Student Success is Our Success

UNITED EDUCATION INSTITUTE

2026 Catalog

Catalog Supplements:

Insert B - Faculty and Staff List
Insert C - Licensure, Certification or Registration
Insert D - Maximum Student/Teacher Program Ratios
Catalog Addendum

Revision Date 10/30/2026

Volume 12
Effective January 1, 2026 to December 31, 2026
www.uei.edu

Campus Location Included in this Catalog

Morrow – Branch of HP
1564 Southlake Pkwy.
Morrow, GA 30260
Phone: (678) 422-4500

Stone Mountain – Branch of Fresno
971 N. Hairston Road
Stone Mountain, GA 30083
Phone: (470) 563-1299

Additional campuses owned and operated by International Education Corporation under the UEI Brand, included in Separate Catalogs

Garden Grove – Branch of HP
10870 Katella, Avenue
Garden Grove, CA 92840
Phone: (714) 941-5800

Bakersfield – Branch of FRS
3737 Rosedale Highway
Bakersfield, CA 93308
Phone: (661) 427-4300

Chula Vista – Branch of HP
1261 Third Avenue, Suite A
Chula Vista, CA 91911
Phone: (619) 409-4111

West Covina – Branch of HP
339 N. Azusa Avenue
West Covina, CA 91791
Phone: (626) 927-9000

Fresno (FRS) – Main
3602 N. Blackstone, Ste 0268
Fresno, CA 93726
Phone: (559) 456-0623

Gardena (GAR) – Main
661 W. Redondo Beach Blvd.
Gardena, CA 90247
Phone: (424) 246-3000

Huntington Park (HP) – Main
6055 Pacific Blvd.
Huntington Park, CA 90255
Phone: (323) 319-9500

Ontario – Branch of HP
4730 Ontario Mills Pkwy.
Ontario, CA 91764
Phone: (909) 476-2424

Riverside – Branch of GAR
1860 University Ave.
Riverside, CA 92507
Phone: (951) 300-5500

Oceanside – Branch of HP
2027 Mission Avenue
Oceanside, CA 92058
Phone: (760) 690-5200

Stockton – Branch of HP
4994 Claremont Ave.
Stockton, CA 95207
Phone: (209) 774-5300

Reseda -Branch of HP
18040 Sherman Way
Reseda, CA 91335
Phone: (818) 380-5900

Phoenix – Branch of HP
9215 N. Black Canyon Highway
Phoenix, AZ 85021
Phone: (623) 888-5261

Sacramento – Branch of GAR
4420 Florin Road
Sacramento, CA 95823
Phone: (916) 306-5185

Las Vegas – Branch of GAR
3450 S. Maryland Parkway
Las Vegas, NV 89169
Phone: (725) 210-7200

Mesa – Branch of HP
1420 W. Southern Ave.
Mesa, AZ 85202
Phone: (480) 885-8900

Tacoma – Branch of GAR
1415 East 72nd Street, Suite F
Tacoma, WA 98404
Phone: (253) 210-3595

Albuquerque – Branch of GAR
885 Sunset Road SW
Albuquerque, NM 87105
Phone: (505) 835-7100

Dallas – Branch of HP
1050 N Westmoreland Rd.,
Suite 200
Dallas, TX 75211
Phone: (945) 910-2100

Houston – Branch of FRS
9945 Bissonnet Street
Houston, TX 77036
Phone: (346) 502-2177

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Office Hours
Monday–Thursday: 8:00 a.m. to 8:00 pm
Friday: 8:00 a.m. to 5:00 p.m.
Class Hours
Class hours vary from 8:00 am to 11:00 pm Monday through Friday.

Welcome to United Education Institute! Our years of experience have earned us the trust of employers, and this trust is based on the performance of our graduates. We believe that by teaching skills necessary to succeed in today's changing world, we help our students achieve success for themselves and the community they live in. UEI makes every effort to ensure accuracy of the information contained in this catalog. The school reserves the right to change policies, fees, and courses of instruction during this catalog period upon direction of the UEI and its Chief Executive Officer.

United Education Institute

Our Mission

Driving personal and community transformation by empowering students to make a positive and enduring life change.

Our Objectives

- One Standard of Excellence: Provide an industry-related educational and training environment that offers graduate preparedness for entry into their career field.
- Student Success: Offer every student an opportunity to succeed by providing support at every stage of their experience—from admission process to educational experience to post graduate experience with career services.
- Teamwork: Demonstrate the benefits of excellent employee teamwork in a business/educational setting as part of a student's educational experience.
- Respect: Demonstrate collegiality and mutual respect among colleagues and students.
- Integrity: Comply with all external and internal laws, regulations, and policies governing the institution and in dealing with colleagues and students.
- Customer Service: Provide students with high quality customer service as an example of its value in achieving career goals.
- Changing Lives: Create an organizational culture and community for students and colleagues that empowers them with the opportunity to transform their lives for a better future and to become the best versions of themselves.

School History and Description

IEC's history dates back to 1982 when United Electronics Institute was founded in Los Angeles County, California. In 1989, the corporation expanded to become United Education Institute (UEI) to reflect the addition of a broader range of training programs in the career education field.

In 1998, IEC completed the acquisition of Advanced Career Training (ACT), a career school business that has been delivering quality, career-focused academic programs since 1975. ACT became United Education Institute (UEI) in January 2010.

In 2009, the eight Southern California United Education Institute campuses became UEI College to further expand their program offerings and include degree granting curriculum.

International Education Corporation acquired the American Auto Institute in Cerritos, California in July of 2009. This campus officially became a UEI College location in August 2009 and relocated to Gardena, California, where it welcomed its first students in January 2011.

In July 2010, IEC acquired MCed College in Fresno, California and converted this campus to UEI College. In December of 2012, the Van Nuys campus moved to a new location in Encino, California.

UEI College's first campus was established in Van Nuys, California in October of 1983. Since then, additional Southern California sites have opened, including campuses in Huntington Park (September,1989), Ontario (June,1997), Chula Vista (August,1999), El Monte (March, 2005) relocated to West Covina (2018), Encino relocated to Reseda (2022), San Marcos (March, 2010) relocated to Oceanside (2020), Anaheim (March, 2010) relocated to Garden Grove (2020), and Gardena (January, 2011), Riverside (March ,2011), Stockton (September, 2011), and Bakersfield (March, 2012).

UEI continued its expansion with the opening of the Phoenix, Arizona campus in late 2014, followed by Sacramento in 2018, Las Vegas in 2020, and the Mesa, Tacoma, and Stone Mountain campuses in 2021. The growth continued with the addition of the Dallas Campus in 2024, and the Albuquerque and Houston campuses in 2025.

Today, IEC Corporation operates a total of twenty-two locations as UEI College in the states of California, Arizona and Washington and as United Education Institute in Georgia, Nevada, New Mexico and Texas.

Ownership and Board of Directors

United Education Institute in Morrow is owned and operated by United Education Institute, a California Corporation.

United Education Institute in Stone Mountain is owned and operated UEI Fresno/ IEC Holdings Inc., a California Corporation.

The members of the Board of Directors for IEC Corporation are Doug Mellinger, Shoukry Tiab, Koonal Bharat Gandhi, Charles Cook, Sandy Lockwood, Justin Topilow, and Charlie Dent.

The corporate office of IEC is located at 38 Technology Drive, Suite 100, Irvine, CA 92618.

The members of the IEC Leadership team are Shoukry Tiab, President & Chief Executive Officer; Joanna Gut-Vargas, Chief Financial Officer; Christa Jones, Senior Vice President of Operations; and Aaron Mortensen, Senior Vice President and General Counsel.

Accreditation and Approvals

Institutional Accreditation

The UEI campus in Morrow, Georgia is accredited by the Accrediting Council for Continuing Education and Training (ACCET).

The UEI campus in Stone Mountain, Georgia is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC).

U.S. Department of Education
All UEI campuses have been approved to participate in the Federal Student Aid program through the U.S. Department of Education (ED).

State Approval
The UEI campuses in Morrow and Stone Mountain, Georgia are authorized under the Proprietary Act of the State of Georgia Nonpublic Postsecondary Education Commission, 2082 East Exchange Place, Suite 220, Tucker, Georgia 30084-5305, (770) 414-3300.

Veterans
UEI is approved to train veterans by the approving agency. Upon request, an enrolled or prospective student may review copies of the documents that describe the school's accreditation and approval.

All veteran students requesting VA benefits while attending school must sign the "Veterans Information Addendum to catalog" prior to starting school.

Vocational Rehabilitation Applicants
Eligible students may apply to the State Department of Vocational Rehabilitation for determination of benefits while attending UEI.

Class Schedules and Holidays

UEI campuses offer year-round enrollment with classes starting approximately every four weeks. All class modules are approximately four weeks in length. (See the Academic Calendar, Insert A of this catalog) The programs at UEI are divided into modules that are self-contained units of instruction. Students can enter at the beginning of any module except externship and continue in the cycle until completion of the program. UEI offers morning, afternoon, evening and weekend classes at most locations. All classes are held on campus. UEI does not provide English as a Second Language coursework.

In observance of the following holidays, UEI does not hold classes on: New Year's Day, Martin Luther King Jr.'s Birthday, President's Day, Easter Sunday, Memorial Day, Independence Day, Labor Day, Thanksgiving (2 days), and Winter Break. (See the Academic Calendar, Insert A of this catalog).

Facilities and Equipment

UEI campuses are designed to teach students the skills required in their chosen career fields. Each facility is equipped with the appropriate furniture, equipment, and supplies required to conduct programs effectively. The facilities are spacious, clean, and present a professional appearance. All laboratories have workstations simulating the actual work environments which students will encounter in a professional setting.

Student lounges are open to students, and vending machines provide snacks and refreshments. Students should use the lounges when eating and are asked to respect the rights of all students for a clean environment.

Maintaining and preserving the school's facilities and equipment is an obligation of all faculty, staff and students. Students are expected to treat facilities and equipment with care and will be held liable for the destruction of school property. Students may consume food and beverages in the designated Student Lounge and smoking is prohibited within the school.

Class Size

UEI limits the size of its classes to maintain the educational soundness of its instructional programs. Class size may vary from one subject area to another and from laboratory to lecture. For student to instructor ratios, please see individual program descriptions in this Catalog.

Professional Appearance and Dress Code

Professional appearance presents the image of performing well in the workplace. UEI prides itself on training the highest quality student for today's workplace, and part of this preparation is the adoption of a professional dress code. We aim for the highest standards and expect our students to have the same goal. The standards are to be followed by all students of the school in the laboratory and administrative classes, and at all times while on campus and during externship. Failure to comply with the professional appearance and dress code may result in disciplinary action up to and including dismissal from the school.

Student Conduct

Student Conduct

Students are expected to follow all the rules and regulations of UEI and to conduct themselves within the parameters of acceptable behavior at all times. While on school premises or externship sites, students shall conduct themselves in a professional manner. Disruptive behavior, including but not limited to fighting, harassment, bullying, threats, disorderly conduct discrimination, sexual misconduct, physical or verbal abuse, use of profanity, vandalism and stealing are not acceptable and may lead to termination from UEI. Use of cell phones for personal use is not permitted during any class or lab sessions and should be kept to a minimum while on campus.

Academic Integrity

Learning occurs with the practice and application of knowledge and skills acquired over time. Academic integrity practices facilitate the institution's ability to properly assess student learning and align support and assistance to address specific areas of opportunity.

Academic Dishonesty: Academic dishonesty represents intentional or unintentional plagiarism, cheating, and impersonation. It also includes other forms of fraudulent actions that include but are not limited to the provision and/or receipt of assistance with dishonest activities.

Cheating: Cheating is defined as fraud, deceit, or dishonesty in completing academic work (assignments, exams/quizzes, etc.). It occurs when a student attempts to get academic credit in a way that is dishonest, disrespectful, irresponsible, untrustworthy or unfair.

Plagiarism: Plagiarism is the practice of taking someone else's work or ideas and passing them off as one's own with or without

their consent, by incorporating it into one's work without full acknowledgement.

Examples of violations of Academic Integrity include, but are not limited to the following:

1) Looking on another person's test paper for answers
2) Giving another student answers on tests, homework, or lab projects
3) Sharing exam content with a student who will take a make-up exam
4) Using any kind of "cheat sheets" on a test including texting
5) Using a computer, calculator, dictionary, or notes when not allowed
6) Plagiarism, or using the words or works of others without giving proper credit.
7) Having others do your homework for you
8) Copying files from a lab computer
9) Submitting AI-generated content as original work without proper citation or instructor approval.

Academic dishonesty is considered a breach of the Student Code of Conduct. Violation of the Academic Integrity policy or discovery of academic dishonesty (intentional/ unintentional) may include, but is not limited to, dismissal from the institution.

Artificial Intelligence (AI)

AI Learning Tools are platforms that assist with writing, research, studying, and productivity. The use of AI tools must follow the UEI academic integrity policies. Students must follow instructor guidelines and disclose AI use when required.
Use of AI must not violate academic integrity. Plagiarism or the use of AI-generated content without disclosure is strictly prohibited. AI tools should be used in a way that respects privacy, complies with institutional codes of conduct, and supports personal accountability.

AI Usage requirements:
Students are expected to assess and collaborate on discussion boards or assignments. Students are permitted to use AI to complete discussion boards and assignments, however the use of AI must be properly disclosed.

- Students and faculty are not permitted to use AI or automated tools to record, transcribe, or otherwise capture live classes or meetings conducted through any platform without prior written authorization.
- All students must disclose any AI assistance used in assignments or projects as per faculty guidelines.
- Random checks may be conducted on student submissions for improper or undisclosed use of AI.

Authorized Use of AI
Students may utilize AI tools only when such use is explicitly permitted by the instructor for a specific assignment. Examples of authorized use with integrity include:

1) Refinement of Original Work: Utilizing AI-based spelling and grammar tools to enhance the clarity of a student's own writing.
2) Preparatory Research: Using AI to clarify complex concepts or generate a general outline, provided the final submission consists of the student's original analysis and synthesis.
3) Technical Assistance: Using AI for formatting citations and bibliographies to ensure proper acknowledgement of sources.

Unauthorized Use and Disclosure

1) AI-Generated Content: Submitting AI-generated text, code, or media as one's own work without full acknowledgement is considered a form of Plagiarism.
2) Mandatory Disclosure: If AI tools are used in any capacity during the completion of academic work, students must provide a written disclosure statement at the end of the assignment specifying the tool used and the nature of the assistance.
3) Prohibited Use on Assessments: Use of AI during timed quizzes or exams is strictly prohibited and will be treated as Cheating unless otherwise specified in the assessment instructions.

Violation of this policy may result in academic disciplinary action in accordance with the Student Code of Conduct and Academic Integrity Policy.

Copyright Policy

UEI does not allow or condone the use of UEI resources for the unauthorized distribution of copyrighted material, including peer-to-peer file (P2P) file sharing. Engaging in such activity will result in disciplinary action. Such activity may also subject colleagues, including faculty, staff, and students to civil and criminal prosecution.

Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws
Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the 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.

Drug and Alcohol Abuse Prevention

UEI is committed to maintaining an alcohol and drug-free environment for students and employees. Our culture, driven by a commitment to excellence in all areas, has no room for, and is incompatible with, substance abuse in any form. Accordingly, as a matter of policy, our campuses prohibit the following:

- Reporting to campus under the influence of alcohol or illegal drugs or substances, including illegally obtained prescription drugs.
- Reporting to campus under the influence of legal prescription or non-prescription drugs, if doing so could impair judgment or motor functions or place persons or property in jeopardy.
- The illegal use, sale, manufacture, possession, distribution, transfer, purchase, or storage of alcoholic beverages or drugs on campus premises, or in automobiles or any other vehicle parked on campus premises.

Any violation of these policies will result in appropriate disciplinary action up to and including expulsion, even for a first offense. Violations of the law will also be referred to the appropriate law enforcement authorities.

UEI distributes information on Drug and Alcohol Abuse Prevention to all enrolled students and to new students as an available resource. Despite current educational and prevention efforts, some students make high-risk choices around alcohol and other drug use. UEI makes available a referral service for drug abuse rehabilitation programs. Students may refer themselves to the counseling service or may be referred by the school. Faculty and student peers have an obligation to act on concerns regarding alcohol or drug abuse or dependency when encountered in the student. Any student who needs counseling or help with substance or alcohol abuse should consult the Executive Director/Campus President.

No Weapons Policy

UEI prohibits all persons who enter school property from carrying weapons of any kind regardless of whether the person is licensed to carry the weapon or not. Failure to abide by this policy will lead to dismissal from UEI.

Appeal Process

Students have the right to appeal any action by the school (termination from program, etc.). To do so, the student must submit a written appeal within 48 hours to the Executive Director/ Campus President, stating the basis for the appeal and include any relevant documentation to support the request. The appeal will be reviewed and responded to within two class days from the date the appeal was filed. When an appeal is granted, an academic plan will be presented to the student. Students who have been terminated/ withdrawn from the program, including having been auto dropped for a violation of the attendance policy, will be required to complete the Return of Federal Financial Aid Funds process prior to re-entering their program if the appeal is granted.

Title IX Non-Discrimination & Anti-Harassment Policy

Policy Statement

UEI is committed to providing a supportive learning and working environment that promotes personal integrity, civility, and mutual respect in an environment free of discrimination on the basis of sex, sex stereotypes, sex characteristics gender, pregnancy status, or related conditions. UEI considers sex and gender discrimination in all its forms to be a serious offense. Sex discrimination constitutes a violation of this policy, is unacceptable, and will not be tolerated.

Sex-based harassment, whether verbal, physical, or visual, which is based on sex is a form of prohibited sex discrimination. Sex-based harassment means harassment and other harassment on the basis of sex, and includes sexual assault, dating violence, domestic violence, and stalking. The specific definition of sex-based harassment, including examples of such conduct, are set forth below.

Title IX Statement

Title IX provides that "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Further information about Title IX can be found at https://www.justice.gov/crt/title-ix.

Scope and Application

This policy is implemented to ensure compliance with local, state, and federal laws in alignment with existing UEI students and employee policies. The scope of this policy extends to all prohibited behaviors conducted by students, volunteers, external community members, employees, third-party contractors, guests, or any other third parties occurring under or in connection with UEI's education program or activity in the United States, whether on or off campus, including but not limited to campus events, travel associated with an education program or activity, or any other UEI sponsored education program or activity. UEI will also address complaints of sex-based hostile environment under its education program or activity, even when some conduct alleged to be contributing to the hostile environment occurred outside the UEI's education program or activity or outside the United States.

Notice of Non-Discrimination

UEI does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX, including in admission and employment.
To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please report to UEI's Title IX Coordinator and follow the procedures outlined in the Grievance Policy.

Inquiries about Title IX may be referred to UEI's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both.

It is the policy of UEI for instances of alleged sex discrimination occurring on or after August 1, 2024, to comply with the regulations effective August 1, 2024, implementing Title IX of the Education Amendments of 1972, which prohibit discrimination based on sex in UEI's educational programs and activities. For alleged issues occurring prior to August 1, 2024, regardless of when reported, UEI will address those alleged issues under the Title IX policy in effect prior to August 1, 2024. Title IX and its implementing regulations also prohibit retaliation for asserting claims of sex discrimination.

Roles and Responsibilities of Title IX Coordinator

UEI has designated the following Title IX Coordinator to coordinate its compliance with Title IX and to receive inquiries regarding Title IX, including complaints of sex discrimination:

Brandi Drew
Vice President of Human Resources
38 Technology Drive, Suite 100
Irvine, CA 92618
(949) 812-7727
TitleIXcoordinator@ieccolleges.com

Anyone wishing to make a report relating to sex discrimination or sex-based harassment may do so by reporting the concern to the school's Title IX Coordinator.

Individuals experiencing harassment or discrimination also have the right to file a formal grievance with the United States Department of Education:

U.S. Department of Education
Office for Civil Rights ("OCR")
Lyndon Baines Johnson Department of Education Bldg.
400 Maryland Avenue, SW
Washington, DC 20202-1100
Telephone – 800-421-3481
Fax – 202-453-6012; TDD: 800-877-8339
Email: OCR@ed.gov
Web: https://ocrcas.ed.gov/contact-ocr

Title IX Coordinator

The Title IX Coordinator oversees compliance with all aspects of this policy. Specifically, the Title IX Coordinator is responsible for coordinating the dissemination of information and education and training programs to: (1) assist members of the UEI community in understanding that sex discrimination is prohibited by this policy; (2) ensure that investigators are trained to respond to and investigate complaints of sex discrimination; (3) ensure that faculty, staff, and students are aware of the procedures for reporting and addressing complaints of sex discrimination; and (4) coordinating responses to all complaints involving sex discrimination.

The Title IX Coordinator oversees implementation and enforcement of the Grievance Policy, which includes primary responsibility for coordinating UEI's efforts related to the intake, investigation, resolution, and implementation of complaints and the provision of supportive measures to stop, remediate, and prevent discrimination, harassment, and retaliation prohibited under this policy. When notified of conduct that reasonably may constitute sex discrimination under the Grievance Policy, the Title IX Coordinator must take the following actions:

1. Treat the complainant and respondent equitably;
2. Offer and coordinate supportive measures;
3. Offer an informal resolution process if available and appropriate;
4. Initiate the Formal Grievance Process in response to a complaint;
5. Make a fact-based determination on whether to initiate a complaint of sex discrimination in situations where no complaint is filed or the complaint is withdrawn when there may be a risk of ongoing safety concerns if not addressed by UEI; and,
6. Regardless of whether a complaint is initiated, take other appropriate, prompt, and effective steps to ensure that sex discrimination does not continue or recur within the UEI's education program or activity.

Others' Responsibilities Under This Policy

- *Supervisors*
  - It is the responsibility of those employees who formally supervise faculty, staff or employees to:
    - Inform employees under their direction or supervision of this policy;
    - Ensure new and existing employees promptly receive required Title IX training;
    - Implement any corrective actions that are imposed as a result of findings of a violation of this policy.
- *Employees*
  - If an employee of UEI receives any oral or written reports, witnesses, or otherwise learns of conduct that reasonably may constitute sex discrimination, the employee must (i) promptly notify the Title IX Coordinator [or appropriate deputy Title IX Coordinator], or (ii) provide the person experiencing the conduct or providing such information the contact information of the Title IX Coordinator.
  - Certain UEI employees have an obligation to report to the Title IX Coordinator when they have information about conduct that reasonably may constitute sex discrimination. These employees include employees in UEI or campus leadership positions, faculty members and staff who serve as student advisors.
  - It is the responsibility of all employees to review this policy and comply with it.
- *Students*
  - It is the responsibility of all students to review this policy and comply with it.
- *UEI*
  - When UEI is aware that a member of the UEI community may have been subjected to or affected by conduct that reasonably may violate this policy, UEI will take prompt action, including a review of the matter and, if necessary, an investigation and appropriate steps to stop and remedy the suspected sex discrimination. In doing so, UEI will act in accordance with its Grievance Policy.

