



Arizona Automotive Institute
School Catalog
Volume 2
3rd Edition

2018-2019

Campus Locations

Arizona Automotive Institute (A branch of Platt College, Tulsa, Oklahoma)

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Refer to Catalog Supplement for:

- Campus Administrative Staff and Faculty listing
- Hours of Operation
- Holiday and Vacation Breaks
- Class Schedules
- Break Schedules
- Program Start and End Dates
- Tuition and Fees Schedule
- Board of Directors Listing

School Information

Message from the President

At Arizona Automotive Institute (AAI), we understand you have options when it comes to the institution or program you are looking for. We believe our programs make a difference in the lives of students in Arizona. Students collaborate with our instructors and administrators throughout their program of study to enhance their skill set, gain experience, and develop both personally and professionally. Ultimately, we look to prepare our graduates for meaningful careers in their field of study.

I look forward to sharing the AAI experience with you.

Michael Zawisky

President and Chief Executive Officer, STVT-AAI Education, Inc.

Mission Statement and Objective

The mission of STVT-AAI Education, Inc. ("STVT-AAI") is to "advance the personal and professional opportunities of students, employees, and employers in a value-driven environment."

To accomplish this mission, we utilize our core values as a blueprint to create an environment centered on the personal and professional development of students, employees, and employers.

The STVT-AAI Core Values utilized to create positive experiences are grounded in:

- Integrity
- Customer Service
- Innovation
- Growth

Administration, Faculty, and Staff

Arizona Automotive Institute has selected professionals to teach in each program of instruction offered. These individuals are equally adept in theory and practical application. All faculty members meet or exceed the minimum educational and industry experience requirements as set forth by state approving agencies and the accrediting bodies governing Arizona Automotive Institute. In addition to the instructional staff, support personnel are available for assistance in financial aid, attendance and other needs.

History

Arizona Automotive Institute (AAI) was founded in October 1968. In the fall of 1981, AAI became part of National Education Corporation, Irvine, California. In June of 1997, Harcourt General Incorporated, Chestnut Hills, Massachusetts acquired AAI. In April of 1999, AAI became part of ATI Enterprises of Florida, Inc. In 2004, the Heating, Ventilation, Air Conditioning & Basic Refrigeration program was added. In 2009, Combination Welding was added. In December of 2009, BC European Capital III through its subsidiary Ability Intermediate Holdings, Inc. acquired 92% ownership of ATI Acquisition Company and its subsidiary companies.

The South Texas Vocational Technical Institute, San Antonio campus became a branch location of Arizona Automotive Institute in June 2013. In August 2013, Marblegate Special Opportunities Master Fund LP, Visium Credit Master Fund, and Visium Balanced Master Fund acquired 100% of STVT – AAI Education Inc. and its subsidiary companies including Arizona Automotive Institute. In August 2014, AAI and STVT – San Antonio both became branch campuses of Platt College, 3801 S. Sheridan, Tulsa, Oklahoma 74145, which was acquired by STVT – AAI Education Inc. in August 2014. Throughout these changes, AAI has remained on the original site.

Locations and School Facilities

The Arizona Automotive Institute campus is located at 6829 N. 46th Avenue, Glendale, Arizona 85301. The school occupies over 77,000 square feet of classrooms, labs/shops, work areas, offices, and a Learning Resource Center.

Accrediting Agencies, Approvals/State Licenses, and Memberships

Accrediting Agency

Accrediting Commission of Career Schools and Colleges
2101 Wilson Boulevard, Suite 302
Arlington, Virginia 22201
www.accsc.org

Approvals/State Licenses

- Arizona Automotive Institute is approved and regulated by:

Arizona State Board for Private Postsecondary Education
1740 W Adams Street, Suite 3008
Phoenix, AZ 85007
Phone: 602-542-5709
Fax: 602-542-1253

- AAI has selected programs approved for Veterans training under the provisions of Title 38, United States Code.
- AAI is approved for training services for the State Department of Vocational Rehabilitation.

Memberships

- Arizona Automotive Institute is a member of the following organizations:
 - Arizona Private School Association
 - Automotive Service Association
 - Better Business Bureau
 - Glendale Chamber of Commerce
 - Air Conditioning Contractors of America – Arizona
 - Refrigeration Services Engineers Society
 - Arizona Department of Veterans Services
 - Specialty Equipment Market Association
 - American Welding Society Educational Association
 - NCCER (National Center for Construction Education and Research)

Ownership of the Schools

Arizona Automotive Institute and its affiliated campuses are owned by STVT-AAI Education Inc. (dba Ancora Education), which is a wholly owned subsidiary of Ancora Intermediate Holdings L.L.C., a wholly owned subsidiary of Ancora Acquisition L.L.C. and Ancora Holdings L.L.C.

Changes and Improvements to Programs

AAI is constantly striving to improve and update our programs to keep up with changes in industries in which we train. As a result, we meet twice a year with Program Advisory Committees (PAC) made up of employers and experts from the industry and surrounding community. These Committees review results of graduate and employer surveys, review current industry trends and give feedback and recommendations for updates to programs that the school considers for implementation. When planned changes or updates occur, they are published in an addendum that is distributed to students, and then included in the next printed version of the Catalog.

Release of Records, Transcripts, and Diplomas

Official academic records, transcripts, or diplomas will not be released to any institute or individual until all financial obligations have been met and the student has been cleared by the Financial Aid department. Initial copies of transcripts or diplomas will be issued at no charge. Fees for additional copies of transcripts or diplomas are \$5.00 for a transcript, \$25.00 for a diploma. A transcript/diploma request form with a copy of the student's identification must be completed and returned with payment before the document can be released.

Admission Information

Admission Requirements

The School admits, as students, applicants having an acceptable high school diploma, official General Educational Development (GED) or recognized equivalent. Acceptable documents that prove high school equivalency include:

- A valid regular high school diploma from an acceptable high school
- A final high school transcript from a verifiable school of traditional or non-traditional secondary education listing the date of high school/home school graduation
- An official GED transcript reflecting passing scores
- An official, national or regional accredited college transcript documenting graduation from an associate degree or higher program with a graduation date listed.

A student may qualify for enrollment as an Ability to Benefit (ATB) student. To qualify for enrollment as an ATB student, the following criteria must be met:

1. Achieve a passing score on the Wonderlic, Ability to Benefit assessment. Students must achieve a score of 200 on the Verbal component and 210 on the Quantitative component of the assessment, and;
2. Enroll in a diploma program, and;
3. Concurrently enroll, and maintain enrollment in the Adult Education Foundations (Career Pathways) program offered by the school.

Additionally, any student enrolled as an ATB student will have the following expectations:

1. Attend all scheduled advising and counseling sessions.
2. Attempt the GED examination prior to completion of their program.

The Executive Director or the Executive Director's designee must give final acceptance of each student. AAI evaluates high school/home school documentation received; this procedure includes validation of the high school/home school documentation to determine if the transcript or diploma is issued by a verifiable entity providing secondary school education prior to acceptance at Arizona Automotive Institute. Foreign high school documentation requires interpretation and confirmation from a foreign credentialing evaluation service in order to validate high school graduation equivalency. AAI reserves the right to decline any high school diploma, transcript, or equivalency documentation it deems as unacceptable.

Admission Procedures

Persons desiring to apply to Arizona Automotive Institute should contact the School and speak with one of its Admissions Representatives. Prior to being accepted, an applicant must:

- Complete an interview with an Admission Representative
- Meet with a Financial Aid Officer
- Meet with an Enrollment Compliance Officer or their designee, to complete an enrollment agreement and required forms; and
- Submit all necessary information required to determine qualifications.

A student is officially enrolled upon completion of all admission requirements and after the enrollment agreement has been fully executed (signed by the applicant and the School Official or their designee).

An applicant may register at any time, but may only begin classes on the specified start date or no later than the allowable start period defined by the schools governing agencies and as outlined on the enrollment agreement. Classes may have a limited enrollment.

Credit for Previous Training

The School maintains a record of the previous education and training of each student. All requests for exemption or credit must be submitted prior to the start of training. New students may request exemption from courses based on post-secondary education or training. Transcripts from other nationally and/or regionally accredited colleges and universities may be submitted for credit. Credit may be given for related courses taken at a different institution if the courses have been completed within the last five years with an earned grade of a "C" or above. Transfer of credit will be limited to enrollment at AAI and an official transcript must be presented prior to starting School. The Director of Education or his/her designee will determine what credit is to be given. Credit is limited to no more than 50% of the total AAI program, and certain classes may not be eligible for credit. Credit for previous training or granting credit may affect Title IV funding, length of program, and full time student status. If the training program is shortened, the program cost will be reduced accordingly.

