

Hope Center
for Arts and
Technology,
Inc., 115
Anson Way,
Sharon, PA
16146

August 1

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The catalog is an equitable summary of issues of importance to students. It is not a complete statement of procedures, policies, course offerings, course content, or rules and regulations.

School
Catalog

MISSION STATEMENT

To deliver workforce and economic development for in demand career employment opportunities. We collaborate with employers and educational institutions to drive sustainable economic stability, utilizing a blend of adult job training and youth arts mentorship to break generational poverty cycles. To reduce or eliminate the dependence of persons on government provided or subsidized programs, relieve poverty by teaching job skills, raising self-esteem and self-respect, personal responsibility, reliability, attendance, and work ethics. To develop vocational training and remedial training programs primarily to disadvantaged persons and dislocated workers. To engage the community in the process of art making and artistic communication to stimulate intercultural understanding, appreciation, and enhancement of the quality of life. To educate and inspire youth through the arts on their way to becoming productive citizens.

VISION

Hope Center for Arts and Technology, Inc.'s vision is to impact communities through poverty abatement and prevention, provision of productive citizens and creation of a ready pool of well- trained individuals to contribute to economic growth and sustainability.

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GENERAL INFORMATION

HISTORY AND INSTITUTIONAL PHILOSOPHY

Hope Center for Arts and Technology, Inc. Training Center is a 501c (3) nonprofit post- secondary career and academic training institution. The school was established in 2014 to make training opportunities available to all people regardless of race, religion, ancestry, or national origin. It is a replication of the highly successful Manchester Bidwell Corporation (MBC).

Bidwell Training Center began in 1968 in Pittsburgh’s North Side. The primary focus of training was on construction trades including rough carpentry, bricklaying, plumbing and electrical wiring. The school became licensed in 1969 by the Pennsylvania Department of Education and continued developing a variety of trade programs. The purpose was to provide academic and vocational education to the economically disadvantaged and dislocated worker populations in southwestern Pennsylvania.

In 1972, William E. Strickland Jr. was hired to lead Bidwell Training Center. Mr. Strickland’s vision and philosophy helped it evolve into what it is today. His dream was to create a unique learning environment that would serve the needs of the community and provide educational opportunities to anyone who aspired to achieve their dreams and goals.

The National Center for Arts and Technology, another organization created by Bill Strickland, seeks to replicate the MBC’s success throughout the country. The initiative to bring this great success to Sharon began in 2012 and has progressed to the opening of the Center in Fall of 2017.

The Hope Center for Arts and Technology, Inc.’s Training Center catalog is an equitable summary of issues of importance to students. It is not intended to be a complete statement of procedures, policies, course offerings, course content, or rules and regulations. The school reserves the right to change academic and other requirements — such as course offerings and course content — with prior notification to the State Board of Private Licensed Schools. Finally, school procedures, policies, and regulations, whether or not contained in this catalog, may be applicable to Hope Center for Arts and Technology, Inc.’s students.

The student is responsible for meeting all requirements for graduation. A student’s advisor may assist in planning a program, but the final responsibility for meeting the requirements of graduation rests with each student. In addition, students planning to transfer to another institution are solely responsible for determining that their course of study at Hope Center for Arts and Technology, Inc. will qualify for such transfer.

STATEMENT ON NONDISCRIMINATION

Hope Center for Arts and Technology, Inc.’s Training Center is committed to equal employment and educational opportunities. No distinctions are made based on age, race, color, religion, gender, orientation, or national origin in the administration of any educational programs or activity. This includes participation in, receiving benefits of, admission to, or employment in such programs or activities. No otherwise qualified person with a known disability will be excluded from employment or participation in our educational programs.

POLICY ON SEXUAL HARASSMENT

Hope Center for Arts and Technology, Inc.’s Training Center strives to provide an environment in which dignity and worth of members of the school community is based on mutual respect. The school is committed to a working and academic environment that encourages excellence.

In accordance with the Equal Employment Opportunity Commission (EEOC) guidelines and Title VII of the Civil Rights Acts of 1964, the sexual harassment of employees and students is prohibited and shall subject the offender to dismissal and/or other sanctions. This will occur after compliance with procedural due process requirements. Unwelcome sexual advances, requests for sexual favors, and other verbal, written, or physical conduct of a sexual nature constitutes sexual harassment when:

Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, admission, or academic standing; or
Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting an individual; or
Such conduct has the purpose or effect of "reasonably interfering" with an employee's work or a student's academic performance, including but not limited to creating an intimidating, hostile, coercive or offensive work or educational environment.

For purposes of this policy, "reasonable interfering" is defined as improper, unjustifiable behavior going beyond what is appropriate, warranted, or natural.

An individual who feels he/she has a sexual harassment complaint or matter he/she wishes to discuss may report the problem directly to the Equal Employment Officer who, in turn, will notify the Executive Director within five (5) working days of receipt of the complaint.

SEXUAL MISCONDUCT POLICY

I. Summary

The term "sexual misconduct" is a broad term used to refer to all the prohibited sexual violence and sexual harassment behaviors under this policy. As used in this policy, sexual misconduct may also encompass criminal conduct under Pennsylvania and/or federal law. Additionally, sexual misconduct under this policy may result in civil and/or administrative legal consequences. This policy, created as a model policy for handling allegations of sexual misconduct, was developed by the Commonwealth of Pennsylvania and is available for use by any postsecondary institution located within this Commonwealth that is authorized to grant an associate degree or higher academic degree.

II. Definitions

Consent – A knowing and voluntary agreement to engage in specific sexual activity at the time of the activity. To be valid, consent must be knowing, voluntary, active, present, and ongoing. Consent is not present when an individual is incapacitated due to alcohol, drugs, or sleep, or otherwise without capacity to provide consent due to intellectual or other disability or other condition.

When alcohol is involved, incapacitation is a state beyond drunkenness or intoxication. When drug use is involved, incapacitation is a state beyond being under the influence of or impaired by the use of the drug. Alcohol and other drugs impact everyone differently. Determining whether an individual is incapacitated requires an individualized determination.

When determining whether a person has the capacity to provide consent, HopeCAT will consider whether a sober, reasonable person in the same position knew or should have known that the other party could or could not consent to the sexual activity. When determining whether consent has been provided, all the circumstances of the relationship between the parties will be considered.

Intimate-Partner Violence – An act of violence or threatened act of violence by or against one person who is, or has been, involved in a sexual, dating, domestic, or other intimate relationship with another person. This includes:

Dating Violence – Violence, including but not limited to sexual or physical abuse, or the threat of such violence, committed by a person who is or has been in a social relationship of a romantic or intimate nature with the person. The existence of such a relationship will be determined based on the reporting party’s statement and other relevant information, taking into consideration the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

Domestic Violence – Violence, including but not limited to sexual or physical abuse, or the threat of such violence, committed by a current or former spouse, or sexual or intimate partner; a person who is living as a spouse or who lived as a spouse; parents and children; other persons related by blood or marriage; or by someone with whom the person shares a child in common. Under the criminal laws of Pennsylvania certain offenses, including but not limited to, rape, aggravated assault, and stalking, can be deemed domestic violence depending on the relationship of the parties involved.

Sexual Assault – This includes the following:

Sexual Penetration Without Consent - Any penetration of the mouth, sex organs, or anus of another person, however slight by an object or any part of the body, when consent is not present. This includes performing oral sex on another person when consent is not present.

Sexual Contact Without Consent - Knowingly touching or fondling a person’s genitals, breasts, buttocks, or anus, or knowingly touching a person with one’s own genitals or breasts, when consent is not present. This includes contact done directly or indirectly through clothing, bodily fluids, or with an object. It also includes causing or inducing a person, when consent is not present, to similarly touch or fondle oneself or someone else.

Statutory Sexual Assault – The age of consent for sexual activity in Pennsylvania is 16. Minors under the age of 13 cannot consent to sexual activity. Minors aged 13-15 years old cannot consent to sexual activity with anyone who is 4 or more years older than they are at the time of the activity. Minors aged 16 years of age or older can legally consent to sexual activity with anyone they choose, if the other person does not have authority over them as defined in Pennsylvania’s institutional sexual assault statute.

Sexual Exploitation – Taking sexual advantage of another person or violating the sexual privacy of another when consent is not present. This includes, but is not limited to, the following actions (including when they are done via electronic means, methods, or devices):

Sexual voyeurism or permitting others to witness or observe the sexual or intimate activity of another person without that person’s consent;

Indecent exposure or inducing others to expose themselves when consent is not present;

Recording or distributing information, images or recordings of any person engaged in sexual or intimate activity in a private space without that person’s consent.

Prostituting another individual;

Knowingly exposing another individual to a sexually transmitted disease or virus without that individual’s knowledge; and

Inducing incapacitation for the purpose of making another person vulnerable to non-consensual sexual activity.

