction in infection control will be included. **Prerequisites:** AH100

DA301: Dental Lab Materials ***80 Clock Hours***
This module introduces the theory of the structure, properties and procedures related to dental materials. Safety and universal precautions for the lab will be practiced. Materials covered include: gypsum, restorative materials, dental cements, impression materials, acrylics and or thermoplastics, waxes, fabrication of casts, temporary crown and/or bridge, abrasive agents used to polish coronal surfaces and appliances, and study casts/occlusal registrations. Additional instruction in infection control will be included. **Prerequisites:** AH100, DA101, DA201

DA401: Dental Chairside Assisting ***80 Clock Hours***
This module covers chairside assisting, instruments, and the management of pain and anxiety. Students will learn how to assist the dentist right at the chair. This includes various dental procedures, transferring instruments, evacuation, and how to prepare, safely transfer, and care for the anesthetic syringe and accessories, including various topical solutions and application sites. Additional instruction in infection control will be included. **Prerequisites:** AH100, DA101, DA201

DA501: Dental Radiography and Imaging Systems ***80 Clock Hours***
This module deals primarily with dental radiography. The student will be provided information on radiographic techniques and procedures, including digital and 3-D radiography. Students will review procedures for the operation of industry imaging systems, safety precaution measures using radiography, equipment minimizing the risk to the patient and all dental personnel, aseptic techniques, radiation hygiene and maintenance of quality assurance and safety. Additional instruction in infection control will be included. **Prerequisites:** AH100, DA101, DA201; Students must provide a signed order for x-rays (18 fmx/pano) from their dentist indicating that they may have radiographs taken on them.

DA601: Restorative Techniques & Dental Specialties ***80 Clock Hours***
This module presents the specialized areas of endodontics, oral maxillofacial surgery, oral pathology, cosmetic dentistry, orthodontics, pediatric dentistry, periodontics, fixed prosthodontics, and removable prosthodontics. This course will include instruction in plaque, calculus, and stain formation; clinical appearance of various types of stain; tooth morphology and anatomy as related to stain removal; as well as principles of selecting abrasives, polishing agents and disclosing solution. It also includes restorative materials and techniques,laboratory and impression materials and techniques, and dental dam placement. Students will perform coronal polish. Additional instruction in infection control will be included. **Prerequisites:** AH100, DA101, DA201

DA701: Dental Practice Office Management ***80 Clock Hours***
This module instructs students in the administration and organization of the dental practice, including the general patient flow, staff assignments, financial responsibilities, inventory and supply ordering, business communication, and record keeping. The module also includes dental insurance billing and coding. Career Development topics include professionalism, work ethics, and a brief discussion of human behavior, communication, and legal issues facing the dental practice. Additional instruction in infection control will be included. **Prerequisites:** AH100, DA101, DA201

DA801: Externship ***300 Clock Hours***
Upon successful completion of the classroom component of the program, dental assistant students participate in 300 hours of externship in a minimum of two dental offices. Serving an externship at approved facilities gives externs an opportunity to work with patients and apply the principles of practice learned in the classroom. Each student will complete more than 50% of their externship through assignments to general dentistry offices, which may include pediatric dental offices. The remaining percentage of the externship may be completed through assignments to specialty dental practices. Externship site personnel will conduct the student evaluation. **Prerequisites:** Completion of all prior modules AH100 and DA101- DA701

NOTICE: RULES AND CONDITIONS ABOUT EXTERNSHIPS, INTERNSHIPS, PRECEPTORSHIPS, AND CLINICAL COURSES

Depending on the Program, some Programs require multiple weeks of hands-on applied training at an offsite third-party externship, internship, preceptorship, or clinical course (collectively referred to as Externship Training or Externship). Students entering into Externship Training must make arrangements to be available at the times required by their site's and/or the School's educational coordinator or instructor. Student understands that all Externship Training is performed without payment of compensation or any other benefit, and if travel is required, it is the responsibility of Student to secure transportation. Student understands that Student is never an employee or independent contractor of the Externship Training site, or of the School at any time. Student is and always remains a student of the School and as a student at the Externship Training site. Student further understands that Externship Training is provided solely for the benefit of Student as a part of their Program in order for Student to obtain the clinical and observational experience needed to apply for a governmental or other entity license/permit/examination, and/or gain the requisite hands-on experience to qualify for an entry level position in their chosen career field. Students are expected to treat the Externship Training as a hands-on classroom setting, to attend all required Externship Training hours, and to abide by the rules and regulations of the Externship Training site.

Excessive absences from Externship Training may result in student's failure of the Program and the inability to graduate at the planned time. Externship Training is held in a variety of settings and locations. Student must accept any Externship Training site to which Student is assigned. The School is only responsible for obtaining one Externship Training site location for Student. A student declining an Externship Training location or who is removed from their Externship Training site for failure to attend, for excessive absences, and/or for failure to abide by the site's rules, regulations and scheduling must either find their own Externship Training site approved by the School or be dismissed, failed or withdrawn from their Program, as solely determined by the School. Student understands that neither the School nor the Externship Training site guarantees, represents, or warrants that Student can apply, be considered for, will obtain or be entitled to any job position at the site where Student had their Externship Training.

CRIMINAL BACKGROUND AND DRUG SCREENING

Successful completion of multiple weeks of hands-on applied training at an offsite third-party externship, internship, preceptorship, or clinical course (collectively referred to as Externship Training) is one of the requirements of all Allied Health programs at Houston Career Institute (HCI). Students enrolling in one of these programs must understand and agree that it is the student's responsibility to determine if any past criminal convictions will prevent them from obtaining any required state license, permit, or registration, from a Texas state board, commission, agency, or from any other governmental entity or non-governmental organization; disqualify them from Externship Training; or deny them future employment. Students agree to promptly advise HCI if their criminal history, occurring at any time prior to or during their enrollment may disqualify them from obtaining any required state or local license, permit or certification; Externship Training; or employment.

All Externship Training locations require students to successfully pass a required criminal history background check and a drug test prior to being allowed on site at such locations. Students enrolling in programs with Externship Training sign an acknowledgement form, consenting and specifically agreeing to have HCI and its designated agents as both a condition prior to their enrollment and at any time during their enrollment undertake all required background checks, and to collect blood, hair, urine and/or saliva samples from the student for all required medical tests to determine the presence or use of alcohol, drugs and controlled substances. If students do not pass any criminal history background check and/or drug test either prior to their enrollment or at any time during their enrollment, then they will be disqualified from being enrolled and taking any Externship Training. In such event, if already enrolled, the students will be subject to being immediately dismissed, failed or withdrawn from their program as solely determined by HCI. Upon the written recommendation of the Campus Director and the written approval of the President, a student who does not pass a drug test may be allowed to re-test 30 days after the original test date. The decision to allow a re-test is made at sole election and complete discretion of the Campus Director and the President, and such decision is final.

DISCLOSURE OF CRIMINAL BACKGROUND AND DRUG SCREENING RESULTS

Upon signing their enrollment agreement, students authorize the School under all applicable federal, state, and local laws and regulations, including, but not limited to, the Family Educational Rights and Privacy Act (FERPA), and the Health Insurance Portability and Accountability Act (HIPAA), to provide the results of student's criminal history background checks and/or drug tests to any Externship Training location and to any governmental and nongovernmental entity that may require any such information in order to apply for any license/permit/examination.

IMMUNIZATIONS

In accordance with their applicable procedures and policies, the state of Texas or any other governmental entity or non-governmental organization, Externship Training locations, and potential employers will also require students to provide proof of immunization and pass a required physical by a doctor.

HOURS AT AN EXTERNSHIP TRAINING LOCATION

Students enrolling in programs with Externship Training should understand that the hours required at Externship Training sites can vary from day to day and from week to week depending on the needs, rules, regulations and scheduling of the location site, including the possibility of required weekend hours, early morning or late evening hours. They should understand that the hours required at Externship Training sites may, at times, conflict with their scheduled classroom hours at HCI. There may be instances where they will need to change their scheduled classroom hours at HCI, for example, morning to afternoon or evening classes, in order to meet the Externship Training requirements of their program.

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

*Standard Occupational Classification (SOC)	Employment Position
31-9091	Entry-level Dental Assistant
43-6013	Dental Administrative Assistant, Dental Clinic Secretary/Receptionist
41-4011	Dental Supply/Sales Representative

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

LABORATORY ASSISTANT/EKG TECHNICIAN/PHLEBOTOMIST

Diploma Program
36 Weeks - 800 Clock Hours
This program is available as a Traditional In-Classroom Program or a Hybrid Online Program (Consult Admissions Department for details.)

Upon completion of the Laboratory Assistant/EKG Technician/Phlebotomist course, the graduate will be able to obtain an entry level position as a Laboratory Assistant, EKG Technician, or Phlebotomist/Phlebotomy Technician, performing laboratory procedures, electrocardiograph, and/or phlebotomy. In addition, the student will be able to take vital signs. The graduate will have appropriate communication skills and be CPR certified.

Graduates are immediately eligible to sit for the National Center for Competency Testing's (NCCT) National Certified ECG Technician (NCET) exam and National Certified Phlebotomy Technician (NCPT) exam.

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

In-Classroom and Hybrid Online Time Commitment

Whether students enroll in this program as a traditional in-classroom program or as a hybrid online program, which is taught partially online and partially in-classroom, the curriculum and the time commitment are the same. All students will have a weekly time commitment of 20 hours of lecture and lab. However, hybrid online students will attend some or all of their scheduled lectures live online. The course outline for each module will explain the specific lab and lecture schedule for that module.

Module Code	Module Title	Didactic Clock Hours	Laboratory Clock Hours	Externship Clock Hours	Total Clock Hours
HCIN	Module HCIN: Introduction to the Healthcare Profession	40	40	0	80
LA 101	Module A	40	40	0	80
LA 201	Module B	40	40	0	80
LA 301	Module C	40	40	0	80
LA 401	Module D	40	40	0	80
LA 501	Module E	40	40	0	80
LA 601	Module F	40	40	0	80
LA 701	Module G	40	40	0	80
LA 801	Module X: Laboratory Assistant/EKG Technician/Phlebotomist Externship	0	0	160	160
	Program Totals:	**320**	**320**	**160**	**800**

Module HCIN - Introduction to the Healthcare Profession **80 Clock Hours**

This course is designed to provide an introduction to the healthcare profession for new students starting an allied health diploma program. Students will learn the basics of medical terminology, anatomy and physiology, infection control, HIPAA, OSHA and HIV/AIDS. Additional topics covered include professional codes of ethics, medical insurance and billing, keyboarding, computer applications, basic mathematical skill, and critical professionalism skill are also taught. Students will have the opportunity to learn program-specific topics throughout the course. CPR certificate is also included in the course. Classroom Contact Hours: 40 Laboratory Contact Hours: 40 Clinical Contact Hours: 0 Prerequisite: None.

LA101 Module A **80 Clock Hours**

Students will receive an orientation and develop an understanding of laboratory safety and universal precautions. This module will include anatomy and physiology on the integumentary system. Students will learn through lecture and laboratory practice about nosocomial infections, and the proper way of handling body fluids, specimen requisitions, and specimens. Students will be taught about various instruments used in gathering specimens and proper sterilization of same. Students will be taught the "chain of infection" and factors influencing diseases. As part of the training of the laboratory setting students will be able to use of the microscope and centrifuge. Students will apply all information presented in a hands-on laboratory setting under instructor supervision. Classroom Contact Hours: 40 Laboratory Contact Hours: 40 Clinical Contact Hours: 0 Prerequisite: HCIN

LA201 Module B **80 Clock Hours**

As students' progress through this module they will learn the various characteristics of blood and its various functions. The individual students will describe the various diagnostic tests associated with red blood cell and white blood cells, and platelets, and the components of the urinary and reproductive systems. There will be instruction on various sexually transmitted diseases and the tests and treatments involved. Students will be taught through lecture and laboratory practice about homeostasis and the components of the urinary system. They will also be taught routine urinalysis and proper procedure for collecting urine sample. Students will apply all information presented in a hands-on laboratory setting under instructor supervision. Classroom Contact Hours: 40 Laboratory Contact Hours: 40 Clinical Contact Hours: 0 Prerequisite: HCIN.

LA301 Module C **80 Clock Hours**

Students enrolled within this module will be taught about the respiratory and cardiac systems. Students will be taught through the use of lecture and visual aids about various diseases and their corresponding treatments which impact the heart. Students will also learn the EKG process and how to read basic EKG strips. In addition to these topics students will also learn about cardiac rhythms. Students will apply all information presented in a hands-on laboratory setting under instructor supervision. Classroom Contact Hours: 40 Laboratory Contact Hours: 40 Clinical Contact Hours: 0 Prerequisite: HCIN.

LA401 Module D **80 Clock Hours**

Students will be instructed on the differences between serum and plasma. As part of this students will also learn about lipids (and different tests associated with them), how fasting effects blood sugar, post prandial and glucose tolerance tests. Students will also learn about the various aspects of time and measurement with regards to specimens. Students will learn about the anatomy and physiology of the endocrine and digestive systems. Students will also be trained on the interdependence of hormones and pregnancy. Laboratory procedural training will continue with additional methods of classifying microorganisms and associated disease issues relative to a laboratory setting. Students will apply all information presented in a hands-on laboratory setting under instructor supervision. Classroom Contact Hours: 40 Laboratory Contact Hours: 40 Clinical Contact Hours: 0 Prerequisite: HCIN.

LA501 Module E **80 Clock Hours**

Within this module students will learn the anatomy and physiology of the nervous system and basic psychology of how attitudes and interests influence human behavior and the challenges of being a health care provider. Students will learn therapeutic drug monitoring, the more common therapeutic drugs and the different reasons for drug testing and types of specimens used. The CLIA chain of custody and levels of complexity will also be discussed. Instruction will also cover how attitude and interest influence human behavior and challenges of being a health worker. Following this unit, students will be able to recognize behavior patterns and how to devise goals for improving work habits, attitudes and problem solving. Students will apply all information presented in a hands-on laboratory setting under instructor supervision. Classroom Contact Hours: 40 Laboratory Contact Hours: 40 Clinical Contact Hours: 0 Prerequisite: HCIN.

LA601 Module F **80 Clock Hours**

Within this course students will define phlebotomy and the professional qualities of a phlebotomist. Students will be instructed on the importance of informed consent, patient confidentiality, and legal issues for the phlebotomist. This will include the study of immunology. Continued training on safety procedures, universal precautions, and identification veins will also occur. The course will train the student on the "order of draw" and the proper blood collection procedure. Complications with patients and the issues associated with the field of phlebotomy will also be discussed. Training will continue as to the various aspects of basic ABO groups and Universal Donors/Universal Recipients. Students will apply all information presented in a hands-on laboratory setting under instructor supervision. Classroom Contact Hours: 40 Laboratory Contact Hours: 40 Clinical Contact Hours: 0 Prerequisite: HCIN.

LA 701 Module G **80 Clock Hours**

In this course the student will identify body planes and positions, describe the body cavity. This module will further teach the students about the anatomy and physiology of the muscular skeletal system. Instructor will be provided concerning the disease specific to the nervous system. Students will apply all information presented in a hands-on laboratory setting under instructor supervision. Classroom Contact Hours: 40 Laboratory Contact Hours: 40 Clinical Contact Hours: 0 Prerequisite: HCIN.

EXT801 Externship **160 Clock Hours**

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

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CRIMINAL BACKGROUND AND DRUG SCREENING

Successful completion of multiple weeks of hands-on applied training at an offsite third-party externship, internship, preceptorship, or clinical course (collectively referred to as Externship Training) is one of the requirements of all Allied Health programs at Houston Career Institute (HCI). Students enrolling in one of these programs must understand and agree that it is the student's responsibility to determine if any past criminal convictions will prevent them from obtaining any required state license, permit, or registration, from a Texas state board, commission, agency, or from any other governmental entity or non-governmental organization; disqualify them from Externship Training; or deny them future employment. Students agree to promptly advise HCI if their criminal history, occurring at any time prior to or during their enrollment may disqualify them from obtaining any required state or local license, permit or certification; Externship Training; or employment.

All Externship Training locations require students to successfully pass a required criminal history background check and a drug test prior to being allowed on site at such locations. Students enrolling in programs with Externship Training sign an acknowledgement form, consenting and specifically agreeing to have HCI and its designated agents as both a condition prior to their enrollment and at any time during their enrollment undertake all required background checks, and to collect blood, hair, urine and/or saliva samples from the student for all required medical tests to determine the presence or use of alcohol, drugs and controlled substances. If students do not pass any criminal history background check and/or drug test either prior to their enrollment or at any time during their enrollment, then they will be disqualified from being enrolled and taking any Externship Training. In such event, if already enrolled, the students will be subject to being immediately dismissed, failed or withdrawn from their program as solely determined by HCI. Upon the written recommendation of the Campus Director and the written approval of the President, a student who does not pass a drug test may be allowed to re-test 30 days after the original test date. The decision to allow a re-test is made at sole election and complete discretion of the Campus Director and the President, and such decision is final.

DISCLOSURE OF CRIMINAL BACKGROUND AND DRUG SCREENING RESULTS

Upon signing their enrollment agreement, students authorize the School under all applicable federal, state, and local laws and regulations, including, but not limited to, the Family Educational Rights and Privacy Act (FERPA), and the Health Insurance Portability and Accountability Act (HIPAA), to provide the results of student's criminal history background checks and/or drug tests to any Externship Training location and to any governmental and nongovernmental entity that may require any such information in order to apply for any license/permit/examination.

IMMUNIZATIONS

In accordance with their applicable procedures and policies, the state of Texas or any other governmental entity or non-governmental organization, Externship Training locations, and potential employers will also require students to provide proof of immunization and pass a required physical by a doctor.

HOURS AT AN EXTERNSHIP TRAINING LOCATION

Students enrolling in programs with Externship Training should understand that the hours required at Externship Training sites can vary from day to day and from week to week depending on the needs, rules, regulations and scheduling of the location site, including the possibility of required weekend hours, early morning or late evening hours. They should understand that the hours required at Externship Training sites may, at times, conflict with their scheduled classroom hours at HCI. There may be instances where they will need to change their scheduled classroom hours at HCI, for example, morning to afternoon or evening classes, in order to meet the Externship Training requirements of their program.

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

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

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

MEDICAL ASSISTANT

Diploma Program
36 Weeks - 800 Clock Hours
This program is available as a Traditional In-Classroom Program or a Hybrid Online Program (Consult Admissions Department for details.)

The Medical Assistant program (diploma) is designed to prepare students for entry-level positions as medical assistants in a variety of health care settings. Students study the structure and function of the major body systems in conjunction with medical terminology, diagnostic and therapeutic procedures, computer skills, administrative processes, bookkeeping and accounting practices, and the processing of medical insurance forms and claims.

In recent years, the medical assisting profession has become indispensable to the health care field. Physicians have become more reliant on medical assistants for their front and back office skills, and their services are being sought by medical offices, ambulatory care providers, clinics, urgent care centers, and insurance providers. This diploma program prepares graduates to fill entry-level positions.

The goal of the Medical Assistant diploma program is to prepare competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains required and necessary to prepare them for entry level positions such as medical assistant, clinical assistant, pediatric medical assistant, geriatric medical assistant, or orthopedic medical assistant. Students study the structure and function of the major body systems in conjunction with medical terminology, diagnostic and therapeutic procedures, computer skills, administrative processes, bookkeeping and accounting practices, and the processing of medical insurance forms and claims.

Graduates are immediately eligible to sit for the National Center for Competency Testing's (NCCT) National Certified Medical Assistant (NCMA) exam and National Certified ECG Technician (NCET) exam.

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

In-Classroom and Hybrid Online Time Commitment

Whether students enroll in this program as a traditional in-classroom program or as a hybrid online program, which is taught partially online and partially in-classroom, the curriculum and the time commitment are the same. All students will have a weekly time commitment of 20 hours of lecture and lab. However, hybrid online students will attend some or all of their scheduled lectures live online. The course outline for each module will explain the specific lab and lecture schedule for that module.