With respect to veteran or veteran benefits eligible students, **ALL PRIOR TRAINING MUST BE EVALUATED**. Therefore, the School will inquire about each veteran or veteran benefits eligible person's previous education and training, and request transcripts from all prior institutions, including military training, traditional college coursework, and vocational training. Previous transcripts will be evaluated and credit will be granted as appropriate. The veteran or eligible person and the VA will be notified of the evaluation result.

Non-Discrimination Policy and Americans with Disabilities Act

Arizona Automotive Institute does not discriminate in admission or access to our programs on the basis of age, race, color, sex, disability, sexual orientation or national origin. If the student would like to request academic adjustment or auxiliary aids, please contact the School's Executive Director. The student may request academic adjustments or auxiliary aids at any time. The School's Executive Director, working with the Human Resources and Compliance departments, is responsible for coordinating compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990.

Applicants who are persons with disabilities, as defined in paragraph 104.3(j) of the regulation under Section 504 of the Rehabilitation Act of 1973, may apply for admittance into the program. AAI will work with the applicant or student to determine whether reasonable accommodations can be effective and/or available.

Any qualified individual with a disability requesting an accommodation or auxiliary aid or service should follow this procedure:

1. Notify the School's Executive Director in writing of the type of accommodation needed, date needed, documentation of the nature and extent of the disability, and of the need for the accommodation or auxiliary aid. The request should be made at least four weeks in advance of the date needed. The School's Executive Director has a form (ADA Request for Reasonable Accommodation) which should accompany your request.
2. The Executive Director will, as soon as reasonably possible upon receiving the request, make a determination.
3. If the student would like to appeal the Executive Director's decision, please contact the Chief Compliance Officer at (682) 334-5700, to request an appeal review of all previously submitted documentation and the Executive Director's decision. Appeals must be submitted within one week of the date of the Executive Director's response.

Vaccination Policy

This School does not require students provide proof of vaccinations as a condition of enrollment or graduation.

Student Information and Services

Consumer Information and Disclosures

The U.S. Department of Education requires schools to provide potential and current students with Consumer Information and disclosures of specific information regarding graduation rates, retention rates, placement rates, median loan debt of Title IV Federal Student Aid and private loans, and possible employment outcomes for each academic program. The summary and the location of the Consumer Information is provided in the Consumer Information Notice distributed to all potential students. AAI provides this information to all currently enrolled students for July 1-June 30 of the subsequent year, unless there are updates, which are provided at the time of the change. In addition, each STVT-AAI owned and operated campus provides the on-time graduation rate, program cost, median loan debt, placement rate and possible employment outcomes on each program page on the AAI websites located at www.aai.edu/programs. All STVT-AAI owned and operated campuses provide links to these websites on all promotional materials provided to potential students.

Campus Security

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act is a federal law that requires all colleges and universities to publish information about crime on and near the campus. The Clery Act requires that an Annual Security Report is published by October 1 each calendar year, a public crime log is maintained on campus, and the campus is responsible for using an emergency notification system to alert students of a serious threat. STVT-AAI follows these guidelines and reports to the United States Department of Education annually. Students and employees may find information on the annual report posted online at www.aaisafety.com.

If you have any questions regarding reporting obligations, please contact the Campus Executive Director. The annual report contains information regarding:

Campus Security

- Emergency Response Plan
- Security & Access to Facilities
- Crime Awareness & Prevention
- Crime Statistics & Definitions
- Disciplinary Referrals
- Sex Offenders/Sex Offenses

Drug-Free Campus and Workplace

- Alcohol & Drug Policy
- Description of Health Risks Associated with Alcohol & Drug Use
- Federal & State Legal Sanctions
- Local Counseling, Treatment & Rehabilitation Programs
- Crime Statistics

STVT-AAI enforces a strict policy for students and employees who violate the company's policies related to drug use. Violators may be subject to penalties and/or disciplinary actions including up to termination from school or employment.

STVT-AAI's sexual assault policy encourages students to be responsible for their personal safety. The campus has a list of staff members by name, title and contact number who are available to report criminal activity, public safety issues, emergencies and suspicious behavior. In the event of an emergency or eminent danger, everyone should immediately call 911. If assistance is needed, it will be provided upon request. Students are encouraged to be responsible for their personal and community safety.

Emergency Notification System

In compliance with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act of 1998, Arizona Automotive Institute provides an emergency alert system, Regroup, that delivers messages to your AAI or personal email addresses as well as your cell phone. This system will keep the campus community informed regarding safety and security issues by immediately notifying students and staff about crimes committed on campus that may pose a serious and/or immediate threat.

We have enrolled you in the program at no additional expense to you. We encourage you to keep your contact information current so that these important alerts can reach you in a timely manner. Please contact the front desk at the campus to update your contact information. If you choose to not enroll in this service, we ask that you contact your Campus Executive Director.

Local Law Enforcement Partnerships

The school maintains a close working relationship with local law enforcement agencies, including the Glendale Police Department. The school occasionally works with other agencies in the area including security employees and state and county police. Meetings are held with these agencies on an informal basis. The school occasionally works with these agencies when a crime has occurred on or near the school premises. There is no written memorandum of understanding between the school and these law enforcement agencies.

Non-Harassment Policy

Arizona Automotive Institute will not permit, tolerate or condone harassment against any individual for any reason, including, but not limited to, harassment based on race, color, religion, national origin, sex (including pregnancy), age, disability, veteran status or any other status protected by applicable law. Comments, conduct, or innuendoes that might be perceived by others as offensive or harassing are wholly inappropriate and are to be strictly avoided. This policy applies to students, company employees, customers, vendors and visitors to the premises. Arizona Automotive Institute intends to provide a school environment that is pleasant, healthy, comfortable and free of intimidation, hostility or other offenses that might interfere with a student's educational performance.

All employees and students must avoid offensive or inappropriate behavior in school or employment-related relationships and are responsible for ensuring that all student-employee and employment-related relationships remain professional and free from harassment at all times.

Harassment can include, but is not limited to the following actions:

- Inappropriate Communication – involves any language that is offensive, unnecessarily loud or that degrades or berates others, including, but not limited to, racial, religious, or sexual comments or jokes, sexual innuendoes, or threats of any kind, whether communicated verbally, in writing, or electronically.
- Physical Abuse – includes, but is not limited to, touching, hitting, kicking, or threatening another person, including restraining by force or blocking the path of another.
- Interference or Hostile Environment – includes any behavior or action that interferes with a student or employee’s ability to perform job duties and responsibilities, or participate in the education process, or which results in or creates a hostile or intimidating environment.
- Sexual Harassment – includes, but is not limited to, unwelcome sexual advances, requests for sexual acts or favors, and other verbal or physical conduct of a sexual nature when:
 - Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual’s employment or continuation of education;
 - Submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual; or
 - Such conduct is severe and pervasive and has the purpose or effect of unreasonably interfering with the individual’s work or school performance or creating an intimidating, hostile, or offensive work environment.
- Retaliation – includes any adverse action or threat of adverse action taken or made because a student or employee has exercised or attempted to exercise any rights under applicable laws or under policies of the company. Retaliation includes, but is not limited to, threats, or withholding or withdrawal of pay, promotions, training, grades or employment opportunities.

It is important that students and employees clearly understand the serious effects of harassment. Such behavior may result in personal liability, as well as liability to the school.

If an individual feels that he/she has been subjected to any type of degree of harassment, he/she must report the incident verbally or in writing to the Director of Education, immediate supervisor, department head, and any other member of management, the Chief Executive Officer or the Human Resources department. A complaint must include the specific nature of the incident and the date(s) and place(s) such alleged harassment took place, as well as the name(s) of any individual(s) known to be involved, but does not have to be in writing.

When the school’s management becomes aware that harassment might exist, it is obligated by law to take prompt and appropriate action, whether or not the victim wants the school to do so. Complaints of violations will be promptly and carefully investigated, including interviews with all relevant persons. Investigators will conduct an objective investigation with consideration given to each person’s desire for privacy; however, no student or employee is guaranteed complete confidentiality and/or anonymity during an investigation. Only individuals with a legitimate “need to know” will be given any information regarding the complaint(s).