Sexual Harassment – Unwelcome conduct of a sexual nature where either or both of the following are present:

Quid pro quo: Submission to or rejection of such conduct is made, either explicitly or implicitly, a term or condition of a person's employment or education, including participation in any HopeCAT program and/or activity; or

Hostile Environment: Such conduct is sufficiently severe, persistent, or pervasive that it unreasonably interferes with, limits, or deprives an individual from participating in or benefitting from HopeCAT's education or employment programs and/or activities. The existence of a hostile environment is to be judged both objectively (meaning a reasonable person would find the environment hostile) and subjectively (meaning the impacted individual felt the environment was hostile).

A single, isolated incident of sexual harassment alone may create a hostile environment if the incident is sufficiently severe. The more severe the conduct, the less need there is to show a repetitive series of incidents to create a hostile environment, particularly if the harassment is physical.

Stalking – Engaging in a course of conduct or repeatedly communicating and/or committing acts toward another person under circumstances that demonstrate or communicate an intent:

to place the other person in reasonable fear of bodily injury; or
to cause substantial emotional distress to the other person.

A course of conduct is when a person engages in two or more acts that include, but are not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveys, threatens, or communicates to or about a person in a prohibited way, or interferes with a person's property.

Stalking includes the concept of cyberstalking, in which electronic media such as the Internet, social networks, blogs, cell phones, texts, or other similar devices or forms of contact are used to pursue, harass, or to make unwelcome contact with another person in an unsolicited fashion.

Retaliation – Any action, directly or through others, which is aimed to deter a reasonable person from reporting sexual misconduct or participating in an investigation or hearing or action that is done in response to such activities. A finding of retaliation under this policy is not dependent on a finding that the underlying sexual misconduct occurred.

III. Policy

Title IX, VAWA and Nondiscrimination Statement

HopeCAT prohibits any form of discrimination and harassment on the basis of sex, race, color, age, religion, national or ethnic origin, sexual orientation, gender identity or expression, pregnancy, marital or family status, medical condition, genetic information, veteran status, or disability in any decision regarding admissions, employment, or participation in a HopeCAT program or activity in accordance with the letter and spirit of federal, state, and local non-discrimination and equal opportunity laws, such as Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, The Age Discrimination in Employment Act, The Americans with Disabilities Act and ADA Amendments Act, The Equal Pay Act, PA Fair Education Opportunities Act, and the Pennsylvania Human Relations Act.

HopeCAT also complies with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crimes Statistics Act, as amended by the Violence Against Women Act (VAWA). Title IX prohibits retaliation for asserting or otherwise participating in claims of sex discrimination. VAWA imposes additional duties on universities and colleges to investigate and respond to reports of sexual assault, stalking, and dating or domestic violence, and to publish policies and procedures related to the way these reports are handled. HopeCAT has designated the Title IX Coordinator [with assistance of the Program Director and Executive Director] to coordinate HopeCAT's compliance with Title IX and VAWA and to respond to reports of violations. HopeCAT has directed Ms. Julia Simon, Development and Grants Coordinator, Julia.simon@hopecat.org, to coordinate HopeCAT's compliance with the Clery reporting related VAWA requirements. HopeCAT will promptly and equitably respond to all reports of sexual misconduct to eliminate the misconduct, prevent its recurrence, and redress its effects on any individual or the community.

B. Scope of Policy

This policy applies to all on campus and off-campus conduct that is likely to have a substantial adverse effect on any member of HopeCAT community. There is no time limit for reporting allegations of sexual misconduct; however, HopeCAT strongly encourages the prompt reporting of sexual misconduct to allow HopeCAT to respond promptly and effectively. If the reported respondent is not a member of HopeCAT's community or is no longer associated with HopeCAT at the time of the report or at the time a resolution process is initiated, HopeCAT may be unable to investigate or take disciplinary action.

Please see the Reporting Sexual Misconduct section below to make a report of misconduct, discrimination and/or harassment, or to file a complaint.

C. Statement on Privacy and Confidentiality

HopeCAT is committed to protecting the privacy of all individuals involved in a report of sexual misconduct. Every effort will be made to protect the privacy interests of all individuals involved. Privacy, confidentiality, and privilege have distinct meanings under this policy.

Privacy generally means that information related to a report of sexual misconduct will only be shared with a limited circle of individuals, including individuals who "need to know" to assist in the review, investigation, or resolution of the report or to deliver resources or support services. While not bound by confidentiality or privilege, these individuals will be discreet and respect the privacy of all individuals involved in the process. All participants in an investigation of sexual misconduct, including advisors and witnesses, will be informed that privacy helps enhance the integrity of the investigation and protect the privacy interests of the parties and will be asked to keep any information learned in an investigation meeting or hearing confidential, to the extent consistent with applicable law.

Certain individuals are designated as having confidentiality. For reports made to employees designated with having confidentiality, HopeCAT will respect the reporting party's expectations of privacy to the extent permissible by law while still ensuring compliance with other reporting obligations. For example, complaints involving minors are subject to mandatory reporting requirements.

Individuals designated as having confidentiality are required to report the nature, date, time, and general location of an incident to the Title IX Coordinator. Confidential resources will not share other information with the Title IX Coordinator or any other employee of HopeCAT without the express permission of the disclosing party. Confidential resources can provide information about HopeCAT and off-campus resources, support services and other options.

Confidential Support Resources

AWARE Partners in the Prevention of Violence	888-981-1457; 724-342-4934
Prince of Peace: Family Supportive Services	724-346-5777
CYPEN: Children & Youth Prevention Empowerment Network	724-704-0484
Sharon Regional Hospital	724-983-3911
UPMC Horizon	724-981-3500

As noted above, because of the confidential nature of these resources, disclosing information to or seeking advice from a confidential resource does not constitute a report or complaint to HopeCAT and will not result in a response or intervention by HopeCAT. A person consulting with a confidential resource may later decide to make a report to HopeCAT and/or law enforcement.

Communication with certain individuals may be privileged by operation of law and reports made to these individuals will not be shared with HopeCAT Title IX Coordinator or law enforcement except in very limited situations, such as when failure to disclose the information would result in imminent danger to the individual or to others or as otherwise required by law.

Privileged and Confidential Communications for Professional and Pastoral Counselors

Students seeking services from a Licensed Professional Counselor or Pastoral Counselor will be referred to an appropriate outside agency. Licensed Professional Counselors and Pastoral Counselors who provide mental-health counseling to members of the HopeCAT community (and including those who act in that role under the supervision of a licensed counselor) are not required to report any information about an incident to the Title IX coordinator without a victim's permission.

Contact information for professional and pastoral counselors:

UPMC Resolve Crisis Network	1-888-7-YOU-CAN (1-888-796-8226)
Community Counseling Center	724-981-7141
St. Anthony's Point	724-982-0414

HopeCAT will generally respect a complainant's choice whether to report an incident to local law enforcement or initiate HopeCAT's sexual misconduct resolution process, unless HopeCAT determines that there is an overriding interest with respect to the safety or welfare of HopeCAT community. Where a report involves suspected abuse of a child (an individual under the age of 18 at the time of the incident(s) as reported), all HopeCAT employees and volunteers are required to notify HopeCAT, police and the ChildLine run by the Pennsylvania Department of Human Services. All other members of HopeCAT community are strongly encouraged to report suspected child abuse to law enforcement or the ChildLine.

All HopeCAT proceedings are conducted in compliance with the requirements of the Family Educational Rights and Privacy Act (FERPA), the Clery Act, Title IX of the Education Amendments of 1972 ("Title IX"), Violence Against Women Act (VAWA), state and local law, and HopeCAT's policy. No information will be released from such proceedings, except as required or permitted by law and HopeCAT's policy.

HopeCAT may share non-identifying information about reports received in aggregate form, including data about outcomes and sanctions.

D. Prohibited Conduct

HopeCAT prohibits the following forms of conduct:

- Sexual Assault including Sexual Penetration Without Consent, Sexual Contact Without Consent and Statutory Sexual Assault
- Sexual Harassment
- Sexual Exploitation
- Intimate-Partner Violence, including Dating Violence and Domestic Violence
- Stalking
- Retaliation

This prohibited conduct can affect all genders, gender identities and sexual orientations. Some of these prohibited forms of conduct may also be crimes under Pennsylvania or federal law.

E. Free Expression and Academic Freedom

HopeCAT is firmly committed to free expression and academic freedom and to creating and maintaining a safe, healthy, and harassment-free environment for all members of its community. Sexual misconduct, including retaliation, against members of HopeCAT are not protected expression nor the proper exercise of academic freedom. HopeCAT will consider principles of free expression and academic freedom in the investigation of reports of sexual misconduct or retaliation that involve an individual's statements or speech.

F. Alcohol and Drug Use Amnesty

The health and safety of every student at HopeCAT is of utmost importance. HopeCAT recognizes that students who have been drinking and/or using drugs (whether such use is voluntary or involuntary) at the time sexual misconduct occurs may be hesitant to report such incidents due to fear of potential consequences for their own conduct. HopeCAT strongly encourages students to report incidents of sexual misconduct. A witness to or individual who experiences sexual misconduct, acting in good faith, who discloses any incident of sexual misconduct to HopeCAT officials or law enforcement will not be sanctioned under HopeCAT's code of conduct for violations of alcohol and/or drug use policies occurring at or near the time of the incident(s) of sexual harassment or sexual violence. HopeCAT may request the individual attend an approved alcohol or drug education program and without assessing any charges for such program. This amnesty provision also applies to student groups making a report of sexual misconduct. Amnesty does not preclude or prevent action by police or other legal authorities pursuant to relevant state or federal criminal statutes.