Module Code	Module Title	Didactic Clock Hours	Laboratory Clock Hours	Externship Clock Hours	Total Clock Hours
Module HCIN	Introduction to the Healthcare Profession	40	40	0	80
Module A	Integumentary, Sensory, and Nervous Systems, Patient Care and Communication	40	40	0	80
Module B	Skeletal and Muscular System, Infection Control, Minor Office Surgery, and Pharmacology	40	40	0	80
Module C	Digestive System, Nutrition, Financial Management, and First Aid	40	40	0	80
Module D	Cardiopulmonary Systems, Vital Signs and Electrocardiography	40	40	0	80
Module E	Urinary, Blood, Lymphatic, and Immune Systems with Laboratory Procedures	40	40	0	80
Module F	Pediatrics, Geriatrics, Endocrine and Reproductive Systems	40	40	0	80
Module G	Nervous System, Law and Ethics, Psychology and Therapeutic Procedures	40	40	0	80
Module X	Medical Assistant Externship	0	0	160	160
	Program Totals:	**320**	**320**	**160**	**800**

Module HCIN - Introduction to the Healthcare Profession **80 Clock Hours**

This course is designed to provide an introduction to the healthcare profession for new students starting an allied health diploma program. Students will learn the basics of medical terminology, anatomy and physiology, infection control, HIPAA, OSHA and HIV/AIDS. Additional topics covered include professional codes of ethics, medical insurance and billing, keyboarding, computer applications, basic mathematical skill, and critical professionalism skill are also taught. This module covers the format of the ICD-10CM, the CPT-4 and HCIPCS manuals, and their relationship to the process of insurance claims submission. They are introduced to types and sources of insurance, health insurance basics, traditional insurance plans, managed care, Medicare, Medicaid, military carriers, and Workers' Compensation and Disability insurance. Students will have the opportunity to learn program-specific topics throughout the course. CPR certificate is also included in the course. Out-of-class activities will be assigned and assessed as part of this module. Lecture Hours: 40 Clinical Lab Hours: 40 Prerequisite: None.

Module A - Integumentary, Sensory Systems, Patient Care and Communication **80 Clock Hours**

Module A emphasizes patient care, including physical examinations and procedures related to the eyes and ears and the integumentary system. Students will have an opportunity to perform front office skills related to records management, appointment scheduling, telephone screening, and processing mail. Students gain skills in communication (verbal and nonverbal) when working with patients both on the phone and in person. Students develop working knowledge of basic anatomy and physiology of the special senses (eyes and ears) and integumentary systems, common diseases and disorders, and medical terminology related to these systems. Students will transfer patients from a wheelchair, measure weight and height, perform eye screening tests, check vital signs, obtain blood samples, and prepare and administer injections. Also introduced are strategies for dealing with change, setting goals, and getting motivated. Students practice using an electronic health record. Students are exposed to insurance billing, to diagnostic and procedural coding using the ICD-10CM, the CPT-4 and HCIPCS manuals, and their relationship to the process of insurance claims submission. Students learn how to prepare an attractive business letter. Students build their word processing skills related to word processing and spreadsheet programs, with acceptable progress through the identified text(s). Out-of-class activities will be assigned and assessed as part of this module. Lecture Hours: 40 Clinical Lab Hours: 40 Prerequisite: HCIN

Module B - Skeletal and Muscular System, Infection Control, Minor Office Surgery and Pharmacology **80 Clock Hours**

Module B stresses the importance of asepsis and sterile technique in today's health care environment. Students learn the procedures for disinfecting and sterilizing medical office equipment, along with assisting with minor surgical procedures and wound care. Students learn how to calculate medication dosages and the principles and various methods of administering medication. Basic pharmacology concepts and terminology are studied, along with the uses, classification and effect of common medications and related federal regulations. Students gain knowledge of basic anatomy and physiology of the skeletal and muscular systems, common diseases and disorders, and medical terminology related to this system. Students check vital signs, obtain blood samples, and prepare and administer injections. Also introduced are strategies for setting and accomplishing personal goals, along with how to succeed in accomplishing these goals. Students will practice using an electronic health record. Students are exposed to insurance billing, to diagnostic and procedural coding using the ICD-10CM, the CPT-4 and HCIPCS manuals, and their relationship to the process of insurance claims submission. Students build their word processing skills related to word processing and spreadsheet programs, with acceptable progress through the identified text(s). Out-of-class activities will be assigned and assessed as part of this module. Lecture Hours: 40 Clinical Lab Hours: 40 Prerequisite: HCIN.

Module C - Digestive System, Nutrition, Financial Management, And First Aid **80 Clock Hours**

Module C introduces students to the health care environment, office emergencies, and first aid. Students will discuss types of disasters and the medical assistant's role in emergency preparedness and assisting during and after a disaster. Students learn accounting procedures, accounts receivable and payable, financial management, banking, check-writing procedures, and collection procedures essential to the successful operation of the medical office. Students develop working knowledge of good health, nutrition, weight control, and strategies in promoting good health in patients. They acquire knowledge of basic anatomy and physiology, common diseases and disorders, and medical terminology of the digestive system. Students check vital signs, obtain blood samples, and prepare and administer injections. They are introduced to strategies for building active reading and comprehension skills, along with techniques for managing time. Students will practice using an electronic health record. Students are exposed to insurance billing, to diagnostic and procedural coding using the ICD-10CM, the CPT-4 and HCIPCS manuals, and their relationship to the process of insurance claims submission. Students build their word processing skills related to word processing and spreadsheet programs, with acceptable progress through the identified text(s). Out-of-class activities will be assigned and assessed as part of this module. Lecture Hours: 40 Clinical Lab Hours: 40 Prerequisite: HCIN.

Module D - Cardiopulmonary Systems, Vital Signs and Electrocardiography 80 Clock Hours
Module D examines the circulatory and respiratory systems, including the structure and function of the heart and lungs, along with diseases, disorders, diagnostic tests, anatomy and physiology, and medical terminology associated with these systems. Students apply knowledge of the electrical pathways of the heart muscle in preparation for applying electrocardiography leads and recording a 12-lead electrocardiogram (ECG). Students check vital signs and differentiate between normal values for pediatric and adult patients. Students obtain blood samples and prepare and administer injections. Students will discuss how to apply critical and creative thinking skills to analyzing and problem solving in the workplace and everyday life. Students will practice using an electronic health record. Students are exposed to insurance billing, to diagnostic and procedural coding using the ICD-10CM, the CPT-4 and HCIPCS manuals, and their relationship to the process of insurance claims submission. Students build their word processing skills related to word processing and spreadsheet programs, with acceptable progress through the identified text(s). Out-of-class activities will be assigned and assessed as part of this module. Lecture Hours: 40 Clinical Lab Hours: 40 Prerequisite: HCIN.

Module E - Urinary, Blood, Lymphatic and Immune Systems with Laboratory Procedures 80 Clock Hours
Module E introduces microbiology and laboratory procedures commonly performed in a physician's office or medical clinic. Students learn specimen identification, collection, handling and transportation procedures and practice venipuncture and routine diagnostic hematology. Maintenance and care of laboratory equipment and supplies are discussed. Students gain working knowledge of radiology and nuclear medicine, in addition to various radiological examinations and patient preparation for these exams. Anatomy and physiology of the urinary system and the body's immunity, including the structure and functions, as well as common diagnostic exams and disorders related to these systems, is presented. Students learn essential medical terminology related to the body systems and topics introduced in the module. Students perform common laboratory tests, check vital signs, and perform selected invasive procedures. Students learn the skills involved in organizing and writing a paper. Students will practice using an electronic health record. Students are exposed to insurance billing, to diagnostic and procedural coding using the ICD-10CM, the CPT-4 and HCIPCS manuals, and their relationship to the process of insurance claims submission. Students build their word processing skills related to word processing and spreadsheet programs, with acceptable progress through the identified text(s). Out-of-class activities will be assigned and assessed as part of this module. Lecture Hours: 40 Clinical Lab Hours: 40 Prerequisite: HCIN.

Module F - Pediatrics, Geriatrics, Endocrine and Reproductive Systems 80 Clock Hours
Module F covers anatomy, physiology, and functions of the endocrine and reproductive systems, along with medical terminology associated with these systems. Students learn how to assist with prenatal and gynecologic examinations, including common laboratory and diagnostic tests. Students learn about child growth and development, including techniques for interacting with children. Techniques for obtaining height and weight measurements, administering injections, obtaining urine samples, and checking vital signs in infants and children are discussed. Students also become familiar with human development across the life span. They will discuss normal and abnormal changes that are part of the aging process and the medical assistant's responsibilities related to the older person. Students check vital signs, obtain blood samples, and prepare and administer injections. Students will practice using an electronic health record. Students are exposed to insurance billing, to diagnostic and procedural coding using the ICD-10CM, the CPT-4 and HCIPCS manuals, and their relationship to the process of insurance claims submission. Students build their word processing skills related to word processing and spreadsheet programs, with acceptable progress through the identified text(s). Out-of-class activities will be assigned and assessed as part of this module. Lecture Hours: 40 Clinical Lab Hours: 40 Prerequisite: HCIN.

Module G - Nervous System, Law and Ethics, Psychology and Therapeutic Procedures 80 Clock Hours
Module G covers anatomy, physiology, and functions of the nervous system, along with medical terminology associated with this system. Also introduced are the basic principles of psychology, psychological disorders, diseases, available treatments, and medical terminology related to mental and behavioral health. An introduction to the health care system and the medical office is given. Students learn what it takes to become an office manager and the responsibilities an office manager has to the office, the staff, and the physician. They study how to maintain equipment and inventory. Students are introduced to patient and employee safety practices. Medical office computerization, security, and computer ergonomics are discussed. Students study and practice communication and listening skills. They explore patient expectations, personal boundaries, cultural influences, and how to establish caring relationships. Medical law and ethics in relation to health care are discussed, including HIPAA, HITECH, and advance directives. Skills and attitudes necessary for success in the workforce are introduced, along with how to create a résumé and follow through with the job search. Students learn how to apply heat and cold applications and how to use ambulatory aids. Students will practice using an electronic health record. Students are exposed to insurance billing, to diagnostic and procedural coding using the ICD-10CM, the CPT-4 and HCIPCS manuals, and their relationship to the process of insurance claims submission. Students check vital signs, obtain blood samples, and prepare and administer injections. Students build their word processing skills related to word processing and spreadsheet programs, with acceptable progress through the identified text(s). Out-of-class activities will be assigned and assessed as part of this module. Lecture Hours: 40 Clinical Lab Hours: 40 Prerequisite: HCIN.

Module X - Medical Assistant Externship **160 Clock Hours**
Upon successful completion of all modules, medical assisting students participate in a 160-hour externship at an approved facility. The externship provides the student an opportunity to apply principles and practices learned in the program and utilize entry-level medical assisting skills in working with patients. Medical Assisting Diploma Program externs work under the direct supervision of qualified personnel at the participating externship sites, and under general supervision of the school staff. Supervisory personnel at the site evaluate externs at 80- and 160-hour intervals. Completed evaluation forms are placed in the students' permanent records. Students must successfully complete their externship experience in order to fulfill requirements for graduation. Lecture Hours: 0. Lab Hours: 00. Externship Hours: 160. Prerequisite: HCIN, Completion of Modules A-G.

NOTICE: RULES AND CONDITIONS ABOUT EXTERNSHIPS, INTERNSHIPS, PRECEPTORSHIPS, AND CLINICAL COURSES

Depending on the Program, some Programs require multiple weeks of hands-on applied training at an offsite third-party externship, internship, preceptorship, or clinical course (collectively referred to as Externship Training or Externship). Students entering into Externship Training must make arrangements to be available at the times required by their site's and/or the School's educational coordinator or instructor. Student understands that all Externship Training is performed without payment of compensation or any other benefit, and if travel is required, it is the responsibility of Student to secure transportation. Student understands that Student is never an employee or independent contractor of the Externship Training site, or of the School at any time. Student is and always remains a student of the School and as a student at the Externship Training site. Student further understands that Externship Training is provided solely for the benefit of Student as a part of their Program in order for Student to obtain the clinical and observational experience needed to apply for a governmental or other entity license/permit/examination, and/or gain the requisite hands-on experience to qualify for an entry level position in their chosen career field. Students are expected to treat the Externship Training as a hands-on classroom setting, to attend all required Externship Training hours, and to abide by the rules and regulations of the Externship Training site. Excessive absences from Externship Training may result in student's failure of the Program and the inability to graduate at the planned time. Externship Training is held in a variety of settings and locations. Student must accept any Externship Training site to which Student is assigned. The School is only responsible for obtaining one Externship Training site location for Student. A student declining an Externship Training location or who is removed from their Externship Training site for failure to attend, for excessive absences, and/or for failure to abide by the site's rules, regulations and scheduling must either find their own Externship Training site approved by the School or be dismissed, failed or withdrawn from their Program, as solely determined by the School. Student understands that neither the School nor the Externship Training site guarantees, represents, or warrants that Student can apply, be considered for, will obtain or be entitled to any job position at the site where Student had their Externship Training.

CRIMINAL BACKGROUND AND DRUG SCREENING

Successful completion of multiple weeks of hands-on applied training at an offsite third-party externship, internship, preceptorship, or clinical course (collectively referred to as Externship Training) is one of the requirements of all Allied Health programs at Houston Career Institute (HCI). Students enrolling in one of these programs must understand and agree that it is the student's responsibility to determine if any past criminal convictions will prevent them from obtaining any required state license, permit, or registration, from a Texas state board, commission, agency, or from any other governmental entity or non-governmental organization; disqualify them from Externship Training; or deny them future employment. Students agree to promptly advise HCI if their criminal history, occurring at any time prior to or during their enrollment may disqualify them from obtaining any required state or local license, permit or certification; Externship Training; or employment.

All Externship Training locations require students to successfully pass a required criminal history background check and a drug test prior to being allowed on site at such locations. Students enrolling in programs with Externship Training sign an acknowledgement form, consenting and specifically agreeing to have HCI and its designated agents as both a condition prior to their enrollment and at any time during their enrollment undertake all required background checks, and to collect blood, hair, urine and/or saliva samples from the student for all required medical tests to determine the presence or use of alcohol, drugs and controlled substances. If students do not pass any criminal history background check and/or drug test either prior to their enrollment or at any time during their enrollment, then they will be disqualified from being enrolled and taking any Externship Training. In such event, if already enrolled, the students will be subject to being immediately dismissed, failed or withdrawn from their program as solely determined by HCI. Upon the written recommendation of the Campus Director and the written approval of the President, a student who does not pass a drug test may be allowed to re-test 30 days after the original test date. The decision to allow a re-test is made at sole election and complete discretion of the Campus Director and the President, and such decision is final.

DISCLOSURE OF CRIMINAL BACKGROUND AND DRUG SCREENING RESULTS

Upon signing their enrollment agreement, students authorize the School under all applicable federal, state, and local laws and regulations, including, but not limited to, the Family Educational Rights and Privacy Act (FERPA), and the Health Insurance Portability and Accountability Act (HIPAA), to provide the results of student's criminal history background checks and/or drug tests to any Externship Training location and to any governmental and nongovernmental entity that may require any such information in order to apply for any license/permit/examination.

IMMUNIZATIONS
In accordance with their applicable procedures and policies, the state of Texas or any other governmental entity or non-governmental organization, Externship Training locations, and potential employers will also require students to provide proof of immunization and pass a required physical by a doctor.

HOURS AT AN EXTERNSHIP TRAINING LOCATION
Students enrolling in programs with Externship Training should understand that the hours required at Externship Training sites can vary from day to day and from week to week depending on the needs, rules, regulations and scheduling of the location site, including the possibility of required weekend hours, early morning or late evening hours. They should understand that the hours required at Externship Training sites may, at times, conflict with their scheduled classroom hours at HCI. There may be instances where they will need to change their scheduled classroom hours at HCI, for example, morning to afternoon or evening classes, in order to meet the Externship Training requirements of their program.

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

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

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

COMMERCIAL REFRIGERATION, HEATING & AIR CONDITIONING

Diploma Program
42 Weeks - 840 Clock Hours
Available as a Traditional In-Classroom Program or a Hybrid Online Program (Consult Admissions Department for details.)

Vocational Objective:
Upon successful completion of this program, the student will have the knowledge and skills needed towards a rewarding entry level career in the Commercial Refrigeration, Heating and Air Conditioning field. They will have the confidence to work in this highly technical and ever-changing industry. Through aggressive training, the student will gain skills needed for entry level residential and commercial. Graduates of this course will explore a variety of entry-level employment opportunities in hospitals, property management facilities, and contracting services. In addition, they will receive training in the proper use and disposal of refrigerants and will subsequently receive EPA certification. HCI will provide the student with their own toolkit for the student to keep. Please refer to the *Graduation Gift – Tool Kit* section earlier in this catalog for full details.

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

Course Requirements

Course Number	Course Title	Classroom Contact Hours	Laboratory Contact Hours	Clinical Contact Hours	Total Contact Hours
CR100	Basic Electricity Theory	72	48	0	120
CR150	Basic Refrigeration Theory	72	48	0	120
CR200	Advanced Electric/Commercial Refrigeration	72	48	0	120
CR250	Heat Pump Systems	72	48	0	120
CR300	Commercial/Residential Air Conditioning and Heat Pumps	72	48	0	120
CR350	Heating Systems	72	48	0	120
CR400	Advanced Troubleshooting and Equipment Installation	72	48	0	120
	TOTAL	**504**	**336**	**0**	**840**

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

In-Classroom and Hybrid Online Time Commitment
Whether students enroll in this program as a traditional in-classroom program or as a hybrid online program, which is taught partially online and partially in-classroom, the curriculum and the time commitment are the same. All students will have a weekly time commitment of 20 hours of lecture and lab. However, hybrid online students will attend some or all of their scheduled lectures live online. The course outline for each module will explain the specific lab and lecture schedule for that module.

Hours Breakdown:
504 Hrs. Lectures
336 Hrs. Labs
840 Hrs. Total

Program Length information:
The program length in clock-hours for this program is 840. The Maximum Time Frame for this program is 1260 clock-hours. These clock hour figures apply to both full and part-time students.
The calendar limits are as follows:
Full-time students – Normal program length is 42weeks–Maximum Time Frame is 63 weeks.
Part-time students–HCI does not offer part time programs.

COMMERCIAL REFRIGERATION, HEATING & AIR CONDITIONING
Course Outline

CR100 Basic Electricity Theory **120 Clock Hours**
This course introduces the student to basic electrical theory. Including electron theory, electrical terms and definitions, power sources, electrical circuits, electrical diagrams, meters and measurements, testing and troubleshooting, practical circuit design and wiring, and electrical circuits for air conditioning and refrigeration. **Prerequisite:** None (90-90-0-9, 225)

CR150-Basic Refrigeration Theory **120 Clock Hours**
This course introduces the student to basic refrigeration theory, thermodynamics and principles of refrigeration. It also covers introductory material on mechanical components, mechanical diagrams, tubing and piping, vapor compression refrigeration, refrigerants, chart readings and measurements, tools and equipment, soldering and brazing and principals of evacuation and recovery of refrigerants. **Prerequisite:** None (90-90-0-9,225)

CR200-Advanced Commercial Refrigeration **120 Clock Hours**
This course brings the student into more advanced studies of electrical concepts in the field of commercial heating, ventilation and air conditioning. Introduction into motor control and three phase power supply is provided. Instructional so includes motor protection, advanced electrical circuits for refrigeration equipment, mechanical components, refrigeration system design and capacity, piping and installation, and ice machines. **Prerequisite:** CR100, CR150 (90-90-0-9, 225)

CR250-Heat Pumps **120 Clock Hours**
Instruction received in this course centers around the basic theory and application of heat pump systems and components. The student will learn how the reverse cycle for air conditioning units is applied in heat pump and their various components. The student also learn what is C.O.P., E.E.R., S.E.E.R rating. This course teaches the student various defrost methods including time, temperature, demand, air switch and other defrosts integrated circuit board controls. Upon completion, students will be able to install and service heat pumps in wide variety of applications. Charging methods will be covered which include super heat, sub-cooling, weigh-in and dial-a-charge. This course will also include service and repair of air conditioning and heat pump systems using mechanical and electrical troubleshooting techniques, electrical wiring diagrams interpretation, and specialized system components. Electric heat and control sequencers for auxiliary and emergency heat are covered. The student will be able to describe how sequencers operate in an electric furnace and trouble shoot their electric circuitry. **Prerequisite:** CR100, CR150

CR 300-Commercial/Residential Air Conditioning **120 Clock Hours**
This course is advanced studies of the principles of air conditioning, psychometrics, air conditioning system design, components, and circuits. Also covered are optional components and features in air conditioning, super heat measurements and calculations, A/C system service and repair. Comprehensive instruction in heat pumps is also provided. **Prerequisite:** CR100, CR150 (90-90-0-9,225)

CR350-Heating Systems **120 Clock Hours**
Advanced instruction relating to commercial and residential heating systems. Module covers properties of gas and gas combustion, gas furnaces, components of gas furnaces, circuit design and diagrams for heating systems, furnace installation and code requirements, testing, combination heating and A/C systems, oil fired and electrical heating system theory, and EPA certification. **Prerequisite:** CR100, CR150 (90-90-0-9,225)

CR400-Advance Troubleshooting and Equipment Installation **120 Clock Hours**
This course prepares the student to work in the field as a service technician. Studies include diagnostics and installation of furnaces, heat pumps, and air conditioning units. Customer service and techniques for making service calls are also covered. **Prerequisite:** CR100, CR150 (90-90-0-9, 225)

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

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

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

ELECTRICAL TECHNICIAN

Diploma Program
42 Weeks - 840 Clock Hours
Available as a Traditional In-Classroom Program or a Hybrid Online Program (Consult Admissions Department for details.)