Employees and students who utilize this procedure are assured that they will be free from any reprisal or retaliation for reporting such violations or cooperating in an investigation.

Any student found to have harassed a fellow student or school staff member would be subject to severe disciplinary action including possible expulsion from school. In addition, any staff member found to have harassed a student or other staff member would be subject to severe disciplinary action including possible discharge from employment. The school will take necessary action to remedy the situation appropriately. However, if an investigation of a complaint shows that the complaint or information was knowingly false, the individual who provided the false information will be subject to disciplinary action, up to and including dismissal from the school or, if a staff member up to and including termination from employment.

Student Sexual Harassment and Grievance Policy

Arizona Automotive Institute is committed to providing a school environment that ensures the equality, dignity, and respect of every student. In keeping with this commitment, AAI strictly prohibits discriminatory practices, including sexual harassment, and will not deny or limit the ability of any student to participate in, or benefit from, any school program on the basis of sex. Sexual harassment, whether verbal, physical or environmental, is unacceptable and will not be tolerated, whether it occurs on school grounds or at outside school-sponsored activities. This policy applies to all AAI school employees and students. All AAI employees have a duty to ensure that no student is subjected to sexual harassment and to help maintain a school environment free of such harassment.

- I. Definition of Sexual Harassment. Sexual harassment is unwelcome conduct of a sexual nature. Conduct is unwelcome if the student did not request or invite it and/or regarded the conduct as undesirable or offensive. Sexual harassment can include unwelcome sexual advances, requests for sexual favors, and other, verbal, nonverbal, or physical conduct of a sexual nature. Minors are not able to legally consent to conduct of a sexual nature.
 - A. Quid Pro Quo. The type of harassment traditionally referred to as quid pro quo harassment occurs if a teacher or other employee conditions an educational decision or benefit on the student's submission to unwelcome sexual conduct. Whether the student resists and suffers the threatened harm or submits and avoids the threatened harm, the student had been treated differently, or the student's ability to participate in or benefit from the school's program has been denied or limited on the basis of sex in violation of Title IX.
 - B. Hostile Environment. By contrast, sexual harassment can include actions that do not explicitly or implicitly condition a decision or benefit on submission to sexual conduct. Harassment of this type is generally referred to as hostile environment harassment. This type of harassing conduct requires a further assessment of whether or not the conduct is sufficiently serious to deny or limit a student's ability to participate in or benefit from the school's program based on sex.
 - C. Retaliation. Retaliation is another form of discrimination that occurs when an individual who files a complaint, or those who support the individual in filing the complaint or who are witnesses in the investigation, are treated negatively because of their participation in the complaint process. A retaliation claim can stand on its own, even if the underlying claim is unsubstantiated.

D. Who Can Be Involved? Teachers and other employees can engage in harassment. Students and third parties are not generally given responsibility over other students and, thus, generally can only engage in hostile environment harassment. Harassment can be peer-to-peer, teacher (or employee) to student or third party to student, (e.g., where an independent contractor or member of the public engages in harassment on school grounds or at a school-sponsored event).

II. Prohibited Conduct and Behavior. Any conduct by an employee, student or third party that can deny or limit the ability of another student (of the same or opposite sex) to participate in, or to receive the benefits, services, or opportunities of any AAI school program on the basis of sex is prohibited and will not be tolerated. This includes any circumstance where:

- An educational decision or benefit is conditioned on a student's submission to unwelcome sexual conduct;
- A student's submission to, or rejection of, unwelcome sexual conduct is used as a basis to deny the student the ability to participate in or benefit from any school program;
- The conduct alters a student's educational environment to the degree that it adversely affects the student's ability to participate in or benefit from any school program whether or not that student is the target of the harassment;
- The sex-based conduct is sustained and nontrivial;
- There is a pattern and practice of sex-based harassment;
- An instructor, administrator or other person in a position of authority engages in sex-based harassment of a student; or
- One student or a group of students engages in sex-based harassment of another student or students.

In addition, the following behaviors are strictly prohibited:

- Unwelcome sexual flirtations, advances or propositions;
- Derogatory, vulgar, or graphic written or oral statements regarding one's sexuality, gender or sexual experience;
- Unnecessary touching, patting, pinching or attention to an individual's body;
- physical assault;
- Unwanted sexual compliments, innuendoes, suggestions or jokes; and
- Displays of sexually suggestive pictures or objects.

III. Sexual Harassment Training. Students, instructors, and staff shall receive training on this Student Sexual Harassment Policy. Students shall undergo training from a designated instructor during the course of their respective program. Instructors and staff members shall receive training annually. In no event shall a student or school employee exceed a period of 18 months without training. The training will include an approved presentation/program regarding sexual harassment and how to recognize it. The training will also include information on when, how, where and to whom to report and grieve incidents of sexual harassment

IV. Sexual Harassment Grievance Procedures

A. How to File a Complaint. All complaints of suspected, observed or experienced sexual harassment shall be reported/filed immediately with the Director of Education,

immediate supervisor, department head, any other member of management, or the school Executive Director. A complaint may be verbal or written and need not be on a particular form. Any instructor or employee of the school who reasonably believes either a student has been harassed based on sex or who receives a complaint or notice of harassment, must immediately report the alleged behavior or notice to the Executive Director. The Executive Director or an employee appointed by the Executive Director shall serve as the campus Title IX Coordinator. Failure to comply with this Policy shall be grounds for disciplinary action, up to and including termination.

The contact and address information for the Executive Director is:

Dr. Joel Kostman, Executive Director
6829 N. 46th Avenue
Glendale, AZ 85301
Phone: (623) 934-7273
Email: jkostman@aai.edu

Contact information for Arizona Automotive Institute can also be found at www.aai.edu or in the current school catalog.

If the Executive Director or Title IX Coordinator is the alleged harasser, the harassment should be reported to the Corporate Human Resources Department, who will serve as the Title IX Coordinator in that circumstance. The contact and address information for the Corporate Human Resources Department is as follows:

Donna Gilley, Human Resources
8701 Eules Bedford Rd., Suite 400
Hurst, Texas 76053
Phone: (682) 334-5620
Email: dgilley@ancoraeducation.com

- B. Initial Review of Allegations. Within two (2) school days or, as soon thereafter as practicable, of receipt of information of a complaint of sexual harassment, the Title IX Coordinator will discuss the alleged harassment with the complainant and the actions the complainant is seeking in response to the harassment. If a school employee has directly observed sexual harassment of a student, the Title IX Coordinator shall immediately contact the student who was harassed (or the legal guardian, depending upon the age of the student). They will explain that the school is responsible for taking steps to correct the harassment, and discuss the harassment and desired actions with the student (or the legal guardian).
- C. The Investigation.
 - 1. In General. Every instance of sexual harassment of which the school has notice shall be promptly documented and investigated by the Title IX Coordinator and may be reported to the local police department for independent investigation depending upon the nature, frequency and severity of the alleged harassment. If deemed appropriate based on the circumstances, the Title IX Coordinator may take interim measures during the investigation to protect the alleged victim of harassment

including, but not limited to, segregating the alleged harasser from the alleged victim, placing the alleged harasser on paid leave, etc. Responsive measures will be designed to minimize, as much as possible, the burden on the alleged victim. Whenever possible, the alleged victim shall not be removed from class or an activity, and the alleged harasser will be separated from the alleged victim, and if appropriate, other students. The investigation will be grounded in reasonableness and the school will have flexibility to determine appropriate responses. In every instance, the Title IX Coordinator shall maintain on-going contact with the Complainant throughout the course of the investigation.