IV. Reporting Sexual Misconduct

Reporting Options

Any individual, including a third party, may make a report concerning sexual misconduct. Complainants and third parties are encouraged to report sexual misconduct as soon as possible to allow HopeCAT to respond promptly and effectively.

A person who has experienced sexual misconduct under this policy, or a person who witnesses sexual

misconduct under this policy, has the right to simultaneously file a complaint with HopeCAT and to pursue a criminal complaint with law enforcement. Victims and witnesses of sexual misconduct have the right to be assisted by HopeCAT in notifying law enforcement authorities of sexual misconduct or they can decline to notify such authorities. HopeCAT may, however, have a statutory reporting obligation when it becomes aware of certain factual allegations. Parties may also have options to file civil actions in court or with administrative agencies.

HopeCAT has designated the Title IX Coordinator to oversee complaints of sexual misconduct at HopeCAT. An individual who has experienced sexual misconduct has the right to choose whether to report the incident to HopeCAT [Title IX Coordinator/designee] for investigation. These officials are trained to work with individuals who report sexual misconduct and have knowledge about resources and services, both on and off campus, including the availability of supportive measures.

Please call or email HopeCAT’s Title IX Coordinator/designee to set up a meeting if you have a complaint involving sexual misconduct. You can also call for general information.

The Title IX Coordinator/designee, in consultation with the Title IX assessment team and others (as necessary), will conduct an initial assessment of the conduct, the reporting party’s desired course of action, and the necessity for any supportive or interim measures to protect the safety of the complainant or the community. The goal is to eliminate any hostile environment. If a report of misconduct discloses a serious or immediate threat to the campus community, HopeCAT will issue a timely notification to the community to protect the health or safety of the community. The timely notification will not include any identifying information about the complainant.

Please Note: Title IX Coordinators are not a confidential source of support. While they will address your complaint with sensitivity and will keep your information as private as possible, confidentiality cannot be guaranteed. For confidential resources, please contact:

Confidential Support Resources

AWARE Partners in the Prevention of Violence	888-981-1457; 724-342-4934
Prince of Peace: Family Supportive Services	724-346-5777
CYPEN: Children & Youth Prevention Empowerment Network	724-704-0484
Sharon Regional Hospital	724-983-3911
UPMC Horizon	724-981-3500

Please Also Note: Making a report is different from filing a complaint. A report is defined as notification of an incident of sexual misconduct to the Title IX Coordinator/designee by any responsible employee or reporting person. A report may be accompanied by a request for (1) supportive or interim measures; (2) no further action; (3) a request to initiate an informal resolution process; and/or (4) the initiation of the formal complaint process. Filing a complaint initiates the HopeCAT formal disciplinary process. (See Sexual Misconduct Resolution Process).

Electronic and Anonymous Reporting

You may also file a complaint about sexual misconduct using the appropriate links below. While anonymous complaints are accepted, HopeCAT’s ability to address misconduct reported anonymously is significantly limited.

Individuals may use this www.hopecat.org/titleix to electronically file a report of sexual misconduct with HopeCAT.

Individuals may also file a report electronically by email to: office@hopecat.org

The email will be followed up by the team.

Other HopeCAT Reporting Options:

Julia Simon, Development and Grants Coordinator

724-308-5135 x710

Criminal Reporting Options

HopeCAT employees are obligated to promptly report incidents of sexual misconduct that also constitute criminal conduct of which they become aware during the scope of their employment to the Title IX Coordinator/designee, regardless of whether the individual who is making the report chooses to pursue criminal charges.

City of Sharon Police Department

155 W. Connelly Blvd.

Sharon, PA 16146

Phone: (724) 983-3210

<https://www.cityofsharon.net/>

Pennsylvania State Police, Mercer

Mercer County Courthouse

724-622-6162

<https://www.mcc.co.mercer.pa.us/>

A complainant may seek resolution through HopeCAT's informal or formal resolution process. A complainant may also seek to initiate a criminal complaint, independent of/or parallel with any resolution process of HopeCAT. HopeCAT's policy, definitions, and burden of proof may differ from Pennsylvania criminal law. Neither law enforcement's decision whether to prosecute, nor the outcome of any criminal prosecution, is determinative of whether sexual misconduct has occurred under this policy. In cases where there is a simultaneous law enforcement investigation, there may be circumstances when HopeCAT may need to temporarily delay its investigation while law enforcement gathers evidence. However, HopeCAT will generally proceed with its investigation and resolution of a complaint even during the time of a pending law enforcement investigation.

External Reporting Options

A person may also file a complaint with the U.S. Department of Education's Office for Civil Rights regarding an alleged violation of Title IX by visiting <https://www2.ed.gov/about/offices/list/ocr/complaintintro.html> or calling 1-800-421-3481 or emailing OCR.Philadelphia@ed.gov.

A person may also file a complaint with the Pennsylvania Human Relations Commission by calling 717-787-9780 for the Harrisburg Regional Office; 412-565-5395 for the Pittsburgh Regional Office; or 215-560-2496 for the Philadelphia Regional Office or visiting <https://www.phrc.pa.gov/Pages/default.aspx>.

Employees may also file a charge with the Equal Employment Opportunity Commission regarding an alleged violation of Title VII by calling 1-800-669-4000 or visiting <https://www.eeoc.gov/employees/howtofile.cfm>.

Reporting Obligations of the HopeCAT

All HopeCAT officials, employees (including student employees), and volunteers are considered “responsible employees” under Title IX and are obligated to report incidents of sexual misconduct of which they become aware to the Title IX Coordinator/designee, unless they serve in a role that makes such reports privileged or are recognized as providing a confidential resource (see Statement on Privacy and Confidentiality).

Assessment and Timely Warnings

The Title IX Coordinator/designee in consultation with the Title IX assessment team and others (as necessary) will conduct an initial assessment of the conduct, the reporting party’s desired course of action, and the necessity for any interim measures or services to protect the safety of the complainant or the community. The goal is to eliminate any hostile environment. If a report of misconduct discloses a serious or immediate threat to the campus community, HopeCAT will issue a timely notification to the community to protect the health or safety of the community. The timely notification will not include any identifying information about the complainant.

V. Sexual Misconduct Resolution Process

A. Participant Roles

A complainant is the person who has been impacted by an alleged policy violation and has chosen to participate in the resolution process.

A respondent is the person who is alleged to have violated HopeCAT policy.

Parties is a term that refers to the complainant and the respondent collectively.

A witness is a person who has knowledge related to specific aspects of a case and may have reported such aspects to the institution.

An advisor is a support person who may be present to provide support to a complainant or respondent throughout an investigation and/or hearing provided the choice of advisor does not unduly delay the process. Advisors may not speak, write, or otherwise communicate with investigators, conduct administrators, hearing panel members, or appeal reviewers on behalf of the party being advised. Each party is responsible for coordinating and scheduling with their choice of advisor. A union representative may serve as an advisor, where applicable.

All participants have the responsibility to be truthful with the information they share at all stages of the process. Any individual who knowingly or intentionally provides false information as part of a report or investigation under this policy may be subject to discipline. This provision does not apply to a good faith report that is not substantiated or proven by a preponderance of the evidence.

Conflict of Interest

Parties can raise the issue of a potential conflict of interest within two (2) days of being advised of the identity of the investigator, panel member, or appeal reviewer. The Title IX Coordinator/designee will determine whether a conflict of interest exists. No investigator, panelist, or appeal reviewer will make findings or determinations in a case in which they have a conflict of interest.

Burden of Proof

The burden of proof refers to who has the responsibility of showing a violation has occurred. It is always the responsibility of HopeCAT to satisfy the burden of proof. The respondent does not have the burden to prove that

a violation did not occur. Respondents may decide not to share their side of the story or may decide not to participate in an investigation or hearing. This does not shift the burden of proof away from HopeCAT and does not indicate responsibility. Additionally, the Title IX Coordinator/designee shall not make an adverse inference against a respondent for the respondent's refusal to participate in an investigation or hearing, nor will respondent's refusal to participate result in increased sanctions if the respondent is found responsible for the accusations.

Standard of Proof

HopeCAT uses the preponderance of the evidence standard in investigations of complaints alleging sexual misconduct and any related violations. This means that the investigation determines whether it is more likely than not that a violation of the policy occurred.

Timeline for Resolution

HopeCAT will resolve all cases in a prompt and timely manner; however, the timeline will vary based on the circumstances of the case, including breaks in the academic calendar, availability of the parties and witnesses, scope of the investigation, need for interim actions, and unforeseen or exigent circumstances. The parties will be periodically updated on the status of their case.