Record Keeping

UEI shall create, and maintain for seven (7) years, records of any actions (including any supportive measures) taken in response to a report or complaint of sex discrimination. UEI records shall include:

- For each report the Title IX Coordinator receives of information about conduct that reasonably may constitute sex discrimination under Title IX, records documenting the actions the UEI took to meet its obligations under Title IX and this policy;
- For each complaint of sex discrimination records including any determination regarding responsibility and any audio or audiovisual recording or transcript, any disciplinary sanctions imposed on the respondent, and any supportive measures provided to the complainant;
- Any appeal and the result therefrom;
- Any informal resolution; and
- All materials used to train Title IX Coordinators, investigators, decisionmakers, and any person who facilitates an informal resolution process.

Training

UEI will ensure that its personnel receive training related to their duties under Title IX promptly upon hiring or change of position that alters their duties under Title IX and this policy.

All employees shall be trained on the definition:

- The scope of conduct constituting sex discrimination;
- The definition of sex-based harassment;
- UEI's obligation to address sex discrimination in its education program or activity; and,
- Notification obligations.

In addition, employees and other individuals who also serve as investigators, decisionmakers, and responsibility for implementing the UEI Grievance Policy or who can modify or terminate supportive measures, must receive the following training:

The UEI Grievance Policy and obligations thereunder, including hearings, appeals, and informal resolution process, as applicable;

- The meaning and application of the term "relevant" in relation to questions and evidence, and the types of evidence that are impermissible regardless of relevance; and,
- How to serve impartially, including avoiding prejudgment of the facts at issue, conflicts of interest, bias, and sex stereotypes.

Anti-Retaliation Policy

UEI prohibits retaliation, including peer retaliation, in its education program or activity. Retaliation under this policy includes intimidation, threats, coercion, or discrimination against any individual for the purpose of interfering with any right or privilege secured by Title IX or its applicable regulations, or because the individual made a report or complaint, testified, assisted, or participated in or refused to participate in any manner in an investigation, proceeding, or hearing afforded by any process outlined in this policy. Any retaliation complaints should be reported to the Title IX Coordinator.
Examples of retaliation may include:

1. Threats of reprisals;
2. Actions/behavior directed at the person outside of the norm occurring after a report is filed;
3. Changes in job duties, job location, or work schedules;
4. Unreasonable changes in academic expectations;
5. Withholding scholarships, salary, or other sources of income;
6. Altering grades or scoring rubrics after a report is filed;
7. Denial of a tool or training that will assist in the ability to perform a job or achieve academic success;
8. Unwarranted verbal or written reprimands.

Exercising rights protected under the First Amendment does not constitute retaliation. Likewise, charging an individual for making a materially false statement in bad faith during an investigation does not constitute retaliation.

Concerns about retaliation should be addressed by contacting the Title IX Coordinator.

Supportive Measures

UEI will offer and coordinate reasonable supportive measures as appropriate and without fee or charge for the complainant and/or respondent to restore or preserve that person's access to UEI's education program or activity, or to provide support during UEI's formal or informal resolution process to minimize disruption to that party's participation in an education program or activity. Supportive measures are available to a complainant regardless of whether they wish to pursue any formal or informal resolution process outlined in this policy. Additionally, supportive measures outlined in this policy are available to all UEI community members, regardless of whether the discrimination or harassment they have experienced occurred during or prior to their joining our community. Supportive measures implemented by UEI will not impose an unreasonable burden on either party, and they will not be imposed for punitive or disciplinary reasons. UEI will engage in a fact-specific inquiry to determine whether supportive measures constitute an unreasonable burden on a party.

UEI will not disclose information about any supportive measures to persons other than the person to whom they apply, including informing one party of supportive measures provided to another party, unless necessary to provide the supportive measure,

restore or preserve a party's access to the education program or activity, or one of the exceptions to the disclosure of personally identifiable information in Section IV of the Grievance Policy applies. The Title IX Coordinator may consult with the UEI employee charged with ADA compliance responsibilities if complainant or respondent has a disability.
Supportive measures may include:

1. Counseling;
2. Reasonable academic accommodations (e.g., extending deadlines or other course-related adjustments);
3. Campus escort services;
4. Increased security and monitoring of certain areas of the campus;
5. Ordering the complainant and respondent to have no further contact with each other and/or other third parties;
6. Leaves of absence;
7. Modifying class schedules, extracurricular activities, or working arrangements;
8. Providing training and education programs related to sex-based harassment.
9. Any other measure which can be tailored to the involved individuals to achieve the purposes and goals of this policy.

UEI may modify or terminate previously approved supportive measures based on the changed circumstances of the parties and/or the procedures invoked by this policy. Such modifications or terminations may be requested by the party they apply to or made at the recommendation of the Title IX Coordinator.

A complainant or respondent may appeal any decision to provide, deny, modify, or terminate supportive measures applicable to them within five (5) business days of the decision being made. Appeals must be submitted in writing to UEI's Title IX Coordinator and must include a statement as to why the implementation, denial, modification, or termination of the supportive measures fails to restore the requesting party's access to UEI's education program or activity. A complainant or respondent's appeal will be reviewed by a neutral employee of UEI designated by the Title IX Coordinator who has authority to modify or reverse decisions regarding supportive measures.

TITLE IX GRIEVANCE POLICY

I. Scope and Application

UEI has implemented this policy to ensure compliance with applicable local, state, and federal non-discrimination laws in alignment with UEI's existing student and employee policies.

The scope of this policy extends to all prohibited behaviors conducted by students, volunteers, external community members, employees, third-party contractors, guests, or anyone doing business with UEI on or off campus, including but not limited to campus events, travel, or any other UEI sponsored event. UEI is committed to providing a work environment, education programs, and activities free of unlawful harassment and discrimination, and will provide a prompt, fair, and impartial process to address complaints of alleged sex discrimination.

II. Definitions

Please see below for definitions applicable to this Grievance Policy and the Title IX Policy.

III. Prohibition on Knowingly Making False Statements

UEI is committed to creating a safe environment where reporting of conduct that reasonably may constitute sex discrimination is encouraged. UEI:

A. Expects individuals to provide truthful information in any report, interview, meeting or proceeding under this policy.
B. Requires an individual to act in good faith when reporting acts that reasonably may violate this policy or when serving as a witness in a Formal Grievance Process. Providing or submitting false or misleading information in bad faith is prohibited and such conduct may be disciplined under the relevant UEI policies and procedures. Reports made or information provided in good faith, even if the facts are later unsubstantiated, will not be subject to disciplinary consequences.

IV. Privacy of the Grievance Process

The Formal Grievance Process will remain private to the extent permissible by law. UEI cannot guarantee privacy in all situations and will balance privacy and other competing interests on a case-by-case basis. Formal Grievance Process records may be produced subject to a lawful subpoena.

Parties and witnesses shall not disseminate or otherwise disclose information or evidence obtained solely through their participation in a Formal Grievance Process. UEI will address any violations under its code of conduct.

UEI will not disclose personally identifiable information it has obtained in its enforcement of this policy except where (i) UEI as obtained prior written consent from an individual with a legal right to consent to disclosure; (ii) the information is disclosed to a parent, guardian, or other authorized legal representative with the legal right to receive disclosures on behalf of the person whose personally identifiable information is at issue; (iii) necessary to carry out the purposes of this policy, including action taken to address conduct that reasonably may constitute sex discrimination in UEI's education program or activity; (iv) as required by federal law or regulation; or, (v) to the extent such disclosures are not otherwise in conflict with Title IX, when required by state or local law or when permitted under FERPA.

V. Reports and Complaints

A. Initiating a Report or Complaint

Any (i) student, (ii) employee, (iii) other person participating or attempting to participate in UEI's education program or activityat the time of the alleged sex discrimination, or (iv) the Title IX

Coordinator may submit a formal complaint to initiate grievance procedures for the prompt and equitable resolution of alleged sex discrimination.

1. As used in this policy, a "complaint" is a written document submitted and signed by the complainant or signed by the Title IX Coordinator alleging sex discrimination that requests UEI investigate the allegation(s) under this policy. The complaint must be signed (physical or digital) by the complainant or the Title IX Coordinator. The complainant must be participating in or attempting to participate in the education program or activity of UEI to file a complaint.
2. UEI will respond promptly and effectively if it acquires knowledge of conduct that reasonably may constitute sex discrimination in its education program or activity. Under this policy, the Title IX Coordinator will address any oral or written statement that the Title IX Coordinator objectively understands to request that UEI investigate and respond to alleged sex discrimination.
3. UEI may acquire knowledge of conduct that reasonably may constitute sex discrimination in its education program or activity through a complaint filed with the Title IX coordinator in person, by mail, or by electronic mail at any time (including during non-business hours), using the contact information below:

   Brandi Drew
   Vice President of Human Resources
   38 Technology Drive, Suite 100
   Irvine, CA 92618
   (949) 812-7727
   TitleIXcoordinator@ieccolleges.com

4. UEI may also acquire knowledge of conduct that reasonably may constitute sex discrimination in its education program or activity through reports made by:
   a. Any person irrespective of whether the reporting person is the alleged victim of such conduct; or
   b. Certain UEI employees that have an obligation to report to the Title IX Coordinator when they have information about conduct that reasonably may constitute sex discrimination. These employees include employees of UEI or individuals in campus leadership positions, faculty members, and staff who serve as student advisors.
5. If a complainant makes a report anonymously, it will be investigated by UEI to the extent possible, both to assess the underlying allegation(s) and to determine if supportive measures can be provided. Anonymous reports typically limit UEI's ability to investigate and respond, depending on what information is shared. In some situations, the Title IX Coordinator may proceed with the issuance of a complaint even when the complainant's report has been made anonymously.
6. If the Title IX Coordinator is informed of information that reasonably may constitute sex-based harassment or that is shared by an individual during a public event to raise awareness about sex-based harassment on a UEI campus or through an online platform sponsored by UEI, such a situation does not require the Title IX Coordinator to take action unless there is indicia of an imminent and serious threat to the health and safety of a complainant, students, employees, or other persons.
7. Employees are not obligated to report incidents of discrimination or harassment that they have personally been the target of, and student-employees are only obligated to report information they learn within the context of their employment. If an employee has a question about whether to report conduct, they should consult the Title IX Coordinator.
8. The Title IX Coordinator has no obligation to act where the Title IX Coordinator reasonably determines that the conduct as alleged does not constitute sex discrimination.

B. Documenting the Complaint

If the Title IX Coordinator receives information about conduct that reasonably may constitute sex discrimination, and the Title IX Coordinator determines that the report merits further review, the Title IX Coordinator will conduct an initial outreach to the complainant to offer supportive measures and the ability to schedule a meeting to explore potential resolution options.

1. If a complainant fails to respond to outreach from the Title IX Coordinator within fourteen (14) days or informs the Title IX Coordinator that they are not interested in pursuing further action, the case will be marked as resolved and the complainant notified of their right to reopen the case at any point in the future.
2. If the complainant meets with the Title IX Coordinator, the initial conversation will be documented by the Title IX Coordinator and will be maintained within the official records of the Title IX Office. If a complaint/report is resolved on that documentation only, the complainant may at a future date choose to request modifications to any supportive measures received or to move forward with either a formal or informal resolution process.
3. If a report contains information suggesting there may be an ongoing safety or health concerns if not addressed by UEI, or the alleged conduct prevents UEI from ensuring equal access on the basis of sex to its education program or activity, the Title IX Coordinator will undertake a fact-based assessment to determine whether to initiate a formal resolution process even if a complainant only wishes to have their concerns documented. The Title IX coordinator must consider the following factors:

a. The complainant's request not to file a formal complaint;

b. The complainant's reasonable safety concerns regarding the filing of a formal complaint;

c. The risk of future incidents of discrimination or harassment if a formal complaint is not filed;

d. The severity of the alleged behavior in the report;

e. The relationship between the parties, including whether the respondent is an employee of UEI;

f. The scope of the allegations or the existence of prior reports demonstrating concerns of on-going or a pattern of discrimination or harassment;

g. The ability of UEI to gather evidence to substantiate the allegations, including whether the complainant or other witnesses are willing to participate in a formal or informal resolution process; and

h. Whether there are alternative methods of ending the discrimination or harassment and preventing its recurrence available to UEI.

If the Title IX Coordinator decides to initiate a complaint, the Title IX Coordinator will notify the complainant prior to doing so and will address the complainant's reasonable concerns about the complainant's safety or the safety of others.

C. Timeframe

UEI strongly encourages individuals to report incidents that may be violations of this policy as soon as possible to maximize UEI's ability to respond promptly and equitably. Although there is no time limitation, the timing of when an alleged incident is reported may affect UEI's ability to investigate and respond to the report.

The Formal Grievance Process outlined in this policy will conclude within ninety (90) days from the filing of a complaint in most instances. UEI breaks, holidays, a party's need for disability-related accommodations, concurrent law enforcement activities, and/or unforeseen circumstances may impact this timeline. If the process must be delayed or extended, the Title IX Coordinator will provide the complainant and respondent with written notice. The Title IX Coordinator will also allow a reasonably extend timeframes on a case-by-case basis for good cause with notice to the parties that includes the reason for the delay.

D. Emergency Removal

UEI reserves the right to remove a respondent from its education program or activities on an emergency basis if UEI determines after conducting an individualized safety and risk analysis that respondent poses an imminent and serious threat to the health or safety of a complainant or any students, employees, or other persons arising from the allegations of sex discrimination, and those allegations justify removal.

If an emergency removal is imposed, respondent will be given written notice of the removal and an opportunity to challenge the decision immediately following the removal. Emergency removal decisions are not subject to further appeal.

VI. Formal Grievance Process

A. Notice of Allegations

Upon receiving a written and signed complaint, the Title IX Coordinator will provide written notice of the allegations to complainant and respondent. The written notice will include:

1. This Grievance Process, including the informal resolution process;
2. Sufficient information, including the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination under this policy, and the date(s) and location(s) of the alleged incident(s), to the extent that information is available and can be disclosed;
3. A statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence; and,
4. That retaliation is prohibited.

If the investigation uncovers new issues outside of the scope of the written notice, UEI will provide a supplemental written notice describing the additional allegations under investigation.

B. Treatment of Parties Participating in the Formal Grievance Process

UEI will:

1. Promptly investigate and respond to complaints of sex discrimination, including establishing reasonably prompt timeframes for the major stages of this Formal Grievance Process and allowing for the reasonable extension of timeframes on a case-by- case basis for good cause with notice to the parties that includes the reason for the delay;
2. Ensure that any person designated Title IX Coordinator, investigator, or decisionmaker is impartial and free of conflict of interest or bias;
3. Not consider an individual's status as a respondent as a negative factor. The respondent shall be afforded the presumption that the respondent is not responsible for the alleged sex discrimination until so found through this Formal Grievance Process;
4. Take reasonable steps to protect the privacy of the parties and witnesses during this Formal Grievance Process;
5. Provide parties the ability to: obtain and present evidence, including by speaking to witnesses; consult

with their family members, confidential resources, or advisors; or otherwise prepare for or participate in this Formal Grievance Process;
6. Gather evidence and decide what is relevant or impermissible;
7. Objectively analyze only relevant evidence;
8. Not consider impermissible evidence and questioning on impermissible subjects;
9. Not make credibility determinations based on a person's status as a complainant, respondent, or witness;
10. Follow this Formal Grievance Process before the imposition of any disciplinary sanctions;
11. Provide remedies to a complainant only if this Formal Grievance Process results in a determination that the respondent is responsible for sex discrimination;
12. Make reasoned decisions based on the preponderance of the evidence; and
13. Offer Supportive Measures.

Under this Formal Grievance Process, the decisionmaker may be the same person as the Title IX Coordinator or investigator.

As used in this Formal Grievance Process, evidence is "relevant" when it may aid a decisionmaker in determining whether the alleged sex discrimination occurred, and questions are "relevant" when they seek evidence that may aid in showing whether the alleged sex discrimination occurred.

As used in this Formal Grievance Process, "impermissible evidence," regardless of relevance, includes: (i) information that is privileged under federal or state law unless the party has waived their privilege over such information; (ii) records maintained by a physician, psychologist, or other recognized professional providing treatment to the party or witness unless the party or witness has consented to the use of such records in the Formal Grievance Process; and, (iii) information about the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

C. Dismissal of Complaints

UEI may dismiss a complaint of sex discrimination where:

1. It is unable to identify the respondent after taking reasonable steps to do so;
2. The respondent is not participating in UEI's education program or activity and is not employed by UEI;
3. Complainant voluntarily withdraws any or all of the allegations in the complaint and the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX or this policy even if proven; or
4. UEI determines after reasonable efforts to clarify the allegations with the complainant that the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under this policy.

The Title IX Coordinator will offer complainant supportive measures as appropriate. And if the respondent has been notified of the allegations and UEI dismisses the compliant under (3) or (4) above, the Title IX Coordinator will offer respondent supportive measures as appropriate.

Upon dismissal, UEI will promptly notify the complainant of the basis for the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, UEI will also notify the respondent of the dismissal and the basis for the dismissal promptly following notification to the complainant, or simultaneously if notification is in writing.

UEI will notify complainant and respondent that complainant may appeal the dismissal of the complaint. If the dismissal is appealed, UEI will:

1. Notify the parties of the appeal and the allegations;
2. Implement appeal procedures equally for the parties, including a providing the parties a reasonable and equal opportunity to make a statement in support of, or challenging the dismissal;
3. Ensure that the appeal decisionmaker is properly trained, and did not take part in an investigation of the allegations or dismissal of the complaint; and,
4. Notify the parties of the result of the appeal and the rationale for the result.

D. Consolidation of Complaints

UEI may consolidate complaints of sex discrimination when the allegations of sex discrimination arise out of the same facts or circumstances.

E. Investigation of Complaints

The Title IX Coordinator will assign a trained investigator to investigate the complaint. Under this process, UEI will provide for adequate, reliable, and impartial investigation of complaints. UEI will:

1. Conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred;
2. Provide an equal opportunity for the parties to present fact witnesses and other inculpatory and exculpatory evidence that are relevant and not otherwise impermissible;

3. Review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance;
4. Provide each party with an equal opportunity to access the evidence that is relevant to the allegations of sex discrimination and not otherwise impermissible, or an accurate description of this evidence;
5. Provide each party with a reasonable opportunity to respond to the evidence or to the accurate description of the evidence; and,
6. Take reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through this Formal Grievance Process.

F. Assessing Credibility

The decisionmaker will question parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is both in dispute and relevant to evaluating one or more allegations of sex discrimination. If the decisionmaker is not persuaded by a preponderance of the evidence that sex discrimination occurred, whatever the quantity of the evidence is, the decisionmaker must conclude that no sex discrimination occurred.

G. Determination of Whether Sex Discrimination Occurred

Following an investigation and evaluation of all relevant and not otherwise impermissible evidence, UEI will use the preponderance of the evidence standard of proof to determine whether sex discrimination occurred.

The decisionmaker will provide the parties with a written determination that includes the rationale for the decisionmaker's determination. In the written determination, the decisionmaker will inform the parties the procedures and permissible bases for appeal, if applicable.

Upon a determination that sex discrimination occurred, the Title IX Coordinator will (i) coordinate the provision and implementation of remedies to a complainant and other persons whose equal access to UEI's education program or activity was limited or denied by sex discrimination; (ii) at the conclusion of this Formal Grievance Process coordinate the imposition of any disciplinary sanctions on a respondent, including notification to the complainant of any such disciplinary sanctions; and (iii) take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within UEI's education program or activity.

UEI will not discipline a party, witness, or others participating this Formal Grievance Process for making a false statement or for engaging in consensual sexual conduct based solely on the determination whether sex discrimination occurred.

H. Appeal

Either party has the right to file an appeal of determination of the decisionmaker. Appeals are not a re-hearing of the facts of the case and must be limited in scope on the following bases:

1. The party has discovered new and relevant evidence that was not reasonably available at the time the determination was made that could alter the outcome.
2. Allegations that the decisionmaker deviated from the policy or procedure in a way that changed the outcome of the case.
3. Evidence that the Title IX Coordinator, investigator or decisionmaker was biased or had a conflict of interest, and such bias or conflict of interest changed the outcome of the case.

An appeal request must be made in writing to the Title IX Coordinator within ten (10) calendar days of the delivery of the written determination. The appeal request must include the basis for the appeal and all evidence in support of the request. The non-appealing party will receive a copy of the appeal and may respond within ten (10) calendar days.

Any discipline imposed will be suspended pending the outcome of the appeal. Sanctions will take effect upon the expiration of the deadline for an appeal or the conclusion of the appeal.

The Title IX Coordinator will assign a trained and impartial decisionmaker who was not previously involved in the Formal Grievance Procedure to hear the appeal.

The appellate decisionmaker may, after reviewing the appeal, deny the appeal without further process if the appeal is groundless—i.e., the appeal is not based on the grounds specified above. In this case, both parties will be notified of the decision, and the party who did not submit the appeal will be provided a copy of the appeal, but they will not need to provide any response.

The appellate decisionmaker will review the appeal materials submitted by both parties. The appellate decisionmaker may also choose to interview the investigator(s) and/or any other person that participated in the investigation and decision-making process but is not obligated to do so.

The appellate decisionmaker will make a final decision on the appeal within thirty (30) days of the filing of the appeal. The original decision may be upheld, reversed, or modified (which includes the possibility that different or additional sanctions may be imposed). Modification of sanctions can only place a greater burden on the respondent if the appeal was filed by the complainant. The appellate decisionmaker may also refer the matter to the same or different investigator(s) for additional investigation and a new decision-making process.

The Title IX Coordinator will send a written notice to both parties of the decision on appeal. No further appeal process is available.

I. Complaints of Sex-Based Harassment Involving a Student Complainant or Student Respondent

The provisions of this Grievance Policy and this section shall apply to complaints of sex-based harassment involving a student complainant or student respondent. UEI will make a fact-based determination of whether this provision of the Grievance Policy applies to a complainant or respondent that is both a student and an employee, including consideration of whether the party's primary relationship with UEI is to receive an education and whether the alleged sex-based harassment occurred while the party was performing employment-related work.

1. Written Notice of Allegations. The written notice of the allegations must contain the information required in Section VI.A., along with the following additional information:
    a. That respondent is presumed not responsible for the alleged sex-based harassment until a determination under this Formal Grievance Process. Prior to the determination, the parties will have an opportunity to present relevant and not otherwise impermissible evidence to a trained, impartial decisionmaker;
    b. They may have an advisor of their choice who may be, but who is not required to be, an attorney;
    c. They are entitled to an equal opportunity to access (i) the relevant and not otherwise impermissible evidence; or (ii) an investigative report that accurately summarizes this evidence and, upon request of a party, equal access to the relevant and not otherwise impermissible evidence; and,
    d. Advisement, if applicable, that the UEI code of conduct prohibits a party from making false statements or knowingly submitting false information.

    If the investigation discloses new issues outside of the scope of the written notice of allegations, UEI will provide a supplemental written notice describing the additional allegations under investigation.

    UEI may reasonably delay providing the written notice of allegations if, after conducting an individualized safety and risk analysis and not based on mere speculation or stereotypes, UEI has reasonable concerns for the safety of any person because of providing this notice.