2. Limited Confidentiality. The Title IX Coordinator will make every effort to keep the investigation and the parties thereto, including witnesses, confidential, except as necessary to carry out the investigation.
3. Factors that may be considered during the investigation include the following:
 - The degree to which the conduct affected one or more students' education. A hostile environment can occur even if the harassment is not targeted specifically at the individual complainant. For example, if a student, group of students, or an instructor regularly directs sexual comments toward a particular student, a hostile environment may be created not only for the targeted student, but also for others who witness the conduct.
 - The type, frequency, and duration of the conduct. The more severe the conduct, the less the need to show a repetitive series of incidents; this is particularly true if the harassment is physical. A single or isolated incident of sexual harassment may, if sufficiently severe, create a hostile environment.
 - The identity of, and relationship between, the alleged harasser and the subject or subjects of the harassment. For example, due to the power an instructor has over a student, sexually-based conduct by an instructor toward a student is more likely to create a hostile environment than similar conduct by another student.
 - The number of individuals involved. Sexual harassment may be committed by an individual or a group.
 - The age and sex of the alleged harasser and the subject or subjects of the harassment. For example, in the case of younger students, sexually harassing conduct is more likely to be intimidating if coming from an older student.
 - The size of the school, location of the incidents, and context in which they occurred. Harassing conduct occurring in a classroom may be more intimidating than similar conduct in school common areas because the restricted area makes it difficult for students to avoid their harassers.
 - Other incidents at the school. A series of incidents at the school, not involving the same students, could, if taken together, create a hostile environment, even if each incident by itself could not create a hostile environment.
 - Incidents of gender-based, nonsexual harassment. Acts of verbal, nonverbal or physical aggression, intimidation or hostility based on sex, which do not involve sexual activity or language, can be considered in combination with incidents of sexual harassment to determine if the incidents of harassment create a sexually hostile environment.

4. Relevant Information for Investigation. The Title IX Coordinator may collect and consider the following types of information.
 - Statements by any witnesses to the alleged incident;
 - Evidence about the relative credibility of the allegedly harassed student and the alleged harasser;
 - Evidence that the alleged harasser has been found to have harassed others;
 - Evidence that the allegedly harassed student has made false allegations against other individuals;
 - Evidence of the allegedly harassed student's reaction or behavior after the alleged harassment;
 - Evidence as to whether the student claiming harassment filed a complaint or took other action to protest the conduct soon after the alleged incident occurred; and,
 - Other contemporaneous evidence of the harassment (e.g., reporting conduct to parents, friends, etc.).

- V. Report and Communication of Finding and Recommendations to Parties. Within 10 school days or, as soon thereafter as practicable based on all of the facts and circumstances, the Title IX Coordinator will provide written notice of his/her findings to the complainant and accused harasser ("Parties"). The findings will include, but not be limited to, whether the allegations of sexual harassment were substantiated, and if so, the disciplinary and remedial measures recommended to address/remedy the substantiated sexual harassment claims.

If the Title IX Coordinator determines that the sexual harassment claim is substantiated, he/she will recommend immediate action to end the harassment and prevent its recurrence. The recommended action will depend upon the degree of control the school has over the harasser and the nature, frequency and severity of the substantiated sexual harassment. In all instances, the Title IX Coordinator shall follow-up and communicate with the Complainant at the conclusion of the investigation to assess whether there has been ongoing sexual harassment or retaliation, and to determine whether additional supportive measures are needed. The recommended action could include a verbal warning, written reprimand, a no-contact requirement, short-term or long-term suspension, expulsion or termination, consistent with AAI's Termination and/or Conduct policies. Counseling for the Complainant and the harasser will also be considered as possible remedial action.

- If the harasser is an instructor or school employee, the Title IX Coordinator will recommend discipline commensurate with the substantiated violation up to and including, immediate termination.
- If the harasser is another student or students, the Title IX Coordinator will recommend discipline commensurate with the substantiated violation, up to and including immediate expulsion.
- If the harasser is a third party over which the school has some control, such as an independent contractor working for the school, the Title IX Coordinator may recommend immediate termination of the relationship and steps to prohibit entry on school grounds or at school-sponsored activities.
- If the harasser is a third party over which the school has little or no control, the Title IX Coordinator may recommend that the school call upon the principal, parent or other

person/entity who has some control over the third party and request that the third party take steps to immediately and appropriately discipline the harasser.

- If the substantiated sexual harassment denied or limited the victim's ability to participate in or benefit from a school program, the Title IX Coordinator will recommend the steps deemed necessary to remedy these effects of harassment and work with the victim and his/her legal guardians, as warranted under the circumstances.

VI. Appeal of Title IX Coordinator's Findings and/or Recommendations. The Parties shall have five (5) school days from the date of receipt of the Title IX Coordinator's findings and recommendations to challenge them by filing a notice of appeal.

- If the Title IX Coordinator has recommended termination or expulsion, a notice of appeal shall be filed with the Corporate Human Resources Designee as follows:

Donna Gilley, Human Resources
8701 Eules Bedford Rd., Suite 400
Hurst, Texas 76053
Phone: (682) 334-5620
Email: dgilley@ancoraeducation.com

A review shall be scheduled before an executive committee comprised of at least one or more representatives from each of the following groups: Home Office Compliance, Regional or Corporate Executive Level Employee, and Human Resources. The meeting will take place on the next available date when a quorum of at least one (1) committee member from each respective group is available.

- If the recommendation does not include termination or expulsion, a written request for reconsideration shall be submitted to the Title IX Coordinator. The Title IX Coordinator shall conduct any further investigation required by matters raised in the request for reconsideration and modify his/her findings and recommendations if deemed appropriate after such further investigation. The Title IX Coordinator's decision on the request for reconsideration shall be final.

VII. Title IX Coordinator Implements Final Findings and Recommendations. On the first day following expiration of the appeal period (or a decision on appeal), the Title IX Coordinator will implement the final findings and recommendations.

VIII. Prohibition Against Retaliation. The school will not tolerate discrimination or retaliation against any student who files a good-faith sexual harassment complaint, even if the investigation produces insufficient evidence to support the complaint or if the allegations cannot be substantiated. Likewise, the school will not tolerate discrimination or retaliation against any individual who participates in the investigation of a sexual harassment complaint. Any perceived retaliation should be immediately reported to the Title IX Coordinator for investigation.

Arizona Automotive Institute will take all steps that are necessary to ensure that this policy prohibiting sexual harassment is strictly enforced.

Copyright and Academic Integrity

Students are expected to maintain the highest standards of academic conduct by always submitting their own original work for all assignments, research papers, tests, and projects. Students found to engage in plagiarism, cheating, or other forms of academic dishonesty will be subject to negative consequences up to, and including termination from school.

Plagiarism is the use of another's words or ideas without proper citation, and includes copying large sections of text or images from print or electronic resources, or another student's work. Students may avoid plagiarism by forming ideas in their own words, quoting only limited passages of borrowed text, and always acknowledging the origin of borrowed ideas or words with a correct citation.

Copyright is a form of protection provided by the laws of the United States (title 17, US Code and 1976 Copyright Act) to authors of literary, dramatic, musical, artistic, and other intellectual works, both published and unpublished. The principle of "Fair Use" allows the public to freely utilize portions of copyrighted material for purposes of commentary or criticism, including limited academic use.

The penalty for copyright infringement (unauthorized distribution of copyrighted material) may include:

- Dismissal from the program and school
- Penalties and fines for damages, court costs, and legal fees
- Incarceration

Complete information about copyright may be obtained from the U.S. Copyright Office, or online at www.copyright.gov.

Family Educational Rights and Privacy Act (FERPA)

Arizona Automotive Institute is committed to the privacy and security of our students. AAI's Student Records Policy complies with the Family Educational Rights and Privacy Act of 1974 (FERPA) which establishes students' rights and institutions' responsibilities regarding the privacy of education records. It provides guidelines for maintaining the confidentiality of education records and monitoring the release of information from those records.

The Family Educational Rights and Privacy Act (FERPA) afford current or former students certain rights with the respect to their educational records. Students have the right to:

1. Inspect and review their individual school records within 45 days of the written request. Students should contact the Registrar's office to determine the location of appropriate records and the procedure for reviewing such records.

A student should submit a written request that identifies the record(s) the student wishes to inspect. Request for finance records go to the Financial Aid Office, and requests for other records to the Registrar's Office. An Arizona Automotive Institute official will arrange for access and notify the student of the time and place where the records may be inspected.

2. The student has the right to seek an amendment of records that are believed to be inaccurate, misleading, or otherwise in violation of the privacy rights. Students requesting an amendment of records should submit a written, dated request to the Registrar's office and clearly identify the part of the record to be changed, and specify why it is inaccurate, misleading or a violation of privacy.
 - If Arizona Automotive Institute decides not to amend the record as requested, AAI will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without prior consent from the parents or eligible student as applicable. Students must provide a signed, dated and written request allowing Arizona Automotive Institute to disclose the information. Students must state the records that may be disclosed, state the purpose of the disclosure, and identify the party to whom the disclosure may be made. NOTE: FERPA does authorize AAI to disclose student personal identifiable information without consent to other school officials, any contractor or consultant contracting with Arizona Automotive Institute, representatives of the Secretary, the state, an organization conducting studies, accrediting agencies, a federal grand jury subpoena, etc.