Title IX Outreach

Upon receipt of a report of sexual misconduct, the Title IX coordinator/designee will provide resources and support information by contacting the potential complainant and offering an initial meeting between the reporting party and the Title IX coordinator/designee. The initial meeting is optional, and the reporting party may decline. The purpose of the initial meeting is for the Title IX/designee to gain a basic understanding of the nature and circumstances of the report and provided information about resources, supportive measures, and resolution options to the reporting party.

Initial Inquiry

HopeCAT will conduct a preliminary inquiry to determine if the allegations, if true, would rise to the level of a violation of HopeCAT policy. The possible next steps include the following: (1) A decision to close the case when insufficient evidence exists to move forward or because the allegation, even if proven, would not violate HopeCAT policy; (2) Informal Action (see below); or (3) Formal Resolution (see below).

Interim and Supportive Measures

When HopeCAT becomes aware of an allegation of sexual misconduct and the complainant or other affected parties, including the respondent, request interim or supportive measures, HopeCAT will take appropriate supportive and interim measures to protect affected parties, to assist the parties, and to protect against retaliation. HopeCAT may also take interim measures to protect the HopeCAT community at large.

Supportive Measures. The following are examples, but not an exhaustive list, of supportive measures:

- Making appropriate changes to academic programs, including changes in class schedule, accommodations to permit the affected party to take an incomplete or drop a course or courses without penalty, permitting the affected party to attend a class via skype or other alternative means, providing an academic tutor, or extending deadlines for assignments;
- Changing an employee's work assignment or schedule;
- Providing the affected party with an escort to and from class or campus work location;

- Arranging appropriate transportation services to ensure safety;
- Providing information on available counseling services through referral to an off-campus agency;
- Assisting the affected party in obtaining medical and other services, including access to rape crisis centers;
- Assistance with filing a criminal complaint and/or seeking an order of protection; and/or
- Enforcing a protection from abuse order.

Supportive measures will be individualized and appropriate based on the information available, making every effort to avoid depriving any student of their education or impacting employment. The measures needed by each party may change over time, and parties should communicate with HopeCAT throughout the resolution process to ensure the supportive measures are effective.

Interim Measures

No Contact Orders - When respondent is a student employee or volunteer of the institution, the complainant has the right to request HopeCAT-issued "no contact order" under which continued intentional contact with the complainant would violate this policy. No contact orders may be issued for both the complainant and the respondent, as well as other individuals as appropriate.

Interim Suspension - In exceptional circumstances where it is determined that a respondent is a continuing threat to the health and safety of the community, HopeCAT may seek an emergency interim suspension of a student or take similar emergency measures against an employee, consistent with applicable HopeCAT policy and collective bargaining agreements. For students who are given an interim suspension, HopeCAT will convene a hearing within 10 working days, unless extenuating circumstances warrant an extension, in which case a hearing shall be provided as soon as possible.

Process for Review of Interim Measures

For students who are given an interim suspension, HopeCAT will convene a hearing within 10 working days, unless extenuating circumstances warrant an extension, in which case a hearing shall be provided as soon as possible.

For interim measures involving employees, HopeCAT will follow applicable requirements in HopeCAT policy and relevant collective bargaining agreements.

I. Informal Resolution

Informal resolution involves a mutual agreement by the parties to resolve the matter by mutual agreement. Informal resolution may not be used when formal resolution is desired by a reporting party or where the Title IX Coordinator/designee has determined that HopeCAT needs to proceed with an investigation. Informal resolution may take place at any time prior to a decision being issued in a hearing or a respondent taking responsibility. The informal resolution process will be conducted by the Title IX Coordinator/designee. Both the complainant and the respondent have the right to end the informal resolution process at any time. Any informal resolution must be acceptable to the complainant, the respondent, and the Title IX Coordinator/designee.

If a resolution is reached, the complainant and the respondent shall be notified in writing, and the Title IX Coordinator/designee will confer with appropriate parties to memorialize the agreed upon resolution and any consequences for non-compliance in a memorandum. This memorandum will be included in the respondent's student record. If no agreement is reached within a reasonable time, the Title IX Coordinator /designee shall proceed with the formal resolution process.

Informal resolution does not result in findings related to responsibility.

J. Formal Resolution

Notification to Respondent - If a case is referred for formal resolution, the respondent will be notified of the alleged misconduct and given an opportunity to respond. The notification will include the allegations, identities of the parties involved, the specific section(s) of HopeCAT policy allegedly violated, the precise conduct allegedly constituting the potential violation, and the date and location of the incident (if known). This notice will be given before any initial interview. HopeCAT may modify the list of policies allegedly violated based on additional information learned during investigation.

Acceptance of Responsibility - Prior to the conclusion of a sexual misconduct investigation, the respondent may elect to take responsibility for the prohibited conduct by contacting the Title IX Coordinator/designee in writing. The Title IX Coordinator/designee will issue a brief outcome determination summarizing the allegations and stating the respondent has accepted responsibility and refer the matter to the appropriate office for sanctioning. Following the determination of sanctions, parties may appeal the sanctions but not the finding(s) of responsibility.

Investigation - [For investigations of respondents who are employees, HopeCAT will follow applicable requirements in HopeCAT policy and relevant collective bargaining agreements.] [For investigations of respondents who are students HopeCAT will follow applicable requirements in HopeCAT policy.]

Hearing [For hearings for respondents who are employees HopeCAT will follow applicable requirements in HopeCAT policy and relevant collective bargaining agreements.] [For hearings for respondents who are students HopeCAT will follow applicable requirements in HopeCAT policy.]

Sanctioning [For sanctions for respondents who are employees HopeCAT will follow applicable requirements in HopeCAT policy and relevant collective bargaining agreements.] [For sanctions for respondents who are students HopeCAT will follow applicable requirements in HopeCAT policy.]

K. Appeal

The complainant or respondent may appeal the hearing outcome and/or sanction(s).

[For appeals by parties who are employees HopeCAT will follow applicable requirements in HopeCAT policy and relevant collective bargaining agreements.] [For appeals by parties who are students HopeCAT will follow applicable requirements in HopeCAT policy.]

In the event sanctions were imposed, it shall be in the discretion of the Title IX Coordinator/designee and the sanctioning office whether the sanctions shall be implemented or stayed pending resolution of an appeal.

The limited grounds for appeal are as follows:

- New information that could affect the outcome of the matter and was not reasonably available through the exercise of due diligence at the time of the hearing below;
- A deviation from HopeCAT policy or procedures that materially affected the hearing outcome or sanctions; and
- The sanction is too harsh or too lenient.

VI. Rights/Responsibilities

Reports and complaints have different meanings. An individual has a right to make a report of sexual misconduct to HopeCAT, which may be accompanied by request for supportive measures. An individual also has a right to make a complaint of sexual misconduct, which is a request to initiate HopeCAT's informal resolution process or a formal disciplinary process, which includes an investigation and may proceed to a formal hearing.

Prior to the conclusion of a sexual misconduct investigation, the reporting party may request to withdraw the complaint by contacting the Title IX Coordinator/designee in writing. He or she will determine whether to close the case or conclude the investigation without the complainant's continued participation.

An individual also has the right to report sexual misconduct to law enforcement, separate and apart from any report or complaint made to HopeCAT.

At the time a report is made, the reporting party does not have to decide whether to file a complaint or make a report of sexual misconduct to law enforcement.

An affected party has the right to request supportive measures from HopeCAT, which may include interim contact restrictions.

The reporting party has the right to seek medical treatment to address physical and mental health and to preserve evidence.

A report may become a formal complaint, either initiated by the reporting party or HopeCAT depending on the outcome of the Title IX assessment. To file a complaint, please contact the Title IX Coordinator/designee.

VII. Revision History

Policy revised July 31, 2020.

DRUG ABUSE AND AWARENESS POLICY

In accordance with Federal Regulation 34CFR Part 85, Subpart F of the Drug Free Workplace Act of 1988, Hope Center for Arts and Technology, Inc.'s Training Center prohibits the manufacture, distribution, dispersing, possession or use of a controlled substance by students and employees on school grounds and at any school event. Where it is apparent that a violation of the law has occurred, the appropriate law enforcement agency will be notified.

All students are subject to drug screening as an entry requirement and to random screening throughout training, including during the externship experiential training.

Students who believe they have a substance abuse problem may contact the school adviser for referral assistance. All such matters will be handled confidentially. In certain cases, a student may be referred to counseling. When a referral is made, continued enrollment will be subject to successful completion of any prescribed counseling or treatment program.

EDUCATIONAL RESOURCES AND ACADEMIC AFFILIATIONS

HOPE CENTER FOR ARTS AND TECHNOLOGY, INC.'S TRAINING CENTER

The Hope Center for Arts and Technology, Inc. Training Center is located at 115 Anson Way, Sharon, PA 16146. The 45,000 square feet facility has classrooms accommodating up to 16 students, with a medical assistant and phlebotomy classroom with laboratory. A kitchen and dining area is provided for student meals. A student art gallery, a multi-purpose room and a Learning Resource Center compliment the specific educational spaces. Both theoretical and hands on training are provided.