2. Dismissal of a Complaint. UEI simultaneously will provide the parties a written notice of dismissal disclosing the bases of dismissal under Section VI.C(1)-(4) of this Formal Grievance Policy. If the dismissal occurs before the respondent has been notified of the allegations, only the complainant will receive such written notice. If the complainant voluntarily withdraws the complaint or allegations, the Title IX Coordinator will obtain the complainant's withdrawal in writing.

3. Investigation. When investigating a complaint alleging sex-based harassment under this section, UEI will:
    a. Provide a party or person whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all meetings or proceedings with sufficient time for the party to prepare to participate;
    b. Provide the parties with the same opportunities to be accompanied to any meeting or proceeding by the advisor of their choice;
    c. Provide the parties with the same opportunities to have persons other than the advisor of the parties' choice present during any meeting or proceeding;
    d. Exercise discretion in allowing the parties to present expert witnesses and that any such determination will apply equally to the parties;
    e. Allow for the reasonable extension of timeframes on a case-by-case basis for good cause with written notice to the parties that includes the reason for the delay; and,
    f. Allow each party and the party's advisor with an equal opportunity to access (i) the relevant and not otherwise impermissible evidence; or (ii) an investigative report that accurately summarizes this evidence and, upon request of a party, equal access to the relevant and not otherwise impermissible evidence.

    UEI will determine in its discretion and on a case-by-case basis the extent to which an advisor may participate in proceedings under this section. Any restrictions imposed will apply equally to the parties.

    The parties will have a reasonable opportunity to review and respond to the evidence or the investigative report prior to the determination whether sex-based harassment occurred.

    UEI will take reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through proceedings under this section.

4. Live Hearing. UEI on its own motion or at the request of a party, and in its sole discretion, may decide to

conduct a live hearing on a complaint of sex-based harassment under this section. The decision to conduct a live hearing is not subject to appeal. The procedures of Section VI.I. (1)-(6) above shall apply, and the decisionmaker:

a. Will provide the parties the opportunity to review the evidence in advance of the live hearing;
b. May in the decisionmaker's discretion determine when a party will have the opportunity to respond to the evidence prior to the live hearing, during the live hearing, or both prior to and during the live hearing;
c. Will advise the parties of the process for proposing and asking relevant and not otherwise impermissible questions and follow-up questions of parties and witnesses including questions challenging credibility;
d. Will question the parties and witness and will either in the decisionmaker's discretion (i) allow each party to propose questions that the party wants asked of any party or witness and have those questions asked by the decisionmaker; or (ii) allow each party's advisor to ask any party or witness questions. The decisionmaker will not allow advisor questioning if one party does not have an advisor. All questioning must relevant and allowable under Section VI.I(5) above;
e. Will decide whether to conduct the live hearing with the parties physically present in the same geographic location or conduct the live hearing with the parties physically present in separate locations, with technology enabling the decisionmaker and parties to simultaneously see and hear the party or the witness while that person is speaking. The decisionmaker shall approve a request of either party for a live hearing with the parties physically present in separate locations; and,
f. Will make arrangements to create an audio or audiovisual recording or transcript, of any live hearing and make it available to the parties for inspection and review.

5. Process for Questioning Parties and Witnesses. If UEI chooses not to conduct a live hearing, the decisionmaker will question parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is both in dispute and relevant to evaluating one or more allegations of sex-based harassment. Questioning of the parties and witnesses must take place as follows before the decisionmaker determines whether sex-based harassment occurred:

   a. Allow the investigator or decisionmaker to ask such questions during individual meetings with a party or witness;
   b. Allow each party to propose questions that the party wants asked of any party or witness and have those questions asked by the investigator or decisionmaker during any individual meetings with a party or witness; and,
   c. Provide each party with an audio or audiovisual recording or transcript with enough time for the party to have a reasonable opportunity to propose follow-up questions.

6. Procedures for the Decisionmaker to Evaluate the Questions and Limitations on Questions. The decisionmaker must determine whether a proposed question is relevant and not otherwise impermissible, applying the criteria in Section VI.B, prior to the question being posed. The decisionmaker must explain any decision to exclude a question as not relevant or otherwise impermissible.
   The decisionmaker will not allow unclear or harassing questions. The decisionmaker will allow such questioning if the party sufficiently clarifies or revises the unclear or harassing question.

   The decisionmaker may choose to place less or no weight on a party or witness who refuses to respond to questions deemed relevant and not impermissible. But the decisionmaker will not draw an inference about whether sex-based harassment occurred based solely on a party's or witness's refusal to respond to such questions.

7. Written Determination. Following an investigation and evaluation of all relevant and not otherwise impermissible evidence, UEI will use the preponderance of the evidence standard of proof to determine whether sex-based harassment occurred and issue a written determination.
   The written determination will include: (i) a description of the alleged sex-based harassment; (ii) information about the policies and procedures that UEI used to evaluate the allegations; (iii) the decisionmaker's evaluation of the relevant and not otherwise impermissible evidence and determination whether sex-based harassment occurred; (iv) any disciplinary sanctions imposed on the respondent, and whether remedies other than the imposition of disciplinary sanctions will be provided to the complainant, and, to the extent appropriate, other students identified as experiencing the effects of the sex-based harassment; and (v) procedures for the complainant and

respondent to appeal under Section VI.H. of this Formal Grievance Policy.

J. The Informal Resolution Process

UEI may offer the parties to a complaint relating to sex discrimination or sex-based harassment under this Formal Grievance Process the opportunity to engage in informal resolution procedures, which may be pursued at any time prior to the resolution of a formal resolution process. If appropriate, UEI will notify the parties in writing of the availability of the informal resolution process and will require that both parties agree in writing to participate in an informal resolution process. UEI cannot require parties to participate in an informal resolution process, or require a party waive of the right to an investigation and determination of a complaint as a condition of enrollment or employment.

UEI has sole discretion to offer an informal resolution process to the parties and will consider each complaint on a case-by-case basis. The informal resolution process may not be appropriate when, among other reasons, UEI determines that the alleged conduct would present a future risk of harm to others.

Before initiation of an informal resolution process, UEI will provide to the parties notice that explains:

1. The allegations in the complaint;
2. The requirements of the informal resolution process;
3. That at anytime prior to resolution, a party can withdraw from the informal resolution process and initiate or resume the Formal Grievance Process; and,
4. That if the parties agree to a resolution at the conclusion of the informal resolution process they cannot initiate or resume the Formal Grievance Process on the same allegations;
5. The potential terms that may be requested or offered in an informal resolution agreement;
6. That an informal resolution agreement is binding only on the parties; and,
7. The information that UEI will maintain and whether and how it could disclose such information for use in the Formal Grievance Process if proceedings on the complaint are initiated or resumed.

The Title IX Coordinator will assign a trained facilitator to lead the informal resolution process. The facilitator will have no conflict of interest or bias toward any party. The facilitator will not be the same person as the investigator or the decisionmaker.

Potential terms that may be included in an informal resolution agreement include but are not limited to:

1. Restrictions on contact; and
2. Restrictions on the respondent's participation in one or more of UEI's programs or activities or attendance at specific events, including restrictions UEI could have imposed as remedies or disciplinary sanctions had UEI determined at the conclusion of the Formal Grievance Process.

Even though an informal resolution process is provided, the Title IX Coordinator may appropriate prompt and effective steps to ensure that complained of conduct does not continue or recur within UEI's education program or activity.

DEFINITIONS

"Complainant" means:

1. A student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX or this part; or
2. A person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX or this part and who was participating or attempting to participate in the recipient's education program or activity at the time of the alleged sex discrimination.

"Complaint" means an oral or written request to Authorized Representative of UEI that objectively can be understood as a request for UEI to investigate and make a determination about alleged discrimination under Title IX or this policy. Actual knowledge that a violation has occurred is not required for a complaint to be made or for an investigation to be initiated.

"Party" means a complainant or respondent.

"Peer retaliation" means retaliation by a student against another student.

"Pregnancy or related conditions" means:

1. Pregnancy, childbirth, termination of pregnancy, or lactation;
2. Medical conditions related to pregnancy, childbirth, termination of pregnancy, or lactation; or
3. Recovery from pregnancy, childbirth, termination of pregnancy, lactation, or related medical conditions.

"Respondent" means a person who is alleged to have violated this policy.

"Retaliation" means intimidation, threats, coercion, or discrimination against any person by UEI, a student, or an employee or other person authorized by UEI to provide aid, benefit, or service under UEI's programs or activities, for the purpose of interfering with any right or privilege secured by Title IX or its regulations, or because the person has reported information, made a complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under the Title IX regulations.

"Sex-based harassment" is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex, including on the basis of sex stereotypes, sex characteristics,

pregnancy or related conditions, sexual orientation, and gender identity, that is:

1. *Quid pro quo harassment*. An employee, agent, or other person authorized by UEI to provide an aid, benefit, or service under UEI's program or activity explicitly or impliedly conditioning the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct;
2. *Hostile environment harassment*. Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from UEI's education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:
    a. The degree to which the conduct affected the complainant's ability to access the recipient's education program or activity;
    b. The type, frequency, and duration of the conduct;
    c. The parties' ages, roles within the recipient's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
    d. The location of the conduct and the context in which the conduct occurred; and
    e. Other sex-based harassment in the recipient's education program or activity.
3. Specific offenses.
    a. *Sexual assault* meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;
    b. *Dating violence* meaning violence committed by a person:
        i. Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
        ii. Where the existence of such a relationship shall be determined based on a consideration of the following factors:
            1. The length of the relationship;
            2. The type of relationship; and
            3. The frequency of interaction between the persons involved in the relationship;
    c. *Domestic violence* meaning felony or misdemeanor crimes committed by a person who:
        i. Is a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the jurisdiction of the recipient, or a person similarly situated to a spouse of the victim;
        ii. Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
        iii. Shares a child in common with the victim; or
        iv. Commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of the jurisdiction; or
    d. *Stalking* meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
        i. Fear for the person's safety or the safety of others; or
        ii. Suffer substantial emotional distress.

"Sex Discrimination" includes, but is not limited to:

1. Discrimination based on:
    a. Pregnancy or related conditions;
    b. Sexual orientation;
    c. Gender identity;
    d. Sex stereotypes or characteristics; or
    e. Sex in connection with parental, family, or marital status
2. Excluding from participation, denying benefits, or otherwise be subjecting to discrimination any person based on sex in a manner that subjects them to more than de minimis harm, except with respect to:
    a. Housing; and
    b. Athletic teams.

"Student" means a person who has gained admission.

"Student with a disability" means a student who is an individual with a disability as defined in the Rehabilitation Act of 1973, as amended, 29 U.S.C. 705(9)(B), (20)(B).

"Supportive measures" means individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to the complainant or respondent to:

1. Restore or preserve that party's access to UEI's education program or activity, including measures that are designed to protect the safety of the parties or UEI's educational environment; or

2. Provide support during UEI's grievance procedures or during an informal resolution process.

Rehabilitation Act and Americans with Disabilities Act (ADA)

In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA), UEI abides by the regulation that "no otherwise handicapped individual" shall be excluded from participation in programs and services offered by the School "solely by reason of the handicap." A student is eligible for consideration for accommodations and/or auxiliary aids and services if the student has a documented disability and the Campus Disability Compliance Coordinator has consulted with the student and determined that the functional limitations of the disability require such accommodation, auxiliary aids and/or services.

UEI is committed to providing reasonable accommodations including auxiliary aids and/or services to qualified individuals with a disability, unless providing such accommodations would result in undue burden or fundamentally alter the nature of the relevant program, benefit, or service provided by the School. To request auxiliary aid or service, please contact the Campus Disability Compliance Coordinator. Students should submit requests with supporting documentation at least two weeks prior to the beginning of the first day of classes or as soon as practical.

Admission Process

All prospective applicants must be personally interviewed by a school representative, tour the campus, and receive a catalog describing the course offerings and the school policies. Upon the applicant's determination that he/she is interested in pursuing a specific program of study, he/she visits the Financial Planning department to receive information regarding funding options.

UEI offers programs in a hybrid format. Hybrid students are required to attend online and residential classes.

UEI does not offer Independent Study.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement.

General Admissions Requirements for all Programs

Applicants to UEI must be at least 17 years of age and must be a High School graduate or GED holder.

Additionally, all applicants must complete an interview with a school representative to determine desire, ability, and commitment, receive a tour of the campus, review the school catalog and complete and sign the Enrollment Agreement.

Technology and Equipment Requirements

All students may access the computer rooms onsite at the campus to conduct academic activity. Each campus is equipped Wi-Fi and computer rooms that allow access to the internet.

All applicants that apply for admission into hybrid programs must be able to access technology and the internet. On the first day of class, students are expected to attend an on-campus Gateway to Success class/orientation.

Access to technology includes equipment that allows for emails, phone calls, and the use of online learning and interactive tools. The institution's Learning Management System (LMS) uses a web-based system that requires a standard web browser.

For ACCSC Campuses:
In addition, all students must successfully pass a Digital Readiness Assessment (DRA), prior to enrolling. The DRA is designed to help the school and student understand if they are able to successfully take courses in an online / hybrid environment. Each program at the school is offered in a hybrid learning environment and the student will be required to access and understand the school's Learning Management System (LMS).

Online Student Identity Authentication and Privacy
The Electronic Student Database (ESD) for hybrid and online students is a restricted access and password protected electronic environment. Prior to entering the EDS, an online student's identity must be verified by way of an assigned unique login and password that is provided to each student upon enrollment and class registration. Verification of student information is provided at no extra cost to the student. Student identity will be maintained in a private format by UEI in accord with established institutional privacy and confidentiality policies with access provided only to agents of UEI who require immediate and necessary use of the information in order to fulfill the various academic activities of UEI. It is the student's responsibility to strictly preserve the privacy of their login and password information. Students are prohibited from sharing login and password information. Any such intentional compromise of the integrity of the privacy of a student's login and/or password (i.e., sharing of this information) will result in the student being subject to immediate termination from the school. In the event a student believes the privacy associated with their login and password information has been comprised, they are required to contact school officials for an immediate reset of their information. This is also done at no extra cost to the student.

Proof of High School Graduation

For ACCET Campuses: Applicants must provide Proof of Graduation (POG) in the form of a transcript or diploma from the institution where they received their credential or provide proof of high school equivalency prior to his/her first day of class. Applicants must be a high school graduate prior to the first day of class

For ACCSC Campuses: Applicants must provide Proof of Graduation (POG) in the form of a transcript or diploma from the institution where they received their credential or provide proof of high school equivalency. This POG must be received prior to the student being admitted to the school and the enrollment agreement being signed by an accepting official.

The proof of high school graduation (POG) or equivalent provided by the applicant is printed and signed by the applicant in front of a school official, as proof that the POG is true and correct and belongs to the applicant.

If the applicant attended a high school outside of the United States, he/she must provide an original diploma or transcripts and complete the Foreign Diploma/Transcript Evaluation Request Form. The official translation/evaluation results must be received, approved and uploaded into the ESD, the "Docs" section prior to the full execution of the enrollment agreement and prior to the start of the applicant's first class session.

The Foreign Diploma/Transcript Evaluation results must have an official seal from the evaluator certifying that the diploma/transcript is at least equivalent to a high school diploma.

Transfer of Credit Policy

UEI may accept credit earned at another institution only if that institution is accredited by an agency recognized by either the U. S. Department of Education or the Council for Higher Education Accreditation. Students who have completed similar training courses at other UEI or non-UEI institutions may apply for transfer of credit according to the following policies and procedures:

1. Complete and submit a Transfer of Credit Application to the Director of Education.
2. Provide an official transcript and catalog with course descriptions of the prior post-secondary training. Official transcripts are required to post transfer credits. Unofficial transcripts can be used to evaluate credit. Photocopies will not be accepted.
3. Courses from accredited post-secondary training programs that correspond directly in content, scope, and length to UEI courses will be considered for credit.
4. Technical coursework completed within the last three (3) years and general education coursework within the last seven (7) years is eligible for transfer credit review provided all other policy requirements are met.
5. For transfer students from a non-IEC owned institution, only training courses with a grade of C or 2.0 or above will be considered for credit.
6. Transfer students from an IEC owned institution are eligible for transfer of credits for all courses within the last 3 years that had earned a passing grade.
7. UEI students transferring from one ACCET accredited UEI location to another ACCET accredited UEI location, into the same program, will have their letter grades transferred to the new UEI location.
8. UEI students transferring from one ACCSC accredited UEI location to another ACCSC accredited UEI location, into the same program, will have their grades transferred to the new UEI location as "TC" transferred credit.
9. Credit by examination, prior work experience, prior learning experience, military service, internships, or practicum is not accepted.
7. No more than 50% of the total credits of the program can be accepted from transfer credits outside of the UEI school system. *For ACCSC Campuses: For students transferring from another UEI school, at least 25% of the credits required for a program must be earned from the school awarding the credential.*
8. Students transferring from another UEI campus or other non-UEI institution may be granted credit for all passing courses, based on the criteria described in Step No. 4.
9. All decisions made by the Director of Education regarding Transfer of Credit are based wholly on the criteria as stated in these policies and procedures.
10. UEI does not charge any fee for evaluating or accepting transfer credits. The approval of transfer credits will reduce one's tuition charge and may affect financial aid eligibility and the length of one's program.
11. All Transfer of Credit must be requested, reviewed, and approved prior to the start of a student's program using an unofficial or official transcript. Credit will only be awarded after official transcripts have been received. Students who do not agree with the evaluation of transfer credit awarded by the school may file an appeal within three (3) calendar days after receiving the completed Transfer of Credit Application.

The school will provide guidance, a transcript, catalog, syllabus, and course descriptions for any student interested in transferring to another institution. Students who have completed similar training courses at other UEI or non-UEI institutions may apply for transfer of credit according to the following policies and procedures:

Notice Concerning Transferability of Credits and Credentials Earned at our Institution

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

The school will provide guidance, a transcript and catalog, syllabus and course descriptions for any student interested in transferring to another institution.

The institution does not have any articulation agreements with other schools at this time.

Vaccination Policy

For Allied Health programs offered by UEI which require vaccinations as part of their externship requirements and potential employment post-graduation, the Admissions Department is responsible for explaining and having the student sign the applicable vaccination disclosure.

English as a Second Language (ESL) Instruction

UEI does not offer ESL instruction. Students must be able to read, write, speak, understand, and communicate in English.

Pregnancy
The program you enroll in may be physically demanding. As a student in that program, you are expected to participate in all lab sessions to earn lab grades in your modules. Failure to do so will result in a failing grade for the module(s) and/or being dropped from the program. In the event a student is pregnant at time of enrollment or becomes pregnant during the program, the lab requirement will not be waived. The pregnant student must provide a doctor's note of release as a condition to participate in lab work. A pregnant student will not be permitted to participate in the required lab work without a doctor's release. The school will take reasonable steps to accommodate a pregnant student who has provided the school with a doctor's release. Additionally, in the event the baby is delivered during your enrollment period, the school will require a doctor's note of release to return to lab work. A Leave of Absence (LOA) may be granted pursuant to a student's written request and eligibility for a leave; however, the LOA must be approved by the school's administration prior to the leave.

Articulation Agreements
UEI does not currently have articulation agreements with other institutions.

Program Tuition and Fees
There is no registration fee for any program. In the event where the school cancels the program, any tuition paid by the student will be refunded.
Additional fees which might be incurred during your period of enrollment include the following:

Additional copies of Official Transcripts	$30
Additional copies of Official Diploma	$30
Additional copies of unofficial transcripts	$5
Education Verification	$2
*Late Payment fee	$10
Replacement of Student ID card	$3
Graduation ceremony fee	$40
Uniform-replaced/lost	
Business Office Administration Shirt	$17
Polo Shirt	$14
Scrubs Set	$14
Loan Origination Fees	Varies
Late Interest Accrual Fee(s)	Varies

The tuition for all programs is due and payable at the time of enrollment. Tuition and fees are the same for in state and out-of-state students. Tuition can be paid by any of the following methods: Cash, check, credit, loans, grants, or scholarships. Please see the tuition table of this catalog, for your program tuition.

*Assessed each month the account remains delinquent. This fee may also be assessed for delinquent institutional and recourse loans.
There are no additional charges/fees for repeating a module, make-up work, special testing, equipment, licensure examinations or other school services.

Books and Supplies
All textbooks and training materials for the course will be supplied by the school for student use. Students must furnish their own incidental supplies such as pens, paper, notebooks, etc. Note: Classroom reference textbooks are not issued to students but are supplied in sufficient numbers to complete assignments. Books that are lost, mutilated, or not returned in a timely manner will be replaced at the expense of the student.

Students may elect to purchase their own books from outside of the institution and opt-out of receiving books from the institution.

Transportation costs
Local transportation costs are estimated at $288.00 per month and may vary in specific areas. There are no fees for parking.

Delinquent Accounts
Delinquent accounts may result in termination from the program and may be submitted for collection with collection agencies. If a student's account is over 120 days delinquent, the account is sent to UEI's internal collection department. If the student's account is still delinquent after eight months, the account is deferred to an outside collection's agency.

Arbitration Agreement

Arbitration and Class Action Waiver Disclosure: United Education Institute requires each student to agree to a pre-dispute arbitration agreement and a class action waiver as a condition of enrollment ("Arbitration Agreement"). The Arbitration Agreement does not, in any way, limit, relinquish, or waive a student's ability to pursue filing a borrower defense claim, pursuant to 34 C.F.R. § 685.206(e) at any time. The Arbitration Agreement does not require that the student participate in arbitration, or any internal dispute resolution process offered by the school prior to filing a borrower defense to repayment application with the U.S. Department of Education pursuant to 34 C.F.R. § 685.206(e). Any arbitration, required by the Arbitration Agreement, tolls (pauses) the limitations period for filing a borrower defense to repayment application pursuant to 34 C.F.R. § 685.206(e)(6)(ii) for the length of time that the arbitration proceeding is under way. Any questions about the Arbitration Agreement or a dispute relating to a student's Title IV Federal student loans or to the provision of educational services for which the loans were provided should be directed to the Student Hotline at 866-591-8588.

Federal Financial Aid Information

Financial Assistance, in the form of grants and loans, is available to eligible applicants who have the ability and desire to benefit from the specialized training offered at UEI.

To receive financial assistance, you must:

1. Demonstrate financial need (with the exception of the Unsubsidized Loan program).
2. Be a U.S. Citizen or eligible non-citizen.
3. Have a valid Social Security Number.

4. Maintain satisfactory academic progress while attending school.
5. Sign a statement that certifies that you will use your federal student aid for education purposes only.
6. Not be in default on any federal student loans or owe any money on any federal student grant program.
7. Effective July 1, 2012 – Must have a high school diploma or General Education Certificate (GED) or equivalent.

Students must complete a Free Application for Federal Student Aid (FAFSA) to assist in determining funding eligibility.

Financial Aid Programs

The following are brief descriptions of the Federal financial aid programs available at UEI under the Title IV program:

Federal Pell Grant
A Federal Pell Grant does not have to be repaid. The amount depends on your financial need, costs to attend school, and the program of study. If your parent or guardian was a member of the U.S. armed forces and died as a result of military service performed in Iraq or Afghanistan after the events of 9/11, you may be eligible for additional Federal Pell Grant funds.