A school official is a person employed by the school in an administrative, supervisory, academic, or support staff position; a person or company with whom the school had contracted (such as an auditor, attorney or collection agency); a person serving on the Board of Directors, a student serving on an official committee (such as grievance or disciplinary committee) or assisting another school official in performing his/her tasks. A school official has a legitimate educational interest, if he/she must review the education record in order to fulfill his/her official responsibilities.

4. Upon request from the student or institution, Arizona Automotive Institute may disclose education records without the student's consent to officials of another school that the student seeks or intends to enroll.
5. File a complaint with the U.S. Department of Education concerning alleged failures by Arizona Automotive Institute to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office (FERPA)
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 40202-4605

6. Notify Arizona Automotive Institute's Education Office in writing if the student wishes to withhold his or her information from the "Directory" information. The school may release information without the student's consent where the information is classified as

“Directory Information”. The following categories of information have been designated by Arizona Automotive Institute as directory information:

- Name
- Address
- Telephone listing
- E-mail address
- Photographs
- Field of study

Students who do not want such information released without their consent should notify the Education Office.

Graduate Employment Assistance

Arizona Automotive Institute places an emphasis on graduate employment assistance; we consider this one of the most important services we can offer our students. The Career Services department helps connect graduates to the workforce by providing specific services that relate to preparing for and identifying employment opportunities.

This office provides the following services:

- Assistance in preparation of resumes and cover letters
- Job coaching services to improve or enhance interviewing (and other) job seeking skills
- Advice and information on job availability in specific areas of training
- Continuous, individualized employment assistance

The school develops contacts with employers and generally has requests from employers for graduates. To do this, Arizona Automotive Institute maintains a contact file of potential employers that is constantly updated. Employers are also invited to come to the Arizona Automotive Institute campus for job interview sessions.

Arizona Automotive Institute is very proud of the success of our graduates; however, the school does not and will not guarantee employment. Students are also informed that they should be ready to relocate upon graduation, as this may increase their employment opportunities.

Advising

The school has an open-door policy and encourages students to discuss any questions or suggestions with whomever they may wish at any time. However, the school encourages students to follow the traditional “chain-of-command” policy practiced by most employers. This chain begins with the student’s instructor (equivalent to immediate supervisor in the workplace) and continues through the Director of Education to the Executive Director.

Housing

The school does not provide formal assistance but will provide contact with various apartment locator services in the general vicinity of the campus.

Transportation

Arizona Automotive Institute facilities are conveniently located near public transportation and major freeways. If a student has transportation problems, we try to arrange a car pool since we have students commuting from many parts of the city.

Health and Safety

We will attempt to provide safe facilities and a workplace free from recognized hazards. Each program has specific guidelines that will be explained by the individual instructors. Students are expected to use common sense at all times to prevent injury to themselves and others. The school maintains first aid kits for emergencies. All accidents and injuries must be reported to a manager or supervisor immediately.

General safety rules that should be observed at all times include:

- Operating mechanical and electrical equipment only according to prescribed procedures;
- Wearing safety glasses and other personal protective equipment whenever and wherever training activities call for them.

We will strive to provide appropriate information, ongoing training and supervision to create a safe and healthy environment.

Student Insurance

Certain risks are inherent in any work involving regular contact with mechanical and electrical equipment. While stringent precautions are taken to ensure safety, accidents can occur. Arizona Automotive Institute does not assume financial responsibility for injuries due to student negligence. All students should have their own personal medical insurance or be covered by their families' medical insurance while attending school.

Grievance Resolution

Arizona Automotive Institute's stated objective is the preparation of its graduates for a career in their chosen field of training. If a student has a grievance, the following procedure must be followed. It is Arizona Automotive Institute's desire that a grievance be settled at the lowest possible level, and resolved as rapidly as possible.

1. A student will attempt to resolve a grievance with the person involved.
2. If a student is unable to resolve the grievance with the person involved, it should be submitted in writing to that person's supervisor.
3. If the grievance is still unresolved after two days, the student should submit a written summary to the Executive Director. A meeting will be set up to include the student, person involved, and the Director. Every effort will be made to resolve the grievance at this point.
4. If the student notifies the Executive Director in writing that the student does not consider the grievance to be resolved, a written summary by the Executive Director, along with all other materials, will be forwarded to:

Regional Vice President of Operations
STVT-AAI Education Inc.
8701 Bedford Eules Rd., Suite 400
Hurst, Texas 76053

A written decision on the grievance report will be sent to the student and the Executive Director within five working days after receipt of the signed grievance.

If the student complaint cannot be resolved after exhausting the Institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the State Board for further details. The State Board address is 1740 W. Adams Street, Suite 3008, Phoenix, AZ 85007. Phone: 602-542-5709; Website: www.azppse.gov.

Student Complaint/Grievance Procedure

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

Accrediting Commission of Career Schools and Colleges (ACCSC)
2101 Wilson Blvd., Suite 302
Arlington, Virginia 22201
Phone: 703.247.4212
www.accsc.org

A copy of the Commission's Complaint Form is available at the school and may be obtained by contacting the Executive Director or online at www.accsc.org.

Students may also contact the U. S. Department of Education Ombudsman Group; this office will receive, review and attempt to resolve disputes from students regarding Federal Student Aid complaints. The Ombudsman Group may be reached at:

U.S. Department of Education
FSA Ombudsman Group
830 First Street, N.E.
Fourth Floor
Washington, DC 20202-5144
Phone: 877.557.2575 Fax: 202.275.0549

<http://studentaid.ed.gov/repay-loans/disputes/prepare>

Dispute Resolution

The following procedure shall apply to the resolution of any dispute arising out or in any way related to a student's Enrollment Agreement with the school, any amendments or addenda thereto signed by the student or the subject matter thereof, the student's enrollment, attendance and completion of the student's education program, including without limitation, any statutory, tort, contract, equity or other claim (including all claims presented as a class action) (the "Dispute"):

1. Any Dispute shall be resolved first by use of the Grievance Resolution procedures as outlined in the School Catalog, effective on the date the student's enrollment agreement is signed and accepted by the School Official.
2. If the Dispute is not resolved pursuant to the school's Grievance Resolution procedures as outlines in the School Catalog within 45 days from the date the student submits a written complaint to the STVT – AAI Education Inc. Corporate Office, then the Dispute shall be resolved by binding arbitration in accordance with the Commercial Arbitration Rules of the American Arbitration Association (AAA) then in effect, and judgment upon the award rendered by the arbitrator may be entered in any court having jurisdiction thereof.
 - a. The Federal Arbitration Act shall govern this arbitration agreement. The substantive law that will govern the interpretation of a student's Enrollment Agreement and related documents and the resolution of any Dispute will be the law of the state where the school is located.
 - b. Arbitration shall be the sole method of resolving all Disputes between the parties to this agreement.
 - c. Arbitration will take place before a single neutral arbitrator, chosen according to the AAA Commercial Rules, in the city in which the school attended by the student is located.
 - d. The parties may take discovery through interrogatories, depositions and requests for production that the arbitrator determines to be reasonable and necessary.
 - e. The arbitration shall be conducted in the English language.
 - f. The arbitrator shall have the authority to grant interim remedies pursuant to the AAA's Optional Rules for Emergency Measures of Protection then in effect. The arbitrator shall have the authority to award monetary damages measured by the prevailing party's actual damages and may grant any non-monetary remedy or relief that the arbitrator deems just and equitable and within the scope of this agreement between the parties. Judgment on the award rendered by the arbitrator may be entered in any court having jurisdiction.
 - g. The arbitrator shall not have any authority to award punitive damages, treble damages, consequential or indirect damages, or other damages not measured by the prevailing party's actual damages.
 - h. The prevailing party as determined by the arbitrator will be entitled to recover its reasonable attorney's fees and arbitrator administrative costs.
 - i. The arbitrator also shall not have any authority to alter any grade issued to a student.
 - j. The parties shall bear their own costs and expenses. The parties also shall bear an equal share of the fees and costs of the arbitration, which include but are not limited to the fees and costs of the arbitrator, unless the parties agree otherwise or the arbitrator determines otherwise in the award.