HOPE CENTER FOR ARTS AND TECHNOLOGY, INC.'S LEARNING RESOURCE CENTER

The Learning Resource Center (LRC) serves as the research and information hub of the Hope Center for Arts and Technology, Inc. Training Center. The LRC facilitates the educational goals and objectives of Hope Center for Arts and Technology, Inc. by providing resources and programs to enhance and supplement classroom instruction and individual learning experiences. Internet access in the LRC is available without charge to Hope Center for Arts and Technology, Inc. students. The LRC is open daily at 8:30 am, during lunch, and until 5:00 pm.

ADMISSIONS REQUIREMENTS AND PROCEDURES

Hope Center for Arts and Technology, Inc. Training Center maintains a professional staff to work personally with each student who expresses an interest in the school. The staff is prepared to assist students with all facets of the admissions process.

ACCEPTANCE/REJECTION

To be enrolled in any of the majors at Hope Center for Arts and Technology, Inc. Training Center, Inc., applicants must prove proof of graduation from high school or completion of a General Educational Development (GED®) diploma.

All applicants considered for admission must also complete a successful interview with the school's Admissions Panel. Information discussed during the interview will focus on career interests, job entry requirements, prior education, and experience.

TESTING

Testing for entry into any course of study is conducted at regular intervals during the open application period or by appointment. Applicants testing for the Medical Assistant or Phlebotomy training programs must score 305 in verbal and 270 in quantitative on the Wonderlic Basic Skills Test. For further information visit our website at www.hopecat.org.

ADMISSIONS BY ABILITY TO BENEFIT

Hope Center for Arts and Technology, Inc. Training Center does not admit applicants under the "Ability to Benefit." All applicants for admission must have a high school diploma or a General Educational Development (GED®) diploma.

EDUCATIONAL MAJORS AND CURRICULA

DIPLOMA MAJOR

Diploma Major

Medical Assistant

Phlebotomy

MEDICAL ASSISTANT PROGRAM

EDUCATIONAL OBJECTIVES

The Medical Assistant Program is designed to fulfill the market demand for well-trained medical assistants with front office (administrative) and back office (clinical) skills. The focus of the program is the coursework and development of clinical skills and provides experiential training that enables graduates to work in patient care and administrative duties in a medical environment.

During training and classroom simulated practice, students will achieve the core competencies required to work in health care settings that employ entry-level medical assistants. In addition to meeting the core competencies, graduates will be proficient in the use of the electronic health record.

Medical Assistants play a key role in in physicians’ offices and a variety of health care settings, including urgent care centers, clinics, and ambulatory care facilities.

Applicants must possess a high school diploma or GED, obtain a minimum 305 in verbal and a 270 in quantitative on the Wonderlic Basic Skills Test, submit a criminal background check and successfully interview with the admissions panel.

Course Length 960 hours (didactic), 10 months split into four quarters
40 hours/week for 4 weeks totaling 160 hours (externship), 0.5 quarter

Total Program Hours: 1120

Medical Assistant students have the **option** to complete additional externship hours in a lab/hospital setting to acquire the necessary venipuncture and capillary sticks to sit for the Certified Phlebotomy Technician (CPT) exam in addition to the Certified Clinical Medical Assistant (CCMA) exam.

Class Schedule: Monday through Friday, 8:30 a.m.—2:55 p.m.

<u>Course Outline</u>	<u>Hours</u>
Quarter 1	
MA 101 Anatomy and Physiology/Medical Terminology I	40
MA 102 Clinical Procedures and Laboratory Techniques I	80
MA 105 Computers	40
MA 107 Fundamentals of Medical Assisting I	40
MA 108 Mathematics	40
Quarter 2	
MA 201 Anatomy and Physiology/Medical Terminology II	40
MA 202 Clinical Procedures and Laboratory Techniques II	80
MA 106 Electronic Health Records	40
MA 207 Fundamentals of Medical Assisting II	40
MA 104 Communications and Professional Development	40
Quarter 3	
MA 301 Anatomy and Physiology/Medical Terminology III	40
MA 302 Clinical Procedures and Laboratory Techniques III	80
MA 103 Coding I	40
PH 100 Phlebotomy Techniques I	80

Quarter 4

MA 401	Anatomy and Physiology/Medical Terminology IV	40
MA 402	Clinical Procedures and Laboratory Techniques IV	40
MA 203	Coding II	40
PH 100	Phlebotomy Techniques II	80
MA 109	Pharmacology	40
MA 510	Externship Experiential Training	160

MA COURSE DESCRIPTIONS

MA 101 Anatomy & Physiology / Medical Terminology I

Students will learn the language of medicine, combining root words, suffixes, and prefixes to create, define, spell, and correctly enunciate medical terminology. Study of the anatomy and physiology of the body will begin at the microscopic level, examining the building blocks and function of the blood. The structural organization of the body, including cavities, organs, clinical divisions of the abdomen and back, and positions, directions and planes of the body will be mastered.

The normal anatomic structure and physiological function of the digestive system and additional suffixes of digestive terminology.

MA 102 Clinical Procedures and Laboratory Techniques I

This laboratory course includes theory and hands-on learning and application of principles utilizing simulative technology. The course will help students to acquire requisite knowledge as well as critical thinking and psychomotor skills for assisting physicians and other providers with patient care.

Included in the course are components of medical office safety plans and OSHA protection, bloodborne pathogen standards and universal precautions, breaking the cycle of infection, CDC reporting requirements, basic practices of infection prevention and asepsis, preparing the patient for examination, the medical assistant role in performance of a physical examination and procedures, and assisting with office procedures

MA 103 Coding I

Students will be introduced to diagnostic and procedural coding for outpatient and/or office visits and treatment using ICD-10-CM, CPT-4, and HCPCS codes. This course will concentrate on hands-on activities designed to develop accurate coding skills and assignment of proper codes. At the completion of this course students will have gained experience in assigning ICD-10-CM codes to identify diagnoses, including coding injuries and late effects, supplemental external causes of injury (E-codes), supplementary V-codes and neoplasms; codes for reporting acute and chronic conditions, outpatient surgery and reporting of preoperative evaluation.

MA 104 Communications and Professional Skills

Students will gain skills and knowledge necessary to deliver quality customer service in a healthcare environment. Emphasis will be placed on creating positive relationships with patients, visitors, and coworkers through-the-use of effective verbal and non-verbal communication. Students will gain experience in active listening, reflecting, summarizing, concentrating, and responding appropriately in face-to-face as well as

telephone conversations. The impact of appearance, posture, tone of voice, body language, facial expressions, eye contact and professionalism on positive communications will also be discussed and practiced. Students will learn to explain why information is needed, get facts in logical order, reword or paraphrase confusing questions, and be prepared to explain policies of a facility. Skills for dealing with conflict resolution and difficult behaviors will be covered. The course will include discussion about the impact of cultural diversity in the workplace as well as tips for time and stress management. Students will apply communications skills learned to professional development, including interviewing techniques, job search strategies, and job survival skills.

MA 105 Computers

Students are introduced to concepts of computer operations and general navigation through Windows using a network PC. The initial focus of the course will introduce students to proper keyboarding style and technique. Students will gain mastery of the entire keyboard with emphasis on speed and accuracy on the alpha/numeric keyboard and numeric keypad.

During the MS Word component, students will be able to create, edit, save, and print basic documents; correctly format documents with margins, tabs, alignment, and spacing; and retrieve documents. Students will use acquired skills to produce employment documents, including a cover letter, resume and an interview thank you letter.

Students will gain experience in the preparation of basic financial reports. The course focuses on basic proficiency using MS Excel. During MS Excel, students will learn to enter text and data into a spreadsheet, to use formulas and functions, and to format a spreadsheet to be more attractive and easier to read. Students will gain experience in the preparation of basic financial reports.

MA 106 Electronic Health Records

The focus of this course is the understanding of the evolution of the health record and foundational knowledge of use of electronic health records in an office. It will include standard EHR coding systems, document imaging, codifying records, and the hardware, software, and networking requirements for an EHR system. Types of data, standards and documentation will be discussed.

Features of MS Office used in physician offices, clinicals, hospitals and other patient care areas will be learned during this course, such as the calendar, email signatures and folders. Allscripts software will be utilized for registration of new patients and updating existing patients, to enter patient demographics, vital signs, review of systems, physical examination, labs and procedures, immunizations, and injectable medications, viewing and updating patient information, scheduling appointments and activities, and performing financial and insurance functions.

Students will learn how to use and gain practice in use of the SimChart EHR to record patient care information and activities in a physician's office.

MA 107 Fundamentals of Medical Assisting I

This course will familiarize students with the responsibilities of medical assistants and their role in providing patient care. Students will acquire an understanding of the health care environment and learn the essentials of administration of the physician's office to include ethics, bioethics, and medicolegal responsibilities. Front office tasks, such as greeting and addressing patients, patient registration and sign in, processing records, escorting, and instructing patients, filing procedures will be learned and practiced. Medical records management and electronic medical records systems will be included in this course.

Students will learn the essentials of administration of the physician's office to include basic communications, appointments and scheduling, records management, documentation, drug and prescription records, and control and storage of drugs.