Federal Supplemental Educational Opportunity Grant (FSEOG)
Federal Supplemental Educational Opportunity Grants are available to a limited number of students with exceptional financial need. Grants are based on available funds and do not have to be repaid. Need is determined by the financial resources of the student and parents and the cost of attending school.

Federal Work-Study (FWS)
Federal Work-Study provides part-time jobs for students with financial need, allowing them to earn money to help pay education expenses. The program encourages community service work and work related to the student's course of study. Jobs are limited and students must maintain a minimum required GPA and attendance percentage to qualify.

William D. Ford Federal Direct Loan Program
Direct Loan programs consist of low-interest loans for eligible students to help cover the cost of education. Eligible students borrow directly from the U.S. Department of Education. Direct loans include Direct Subsidized, Direct Unsubsidized and Direct PLUS loans.

Direct Subsidized Loan
Direct Subsidized Loans are available to eligible students with financial need. Students may borrow funds at a fixed interest rate established annually by the U.S. Department of Education. The interest is paid by the federal government while students are in school.

Direct Unsubsidized Loan
Direct Unsubsidized Loans are available for eligible students to borrow for additional education costs. Students may borrow funds at a fixed interest rate established annually by the U.S. Department of Education. With the exception of demonstrating financial need, borrowers must meet all eligibility criteria of the Direct Subsidized Loan Program.

Direct Parent Loan for Undergraduate Students (PLUS)
PLUS loans are federal loans that parents of dependent undergraduate students can use to help pay education expenses. The U.S. Department of Education makes Direct PLUS Loans to eligible borrowers through schools participating in the Direct Loan Program.

Institutional Installment Payment Program
This program is available to students who need additional financial assistance for tuition and fees. The minimum amount is $500 with repayment terms between 12 to 60 months. Delinquent accounts may result in termination from the program and may be submitted for collection with collection agencies.

Institutional Aid Programs

Scholarship Eligibility and Awarding Policy
The purpose of the UEI Scholarship Program is to provide additional financial assistance to students pursuing a diploma/degree in their chosen program of study.

Scholarship Eligibility Requirements
1) Applicant must be an active/future student attending a UEI Campus.
2) All applicants must complete the UEI Scholarship application and provide all forms applicable to the Campus Student Financial Services Department.

Scholarship Terms and Conditions
1) All Institutional Scholarships will be credited to the student's account upon graduation.
2) Students may apply and be eligible to receive a maximum of two Institutional Scholarships.
3) Institutional Scholarships are non-refundable to the student, meaning under no circumstances will the student receive a payment from the school for the Institutional Scholarship(s).
4) In the event a credit balance is created by an Institutional Scholarship, it will be applied to any outstanding institutional loan and to the Federal Direct Loan(s) prior to the Institutional Scholarship being reduced and the credit balance removed.
5) Students who are enrolled as an agency enrollment (special tuition charge) are not eligible to participate in the Institutional Scholarship program.
6) The School has sole discretion to determine whether a student meets and is eligible for an Institutional Scholarship in accordance with these terms and conditions.
7) Awards are subject to funds availability.

Institutional Scholarship Programs

Opportunity or Aid Assist Scholarship ($750/$1,000) This scholarship is offered to students with financial need based on their Student Aid Index (SAI)

- Opportunity Scholarship ($750) for students with SAI ≤ 5,000

- Aid Assist Scholarship ($1,000) for students with SAI > 5,000 **

NOTE: Acceptable documentation is the ISIR used for student's funding plan.

*** Aid Assist Scholarship will be available to those students who have reached PELL LEU, holds a Bachelor's degree or ineligible for Pell Grant regardless of SAI.*

Military Family Scholarship ($500)
This scholarship is offered to eligible Veterans, active-duty military, reservists and/or dependent/spouse of an eligible Veteran.
NOTE: Must obtain a copy of Certificate of Eligibility or DD214 or military documents which includes character of service.

Closed School Transfer Scholarship
This scholarship of ($1,000) is available to all new students who are transferring in from a closed school.
• Student must have completed less than 50% of a program at prior school
• Student must complete at least 50% of their new program at this institution

This scholarship will be credited to the student's account upon graduation. This scholarship is non-refundable to the student, meaning under no circumstances will the student receive a payment from the school for this scholarship. In the event a credit balance is created by the scholarship, it will be applied to any outstanding student loan prior to the scholarship being reduced and the credit balance removed. The school has sole discretion to determine whether a student meets and is eligible for this scholarship in accordance with these terms and conditions. This scholarship cannot be combined with any other institutional scholarship.

Back to School Scholarship ($2000)
This scholarship is offered to students who dropped from any program formally offered by the campus and qualifies for re-entry. The student must re-enter in the prior dropped program of study to qualify. In the event a credit balance is created by the Re-entry Scholarship, it will be applied to any outstanding institutional loan and to Federal Direct Loan(s). This scholarship will only be offered to any students who return to school and qualify for re-entry.

Other Available Financial Assistance Programs

Veterans Benefits

The GI Bill® and Post 9/11 GI Bill® are a few of the VA programs available for our veteran students. If you believe you may qualify, contact your local Veterans Administration Office for assistance.

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

Agency Programs

Work Investment Act, State Rehabilitation and Displaced Workers programs are available through various agencies. UEI participates with several state and local agencies that provide these programs. If you are receiving unemployment benefits or are on a subsidy program, contact your local agency office to see if you qualify for one of these programs.

Academic Standards

Delivery Method

The institution is approved to offer programs through residential and Hybrid delivery. Under residential delivery, all courses in a program are held at the campus. Hybrid programs are delivered through online lecture and residential/online lab. Externship courses are offered residentially (on-ground). Refer to the program outline for details for each program delivery method.

Definition of a Module

All programs at UEI College consist of instructional modules. A module is a self-contained unit of instruction. With the exception of the and Heating, Ventilation and Air Conditioning and Electrician Technician programs, students can enter at the beginning of any module except externship and continue in the cycle until completion of the program.

Definition of a Clock and Credit Hour

The conversion from clock hours to semester credit units is 15 clock hours of lecture, 30 clock hours of lab, or 45 clock hours of externship equals one semester credit unit. A clock hour is defined as a 60-minute span of time in which no less than 50 minutes is devoted to actual class instruction, with the remaining portion being designated as a break. For financial aid purposes, one semester credit unit is equivalent to 37.5 clock hours.

Published Program Length

Instructional Weeks: The total instructional time consisting of lecture, lab and externship required to complete the program as measured in weeks. Instructional weeks are an element only used by regulatory agencies to determine that a program will meet its required objectives.

Normal Time to Complete: The instructional weeks, as noted above, do not include holidays, scheduled breaks or the actual time to complete an externship. Due to various start dates and scheduled breaks within the year, the normal time to complete represents a more accurate completion length of time for the average student in each program. The normal time to complete is the average time from a student's start date to the student's graduation date as measured in weeks. This normal time to complete does not however take into account students who receive transfer credits, take a leave of absence or is required to repeat a class.

Student Progress Reporting

At the end of each module, students receive a Progress Report. Students have up to seven (7) days after the module ends to appeal a grade. No changes will be made after seven (7) days.
While on externship students are evaluated on their performance and receive a letter grade.

Make-up Work
Make-up work may be completed to make up for assignments, exams, or other course content missed during classes. The make-up work must be arranged between the student and the instructor. Make-up work may include, but is not limited to, the assignment of additional homework or other assignments comparable to the content covered during the delivery of the class missed. All make-up work must be completed within 7 days after the module ends. Students cannot use Make-up work to make up class attendance hours missed. As defined under the Tardy section of the catalog, missed class time is counted toward the total class hours missed.

Graduation Requirements

To be eligible for graduation and receive a diploma, the student must complete each module in the program with a minimum grade point average of 2.0, meet the attendance requirements for the in-school training as stated in the attendance policy, successfully complete all elements of externship, if required, and current with all financial obligations to the school.
If a student is not current with all financial obligations, the student will not receive their diploma and tool kits/supplies upon graduation.

Transcript Policy
Upon successful completion of his/her educational program, each eligible student (as noted above) will receive an official transcript and official diploma. There is no charge for the first official transcript and diploma; however, additional fees will apply for additional copies of official diplomas and official/unofficial transcripts.

Additional copies of an official diploma and official/unofficial transcripts may be obtained at the request of the student. The request should be made through the online portal located on the school's website: https://www.uei.edu/

Attendance Policy

Attendance Requirements
UEI encourages all students to attend class on a regular and consistent basis by adhering to the following attendance policy. Additionally, all students in a hybrid program are expected to submit completed academic activities for the online portion of the program.

Present – For residential programs and the residential portion of Hybrid programs, student was physically present in class when attendance was taken.
For the online portion of Hybrid programs, students must attend their ZOOM session in order to earn 1 hour of attendance. The remaining hours will be earned upon completion of an academic activity in the LMS.

Absent - For residential programs and the residential portion of Hybrid programs, student was not physically present in class when attendance was taken.
For the online portion of Hybrid programs, students are marked absent if do not attend the ZOOM session and no academic activity is completed and submitted for more than (7) Consecutive calendar days.

Student Attendance Record Monitoring
Students are required to check their daily attendance records in the student portal in order to ensure his/her attendance was recorded accurately. In the event that a student's attendance was not recorded accurately, the student must immediately notify the Registrar and/or Director of Education in order to have the attendance record reviewed. If a student does not report an issue relating to an attendance record within two school days from the date of attendance, the presumption is that the attendance record is complete and accurate and the student's right to appeal is waived. Inaccuracies in attendance that have not been checked and corrected may have a detrimental impact on a student's academic good standing.

Student Attendance Monitoring
Students will be informed, on a regular and timely basis, of their progress in meeting the standards of attendance. Student attendance will be monitored on a daily basis and students must be informed of their attendance on a weekly basis. Students must be advised within the first opportunity after a missed class (the first missed academic activity in the online portion of the program) to discuss and implement actions and options to remedy absenteeism.

Student attendance will also be monitored each module. At the end of a student's module, a progress report will be automatically generated by the Electronic Student Database (ESD) and sent via email to the student. The progress report will include the student's current cumulative attendance rate.

ACCET-Accredited Schools
If a student is absent for more than 25% of the scheduled hours for any module (excluding externship), he/she will be given a failing grade for that module and will be required to repeat the module. Attendance activity from the repeated module will replace the attendance activity from the failed module upon successful completion of the repeated module. Calculation of the 25% absence includes time marked as "tardy" or "leaving early" as well as full days of absence. Exceptions to the 25% maximum absence rate may be considered only for extenuating circumstances and are subject to review and approval by the Corporate Education department. "Extenuating circumstances" must be supported by verifiable documentation and are defined as the following:
a) Death of an immediate family member
b) Medical emergency of the student or an immediate family member
c) Military assignment
d) Unexpected and severe life or financial conditions which required a brief period of adjustment (e.g., loss of housing, loss of job, etc.)
Students who have failed a module due to attendance must be advised. Advisements must clearly outline consequences of failing to meet minimum cumulative attendance requirements, including repeating a module, delaying externship, and/or delaying graduation, and include an action plan and timeline for attendance remediation.

14 Days of Absences
If a student is absent from both a lab activity and an on online attendance taking activity (students must attend both of these activities at least once) for fourteen (14) consecutive calendar days, including any weekends, in-service days, and days between modules, the student will be withdrawn from school. The 14 consecutive calendar days will not include school-scheduled breaks (winter, spring, and summer breaks only) and any school-scheduled holidays published in the academic calendar in the catalog.

Cumulative Attendance Progress *(ACCET-Accredited Schools Only)*
A student is required to achieve a minimum cumulative attendance of 80% by the midpoint of the program. Tardies and leaving early are counted against student attendance. If a student achieves below 80% cumulative attendance at the midpoint of the program, the student will be placed on attendance advisement. The attendance advisement will include a specific action plan and progress timeline to ensure that the student will have achieved the minimum attendance requirement by the end of the didactic portion of the program and/or by the end of the entire program. The advisement will notify students of the consequences of failing to meet the minimum 80% attendance requirement, including repeating modules, delaying externship, and/or delaying graduation.

An advisement action plan may include coaching, tutoring, and other learning sessions and activities that may be scheduled during the times different from the student's regularly scheduled class-time.

Overall Cumulative Attendance for the Program

ACCET-Accredited Schools
Students must achieve minimum of 80% of overall program attendance in order to graduate. The overall program attendance includes the externship module, as applicable.
If a student achieves below minimum required cumulative program attendance of 80% by the end of the last module, the student will be required to repeat a module(s) with low attendance to achieve the required program minimum, even if the student has passed the module(s) academically. Tardies and leaving early are counted against student attendance.

All Schools
Repeated modules are counted as attempted modules in assessment of program completion within maximum 150% program length. Attendance percent from the successfully completed repeated module will replace the original attendance percentage. The GPA and academic record will reflect the highest passing grade earned between the two modules.

Based on module availability, students may be asked to take repeated module(s) during the class time that is different from their original schedule.

Tardy
If a student is tardy for class, as defined below, time missed will be counted toward the total hours missed.

Tardy - (Residential Programs and Residential Portion of Hybrid Programs) Arriving late for class or leaving early from class. Tardies and early departures will be recorded in 15 minutes increments and rounded to the nearest 15-minute increment as follows:

- 01-07 minutes of every 15-minute period is round down too nearest 15 min increment.
- 08-14 minutes of every 15-minute period is round up to nearest 15 min increment.

Externship Attendance

For most programs, the final module of training is externship and is a requirement for graduation. Externships are designed to be instructional in nature by providing students with hands-on experience. While the institution, secures externship sites for students, externships are a cooperative effort between the institution, the students, and the externship facilities. Students must be prepared to travel to their externship assignments. The institution will make every effort to secure sites that are within an appropriate distance from the institution, and that are convenient for the students. Students may also locate their own site. In such an event, the institution makes no assurance as to when or if the student's selected site will be available and may result in a student being withdrawn from the program due to non-attendance. Externships are held at approved off-campus sites. Students in all programs which include an externship are expected to complete their externship hours at a rate of 40 hours per week. Additionally, students are required to attend the hours scheduled until the externship is 100% complete. Students should expect to spend eight hours per day, five days a week during externship and will need to make plans accordingly. While the school will try to accommodate any special scheduling needs, the school does not guarantee evening or weekend externship sites. If, for any reason, the student must miss hours during externship, the student must call the externship site and notify the school prior to the absence and is required to make up the missed hours in order to successfully complete the externship. Students who are unable to secure an externship site within 14 days *(as described in the attendance policy)* will be dropped from the program.

Leave of Absence (LOA)

If an emergency situation arises, such as a family tragedy, medical condition, or military obligation, making it necessary for a student to interrupt his/her training, the school, at its' discretion, may permit a student to request a Leave of Absence (LOA). The following criteria are required:

1. The student must request the leave in writing (prior to the expected LOA) and must sign and date a request which states a reason.
2. The applicable School Official must approve and sign the LOA request prior to the start date of the LOA.

3. The reason for the request must provide reasonable assurance that the student will return at the end of the LOA.
4. The school may ask for documentation confirming the reason for the LOA.
5. Acceptable reasons for LOAs include but are not limited to: Medical treatment, death in the immediate family and military obligations. An LOA may not be granted for reasons associated with a student's academic performance.
6. An LOA will not be granted during the first didactic module unless the student requests a reasonable accommodation under the Americans with Disabilities Act (ADA).
7. Students must return on the start date of a module with the exception of externship (*students may return from an LOA anytime to begin or complete externship; students do not need to wait for a module start date to return from an LOA when returning to an externship.)*
8. Students may request an extension of an LOA, but the total LOA time must not exceed 180 calendar days within a 12-month period.
9. Students who fail to return on their scheduled LOA return date and/or fail to get an approved extension in advance will be dropped from the program.
10. Upon approval of and during an LOA, the school does not assess the student any additional institutional charges, the student's need may not increase, and the student is not eligible for any additional Federal Student Aid.

An approved LOA will change a student's projected graduation date and the student will be notified of the change noted on their monthly progress report and noted on the student status change request form.

Re-admission Policy

A student who has withdrawn or has been terminated may apply for re-admission by contacting the Director of Education. The school reserves the right to refuse re-admittance based upon the attendance, academic, and conduct history of the student during previous enrollment periods. Students who apply for re-entry into the same program may do so within 18 months from their last date of attendance and will be given credit for any class that was successfully completed. A student re-entering the school over 18 months from their last date of attendance may be required to repeat the entire program. Students will not be able to be re-admitted into the same program if they are not a

High School graduate or GED holder if it has been over 180 days from their last date of attendance.

Intent to Return

If a module is unavailable due to unexpected schedule changes, making it necessary for a student to interrupt his/her training, the school may permit a student to remain enrolled if student meets the following requirements:

1. The student must request an Intent to Return by using a Student Status Change Form available from the school.
2. The intent to return may not exceed 45 calendar days from end of the module student ceased attending school.
3. The applicable School Official must approve and sign the Intent to Return request prior to the start date of the period.
4. Intent to Return may be approved only if the school can determine there is reasonable assurance that the student will return on the scheduled returned date.
5. An Intent to Return cannot be granted in a student's first didactic module unless the student requests a reasonable accommodation under the Americans with Disabilities Act (ADA).
6. Upon approval of and during the Intent to Return period, the school does not assess the student any additional institutional charges, the student's need may not increase, and the student is not eligible for any additional Federal Student Aid.
7. The school must provide an explanation to the student, prior to granting the Intent to Return, regarding the effects that the student's failure to return from an Intent to Return may have on the student's loan repayment terms, including the expiration of the student's grace period.
8. Students must return on a module start date of a module needed for graduation. Exception: Intent to Return does not apply to those students on externship or expected to start externship.
9. Student must be physically present in class when attendance was taken. For the online portion of Hybrid programs, students are marked present upon completion of an academic activity.
10. Existing Financial Obligations remain in effect during an Intent to Return period.
11. Students who fail to return to class on their scheduled Intent to Return returned date are dropped from the program.
12. An Intent to Return may be extended if a written request is received on or prior to the scheduled return date and it does not extend past the 45 calendar days after the end of the module the student ceased attending.

Satisfactory Academic Progress (SAP)

To be considered making satisfactory academic progress (SAP) toward graduation, a student must maintain a minimum cumulative grade point average and a minimum rate of completion, which is progress at a specified rate in order to complete the program within Maximum Time Frame (MTF) equal to 150 percent of the published program length. Satisfactory Academic Progress is measured according to an SAP evaluation schedule as specified in the SAP Standards charts included in this policy. The SAP evaluation process and procedures for remediation are outlined in the following section of the policy.

Academic Advisement

Academic advising is provided to students throughout their program, based on individual needs. Students not meeting Satisfactory Academic Progress ("SAP") requirements must attend advising sessions until they improve their academic progress or are withdrawn from the Institute.

Grading System

UEI grading scale in effect for modules starting on or after 9/26/2022:

Percent Range	Letter Grade	Grade Points
96-100	A	4.0
90-95	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
76-79	C+	2.3
70-75	C	2.0
66-69	C-	1.7
63-65	D+	1.3
60-62	D	1.0
0-59	F	0

Instructors will input student's unit grades in the LMS for online/hybrid programs and the automated grade portal for residential programs at least weekly but no later than the end of the next business day following the end of the unit.

Students who do not achieve a letter grade of "D+" or better in any module are considered to have failed that module and must repeat it. When students repeat a failed module, the original grade will be replaced by the new grade which will then be calculated into the cumulative GPA. Until the module is repeated, the "F" grade will remain in the student's cumulative GPA and will be included in the assessment of Satisfactory Academic Progress ("SAP").

To achieve the required cumulative GPA of 2.0, students may be required to repeat a previously passed course. Students are not charged for repeats and will only receive financial aid for the 1st attempt.

Students must successfully achieve a minimum cumulative GPA 2.0 upon completion of all didactic classes to be eligible for externship. All programs require a minimum cumulative GPA of 2.0 for graduation.

UEI grading scale in effect for modules starting prior to 9/26/2022:

Percent	Letter Grade	Grade Point Average
90 - 100	A	4.0
80 - 89	B	3.0
70 - 79	C	2.0
60 - 69	D	1.0
0 - 59	F	0.0

Students who do not achieve a letter grade of "C" or better in any module are considered to have failed that module and must repeat it. When students repeat a failed module, the original grade will be replaced by the new grade which will then be calculated in the cumulative GPA. Until the module is repeated, the "D" or "F" grade will remain in the student's cumulative GPA and will be included in the assessment of Satisfactory Academic Progress (SAP).

TC Transfer Credit
AF Attendance Fail
LS Leave of Absence during module (Attendance in module is less than 25% of scheduled module hours)
L Leave of Absence during module (Attendance in module is more than 25% of scheduled module hours)
WS Withdrawn (Attendance in module is less than 25% of Scheduled module hours)
W Withdrawn (Attendance in module is more than 25% of scheduled module hours)
EW An early withdrawal is for all new students whose Last Day of Attendance (LDA) falls after the seventh (7) day but before midnight of the fourteenth (14) day from the scheduled start date of the first module, not including any weekends, any in-service days, scheduled breaks and any holidays published in the catalog on the academic calendar.
In addition, a student who does not achieve a minimum of 50.00% lab attendance for scheduled lab days by the fourteen (14) consecutive calendar days from the start date will be an early withdrawal from the program.

Grade Changes and Repeats

Within 24 hours from the last day of a module, a final module grade will be calculated and entered into the electronic student database. The grade entry due date is 24 hours following the last day of the module. Any change to a final module grade must be completed within seven (7) calendar days after the grade entry due date. Requests to change a final grade must be reviewed

and approved by the Education department within the Irvine Support Team.

A student who fails a module must repeat that module and pass with a minimum grade point average of 2.0. When repeating a module, the highest achieved grade for that module becomes the official grade and is averaged in the cumulative GPA.

The effect of withdrawals or module failures will change a student's projected graduation date and the student will be notified of the change noted on their monthly progress report and when a student has a failed a module, they receive an auto generated email with an updated class schedule and updated projected graduation date.

Evaluation of Students' Satisfactory Academic Progress:

For financial aid eligibility purposes, SAP is measured at the end of every financial aid payment period, which usually equates to 4 to 5 consecutive modules, depending on program length. At each evaluation point, the student's cumulative grade point average (CGPA) and rate of completion are measured. The rate of completion is also cumulative and

measures the number of academic credits the student has completed out of the academic credits attempted.

The student is also limited to attempting no more than 150% of the program length in academic credits. Also, if at any point it becomes mathematically impossible for the student to complete the program within 150%, the student will become ineligible for additional Title IV and may be withdrawn.

For academic purposes, student progress is monitored at the end of each module. Students who have failed a module will be advised. Advisements must clearly outline consequences of failing to meet minimum cumulative academic requirements, including repeating a module, delaying externship, and/or delaying graduation, and include an action plan. Failure to meet the SAP measurement for either CGPA and/or rate of completion will result in the student receiving academic advisement and being placed on a SAP status of FA warning, FA probation, or termination.

The completion charts below contain the SAP standards for CGPA and cumulative rate of completion for each SAP evaluation point.