- k. Except as may be required by law, neither party nor an arbitrator may disclose the existence, content, or results of any such arbitration without the prior written consent of both parties.

Student Conduct

Students are expected to conduct themselves in a courteous and professional manner and adhere to the school policies.

Generally, a student may be asked to leave a classroom if, in the opinion of the instructor, the student's dress, manner, appearance or behavior distracts or interferes with the educational process. Violation of school policies may result in disciplinary action up to and including dismissal from school. A student's ability to reenter school is at the discretion of the Executive Director.

Specific examples of acceptable behavior are below:

1. Students will display respect for fellow students, faculty, and school staff members.
2. Students will not interfere with the learning progress of any other student(s).
3. Students will put forth a reasonable effort to learn and to conclude their training within the scheduled training period.
4. Students will attend all scheduled classes and have valid reasons for any time missed.
5. Students will not bring unfavorable criticism or disrepute upon the school or fellow students.
6. Students will adhere to the dress code at all times.
7. Students will refrain from abusive, vulgar, or profane language on school premises.
8. Students will not engage in cheating in any form.
9. Students will not bring alcohol, illegal drugs, or weapons of any kind onto school premises, or be under the influence of alcohol or illegal drugs while on school premises.
10. Students will not engage in gambling, fighting, soliciting, or distribution of literature of any kind on the school premises.
11. Students will not remove any supplies, textbooks, equipment or other school property from the premises without prior written permission from the Executive Director. Students will not misuse, vandalize, or otherwise damage any school property.
12. Students will not eat or use tobacco products in labs, or other non-designated areas. No drinks of any kind are permitted in the lab areas.
13. Students will leave their classrooms and lab areas clean at the end of the class period. Students will not bring visitors to the school without prior permission from the Executive Director.
14. Students will make all tuition payments as scheduled.
15. Arizona Automotive Institute is not responsible for, and will be held harmless for, damage to or loss of personal property, including clothing, jewelry, and other items that may be damaged by equipment, chemicals, etc. Property loss should be reported immediately to a school staff member, and the school will make every effort to assist the student to recover lost property. Found items should be given to a school staff member so the owner can be contacted.
16. Arizona Automotive Institute assumes no responsibility for missing tools, tool kits, toolboxes, book bags or computer belonging to students. The basic tools specified by the school are the only tools required for training. Students should not bring any other tools, tool kits or other equipment to the school. It is recommended that the student

check with their insurance company to be sure their tool kits and other equipment are covered since the school carries no insurance to cover any personal items belonging to students.

17. The use of cell phones in the classroom is prohibited unless permission is granted by the instructor for use for a related classroom activity or assignment.

Student Use of Computer Systems and Networks

Arizona Automotive Institute's computer systems and networks are provided for student use as a part of Arizona Automotive Institute academic programs. Students are not permitted to use their personal devices on the AAI computer network. This poses a security risk to the AAI infrastructure and is prohibited. All students have a responsibility to use AAI's computer systems and networks in an ethical and lawful manner. Students found to have misused AAI computer systems and networks may receive disciplinary action up to and including dismissal. Arizona Automotive Institute will not tolerate any abuse of computer systems and networks. This is not an all-inclusive list. In the case of a dismissal, the student will be subject to the refund policy as outlined in the School Catalog.

Examples of behaviors considered to be in violation of Arizona Automotive Institute's policy on student computer systems and network include:

- Sending obscene, harassing, intimidating and/or threatening messages through email or other means. Viewing or downloading, displaying, printing or otherwise disseminating material that is sexually explicit, profane, obscene, harassing, fraudulent, racially offensive, defamatory or otherwise unlawful.
- Downloading any software programs, files or other items including but not limited to internet accelerator programs, search engines, upgrades, enhancements, fonts, graphic images, photos or other items unless authorized to do so by the Director of Education or Executive Director. Transferring personal software to Arizona Automotive Institute computers is prohibited.
- Soliciting business, selling products, or otherwise engaging in commercial activities or personal advertisements. Using Arizona Automotive Institute's computer and/or network to perpetrate fraud, misrepresentation or illegal activity.
- Providing others with access to one's personal computer accounts or attempting to gain access to the computer accounts, files or system to which authorized access has not been granted.
- Attempting to circumvent or compromise Arizona Automotive Institute's computer security or the security of any remote system accessed through Arizona Automotive Institute equipment or networks.
- Creating or releasing computer viruses or engaging in other destructive or potentially destructive programming activities.
- Modifying, altering, or tampering with systems hardware or software unless explicitly authorized to do so by the Executive Director.

Academic Information

Class Size

The school will maintain a proper ratio between teachers and students to allow adequate attention to each individual in both theory class and the laboratory. The student-teacher ratio will generally not exceed 30:1 in theory classes and 20:1 in laboratory classes.

Definition of Clock Hour/Credit Hour

AAI's clock-to-credit hour conversion rate meets the requirements of the Accrediting Commission of Career Schools and Colleges (ACCSC). A minimum of one quarter credit hour is awarded for each 15 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of externship. Classroom lecture involves the presentation of theory; laboratory work involves the application of theory through the use of training aids; and externship, clinical practice, or practicum involves the application of knowledge and skills in a program-related facility. A clock hour is defined as a minimum of 50 minutes of instruction within a one-hour period.

The credit hours awarded for Federal Title IV financial aid purposes will be determined in accordance with U.S. Department of Education regulations. For programs subject to clock to credit conversion, students are assigned either homework or clinical assignments based on the requirements for each program. For these programs, one quarter credit hour is awarded for each 20 clock hours of instruction.

This is compliant with the U.S. Department of Education exception to the general requirement that one quarter credit hour is awarded for each 25 clock hours of instruction.

In accordance with U.S. Department of Education regulations, for programs that lead or are fully transferable to a degree, the clock to credit conversion is not required for these programs.

Transfer of Credit Hours to Other Institutions

Arizona Automotive Institute does not guarantee articulation with any educational institution for the transfer of credit earned at AAI. Check with the Executive Director for current articulation agreements with other colleges or universities. The transferability of credits earned at AAI will be determined by the receiving institution's policy and should not be assumed to be transferable.

Attendance Policy

AAI is an attendance taking institution. Each instructor will take and record each student's attendance in each class. Students are required to be in their scheduled classes every day and be on time for class every day. Students that miss more than 10 consecutive scheduled school days or 20 consecutive calendar days (excludes holidays), whichever occurs first, will be terminated from school for non-attendance. Students who are dismissed due to unsatisfactory attendance may request readmission for the next scheduled class start. For additional requirements, refer to the Incomplete and Make-Up section of the catalog.

Any student enrolled in Career Pathways for Ability-to-Benefit requirements, must adhere to the published attendance requirements.

Attendance Policy – Veteran Affairs Students

VA students who miss more than ten (10) consecutive school days or 20 consecutive calendar days (excludes holidays) whichever occurs first, will be terminated from school and may lose veterans educational benefits. VA students must also comply with the general standards of attendance progress as set by the U.S. Department of Veterans Affairs.

Students using veterans' benefits to attend Arizona Automotive Institute will have attendance monitored until the time the student drops, graduates, or completes the program. Unsatisfactory attendance will be reported to the Department of Veteran's Administration even if the VA student has completed the required number of hours to complete and no refund is due the student and/or refund sources. All violations of the attendance policy will be reported to DVA on VA Form 22-1999b within 30 days at such time the student exceeds the allowed number of absences.

Absences, Tardies, and Leaving Early

An absence, regardless of the reason, is recorded each time a student fails to attend a regularly scheduled class period. Students are considered absent for time missed in a regularly scheduled class or laboratory including time missed due to arriving late and/or leaving early.

The amount of time missed will be recorded as part of a student's permanent record. Work missed due to absence is subject to the Incompletes and Make-up Work policy.

Procedure for Withdrawing from School

Students who wish to terminate their training for any reason are required to take the following steps:

1. Notify the Director of Education, Executive Director, or other School Official in writing. The written notification should explain the reason(s) for wishing to terminate. Students will have the opportunity to meet with an appropriate staff member to determine if the problem can be resolved without termination.
2. Schedule an exit interview with a member of the Financial Aid staff. All student loan borrowers are required to complete an Exit Interview. This interview provides the student with valuable information related to the student's loan balance, repayment information, borrower rights and responsibilities, and lender information.