Vocational Objective:
Upon successful completion of this program, the graduate will be prepared with the necessary skills for entry- level employment as a residential, commercial or industrial electrician. At least half of this course shall be "hands-on" with the student taking an active role in actually wiring of residential and commercial electrical installations. Completion of this program requires the use of hand tools, which shall be provided by HCI for the student's classroom use. Upon graduation, HCI will provide the student with their own toolkit for the student to keep. Please refer to the *Graduation Gift – Tool Kit* section earlier in this catalog for full details.

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

Course Requirements

Course Number	Course Title	Classroom Contact Hours	Laboratory Contact Hours	Clinical Contact Hours	Total Contact Hours
ELC101	Introduction to Electrical Theory	60	60	0	120
ELC201	Introduction to NEC and Blueprint Reading	60	60	0	120
ELC301	Basic Residential Wiring Methods I	60	60	0	120
ELC401	Basic Residential Wiring Methods II	60	60	0	120
ELC501	Basic Commercial Wiring Methods Conduit Bending	60	60	0	120
ELC601	Basic Commercial & Motor Control Wiring II	60	60	0	120
ELC701	Solar Photovoltaic System Design and Implementation and Installation	60	60	0	120
	TOTAL	**420**	**420**	**0**	**840**

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

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

In-Classroom and Hybrid Online Time Commitment
Whether students enroll in this program as a traditional in-classroom program or as a hybrid online program, which is taught partially online and partially in-classroom, the curriculum and the time commitment are the same. All students will have a weekly time commitment of 20 hours of lecture and lab. However, hybrid online students will attend some or all of their scheduled lectures live online. The course outline for each module will explain the specific lab and lecture schedule for that module.

Hours Breakdown:
420 Hrs. Lectures
420 Hrs. Labs
840 Hrs. Total

Program Length information:
The program length in clock-hours for this program is 840.The Maximum Time Frame for this program is 1260 clock-hours. These clock hour figures apply to both full and part-time students. The calendar limits are as follows:
Full-time students– normal program length is 42weeks–Maximum Time Frame is 63 weeks.
Part-time students– HCI does not offer part time programs.

ELECTRICAL TECHNICIAN
Course Outline

ELC 101 Introduction to Electrical Theory **120 Clock Hours**
This course introduces the novice electrical student to basic electrical concepts. It establishes a thorough lecture and hands-on experimentation and learning, a student will learn about of electron theory, voltage, current (both AC and DC), resistance, inductance, capacitance and common units of electrical measurement. Basic circuit design, switching and troubleshooting will be learned in a laboratory setting. This course shall also include lectures on the principles of

electrical generation, common circuit requirements, harmonics, power factor, ohms law, magnetism, mathematical concepts, load calculations and formulas will also be taught. Students will apply all information presented in a hands-on laboratory setting under instructor supervision. Prerequisites: None (60-60-0-6, 150)

ELC 201 Introductions to National Electrical Code and Blue Print Reading 120 Clock Hours
This course is designed to teach the student how to read, understand and use residential and commercial blueprints through the study of symbols and specifications associated with the electrical field. This course is an introduction to the National Electric Code. The student will be instructed on the history and evolution of electrical codes in United States. In addition to being an introduction to the proper use and implementation of the NEC, this course shall include the relationship of the NEC to local, state and federal codes. Students will apply all information presented in a hands-on laboratory setting under instructor supervision. Prerequisites: None (60-60-0-6, 150)

ELC 301 Basic Residential Wiring Methods I 120 Clock Hours
This course teaches the students about the process of how they will wire a single family residence from issue of permit to final inspection. The students will do a variety of hands on wiring projects which they will do as working electrical helpers following graduation. This course focuses on the use of hand tools, power tools, and basic installation techniques. This course is the starting point for hands on residential installations. It gives the electrical student a practical manipulative introduction to the use of the National Electrical Code requirements for residential wiring as well as understanding the role of inspection at the local levels. Students will apply all information presented in a hands-on laboratory setting under instructor supervision. Prerequisites: ELC 101 and ELC 201 (60-60-0-6, 150)

ELC 401 Basic Residential Wiring Methods II 120 Clock Hours
This course will continues building the student's knowledge and practical skills associated with basic residential wiring methods. It includes underground and overhead electrical service installations, lighting design as well as wiring for heating and air conditioning systems. In this course the student shall be introduced to troubleshooting residential electrical faults. Additionally, this course shall discuss structured media systems as well as introduce the student to "smart house" technology. Students will apply all information presented in a hands-on laboratory setting under instructor supervision. Prerequisites: ELC 101 and ELC 201 (60-60-0-6, 150)

ELC 501 Basic Commercial Wiring Methods I 120 Clock Hours
This course gives the student an introduction to commercial wiring methods. The course will teach the student to read and understand blueprints used in commercial applications. It shall cover the proper use and identification of materials associated with commercial electrical work. It teaches the student specific code requirements related to commercial applications as well as the ability to calculate service, feeder and branch circuit requirements. It provides hands on skills that the student shall need in the field to properly bend and install conduit and associated electrical equipment. Students will apply all information presented in a hands-on laboratory setting under instructor supervision. Prerequisites: ELC 101 and ELC 201 (60-60-0-6, 150)

ELC 601 Intermediate Commercial II &Basic Industrial Methods 120 Clock Hours
This course introduces the student to three phase electrical distribution systems. It shall include intermediate principles and concepts commonly used by electricians using calculations, hands on hook up techniques and code requirements for properly installing transformers and motors. It also establishes the principles of proper maintenance and troubleshooting. This course also teaches the student about A. C. and D. C., single phase and three phase motor operation with emphasis on operational theory, design, sizing, characteristics and code requirements. Student's villa applies all information presented in a hands-on laboratory setting under instructor supervision. Prerequisites: ELC101 and ELC201 (60-60-0-6,150)

ELC 701 Solar Photovoltaic System Design and Implementation And Installation 120 Clock Hours
Student will study basic of solar electricity, PV application and system components. Also, included are solar site analysis, utility-interactive PV systems, component specification and system cost and economics. Student will research and evaluate cases studies and real life systems/application. Prerequisites: ELC101and ELC201 (60-60-0-6,150)

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

*Standard Occupational Classification (SOC)	Employment Position
13-1051	Cost Estimators
17-3023	Lighting Conductor Engineer, Lighting Technician
41-3091	Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel
43-5041	Meter Reader
47-1011	First-Line Supervisors of Construction Trades and Extraction Workers
47-2061	Construction, Construction and Building Inspector

47-2111	Electrician
47-2231	Solar Panel Installer
47-3013	Electrician Apprentice, Electrician Helpers
47-4011	Data Processing Equipment Repairer
47-4021	Elevator Installer and Repairers
49-2021	Radio Mechanic
49-2022	Communication and Equipment Mechanics, Communications Equipment Technician
49-2091	Avionics Technician
49-2092	Electric Home Appliance and Power Tool Repairer
49-2094	Electrical Fitter, Electrical Parts Repairers, Industrial Machinery Mechanics, Industrial Machinery Repair
49-2095	Power Plant Electrician
49-2096	Auto Electrician
49-2097	Audio and Video Technicians, Satellite Systems Technician
49-2098	Security Alarm Fitter, Security and Fire Alarm Installer, Security Systems Installer
49-3011	Aircraft Electrician
49-9011	Mechanical Door Repairer
49-9012	Electric Meter Installer and Repairer
49-9051	Line Installers and Repairers, Powerline Technician
49-9062	Medical Equipment Repairer
49-9070	Building Electrician
49-9071	Maintenance Electrician, Maintenance and Repair Worker, Maintenance Repairer
49-9097	Signal and Track Switch Repairer
51-2023	Electro-Mechanical Technician
51-8010	Electric Power Plant Operator
51-9061	Inspectors, Testers, Sorters, Samplers, Weighers

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

QUARTER-BASED PROGRAMS

SURGICAL TECHNOLOGY

Associate of Science Degree
24 Months – 98 Quarter Credits
Hybrid Online Program

Please Note: HCI is not enrolling students in the Surgical Technology program at this time. Please ask Admissions for anticipated start dates.

The Associate of Science degree program in Surgical Technology at Houston Career Institute is designed to prepare students to provide critical support services to surgeons, nurses, anesthesia providers, and other surgical team members. Using a variety of learning resources, students will acquire the knowledge base of sterile technique, surgical instrumentation and equipment, surgical procedures, asepsis and patient care skills. During the clinical portion of the program, students will complete a minimum of 120 cases of various surgical specialties in the first and second scrub roles while supervised by a clinical preceptor.

Specific information about the clinical rotation requirements, as published by CAAHEP is available here: https://arcstsa.org/wp-content/uploads/2022/03/Core_Curriculum_for_Surgical_Technology_7ed_3-18-22.pdf#page=240

This eight-quarter program includes general education and surgical technology courses and leads to an Associate of Science degree. In this program, students gain proficiency through class (theory), lab, and clinical experiences in a variety of settings assisting with a variety of surgical procedures.

The goal of the Surgical Technology program is preparation of the student to become a competent, entry-level surgical technologist in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

The Surgical Technology Program prepares graduates to:

- Assist with various surgical procedures under the supervision of the surgeon, registered nurse or other surgical personnel
- Apply appropriate communication skills with members of the surgical team and the surgical patient
- Ensure sterile technique and the principles of asepsis are followed at all times
- Demonstrate personal accountability and professionalism
- Ensure the operating room/environment is safe for the surgical patient and personnel
- Ensure surgical equipment functions appropriately
- Demonstrate knowledge, behaviors and technical skills necessary to gain employment as a surgical technologist

Students must be able to demonstrate and perform certain psychomotor, cognitive, and affective skills in the surgical technology program at Houston Career Institute and, upon graduation, in the profession. The following is a list of essential functions that the surgical technology student must be able to demonstrate:

Gross and Fine Motor Skills:

- Must have ability and coordination to use hands for tasks including, but not limited to the following:
  - Instrument assembly
  - Instrument and equipment use and control for extended periods of time
- Must have the ability to use both hands, including fingers, for the handling and operation of surgical instrumentation as to not hamper a surgical procedure or slow operating room pace
- Must have the ability to maneuver fingers and fingertips in a manner to effectively control objects and materials as fine as an eyelash and human hair
- Must have the ability to use both arms and legs to ensure patient and personal safety while lifting, transporting and moving patients

Physical Strength and Endurance:

- Must have the ability to stand on feet, with minimal movement for prolonged periods of time; two to six hours
- Must have the ability to lift equipment and instrumentation sets and pans ranging in weight from 10 to 30 pounds
- Must be able to twist, bend, reach above head and below waist.
- Must have the ability to help transfer a patient from a wheelchair or stretcher to OR table and back

Visual Acuity:

- Must have the ability to read, understand and interpret the English language in order to understand surgeon's preference cards, computer screens, and medication labels
- Must have the ability to visualize materials as small as a human hair
- Must have the ability to distinguish colors and be able to see in a darkened room
- Must have the ability to help transfer a patient from a wheelchair or stretcher to OR table and back

Auditory Acuity:

- Must have a normal range of hearing – with or without corrective aides

- Must have the ability to respond to auditory commands
- Must have the ability to hear and discern conversations in the presence of background noise

Communication:

- Must be able to communicate, converse, read and write in the English language
- Must have the ability to read and comprehend surgical equipment and instructional manuals
- Must be able to effectively communicate with the surgical patient, surgeon and surgical team members; follow verbal, visual and written instruction
- Must be able to interpret and comprehend non-verbal forms of communication within the operative environment

Adaptability and Emotional Status:

- Surgical technologists must have the ability to adapt under pressure, sometimes in critical situations. The surgical technologist student must:
  - Pay close attention to the surgical procedure and have the ability to multi-task
  - Be able to work effectively and efficiently on a team and deal with emotional situations
  - Be able to receive constructive feedback
- Maintain a professional attitude and demeanor at all times

Course	Course Title	Lecture Hours	Lab Hours	Other Hours (Clinical)	Total Contact Hours	Quarter Credit Hours
Major Core						
BSC 1085	Anatomy & Physiology I	40	0	0	40	4.0
BSC 1086	Anatomy & Physiology II	40	0	0	40	4.0
BSC 2085L	Anatomy & Physiology I Lab	0	40	0	40	2.0
BSC 2086L	Anatomy & Physiology II Lab	0	40	0	40	2.0
BSC 2130	Pathophysiology	40	0	0	40	4.0
MCB 2000	Microbiology & Infection Control	40	0	0	40	4.0
STS2000	Strategies for Healthcare Professional Success	40	0	0	40	4.0
STS2010	Principles and Practices of Surgical Technology	40	0	0	40	4.0
STS2020	Surgical Pharmacology	40	0	0	40	4.0
STS2030	Surgical Technology I	30	20	0	50	4.0
STS2040	Surgical Technology II	30	20	0	50	4.0
STS2050	Surgical Procedures I	40	40	0	80	6.0
STS2060	Surgical Procedures II	40	40	0	80	6.0
STS2070	Clinical Rotation I	0	0	150	150	5.0
STS2080	Clinical Rotation II	0	0	150	150	5.0
STS2090	Clinical Rotation III	0	0	200	200	6.0
STS2100	Surgical Technologist Certification Exam Review	20	0	0	20	2.0
General Education Core						
CGS 2060	Computer Applications	30	20	0	50	4.0
ENC 1101	Composition I	40	0	0	40	4.0
ENC 1102	Composition II	40	0	0	40	4.0
EVS 1001	Environmental Science	40	0	0	40	4.0
MAT 1033	College Algebra	40	0	0	40	4.0
PSY 2012	General Psychology	40	0	0	40	4.0
SPC 2017	Oral Communications	40	0	0	40	4.0
	Program Totals:	**710**	**220**	**500**	**1430**	**98.0**

Course Descriptions

General Education Core Courses

CGS 2060 Computer Applications **4.0 Quarter Credit Hours**

This course introduces the essential concepts necessary to make effective use of the computer. Students achieve an understanding of what a computer can do, how it works, and how it can be used to create documents using word processing and spreadsheet applications for personal and business use. Prerequisites: None Lecture Hours: 40 Lab Hours: 0 Outside Hours: 20

ENC 1101 Composition I	**4.0 Quarter Credit Hours**
This course provides instruction and practice in expository writing and emphasizes grammatical and mechanical accuracy and proper essay form. Emphasis is placed on clarity, logical organization, unity, and coherence of central ideas and supporting material. Prerequisites: None Lecture Hours: 40 Lab Hours: 0 Outside Hours: 20	
ENC 1102 Composition II	**4.0 Quarter Credit Hours**
This course builds on the foundation of the written communication skills developed in Composition I. It further develops the students' skills in composing essays and other written communication, including the documented research paper. Prerequisites: ENC 1101 Lecture Hours: 40 Lab Hours: 0 Outside Hours: 20	
EVS 1001 Environmental Science	**4.0 Quarter Credit Hours**
This course covers environmental issues and illustrates the importance of environmental science in students' daily lives. The relationship between humans and the environment is explored to demonstrate to students their role in the state of the environment. Environmental issues such as invasive species, climate change, pollution, and corrective actions will be studied. Prerequisites: None Lecture Hours: 40 Lab Hours: 0 Outside Hours: 20	
MAT 1033 - College Algebra	**4.0 Quarter Credits**
This course is the study of linear and quadratic equations, graphing, functions, inequalities, rational expressions, radicals, and system of equations and emphasizes critical thinking and problem-solving skills. Prerequisites: MTB1103 (Business and Accounting Students only). Lecture Hours: 40. Lab Hours: 0.	
PSY 2012 – General Psychology	**4.0 Quarter Credit Hours**
This course covers the fundamental theories and principles of human psychology with an emphasis on applying the concepts to life and work in order to promote effective critical thinking and learning, understanding of emotions and motivations, positive social and workplace interactions, and the importance of the roles played by the unconscious and subconscious minds. Beginning with the historical foundations of psychology, students will study the groundwork for more contemporary perspectives. Study of the brain and its developmental stages, cognitive, motivational, and emotional functions, as well as disorders and their treatment provide a holistic investigation of the human mind as we know it. Prerequisites: None Lecture Hours: 40 Lab Hours: 0 Outside Hours: 20	
SPC2017 - Oral Communications	**4.0 Quarter Credits**
This course is designed to develop students' ability to communicate effectively. Emphasis is placed upon the basic elements of communication in order to strengthen students' interpersonal and professional speaking skills. Prerequisite: None. Lecture Hours: 40. Lab Hours: 0.	