MA 108 Mathematics

This course covers basic arithmetic operations including Roman numerals, decimal places, rounding significant figures, addition, subtraction, multiplication and division of decimals and fractions, parts of a fraction, percentages, ratios, proportions, dimensional analysis, the 5-step problem solving method and conversions of fractions, decimals and percentages, ratios, and proportions.

Students will learn about parenteral medication and principles of intravenous therapy. Emphasis will be placed on calculation of medication dosages, weights and measures including the metric system and conversions between the metric system and household system. The proportional method for converting metric equivalents will be discussed. Medications measured in units such as insulin, heparin, etc. will be covered.

The course also covers basic pharmacy math including temperature conversions, household measurements, metric system, apothecary system, medication abbreviations, calculating dosages when giving medications in tablet, capsule form, or liquid form, preparing solutions, diluting stock solutions, determining the rate of intravenous medications, dosages based on body weight and body surface area, and pediatric dosing.

MA 109 Pharmacology

This course introduces the medical assistant student to the basic principles and concepts of pharmacology, the scientific study of drugs. Students will learn about drugs and receptors, the mechanism by which drugs exert their effects and adverse drug reactions. The course also includes units devoted to the study of drugs affecting the geriatric population, the endocrine system and adrenal steroids, and antibacterial agents and antifungal drugs.

MA 201 Anatomy & Physiology / Medical Terminology II

Students will learn the language of medicine, combining root words, suffixes, and prefixes to create, define, spell, and correctly enunciate medical terminology, as well as study the structural organization of the body, including cavities and organs. Students will continue their study of pathology and clinical laboratory procedures.

MA 202 Clinical Procedures and Laboratory Techniques II

This laboratory course includes theory and hands-on learning and application of principles utilizing simulative technology. The course will help students to acquire requisite knowledge as well as critical thinking and psychomotor skills for assisting physicians and other providers with patient care.

Included in the course are components of care of obstetrics and gynecology patients, the examination of the male reproductive system and genitalia, specialty lab testing, developmental changes of and care of pediatric patients, and diagnostic imaging.

MA 203 Coding II

Students will begin work on procedural coding for outpatient and/or office visits and treatment utilizing CPT codes. This course will concentrate on hands-on activities designed to develop accurate coding skills and assignment of proper codes. At the completion of this course students will have gained experience in assigning CPT-4 procedural codes and allowance fees based on insurance coverage. Students will also understand the purpose of diagnostic related groups (DRGs) and understand their impact on and relationship to insurance payment.

MA 207 Fundamentals of Medical Assisting II

This course will familiarize students with the responsibilities of medical assistants and their role in providing patient care. Students will learn and gain practice assigning fees, credit and doing collection activities, banking, writing correspondence, processing mail, and telecommunications banking. Health insurance systems plans, and programs will be included. Students will also learn to provide care for patients with special needs, such as physical disabilities, sight, hearing and impairment, mobility, and cognitive impairment.

Office management, including qualities of a manager, management styles, supervising staff, diversity, performance evaluations, time management, marketing; employment recruitment, hiring and development; policy and procedures management, facilities and equipment management, financial management, payroll, insurance coverage and bonding, accounts payable and collections and analyzing productivity will also be studied.

[MA 301 Anatomy & Physiology / Medical Terminology III](#)

This course focuses on the normal anatomic structure and physiological function of the sensory organs, blood, lymphatic, and immune, and endocrine systems; and diagnostic and pathological terminology, clinical procedures and abbreviations, pathological conditions and laboratory tests associated with each system will be covered in this course.

[MA 302 Clinical Procedures and Laboratory Techniques III](#)

This laboratory course includes theory and hands-on learning and application of principles utilizing simulative technology. The course will help students to acquire requisite knowledge as well as critical thinking and psychomotor skills for assisting physicians and other providers with patient care.

Included in the course are components of rehab and therapy, accurate measurements and vital signs, maintenance of equipment and recording of ECGs, and hematology.

[MA 401 Anatomy & Physiology / Medical Terminology IV](#)

Students will learn the language of medicine, combining root words, suffixes, and prefixes to create, define, spell, and correctly enunciate medical terminology. This course will focus on the normal anatomic structure and physiological function of the blood, lymphatic, urinary, and endocrine systems, and comprehensive review of all systems; diagnostic and pathological terminology, clinical procedures and abbreviations, pathological conditions and laboratory tests associated with each system will be covered in this course.

[MA 402 Clinical Procedures and Laboratory Techniques III](#)

This laboratory course includes theory and hands-on learning and application of principles utilizing simulative technology. The course will help students to acquire requisite knowledge as well as critical thinking and psychomotor skills for assisting physicians and other providers with patient care.

Included in the course are components of uranalysis, recognizing and responding to medical emergencies, assessment of patient first aid, CPR, assessment of patient nutritional status and special diets, and implementation of plans for healthy lifestyle.

[PH 100 Phlebotomy Techniques I](#)

This laboratory course includes theory and hands-on learning and application of principles utilizing simulative technology. The course will help students to acquire requisite knowledge as well as critical thinking and psychomotor skills necessary for a career as a phlebotomist.

Included in the course are components on basic Anatomy and Physiology, Basic Medical Terminology, Phlebotomy, Venipuncture, Capillary Puncture, and Hematology.

[PH 101 Phlebotomy Techniques II](#)

This laboratory course includes theory and hands-on learning and application of principles utilizing simulative technology. The course will help students to acquire requisite knowledge as well as critical thinking and psychomotor skills necessary for a career as a phlebotomist.

Included in the course are components on phlebotomy, venipuncture, capillary puncture, and hematology.

MA 510 Externship

At completion of the didactic training students will gain experiential training at a medical assistant externship in a physician's office, hospital-based or independent clinic, or other outpatient care facility. The externship is one-half quarter (0.5) or four weeks of 40-hours per week totaling 160 hours.

MA students have the option to complete additional externship hours in a laboratory/hospital setting to achieve the sticks/blood draws required to sit for the Certified Phlebotomy Technician (CPT) examination. This is not required for MA students to meet graduation requirements.

PHLEBOTOMY PROGRAM

EDUCATIONAL OBJECTIVES

The Phlebotomy Program is designed to fulfill the market demand for well-trained phlebotomists with skills required to practice phlebotomy techniques and perform laboratory tests proficiently. The focus of the program is the coursework and development of clinical skills and to provide experiential training that enables graduates to work in medical laboratory environments both in and outside of a hospital setting.

Applicants must possess a high school diploma or GED, obtain a minimum 305 in verbal and a 270 in quantitative on the Wonderlic Basic Skills Test, submit an ACT 33/34 Clearance, criminal background check, and successfully interview with the admissions panel.

Course Length 146 hours (didactic), 5 months split into two semesters
16 hours (externship)

Total Program Hours: 162

Class Schedule: Monday through Thursday, 1:00pm-3:00pm

<u>Course Outline</u>	<u>Hours</u>
PH 100 Phlebotomy Techniques I	66
PH 101 Phlebotomy Techniques II	80
PH 501 Externship Experiential Training	16

COURSE DESCRIPTIONS

PH 100 Phlebotomy Techniques I

This laboratory course includes theory and hands-on learning and application of principles utilizing simulative technology. The course will help students to acquire requisite knowledge as well as critical thinking and psychomotor skills necessary for a career as a phlebotomist.

Included in the course are components on basic Anatomy and Physiology, Basic Medical Terminology, Phlebotomy, Venipuncture, Capillary Puncture, and Hematology.

PH 101 Phlebotomy Techniques II

This laboratory course includes theory and hands-on learning and application of principles utilizing simulative technology. The course will help students to acquire requisite knowledge as well as critical thinking and psychomotor skills necessary for a career as a phlebotomist.

Included in the course are components on phlebotomy, venipuncture, capillary puncture, and hematology.

PH 501 Externship Experiential Training

At completion of the 146 hours of didactic training students will gain hands-on experience through a phlebotomy externship in a lab setting, physician's office, hospital-based or independent clinic, or other outpatient care facility. Experience will include activities related to phlebotomy related clinical and administrative competencies.

STUDENT SERVICES AND ACADEMIC INFORMATION

STUDENT SERVICES

Student services begin during enrollment and continue throughout training with presentations and activities conducted by our admissions, academic services, student advising and placement staff. Additional components of student services are delivered by faculty throughout the training to help students address such issues as building self-esteem, controlling stress, budgeting time, and developing necessary study skills.

STUDENT ADVISING

A student advisor is available to assist students with problems hindering successful completion of training. Students failing to maintain satisfactory progress or attendance are referred to a student advisor. The student advisor maintains a list of local referral agencies to assist with appropriate help.

TUTORIAL

The school offers tutorial assistance to all students whose academic progress has fallen below acceptable standards. This help is provided by faculty members during lunch hours or after normal work hours. Tutorial sessions must be arranged through the faculty. In addition, tutorial sessions may be required as one of the terms of a student's academic success plan or probation.