Students who are obligated for the full tuition at the time of withdrawal may request a grade of 'Incomplete' if withdrawing for an appropriate reason unrelated to their academic status. Such a student may re-enter during the 12-month period following the date of their withdrawal, and complete needed courses without a charge of tuition from their original enrollment agreement. If the incomplete subjects are no longer available due to program changes, the student will be charged at current rates and must meet the graduation requirements of the program revisions. A student that is granted an incomplete course status subsequent to his/her withdrawal will not, after re-entering, incur a tuition price increase based on program and course availability.

Federal Student Aid may not cover all unpaid institutional charges due to the school if a student withdraws from school. This may result in a balance owed to the school after the student has withdrawn. Students are encouraged to meet with a Financial Aid staff member prior to making the decision to leave school.

Termination

Students may be terminated/dismissed for violation of policies as listed in this catalog to include: not maintaining satisfactory academic progress, excessive absences or tardies, improper conduct, and failure to fulfill financial obligations to the school. In all cases, tuition and fees will be charged according to the approved refund policy.

Reinstatement into Training

Students may request to be readmitted to the school after being dismissed or voluntarily withdrawing. Requests must be submitted in writing to the Executive Director and will be considered only if the student can demonstrate that the conditions that led to the interruption in training have been satisfactorily resolved. Re-enter applicants must participate in the re-entry admissions process and be accepted by an authorized school Official.

Re-entering students will be charged at current tuition rates for the remaining period of training. In the event the admissions requirements change, re-entry applicants may be required to provide additional documentation to prove eligibility.

Students who are terminated for failing to maintain satisfactory academic progress must wait a minimum of one term before applying for readmission, and will be readmitted on SAP probation status. Students in financial aid eligible programs will not be eligible for financial aid until achieving a cumulative grade point average that complies with the AAI Satisfactory Academic Progress Policy. Students who do not achieve satisfactory progress at the end of this probationary period will be terminated. Students who were dismissed due to unsatisfactory attendance progress may not re-enter before the start of the next progress evaluation period. The academic plan instituted at the time of reinstatement is based on current course schedules and class capacities, is subject to change due to course and seating capacity availability, and is not guaranteed.

Re-Admission for Military Service Members

A re-entering student who was required to withdraw because of active military status will be promptly re-entered with no advance notice required by the student if re-entering within five (5) years of completion of service, unless unusual circumstances require the school to admit the student at a later date. Re-entry will be processed into his/her same program of study at the same enrollment status and with the same number of hours previously completed. If that program is no longer offered, the student will be re-admitted to the program that is most similar in terms of content and credit hours unless the student requests admission to a different program. If the school assesses that additional academic preparation is required before resuming active enrollment, this will be provided by the school at no charge to the student. In all cases, the student will be charged the same tuition and fees that would have been assessed at the time the student left the school for active military service.

Students may contact the Director of Education for more information about this policy and eligibility, or when ready to re-enroll.

Graduation Requirements

In order to graduate, students must pass each course in their program of study, maintain the minimum required CGPA of 2.0, and complete all program requirements within a period of time that does not exceed 1.5 times the program length. The graduate who meets all the requirements and is in good financial standing with the school will be awarded a diploma that bears the graduate's name, the program of study, the signature of the Executive Director and the Director of Education or other School Official, and seal of the school.

Graduation Honors

An honors graduate is one who has completed their program of study in an exemplary manner. Successful candidates for the Honors Program must meet all of the following criteria:

Summa Cum Laude: Earn a final GPA of 3.76 to 4.00

Magna Cum Laude: Earn a final GPA of 3.50 to 3.75

Cum Laude: Earn a final GPA of 3.25 to 3.49

Additionally, graduates must have maintained a minimum cumulative attendance rate of 90% or higher throughout their program of study, and:

- Demonstrate professionalism and good school citizenship at all times;
- Obtain approval of the Director of Education, and;
- Fulfill all other graduation requirements.

Instructional Programs – Homework

All credit hour programs contain required homework assignments. The required assignments are documented within each course syllabus. Students are required to complete the designated homework assignments and submit the homework to the course instructor. All homework is graded and represents a minimum portion of the final grade as specified for each course.

Program Transfers

Students who drop and then subsequently enroll into a different program within the school are treated as new starts for purposes of calculating Satisfactory Academic Progress for the new program; however, if any courses taken in the old program transfer into the new program, then the grades earned by the student in those courses must be included in the Satisfactory Academic Progress calculation for the new program, and the credits that are transferred from the old program to the new program will be counted as credits attempted and credits completed.

Leave of Absence

A leave of absence (LOA) may be granted to a student for a limited number of reasons deemed acceptable by the Executive Director, Director of Education, and Director of Financial Aid. Only the Executive Director may authorize a leave of absence, and only under the following conditions:

- a. The student intends to return to school with a stated, specific return date.

- b. The leave of absence is requested in writing by the student, and is signed by both the student and authorized School Official.
- c. The request for Leave of Absence is made by the student and approved by the school prior to the start of the term (for term-based programs).
- d. The school may not charge the student for the leave of absence.
- e. The leave of absence is limited to a maximum of 90 calendar days per LOA period.
- f. No more than two leaves of absence may be granted for the same student in any twelve (12) month period.

Attendance records shall clearly show the dates for which the leave of absence is granted. Failure of a student to return from a leave of absence will result in termination of enrollment from the school, and any unearned tuition shall be refunded within refund guidelines.

Appeal Process – Non Financial Aid

A student who feels that an adverse action by the school has affected his/her status with the school may submit a written appeal to the Executive Director of the campus.

The Executive Director of the campus will evaluate the appeal on its individual merits and may elect to waive the adverse action in light of extenuating circumstances such as serious illness or injury, active military duty, or death in the family. The appeal and the decision will be documented in the student's file and the Executive Director's decision will be final.

Approval for appeal will be granted for good cause by the Director of Education, the Executive Director, and the Regional Vice President of Operations. Appeals and approvals must be documented in the student's academic files.

Auditing a Course

If space permits, a graduate may audit any course within his/her program of study. Graduates auditing courses are expected to fully participate in the course, and class attendance is required. Tuition for auditing a course is waived for graduates of Platt College. Students may be required to purchase tools, textbooks, uniforms, etc. for the audited course. Financial aid is not applicable. Courses students audit will be reflected with an 'AU' grade on the transcript.

In select cases as allowed by Arizona Automotive Institute, a graduate may be allowed to take a course outside of a program of study, subject to space and prerequisite allowances. A student enrolled outside of a specific program is considered a non-degree seeking student. Non-degree seeking students are subject to all campus policies and attendance is required. Students auditing a course as graduates are subject to audit restrictions described in the catalog.

Academic Standards

Academic Year

Arizona Automotive Institute's Academic Year is defined as follows:

Quarter credit hour programs defined as 36 credits and 30 weeks

Program	Actual Program Length
Automotive Service Technology	50 weeks
Diesel-Heavy Truck	50 weeks
Heating, Ventilation, Air Conditioning & Basic Refrigeration	40 weeks
Combination Welding	40 weeks

Grading System

Progress records are maintained by the school and furnished to students.

Grading Scale

Grade	Numerical %	Interpretation GP	Value
A	90-100	Excellent	4.0
B	80-89	Above Average	3.0
C	70-79	Average	2.0
D	60-69	Below Average	1.0
F	0-59	Fail	0.0
W	N/A	Withdrawn	N/A
I	N/A	Incomplete	N/A
T	N/A	Transfer	N/A

The grade of F (Failure) is awarded to students who fail to achieve the course objectives.

Grading Policies

Student performance will be evaluated in the following manner:

Professionalism	10%
Homework, Daily Assignments (class/lab), research project	15%
Quizzes	20%
Tests	25%
Course midterm, skills lab tests/final, course final	30%
Total	100%

A student earning the grade D or above is considered to have passed the course and is eligible to pursue further studies. A student receiving a grade of F has failed the course. A failed course must be repeated and passed to meet AAI graduation requirements. Further, a failed class may be a prerequisite for other classes and may have to be repeated prior to continuing to other classes in the program.

- No extra credit will be granted.
- All test grades (quizzes, tests, midterms, final exams) are final.
- No test retakes are allowed.