SAP Standards 8-Modules Program		
SAP Evaluation Schedule	Minimum Rate of Completion	Minimum CGPA
First Evaluation (50%, typically 5 modules)	60%	1.4
Second Evaluation (100%, typically 8 modules)	62.5%	1.75
Maximum Timeframe (150%, typically 12 modules)	67%	2.0

SAP Standards 9-Modules Program		
SAP Evaluation Schedule	Minimum Rate of Completion	Minimum CGPA
First Evaluation (50%, typically 5 modules)	60%	1.4
Second Evaluation (100%, typically 9 modules)	66.7%	1.85
Maximum Timeframe (150%, typically 13 modules)	67%	2.0

All students must have a minimum 2.0 CGPA and a 67% completion rate at the end of the program in in order to graduate.

SAP Sanctions

FA Warning: If a student fails to meet SAP for the first time, the student is formally advised and put on FA Warning through the next SAP evaluation. A student is eligible for an additional disbursement of financial aid while on FA warning status. The student will be notified in writing of this change in SAP status.

SAP Termination: If a student fails to meet SAP by the end of the FA warning or probation period and/or fails to meet the outcomes of the Academic Plan or reaches a point where it becomes mathematically impossible for the student to complete his or her program within the MTF, the student is no longer eligible for financial aid and may be terminated. The student will be notified in writing of this change in SAP status.

FA Probation: If a student is on FA warning and fails at the next consecutive SAP evaluation, the student is terminated from financial aid, but may appeal and be placed on FA probation through the next SAP evaluation. Students on FA probation remain eligible for financial aid for one payment period. The student will be notified in writing of this change in SAP status.

Conditions for Probation:

1. Student must appeal to be placed on probation;
2. An Academic Plan with a specific timeline and expected rate of completion and/or GPA outcomes is required before an appeal may be granted;
3. In rare instances, the Academic Plan may exceed MTF based on a case by case review. In the event that the Academic Plan exceeds MTF, students are not eligible to receive Title IV.

Appeal Procedure

If a student is determined to not be meeting SAP requirements at the evaluation point after the FA warning status, the student is terminated from financial aid but may appeal the termination status. The student must submit a written appeal to the school within seven (7) calendar days after being notified of the adverse determination. The appeal must include what caused the student to fail to meet SAP, which must be an extenuating circumstance, such as an illness or accident, and include a description of what has changed/improved going forward that will allow him/her to achieve SAP by the next evaluation point. Students will be notified in writing of the termination status and their right to file an appeal within two business days of the receipt of the notification. If the appeal is granted, the student's financial aid will be reinstated for one additional payment period or for the duration of the Academic Plan, as applicable.

How Different Grades and Statuses Count in the SAP Measurements

Leave of Absence: Actual time taken for an approved Leave of Absence (LOA) and a module in which LOA began will not be included in calculation of pace of completion and maximum time to complete the program.

Withdrawals: A module from which a student withdraws and

receives the grade "W" or "WS" will be included as an attempted module in calculation of pace of completion and MTF to complete the program but will not impact the GPA.
The "EW" grade does not have a SAP impact.
Transfer Credits and Repeated Modules: Transfer credits, failed modules, and repeated modules will be counted as attempted in the rate of completion and the MTF. Transfer credits and repeated modules that are successfully completed will be also counted as successfully completed. Transfer credits are not counted towards the CGPA. For repeat courses, the highest achieved grade for that module becomes the official grade and is average in the CGPA.
Incomplete grades are not given at the institution.

Reentry after SAP Termination
The student may appeal to reenter into the same program; such appeals will be reviewed on a case-by-case basis.
An appeal to reenter does not automatically reinstate the student's financial aid eligibility.
If the appeal is approved, the student is allowed to reenter but will return on the same SAP status as the point of withdrawal. The only exception being an approved appeal and placement on FA probation status. Otherwise, the reentry will be without financial aid and the student will be required to make alternative payment arrangements. The student may also have his or her financial aid reinstated by meeting the minimum SAP standards by the next evaluation point.

Cancellation and Refund Policies

STUDENT'S RIGHT TO CANCEL

The student applicant has the right to cancel the enrollment agreement until midnight of the seventh day after the day on which the applicant takes any of the actions indicated in items (a) (i) below. Students may use any means to notify the school. If the Notice of Cancellation is received by mail, it is effective when deposited in the mail properly addressed with postage prepaid.
(a) The applicant will be returned all monies paid if:
(i) The applicant cancels the enrollment agreement within seven (7) days after the latter of:
1. The first day of class of the program of instruction; or
2. The date the applicant received a copy of notice of cancellation; or
3. The date the applicant received a copy of the enrollment agreement
(ii) The school does not accept the applicant
(iii) The school cancels the program *(In the event where the school cancels the program, any tuition paid by the student will be refunded)*
(iv) The applicant does not attend the first-class day
(v) The school cancels the enrollment agreement within seven (7) days after the first-class day of the program of instruction.
(b) All monies paid will be returned within thirty (30) days after the school receives the applicant's Notice of Cancellation; or if the school cancels this agreement within thirty (30) days after the school's cancellation date.
All new and re-entry students have the right to cancel the enrollment agreement until midnight of the seventh (7) day from the scheduled start date of the first module not including holidays (but does include weekends and in-service days).

A cancellation determination will be made by the institution for new and re-entry students on or before midnight of the fourteenth (14) consecutive calendar day from the scheduled start date of the first module (for re-entry students, it is the first module in which the student is enrolled upon returning to school), not including school-scheduled holidays and school-scheduled breaks (winter, spring, and summer breaks only) based on the following criteria:

1. Violation of the Student Code of Conduct.
2. Unable to obtain proof of high school graduation or equivalent.
3. Incomplete arrangements to fulfill financial obligations.

All new students whose Last Day of Attendance (LDA) falls on or before midnight of the fourteenth (14) consecutive calendar day from the scheduled start date of the first module, not including school-scheduled breaks (winter, spring, and summer breaks only) and any holidays published in the academic calendar in the catalog, will be assigned the status "Early Withdrawal" (EW). The determination date for "EW" will fall on the 14th absence consecutive calendar day from the student's LDA not including school-scheduled breaks (winter, spring, and summer breaks only) and any school-scheduled holidays, when the "EW" status will be automatically assigned by Electronic Student Database.

Note: Cancellations and Early Withdrawals will result in all charges being reversed. The tuition paid will be returned to all students who cancel their enrollment within three (3) business days from the date the enrollment agreement was signed.

In the event an enrolled applicant is rejected, the school cancels the program, a student cancels his/her enrollment during the cancelation period or is a no show/never starts the program, all tuition paid by the student will be refunded.

INSTITUTIONAL REFUND POLICY

You have the right to withdraw from a course of instruction at any time.
The institution has the right to withdraw a student after the cancelation period for the following reasons:

1. Not meeting minimum attendance requirements.
2. Not meeting minimum Satisfactory Academic Progress
3. Violation of the Student Code of Conduct.
4. Not returning from Leave of Absence
5. Not having been placed on an externship site within 14 days *(as described in the attendance policy)*.

The Institutional Refund Policy is used to determine the amount of tuition to be refunded to a Student who withdraws or is terminated after the first day of class. Refunds are computed from the first date of entrance (commencement of training) to the last date of actual attendance as determined by official attendance records.
When a student withdraws, the institution prorates tuition charges up to 75% of the period of enrollment based on the formula outlined below. For students who withdraw after

attempting 75% of the period of enrollment, the institution will retain 100% of the tuition charges for that period of enrollment. This means that the student will be responsible for 100% of the tuition charges for the enrollment period. The calculation to determine the percentage of tuition to be refunded to the student is as follows:

Scheduled hours in period of enrollment up to student's LDA
_____ = Percentage of period of
Total hours in the period of enrollment enrollment attempted

If percentage of period of enrollment attempted is 75% or more, then 100% of tuition will be retained by the institution. If the percentage is less than 75%, then the following calculation will be applied:

Tuition X Percentage of period enrollment attempted = Tuition Retained by Institution

IF THE AMOUNT THAT YOU PAID IS MORE THAN THE AMOUNT THAT YOU OWE FOR THE TIME YOU ATTENDED, THEN A REFUND WILL BE MADE WITHIN 45 DAYS OF THE DATE THE INSTITUTION DETERMINES THAT YOU WITHDREW. IF THE AMOUNT YOU ARE CHARGED IS MORE THAN THE AMOUNT THAT YOU HAVE ALREADY PAID, THEN YOU WILL HAVE TO MAKE ARRANGMENTS TO PAY THE DIFFERENCE.

If any portion of your tuition was paid from the proceeds of a loan, then the refund will be sent to the lender or the agency that guaranteed the loan, if any. Any remaining unearned funds received from the federal financial aid program will be returned to the federal financial aid program, and any remaining balance paid to you.

RETURN OF TITLE IV FUNDS

The U.S. Department of Education maintains a "return of Title IV Funds" policy for students who receive Federal financial aid and withdraw from school before completing sixty percent (60%) of the period of enrollment. This policy is separate from the state-approved institutional tuition refund policy described above. The federal policy defines the proportion of Title IV funds that the student is qualified to receive.

The federal policy for "return of title IV Funds" defines that a student who has attended up through the sixty percent (60%) point in each period of enrollment has fully earned the Title IV funds for the period of enrollment. For a student who has attended less than the sixty-one percent (61%) point, the percentage of the Title IV funds earned is calculated by the following ratio:

Number of calendar days elapsed* from start date of the period of enrollment to the last date attended
_____ = Percentage of Title IV Earned**
Funds Number of calendar days in the period of enrollment

This ratio is multiplied by the federal financial aid disbursed plus the amount that could have been disbursed to equal the Title IV funds earned. Total disbursed minus earned equals the federal funds that must be returned to the funding program

*Presuming the student attended sixty (60%) percent of all scheduled classes. If the student attended less than sixty (60%) percent of all scheduled classes, "elapsed time" is not applied, actual hours are applied.

** Rounded to the nearest whole number

To comply with the Higher Education Reconciliation Act of 2005, the institution will return unearned federal student aid funds for which it is responsible no later than 45 days after the date the institution determines that the student has withdrawn from school.

Order of Refund

The school will calculate the amount of financial aid earned up to the last date of attendance using a formula mandated by the U.S. Department of Education. If the amount of Federal Financial Aid Funds received is more than the amount of the aid earned, the difference must be returned to the appropriate "Title IV" program in the following order:

1. Direct Unsubsidized Loan
2. Direct Subsidized Loan
3. Direct Plus Loan
4. Federal Pell Grant
5. Federal SEOG Grant
6. Other "Title IV" loan or grant assistance

Course and Program Changes

UEI has the right, at its discretion, to make reasonable changes in program content, materials, and equipment as it deems necessary in the interest of improving the students' educational experience. UEI reserves the right to make changes in organizational structure, policies and procedures as circumstances dictate. When size and curriculum permit, classes may be combined to provide meaningful instruction and training and contribute to the level of interaction among students. When ongoing federal, state, or accreditation changes occur which affect students currently in attendance, UEI is required to make appropriate changes.

Student Services

Orientation

New students participate in the institution's orientation program to acquaint students with policies, functions, and personnel of the institution.

Student Academic Advisement

UEI's faculty and staff are available to advise students on academic problems, and, if necessary, provide referral to counseling or additional services when required. Professional and academic development workshops are available to any student who wishes assistance in areas such as study skills, test taking, time management and support and motivation while attending.

Academic Advisement

Academic advising is provided to students throughout their program, based on individual needs. Students not meeting Satisfactory Academic Progress ("SAP") requirements must attend advising sessions until they improve their academic progress or are withdrawn from the Institute.

Career Services

The school maintains a policy of providing job placement assistance for all of its graduates. No school can ethically promise or guarantee a job. However, UEI does provide assistance with resume writing, interviewing techniques, job-search skills, arranging appointments for job interviews and subsequent follow-up.

Academic Coaching and Tutoring Support

UEI's instructional staff is available to assist students with academic coaching and additional tutoring to support student success. Students are encouraged to contact the Director of Education to schedule coaching or tutoring appointments

Student Appreciation and Recognition

UEI believes that student success is our success, and we support the acknowledgement and recognition of our outstanding students. Students may aspire to be recognized at their school for perfect attendance, high academic achievement, serving as a Student Mentor or School Ambassador, and additional awards and recognition. Please contact the Director of Education for information on student appreciation and recognition.

Student Mentoring

UEI provides student mentoring to support new students to assimilate into the school and their program. Student mentors are selected based on their leadership, attitude, attendance, grades, and overall school performance. Please contact the Director of Education for additional information on student mentoring programs.

Learning Resources

Based on course offerings, campuses provide ample reference materials required to complete assignments for each program curricula. Resources include access to Internet and printing along with various periodicals, videos/ DVDs and volumes housed on campus. Both hybrid and residential students can access learning resources remotely using a computer/smart device with internet connection. Access to the learning resource center is between the hours 8am - 8pm Monday through Friday (hours vary by campus). Online library resource is available 24/7.

Student Complaint/Grievance Procedure

Students are encouraged to bring any complaints or grievances to the attention of their instructor, if appropriate. If the instructor is not successful in resolving the issue, the instructor will notify the Director of Education. The Director of Education will investigate and assess the issue and make a resolution, notifying the Executive Director/Campus President. If the issue cannot be resolved by the Director of Education, the Executive Director/Campus President is contacted.

If the determination made by the Executive Director/Campus President is not satisfactory to the student, the student may make an appeal in writing to the company's Complaint Hotline, "The Student Hotline", send an email to:

studenthotline@ieccolleges.com or call toll free (866) 591-8588. The appropriate individual in the Irvine Support Team will be assigned to the concern immediately and will contact the student to discuss the situation.

Student Hotline
International Education Corporation
38 Technology Drive, Suite 100
Irvine, CA 92618

Complaints from a student regarding this school may be directed to the State of Georgia Nonpublic Postsecondary Education Commission, 2082 East Exchange Place, Suite 220, Tucker, Georgia 30084-5305, (770) 414-3300.
Email: https://gnpec.georgia.gov/student-resources/complaints-against-institution

For ACCET-accredited schools:

In the event the complaint or concern has not been resolved at the school level or by the Company's Student Hotline, a student may consider contacting the Accrediting Council for Continuing Education and Training (ACCET):

CHAIR, COMPLAINT REVIEW COMMITTEE
1722 N. Street N.W., Washington, D.C., 20036,
Phone (202) 955-1113
Email: complaints@accet.org
Website: www.accet.org

Online Complaint Submission Form

For ACCSC-accredited schools:

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 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 complaint(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 complaints@accsc.org or at https://www.accsc.org/Student-Corner/Complaints.aspx.

GED Referral Program
Currently UEI does not offer any GED courses. However, for the benefit of students who do not have a high school diploma or GED, the school provides a referral service on the available GED programs near the campus.

Student Record Retention
UEI will maintain student records for each student, whether or not the student completes the educational service, for a period ending five (5) years after the date of the student's graduation, withdrawal, or termination (with the exception of students who cancel their program). Student transcripts are maintained indefinitely.

Family Educational Rights and Privacy Act of 1974, As Amended

The Family Educational Rights and Privacy Act of 1974, as amended (FERPA), is a federal law that protects student information and affords eligible students the following rights with respect to their education records:

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.

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

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

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.

An "eligible student" under FERPA is a student who is 18 years of age or older who attends a postsecondary institution. Please find a more detailed discussion of each of these rights and guidance regarding the manner in which they may be exercised below.

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.

With certain exceptions, an "education record" is defined under FERPA as any record (1) from which a student can be personally

identified and (2) that is maintained by the institution. A student wishing to inspect his or her education records should submit to the Registrar a written request that identifies the record(s) the student wishes to inspect. The school will make arrangements for access and 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 will advise the student of the correct official to whom the request should be addressed.

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

To question the accuracy of education records, students should first informally confer with the custodian or originator of the record at issue. A student who then wishes to ask the school to amend a record should write the official responsible for the record, clearly identifying the part of the record that he or she believes should be amended and the basis for why it should be amended.

If the school decides not to amend the record, it will notify the student in writing of the decision and the student's right to a hearing with school officials regarding the request for amendment. Additional information regarding hearing procedures will be provided to the student when notified of the right to a hearing.

Note: The preceding procedure shall not be available to challenge the validity of a grade or score given by an instructor or any other decision by an instructor or official, but only whether the recording of such grade or decision is accurate or complete.

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

Students may consent to their school disclosing PII from the student's education record to a third party. This consent must be made to the Registrar, in writing, signed and dated by the student, and must (1) specify the records to be disclosed, (2) state the purpose of the disclosure, (3) and identify the party to whom the disclosure is to be made. This release requirement is applicable to disclosures to parents or other family members who inquire about a student's education record.
There are instances in which a school is permitted to disclose a student's education records without a student's prior written consent. In accordance and subject to all FERPA requirements, our school may disclose education records without a student's prior written consent as follows:

• To other school officials, including teachers, within the school whom the school has determined to have legitimate educational interests.

• To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer.

• To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities.

• In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.

• To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.

• To accrediting organizations to carry out their accrediting functions.

• To parents of an eligible student if the student is a dependent for IRS tax purposes.

• To comply with a judicial order or lawfully issued subpoena.

• To appropriate officials in connection with a health or safety emergency.

• Information the school has designated as "directory information."

• To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding.

• To the general public, the final results of a disciplinary proceeding if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her.

• To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21.

As stated above, FERPA permits institutions, within established guidelines, to disclose "directory information" without a student's prior written consent. This provision enables institutions to provide beneficial services to students such as verifying enrollment for insurance purposes, verifying diplomas earned for employment purposes, providing basic contact information so that students may contact each other, and so on. Our school has identified the following items as directory information:

- Name, address, telephone number, and e-mail address
- Date and place of birth
- Enrollment status
- Dates of attendance and graduation
- Field of study
- Diploma/Degree received

Students may request that directory information not be released. To request restriction of directory information, a request must be made. Please contact the campus Registrar or a Student Finance representative who will assist with this process.

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.

Students wishing to file complaints relating to FERPA matters may submit such complaints to the following office of the U.S. Department of Education that administers FERPA:

Family Policy Compliance Office
U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202-4605

Phone: 202-260-3887

In addition, our school encourages students to file any such complaints or concerns with our school pursuant to the Student Complaint/Grievance Procedure located in our School Catalog.

Students with questions regarding their rights pursuant to FERPA or desiring additional guidance concerning the appropriate manner in which to exercise such rights at their school, can contact the Executive Director/Campus President.

Crime Awareness and Campus Security

Annually, UEI publishes a Campus Security Disclosure that contains detailed information regarding crime statistics for each campus. Additionally, the school distributes pertinent information related to the school's policies and procedures for maintaining campus security. This report provides the student with detailed information regarding the school's procedures and measures for crime prevention and instructions for reporting crimes.

Students are responsible for their own security and safety and must be considerate of the security and safety of others. The school is not responsible for any student's personal belongings that are lost, stolen or damaged on campus, in parking lots, at externship sites, or during any school activities.

Emergency preparedness information, information regarding UEI College's written emergency preparedness plan and student safety and well-being may be obtained at https://www.uei.edu/about-us/campus-safety/

Housing

The institution does not offer any dormitory facilities, nor does it offer any assistance locating off-site housing. To check on the availability and cost of local housing please check Internet sources for local listings and prices.

Enrollment, Graduation and Placement Statistics

Morrow - Graduation and Placement Statistics ***as reported to ACCET on 5/30/25**			
Program	**Enrollment**	**Completion Percentage**	**Placement Percentage**
Automotive Technician	116	67.31%	72.00%
Business Office Administration	41	67.50%	73.91%
Dental Assistant	225	68.06%	70.40%
Electrician Technician	141	75.91%	70.45%
Heating, Ventilation and Air Conditioning	212	70.81%	58.40%
Medical Assistant	455	67.32%	71.06%

Stone Mountain - Graduation and Placement Statistics *as **reported to ACCSC on 10/10/25**			
Program	**Enrollment**	**Graduation Percentage**	**Employment Percentage**
Business Office Administration	41	55%	73%
Dental Assistant	166	69%	58%
Electrician Technician	127	66%	70%
Heating, Ventilation and Air Conditioning	172	69%	70%
Medical Assistant	308	60%	71%
Medical Billing and Insurance Coding	75	55%	72%

Campus and Program Chart

	Automotive (AUTO)	Business Office Administration Diploma	Electrician Technician	Medical Assistant (MA)	Dental Assistant (DA)	Heating, Ventilation and Air Conditioning (HVAC)	Medical Billing and Insurance Coding
Morrow	X	X[1]	X	X	X	X	
Stone Mtn.		X[1]	X	X	X	X	X

X[1]= Currently not enrolling

X = Currently Offering

Program Tuition

Program	Total Tuition Charges for the Program [1, 2]
Automotive Technician	$21,500.00
Business Office Administration Diploma	$19,900.00
Dental Assistant Diploma	$20,900.00
Electrician Technician Diploma	$21,500.00
Medical Assistant Diploma	$20,900.00
Medical Billing and Insurance Coding	$19,900.00
Heating, Ventilation and Air Conditioning	$21,500.00

[1] Total tuition charges include tuition, books, supplies, and uniforms.

Automotive Technician Diploma

Instructional Weeks: 36
Normal Time to Complete: 40
Delivery Method Offered: Hybrid

Program Objective
The Auto Technician diploma program prepares students to successfully enter the workforce in an entry-level position in automotive maintenance and repair. It consists of a well-balanced comprehensive program that combines the theoretical aspects of automotive diagnostics with direct hands-on practical training in repair procedures in a shop environment. The program introduces students to basic and advanced automotive technology including engine theory, fuel systems, fuel injection theory, electrical diagnosis, ignition systems, tune-up, and onboard-computerized engine control. The program also provides instruction in brakes, heating and air-conditioning, manual and automatic transmissions, and front-end alignment. Particular emphasis is placed on hybrid drive systems and emerging auto technologies. Students will gain professional skills such as understanding instructions, communicating effectively, and completion of basic automotive diagnostic, repair, and safety procedures.
The program is 36 weeks long and consists of nine modules. Tests and/or quizzes are administered weekly during each didactic module; however, there is no final examination for the program. Additionally, there is no externship for this program as all practical experience can be conducted in a shop environment. A diploma will be awarded upon graduation.

Career Outcomes
This program prepares students for entry-level positions such as: Automotive Drivability Technician, Automotive Mechanic, Automotive Service Technician, Automotive Technician, Diagnostic Technician, Lube Tech (Lubrication Technician), Mechanic, Quick Service, Technician, Service Technician, Auto Technician, Automobile Technician, Dealer Auto Service Technician, Independent Shop Auto Technician, Service Writer, Retail Parts Associate, Parts Specialist, Performance Engine and Suspension Tuning, Alternative Fuels Technician

Program Outline:

Module Course Number	Course Title	Clock Hours[1]	Semester Credit Units
AT 110	Engine Theory and Systems	80	4.0
AT 120	Electrical Theory and Diagnosis	80	4.0
AT 130	Engine Performance and Ignition Systems	80	4.0
AT 140	Fuel Systems and Emission Control	80	4.0
AT 150	Steering, Suspension and Passenger Comfort	80	4.0
AT 160	Brake Systems	80	4.0
AT 170	Manual Transmissions	80	4.0
AT 180	Automatic Transmissions	80	4.0
AT 190	Preventative Maintenance and Hybrid Technology	80	4.0
	Totals	**720 Clock Hours**	**36 Semester Credit Units**

[1]An additional 80 hours of outside work is assigned for each didactic module.
This program is offered at the Morrow campus only.