Major Core Courses

BSC 1085 – Anatomy and Physiology I	**4.0 Quarter Credit Hours**
This course is a scientific study of the structure of the human body and its parts including relationships and functions of the integumentary, skeletal, muscular, nervous system, special senses and the endocrine systems. Prerequisites: None Lecture Hours: 40 Lab Hours: 0 Outside Hours: 20	
BSC 2085L - Anatomy & Physiology I Laboratory	**2.0 Quarter Credit Hours**
This course is a scientific study that provides an understanding of the basic concepts and principles of anatomy and physiology through a laboratory experience. It integrates the structure and function of the human body and its parts as related to cells, tissues, skeletal, muscular, nervous systems, sense organs, and stress. Prerequisites: None Lecture Hours: 0 Lab Hours: 40 Outside Hours: 20	
BSC 1086 – Anatomy and Physiology II	**4.0 Quarter Credit Hours**
This course is a study of the structure of the human body and its parts including relationships and functions of the cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems. Prerequisites: BSC 1085 Lecture Hours: 40 Lab Hours: 0 Outside Hours: 20	
BSC 2086L – Anatomy and Physiology II Laboratory	**2.0 Quarter Credit Hours**
This course is a continuation of BSC2085L, which provides a scientific study and understanding of the basic concepts and principles of anatomy and physiology through lecture and laboratory experience. It integrates the structure and function of the human body and its parts as related to blood, nutrition, acid-base balance, fluids and electrolytes, genetics and growth and development. The endocrine, cardiovascular, lymphatic, immune, respiratory, urinary, and reproductive systems will also be studied. Prerequisites: BSC 2085L Lecture Hours: 0 Lab Hours: 40 Outside Hours: 20	
BSC 2130 - Pathophysiology	**4.0 Quarter Credit Hours**
Moving from the molecular and cellular function of the human body, this course will allow the students to examine the body using a systems approach which will emphasize the interrelationships between form and function. Pathophysiology of common diseases and illnesses will be examined and explored. Relationships, functions, and pathology of the cardiovascular, respiratory, gastrointestinal, renal, endocrine, and neurological systems will be analyzed. Prerequisites: BSC 1085, BSC 1086 Lecture Hours: 40 Lab Hours: 0 Outside Hours: 26	

MCB 2000 - Microbiology and Infection Control **4.0 Quarter Credit Hours**
This course is designed to provide the student with an overall understanding of basic microbiology, infection control, disease processes and the body's defenses against them, and wound healing, as well as the terminology associated with each of these areas of concentration. Prerequisite: STS2000 Lecture Hours: 40 Lab Hours: 0 Outside Hours: 20

STS2000 - Strategies for Health Care Professional Success **4.0 Quarter Credit Hours**
This course is designed to prepare students for transition in their health care professional education and life. The course includes introduction to the college and its resources, professionalism, study skills, test-taking skills, critical thinking, medical terminology, abbreviations, math review, communication, teamwork, information technology, learning styles along with written and personal resource management skills. Students will be actively involved in learning and integrating practical applications to promote success. Prerequisites: None Lecture Hours: 40 Lab Hours: 0 Outside Hours: 20

STS2010 - Principles and Practices of Surgical Technology **4.0 Quarter Credit Hours**
This course is designed to provide the student with an overall understanding and orientation to the field of surgical technology. Included in this course are professional responsibilities and relations, interpersonal relationships and communication skills, death and dying, legal and ethical responsibilities, the operating room environment, and safety. Prerequisite: None Lecture Hours: 40 Lab Hours: 0 Outside Hours: 20

STS2020 - Surgical Pharmacology **4.0 Quarter Credit Hours**
This course is designed to provide the student with an overall understanding of the theory and the hands-on applications involved in surgical pharmacology. Prerequisites: STS2000, MAT 1023. Lecture Hours: 40 Lab Hours: 0 Outside Hours: 20

STS2030 - Surgical Technology I **4.0 Quarter Credit Hours**
This course is designed to provide the student with an overall understanding and the hands-on skills involved in following medical and surgical aseptic techniques and in providing basic pre-operative care to the surgical patient. Prerequisites: STS2000, STS2010. Lecture Hours: 30 Lab Hours: 20 Outside Hours: 20

STS2040 - Surgical Technology II **4.0 Quarter Credit Hours**
This course is designed to provide the student with an overall understanding of the theory and the hands-on applications involved in the use and maintenance of surgical instruments and equipment. Robotics, physics and electricity are also introduced. Prerequisite: STS2030. Lecture Hours: 30 Lab Hours: 20 Outside Hours: 20

STS2050 - Surgical Procedures I **6.0 Quarter Credit Hours**
This course is designed to provide the student with an overall understanding of the theory and hands-on applications involved in surgical specialties of General, Obstetrics & Gynecology, Genitourinary, Otorhinolaryngology, and Oral/Maxillofacial surgical specialties. Prerequisites: BCS1085, BSC1086, HSC1529, STS2040 Lecture Hours: 40 Lab Hours: 40 Outside Hours: 20

STS2060 - Surgical Procedures II **6.0 Quarter Credit Hours**
This course is designed to provide the student with an overall understanding of the theory and the hands-on applications involved in surgical procedures of the ear, nose, and throat, ophthalmic surgery, plastic surgery, orthopedic surgery, surgery of the nervous system, thoracic surgery, and cardiovascular and peripheral vascular surgery. Prerequisite: STS2050. Lecture Hours: 40 Lab Hours: 40 Outside Hours: 20

STS2070 - Clinical Rotation I **5.0 Quarter Credit Hours**
This 150-hour course is designed to provide the student with supervised, practical hands-on and observational experiences in the clinical area. As part of the experience, students may rotate throughout various departments within the clinical area. Prerequisite: STS2060. Lecture Hours: 0 Lab Hours: 0 Clinical Hours: 150 Outside Hours: 0

STS2080 - Clinical Rotation II **5.0 Quarter Credit Hours**
This 150-hour course is designed to provide the student with supervised, practical hands-on and observational experiences in the clinical area. As part of the experience, students may rotate throughout various departments within the clinical area including the main operating room, labor and delivery and outpatient surgery. Prerequisites: STS2070. Lecture Hours: 0 Lab Hours: 0 Clinical Hours: 150 Outside Hours: 0

STS2090 - Clinical Rotation III **6.0 Quarter Credit Hours**
This 200-hour course is designed to provide the student with supervised, practical hands-on and observational experiences in the clinical area. As part of the experience, students may rotate throughout various departments within the clinical area including the main operating room labor and delivery and outpatient surgery. Prerequisites: STS2080. Lecture Hours: 0 Lab Hours: 0 Clinical Hours: 200 Outside Hours: 0

STS2100 - Surgical Technologist Certification Examination Review **2.0 Quarter Credit Hours**
This course is designed to guide students in the preparation for the Surgical Technologist Certification Examination. Test-taking strategies will be discussed and implemented with an in-depth review of application level questions that require critical thinking skills. A review will be provided of the Surgical Technologist knowledge, skill, and abilities necessary to provide quality surgical patient care. Prerequisites: STS2070, STS2080. Lecture Hours: 20 Lab Hours: 0 Clinical Hours: 0 Outside Hours: 30

NOTICE: RULES AND CONDITIONS ABOUT EXTERNSHIPS, INTERNSHIPS, PRECEPTORSHIPS, AND CLINICAL COURSES

Depending on the Program, some Programs require multiple weeks of hands-on applied training at an offsite third-party externship, internship, preceptorship, or clinical course (collectively referred to as Externship Training or Externship). Students entering into Externship Training must make arrangements to be available at the times required by their site's and/or the School's educational coordinator or instructor. Student understands that all Externship Training is performed without payment of compensation or any other benefit, and if travel is required, it is the responsibility of Student to secure transportation. Student understands that Student is never an employee or independent contractor of the Externship Training site, or of the School at any time. Student is and always remains a student of the School and as a student at the Externship Training site. Student further understands that Externship Training is provided solely for the benefit of Student as a part of their Program in order for Student to obtain the clinical and observational experience needed to apply for a governmental or other entity license/permit/examination, and/or gain the requisite hands-on experience to qualify for an entry level position in their chosen career field. Students are expected to treat the Externship Training as a hands-on classroom setting, to attend all required Externship Training hours, and to abide by the rules and regulations of the Externship Training site. Excessive absences from Externship Training may result in student's failure of the Program and the inability to graduate at the planned time. Externship Training is held in a variety of settings and locations. Student must accept any Externship Training site to which Student is assigned. The School is only responsible for obtaining one Externship Training site location for Student. A student declining an Externship Training location or who is removed from their Externship Training site for failure to attend, for excessive absences, and/or for failure to abide by the site's rules, regulations and scheduling must either find their own Externship Training site approved by the School or be dismissed, failed or withdrawn from their Program, as solely determined by the School. Student understands that neither the School nor the Externship Training site guarantees, represents, or warrants that Student can apply, be considered for, will obtain or be entitled to any job position at the site where Student had their Externship Training.

CRIMINAL BACKGROUND AND DRUG SCREENING

Successful completion of multiple weeks of hands-on applied training at an offsite third-party externship, internship, preceptorship, or clinical course (collectively referred to as Externship Training) is one of the requirements of all Allied Health programs at Houston Career Institute (HCI). Students enrolling in one of these programs must understand and agree that it is the student's responsibility to determine if any past criminal convictions will prevent them from obtaining any required state license, permit, or registration, from a Texas state board, commission, agency, or from any other governmental entity or non-governmental organization; disqualify them from Externship Training; or deny them future employment. Students agree to promptly advise HCI if their criminal history, occurring at any time prior to or during their enrollment may disqualify them from obtaining any required state or local license, permit or certification; Externship Training; or employment.

All Externship Training locations require students to successfully pass a required criminal history background check and a drug test prior to being allowed on site at such locations. Students enrolling in programs with Externship Training sign an acknowledgement form, consenting and specifically agreeing to have HCI and its designated agents as both a condition prior to their enrollment and at any time during their enrollment undertake all required background checks, and to collect blood, hair, urine and/or saliva samples from the student for all required medical tests to determine the presence or use of alcohol, drugs and controlled substances. If students do not pass any criminal history background check and/or drug test either prior to their enrollment or at any time during their enrollment, then they will be disqualified from being enrolled and taking any Externship Training. In such event, if already enrolled, the students will be subject to being immediately dismissed, failed or withdrawn from their program as solely determined by HCI. Upon the written recommendation of the Campus Director and the written approval of the President, a student who does not pass a drug test may be allowed to re-test 30 days after the original test date. The decision to allow a re-test is made at sole election and complete discretion of the Campus Director and the President, and such decision is final.

DISCLOSURE OF CRIMINAL BACKGROUND AND DRUG SCREENING RESULTS

Upon signing their enrollment agreement, students authorize the School under all applicable federal, state, and local laws and regulations, including, but not limited to, the Family Educational Rights and Privacy Act (FERPA), and the Health Insurance Portability and Accountability Act (HIPAA), to provide the results of student's criminal history background checks and/or drug tests to any Externship Training location and to any governmental and nongovernmental entity that may require any such information in order to apply for any license/permit/examination.

IMMUNIZATIONS

In accordance with their applicable procedures and policies, the state of Texas or any other governmental entity or non-governmental organization, Externship Training locations, and potential employers will also require students to provide proof of immunization and pass a required physical by a doctor.

HOURS AT AN EXTERNSHIP TRAINING LOCATION

Students enrolling in programs with Externship Training should understand that the hours required at Externship Training sites can vary from day to day and from week to week depending on the needs, rules, regulations and scheduling of the location site, including the possibility of required weekend hours, early morning or late evening hours. They should understand that the hours required at Externship Training sites may, at times, conflict with their scheduled classroom hours at HCI. There may be instances where they will need to change their scheduled classroom hours at HCI, for example, morning to afternoon or evening classes, in order to meet the Externship Training requirements of their program.

TUITION AND FEE SCHEDULE

Tuition and Fee Schedule

Effective for all program start dates on or after 2/1/2026

Modular/Clock Hour Programs	Program Length	Clock Hours	Tuition	Books	Uniforms	Reg Fee	Total
Dental Assisting	47 weeks	940 hours	$18,164.00	$419.00	$50.00	$50	$18,683.00
Laboratory Assistant/EKG Technician/Phlebotomist	36 weeks	800 hours	$14,934.00	$629.00	$50.00	$50	$15,663.00
Medical Assistant	36 weeks	800 hours	$13,484.00	$530.00	$50.00	$50	$14,114.00
Commercial Refrigeration, Heating and Air Conditioning	42 weeks	840 hours	$16,435.00	$60.00	$200.00	$50	$16,745.00
Electrical Technician	42 weeks	840 hours	$16,741.00	$547.00	$200.00	$50	$17,538.00

Quarter-Based Programs	Program Length	Credit Units	Tuition (1)	Cost Per Unit (1)	Books, Supplies & Uniform	Reg Fee	Total Program Cost (1)
Surgical Technology (2)	24 months	98 quarter credits	$31,360.00	$320.00	$2,964.00	$100	$34,424.00

(1) Total tuition for a given period of attendance is determined by multiplying the number of credit hours by the cost per credit unit. Total Program Cost does not reflect any subsequent tuition reductions for any transfer credit approved by HCI.

(2) Note: Students enrolling in these programs must also pass the Test of Essential Academic Skills (TEAS) as well as a criminal background check and fingerprinting/drug screening as explained in the admissions section of this catalog. Fees for these procedures will be paid directly by the student to the testing entities. See Admissions Advisor for more details.

Tuition and Fee Schedule

Effective for all program start dates prior to 2/1/2026

Modular/Clock Hour Programs	Program Length	Clock Hours	Tuition	Books	Uniforms	Reg Fee	Total
Dental Assisting	47 weeks	940 hours	$18,164.00	$746.00	$50.00	$50	$19,010.00
Laboratory Assistant/EKG Technician/Phlebotomist	36 weeks	800 hours	$14,934.00	$566.00	$50.00	$50	$15,600.00
Medical Assistant	36 weeks	800 hours	$13,484.00	$501.00	$50.00	$50	$14,085.00
Commercial Refrigeration, Heating and Air Conditioning	42 weeks	840 hours	$16,285.00	$50.00	$200.00	$50	$16,585.00
Electrical Technician	42 weeks	840 hours	$16,591.00	$449.00	$200.00	$50	$17,290.00

Quarter-Based Programs	Program Length	Credit Units	Tuition (1)	Cost Per Unit (1)	Books, Supplies & Uniform	Reg Fee	Total Program Cost (1)
Surgical Technology (2)	24 months	98 quarter credits	$31,360.00	$320.00	$2,964.00	$100	$34,424.00

(1) Total tuition for a given period of attendance is determined by multiplying the number of credit hours by the cost per credit unit. Total Program Cost does not reflect any subsequent tuition reductions for any transfer credit approved by HCI.

(2) Note: Students enrolling in these programs must also pass the Test of Essential Academic Skills (TEAS) as well as a criminal background check and fingerprinting/drug screening as explained in the admissions section of this catalog. Fees for these procedures will be paid directly by the student to the testing entities. See Admissions Advisor for more details.

Estimate of Monthly Indirect Costs While Attending HCI

Houston Career Institute does not offer housing, meal plans or transportation for students. In order to help you better plan your budget, the following is an estimate of the monthly expenses students may expect for these indirect costs while attending HCI.

	Room & Board	Personal Expenses	Transportation	Total
Living Off Campus	$1,017	$412	$149.00	$1,578
Living with Parents	$393	$220	$149.00	$762

OPERATING HOURS

Office Hours		
8:00 AM to	7:00 PM	Monday through Thursday
8:00 AM to	5:00 PM	Friday
Class Hours		
8:00 AM to	10:30 PM	Monday through Thursday
8:00 AM to	1:00 PM	Friday

ACADEMIC CALENDARS

Please note: The end dates for any program with no online or distance-based attendance or academic requirements will be the Friday immediately preceding the end date listed in all of the calendars below.

MODULAR/CLOCK HOUR PROGRAMS

Modular/Clock Hour Student 2026 Holiday/Breaks		
Holiday/Student Breaks	**Start Dates**	**End Dates**
Memorial Day	5/25/2026	5/25/2026
Independence Day	7/3/2026	7/3/2026
Labor Day	9/7/2026	9/7/2026
Veterans' Day	11/11/2026	11/11/2026
Thanksgiving	11/26/2026	11/27/2026
Christmas & New Year Holidays	12/21/2026	1/1/2027

Medical Assistant and Laboratory Assistant/EKG Technician/ Phlebotomist 2026 Calendar	
Start Dates	**Graduation Dates**
1/19/2026	9/25/2026
2/16/2026	10/23/2026
3/16/2026	11/20/2026
4/13/2026	12/18/2026
5/11/2026	1/29/2027
6/8/2026	2/26/2027
7/6/2026	3/26/2027
8/3/2026	4/23/2027
8/31/2026	5/21/2027
9/28/2026	6/18/2027
10/26/2026	7/16/2027
11/23/2026	8/13/2027

Dental Assisting 2026 Calendar	
Start Dates	**Graduation Dates**
1/19/2026	12/11/2026
2/16/2026	1/22/2027
3/16/2026	2/19/2027
4/13/2026	3/19/2027
5/11/2026	4/16/2027
6/8/2026	5/14/2027
7/6/2026	6/11/2027
8/3/2026	7/9/2027
8/31/2026	8/6/2027
9/28/2026	9/3/2027
10/26/2026	10/1/2027
11/23/2026	10/29/2027

Electrical Technician and Commercial Refrigeration, Heating & Air Conditioning 2026 Calendar	
Start Dates	**Graduation Dates**
1/26/2026	11/12/2026
3/9/2026	1/7/2027
4/20/2026	2/18/2027
6/1/2026	4/1/2027
7/13/2026	5/13/2027
8/24/2026	6/24/2027
10/5/2026	8/5/2027
11/16/2026	9/16/2027

Class Schedule:
Classes for all modular/clock hour programs meet Monday through Thursday for 5 hours each day or evening. Whenever a holiday falls on a Monday, classes will meet Tuesday through Friday for that week to make up. For holidays that occur on a fixed numerical date (i.e. Independence Day, etc.), consult the school for the corresponding makeup date.

Classes are scheduled as follows:

Morning Session: 8:00 am-1:00 pm

8:00 am – 8:50 am (Class time)

8:50 am – 9:00 am (10 min break)

9:00 am –9:50 am (Class time)

Evening Session: 5:30 pm-10:30 pm

5:30 pm – 6:20 pm (Class time)

6:20 pm – 6:30 pm (10 min break)

6:30 pm – 7:20 pm (Class time)

9:50 am – 10:10 am (20 min break)

10:10 am –11:00 am (Class time)

11:00 am – 11:10 am (10 min break)

11:10 am – 12:00 pm (Class time)

12:00 pm – 12:10 pm (10 min break)

12:10 pm – 1:00 pm (Class time)

7:20 pm – 7:40 pm (20 min break)

7:40 pm – 8:30 pm (Class time)

8:30 pm – 8:40 pm (10 min break)

8:40 pm – 9:30 pm (Class time)

9:30 pm – 9:40 pm (10 min break)

9:40 pm – 10:30 pm (class time)

QUARTER-BASED PROGRAMS

Please Note: HCI is not enrolling students in the Surgical Technology program at this time. Please ask Admissions for anticipated start dates.

Academic Year 2026		
Winter Term Starts		January 19, 2026
Winter Term Add/Drop Deadline 6 week1 courses		January 25, 2026
Winter Term Add/Drop Deadline 12 week courses		January 25, 2026
Mini-Term Starts		March 2, 2026
Mini-Term Add/Drop Deadline		March 8, 2026
Winter Term Ends		April 12, 2026
Spring Term Starts		April 13, 2026
Spring Term Add/Drop Deadline 6 week1 courses		April 19, 2026
Spring Term Add/Drop Deadline 12 week courses		April 19, 2026
Memorial Day Holiday		May 25, 2026
Mini-Term Starts		May 25, 2026
Mini-Term Add/Drop Deadline		May 31, 2026
Independence Day		July 3, 2026
Spring Term Ends		July 5, 2026
Summer Vacation	From:	July 6, 2026
	To:	July 12, 2026
Summer Term Starts		July 13, 2026
Summer Term Add/Drop Deadline 6 week1 courses		July 19, 2026
Summer Term Add/Drop Deadline 12 week courses		July 19, 2026
Mini-Term Starts		August 24, 2026
Mini-Term Add/Drop Deadline		August 30, 2026
Labor Day Holiday		September 7, 2026
Summer Term Ends		October 4, 2026
Fall Break	From:	October 5, 2026
	To:	October 11, 2026
Fall Term Starts		October 12, 2026
Fall Term Add/Drop Deadline 6 week1 courses		October 18, 2026
Fall Term Add/Drop Deadline 12 week courses		October 18, 2026
Veteran's Day Holiday		November 11, 2026
Mini-Term Starts		November 23, 2026
Thanksgiving Day Holiday	From:	November 26, 2026
	To:	November 27, 2026
Mini-Term Add/Drop Deadline		November 29, 2026
Winter Holiday	From:	December 21, 2026
	To:	January 1, 2027
Fall Term ends		January 17, 2027

Academic Year 2027		
Winter Term Starts		January 18, 2027
Winter Term Add/Drop Deadline 6 week1 courses		January 24, 2027
Winter Term Add/Drop Deadline 12 week courses		January 24, 2027
Mini-Term Starts		March 1, 2027
Mini-Term Add/Drop Deadline		March 7, 2027
Winter Term Ends		April 11, 2027
Spring Term Starts		April 12, 2027
Spring Term Add/Drop Deadline 6 week1 courses		April 18, 2027
Spring Term Add/Drop Deadline 12 week courses		April 18, 2027
Mini-Term Starts		May 24, 2027
Mini-Term Add/Drop Deadline		May 30, 2027
Memorial Day Holiday		May 31, 2027
Spring Term Ends		July 4, 2027
Independence Day Holiday		July 5, 2027
Summer Vacation	From:	July 5, 2027
	To:	July 11, 2027
Summer Term Starts		July 12, 2027
Summer Term Add/Drop Deadline 6 week1 courses		July 18, 2027
Summer Term Add/Drop Deadline 12 week courses		July 18, 2027
Mini-Term Starts		August 23, 2027
Mini-Term Add/Drop Deadline		August 29, 2027
Labor Day Holiday		September 6, 2027
Summer Term Ends		October 3, 2027
Fall Break	From:	October 4, 2027
	To:	October 10, 2027
Fall Term Starts		October 11, 2027
Fall Term Add/Drop Deadline 6 week1 courses		October 17, 2027
Fall Term Add/Drop Deadline 12 week courses		October 17, 2027
Veteran's Day Holiday		November 11, 2027
Mini-Term Starts		November 22, 2027
Thanksgiving Day Holiday	From:	November 25, 2027
	To:	November 26, 2027
Mini-Term Add/Drop Deadline		November 28, 2027
Winter Holiday	From:	December 18, 2027
	To:	January 2, 2028
Fall Term ends		January 16, 2028