PROFESSIONAL DEVELOPMENT

All students are provided with professional development classes within the curriculum. These classes teach students communication skills, job search techniques, instruction on resume writing, cover letters and thank you letters. Prior to graduation, each student will schedule a mock interview with a local employer. Following student interviews, the employers complete an interview evaluation form.

PLACEMENT ASSISTANCE

The staff will work with students to assure viable training related career opportunities are made available to graduates. The staff supports graduates' efforts to seek employment by networking with local employers, attending job fairs, advisory board meetings, community partner meetings and by reviewing internet and newspaper job postings. **HopeCAT does not guarantee employment.**

PARKING

Students may park in the parking lot in front of the facility.

CAMPUS HOUSING

The school does not provide student housing. The school can assist students in identifying housing but cannot assume the responsibility for such choices.

ORIENTATION

All new students are required to attend an orientation program, usually held on the first day of classes. This program is conducted by the appropriate staff and faculty to familiarize students with student activities and services, adjustments to school and individual programs of study.

PERSONAL LOCKERS

Lockers are issued to students during the first week of classes. Students are responsible for removing all contents from their lockers within five (5) days of their last day of actual classroom attendance. This includes students who graduate, those on externship, those who interrupt their studies voluntarily and those who have been suspended or terminated. Contents left in the lockers after five (5) days of the last day of attendance will be discarded and no claim can be made against the school.

STUDENT INFORMATION AND RESPONSIBILITIES

FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT

During application, enrollment and attendance, the school compiles several important records concerning each student including:

Grades
Attendance records
Disciplinary records
Career Advising records

Students may inspect and review their educational records upon request to the Registrar. A student desiring to review his/her records should submit to the Registrar a written request which identifies as precisely as possible the record or records he/she wishes to inspect. If, after reviewing your records, you find that they contain errors or are inaccurate or misleading, you may request that the records be amended. If the institution does not agree with your position, you may request that a hearing be held. If you feel that the institution has not followed the Federal rules under the Family Educational Rights and Privacy Act, you may write to the United States Department of Education.

Generally, the institution does not release information about you to outside individuals unless we have first received your permission or were required to give the information under State or Federal laws or to auditors, researchers, etc. However, it is understood that release of certain information does not violate your right of privacy and the school is permitted to routinely release this information, unless you specifically ask us not to. This information may include name, address, telephone number, date and place of birth, program of study, participation in recognized activities, dates of attendance, diplomas or degrees obtained, and the last institution attended.

STUDENT BILL OF RIGHTS

Hope Center for Arts and Technology, Inc. (hereafter referred to as Center) students who experience center-related sexual or gender-based harassment or sexual violence, including sexual assault, stalking, domestic violence, intimate partner violence or dating violence, are entitled to the following rights according to the Pennsylvania Sexual Violence Education at Institutions of Higher Education Act, should you become a victim of sexual violence.

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

You have the right to:

- Notify the following individuals or agencies if you are a victim of sexual violence:
- School administrator responsible for dealing with sexual violence
- School security or police department

- Local law enforcement agencies
- Request assistance from the school to make these notifications.
- Obtain an order of protection, no contact order, restraining order, or similar lawful orders issued by a criminal or civil court, or enforce an order already in existence.
- Request that prompts disciplinary proceeding be initiated against the accused.
- Be notified of the outcome of any disciplinary actions against the accused.
- Be notified of any options in changing your academic situation.
- Have others present during disciplinary proceedings or other related meetings.
-

REPORTING SEXUAL VIOLENCE

Call the local police: have all the information concerning the incident ready, including any emails, voice mail messages, photos, notes or letters, or phone calls still logged on our phone. If you know the offender identify them to police, if you do not know the offender be prepared to provide the best description you can, including height, weight, race, sex, hair color, facial hair, distinct tattoos or body piercings, and type and color of clothing. Preserve evidence of a rape or sexual assault by not changing clothing or taking a shower.

Call a crisis center hotline to get immediate assistance and learn about available options and services. Your local rape crisis center can put you in contact with a victim's advocate.

Fears of reporting are understandable, but don't allow them to prevent you from reporting this crime. Intervention of authorities will result in you receiving medical and emotional help and apprehension of the offender.

STUDENT CONDUCT

Students are expected to conduct themselves in a manner appropriate to an educational environment. Any student whose conduct is considered harmful to others, or the reputation of the Center may be placed on disciplinary probation or may be terminated. To ensure a safe environment for staff and students, automatic termination is considered for the following offenses:

- Manufacture, possession, sale or use of alcoholic beverages or illegal drugs on school grounds
- Possession of a weapon (guns, knives, or any other form of weapon that will cause bodily injury)
- Physical violence
- Theft or damage of property

The following behaviors are also considered disruptive, threatening, unacceptable or inappropriate and require disciplinary measures, which may include termination:

- Cheating
- Use of indecent or profane language on school grounds
- Disruptive behavior, which includes cell phone notifications of any kind (vibrations, sounds, lights, etc.)
- Chewing gum or consuming food or beverages in sterile classroom environments
- Smoking inside the facility
- Showing disrespect to staff and/or students
- Failure to follow rules, regulations, and guidelines in this catalog
- Furnishing false information to the school with the intent to deceive
- Forgery, alteration, or misuse of school documents or records

- Misuse of computer privileges, including unauthorized use
- Excessive absenteeism
- Failure to maintain required academic progress
- Excessive failure to wear the appropriate uniform to class
- Excessive failure to be appropriately prepared for class in the clinical lab

A student who has been terminated for any of these behaviors is not permitted to re-enter.

CHEATING AND PLAGIARISM

Any student that is caught cheating on a test or assignment will receive a zero for the assignment or test and an “F” letter grade. Additionally, the student will still be required to complete the assignment within a time frame designated by the Program Director.

Any student caught plagiarizing on an assignment will receive a zero for the assignment and an “F” letter grade. Additionally, the student will still be required to complete the assignment within a time frame designated by the Program Director. Failure to complete the assignment within the designated time frame will result in a failing grade for the class.

Second Offense

Any student caught cheating or plagiarizing a second time will be terminated from the training program.

CHILDREN AND GUESTS ON CAMPUS

Hope Center for Arts and Technology, Inc. Training Center is concerned about student safety and confidentiality. Therefore, no personal information will be disclosed to visitors, including a student’s attendance or whereabouts. Personal visitors are discouraged. When a visitor is necessary, the visitor must stop at the reception desk. No visitor is ever allowed to go directly to a classroom or a program department. Children are not permitted on campus due to safety and security reasons.

ATTENDANCE

Good attendance is essential and academic excellence cannot be achieved with frequent absences. Employers inquire about your attendance record as a trainee and regard it highly when considering you for employment. Your attendance is your responsibility.

Daily attendance will be taken by each of your instructors for all classes. Students are not permitted to miss more than 10% of the scheduled hours. Missing more than 10% of the scheduled hours can result in termination from the program.

Your Program Director and/or student advisor will also monitor your attendance. Any student with excessive absenteeism is subject to disciplinary actions prior to reaching the 10% limit.

DISCIPLINARY ACTIONS POLICY

Any offence of student misconduct, as listed above in section *Student Conduct*, can result in disciplinary actions up to and including termination. Typical succession of disciplinary actions are as follows:

- 1st offence: verbal warning
- 2nd offence: written warning and one day suspension
- 3rd offence: termination from the program

At the time of the offence, a Student Success Plan will be developed and must be followed. Failure to follow

the success plan will result in termination.

FULL TIME STUDENT STATUS

All Hope Center for Arts and Technology, Inc. career programs are full time. The academic workload is defined as any combination of courses and/or externships the institution considers sufficient to classify the student as full time.

CLOCK HOUR COMPUTATION

A clock hour is a unit of curricular material representing a class hour of 50-60 minutes of classroom instruction.

STUDENT FINANCIAL RESPONSIBILITY

Students will be responsible for having the following completed, at their own expense, within six months prior to the start of experiential training:

- State and/or Federal background checks
- Two-step tuberculosis testing
- Physical examination

Documentation evidencing completion of the above four requirements will be necessary before externship assignments can be made. Specific externship sites may have additional requirements for vaccinations, etc. The externship is a required component of training.

CREDIT TRANSFER TO ANOTHER SCHOOL OR COLLEGE

Acceptance of credits from one institution to another is at the discretion of the receiving institution. Hope Center for Arts and Technology, Inc. Training Center does not imply, promise, or guarantee that credits earned at Hope Center for Arts and Technology, Inc. Training Center will be accepted at another school. Students planning to transfer should consult with the registrars at those institutions concerning the acceptance of credits earned at Hope Center for Arts and Technology, Inc. Training Center. Hope Center for Arts and Technology, Inc. does not accept credit for work completed at other institutions.

SCHOOL HOURS

Hope Center for Arts and Technology, Inc. Training Center is open Monday through Friday from 8 a.m. to 5 p.m. However, students should check with the appropriate training department to obtain classroom schedules.

ACADEMIC PROGRESS AND GRADUATION REQUIREMENTS

ACADEMIC YEAR

The academic year at HopeCAT begins July 1 and ends June 30. Classes are variable in length and may begin in one academic year and run through the next.