Business Office Administration Diploma

Instructional Weeks: 36
Normal Time to Complete: 43
Delivery Method Offered: Hybrid

Program Objectives
Upon completion of this program, students will be prepared for an entry-level office administration position in a typical business environment. Students are trained to fully utilize computer software such as Microsoft Word, Excel, Outlook, PowerPoint, and QuickBooks along with gaining a basic understanding of Customer Service, knowledge of Communication, Organization and Accounting skills.

The program is 36 weeks long and consists of eight modules. The eighth module is spent in an externship consisting of 250 hours of on-the-job training at an approved extern employment site in the community. A diploma will be awarded upon graduation.

Career Outcomes
This program prepares students for positions such as: Administrative Clerk (Admin Clerk), Clerical Aide, Clerical Assistant, General Clerk, Office Assistant, Office Clerk, Office Services Specialist, Office Support Assistant, Clerk Specialist, Office Technician, Administrative Assistant, Secretary, Office Coordinator, Office Manager, Receptionist, Bookkeeper

Program Outlines:

ACCET[1] Accredited Campuses

Module Course Number	Course Title	Clock Hours[3]	Semester Credit Unit
BA 110	Accounting Principles	80	4
BA 120	MS Excel Fundamentals	80	4
BA 130	Spreadsheets for Finance	80	4
BA 140	Business Applications	80	4
BA 150	Office Administration	80	4
BA 160	Customer Service & Ethical Business Practices	80	4
BA 170	Communications	80	4
BA 190	Externship	250	5.55
Totals	**Clock Hours/Semester Credits**	**810**	**33.54**

ACCSC[2] Accredited Campuses

Module Course Number	Course Title	Clock Hours[3]	Semester Credit Units
BA 110	Accounting Principles	80	4
BA 120	MS Excel Fundamentals	80	4
BA 130	Spreadsheets for Finance	80	4
BA 140	Business Applications	80	4
BA 150	Office Administration	80	4
BA 160	Customer Service & Ethical Business Practices	80	4
BA 170	Communications	80	4
BA 190	Externship	250	5.50
Totals	**Clock Hours/Semester Credits**	**810**	**33.50**

[1] ACCET campus: Morrow
[2] ACCSC campus: Stone Mountain
[3] An additional 80 hours of outside work is assigned for each didactic module

Dental Assistant Diploma

Instructional Weeks: 34
Normal Time to Complete: 40
Delivery Method Offered: Hybrid

Program Objective
Students are trained in clinical, radiographic, and preventive dentistry procedures. The program is 34 weeks long and consists of eight modules. The eighth module is spent in an externship consisting of 170 hours of on-the-job training at an approved extern employment site in the community. A diploma will be awarded upon graduation.

Career Outcomes
This program prepares students for an entry-level dental assisting position such as: Dental Assistant (DA), Oral Surgery Assistant, Orthodontic Assistant (Ortho Assistant), Surgical Dental Assistant, Orthodontic Technician

Program Outline:

Module Course Number	Course Title	Clock Hours[1]	Semester Credit Units
DA 110	Dental Science/Medical Emergencies	90	4.5
DA 120	Dental Anatomy and Physiology	90	4.5
DA 130	Radiography	90	4.5
DA 140	Dental Material	90	4.5
DA 150	Preventive Dentistry	90	4.5
DA 160	Dental Specialties	90	4.5
DA 170	Prosthodontics/Administrative Assistant	90	4.5
DA 190	Externship	170	3.5
	Totals	**800 Clock Hours**	**35.0 Semester Credit Units**

[1]An additional 90 hours of outside work is assigned for each didactic module.
This program is offered at the Morrow and Stone Mountain campuses.

Electrician Technician Diploma

Instructional Weeks: 36
Normal Time to Complete: 40
Delivery Method Offered: Hybrid

Program Objective
The Electrician Technician program offers an industry recognized curriculum providing the basic knowledge and skills in applied electrical theory; residential, commercial, and industrial wiring; blueprint reading; estimating; and building codes, motor controls, Programmable Logic controls, Low voltage application and solar and Photovoltaic systems. Proper safety practices in the use of test equipment and hand and power tools are also stressed. Students gain valuable on-site electrical experience through wiring mock stations simulating real life experience.
The program is 36 weeks long and consists of nine modules. Tests and/or quizzes are administered weekly during each didactic module; however, there is no final examination for the program. Additionally, there is no externship for this program as all practical experience will be conducted in a lab setting. A diploma will be awarded upon graduation.

Career Outcomes*
This program prepares students for entry-level positions such as: Electrical Troubleshooter, Electrician, Housing Maintenance Electrician, Industrial Electrician, Maintenance Electrician, Alarm Technician, Fire Alarm Technician, Home Security Alarm Installer, Install Technician, Installation Technician, Installer, Security Installation Technician, Security Installer, Security Technician, Service Technician, Electrician Apprentice

Program Outlines:

Module Course Number	Course Title	Clock Hours[1]	Semester Credit Units
EL 110[2]	Basic Safety	80	4.0
EL 120[2]	Introduction to Electrical Theory	80	4.0
EL 130[2]	Flexible Cables/Conduit Bending and Raceways	80	4.0
EL 140	Residential Applications	80	4.0
EL 150	Commercial Applications	80	4.0
EL 160	Low Voltage Applications	80	4.0
EL 170	Motor and Industrial Motor Controls	80	4.0
EL 180	Programmable Logic Controls	80	4.0
EL 190	Solar Electric Applications	80	4.0
Totals	**Clock Hours/Semester Credits**	**720**	**36.00**

[1]An additional 80 hours of outside work is assigned for each didactic module
[2]All students must complete modules EL 110, EL 120, and EL 130 before entering any other module.
*Graduates with adverse driving records or prior criminal background convictions, including driving under the influence, may have difficulty finding employment in the field.
This program is offered at the Morrow and Stone Mountain campuses.

Medical Assistant Diploma

Instructional Weeks: 36
Normal Time to Complete: 43
Delivery Method Offered: Hybrid

Program Objective
Upon completion of this program, students will be prepared for an entry-level position as a front or back office medical assistant in the health care industry. Students are trained in basic medical procedures for both the front and back office in clinics, hospitals, and doctor's offices.

The program is 36 weeks long and consists of eight modules. Tests and/or quizzes are administered weekly during each didactic module; however, there is no final examination for the program. The eighth module is spent in an externship consisting of 250 hours of on-the-job training at an approved extern employment site in the community. A diploma will be awarded upon graduation.

Career Outcomes
This program prepares students for positions such as: Chiropractor Assistant, Clinical Medical Assistant, Doctor's Assistant, Health Assistant, Ophthalmic Assistant, Ophthalmological Assistant, Optometric Assistant, Optometric Technician, Medical Assistant, Medical Office Assistant, Ophthalmic Technician, Clinical Assistant, Medical Records Clerk, Medical Lab Assistant, Medical Administrative Assistant

Program Outlines:

ACCET[1] Accredited Campuses

Module Course Number	Course Title	Clock Hours[3]	Semester Credit Unit
MA 110	Administrative Medical Assisting Duties	80	4
MA 120	Introduction to Anatomy & Physiology	80	4
MA 130	Office Environmental Safety, Infection Control and Laboratory	80	4
MA 140	Psychology and Special Senses	80	4
MA 150	Medical Management	80	4
MA 160	Clinical Medical Assisting Duties	80	4
MA 170	Pharmacology and Office Emergencies	80	4
MA 190	Externship	250	5.55
Totals	**Clock Hours/Semester Credits**	**810**	**33.54**

ACCSC[2] Accredited Campuses

Module Course Number	Course Title	Clock Hours[3]	Semester Credit Units
MA 110	Administrative Medical Assisting Duties	80	4
MA 120	Introduction to Anatomy & Physiology	80	4
MA 130	Office Environmental Safety, Infection Control and Laboratory	80	4
MA 140	Psychology and Special Senses	80	4
MA 150	Medical Management	80	4
MA 160	Clinical Medical Assisting Duties	80	4
MA 170	Pharmacology and Office Emergencies	80	4
MA 190	Externship	250	5.50
Totals	**Clock Hours/Semester Credits**	**810**	**33.50**

[1] ACCET campus: Morrow
[2] ACCSC campus: Stone Mountain
[3] An additional 80 hours of outside work is assigned for each didactic module.

Medical Billing and Insurance Coding

Instructional Weeks: 36
Normal Time to Complete: 43
Delivery Method Offered: Hybrid

Program Objective
Upon completion of this program, students will be prepared for an entry-level medical billing or coding position in the health care industry. Positions are available in clinics, hospitals, and private practices. Students are trained to code medical procedures and diagnoses, complete insurance claim forms and assess patient records for claims reimbursement.

The program is 36 weeks long and consists of eight modules. Tests and/or quizzes are administered weekly during each didactic module; however, there is no final examination for the program. The eighth module is spent in an externship consisting of 250 hours of on-the-job training at an approved extern employment site in the community. A diploma will be awarded upon graduation.

Career Outcomes
This program prepares students for positions such as: Health Information Clerk, Health Information Specialist, Health Information Technician, Medical Records Clerk, Medical Records Coordinator, Medical Records Technician, Medical Billing and Coding Specialist, Medical Coder, Medical Biller

Program Outline:

Module Course Number	Course Title	Clock Hours[1]	Semester Credit Units
MB 110	Insurance Billing	80	4
MB 120	Insurance Coding Principles	80	4
MB 130	Medical Law and Ethics	80	4
MB 140	Documentation and Records	80	4
MB 150	Medical Billing & Collections	80	4
MB 160	Insurance Practices	80	4
MB 170	Medical Office Procedures	80	4
MB 190	Externship	250	5.50
	Totals	**810 Clock Hours**	**33.50 Semester Credits**

[1]An additional 80 hours of outside work is assigned for each didactic module
This program is offered at the Stone Mountain campus only.

Heating, Ventilation and Air Conditioning

Instructional Weeks: 36
Normal Time to Complete: 40
Delivery Method Offered: Hybrid

Program Objective
The objective of this program is to provide students with the knowledge and technical skills necessary to pursue entry-level employment in the heating, ventilation, and air conditioning field, which includes selling, installing, and maintaining residential equipment. The program is designed to provide students with instructions and hands-on training in areas such as: installation, maintenance, repair, troubleshooting and basic design of refrigeration heating and air conditioning systems along with a focus on service operations. The curriculum includes hands-on lab simulations to help prepare students for field service work typically performed by installation technicians, shop service technicians, repair technicians, and apprentice mechanics. The HVAC program includes preparation for two important certifications for HVAC professionals: (1) EPA Section 608 Certification for Stationary Air Conditioning and Refrigeration and (2) Low GWP Refrigerant Safety Training & Certification. Obtaining an EPA Section 608 Certification is a graduation requirement for this program. The Low GWP Refrigerant Safety certification is not a program completion requirement but is strongly encouraged. A diploma will be awarded upon graduation.

Career Outcomes:
This program prepares students for entry-level positions such as: A/C Tech (Air Conditioning Technician), HVAC Installer (Heating, Ventilation, and Air Conditioning Installer), HVAC Mechanic (Heating, Ventilation, and Air Conditioning Mechanic), HVAC Service Tech (Heating, Ventilation, and Air Conditioning Service Technician), HVAC Specialist (Heating, Ventilation, and Air Conditioning Specialist), HVAC Tech (Heating, Ventilation, and Air Conditioning Technician), Refrigeration Mechanic, Refrigeration Operator, Refrigeration Technician (Refrigeration Tech), Service Technician (Service Tech), Engineering Specialist, HVAC Apprenticeship

Program Outlines:

Module Course Number	Course Title	Clock Hours[1]	Semester Credit Units
HVC 130[2]	Basic Electricity, Motors, and HVAC Controls	80	4.0
HVC 135[2]	Basic Refrigeration Theory and Application	80	4.0
HVC 140	Air Conditioning, Troubleshooting and Heat Pump Systems	80	4.0
HVC 145	Heating Systems	80	4.0
HVC 150	Duct Design, Blueprint Reading, and Load Calculation	80	4.0
HVC 155	Commercial Refrigeration Systems	80	4.0
HVC 160	Specialized Commercial Equipment and Green Awareness	80	4.0
HVC 165	Regulation and Building Automation	80	4.0
HVC 170	Electrical and Mechanical Troubleshooting	80	4.0
Totals	**Clock Hours/Semester Credits**	**720**	**36.00**

[1]An additional 80 hours of outside work is assigned for each didactic module.
[2]All students must complete modules HVC 130 and HVC 135 before entering any other module.
This program is offered at the Morrow and Stone Mountain campuses.

Diploma Course Numbering

Courses are listed using the following numbering system:

AT	Automotive Technician courses
BA	Business Office Administration courses
DA	Dental Assistant courses
EL	Electrician Technician
MA	Medical Assistant courses
MB	Medical Billing & Insurance Coding courses
HVC	Heating, Ventilation and Air Conditioning Courses

100—199..... First level courses
Legend for breakdown of hours: 00/00 lec/lab/extern
Lec: lecture hours; Lab: laboratory hours; Extern: Externship hours

Course Descriptions

Automotive Technician

Module 4.0 units 40/40 lec/lab
AT110 Engine Theory and Systems
Key events in the design and development of the automobile are reviewed, including the construction and manufacturing process. Students are introduced to the basics of engine design, evaluation, diagnosis, disassembly, and cleaning. The theory and service of the upper and lower ends of the engine are studied in detail. Diagnostic equipment and tools used with these systems are reviewed, as are the essentials of shop safety and accident prevention procedures necessary when servicing these systems. *There are no prerequisites.*

Module 4.0 units 40/40 lec/lab
AT120 Electrical Theory and Diagnosis
This module covers the basic principles and terms of automotive electrical systems as well as their diagnosis and service. Electrical components covered include batteries, charging systems, lighting, and electrical instrumentation. Diagnostic equipment and tools used with these systems are reviewed, as are the essentials of shop safety and accident prevention procedures necessary when servicing these systems. *There are no prerequisites.*

Module 4.0 units 40/40 lec/lab
AT130 Engine Performance and Ignition Systems
Fundamentals of the major engine performance systems and components are introduced. Students learn how the information gathered from on board diagnostic systems, scan testers, and symptom charts will aid them in evaluating engine problems. Ignition system diagnosis and service are reviewed. This course also discusses the importance of active and passive passenger restraint systems. The identification and use of hand tools and key shop equipment is also reviewed. *There are no prerequisites.*

Module 4.0 units 40/40 lec/lab
AT140 Fuel Systems and Emission Control
The functions of fuel delivery, electronic fuel systems and fuel injection diagnosis and services are covered in this course. The importance of the proper operation of intake and exhaust systems is highlighted. In addition, emissions control systems diagnosis and service are also covered. Electric, hybrid and fuel cell vehicles and alternative fuels are examined. Diagnostic equipment and tools used with these systems are reviewed, as are the essentials of shop safety and accident prevention procedures necessary when servicing these systems. *There are no prerequisites.*

Module 4.0 units 40/40 lec/lab
AT150 Steering, Suspension and Passenger Comfort
This course centers on the single point of contact between the road and the vehicle: tires, wheels and the associated steering and suspension systems. The student will understand how the suspension and tires need to react to existing driving conditions. Manual and power-assisted steering systems are examined. The procedures for conducting an accurate wheel alignment will emphasize the benefits of proper service techniques. Diagnosis and servicing of automotive heating and air conditioning systems are also reviewed. Diagnostic equipment and tools used with these systems are discussed, as are the essentials of shop safety and accident prevention procedures necessary when servicing these systems.
There are no prerequisites.

Module 4.0 units 40/40 lec/lab
AT160 Brake Systems
Students are introduced to the basic scientific theories and mathematical calculations underlying automotive function, design, and operation. Braking systems, including hydraulic, drum, disc, and antilock assemblies are detailed. Inspection, servicing, and preventive maintenance are emphasized. Diagnostic equipment and tools used with these systems are reviewed, as are the essentials of shop safety and accident prevention procedures necessary when servicing these systems. *There are no prerequisites.*

Module 4.0 units 40/40 lec/lab
AT170 Manual Transmissions
The major components of manual transmission systems are explored in this course. Students will understand the functions of the clutch, flywheel, transaxle, differential, and CV joints. Transmission and transaxle design and basic gear theory are investigated. Diagnosis and service of clutch and manual transmission problems are covered including disassembly, repair, and reassembly. Diagnostic equipment and tools used with these systems are reviewed, as are the essentials of shop safety and accident prevention procedures necessary when servicing these systems. *There are no prerequisites.*

Module 4.0 units 40/40 lec/lab
AT180 Automatic Transmissions
The components and operation of automatic transmissions and transaxles is the focus of this course. Torque converters, planetary gear controls, linkages, transfer cases, and sensors are among the components that will be discussed. Electronic automatic transmissions are reviewed. The student will be introduced to transmission/transaxle design and function for hybrid vehicles. The components of four- and all- wheel drive systems, and their advantages, are investigated. Diagnosis, disassembly, and reassembly of systems are highlighted as well. Diagnostic equipment and tools used with these systems are reviewed, as are the essentials of shop safety and accident prevention procedures necessary when servicing these systems. *There are no prerequisites.*

Module 4.0 units 40/40 lec/lab
AT190 Preventative Maintenance and Hybrid Technology
Proper preventative maintenance and basic service procedures and detailed in this course. Hybrid vehicles are reviewed, including the evolution of hybrid technology, as well as diagnostic and safety procedures. Also highlighted is the role of the automotive technician within the service facility including professional communication techniques, managing workflow, and working as part of a service team. Diagnostic equipment and tools used with these systems are reviewed, as are the essentials of shop safety and accident prevention procedures necessary when servicing these systems. *There are no prerequisites.*

Business Office Administration

Module 4.0 units 40/40 lec/lab
BA110 Accounting Principles
Students learn the basic accounting concepts and principles in a computer environment using the commercial accounting software QuickBooks. Students will gain proficiency in QuickBooks and basic bookkeeping functions. AR/AP, invoicing, collections, cash receipts, financial statements, balance sheets, reconciliations. *There are no prerequisites.*

Module 4.0 units 40/40 lec/lab
BA120 MS Excel Fundamentals
In this module students will learn common uses of Excel in an office environment such as such as creating address books, mailing lists, inventory lists, and tracking expenses. Students will learn about functions, formulas, and charts. Students will identify problems and structure spreadsheets to solve and display a solution. *There are no prerequisites.*

Module 4.0 units 40/40 lec/lab
BA130 Spreadsheets for Finance
This module introduces students to the financial functionality of Microsoft Excel how to apply those skills to business applications such as reporting, and the automation of accounting and financial tasks. Students will learn the differences between Google Sheets, and Microsoft Excel. *There are no prerequisites.*

Module 4.0 units 40/40 lec/lab
BA140 Business Applications
In this module students will be introduced to various office applications and use of the applications in a business environment to create documents, publications, and complete tasks that require the use of a word processor. Students will develop proficiency in Microsoft Word, Adobe Acrobat, and Google Apps, will be explored. *There are no prerequisites.*

Module 4.0 units 40/40 lec/lab
BA150 Office Administration
This module includes practical training in basic business functions of office operations Working knowledge of office equipment, like multifunction printer's mailroom equipment, shredder, and projectors. Students will learn how to schedule and set up meetings, business travel and office inventory. *There are no prerequisites.*

Module 4.0 units 40/40 lec/lab
BA160 Customer Service & Ethical Business Practices
In this module students will learn about effective customer service with internal and external customers. Students will develop proficiency in Microsoft Outlook, learn conflict resolution methods, structuring information, problem solving, general practices in business etiquette (avoiding controversial subjects, discrimination). *There are no prerequisites.*

Module 4.0 units 40/40 lec/lab
BA170 Communications
Students will learn the principles and styles of effective written and verbal business communications and group presentations. Students will develop proficiency in Microsoft PowerPoint, Skype, and typing skills and learn to effectively use graphical representation, concise language, impactful body language, and voice tone when presenting & communicating and text and phone etiquette. *There are no prerequisites.*

Module 5.55 units 250 extern hours
BA190 Externship (ACCET Accredited Campuses)
Externship is the final module following successful completion of classroom training and is designed to provide a realistic workplace environment in which the student will refine technological, procedural, decision-making, and interpersonal skills. On the job externships are completed in approved facilities that provide students with the opportunity to apply the knowledge and skills acquired during the training program. Externs work under the directed supervision of school personnel and are evaluated on skill performance, subject knowledge, professionalism, and participation/attendance. All absences during the externship must be made up. Externship evaluations become part of the student's permanent record. Satisfactory completion of externship

training is required for graduation.
Prerequisite: Successful completion of modules 110 though 170

Module 5.50 units 250 extern hours
BA190 Externship (ACCSC Accredited Campuses)
Externship is the final module following successful completion of classroom training and is designed to provide a realistic workplace environment in which the student will refine technological, procedural, decision-making, and interpersonal skills. On the job externships are completed in approved facilities that provide students with the opportunity to apply the knowledge and skills acquired during the training program. Externs work under the directed supervision of school personnel and are evaluated on skill performance, subject knowledge, professionalism, and participation/attendance. All absences during the externship must be made up. Externship evaluations become part of the student's permanent record. Satisfactory completion of externship training is required for graduation. *Prerequisite: Successful completion of modules 110 though 170*

Dental Assistant

Module 4.5 units 50/40 lec/lab
DA 110 Dental Science/Medical Emergencies
This module encompasses the study of human development including the development of two sets of teeth: the primary and permanent dentition. Students also study facial structure, the oral cavity, anatomy of the teeth and the function of the supporting structures. Methods for taking and recording vital signs and blood pressure are introduced, as well as placement of the patient sensors for use with the EKG device during surgical phase of dentistry. Students also learn about CPR for the Healthcare Provider and how to manage emergencies that may occur in the dental office. Students will learn the Dental Ethics and Jurisprudence. Career skills, basic keyboarding and computer skills taught relate to the dental office. *Prerequisite: There are no prerequisites.*

Module 4.5 units 50/40 lec/lab
DA 120 Dental Anatomy and Physiology
Methods of disease transmission, body defenses, and diseases of major concern to dental personnel are stressed along with the prevention of disease transmission. Microbiology is covered through pathogens and modes of disease transmission. Students practice step-by-step instrument decontamination using approved sterilization agents and methods. Students learn operatory disinfection using approved agents and methods. Proper positioning of the patient and staff during dental procedures is taught with an emphasis on the principles of four-handed dentistry, including materials and instrumentation. In addition, students learn to chart the oral conditions of patients in compliance with state guidelines for mouth mirror inspection using an intraoral camera. Students will practice placing and activating chairside whitening with a non-laser light curing device Introduction of tooth morphology, oral structures, and oral pathology are presented.
Prerequisite: There are no prerequisites.