Academic Year 2028		
Winter Term Starts		January 17, 2028
Winter Term Add/Drop Deadline 6 week1 courses		January 23, 2028
Winter Term Add/Drop Deadline 12 week courses		January 23, 2028
Mini-Term Starts		February 28, 2028
Mini-Term Add/Drop Deadline		March 5, 2028
Winter Term Ends		April 9, 2028
Spring Term Starts		April 10, 2028
Spring Term Add/Drop Deadline 6 week1 courses		April 16, 2028
Spring Term Add/Drop Deadline 12 week courses		April 16, 2028
Mini-Term Starts		May 22, 2028
Mini-Term Add/Drop Deadline		May 28, 2028
Memorial Day Holiday		May 29, 2028
Spring Term Ends		July 2, 2028
Independence Day Holiday		July 4, 2028
Summer Vacation	From:	July 3, 2028
	To:	July 9, 2028
Summer Term Starts		July 10, 2028
Summer Term Add/Drop Deadline 6 week1 courses		July 16, 2028
Summer Term Add/Drop Deadline 12 week courses		July 16, 2028
Mini-Term Starts		August 21, 2028
Mini-Term Add/Drop Deadline		August 28, 2028
Labor Day Holiday		September 4, 2028
Summer Term Ends		October 1, 2028
Fall Break	From:	October 2, 2028
	To:	October 8, 2028
Fall Term Starts		October 9, 2028
Fall Term Add/Drop Deadline 6 week1 courses		October 15, 2028
Fall Term Add/Drop Deadline 12 week courses		October 15, 2028
Veteran's Day Holiday		November 10, 2028
Mini-Term Starts		November 20, 2028
Thanksgiving Day Holiday	From:	November 23, 2028
	To:	November 24, 2028
Mini-Term Add/Drop Deadline		November 26, 2028
Winter Holiday	From:	December 16, 2028
	To:	January 1, 2029
Fall Term ends		January 14, 2029

ADMINISTRATION AND FACULTY

Houston Career Institute Campus Staff & Faculty	
Keith A. Cravens	Houston Career Institute Campus Director
Dr. Melanie Roberts	Director of Education
Vacant	Career Services Director
Sherrell Gabriel	Career Services Coordinator
Revha Jones	Externship Coordinator
Judy White	Registrar, Receptionist
Juquita Adams	Receptionist
Syrus Tolentino	IT Tech Tier I
Financial Aid & Business Office	
Andrew Cardenas	Regional Financial Aid Director
Ianna Kizer	Sr. Financial Aid Officer
DeAnn Buchanan	Financial Aid Officer
Saina Thomas	Business Office (Intern)
Admissions	
Shaquasha Chambers	Admissions Representative
Sherrell Gabriel	Admissions Representative
Lisa Lewis	Admissions Representative
Anabel Padron	Admissions Representative
Teresa Stafford-Nagbe	Admissions Representative
Instructors	
Thomas Davis	Trades Programs Chairperson, Instructor
Kenneth Cain	Electrical Technician instructor
Johnnie R. Gibbs	Electrical Technician instructor
Carla Moore	Electrical Technician instructor
Sergio Perez	HVAC Instructor
Abel Villanueva	HVAC Instructor
Ryan Elizando	Substitute HVAC Instructor
Tequila Arterberry	Allied Health Instructor
Briel Bonner	Allied Health Instructor
Demetria Brown	Allied Health Instructor
Angela Harrid	Allied Health Instructor
Brandon Whitman	Allied Health Instructor
TaNeisha Raven	Substitute Allied Health Instructor
Tezzra Williams	Dental Assisting Program Chair, Instructor
Evelyn Glenn	Dental Assisting Instructor

You may contact staff at: (713) 568-0247 or 9700 Bissonnet St #1400, Houston, TX 77036

Education Department Biographies and Qualifications

Keith A. Cravens, Campus Director
Mr. Cravens has over 30 years of experience in vocational education with roles in admissions, career placement, administration, and campus leadership. He has extensive experience with both traditional on-ground and hybrid online education. Previous positions include Campus Director of Gwinnett College in Marietta, GA, Campus Director of Interactive College of Technology, in Pasadena, TX, and several positions with Southern Careers Institute campuses in Texas.

Dr. Melanie Roberts, Director of Education
Dr. Roberts has over twenty-five years of experience as a medical physician. She has a strong background in healthcare education with extensive teaching experience in a variety of allied health disciplines, including phlebotomy. Melanie has also served in the Career Services Department supporting student success and job placement.

Thomas Davis, Trades Programs Chairperson, Instructor
Mr. Davis has over a decade of experience in the HAVC and Electrician fields. He has been an Electrician and HVAC Instructor since 2015 and served as the Acting Trades Program Chair at Altierus Career College in Houston. Mr. Davis earned an A.S. Degree in Social Science, along with his HVAC-R Certificate, from Central Texas College, and an A.A.S. Degree in Electronics from Lee College.

Kenneth Cain, Electrical Technician Instructor
Mr. Cain is a Journeyman Electrician with over twelve years' experience as an electrician including positions as a site Foreman and crew manager. Mr. Cain is very active in the ministry and community outreach.

Johnnie R. Gibbs, Electrical Technician instructor
Mr. Gibbs is a Master Electrician with over 20 years of industry experience. He holds a number of certificates from San Jacinto College District in Pasadena, TX, in subjects including Electrical Code and test Equipment, Electrical Layout, and Electrical Calculations.

Carla Moore, Electrical Technician instructor
Ms. Moore has nearly 15 year of experience in construction, electrical systems and apprenticeship training. She holds a Construction Technology Certificate from Craft Labor and an Electrician/HVAC Certificate from Mike Holt Enterprises.

Sergio Perez, HVAC Instructor
Mr. Perez has an Associate Degree in Electrical Engineering Technology from ITT Tech and an associate degree from Florida Career College in HVAC Technology, with nine years of experience in Building Maintenance including electrical and HVAC installation and repair. He has three years' teaching in the Trades.

Abel Villanueva, HVAC Instructor
Mr. Villanueva possesses EPA Universal Certification and TDL Certification with over thirteen years' experience in both commercial and reside3ntial HVAC service, installation and repair.

Ryan Elizondo, Substitute HVAC Instructor
Mr. Elizondo has an AAS Business Management from Houston Community College and 12 years of field experience installing and servicing residential, commercial, and marine HVAC equipment.

Tequila Arterberry, Allied Health Instructor
Ms. Arterberry has seven years of experience as Phlebotomist and Medical Office Assistant, including experience training phlebotomy staff as a Phlebotomy Supervisor. She earned a Bachelor of Science in Public Health: Health Policy and Administration from the University of Southern Mississippi.

Briel Bonner, Allied Health Instructor
Ms. Bonner is a Registered Medical Assistant and Certified CPR Instructor with eight years' experience in professional healthcare as a Medical Assistant. She has a Certificate in Medical Assisting from Community Care College in Tulsa, OK.

Demetria Brown, Allied Health Instructor
MS. Brown holds a Medical Assistant Diploma from Standford Brown as a Registered Medical Assistant. She has twenty years' experience as a Medical Assistant including eleven years as a clinical supervisor.

Angela Harrid, Allied Health Instructor
Ms. Harrid has a Bachelor of Science in Psychology with minors in Sociology and Biology from Arizona State University. She has eight years' experience in healthcare sciences and research including phlebotomy and laboratory work and is a Certified CPR and First Aid Instructor.

Brandon Whitman, Allied Health Instructor
Mr. Whitman has eight years of professional experience in the medical field, with positions that include a phlebotomist, patient care technician, and lab technician. He has an Associate of Science Degree in Health and Medical Sciences from Houston Community College and a Bachelor of Nursing from Chamberlin University, Houston, TX.

TaNeisha Raven, Substitute Allied Health Instructor
Ms. Raven is a certified Medical Assistant/Phlebotomy Technician and a Certified Phlebotomy Instructor with more than 10 years' experience in the field. Her previous positions include Donor Floor Technician Supervisor with Octapharma Plasma in Houston, Phlebotomist/Patient Service Representative with Quest Diagnostic in Pensacola, FL, and Phlebotomist Technician/Supervisor with All Medical Personnel in Houston.

Tezzra Williams, Dental Assisting Chairperson & Instructor
Ms. Williams has been teaching at the post-secondary level since 2012. Additionally, Ms. Williams has work as a patient coordinator, dental assistant, and financial coordinator and holds a Dental Assisting diploma.

Evelyn Glenn, Dental Assisting Instructor
Ms. Glennis a Registered Dental Assistant with over 20 years of professional experience in the Houston area. She holds additional certificates in Radiation Safety and Infection Control, as well as CPR and First Aid.

STATEMENT OF OWNERSHIP

Nevada Career Education, Inc., does business as Houston Career Institute.

Nevada Career Education, Inc. is a wholly owned subsidiary of Mikhail Education Corporation. Corporate offices are located at: 5150 S. Decatur Blvd. Las Vegas, NV 89118

Corporate Officers	
Peter Mikhail	CEO & CFO
Sally Bemis	COO & Secretary

ADDENDUM A: 2026 HOUSTON CAREER INSTITUTE ANNUAL SAFETY AND SECURITY REPORT

Including Clery Act Disclosures of Campus Security Policy and Crime Statistics
(Houston, Texas)

Including Calendar Year 2023, 2024 and 2025 Crime Statistics

To maintain compliance with Jeanne Clery Campus Safety Act ("Clery Act") and related Higher Education Act ("HEA") requirements, and in an effort to continuously promote and improve safety and security measures on campus, Houston Career Institute ("HCI") collects and publishes information regarding its current safety and security policies, victim services and crime statistics. Once collected, the information is presented annually in this Annual Safety and Security Report ("Report") to prospective and current students, faculty, staff and the public. **Any questions about this Report should be directed to the HCI Campus Director, Keith Cravens at (713) 568-0247, kcravens@houstoncareerinstitute.com, 9700 Bissonnet, St #1400, Houston, TX 77036.**

I. COMPLETION AND DISSEMINATION OF THE REPORT

Prior to October 1 of each year, HCI compiles this Report based on crime, arrest and referral information obtained from local law enforcement agencies and as reported to Campus Director Keith Cravens, who also serves as the Title IX Coordinator and Campus Security Authority. Keith Cravens can be reached at **(713) 568-0247, kcravens@houstoncareerinstitute.com, 9700 Bissonnet, St #1400, Houston, TX 77036.** All crime statistics contained in this Report are for Clery Act reportable crimes occurring on HCI's campus, as defined by 34 C.F.R. § 668.46(a), and on public property, including thoroughfares, streets, sidewalks, and parking facilities, within the campus or immediately adjacent to or accessible from the campus. HCI's physical campus includes approximately 60,000 square feet of dedicated space within a building shared by several businesses, located at **9700 Bissonnet, St #1400, Houston, TX 77036,** and the surrounding parking lot shared by all of the businesses**.** The Report also includes HCI's current policies required pursuant to the current version of 34 C.F.R. § 668.46 and the Jeanne Clery Campus Safety Act (Clery Act), as amended by the Violence Against Women Reauthorization Act of 2013 (VAWA), Pub. Law 113--4.

HCI annually (prior to October 1 of each year) distributes this Report, inclusive of crime statistics, campus policies, and grievance procedures, and/or provides a notification to all enrolled students and current employees that the current version of the Report has been posted to https://houstoncareerinstitute.edu/consumer-information/ and that a paper copy of the Report will be provided at no cost upon request. Distribution methods for the Report and/or the notification include classroom/office distribution, U.S. Postal Service delivery, and/or electronic mail or text. The Admissions Department provides written notice to all prospective students prior to enrollment regarding the availability and location of the Report. The Human Resources Department provides all prospective employees with information regarding the availability and location of the Report. All prospective employees may receive a copy of the Report by calling the Campus Director. In addition, a copy of the current Report is available to the public on HCI's website at https://houstoncareerinstitute.edu/consumer-information/. The crime statistics contained in this Report, as reported annually to the U.S. Secretary of Education, can also be viewed by searching under HCI's name in the Department of Education's Campus Safety and Security Data located at https://ope.ed.gov/campussafety/#/.

II. POLICIES FOR REPORTING AND RESPONDING TO CRIME AND EMERGENCIES

A. STUDENT, FACULTY AND STAFF REPORTING PROCEDURES

1. Reporting Emergencies

"Emergency" includes any dangerous situation involving immediate threat to the health or safety of students, faculty, staff or guests occurring on or near the campus, including fire. Upon observing or involvement in any type of emergency, students, faculty, staff and guests should immediately **call 911**. If possible, information about the emergency should also be communicated immediately to the Campus Director, Keith Cravens, who can be reached

at **(713) 568-0247, kcravens@houstoncareerinstitute.com, 9700 Bissonnet, St #1400, Houston, TX 77036** and/or to other available HCI staff for purposes of expediting HCI's Emergency Response and Evaluation Procedures as set forth in Section II.B.3 of this Report.

2. Reporting Crimes

Crimes occurring on campus or in areas immediately adjacent to or accessible from the campus (as defined above) should be reported by students, faculty and staff to the Campus Director or his/her designee. The categories of crimes that are tracked in the crime statistics published in the Annual Security Report: criminal homicide, murder and non-negligent manslaughter, manslaughter by negligence, rape, fondling, incest, statutory rape, dating violence, domestic violence, stalking, hate crimes, robbery, aggravated assault, burglary, motor vehicle theft, arson, drug and alcohol violations, illegal weapons possession, and hazing. Incidents involving sexual harassment or a sexual offense should be reported to the Campus Director, serving in the capacity of the Title IX Coordinator. Where there is any question about whether an incident is a crime, a report should be made to the Campus Director or his/her designee for assistance in determining the nature of the incident. Witnesses or victims of crimes may report crimes on a voluntary, confidential basis for inclusion in HCI's annual crime statistics reporting by contacting the Campus Director.

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

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

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

B. INSTITUTIONAL RESPONSE PROCEDURES

1. Response to Reports of Crime or Emergency

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

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

2. Timely Warning of Reported Crime

All decisions concerning the issuance of a campus wide "timely warning" will be made on case-by-case basis. In the event that HCI receives notice of a crime reportable pursuant to the Clery Act, either on campus or on public property within the campus or immediately adjacent to or accessible from the campus, that, in the judgment of the Campus Director or his/her designee, constitutes an ongoing or continuing threat to students and employees, a

timely warning will be issued as soon as pertinent information is available and/or confirmable. Depending on the particular circumstances of the crime/situation, especially in all situations that could pose an immediate threat to students and employees, HCI will post the timely warning via one or more of the following means of communication: classroom notification, email or text message, online notification, the HCI website, social media, and/or verbal or written notice. The specific mean(s) of communication used will be those determined to be the most effective at reaching the campus community quickly given the nature and timing of the warning, as determined by the Campus Director or his/her designee. The warning will withhold as confidential the names and other identifying information of the victims.

Anyone with information warranting a timely warning should report the circumstances to the Campus Director or his/her designee by phone at (713) 568-0247 or in person.

3. Emergency Response and Evacuation Procedures

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

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

HCI publishes maps of the campus showing the school's emergency evacuation routes in every classroom and at other gathering places for students, faculty, and staff. The school tests the emergency response and evacuation procedures on at least an annual basis, including announced or unannounced tests. Additionally, the school tests its fire sprinklers and alarms on an annual basis.

III. SCHOOL CLOSURES OR DELAYS – NON-EMERGENCY

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

IV. POLICY STATEMENT ADDRESSING COUNSELORS AND COUNSELING SERVICES

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

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

HCI does not maintain residential facilities and does not have any officially recognized student organizations with noncampus locations. During business hours (8 am to 10:45 pm Monday-Thursday, 8 am to 5 pm Friday, and as may be scheduled on Saturday for labs) the campus building is accessible to staff, faculty and/or students via their school-issued badge. Visitors without a badge can only access the campus through the main entrance where front desk staff log their entry and control their access to the rest of the campus. During non-business only authorized campus and executive staff badges have access, as well as cleaning staff who are provided with a key and alarm code. For monitoring purposes, security cameras are posted throughout the campus for maximum coverage. Additional campus security measures include an alarm system, environmental sensors, and panic buttons for front desk staff. HCI evaluates its security policies regarding campus facilities annually.

VI. CAMPUS LAW ENFORCEMENT AND RELATED POLICIES

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

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

VII. SECURITY AWARENESS AND CRIME PREVENTION PROGRAMS

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

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

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

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

The consumption and/or possession of any alcoholic beverage by any person younger than 21 years of age is forbidden as provided by state law. HCI prohibits the use, possession, manufacture, sale or distribution by its students, faculty and staff of any illegal drug. This includes all forms of marijuana and synthetic marijuana, regardless of the legality of either substance. A state's legalization of marijuana and/or the possession of a legitimate medical marijuana card are not accepted as exceptions to this policy. Under federal law marijuana remains classified as a Schedule I drug and its possession and use by any individual, regardless of age, are prohibited. Students, faculty and staff are reminded that unlawful possession, distribution or use of alcohol or illegal drugs may subject individuals to criminal prosecution. HCI may refer violation of prescribed conduct to the appropriate authorities for prosecution in connection with federal and state laws.

IX. POLICY REGARDING SEXUAL HARASSMENT AND SEX OFFENSES

HCI policy prohibits harassment or discrimination based on race, religion, creed, national origin, ethnicity, ancestry, color, sex, military or veteran status, physical or mental disability, mental condition, marital status, age, sexual orientation, gender, gender identity or expression, genetic information or any other basis protected by federal, state or local law. Additionally, in accordance with Title IX of the Education Amendments of 1972, the School prohibits discrimination based on sex, which includes sexual harassment and sexual violence, and the Institution has jurisdiction over Title IX complaints. To the extent that an employee or contract worker is not satisfied with HCI's handling of a sexual harassment or discrimination complaint, he or she may also contact the appropriate state or federal enforcement agency for legal relief.

HCI is committed to creating and maintaining an educational climate that is free from all forms of sex discrimination, including sexual offenses of all types. Students, faculty and staff should be aware that discrimination and/or other harassment based on sex, gender identity or sexual orientation is unacceptable. HCI prohibits dating violence, domestic violence, sexual assault, and stalking as defined below. To fulfill its educational mission, HCI has designated Keith Cravens, Campus Director, as its representative to coordinate HCI's compliance with Title IX of the Education Amendments of 1972, as amended, and the Clery Act. **Students, faculty or staff who feel that they have been the victim of sex harassment, sex discrimination, sexual violence or other sexual offenses should contact the Title IX Coordinator at (713) 568-0247, kcravens@houstoncareerinstitute.com, 9700 Bissonnet, St #1400, Houston, TX 77036, and follow the procedures outlined in this section (IX).** For grievances other than those related to Title IX, students should follow the procedure outlined in the Notice of Student Rights in the School Catalog.

Confidentiality

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

When a victim ("Complainant") specifically requests confidentiality, the School will generally grant the request, and will make every reasonable effort to provide appropriate accommodations or protective measures to the Complainant and to conduct a meaningful investigation. However, the Complainant must understand that HCI's ability to meaningfully investigate the incident and pursue disciplinary action against the Respondent may be limited. In such cases and in cases a Complainant discloses an incident but requests that no formal investigation be conducted or disciplinary action taken, HCI will take the request seriously, but must weigh that request against its obligation to provide a safe and nondiscriminatory environment for all the entire campus community, including for the Complainant.

In determining whether to disclose a Complainant's identity or proceed to an investigation over the objection of the Complainant, the institution will consider whether any of the following apply:

1. There are multiple or prior reports of sexual misconduct against the Respondent.

2. The Respondent reportedly used a weapon, physical restraints, or engaged in battery.
3. The Respondent is a faculty or staff member with oversight of students.
4. There is a power imbalance between the Complainant and Respondent.
5. The Complainant believes that the Complainant will be less safe if the Complainant's name is disclosed or an investigation is conducted.
6. The institution is able to conduct a thorough investigation and obtain relevant evidence in the absence of the Complainant's cooperation.