SATISFACTORY PROGRESS STATEMENT

To maintain satisfactory progress, and to remain enrolled in training, students must maintain the following minimum standards based on a 4-point scale:

Maintain a minimum G.P.A. of 1.5 at 25% completion, 1.75 at 50% completion and 2.0 for the remainder of the course (cumulative);

Meet other specified academic and non-academic conditions.

UNSATISFACTORY PROGRESS STATEMENT

Students can be dismissed for unsatisfactory progress related to academics, problems interfering with schoolwork, or other conditions contributing to the inability to progress. Any student who is terminated must demonstrate that the problem leading to the termination has been remedied before applying for reentry.

PROBATION

If a student fails to meet minimum required levels of academic progress, a consultation with the Program Director is scheduled and the student is placed on probation. According to Hope Center for Arts and Technology, Inc.'s Satisfactory Progress Statement (shown at the top of this page), a student who fails to achieve a minimum 1.5 G.P.A. at 25% completion, 1.75 at 50% completion and 2.0 for the remainder of the course (cumulative) will be placed on academic probation. A student will not be allowed to have more than two consecutive probationary periods in any one program of study. If the student does not meet the minimum levels of academic progress within thirty (30) school days, he/she may be placed on extended probation or terminated by the Program Director/Executive Director.

APPEALS

Students wanting to re-enter must appeal in writing and a review of this appeal is conducted by the Training Department Director. If accepted for re-entry, students are placed on probation for a period of sixty (60) days. Students wanting to appeal a negative review must submit a letter to the Executive Director. The letter must describe the circumstances which the student feels warrant further consideration. An appeal decision is made, and the student is notified.

REPORTS OF STUDENT PROGRESS

Report cards are issued, at a minimum, to each student at 25%, 50%, and completion of each major. The grading system is as follows:

Letter Grade Points/Definition

92-100% A	4.0	I	Incomplete
83-91% B	3.0	P	Pass
75-82% C	2.0	U	Unsatisfactory
66-74% D	1.0	S	Satisfactory
65% & below F	0.0 / Failure		

INCOMPLETES, WITHDRAWALS & REMEDIAL WORK

Students with course incompletes, withdrawals, or doing remedial work must meet the following conditions:

The student is making satisfactory progress, which may include being on probation.

The time needed to make up and complete course work is within the maximum time frame for completion of the program.

MAKE UP WORK

Material missed due to absence will not be retaught. Students will be given the opportunity to make up graded work in each class at the instructor's convenience. Please discuss makeup requirements with your instructor.

Students who miss class may schedule make-up time with an instructor, to be held between 3-5pm on any given day of the week during quarter one and two. Every other Friday in quarters three and four as outlined in the published calendar, students who have not missed class in the preceding two-week period will be dismissed at noon.

Students absent during a regularly scheduled test will have ONE opportunity to make up their test. It is the student's responsibility to schedule a time to make up a missed exam with the appropriate instructor. Exams must be made up within 15 calendar days of the original test date.

Ten percent will be deducted from the score of each made up exam quarterly on a sliding scale as follows:

First Makeup: minus 10%

Second Makeup: minus 20%

Third Makeup: minus 30%

The instructor has the right to use an alternate exam. Any test not made up within 15 calendar days of the original test date will be recorded as a zero. There is no charge for makeup work.

INCOMPLETE GRADE

The incomplete grade "I" is given at the option of the instructor when the student is unable to complete the work of a subject within the allowed time. Unless specified by the instructor, the student has two weeks to make up the incomplete grade or the grade becomes an "F."

COURSE REPEAT

A student receiving the grade "F" may repeat the course at the discretion of the training director and at the convenience of the school. Upon successful completion of the repeated course, the "F" grade will be replaced with the passing grade.

MAXIMUM TIME FRAME

Students must complete the major within the maximum time frame. All coursework must be resumed with the next graduating class and completed by graduation.

LEAVE OF ABSENCE

Students must submit a request for a leave of absence to the training director. The training director will respond to the request (approve/disapprove) in writing within one week. Time and classroom/lab work missed must be resumed with the next graduating class and completed by graduation. Failure to resume classes results in immediate termination.

TERMINATION BY THE SCHOOL

A termination notice is signed by the training department director. This notice is mailed to the student at the address of record prior to completion. Failure to comply with rules and regulations of the school are cause for termination.

TERMINATION BY THE STUDENT

A student wanting to terminate must request a withdrawal form from the student advisor and submit it to the training department.

GRADUATION REQUIREMENTS

The student is responsible for meeting all requirements for graduation. The institution may offer additional

assistance to the student, but the final responsibility for meeting the requirements for graduation rests with each student. The following requirements must all be met:

- Satisfactory completion of the required subjects in the prescribed curriculum, including the externship.
- Attainment of a minimum of 2.0 G.P.A. (cumulative).
- Completion of 90% of scheduled class hours.
- Settlement of all financial obligations to the school.
- Students meeting all graduation requirements receive a HopeCAT diploma.

DIPLOMA REQUIREMENTS

A Hope Center for Arts and Technology, Inc. diploma is awarded to students who have completed all graduation requirements noted above.

CATALOG CANCELLATION OF AGREEMENT

CANCELLATION OF AGREEMENT

- By Student – The student may cancel this agreement at any time by notification to the school. No tuition or fees will be charged for cancellation of the Agreement.
- By School – Students may be asked to withdraw for the following reasons:
 - Failure to make satisfactory academic progress;
 - Failure to comply with published rules and regulations of the school (see catalog).

STUDENT COMPLAINT PROCEDURE

Students have the right to express complaints and file grievances. When a problem arises that interferes with training, the student should discuss it with the Program Director immediately. If a solution is not found, the problem is brought to the attention of the Executive Director. Hope Center for Arts and Technology, Inc. is licensed by the State Board of Private Licensed Schools. Should the situation remain unresolved, the Executive Director will advise the student to address the complaint in writing to the:

State Board of Private Licensed Schools, Pennsylvania Department of Education, 333 Market Street, 12th Floor, Harrisburg, PA 17126 0333

REFUND POLICY

PLS regulation requires Hope Center for Arts and Technology, Inc. to inform the student in the event the school begins to charge tuition, the school will follow the refund policy as outlined in 22 Pa. Code §§ 73.131 – 73.137.

BOARD OF DIRECTORS

OFFICERS

Name	Michael P. Walton, Board Chairperson
Title	Chief Executive Officer, Jamestown Coating Technologies

Name	Aaron Pernesky, Board Vice President
Title	Assistant Principal, West Middlesex High School

Name	Amy Atkinson, Board Secretary
Title	Partner, Hemlock Wealth Management

Name	Drew Pierce, Board Treasurer
Title	Consultant

MEMBERS

Name	Karen Winner Sed
Title	Chief Executive Officer, Winner International

Name	Dr. Lora Adams-King
Title	Superintendent, Farrell Area School District

Name	Connie Nichols
Title	Chair, Education Department, Grove City College

Name	Bill Perrine
Title	Retired President, Sharon Tube Company

Name	Alan Frank, OD
Title	Art of Eyecare

Name	Paul O'Brien
Title	President, Rien Construction

ADMINISTRATION AND STAFF

ADMINISTRATION

Tom Roberts, President and Executive Director
Sarah Scott, Program Director
Julia Simon, Development and Grants Coordinator

FACULTY

Megan Gabriel, Medical Programs Instructor
Karole Kantner, Clinical Laboratory Assistant

STAFF

Susan Scott, Front Desk Attendant/Math Tutor
Karly Schroyer, Front Desk Attendant

ACADEMIC CALENDAR

Program	Start Date	End Date
Medical Assistant	Aug 2022	June 2023
Phlebotomy	Jan 2023	May 2023

HOLIDAY CLOSINGS

Holidays	Date OFF
New Year's Day	January 2, 2023
Martin Luther King Day	January 16, 2023
President's Day	February 20, 2023
Good Friday	April 7, 2023
Memorial Day	May 29, 2023
Independence Day	July 3, 2023
Labor Day	September 5, 2022
Columbus Day	October 10, 2022
Thanksgiving Break	November 23-25, 2022
Holiday Break	December 22-31, 2022

TUITION BY MAJOR*

Applications, lab fees, technology fees, graduation fees, activity fees, uniforms, educational courses, books, and materials are supplied at no cost to students.

Costs to the Hope Center for Art and Technology, Inc. are as follows:

MEDICAL ASSISTANT.....	\$12,500
PHLEBOTOMY.....	\$3,500

*Students at Hope Center for Arts and Technology, Inc. attend at no cost for those who qualify.

STUDENT FINANCIAL RESPONSIBILITY

Students may be responsible for having the following completed, at their own expense, within six months prior to the start of experiential (externship) training:

1. State and/or federal background checks
2. Two-step tuberculosis testing
3. Physical examination
4. Drug Screen

Documentation evidencing completion of the above four requirements will be necessary before externship assignments can be made. Specific externship sites may have additional requirements, such as vaccinations. The externship is a required component of training. HopeCAT reserves the right to administer a drug screen at any point during our programs.