Module 4.5 units 50/40 lec/lab
DA 130 Radiography
This module introduces students to the basic anatomy of the head and teeth in order to familiarize students with the anatomical structures involved in dental radiographs. Hands-on care of film, equipment, and related infection control steps during film exposure. Students will learn the parts of an x-ray machine, the properties of x-radiation and factors that affect the density and contrast of an x-ray. Hands-on experience is given in radiographic techniques and processing of x-rays including basic principles of intraoral radiography. Students are also introduced to digital radiography. *Prerequisite: There are no prerequisites.*

Module 4.5 units 50/40 lec/lab
DA 140 Dental Material
Students will learn about laboratory equipment, basic laboratory procedures, and materials used in a dental office. Students receive hands-on training in taking impressions and constructing study and master casts. The casts are then used to practice dental procedures such as the fabrication of custom trays, mouth guards and bleaching trays. Study of infection control standards in the laboratory setting and OSHA regulations are stressed. Proper techniques in measuring and mixing restorative dental products such as cements and liners as well as mixing stone and plaster are covered. Students will fabricate and place temporary crowns.
Prerequisite: There are no prerequisites.

Module 4.5 units 50/40 lec/lab
DA 150 Preventive Dentistry
This module emphasizes maintaining optimum oral health. General nutrition, food groups, dietary evaluation, and oral nutritional deficiencies are covered with an emphasis on teaching the patient personal oral hygiene, tooth-brushing techniques, plaque control, and applying fluoride. Coronal polishing theory and procedures are taught, a hands-on procedure in which plaque and stains on the surfaces of the teeth are removed from the coronal surfaces of the teeth. Pit and Fissure theory and procedures are taught and practiced on manikins. Completion of Pit and Fissure and Coronal Polishing requirements will permit the assistant to perform the procedure after obtaining the Registered Dental Assistant license. *Prerequisite: There are no prerequisites.*

Module 4.5 units 50/40 lec/lab
DA 160 Dental Specialties
This module discusses the various specialized areas of dentistry so students may determine their area of interest and establish their career path. In Endodontics, the student studies diagnosis, testing pulp vitality, endo-cultures, drying root canals and instrumentation setups for root canal therapy. Oral Surgery and Implants is the study

of surgeries of the oral cavity and advantages and disadvantages of implants. Pedodontics, the study of children's teeth, emphasizes both preventive and restorative techniques as well as the child patient. Orthodontics is covered with the different phases of orthodontic treatments. *Prerequisite: There are no prerequisites.*

Module 4.5 units 50/40 lec/lab
DA 170 Prosthodontics/Administrative Assistant
During this module the students will be introduced to dental office management with an emphasis on the front office role. Skills included are computer skills, keyboarding, appointment scheduling, telephone techniques, inventory control and insurance and billing procedures. Prosthodontics as a specialty is presented with instruction in crown and bridge procedures and full and partial dentures. Students will also be introduced to Facebow transfer, denture adjustment and CAD/CAM imaging. Students are fully trained in the HIPAA guidelines. Career skills, basic keyboarding and computer skills taught relate to the dental office. *Prerequisite: There are no prerequisites.*

Module 3.5 units 170 extern hours
DA 190 Externship
Externship is the last module of training the student completes. This module immediately follows the successful completion of classroom training. Externships are served in approved facilities that provide the students with the opportunity to apply skills and knowledge acquired during the program. Externs work under the direct supervision of qualified personnel at the participating sites and under general supervision of school personnel. Externs are evaluated on skill performance, subject knowledge, professionalism, and attendance. All absences during the externship must be made up. Externship evaluations become part of the students' permanent record. Satisfactory completion of externship training is required for graduation.
Prerequisite: Successful completion of modules 110 - 170

Electrician Technician

Module 4.0 units 40/40 lec/lab
EL110 Basic Safety
This course is an industry-designed course covering safety topics specific to the construction industry. This provides the electrical worker with instruction in general construction site safety, measurements and formulas, use of hand and power tools, interpretation of blueprints, basic rigging techniques and methods used to move equipment and materials. In this course the student will be taught basic math for calculation and accurate measurements.
Additionally, this course provides students with training in OSHA 10 regulations and CPR for safety and health in the construction industry, as well as safe working practices for electricians servicing electrically live installations mandated by NFPA 70. *There are no prerequisites.*

Module 4.0 units 40/40 lec/lab
EL120 Introduction to Electrical Theory
This course will provide instruction on the various laws and principles of electricity. An examination of electrical energy fundamentals, the relationships of electrical quantities within Ohm's Law and the principles of magnetic induction, transformers and capacitors serve to provide an overview of electrical power generation. Also, this course will provide instruction on the various types of electric motors and their applications. Topics consist of single-phase and three phase motors, capacitor start/run motors, and interrupting the nameplate data to provide the student with a working knowledge of electrical motors. *There are no prerequisites.*

Module 4.0 units 40/40 lec/lab
EL130 Flexible Cables/Conduit Bending and Raceways
This course will provide instruction on various flexible conduits and flexible cable assemblies. Students will learn the NEC code requirements for listed flexible conduits and cables along with the installation requirements and their associated connectors and fittings. This course will provide hands-on applications in the installation of conduits in both metallic with other raceways commonly used in commercial electrical wiring. Students will perform the mechanics of bending to form different types of bends.
There are no prerequisites.

Module 4.0 units 40/40 lec/lab
EL140 Residential Applications
This course will provide instruction on various flexible conduits. It will prepare the student for the challenges of designing and drawing a National Electrical Code (NEC) governing branch circuit requirements for residential structures. Students receive instruction on load calculations, receptacle placement, lighting outlets, Ground Fault & Arc Fault protection, electrical symbols, and prints, along with the requirements for grounding, bonding, conductor identification, and sizing calculations for service equipment.
Prerequisite: EL110, EL120, and EL130

Module 4.0 units 40/40 lec/lab
EL150 Commercial Applications
This course gives the student an introduction to commercial wiring methods and three phase electrical distribution systems. The course will help the student 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 also establishes the principles of proper maintenance and troubleshooting.
Prerequisite: EL110, EL120, and EL130

Module 4.0 units 40/40 lec/lab
EL160 Low Voltage Applications
This course provides an overview of the alarm, telecommunications, and entertainment electronics industries from a technician's perspective. It covers the makeup, identification, and applications of various types of conductors and cables used in telecommunications and security systems. It also provides information and detail instruction for selecting, installing, testing, and terminating devices on various cables used in low voltage work.
Prerequisite: EL110, EL120, and EL130

Module 4.0 units 40/40 lec/lab
EL170 Motor and Industrial Motor Controls
This course will provide instruction on the various types of electric motors and their applications. Topics consist of single-phase and three-phase motors, capacitor start/run motors, direct current motors and interrupting the nameplate data to provide the student with a working knowledge of electrical motors. It will provide the students with a working knowledge of industrial motor controls. Starting with some of the most basic electronic devices, students will move from simple control circuits to an array of complex and intricate circuits. Topics include timers, Start and stop switches, pressure, temperature, and other sensors along with many others that challenge today's electricians and instrumentation technicians.
Prerequisite: EL110, EL120, and EL130

Module 4.0 units 40/40 lec/lab
EL180 Programmable Logic Controls
This course introduces the students to the principles of solid-state control and examines various applications that are relevant to the electrician. It introduces the students to electricity and semiconductor fundamentals. Students will identify, test, and work with components that explain basic digital logic elements, flip-flops, shift registers and counter, the function and purpose of programmable logic controllers (PLC), different numbering systems used in PLCs, and the hardware and software use in PLCs.
Prerequisite: EL110, EL120, and EL130

Module 4.0 units 40/40 lec/lab
EL190 Solar Electric Applications
This course provides an overview of photovoltaic (PV) science and an introduction to the fundamentals of solar energy. Through a combination of lecture and hands on lab exercises, students will learn the concepts and processes of photovoltaic systems, including their design and installation. The module covers the scope of solar energy system's conceptual, mechanical, and electrical design, with an emphasis on wiring and electrical issues.
Prerequisite: EL110, EL120, and EL130

Heating, Ventilation and Air Conditioning

Module 4.0 units 40/40 lec/lab
HVC 130 Basic Electricity, Motors, and HVAC Controls
An introduction to electricity and automatic controls. Content includes: electrical components, household wiring, wire sizing, series and parallel circuits. Included in this course is hands-on experience with electrical tools and meters. On the controls side the course is designed to develop familiarity with electrical current and an understanding of electrical current flow and its effects as it interacts with various components of a circuit. The student will develop a basic understanding of motors and their starting devices and troubleshooting principles and basic understanding of HVAC control devices and how they affect the operation of HVAC equipment. *Prerequisite*: *None*

Module 4.0 units 40/40 lec/lab
HVC 135 Basic Refrigeration Theory and Application
This course is designed to familiarize students with basic industry tools and their proper and safe use. The student will be using these tools to complete lab assignments and introduce basic refrigeration principles, refrigeration theory, characteristics, and properties of refrigerant. Emphasis will be placed on system evacuation, and compressor component replacement and system charging. The application of refrigeration theory is also covered in this course. *Prerequisite: None*

Module 4.0 units 40/40 lec/lab
HVC 140 Air Conditioning, Troubleshooting and Heat Pump Systems
This course covers principles of residential air conditioning systems. Content includes evaluation and hands-on and classroom experience in use of psychometrics, residential and light commercial air conditioning equipment types, and installation. In this course the students will be introduced to the heat pump application and its components. Lab focuses on systems operation, and performance problems.
Prerequisites: HVC 130, HVC 135

Module 4.0 units 40/40 lec/lab
HVC 145 Heating Systems
This course is designed to introduce the student to basic concepts of heating with gas, electric and oil used primarily in residential applications and the principles of combustion. Topics include the basic of gas heating systems, operation of gas valves and burners. This course also includes lessons related to combustion chemistry, heating fuels natural gas and LP gas-burning equipment, start-up, sequence of operation and equipment maintenance troubleshooting.
Prerequisites: HVC 130, HVC 135

Module 4.0 units 40/40 lec/lab
HVC 150 Duct Design, Blueprint Reading, and Load Calculation

This course covers equipment used for the distribution of air. Course content includes: blower performance; static and dynamic pressures and pressure drop due to friction; sizing and selection of ductwork and blowers, diffusers, registers and grilles; and evaluation of system performance. This course also assists students in developing a basic understanding of how to read and interpret blueprints and load calculations.
Prerequisites: HVC 130, HVC 135

Module 4.0 units 40/40 lec/lab
HVC 155 Commercial Refrigeration Systems

This course covers the fundamentals of refrigeration equipment found in commercial systems. It teaches students the different components used in commercial applications as well as start-up, installation and defrost cycle needed. Safety for the technician, customer, and equipment are also covered.
Prerequisites: HVC 130, HVC 135

Module 4.0 units 40/40 lec/lab
HVC 160 Specialized Commercial Equipment and Green Awareness

This course is designed familiarize students with the specialized refrigeration equipment principles that they will face in the industry and how to apply it to properly diagnose system operation. Lab focuses on systems, performance problems and to increase awareness of alternative forms of heating and air conditioning that are more environmentally friendly presented in Green Awareness.
Prerequisites: HVC 130, HVC 135

Module 4.0 units 40/40 lec/lab
HVC 165 Regulation and Building Automation

This course prepares students for the EPA Section 608 certification exam, which permits the handling and transporting of refrigerants. Content covers legacy refrigerants including HCFC-22 (R-22) and R-410A, as well as current low global warming potential (Low-GWP) alternatives, including A2L refrigerants. Emphasis is placed on safe handling practices for both traditional and mildly flammable A2L refrigerants, compliance with EPA regulations under the AIM Act and Technology Transitions rules, and OSHA standards. The course also introduces building automation systems and modern controls used in building maintenance.
Students are prepared for the Low-GWP Refrigerant Safety certification.
Prerequisites: HVC 130, HVC 135

Module 4.0 units 40/40 lec/lab
HVC 170 Electrical and Mechanical Troubleshooting

This course is designed to help the students, troubleshoot, and diagnose equipment malfunctions. The student will learn how to distinguish between an electrical problem compared to a mechanical problem in the troubleshooting techniques. During this course the student will be able to write a service order and explain the work completed to the customer.
Prerequisites: HVC 130, HVC 135

Medical Assistant

Module 4.0 units 40/40 lec/lab
MA 110 Administrative Medical Assisting Duties

In this module, the student will learn the basics responsibilities of the medical assistant and the duties performed by them on the job. Students will learn the basics of medical law and ethics and the importance of documentation in the workplace. The student will get a basic understanding of HIPAA law and improve their communication skills. The student will practice the related concepts in the laboratory including injections, venipuncture, asepsis technique and triage as well as computer career skills regarding keyboarding, front desk and back office check in and check-out procedures. *There are no prerequisites.*

Module 4.0 units 40/40 lec/lab
MA 120 Introduction to Anatomy & Physiology

During this module, the student will gain a better understanding of the anatomical system and the manner in which the body works. This module teaches students about the mechanical functions of the body and how pathophysiology takes its toll on creating illnesses. There are also descriptions on radiology and how the medical assistant may better prepare a patient for radiological procedures. The student will practice the related concepts in the laboratory regarding injections, venipuncture, asepsis technique and triage as well as computer career skills regarding keyboarding, front desk and back office check in and check-out procedures. *There are no prerequisites.*

Module 4.0 units 40/40 lec/lab
MA 130 Office Environment Safety, Infection Control and Laboratory

This module describes the effects of contamination on the body, as well as the effects on the patients and the medical assistant. The purpose of the module is to teach patient and staff safety against viruses and/or dangerous bacteria. The student will learn basic forms of microbiology and the lymphatic system as well as preventative aseptic technique and instruction tools for a healthy practice. The student will practice these concepts in the laboratory regarding injections, venipuncture, aseptic technique, and triage. The student will also practice computer career skills regarding keyboarding and front desk and back-office check-in and checkout procedures. *There are no prerequisites.*

Module 4.0 units 40/40 lec/lab
MA 140 Psychology and Special Senses
Student will gain a better understanding of nerves, psychology, and the effects of medications on the body, as well as where the medications target. Psychology and its effect on the patient are studied, as well as a patient's two most used sense organs; the eyes and the ears. The student will practice the related concepts in the laboratory regarding injections, venipuncture, asepsis technique and triage as well as computer career skills regarding keyboarding, front desk and back office check in and check-out procedures. *There are no prerequisites.*

Module 4.0 units 40/40 lec/lab
MA 150 Medical Management
This module helps the student with managerial and bookkeeping techniques including finances, insurance, and accounts receivable. This helps the student understand the structure of a facility and the importance of quality work to increase revenue in their workplace. The student also explores the digestive system and the pathologies affecting it, as well as the urinary system. The student will practice the related concepts in the laboratory regarding injections, venipuncture, asepsis technique and triage as well as computer career skills regarding keyboarding, front desk and back office check in and check-out procedures. *There are no prerequisites.*

Module 4.0 units 40/40 lec/lab
MA 160 Clinical Medical Assisting Duties
This is the CPR module that prepares the student for emergencies and preparations in resuscitation in the field. The student gets an overall experience in the understanding of the cardio-pulmonary system as well as learning about nutrition and its effects on the cardio-pulmonary system. The student will practice the related concepts in the laboratory regarding injections, venipuncture, asepsis technique and triage as well as computer career skills regarding keyboarding, front desk and back office check in and check-out procedures. *There are no prerequisites.*

Module 4.0 units 40/40 lec/lab
MA 170 Pharmacology and Office Emergencies
This module covers the topics of reproductive health and the endocrine system. There is also information about mathematics that deal with pharmacology and the effects of pharmaceuticals on the endocrine system and the body. This module helps students expand their acceptance and responsibility in back-office procedures in the workplace. Students will practice the related concepts in the laboratory regarding injections, venipuncture, aseptic technique, and triage as well as computer career skills such as keyboarding, front desk and back-office check-in and checkout procedures. *There are no prerequisites.*

Module 5.55 units 250 extern hours
MA 190 Externship (ACCET Accredited Campuses)
Externship is the final module following successful completion of classroom training and is designed to provide a realistic workplace environment in which the student will refine technological, procedural, decision-making, and interpersonal skills. On the job externships are completed in approved facilities that provide students with the opportunity to apply the knowledge and skills acquired during the training program. Externs work under the directed supervision of school personnel and are evaluated on skill performance, subject knowledge, professionalism, and participation/attendance. All absences during the externship must be made up. Externship evaluations become part of the student's permanent record. Satisfactory completion of externship training is required for graduation.
Prerequisite: Successful completion of modules 110-17

Module 5.50 units 250 extern hours
MA 190 Externship (ACCSC Accredited Campuses)
Externship is the final module following successful completion of classroom training and is designed to provide a realistic workplace environment in which the student will refine technological, procedural, decision-making, and interpersonal skills. On the job externships are completed in approved facilities that provide students with the opportunity to apply the knowledge and skills acquired during the training program. Externs work under the directed supervision of school personnel and are evaluated on skill performance, subject knowledge, professionalism, and participation/attendance. All absences during the externship must be made up. Externship evaluations become part of the student's permanent record. Satisfactory completion of externship training is required for graduation.
Prerequisite: Successful completion of modules 110-170

Medical Billing and Insurance Coding

Module 4.0 units 40/40 lec/lab
MB 110 Insurance Billing
This module is designed to familiarize students with the insurance claims forms for a variety of providers, including Group Plan Insurances, PPOs, Worker's Compensation and Federal and State Disability. HIPAA training and the basics of health insurance are covered in this module. Students will experience hands-on training in handling claim forms such as the CMS-1500 and will learn to use one of the most popular billing software programs. Students will be introduced to the basic anatomy of the human body, prefixes, suffixes, abbreviations, and the organization of the body. Students will also learn to bill and code for procedures and diagnoses relating to surgery and anesthesia. *There are no prerequisites.*

Module 4.0 units 40/40 lec/lab
MB 120 Insurance Coding Principles
This module is designed to teach students complex coding principles and the use of the CPT, ICD-10, and HCPCS coding manuals. Students will learn to code diagnoses and procedures accurately for the purpose of billing the responsible insurance. Students will learn to use one of the most popular billing software programs. Students will be introduced to medical terminology, word parts, abbreviations, and symbols. Students will also to bill and code for procedures and diagnoses relating to the integumentary system. *There are no prerequisites.*

Module 4.0 units 40/40 lec/lab
MB 130 Medical Laws and Ethics
In this module, students will learn the basic laws and ethics governing the medical field, including professional behavior, confidentiality, doctor-patient relationships, malpractice, and breach of contract. Students will learn to use one of the most popular billing software programs. Students will become competent in CPR (cardiopulmonary resuscitation). Students will learn about oncology, the blood and lymphatic system, the respiratory system, the cardiovascular system and will also learn how to bill and code for procedures and diagnoses relating to these systems. *There are no prerequisites.*

Module 4.0 units 40/40 lec/lab
MB 140 Documentation and Records
In this module, students will learn about the medical documentation process. Students will experience hands-on electronic health records standards and advanced techniques using EHR software. Students will learn about the paper claim and medicine. Students will learn about the skeletal system, the muscular system, the eye, ocular adnexa, auditory, and operating microscope. Students will also learn how to bill and code for procedures and diagnoses relating to these systems. *There are no prerequisites.*

Module 4.0 units 40/40 lec/lab
MB 150 Medical Billing and Collections
This module focuses on the regulations governing the collections process. Students will learn to verify insurance information, perform pre-admission authorizations and billing follow-up. They will study receipt of payment issues in the collections area and track reimbursements. Students will learn to use one of the most popular billing software programs. Students will learn about radiology, nuclear medicine, inpatient hospital services and ICD-10 principles. Students will also learn how to bill and code for procedures and diagnoses related to these systems.
There are no prerequisites.

Module 4.0 units 40/40 lec/lab
MB 160 Insurance Practices
This module is designed to familiarize students with the insurance claim forms for Medicare, Medicaid, The Blue Plans, Private insurance, Managed Care Plans, and the TRICARE and CHAMPVA programs. Students will learn to use one of the most popular billing software programs. Students will learn about the digestive system, the urinary system, and the male reproductive system. Students will also learn how to bill and code for procedures and diagnoses related to these systems. *There are no prerequisites.*

Module 4.0 units 40/40 lec/lab
MB 170 Medical Office Procedures
This module is designed to teach students basic medical office procedures. Topics covered include the use of office equipment, such as copiers, fax machines and calculators. Students will study the proper handling of patient records, filing and managing telephone calls. Students will study dental services and dental claims. Students will learn to use one of the most popular billing software programs. Students will learn about the endocrine system, the nervous system, obstetrics, and the female reproductive system. Students will also learn how to bill and code for procedures and diagnoses related to these systems. *There are no prerequisites.*

Module 5.50 units 250 extern hours
MB 190 Externship
Externship is the final module following successful completion of classroom training and is designed to provide a realistic workplace environment in which the student will refine technological, procedural, decision-making, and interpersonal skills. On the job externships are completed in approved facilities that provide students with the opportunity to apply the knowledge and skills acquired during the training programs. Externs work under the supervision of qualified personnel at the participating sites and under the general supervision of school personnel. Externs are evaluated on skill performance, subject knowledge, professionalism, participation, and attendance. All absences during the externship must be made up. Externship evaluations become part of the student's permanent record. Satisfactory completion of externship training is required for graduation.
Prerequisite Successful Completion of Modules 110-170

Academic Calendar

2026

Start Cycle	Mod Start	5 Days/Wk Programs	4 Day/Wk Programs	7th day Cancelation Date	14th day Cancelation Date	Holiday		In Service	School Breaks		
A	01/12/2026 - Mon	02/09/2026 - Mon	02/09/2026 - Mon	01/18/2026 - Sun	01/26/2026 - Mon	01/19/26-Mon	MLK BIRTHDAY				
B	01/28/2026 - Wed	02/24/2026 - Tue	02/24/2026 - Tue	02/03/2026 - Tue	02/10/2026 - Tue						
A	02/11/2026 - Wed	03/10/2026 - Tue	03/10/2026 - Tue	02/17/2026 - Tue	02/24/2026 - Tue						
B	02/25/2026 - Wed	03/24/2026 - Tue	03/24/2026 - Tue	03/03/2026 - Tue	03/10/2026 - Tue						
A	03/11/2026 - Wed	04/08/2026 - Wed	04/07/2026 - Tue	03/17/2026 - Tue	03/24/2026 - Tue	04/03/26-Fri	SPRING HOLIDAY				
B	03/26/2026 - Thu	04/23/2026 - Thu	04/22/2026 - Wed	04/01/2026 - Wed	04/09/2026 - Thu	04/03/26-Fri	SPRING HOLIDAY				
A	04/09/2026 - Thu	05/06/2026 - Wed	05/06/2026 - Wed	04/15/2026 - Wed	04/22/2026 - Wed						
B	04/27/2026 - Mon	05/22/2026 - Fri	05/21/2026 - Thu	05/03/2026 - Sun	05/10/2026 - Sun						
A	05/11/2026 - Mon	06/08/2026 - Mon	06/08/2026 - Mon	05/17/2026 - Sun	05/24/2026 - Sun	05/25/26-Mon	MEMORIAL DAY				
B	05/28/2026 - Thu	06/24/2026 - Wed	06/24/2026 - Wed	06/03/2026 - Wed	06/10/2026 - Wed						
A	06/10/2026 - Wed	07/08/2026 - Wed	07/07/2026 - Tue	06/16/2026 - Tue	06/23/2026 - Tue	07/03/26-Fri	INDEPENDENCE DAY				
B	06/29/2026 - Mon	07/27/2026 - Mon	07/23/2026 - Thu	07/06/2026 - Mon	07/13/2026 - Mon	07/03/26-Fri	INDEPENDENCE DAY				
A	07/09/2026 - Thu	08/05/2026 - Wed	08/05/2026 - Wed	07/15/2026 - Wed	07/22/2026 - Wed						
B	07/29/2026 - Wed	08/25/2026 - Tue	08/25/2026 - Tue	08/04/2026 - Tue	08/11/2026 - Tue						
B	08/27/2026 - Thu	09/24/2026 - Thu	09/24/2026 - Thu	09/02/2026 - Wed	09/10/2026 - Thu	09/07/26-Mon	LABOR DAY				
B	09/28/2026 - Mon	10/23/2026 - Fri	10/22/2026 - Thu	10/04/2026 - Sun	10/11/2026 - Sun						
B	10/26/2026 - Mon	11/20/2026 - Fri	11/19/2026 - Thu	11/01/2026 - Sun	11/08/2026 - Sun						
B	11/23/2026 - Mon	12/23/2026 - Wed	12/22/2026 - Tue	12/04/2026 - Fri	12/11/2026 - Fri				11/25/26-Wed	11/29/26-Sun	BREAK
B	12/28/2026 - Mon	01/27/2027 - Wed	01/26/2027 - Tue	01/05/2027 - Tue	01/12/2027 - Tue	31/26, 1/1/27,1/18/27	WINTER HOLIDAY				