If the School determines that it must disclose the Complainant's identity to the Respondent or proceed with an investigation, the Complainant will be notified prior to making this disclosure or initiating the investigation. Under these circumstances, the School will also take immediate steps to provide for the safety of the Complainant where appropriate. In the event the Complainant requests that the School inform the Respondent that the Complainant asked the School not to investigate or seek discipline, the School shall honor this request.

If the institution determines that it can honor the student's request for confidentiality, it shall still take reasonable steps to respond to the complaint, consistent with the request, to limit the effects of the alleged sexual harassment and prevent its recurrence without initiating formal action against the alleged perpetrator or revealing the identity of the Complainant. These steps may include increased monitoring, supervision, or security at locations or activities where the alleged misconduct occurred; providing additional training and education materials for students and employees; or conducting climate surveys regarding sexual violence. The institution shall also take immediate steps to provide for the safety of the Complainant while keeping the Complainant's identity confidential as appropriate. These steps may include changing course schedules, assignments, or tests. The Complainant shall be notified that the steps the institution will take to respond to the complaint will be limited by the request for confidentiality.

No student, faculty or staff will be subjected to retaliation, threats, intimidation, coercion or otherwise discriminated against by members of the HCI community as a result of filing a Title IX report or grievance, or by serving as a witness or otherwise assisting in a Title IX grievance procedure. Anyone experiencing retaliation should report the incident to the Title IX Coordinator. Additionally, a Complainant or witness who participates in an investigation of sexual assault, domestic violence, dating violence, or stalking will not be subject to disciplinary sanctions for a violation of the institution's conduct policies at or near the time of the incident, unless the institution determines that the violation was egregious, including, but not limited to, an action that places the health or safety of any other person at risk or involves plagiarism, cheating, or academic dishonesty.

Sexual Harassment and Sexual Offenses

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

Any student or staff member who feels that he or she is the victim of sexual harassment or a sexual offense has the right to seek redress of the grievance pursuant to the HCI Title IX Policy. Substantiated accusations may result in disciplinary action against the offender, up to and including termination of the employee's employment or the student's enrollment. In addition, complainants who make accusations of sexual harassment or a sexual offense in bad faith may be subject to equivalent disciplinary action.

Key Definitions

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

Sexual violence means physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent. A number of acts fall into the category, including sexual assault or harassment based on sexual orientation, domestic violence, dating violence, and stalking. Alleged sexual violence against another may also

constitute a crime resulting in an additional, independent law enforcement investigation falling outside of this Grievance Policy. These acts will not be tolerated at HCI as such acts are inappropriate and create an environment contrary to the goals and mission of HCI. Any such acts will be thoroughly investigated and will subject an individual to appropriate disciplinary sanctions and/or possible action by appropriate law enforcement agencies.

Sexual assault is defined as any sexual act directed against another person, without consent of the victim, including instances where the victim is incapable of giving consent. Sexual assault includes any offense that meets the definition of rape, fondling, incest and statutory rape as used in the Federal Bureau of Investigation's Uniform Crime Reporting[1] program and as set forth in Appendix A to Subpart D of Title 34 of the Code of Federal Regulations, Part 668, which defines each offense as follows:

> **Rape** is the penetration, no matter how slight, of the vagina or anus, with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim. This offense includes the rape of both males and females.
>
> **Fondling** is the touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity.
>
> **Incest** is sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
>
> **Statutory Rape** is sexual intercourse with a person who is under the statutory age of consent.

Sexual assault is defined in the Texas Sexual Assault statute (Penal Code, Title 5, Chapter 22, Section 22.011) as: A person commits an offense if the person intentionally or knowingly (1) causes the penetration of the anus or sexual organ of another person by any means, without that person's consent; (2) causes the penetration of the mouth of another person by the sexual organ of the actor, without that person's consent; or (3) causes the sexual organ of another person, without that person's consent, to contact or penetrate the mouth, anus, or sexual organ of another person, including the actor. A person also commits an offense if, regardless of whether the person knows the age of the child at the time of the offense, the person intentionally or knowingly (1) causes the penetration of the anus or sexual organ of a child by any means; (2) causes the penetration of the mouth of a child by the sexual organ of the actor; (3) causes the sexual organ of a child to contact or penetrate the mouth, anus, or sexual organ of another person, including the actor; (4) causes the anus of a child to contact the mouth, anus, or sexual organ of another person, including the actor; or (5) causes the mouth of a child to contact the anus or sexual organ of another person, including the actor.

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

Texas does not define "Domestic Violence." However, Texas Family Code, Section 71.004 defines "Family Violence" as an act by a member of a family or household against another member of the family or household that is intended to result in physical harm, bodily injury, assault, or sexual assault or that is a threat that reasonably places the member in fear of imminent physical harm, bodily injury, assault, or sexual assault, but does not include defensive measures to protect oneself. Texas Family Code, Title 4, Section 71.005 defines "household" as a unit composed of persons living together in the same dwelling, without regard to whether they are related to each other.

Dating violence means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on the reporting party's statement and with consideration of the following factors: the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. Dating violence

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

includes, but is not limited to, sexual or physical abuse or threat of such abuse, and dating violence does not include acts covered under the definition of domestic violence.

Dating Violence is defined in Texas Family Code, Section 71.0021 as an act, other than a defensive measure to protect oneself, by an actor that is against a victim with whom that person has or has had a dating relationship, or because of the victim's marriage to or dating relationship with an individual with whom the actor is or has been in a dating relationship or marriage, and that is intended to result in physical harm, bodily injury, assault, or sexual assault or that is a threat that reasonably places the individual in fear of imminent physical harm, bodily injury, assault, or sexual assault. Under this same Section "dating relationship" means a relationship between individuals who have or have had a continuing relationship of a romantic or intimate nature. The existence of such a relationship shall be determined based on consideration of: (1) the length of the relationship; (2) the nature of the relationship; and (3) the frequency and type of interaction between the persons involved in the relationship. A casual acquaintanceship or ordinary fraternization in a business or social context does not constitute a "dating relationship".

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

Stalking is defined in Texas Penal Code Section 42.072. A person commits an offense if the person, on more than one occasion and pursuant to the same scheme or course of conduct that is directed specifically at another person, knowingly engages in conduct that: (1) constitutes the offense of Harassment under Section 42.07, or that the actor knows or reasonably should know the other person will regard as threatening bodily injury or death for the other person; bodily injury or death for a member of the other person's family or household or for an individual with whom the other person has a dating relationship; or that an offense will be committed against the other person's property; (2) causes the other person, a member of the other person's family or household, or an individual with whom the other person has a dating relationship to be placed in fear of bodily injury or death or in fear that an offense will be committed against the other person's property, or to feel harassed, annoyed, alarmed, abused, tormented, embarrassed, or offended; and (3) would cause a reasonable person to; fear bodily injury or death for himself or herself; fear bodily injury or death for a member of the person's family or household or for an individual with whom the person has a dating relationship; fear that an offense will be committed against the person's property; or feel harassed, annoyed, alarmed, abused, tormented, embarrassed, or offended.

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

Texas Penal Code, Section 1.07 defines "consent" as assent in fact, whether express or apparent. Further, under Texas Penal Code, Section 22.011, a sexual assault is without the consent of the other person if (1) the actor compels the other person to submit or participate by the use of physical force, violence, or coercion; (2) the actor compels the other person to submit or participate by threatening to use force or violence against the other person or to cause harm to the other person, and the other person believes that the actor has the present ability to execute the threat; (3) the other person has not consented and the actor knows the other person is unconscious or physically unable to resist; (4) the actor knows that as a result of mental disease or defect the other person is at the time of the sexual assault incapable either of appraising the nature of the act or of resisting it; (5) the other person has not consented and the actor knows the other person is unaware that the sexual assault is occurring; (6) the actor has intentionally impaired the other person's power to appraise or control the other person's conduct by administering any substance without the other person's knowledge; (7) the actor compels the other person to submit or participate by threatening to use force or violence against any person, and the other person believes that the actor has the ability to execute the threat; (8) the actor is a public servant who coerces the other person to submit or participate; (9) the actor is a mental health services provider or a health care services provider who causes the other person, who is a patient or former patient of the actor, to submit or participate by exploiting the other person's emotional dependency on the actor; (10) the actor is a clergyman who causes the other person to submit or participate by

exploiting the other person's emotional dependency on the clergyman in the clergyman's professional character as spiritual adviser; (11) the actor is an employee of a facility where the other person is a resident, unless the employee and resident are formally or informally married to each other under Chapter 2, Family Code; (12) the actor is a health care services provider who, in the course of performing an assisted reproduction procedure on the other person, uses human reproductive material from a donor knowing that the other person has not expressly consented to the use of material from that donor; (13) the actor is a coach or tutor who causes the other person to submit or participate by using the actor's power or influence to exploit the other person's dependency on the actor; or (14) the actor is a caregiver hired to assist the other person with activities of daily life and causes the other person to submit or participate by exploiting the other person's dependency on the actor.

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

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

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

Sexual Assault means any sexual act directed against another person, forcibly and/or against that person's will; or not forcibly or against the person's will where the victim is incapable of giving consent.

Dating Violence means violence committed by a person—

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

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

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

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

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

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

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

Responsible Employee means an employee who has the authority to take action to redress sexual harassment or provide supportive measures to students, or who has the duty to report sexual harassment to an appropriate School official who has that authority. At HCI Responsible Employees include the Campus Director, Director of Education, Title IX Coordinator, and the Director of Career Services.

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

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

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

Upon observing or involvement in any type of sexual offense by a stranger or non-stranger on campus or on public property, including thoroughfares, streets, sidewalks, and parking facilities, within the campus or immediately adjacent to or accessible from the campus, HCI encourages students, faculty and staff to promptly report the incident to the local police and/or HCI's Title IX Coordinator at **(713) 568-0247, kcravens@houstoncareerinstitute.com, 9700 Bissonnet, St #1400, Houston, TX 77036.** A report may be made to either or both the police and the Title IX Coordinator. The Title IX Coordinator is responsible for HCI's compliance with Title IX of the Education Amendments of 1972. In this role, the Title IX Coordinator administers the review, investigation and resolution procedures for reports of sexual offenses. Where there is any question about whether an incident is a sex offense, a report should be made to the Title IX Coordinator for assistance in determining the nature of the incident.

Victims of a Sexual Offense: If you are a victim of a sexual offense, your first priority should be to get to a place of safety. You should then obtain any necessary medical treatment. Information about the alleged offense should be provided to the Title IX Coordinator as soon as possible. Victims of sexual violence may also wish to seek support services from organizations trained in providing counseling and support services to victims. HCI refers victims of sexual offenses to a number of organizations, including the Houston Area Women's Center (HAWC) at their 24/7 Sexual Assault Hotline (713) 528-RAPE (7273), their 24/7 Domestic Violence Hotline (713) 528-2121, and https://hawc.org/; The Bridge Over Troubled Waters at 713-473-2801 (24-Hour Hotline) or https://tbotw.org/; and Rape, Abuse & Incest National Network's (RAINN) National Sexual Assault Hotline at 800.656. HOPE (4673), Chat at RAINN.org/hotline, or Text "HOPE" to 64673.

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

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

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

HCI strongly advocates that a victim of a sexual offense report the incident to police in a timely manner. If requested to do so by the victim, HCI will assist the victim in contacting the police. However, the victim is not

required to contact the police, and may pursue the Grievance Procedure contained in this policy or request HCI to conduct an independent investigation under this section regardless of whether the police are contacted.

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

B. **Role of the Title IX Coordinator:**

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

1. Provide the Complainant with a copy HCI's Title IX policies and procedures, and written information about local victim support resources (off-campus) for victims including existing counseling, health, mental health, victim advocacy, legal assistance, visa and immigration assistance, student financial aid and other services available to victims.

2. Maintain the confidentiality of the personally identifying information ("PII") of the victim or other necessary parties by ensuring PII is not included in the Annual Security Report and related disclosures.

3. Provide written notification of options to facilitate changes to academic, externship, and/or transportation situations, if requested, while an informal or formal investigation is pending, including the option to issue a no-contact order. HCI is obligated under federal law to give reasonable accommodations to a victim. Upon the victim's request to the Title IX Coordinator, HCI will facilitate reasonable accommodations, which may include changes to classes, attendance times, parking arrangements, and/or externship location where applicable, as well as extensions of time or other course related adjustments. The Respondent may also request reasonable interim accommodations. HCI does not rely on one fixed set of rules regarding interim accommodations. Any specific measures taken will be individualized and determined based the Title IX Coordinator's assessment of the specific situation, the severity and pervasiveness of the allegations, and his/her best judgment of which available measures will reasonably accommodate the requestor's needs and specific requests, while making every effort to avoid depriving any student of his or her education. The Title IX Coordinator may choose to alter the interim measures taken or offer different reasonable accommodations at any point as their understanding of the situation and the needs of the parties involved evolve throughout the investigation. HCI will seek to maintain the confidentiality of the identity of the victim and any accommodations or protective measures provided to the victim, to the extent that maintaining such confidentiality would not impair the ability of HCI to provide the accommodations or protective measures. These steps will be taken by HCI regardless of whether the victim chooses to file a formal complaint.

4. Inform the Complainant of their right to file a separate criminal complaint for allegations relating to a sexual offense. HCI will comply with a victim's request for assistance in notifying authorities.
5. Unless the allegations of sexual harassment or sexual offense involve conduct by a HCI employee towards a student, will undertake, with permission of or at the request of the Complainant, to resolve the conflict informally by informing the individual alleged to have caused the grievance in writing that the complaint has been filed; seek to find out the facts; and, if both parties and HCI desire it, arrange a meeting to try to resolve the differences. All individuals who are involved in an investigation as the

Respondent, Complainant or witness have a duty to keep all information confidential to the extent permitted by law. Persons who violate the confidentiality rights of other individuals may be subject to disciplinary action.

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

C. **Formal Investigatory and Disciplinary Procedures for Students and Employees**

All reports of sexual harassment or sexual offenses received by the Title IX Coordinator must be resolved through its Title IX policies and procedures. HCI is committed to providing a fair, prompt and impartial proceeding from investigation initiation to final result that is conducted by officials who do not have a conflict of interest or bias for or against the Complainant ("victim") or the Respondent ("accused"). Except in cases in which Title IX or its implementing regulations require formal hearings, direct cross examination, or other adversarial procedures, the School does not view the investigation and adjudication of alleged sexual harassment or sexual offenses as an adversarial process between the Complainant, the Respondent, and the witnesses. Instead the intention is to allow the School to help ensure both the safety of the campus community and students' equal access to its educational programs in compliance with its obligations under existing law. The Complainant does not have the burden to prove, nor does the Respondent have the burden to disprove, the underlying allegation or allegations of misconduct.

If a victim discloses an incident but wishes to maintain confidentiality or request that no formal investigation be conducted or disciplinary action taken, HCI must weigh that request against its obligation to maintain a safe campus environment. When HCI honors the Complainant's request for confidentiality, the Complainant must understand that HCI's ability to meaningfully investigate the incident and pursue disciplinary action against the Respondent may be limited. In the case of sexual violence, HCI may be required to formally investigate and, if appropriate, pursue disciplinary action under this policy. If HCI determines it cannot maintain the victim's confidentiality, it will so inform the victim prior to initiating the investigation and will, to the extent possible, share as limited information as possible in an effort to protect the victim's identity. HCI may not require a victim to participate in a formal investigation or hearing that it has initiated.

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

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

a. **REPORTING AN ALLEGATION**

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

Coordinator or Campus Director. The Title IX Coordinator at the School is the Campus Director, and can be contacted at:

Keith Cravens, Campus Director
9700 Bissonnet, St #1400
Houston, TX 77036
(713) 568-0247
kcravens@houstoncareerinstitute.com or TitleIXCoordinator@houstoncareerinstitute.com

The School has designated the Title IX Coordinator to oversee the intake of complaints of sexual harassment at the School. An individual who has experienced sexual misconduct has the right to choose whether or not to report the incident to the Title IX Coordinator for investigation. The Title IX Coordinator is trained to assist individuals who report sexual misconduct and can provide information about resources and services available to students and employees, both on and off campus, including the availability of supportive measures.

Confidentiality - The Title IX Coordinator is not a confidential source of support. While he or she will address your complaint with sensitivity and will keep your information as private as possible, confidentiality cannot be guaranteed. The Title IX Coordinator will treat as confidential all information related to the provision of supportive measures, to the extent that such confidentiality does not interfere with the ability of the School to provide the supportive measures.

Report vs. Formal Complaint - Making a **report** is different from filing a **formal complaint**. A report is defined as notification of an incident of sexual misconduct to the Title IX Coordinator. A report may be accompanied by a request for (1) supportive or interim measures; (2) no further action; (3) the initiation of the formal complaint process; and/or (4) a request to initiate an informal resolution process. Informal resolution can only occur after a formal complaint is filed. Filing a formal complaint initiates the School's formal Title IX grievance process.

Criminal Complaint/Civil Actions - A person who has experienced sexual harassment, as defined in Section II, above, or a person who witnesses sexual harassment, has the right to simultaneously file a complaint with the School and to pursue a criminal complaint with law enforcement in the event that the individual believes in good faith that the alleged conduct of the Respondent constitutes a criminal violation of law. Victims and witnesses of sexual harassment have the right to be assisted by the School in notifying law enforcement authorities of sexual harassment or they can decline to notify such authorities. The School may, however, have a statutory reporting obligation when it becomes aware of certain factual allegations. Parties may also have options to file civil actions in court or with administrative agencies.

How to Make a Report - If a student, employee or third party wishes to report an allegation of sexual harassment, he or she should submit any relevant information to the Title IX Coordinator in person, via email, via regular mail or by phone. Please Note: All Responsible Employees are required to report any instances or allegations of sexual harassment to the Title IX Coordinator.

The Title IX Coordinator will take the Complainant's wishes into account when determining whether to file a formal complaint. However, if the Title IX Coordinator determines that pursuing an investigation into the allegations is necessary for the safety of the community or other reasons, he or she may initiate the formal complaint to start the grievance process notwithstanding the Complainant's decision not to pursue a formal complaint. If this occurs, and the Complainant requests that the School inform the Respondent that the Complainant asked the School not to investigate or seek discipline, the School shall honor this request.

b. **HOW TO FILE A FORMAL COMPLAINT**:

To file a formal complaint, the Complainant must submit, in writing, allegations of sexual harassment against a Respondent and must request that the School investigate the allegation of sexual harassment. Only the Complainant or Title IX Coordinator may file a formal complaint. Any person wishing to make complaint must submit it to the Title IX Coordinator in person, via email, via regular mail or by phone to the attention of:

Keith Cravens, Campus Director
9700 Bissonnet, St #1400
Houston, TX 77036
(713) 568-0247
kcravens@houstoncareerinstitute.com or TitleIXCoordinator@houstoncareerinstitute.com

c. SCHOOL'S RESPONSE TO ACTUAL KNOWLEDGE OF SEXUAL HARRASSMENT

Supportive Measures - Upon receiving a report, a formal complaint or notice of allegations of sexual harassment in an educational program or activity, the Title IX Coordinator will promptly respond to the Complainant/Alleged Victim (or reach out to them, if the information was provided by a third party) to discuss the availability of supportive measures, consider his/her wishes with respect to the supportive measures, and explain the process for filing a formal complaint. Appropriate supportive measures are available regardless of whether the Complainant ultimately decided to pursue a formal or informal resolution and will never be predicated on the Complainant accepting a possible resolution to the complaint. The Title IX Coordinator will respond similarly to incidents that occur outside of the School's educational programs or activities that involve individuals subject to the institution's policies, whether they occurred on or off campus, if, based on the allegations, there is any reason to believe that the incident could contribute to a hostile educational environment or otherwise interfere with a student's access to education. The Title IX Coordinator will also consider and, when appropriate, respond to requests for supportive measures relating to prior incidents of sexual harassment that could contribute to a hostile educational environment or otherwise interfere with a student's access to education where both individuals are, at the time of the request, subject to the institution's policies.

The School will maintain as confidential any supportive measures provided to the Complainant or Respondent, to the extent that maintaining such confidentiality would not impair the ability of the School to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

Preliminary Inquiry/Actions - The Title IX Coordinator, in consultation with others as necessary, will conduct an initial assessment of the alleged conduct, the reporting party's desired course of action, and interim measures to protect the safety of the Complainant or the community. The goal is to prevent any hostile educational or workplace environment from developing at the School. If a report made to the Title IX Coordinator involves a serious or immediate threat to the campus community, the School will issue a timely notification to the community to protect the health or safety of the community. The timely notification will not include any identifying information about the Complainant.

If a Complainant chooses to pursue a formal complaint, the School must follow the grievance process outlined below, unless the Title IX Coordinator determines, after this preliminary inquiry, that the alleged conduct, even if proven, would not rise to the level of conduct prohibited by this policy for one of three reasons:

1. The alleged conduct did not occur in scope of the School's education program or activity, or
2. The alleged conduct does not meet this policy's definition of sexual harassment, or
3. The alleged conduct did not occur to a person located in the United States

Scope of Education Programs or Activities - For the purposes of the Title IX Coordinator's determination under Subsection c of this policy statement, the scope of the School's education program or activity includes locations, events, or circumstances over which the School has exercised substantial control over both the Respondent and the context in which the sexual harassment occurs, and shall also include any building owned or controlled by a student organization that is officially recognized by the School.

Dismissal of Formal Complaint - If the Title IX Coordinator determines that the alleged conduct, even if proven, would not rise to the level of conduct prohibited by this policy, the formal complaint will be dismissed, and the Complainant will be provided written notification of that decision, which will include the reasons for the dismissal. A determination that the alleged conduct does not warrant initiating the grievance process does not preclude the School from taking action to address any prohibited conduct/actions under another provision of its Code of Conduct.

If the Complainant or Respondent is an employee of the School or one of its affiliates, the Title IX Coordinator will notify the Director of the Human Resources department who is responsible for overseeing the School's compliance with Title VII of the Civil Rights Act of 1964.

d. REMOVAL OF A RESPONDENT FROM EDUCATION PROGRAM OR ACTIVITY -INTERIM ACTION

The Title IX Coordinator may remove a Respondent from his or her educational program or activity if the Title IX Coordinator determines that an immediate threat to the physical health or safety of any student or other individual arising from allegations of sexual harassment justifies removal.

If the Title IX Coordinator determines that allegations of sexual harassment justify removal, he or she will provide the Respondent with notice of the removal to the Respondent's School-provided email address and the Respondent must immediately cease participation in campus activities and may not return to the campus at any time pending the resolution of the complaint. Within three (3) Business Days after the Title IX Coordinator sends the notice, Respondent may challenge the removal decision by providing a written explanation of why the sexual harassment allegations do not justify removal. The Title IX Coordinator will notify the Respondent within three (3) Business Days whether the challenge is successful and whether any alternative interim measures are warranted. A Respondent who has been removed from his/her programs or activities as an interim measure may not attend any activity or program of the School while his/ her challenge to removal is pending.

The Title IX Coordinator may also place a non-student employee Respondent on administrative leave during the pendency of a grievance process.

e. **INFORMAL RESOLUTION**

After a formal complaint is filed and as an alternative to completing the School's formal Title IX grievance process, the Complainant and Respondent may agree to resolve a formal complaint through an informal resolution process, such as mediation, that does not involve a full investigation and adjudication. Informal resolution is not available to resolve allegations of sexual violence or allegations that any employee of the School sexually harassed a student.

Participation in an informal resolution process is entirely voluntary, and requires written consent from all parties, including the School. The School will not require a Complainant or Respondent to participate in informal resolution. However, once the parties and the School agree to informal resolution, the School will suspend its obligation to pursue the grievance process except to the extent necessary to facilitate the informal resolution process as agreed to by the parties and the School.

At any time prior to the parties reaching an agreement on the resolution of the allegations, any party may withdraw from the informal resolution process and initiate or resume the grievance process.

If the parties and the School agree to an informal resolution process, the Title IX Coordinator will provide the parties with a written notice disclosing (1) the allegations; (2) the requirements and procedures of the informal resolution process; (3) the circumstances under which the parties will be precluded from resuming a formal complaint arising from the same allegations; (4) notice that at any time prior to the parties' agreeable resolution of the allegations, any party has the right to withdraw from the informal resolution process and initiate or resume the grievance process; and (5) the records that will be maintained or could be shared during and after the informal resolution process.

In the event that the parties reach a mutually agreeable resolution of the complaint through the informal resolution process, the Title IX Coordinator will close and dismiss the complaint.

f. **RETALIATION**

The School or any other person is prohibited from intimidating, threatening, coercing, discriminating, or retaliating in any way against any individual for the purpose of interfering with any right or privilege secured by Title IX or the Regulations of the Department of Education (34 C.F.R. § 106, et. seq.), or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any aspect of the grievance process.

Complaints alleging retaliation may be submitted to the Title IX Coordinator in the same manner as a report of sexual harassment. Or, if the allegations of retaliation are against the Title IX Coordinator, the complaint should be directed to Peter Mikhail, the School's Chief Executive Officer, at:

Peter Mikhail, Chief Executive Officer
5150 S. Decatur Blvd.
Las Vegas, NV 89118
(702) 658-7900
pmikhail@mikhailed.com

g. **CONFIDENTIALITY**

The School understands that those involved in the sexual harassment reporting and grievance process, including the parties, witnesses, and individuals who have made reports or complaints of sex harassment, have privacy rights, including rights governed under the Family Education Rights and Privacy Act. The School will not disclose information relating to the reporting of sexual harassment and the grievance process unless it is pursuant to a lawful purpose, such as:

1. Where information is necessary to give fair notice of the allegations and to conduct the investigation, hearing, and appeal;
2. Where other School officials have a need to know of the information in performing the School's business;
3. Where the School determines the information should be shared with law enforcement;
4. Where sharing information will reduce the risk of an immediate threat to the health and safety of others;
5. Where sharing information is necessary for the School to comply with requests from government agencies and accreditors who review the School's compliance with federal law, state law, and accreditation requirements;
6. As necessary to respond to a lawfully issued subpoena or legal request for information;
7. Where disclosure of the information is otherwise permitted by the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. 1232g, or FERPA regulations, 34 CFR part 99.

h. **CONFLICTS OF INTEREST**

No investigator or hearing decision-maker will make findings or determinations in a case in which they have a conflict of interest or bias that would prevent that individual from being able to discharge their duties with impartiality. A party wishing to raise the issue of a potential conflict of interest or bias must notify the Title IX Coordinator of the bias or conflict of interest within two (2) Business Days of being advised of the identity of the investigator or decision-maker or within two (2) days of the date the party discovers or reasonably should have discovered the existence of the alleged bias or conflict of interest. The Title IX Coordinator will determine whether a conflict of interest exists. If a party believes that the Title IX Coordinator has a bias or conflict of interest, the party must notify Peter Mikhail, the School's Chief Executive Officer, who will determine whether a conflict of interest or bias exists. Mr. Mikhail can be contacted at:

Peter Mikhail, Chief Executive Officer
5150 S. Decatur Blvd.
Las Vegas, NV 89118
(702) 658-7900
pmikhail@mikhailed.com

i. **GRIEVANCE PROCESS**

Once the Title IX Coordinator determines that allegations in a formal complaint could, if proven, constitute sexual harassment, the School will initiate its Title IX grievance process. The Title IX grievance process is designed to fairly investigate allegations of sexual harassment, determine responsibility for any alleged violations, and provide remedies designed to restore or preserve equal access to the School's education programs and activities. The School's Title IX grievance process will:

1. Treat Complainants and Respondents equitably;
2. Require an objective evaluation of all relevant evidence—including both inculpatory and exculpatory evidence—and provide that credibility determinations may not be based on a person's status as a Complainant, Respondent, or witness;
3. Presume that the Respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

Timeline for Resolution - The School will resolve all cases in a prompt and timely manner, however, the timeline will vary based on the circumstances of the case, including scheduled and unscheduled breaks in the academic

calendar, availability of the parties and witnesses, scope of the investigation, need for interim actions, and unforeseen or exigent circumstances. The parties will be periodically updated on the status of their case.

Stated timing requirements in this policy will be strictly enforced. Requests for extension are disfavored and will not be granted absent a showing of good cause that is based on extraordinary circumstances. However, if a party believes circumstances require an extension of deadlines, he or she must notify the Title IX Coordinator before the passing of the deadline, in writing, explaining why the deadline must be extended. The Title IX Coordinator will decide whether the deadline should be extended. If a deadline is extended, it will be extended for all parties.

Responsibility to Check Email - Throughout the Title IX grievance process, the School will send important notices and information to the parties' School-provided email accounts. It is each party's responsibility to frequently check his or her School-provided email account. Important deadlines are based on when the School sends certain notices and/or information to a party's email account, and a party's failure to check his or her email is not a valid excuse for a missed deadline.

If a party is unable to access his or her School-provided email account, he or she must immediately notify the Title IX Coordinator to arrange for an alternate method of receiving notices and information. Unless and until the Title IX Coordinator receives such notice, a party will be deemed to have received all emails and attachments on the day they were sent.

Standard of Proof - The School uses the preponderance of the evidence standard in investigations of complaints of sexual harassment. This means that the investigation and hearing determine whether it is more likely than not that a violation of the policy occurred.

Role of Advisors - All parties may have an advisor of their choice to accompany them through the grievance process, including but not limited to a family member, victim advocate or other supporting individuals. A party's advisor may be, but is not required to be, an attorney. A party may have his or her advisor present at any meeting, interview, or other appearance the party is entitled to attend.

Advisors are expected refrain from interfering in the investigation and resolution of a formal complaint and are required to act ethically, with integrity, and in good faith throughout the grievance process. If the Title IX Coordinator, an investigator, hearing decision-maker, or other campus official determines that an advisor is acting in a manner intended to improperly disrupt or interfere with the grievance process, the advisor will receive a warning. Any subsequent attempt to disrupt or interfere with the grievance process will result in the advisor's immediate removal from the proceedings, and he or she will be barred from further participation in the Title IX grievance process. Unless the Title IX Coordinator, investigator, decision-maker, or other campus official determines that an advisor's misconduct is part of a party's deliberate attempt to disrupt or delay the grievance process, the proceedings will be suspended to allow a party to replace his or her advisor.

Each party must have an advisor present at the hearing. As discussed in the Hearing Procedures, below, only advisors may ask a party or witness questions at a hearing. In advance of the hearing, a party may request that the School provide him or her with an advisor of the School's choosing. Absent a showing of bias or a conflict of interest, a party has no right to object to an advisor provided by the School.

Consolidation of Formal Complaints - The School may consolidate formal complaints against more than one Respondent, or by more than one Complainant against one or more Respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances. Where the grievance process involves more than one Complainant or more than one Respondent, references in this policy to "party," "Complainant," or Respondent" include the plural, as applicable.

Notice of Formal Complaint - Once a Title IX Coordinator determines that a formal complaint alleges a potential violation of this policy, the parties will receive notice that a formal complaint has been filed and that the School has initiated its grievance process. The notice will include:

1. The identities of the parties (Complainant(s) and Respondent(s)) involved in the incident, if known;
2. The conduct allegedly constituting sexual harassment, as defined in this policy, if known;
3. The date and location of the incident, if known;
4. A statement that the Respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
5. An explanation of the parties' right to have an advisor present throughout the grievance process; and

6. An explanation of the School's prohibition against knowingly making false statements or knowingly submitting false information during the grievance process.

Investigation - After notifying the parties of the formal complaint and the initiation of the grievance process, in order to ensure an impartial investigation, the School will appoint one or more trained investigators to interview the parties, including follow up interviews with the Complainant, Respondent, and witnesses as appropriate, and gather evidence as necessary. Investigators will have received training on the following:

1. The definition of sexual harassment, as defined in this policy;
2. The scope of the School's education programs and activities;
3. How to conduct an investigation pursuant to this policy;
4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;
5. Issues of relevance to create an investigative report that fairly summarizes the relevant evidence.
6. A comprehensive training program in investigating and adjudicating sexual assault, domestic violence, dating violence, and stalking cases.

During the investigation, the parties will have an equal opportunity to present witnesses, including expert witnesses, and other inculpatory and exculpatory evidence. The investigator shall have the authority to seek and interview such other witnesses as is deemed appropriate. The investigator will investigate any allegations that alcohol or drugs were involved in the incident between the parties.

When a party's participation in the investigation is invited or expected, the School or the investigator will provide written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings. The written notice will be given at least three (3) Business Days in advance of the party's expected participation. Pursuant to the limits on the role of advisors, discussed above, each party will be entitled to have an advisor of his or her choosing present at any meeting or interview to which the party is invited or expected to attend.

Neither the investigator nor the School may access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to that party, unless the School or the investigator obtains that party's voluntary, written consent to do so. If the party is under 18 years old, written consent must be given by the party's parent or guardian.

The School or the investigator may modify the list of allegations based on additional information learned during investigation. In that event, the parties will receive notice of a new allegation prior to the inclusion of a new allegation in an amended formal complaint.

Prior to the conclusion of the investigation, the School will provide the parties and their advisors the opportunity to inspect and review any evidence obtained during the investigation that is directly related to the allegations in the formal complaint. The parties will then have ten (10) Business Days to submit a written response to the Title IX Coordinator, which the investigator will consider prior to completing his or her investigative report.

At the conclusion of the investigation, the investigator will prepare an investigative report that fairly summarizes relevant evidence. The report will be simultaneously provided to all parties and their advisors at least ten (10) Business Days prior to the hearing, if a hearing is required. The parties may submit a written response to the investigative report for consideration by the hearing decision-maker. However, a response to the investigative report must be received by the Title IX Coordinator no later than five (5) Business Days before the hearing. Reponses received after that deadline will not be considered by the hearing decision-maker. The Title IX Coordinator will simultaneously provide all submitted written responses to the parties at least three (3) Business Days before the hearing.

Dismissal of a Formal Complaint - If at any time during the investigation, the School determines that any conduct alleged in the formal complaint (1) would not constitute sexual harassment, as defined in this policy, even if proved, (2) did not occur in a program or activity of the School, or (3) did not occur against a person in the United States, the School must dismiss the formal complaint with regard to that conduct. If other conduct is alleged in the formal complaint, the grievance process will continue with regard to those allegations only.

The School may also dismiss the formal complaint, or any allegations in the formal complaint, if at any time during the investigation or hearing (1) the Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the formal complaint or any allegations in the formal complaint; (2) the Respondent is no longer enrolled at, or employed by, the School; or (3) specific circumstances prevent the School or the investigator from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.
If the School dismisses a formal complaint, or any allegations in a formal complaint, it will promptly send written notice of the dismissal and the reasons for the dismissal simultaneously to the parties.

Live Hearing - *Decision-Maker*:

Following the conclusion of the investigation and the parties' opportunity to review the investigative report, the School's grievance process provides for a live hearing. The hearing will be conducted by a decision-maker, who will have received training on the following:

1. The definition of sexual harassment, as defined in this policy;
2. The scope of the School's education programs and activities;
3. How to conduct live hearings pursuant to this policy;
4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;
5. Issues of relevance of questions and evidence, including when questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant; and
6. Any technology to be used at the live hearing.
7. A comprehensive training program in investigating and adjudicating sexual assault, domestic violence, dating violence, and stalking cases.

The School will be responsible for appointing the decision-maker for the hearing, who may or may not be an employee of the School. The decision-maker will be free of any conflicts of interest, pursuant to the conflict of interest requirements of this policy. The identity of the decision-maker will be provided to the parties at least ten (10) Business Days prior to the hearing. If any party believes that the decision-maker is subject to bias or a conflict of interest, he or she must submit a written objection to the Title IX Coordinator within the timelines stated in Section XI of the Title IX Policies and Procedures, stating the basis for the objection. If the Title IX Coordinator determines that the decision-maker is subject to bias or a conflict of interest that justifies removal of the decision-maker, the Title IX Coordinator will name a new decision-maker. In that event, the hearing may be rescheduled to allow for a reasonable time to ensure proper training and an opportunity for the parties to object to the new decision-maker on the grounds of bias or conflict of interest, pursuant to the requirements above.

Live Hearing - *Time and Location*:

The hearing will be conducted at a location within the county where the School is located. The Title IX Coordinator will notify the parties of the time and location of the hearing at least ten (10) Business Days prior to the hearing. Parties and their advisors are expected to adjust their schedules to attend the hearing. Hearings will not be rescheduled absent emergencies or extraordinary circumstances.

Within two (2) Business Days of the hearing, either party may request that the hearing be conducted with parties located in separate rooms with technology enabling the decision-maker and parties to simultaneously see and hear the party or the witness answering questions.

The School may also, at its discretion, allow any or all parties, witnesses, or other participants appear at the hearing virtually, with technology enabling participants simultaneously to see and hear each other.

The hearing will be closed to the public and witnesses will be present only during their testimony. For live hearings that use technology, the decision-maker shall ensure that appropriate protections are in place to maintain confidentiality.

Live Hearing - *Hearing Procedure*:

Advisor - Each party must have his or her own advisor present at the hearing. The role of the advisor is to ask relevant questions of the other party and other witnesses as described below. The hearing will be conducted in a

respectful manner and with appropriate decorum. Advisors may counsel the party they represent during the hearing, however, advisors may not make opening or closing statements on behalf their represented party or raise or make objections on the record. Failure to comply with these requirements may be deemed by the decision-maker as interference with the orderly conduct of the hearing and may subject the advisor to removal and replacement. If a party does not have an advisor present at the hearing, the School will provide an advisor of the School's choosing at no cost to the party.

Cross Examination - Each party will have the opportunity to have his or her advisor cross-examine the other party and any witnesses by asking relevant questions and follow-up questions, including those challenging credibility. Only the parties' advisors may ask questions of testifying witnesses, and the questioning must be conducted orally, and in real time. The decision-maker will preside over the hearing, and he or she will determine the order of witnesses.

Relevancy of Questions/Evidence - Before a party or witness answers a question, the decision-maker must first determine whether the question is relevant and explain any decision to exclude a question as not relevant. Advisors may not present arguments in favor or against the exclusion of any proposed question. Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.

Generally, the decision-maker may not consider hearsay statements to constitute evidence at the hearing. Hearsay statements are statements made by either party, which were not made during the hearing, and which the other party offered in evidence to prove the truth of the matter asserted in the statement. Hearsay statements may only be considered when the decision-maker decides that a basis exists to include the hearsay statements as evidence under Article VIII of the Federal Rules of Evidence.

If Respondent intends to introduce evidence of the Complainant's past sexual behavior, Respondent must provide notice to the Title IX Coordinator and decision-maker at least five (5) Business Days in advance of the hearing accompanied by a written motion that specifically describes the evidence and states the purpose for which it is to be offered. The Title IX Coordinator will provide a copy of the notice and motion to the Complainant. Before admitting evidence under this rule, the decision-maker must conduct an in-camera hearing on the motion and give the parties a right to attend and be heard, through their advisors. The motion, related materials, and the record of the motion hearing must be and remain confidential.

All evidence provided to the parties prior the investigator's completion of the investigative report will be available at the hearing. Each party may refer to such evidence during the hearing, including for purposes of asking questions to other parties or witnesses.

Recognized Privileges - The decision-maker will recognize all legally recognized privileges, such as the attorney-client and work-product privilege, unless the holder of the privilege has waived the privilege. It is the responsibility of a party's advisor to invoke any privileges at the hearing. Failure to timely invoke a privilege will constitute a waiver.

Effect on Non-Participation - If a party or witness does not submit to questions at the hearing, the decision-maker cannot draw an inference about the determination regarding responsibility based solely on a party's or witness's absence from the hearing or refusal to answer questions.

Record of Hearing - Hearings will be recorded with an audio recording, audiovisual recording, or by transcript. The recording or transcript will be made available to all parties for inspection and review.

Determining Responsibility*:*
Following the hearing, the decision-maker will issue a written determination deciding whether the Respondent is responsible for the allegations of sexual harassment. The decision-maker will base his or her determination on a review of the relevant and admissible evidence obtained during the investigation or hearing, the investigative report, and hearing testimony. The written determination will be sent to each party's School-provided email account. Important appeal deadlines will be based on when the written determination is sent by the School, so the parties are strongly encouraged to carefully monitor their email correspondence for the determination.