Weekend:

Start Cycle	Mod Start	5 Days/Wk Programs	4 Day/Wk Programs	7th day Cancelation Date	14th day Cancelation Date	Holiday	In Service	School Breaks		
WKND	01/24/2026 - Sat	02/20/2026 - Fri	02/20/2026 - Fri	01/30/2026 - Fri	02/06/2026 - Fri					
WKND	02/21/2026 - Sat	03/20/2026 - Fri	03/20/2026 - Fri	02/27/2026 - Fri	03/06/2026 - Fri					
WKND	03/21/2026 - Sat	04/24/2026 - Fri	04/24/2026 - Fri	03/27/2026 - Fri	04/03/2026 - Fri			04/04/2026 - Sat	04/10/2026 - Fri	BREAK
WKND	04/25/2026 - Sat	05/22/2026 - Fri	05/22/2026 - Fri	05/01/2026 - Fri	05/08/2026 - Fri					
WKND	05/23/2026 - Sat	06/19/2026 - Fri	06/19/2026 - Fri	05/29/2026 - Fri	06/05/2026 - Fri					
WKND	06/20/2026 - Sat	07/24/2026 - Fri	07/24/2026 - Fri	06/26/2026 - Fri	07/03/2026 - Fri			07/04/2026 - Sat	07/10/2026 - Fri	BREAK
WKND	07/25/2026 - Sat	08/21/2026 - Fri	08/21/2026 - Fri	07/31/2026 - Fri	08/07/2026 - Fri					
WKND	08/22/2026 - Sat	09/18/2026 - Fri	09/18/2026 - Fri	08/28/2026 - Fri	09/04/2026 - Fri					
WKND	09/19/2026 - Sat	10/16/2026 - Fri	10/16/2026 - Fri	09/25/2026 - Fri	10/02/2026 - Fri					
WKND	10/17/2026 - Sat	11/13/2026 - Fri	11/13/2026 - Fri	10/23/2026 - Fri	10/30/2026 - Fri					
WKND	11/14/2026 - Sat	01/08/2027 - Fri	01/08/2027 - Fri	11/20/2026 - Fri	12/11/2026 - Fri			11/21/2026 - Sat	12/04/2026 - Fri	BREAK
								12/19/2026 - Sat	01/01/2027 - Fri	BREAK

UNITED EDUCATION INSTITUTE

Morrow Campus Faculty / Staff List

Campus President: Gregory Falcon

Admissions
Director of Admission: Theresa Bean
Associate Director of Admissions:
Brathwaite "Demond" Daniel

Education
Director of Education: Carla Page-Campbell
Associate Director of Education: OPEN
Associate Director of Student Affairs: Shyheim "Shy" Stafford
Student Services Coordinator: Jamon Stephens

Career Services
Director of Career Services: Miriam Guillory
Associate Director of Career Services: Odesser Johnson

Operations Administrator II
Katrina Fanning

Registrar
Bianca Fortineaux

Student Finance
Director of Student Finance: Lana Porche
Associate Director of Student Finance: OPEN

Faculty

Automotive Technician

Christopher Simmons (FT)
Professional Experience: 10 years

John Mendicino (FT)
Degree/Certifications: Diesel and Industrial Technology-Universal Technical Institute
Professional Experience: 10 years

Brian Bingham (PT)
Professional Experience: 43 years

Edward Austin (Sub)
Degree/Certification: BS Business Management-Jackson State University
Professional Experience: 15 years

Dental Assistant

Leeonne Moore – CDC (FT)
Degree/Certifications: AS degree in General Studies-Central Texas College
Degree/Certifications: Dental Assisting Diploma-Advanced Career Training
Certs: Expanded Duties DA, RDA, CPR
Professional Experience: 8 Years

Fridgette Wallel (FT)
Degree/Certifications: Dental Assistant Diploma-Georgia Medical Institute
Certs: Expanded Duties, CPR
Professional Experience: 11 years

Valencia Troutman (PT)
Degree/Certifications: Dental Assistant-Robert Morgan Education Center
Certs: EFDA, CDA, CPR
Professional Experience: 24 years

Kimberly Taliaferro (PT)
Degree/Certifications: Dental Assistant Diploma-Georgia Medical Institute
Certs:Expanded Functions CPR
Professional Experience: 20 years

Alisha Holmes (FT)
Certs: Expanded Functions, CDA, CPR
Professional Experience: 15 years

Martina Nelson (Sub)
Degree/Certifications: BS in Biology, Georgia State University
Degree/Certifications: Dental assistant Diploma -Everest College
Certs: Expanded Functions,CDA, CPR, HIPAA
Professional Experience: 10 years

Dr. Margo Houser (PT)
Degree/Certifications: BS in Science-Tuskegee University College
Degree/Certifications: Doctor of Dental Surgery Howard University College of Dentistry
Certs: HUCD, CRDTS, CPR, HIPAA, IC, GNA, OSHA, BLS Instructor
Professional Experience: 26 years

Cedrica Harris (PT)
Degree/Certifications: Dental Assistant Diploma-United Education Institute
Certs: CPR&AED
Experience: 5 years

Nicole Enemuoh (Sub)
Degree/Certifications: BS degree in Biology-University of Wisconsin Degree
Certs: Dental Assistant Certificate-Dental Assistant Institute, CPR Professional
Experience: 7 years

Medical Assistant

Estoria Williams (FT)
Degree/Certifications: Medical Assistant Diploma-UEI College
Certs: NCMA
Professional Experience: 7 years

Shakurah Williams (FT)
Degree/Certifications: Diploma Medical Assistant Diploma -Fortis College
Professional Experience: 8 years

Britney Trice (FT)
Degree/Certifications: Medical Assistant Diploma-San Joaquin Valley College
Professional Experience: 12 years

Tracey Robinson (PT)
Degree/Certifications: Diploma Medical Assistant Diploma-Bryman Career College (Corinthians)
Certs: RMA, CMA, CPR, BLS
Professional Experience: 25 years

LaKeisha Chambers (PT)
Degree/Certifications:Diploma Medical Assistant Diploma-Advance Career Training
Certs: CMA
Professional Experience: 15 years

Sheree Dover (PT)
Degree/Certifications: Associate – Surgical Tech. ~ E. Central Community College
Degree/Certifications: Phlebotomy (CPT) National Healthcare Association - Remote
Certs: CCMA, CPR CPT, ASCP
Professional Experience: 23 years

JaMichael Hunter (PT)
Degree/Certifications: Diploma Medical Assistant Diploma -Laurus Technical Institute
Certs:CMA, NHA, CPR
Professional Experience: 12 years

Shaesha Meadows Robinson (PT)
Degree/Certifications: MA Certification – Everest Institute
Certs: RMA, AMT, CMA, CPR, BLS
Professional Experience: 18 years

LaYon Edwards (Sub)
Degree/Certification: Master's Doctor of Medicine-St. James School of
Medicine/ US Army Reserves Health Services
Certs: BLS, CPR, PMP
Professional Experience: 15 years

Lori Williams (Sub)
Degree/Certifications: Associate of Science-Medical Assistant Diploma-Anthem College
Cert: RMA, CPR, BLS
Professional Experience: 21 years

Tamika Latham (Sub)
Degree/Certifications: Bachelor of Science-South University
Certs:RMA,CPR,BLS
Professional Experience: 23 years

April Mack (Sub)
Degree/Certifications: Medical Assistant Diploma-Cambridge College;
Sanford Brown College
Professional Experience: 14 years

Sonya Lock (Sub)
Degree/Certifications: Diploma Medical Assistant Diploma-Atlanta Technical College
Professional Experience: 4 years

Heating Ventilation and Air Condition

Scott Williamson (FT)
Degree/Certifications: HVAC/R Diploma-Chattahoochee Technical College
Certs: EPA-608 Universal
Professional Experience: 25 years

Kamal Watley Sr. (FT)
HVAC/R Diploma-Test College
Certs: EPA-608 Universal
Professional Experience: 16years

Maurice Miller (FT)
Certs: EPA-608 Universal
Professional Experience: 7 years

Brian Stoutamire (FT)
Degree/Certifications: HVAC/R -Clayton State College and University
Certs: EPA Universal
Professional Experience:3 4 years

Frederick West (PT)
Degree/Certifications: AA in Building Automation System Technology -Georgia Piedmont Technical College
Certs: HVAC Certificate – ETI Career Institute & Certs: EPA Type I, Type II and Type III
Professional Experience: 18 years

Derrick Osborne (PT)
Certs: EPA-608 Universal
Professional Experience: 10years

Lee Barnes Jr. (PT)
Degree/Certification: HVAC Diploma-Atlanta Technical College
Certs: EPA Universal
Professional Experience: 5 years

Trover Cook, (PT)
Degree/Certification: HVAC Diploma-Atlanta Technical College
Certs: EPA Universal
Professional Experience: 15 years

Vincent Clark, (PT)
Degree/Certification: HVAC Diploma-Delgado Community College
Certs: EPA Universal
Professional Experience: 14 years

Reginald Fitzpatrick (Sub)
Degree/Certifications: HVAC Diploma-Atlanta Technical College
Certs: EPA-410A, N.A.T.E.
Professional Experience: 25 years

Tyran Griggs (Sub)
Degree/Certifications: Medix Technical College
Certs: EPA Universal
Professional Experience: 10 years

Fei Chun Cheng (Sub)
Degree/Certifications: HVAC/Refrigeration diploma-Lawson State Community College Certs: EPA Universal
Professional Experience: 15 years

Electrical Program

Poleon Griffin (FT)
Degree/Certifications: Electrical Technology-Chattahoochee Technical College
Degree/Certifications: Journeyman- Dekalb College
Certs: Journeyman, OSHA 10
Professional Experience: 48 years

Engley Jenkins (PT)
Certs: OSHA 10 and OSHA 30
Professional Experience: 10 years

Rico Davis (PT)
Certs: OSHA 10 and OSHA 30
Professional Experience: 13

David Brown (PT)
Degree/Certifications: AAS Electrical Utility Technology - Lanier Tech
Professional Experience: 28 years

Omar Altamirano (PT)
Certs: OSHA 10
Professional Experience: 5 years

Belinda McVay (PT)
Degree/Certifications: IBEW; Associate State University of New York
Certs: OSHA 30; OSHA 510; NFPA70E
Professional Experience: 20 years

Fernando Herrera Lopez (PT)
Certs: OSHA 10
Professional Experience 22 years

Christopher Bowser (PT)
Degree/Certifications: US Marine Corps, Bronx Community College; Jackson Community College; Laurus Technical Institute
Certs: OSHA 10 and EPA
Professional Experience: 17 years

Michael Clodgoe Jr. (PT)
Degree/Certifications: US Navy
Certs: OSHA 10
Professional Experience: 32 years

Johnny Dodson (Sub)
Degree/Certifications: BS in Education-Valdosta State University/
Degree/Certifications: AS in Science Georgia Southwestern State University
Degree/Certification: Maintenance, Electrical and HVAC-South Georgia Technical College
Certs: EPA, OSHA 10 and OSHA 30
Professional Experience: 19 years

Bernard Forbes (Sub)
Degree/Certifications: Journeyman Electrician - IEC Atlanta
Certs: Journeyman, OSHA 10
Professional Experience 5 years

Pedro Pollard (Sub)
Degree/Certifications: Carpentry, Electrical and Construction Mgmt. Decker College Certs: Journeyman, OSHA 10
Professional Experience: 17 years

UNITED EDUCATION INSTITUTE

STONE MOUNTAIN CAMPUS FACULTY / STAFF LIST

Campus President: Hank Blakely

ADMISSIONS
Director of Admissions – Alvaro Garvito
Associate Director of Admissions – Wantu Wilbert

CAREER SERVICES
Director of Career Services – Terri Middlebrooks
Associate Director of Career Services – Christopher Whitfield

STUDENT FINANCE
Director of Student Finance – Tiffany Walters
Associate of Director of Student Finance – Open

EDUCATION
Director of Education – Tameka Ebanks
Associate Director of Education – Dawn Winters
Associate Director of Student Affairs – Cami "Genelle" White
Student Services Coordinator – Daniel Covington

REGISTRAR
Willis Ponder

OPERATIONS ADMINISTRATOR
Riyokis Major

Faculty

Business Office Administration

Dion Johnson
Degree/Certifications: Executive Graduate Certificate: Marketing – Strayer University; Bachelor's in Business Administration-Emmanuel College
Professional Experience: 17 years Part time

Dental Assistant

Nakeeshia Bennett
Degree/Certifications: Diploma, Dental Assisting, Albany Technical College
Certs: Radiography
Professional Experience: 9 Years Part time

Evelyn Flores
Degree/Certification: Diploma, Dental Assistant, UEI College
Professional Experience: 20 years Part time

Syreeta Goodson
Degree/Certification: Diploma, Dental Assisting, Atlanta Technical College
Professional Experience: 12 years Part time

Jordan Green
Degree/Certifications: Diploma, Esthetician, Southern Crescent Technical College
Professional Experience: 8 Years Part time

Sharine Moncreiffe
Certs: CPR
Professional Experience: 26 years Part Time

Ardeita Stallworth
Certifications: CPR
Professional Experience: 19 years SUB

Marshae Simpson
Degree/Certification: Dental Assisting, Certificate, Silicon Valley Career Technical Education Center
Certification: BLS Provider
Professional Experience: 10 years SUB

Joscelyne Willis
Degree/Certification: Bachelor of Applied Science – Administrative Management, Clayton St. University; Master of Health Admin – Health Administration, Clayton St. Univ.
Certification: CPR
Professional Experience: 34 years Part Time

Heating Ventilation and Air Condition

Cameron Bridgewaters
Degree/Certification: HVACR Diploma – Lauras Technical Institute
Certs: EPA
Professional Experience: 15 years Part Time

Torrie Clark
Certs: EPA certified, Section 608 Esco Institute
Professional Experience: 13 years Part Time

Travis Collins
Degree/Certification: Associates Heating, Ventilation, and AC Technology, Interactive College of Technology; AAS Electronic Engineering, Spencerian College
Certs: EPA
Professional Experience: 10 years SUB

Tobias Dean
Degree/Certification: Diploma, Heating, Ventilation, Air Conditioning and Refrigeration, Fortis College-Smyrna
Certs: EPA
Professional Experience: 9 years Part Time

Dennis Dantzler
Certs: EPA certified, Section 608 Esco Institute
Professional Experience: 15 years Full Time

Stanley Freeman
Certs: EPA certified, Section 608 Esco Institute
Professional Experience: 9 years Full Time

Napolean Jones
Certs: EPA certified, Section 608 Esco Institute
Professional Experience: 40 years Full Time

Chad McDaniel
Certs: EPA, Mainstream Engineering
Professional Experience: 30 years Full Time

Marco Pryor
Certs: EPA certified, Section 608 Mainstream Engineering
Professional Experience: 6 years Full Time

Ernest Schneider
Certs; EPA, Diploma, HVAC/R, Laurus Technical Institute
Professional Experience: 15 years Part time

Charles Strickland
Degree/Certification: Diploma, Heating, Ventilation, and AC Technology
Certs: EPA
Professional Experience: 23 years Part Time

Medical Assistant

Carmen Cooper
Degree/Certification: Associates of Pre-Nursing, Herzing University
Certification: CMA, BLS Instructor
Professional Experience: 5 years SUB

Mariam Dubose
Degree/Certification: CPR, RMA
Professional Experience: 7 years Part Time

Shamia Gadsen
Degree/Certification: Medical Assisting, Diploma, United Medical and Business Institute
Professional Experience: 10 years Full Time

James Gleissner
Degree/Certifications: MS Kinesiology – Georgia Southern University; BS Kinesiology – Georgia Southern University; Diploma – Phlebotomy – Cambridge Institute of Allied Health & Technology
Certs: CCMA, CPT, CPR
Professional Experience: 23 years Full Time

Jacqueline M. Hamilton
Degree/Certification: Medical Assistant, Certificate, Sanford Brown College-Atlanta,
Professional Experience: 17 years Part Time

Angela Johnson
Degree/Certification: Medical Assistant, Diploma, Altierus Career College
Certs: BLS Provider
Professional Experience: 13 years Part Time

Laferah Juste Delphin
Degree/Certification: Associate of Science, Georgia State University, Perimeter College;
Certification: CPR, DOT Breath Alcohol Technician, DOT Urine Specimen Collector Training
Professional Experience 6 years SUB

Dr. Hernan Mercedes
Degree/Certification: Associate in Arts, Medical Science, Miami Dade College; Master of Business Administration, Grand Canyon University; Doctor of Medicine, Universidad Iberoamericana
Certification: RMA, CPR
Professional Experience: 24 years Part Time

Takiyah Thomas
Degree/Certification: Medical Assistant Certificate-Wallace Community College; AAS Healthcare Administration-Colorado Technical University
Certs: CPR, CCMA
Professional Experience: 16 years Part Time

Medical Billing and Insurance Coding

Sonya Lucious
Degrees/Certifications: Diploma, Medical Assisting, Georgia Medical Institute
Certs: CPR
Professional Experience: 4 years Full Time

Electrical Technician

Antwan Johnson
Certification: CPR
Professional Experience: 15 years Part Time

Darrell Carson
Degree/Certifications: Associates in Building Automation – Georgia Piedmont Technical College
Professional Experience: 29 years Part Time

Kajuan Chew
Certification: OSHA, CPR
Professional Experience: 24 years Full Time

Derrick Curry
Degree/Certifications: MBA – Kennesaw State University; Construction Management – Kennesaw State University; AS Engineering – Georgia Perimeter College
Professional Experience: 16 years Full Time

Wilfredo Dunkers
Certification: EPA
Professional Experience: 26 years Full Time

MeQuilla Franklin
Professional Experience: 8 years Full Time

Arrahman Person
Degree/Certifications: State Licensed Electrical Contractor
Professional Experience: 20 years SUB

Pat Spencer
Degree/Certifications: Bachelor of Science, Construction Engineering Technology, Florida A&M
Professional Experience: 14 years Full Time

TheEmmetra Wilson
Certification: CPR
Professional Experience: 11 years Full Time

Rowland Zellars II
Certification: CPR
Professional Experience: 16 years SUB

UNITED EDUCATION INSTITUTE

Insert C - Licensure, Certification, or Registration
Programs Preparing Graduates for Licensure, Certification, or Registration

UEI programs are designed to help ensure you are prepared for licensure, certification, or registration if you choose a program that prepares you for a field where licensure, certification, or registration is required or optional. While, the credential chart below serves as a guide for the State of Georgia, requirements for other states may vary. Students are responsible for confirming eligibility for licensing, certification or registration and discuss any concerns with your Admissions Representative and/or the Director of Education. Students are also responsible for obtaining the most recent application requirements for any state in which they intend to become employed. Although the school assists students/graduates with obtaining licensure, the ultimate responsibility for securing licensure is that of the student/graduate. **UEI has not made any determination regarding the licensure, certification, or registration requirements for any state other than the state of Georgia in which the institution is located.**

Program	Program Requirements	State License & Certification Exam and/or Registration
Automotive Technician		Criminal Convictions and drug screening results may impact the ability to become employed in the field. Poor Driving Record, or No Driver's License
Business Office Administration		Not Applicable
Dental Assistant	• Proof of Immunizations may be required. • Recommended Hepatitis B (HBV) vaccination and a tuberculosis (TB) skin test performed before externship	Not Applicable
Electrician Technician		Not Applicable
Heating, Ventilation & Air Conditioning		**Required:** United States Environmental Protection Agency (EPA) Section 608 Certification for Stationary Air Conditioning and Refrigeration (EPA Certification) is required to work.
Medical Assistant	Recommended Hepatitis B (HBV) vaccination and a tuberculosis (TB) skin test performed before externship.	Not Applicable
Medical Billing and Insurance Coding	Proof of Immunizations may be required.	Medical conditions such as Hepatitis A, B, and C, TB (tuberculosis), HIV/AIDS, and other related conditions may impact licensure eligibility.

UNITED EDUCATION INSTITUTE

Maximum Student/Teacher Program Ratios

Morrow

The maximum number of students in a classroom and laboratory situation for each program at each campus; indicated below as the maximum student/teacher ratio(s) for each setting, as applicable.

Program	Lecture	Lab
Automotive Technician	30:1	30:1
Business Office Administration	30:1	30:1
Dental Assistant	24:1	24:1
Electrician Technician	24:1	24:1
Medical Assistant	30:1	30:1
Heating, Ventilation and Air Conditioning	25:1	25:1

Stone Mountain

The maximum number of students in a classroom and laboratory situation for each program at each campus; indicated below as the maximum student/teacher ratio(s) for each setting, as applicable.

Program	Lecture	Lab
Business Office Administration	24:1	24:1
Electrician Technician	24:1	24:1
Dental Assistant	24:1	24:1
Medical Assistant	24:1	24:1
Medical Billing and Insurance Coding	24:1	24:1
Heating, Ventilation and Air Conditioning	25:1	25:1

United Education Institute
2026 School Catalog Addendum

Amendment to the October 30, 2026 School Catalog

This bulletin is an integral part of the Institute's Academic Catalog. The purpose of this bulletin is to amend current information or include additional information in the catalog. The information published herein is effective **10/30/2026.**

Fall Scholarship

This scholarship is offered to students who enroll into an eligible program offered at the campus and begin their program through November 2026. Scholarship is awarded based on need.

- $2,000 scholarship is offered to students with financial need based on their SAI ≤5000
- $2,500 scholarship is offered to students with financial need based on their SAI >5000

NOTE: Acceptable documentation is the ISIR used for student's funding plan. Student is not eligible for any other scholarship with Fall Scholarship.