The decision-maker will apply the preponderance of the evidence standard in reaching his or her determination. The written determination will include:

1. An identification of the allegations potentially constituting sexual harassment as defined in this policy;
2. A description of the procedural steps taken, from receipt of the formal complaint by the School through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
3. Findings of fact supporting the determination;
4. Conclusions regarding the application of the recipient's code of conduct to the facts;
5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, and disciplinary sanctions imposed on the Respondent, and whether remedies designed to restore or preserve equal access to the School's education program or activity will be provided by the School to the Complainant; and
6. The procedures and permissible bases for the Complainant and Respondent to appeal.

The written determination will be simultaneously provided to the parties' School-provided email accounts. The parties will then have seven (7) Business Days to notify the Title IX Coordinator if they wish to appeal the determination regarding responsibility (see Appeal, below). The determination regarding responsibility becomes final either (1) seven Business Days after issuance of the written determination regarding responsibility, if no appeal is filed, or (2) if an appeal is filed, on the date the School provides a written determination on the results of an appeal.

Appeal

Both the Complainant and the Respondent may appeal the determination regarding responsibility, the dismissal of any allegation(s) of a formal complaint, and/or sanctions. All appeals will be decided by a decision-maker appointed by the School, who cannot be the same person who rendered a determination at the hearing or presided over the hearing. Once the decision-maker issues his/her written determination on the results of the appeal, all matters are considered final and no further appeals will be considered.

If a party wishes to appeal, he/she must send a notice of his/her intent to appeal, by email, to the Title IX Coordinator within seven (7) Business Days after the School sends the determination to the parties' School-provided email accounts. If a party does not submit notice of appeal within the seven-day deadline, he or she will lose any right to appeal the written determination. The notice of intent to appeal must state the specific ground(s) for the appeal.

An appeal is not intended to be a rehearing of the allegations in the formal complaint. Disagreement with the findings or sanctions is not a valid ground for an appeal. The School will only consider an appeal on the following grounds:

1. A procedural irregularity that affected the outcome of the matter;
2. New evidence that was not reasonably available at the time of the determination regarding responsibility or dismissal was made that could affect the outcome of the matter;
3. The Title IX Coordinator, investigator(s), or decision-maker had a conflict of interest or bias for or against Complainants or Respondents generally or the individual Complainant or Respondent that affected the outcome of the matter.
4. Ineffective assistance of an advisor. For the purposes of an appeal, a claim of ineffective assistance of counsel must assert (1) "that representation provided by the party's personal advisor fell below an objective standard of reasonableness," … and (2) that any such deficiency was "prejudicial to the party."

If a notice of intent to appeal does not reference one or more of these four grounds for appeal, the appeal will not be considered.

A timely appeal will stay the imposition of sanctions. Any interim measures imposed before or during the grievance process will remain in effect pending the resolution of the appeal.

Once the Title IX Coordinator receives a valid notice of intent to appeal, the Title IX Coordinator will notify all parties of the appeal, the ground(s) on which the appeal is sought, and the procedures for the appeal. Once the parties receive notice of the appeal from the Title IX Coordinator, the parties will have seven (7) Business Days to

submit a written statement and any new evidence to the decision-maker on appeal in support of, or challenging, the outcome. Any party who does not timely submit his or her written statement or new evidence will be barred from doing so absent a showing of exceptional circumstances. It will be in the sole discretion of decision-maker on appeal whether to allow any extensions in the time to submit a written statement or new evidence.

The decision-maker on appeal will review the timely submitted written statements, any new evidence and the record as appropriate. Only facts or arguments concerning the above-listed grounds for an appeal will be considered in rendering his/her decision. Once a decision is made, he/she will contemporaneously send the written decision to each party's School-provided email account, describing the result of the appeal and the rationale for the result.

Once the decision-maker on appeal sends his/her decision to the parties, all matters will be final. No further appeals will be considered.

D. Disciplinary Options

Penalties: Substantiated accusations of sexual violence or sexual harassment may result in disciplinary action against the offender, up to and including termination of the employee's employment or the student's enrollment. Other potential penalties include: suspension for up to 6 months, community service, probation, no-contact order, or violence prevention training. In case of any formal proceedings against either a student or employee accused of violating this policy, the penalties shall be as proposed by the decision-maker from the live hearing. In addition, complainants who make accusations of sexual harassment in bad faith may be subject to equivalent disciplinary action.

Remedies: As determined appropriate by the decision-maker from the live hearing, substantiated accusations of sexual violence or sexual harassment may result in remedies for the Complainant in addition to or in lieu of disciplinary action for the Respondent. Remedies are intended to restore or preserve equal access to HCI's education program or activity, and include the same individualized services described as supportive measures under the Role of the Title IX Coordinator earlier in this Report, such as changes to classes, attendance times, parking arrangements, and/or externship locations where applicable, restrictions on contact, as well as extensions of time or other course related adjustments. However, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the Respondent.

Complaint Record and Notice of Outcome: All proceedings and records will be confidential to the extent permitted by law. However, both parties will be notified concurrently in writing about the outcome of the complaint by the decision-maker from the live hearing, who may use the Title IX Coordinator or another designee to facilitate delivery of the decision. Memoranda describing a reprimand will be placed into the files of any student or employee in the event disciplinary action is taken against one of the parties. If applicable, and at the request of the individual alleged to have caused the grievance, a memorandum recognizing a finding of non-harassment or nondiscrimination will be placed into the file of the student or employee.

E. Additional Information

Questions regarding this policy should be directed to the Title IX Coordinator. In addition, the U.S. Department of Education Office of Civil Rights ("OCR") investigates complaints of unlawful harassment of students in educational programs or activities. This agency may serve as a neutral fact finder and will attempt to facilitate the voluntary resolution of disputes with all parties involved. For more information, visit the OCR website at: https://www.ed.gov/about/ed-offices/ocr.

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

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

X. Policy Statement on Hazing

HCI strictly prohibits hazing in any form. Hazing activities are inconsistent with the values of the institution and will not be tolerated. All members of the HCI community (students, faculty and staff) are encouraged to promptly and accurately report any incidents of hazing to the Campus Director, Keith Cravens, who can be reached at **(713) 568-0247, kcravens@houstoncareerinstitute.com, 9700 Bissonnet, St #1400, Houston, TX 77036**.

In alignment with the federal Clery Act/Stop Campus Hazing Act (SCHA) definitions, HCI defines hazing and student organizations as follows:

Hazing
The term 'hazing', for purposes of reporting statistics on hazing incidents…means any intentional, knowing, or reckless act committed by a person (whether individually or in concert with other persons) against another person or persons regardless of the willingness of such other person or persons to participate, that:

1. is committed in the course of an initiation into, an affiliation with, or the maintenance of membership in, a student organization; and
2. causes or creates a risk, above the reasonable risk encountered in the course of participation in the institution of higher education or the organization (such as the physical preparation necessary for participation in an athletic team), of physical or psychological injury including—
    - whipping, beating, striking, electronic shocking, placing of a harmful substance on someone's body, or similar activity;
    - causing, coercing, or otherwise inducing sleep deprivation, exposure to the elements, confinement in a small space, extreme calisthenics, or other similar activity;
    - causing, coercing, or otherwise inducing another person to consume food, liquid, alcohol, drugs, or other substances;
    - causing, coercing, or otherwise inducing another person to perform sexual acts;
    - any activity that places another person in reasonable fear of bodily harm through the use of threatening words or conduct;
    - any activity against another person that includes a criminal violation of local, State, Tribal, or Federal law; and
    - any activity that induces, causes, or requires another person to perform a duty or task that involves a criminal violation of local, State, Tribal, or Federal law."

Student Organizations
A student organization as an organization at an institution of higher education (such as a club, society, association, varsity or junior varsity athletic team, club sports team, fraternity, sorority, band, or student government) in which two or more of the members are students enrolled at the institution of higher education, whether or not the organization is established or recognized by the institution.

Hazing is defined in the Texas Education Code § 37.151 any intentional, knowing, or reckless act, occurring on or off the campus of an educational institution, by one person alone or acting with others, directed against a student for the purpose of pledging, being initiated into, affiliating with, holding office in, or maintaining membership in an organization if the act:

(A) is any type of physical brutality, such as whipping, beating, striking, branding, electronic shocking, placing of a harmful substance on the body, or similar activity;
(B) involves sleep deprivation, exposure to the elements, confinement in a small space, calisthenics, or other similar activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student;
(C) involves consumption of a food, liquid, alcoholic beverage, liquor, drug, or other substance, other than as described by Paragraph (E), that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student;
(D) is any activity that induces, causes, or requires the student to perform a duty or task that involves a violation of the Penal Code; or
(E) involves coercing, as defined by Section 1.07, Penal Code, the student to consume:
    (i) a drug; or

(ii) an alcoholic beverage or liquor in an amount that would lead a reasonable person to believe that the student is intoxicated, as defined by Section 49.01, Penal Code.

HCI does not have any recognized student organizations.

Investigations into Allegations of Hazing

Investigations into allegations of hazing that contain elements of dating violence, domestic violence, sexual assault and stalking will be investigated and the outcome will be determined according to the procedures detailed above in section IX. POLICY REGARDING SEXUAL HARASSMENT AND SEX OFFENSES of this report.

Investigations into allegations of hazing that do not contain elements of dating violence, domestic violence, sexual assault and stalking will be investigated by the Campus Director according to investigation procedures below:

1. The Campus Director will investigate the complaint, and may conduct a conference with all involved parties in an attempt to resolve the grievance. The student(s) and/or employee(s) involved will receive a written response from the Campus Director within ten (10) working days of receipt of the hazing complaint.
2. If the hazing complaint still remains unresolved to the satisfaction of the student(s) and/or employee(s) who filed the complaint, the aggrieved party may appeal the decision within five working days of that decision to the School's Chief Executive Officer, Peter Mikhail, who can be reached at **pmikhail@mikhailed.com**, **(702) 658-7900** or **5150 S. Decatur Blvd., Las Vegas, NV 89118**. The Chief Executive Officer may take whatever steps are deemed necessary to investigate, review and attempt to resolve the matter. The Chief Executive Officer or his representative will render a decision, which is final and binding upon all parties.

Penalties: Substantiated accusations of hazing may result in disciplinary action against the offender(s), up to and including termination of the employee's employment or the student's enrollment. Depending on the severity of the offense, other potential penalties include written disciplinary action; changes to classes, attendance times, parking arrangements, and/or externship locations; suspension for up to 6 months; community service; probation; no-contact orders; or hazing prevention training. Penalties shall be determined by the Campus Director in his or her sole discretion.

XI. Education and Training

HCI urges all members of the campus community to work together to promote a safe campus environment for everyone. HCI includes primary prevention and awareness training as well as training on bystander intervention and risk reduction and information concerning signs of domestic, intimate partner, and dating violence in all student orientation training.

A. Primary Prevention and Awareness Training

In an effort to promote a safe environment and to prevent acts of sexual misconduct, HCI engages in primary prevention and awareness training regarding sexual violence, including dating violence, intimate partner violence, domestic violence, sexual assault and stalking. This training includes relevant information regarding drug and alcohol abuse as well as hazing. The programing will cover the following subjects:

- Identifies domestic violence, dating violence, sexual assault, stalking, and hazing as prohibited conduct;
- Defines using definitions provided both by the Department of Education as well as state law what behavior constitutes domestic violence, dating violence, sexual assault, stalking, and hazing;
- Defines what behavior and actions constitute consent to sexual activity;
- Provides a description of safe and positive options for bystander intervention. Bystander intervention means safe and positive options that may be carried out by an individual or individuals to prevent harm or intervene when there is a risk of dating violence, domestic violence, sexual assault, stalking, or hazing. Bystander intervention includes recognizing situations of potential harm, understanding institutional structures and cultural conditions that facilitate violence, overcoming barriers to intervening, identifying safe and effective intervention options, and taking action to intervene;
- Provides information on risk reduction. Risk reduction means options designed to decrease perpetration and bystander inaction, and to increase empowerment for victims in order to promote safety and to help individuals and communities address conditions that facilitate violence;

- Outlines procedures victims should follow if a crime of dating violence, domestic violence, sexual assault, or stalking has occurred, including topics such as how to report such crimes, the importance of preserving evidence, options for involving law enforcement, services and protective measures available to victims;
- Outlines procedures the campus community should follow to report incidents of hazing.
- Reviews information about how the institution will protect the confidentiality of victims and other necessary parties;
- Provides an overview of information contained in the ASR, including procedures for institutional disciplinary action in cases of sexual assault.
- The school's status as a drug and alcohol free campus.
- Health risks of drug and alcohol use.
- Consequences of drug and alcohol use on campus, including possible legal sanctions, and sources for counseling or treatment programs.

HCI educates the student community about this policy, sexual violence prevention programs and related school policies during all group orientations held for new students upon the onset of a class. The Title IX Coordinator and persons appointed by the CEO who may serve as investigators, or as decision-makers in a live hearing procedure, will receive annual training on issues related to sexual violence. The Title IX Coordinator or his or her designee is responsible for training current students and all school faculty and staff about HCI's Title IX policies and conducting the new student training.

B. Bystander Intervention and Risk Reduction

HCI urges all members of the campus community to help prevent crimes, including crimes of sexual violence and hazing, and to promote a safe campus environment for themselves and others by practicing bystander intervention and risk reduction.

Bystander Intervention means safe and positive options that may be carried out by an individual or individuals to prevent harm or intervene when there is a risk of dating violence, intimate partner violence, domestic violence, sexual assault, or stalking. Bystander intervention techniques can also be effective to prevent harm or intervene in situations where hazing is occurring.

Members of the campus community can help prevent dating violence, domestic violence, sexual assault, stalking, and hazing by identifying potentially harmful situations and intervening on a potential victim's behalf when the intervention is not likely to put the bystander themselves in danger. A concept known as the three Ds of Bystander Intervention provides several useful strategies for intervention:

> **Direct:** In some situations, you may feel comfortable intervening directly by asking the potential victim if they are okay, expressing concern, or telling the potential offender(s) to stop their behavior.
>
> **Distract:** Another strategy is to interrupt the situation without direct confrontation by providing a distraction. Cut off the conversation with a diversion: you're about to leave the party, would the potential victim like a ride? Or, we're about to order pizza do you want any? Or just say that you or someone else needs to speak to the potential victim urgently.
>
> **Delegate:** If you are too wary or shy to intervene directly, notify someone who might be in a better position to intervene, for example friends of the potential victim, or someone who has the authority to intervene, such as a school official or manager.

In addition, if you witness what you believe to be a situation that may lead to the commission of a crime, HCI urges all members of the campus community to call 911 or to contact a HCI employee immediately.

Risk Reduction means options designed to decrease perpetration and bystander inaction, and to increase empowerment for victims in order to promote safety and to help individuals and communities address conditions that facilitate violence.

HCI urges members of the campus community to take steps to reduce the chances of themselves or another person becoming a victim of a crime, including but not limited to the following:

- Lock doors and secure items of value.
- Walk in pairs at night and travel to events or parties with others rather than attending by yourself; check in with one another frequently and leave together.
- Avoid impairment caused by alcohol or drugs and/or offer to call a cab for someone if you see they are intoxicated.
- Keep your cell phone charged and with you at all times in case you need to call for help, for yourself or for someone else.
- Be aware of your surroundings and avoid isolated or dimly lit places.
- Trust your own intuition and don't be afraid to call for help or let someone know if you are worried about your safety or the safety of another.

C. Warning Signs of Domestic, Intimate Partner, and Dating Violence

In order to help protect members of our campus community, HCI provides the following information concerning domestic, intimate partner, and dating violence, courtesy of the Mayo Clinic. The full Mayo Clinic article is available at: https://www.mayoclinic.org/healthy-lifestyle/adult-health/in-depth/domestic-violence/art-20048397.

You might be experiencing domestic violence if your partner:

- Calls you names, insults you or puts you down.
- Often acts jealous or possessive.
- Tries to control how you spend money or your access to money.
- Tracks where you go, what you do online or who you talk to on the phone.
- Prevents you from going to work or School.
- Stops you from seeing family members or friends.
- Threatens to keep you from seeing your children.
- Gets angry or abusive when drinking alcohol or using drugs.
- Tries to control whether you can see a healthcare professional.
- Threatens you, your children or your pets with violence or a weapon.
- Hits, kicks, shoves, slaps, chokes or otherwise hurts you, your children or your pets.
- Forces you to have sex or engage in sexual acts against your will.
- Controls your birth control or demands that you get pregnant.
- Blames you for problems in the relationship or violent behavior, or tells you that you deserve it.

If you're gay, bisexual, transgender or gender diverse, you also may be experiencing domestic violence if your partner:

- Threatens to tell friends, family, colleagues or community members about your sexual orientation or gender identity without your consent.
- Tells you that leaving the relationship means you're admitting that gay, bisexual or transgender relationships are wrong.
- Justifies abuse by telling you that your gender identity or sexual orientation isn't "real."
- Tells you that law enforcement won't help a gay, bisexual, transgender or gender-diverse person.

XII. POLICY STATEMENT ADDRESSING SEX OFFENDER REGISTRATION INFORMATION.

The local Police Department provides a link to the Texas Sex Offender Registry. HCI is required to inform students and employees about where law enforcement information provided by a State concerning registered sex offenders may be obtained. The law also requires sex offenders already required to register in a State to provide notice to each institution of higher education in that State at which the person is employed, carries a vocation, or is a student. In Texas, information about convicted sex offenders is available at https://publicsite.dps.texas.gov/SexOffenderRegistry.

XIII. CLERY ACT CRIME REPORT STATISTICS

Houston Career Institute – Houston, TX Campus:

(Note: Statistics below include information on incidents, arrests and referrals obtained from reports by local law enforcement which, consequently, may not have involved any student and/or employee associated with the campus.)

OFFENSE	PROPERTY	2023	2024	2025
Murder and Non-Negligent Manslaughter	On-Campus Property	0	0	0
	Public Property	0	0	0
Negligent Manslaughter	On-Campus Property	0	0	0
	Public Property	0	0	0
Rape	On-Campus Property	0	0	0
	Public Property	0	0	0
Fondling	On-Campus Property	0	0	0
	Public Property	0	0	0
Incest	On-Campus Property	0	0	0
	Public Property	0	0	0
Statutory Rape	On-Campus Property	0	0	0
	Public Property	0	0	0
Robbery	On-Campus Property	0	0	0
	Public Property	0	0	0
Aggravated Assault	On-Campus Property	1	0	0
	Public Property	0	0	0
Burglary	On-Campus Property	0	0	0
	Public Property	0	0	0
Motor Vehicle Theft	On-Campus Property	1	0	0
	Public Property	0	0	0
Arson	On-Campus Property	0	0	0
	Public Property	0	0	0
VAWA Offense: Domestic Violence	On-Campus Property	0	0	0
	Public Property	0	0	0

VAWA Offense: Dating Violence	On-Campus Property	0	0	0
	Public Property	0	0	0
VAWA Offense: Stalking	On-Campus Property	0	0	0
	Public Property	0	0	0
Hate Crimes: Related to any of the above listed crimes, and/or involving simple assault, larceny-theft, intimidation or destruction/damage/vandalism of property, within one/more of the following bias categories: race, gender, gender identity, religion, sexual orientation, ethnicity, national origin, or disability	On-Campus Property	0	0	0
	Public Property	0	0	0
Hazing (Note: The Stop Campus Hazing Act became effective in 2025)	On-Campus Property	N/A	N/A	0
	Public Property	N/A	N/A	0
Arrests: Weapons: Carrying, Possessing, etc.	On-Campus Property	0	0	0
	Public Property	0	0	0
Disciplinary Referrals: Weapons: Carrying, Possessing, etc.	On-Campus Property	0	0	0
	Public Property	0	0	0
Arrests: Drug Abuse Violations	On-Campus Property	1	0	0
	Public Property	0	0	1
Disciplinary Referrals: Drug Abuse Violations	On-Campus Property	0	0	0
	Public Property	0	0	0
Arrests: Liquor Law Violations	On-Campus Property	0	0	0
	Public Property	0	0	0
Disciplinary Referrals: Liquor Law Violations	On-Campus Property	0	0	0
	Public Property	0	0	0
Unfounded Crimes	On-Campus Property + Public Property	0	0	0
Houston Career Institute does not have any noncampus buildings controlled by a student organization officially recognized by the School.				

Certification

I certify that all information contained in this catalog is true and accurate to the best of my knowledge.

Peter Mikhail
President/CEO