At the end of each payment period, after final course grades have been assigned, the student's grade point average (GPA) is calculated as follows:

$$\text{GPA} = \frac{\begin{aligned} &(\text{Course \#1 grade point value}) \times (\text{Course \#1 value in credit hours}) \\ &+ (\text{Course \#2 grade point value}) \times (\text{Course \#2 value in credit hours}) \\ &+ \text{Etc. for all courses attempted during term for which a grade point value is received} \end{aligned}}{\text{Total Credit Hours Attempted}}$$

The CGPA is calculated in the same way, but all enrollments in courses required by the student's educational program are included. If courses are repeated, only the higher grade is used to calculate the CGPA. Only courses with final grades are used for calculating CGPA.

Students must make satisfactory academic progress based on Qualitative and Quantitative measures.

Progress records are kept by the school and furnished to students.

Satisfactory Academic Progress Policy

To maintain Satisfactory Academic Progress (SAP) for Federal Title IV funds, a student must maintain the minimum cumulative grade point average (CGPA) and progress at a pace to ensure completion within the maximum timeframe. Both requirements are assessed at the end of each Payment Period. AAI defines a payment period as a term for all programs.

Qualitative Progress Measurement: Minimum Cumulative Grade Point Average

Students are expected to maintain the minimum cumulative grade point averages indicated in the table below as they progress through their programs. Students who have been dropped from educational programs eligible for federal financial aid due to failure to make Satisfactory Academic Progress (SAP) and who subsequently re-enter will not be eligible for financial aid until the point that they meet SAP including the cumulative minimum grade point average indicated in the SAP Assessment Table below.

At the end of two academic years of enrollment, students in programs longer than two (2) academic years must have a CGPA of at least 2.0 or the equivalent needed to graduate within the maximum time frame.

Quantitative Progress Measurement – Pace of Completion

To maintain the SAP quantitative requirement, also known as pace of completion (POC), students must attempt no more than one and one-half times (1.5) the credit hours required to complete the student’s program of enrollment. At the end of each payment period or term, students are expected to maintain the minimum pace of completion percentage indicated in the SAP Assessment Table below as they progress through their programs.

The percent of program credits attempted can be calculated by dividing the total credits the student has attempted by the total number of credits in the program.

The POC is calculated by dividing the cumulative credit hours successfully completed by the cumulative credit hours attempted. Academic credit hours transferred from another institution and accepted towards the completion of the student’s program count as both credits attempted and completed. Only passing grades count as successful completions. See grade scale with chart for which grades count as attempted and successfully completed (“earned”).

The table below demonstrates one and one-half times the program length in academic credits, for sample program lengths.

Program Length in Academic Credits Required	Maximum Timeframe (Maximum Allowed Credits Attempted)
50	75.0
56.5	84.75
60	90.0

Once the school determines that a student is not progressing at a pace to complete the program in the maximum time frame, the student is no longer eligible to receive federal financial aid disbursements and the student may be withdrawn per the procedures noted below. There are several variables that affect calculating the maximum time frame, including, but not limited to:

1. All attempted credit hours for courses required by the student’s educational program are counted regardless of whether aid is received to pay for them.
2. Any transfer hours that are accepted from other colleges toward completion of the program are counted as attempted and earned credits. Grades for courses that are transferred from other institutions are not included in the CGPA.
3. When a course is repeated, all attempts are counted as attempted credits. The higher of the two grades will be used to calculate the student’s CGPA.
4. A withdrawal from a course is counted as attempted credits, but not as credits earned.
5. All incompletes are counted as attempted credits when a grade is earned and are then included in the CPGA.

See Incomplete and Make-Up Work policy for further explanation. The school does not offer remedial coursework.

SAP Assessment Table

Program	Length	Assessment	Period 1	Period 2	Period 3	Period 4
HVAC & BR	4 Terms	CGPA	1.00	1.50	1.70	2.00
		POC	50.00%	50.00%	66.67%	66.67%
		Credits Attempted	1 – 12.5	13 - 25	25.5-37.5	38+
CW	4 Terms	CGPA	1.00	1.50	1.70	2.00
		POC	50.00%	50.00%	66.67%	66.67%
		Credits Attempted	1 - 14.5	15-28.5	29-42.5	43+
AST, DHT	5 Terms	CGPA	1.00	1.50	1.70	2.00
		POC	50.00%	50.00%	66.67%	66.67%
		Credits Attempted	1 - 12	12.5-24	24.5-36	36.5+

Change of Program of Study

Students who withdraw from school and then subsequently re-enroll into a different educational program at AAI are treated as new starts for purposes of calculating Satisfactory Academic Progress (SAP) for the new program. All enrollments for all the credits that are applicable to the new program will be counted in the SAP calculation based on the grades received.

Course Repeats

Students may repeat failed courses. A student may also, at the discretion of the Executive Director or the Director of Education, be permitted or required to repeat a previously passed course. A non-refundable retake fee as outlined on the enrollment agreement will be charged to a student to repeat a course. Repeating courses for academic purposes other than failure must be approved by the Executive Director.

Students are allowed to repeat a course twice, except where the educational program limits repeating a course once. As noted above, repeating coursework can affect a student’s satisfactory academic progress and pace of completion.

Maintaining Satisfactory Academic Progress

To maintain SAP a student must maintain the minimum CGPA and progress at the appropriate pace to ensure completion within the maximum timeframe. Both requirements are evaluated at the end of each payment period. The most recent SAP evaluation status is used to determine financial aid disbursement eligibility. Students must have a CGPA of at least 2.0 or the equivalent at the end of two academic years of enrollment and at graduation.

Financial Aid Warning (SAP Warning)

Students failing to meet the required SAP minimums at the end of a payment period or term will be placed on “Financial Aid Warning.” Students placed on Financial Aid Warning may continue to receive Federal Title IV financial aid for the Financial Aid Warning period. The Financial Aid Warning period cannot exceed one payment period. Students will be notified of their Financial Aid Warning status in writing and will receive academic advisement to assist them in improving their academic progress. Students who achieve the required SAP minimums at the end of the

Financial Aid Warning payment period will be placed back in good standing. Students who do not achieve the required SAP minimums at the end of the payment period will lose federal student aid eligibility unless they submit a successful appeal and are placed on Financial Aid Probation. In some cases, students may be permitted to continue in attendance on FA Ineligible status without receiving federal financial aid funds, only after a successful appeal for academic continuation.

Financial Aid Probation (SAP Probation)

Students who lose Federal Title IV eligibility due to not meeting the SAP requirements and who successfully appeal their loss of eligibility may be placed on Financial Aid Probation for one payment period. If the appeal is granted the student is placed on Financial Aid Probation and may be subject to an Academic Plan. Students who do not meet the SAP requirements at the end of each payment period under the requirements of their Financial Aid Probation will lose Federal Title IV eligibility. Students who have appealed loss of eligibility may remain in school until the determination of the appeal, but will not be eligible for Federal Title IV funds until and unless the appeal is granted. If the appeal is denied the student is liable for the educational costs of that term.

Re-Establishing Financial Aid Eligibility

Reinstatement with an Appeal

You may appeal to regain your eligibility for financial aid if you had extenuating circumstances that prevented you from making satisfactory academic progress. The appeal process is outlined below.

Satisfactory Academic Progress (SAP) Appeal

Students who are on Financial Aid Warning and will not successfully meet applicable standards at the end of the payment period can appeal to be placed on Financial Aid Probation. Students can begin the appeal process prior to the end of the payment period. Students who have filed an appeal will continue without federal financial aid eligibility until a decision is rendered.

Some acceptable circumstances for a SAP appeal are:

1. Illness of student
2. Loss of family member
3. Unexpected medical care of a family member
4. Military Duty
5. Emergency response team member responsibilities
6. Other special circumstances beyond the student's control

Students are encouraged to document the reason for their appeal for the consideration of the Executive Director and failure to adequately document may be the basis for denial. The student must submit specific information regarding why he or she failed to make satisfactory academic progress and what has changed in the student's situation that will allow the student to progress at the next evaluation. The student must include official documentation of the special circumstances with the appeal packet, such as a doctor's note, an obituary for a deceased family member, or other relevant supporting information.

The appeal will be reviewed to determine if it is mathematically possible for the student to meet the necessary evaluation period benchmarks to be in good standing in the required amount of time and to complete all remaining coursework within the maximum timeframe. The school will determine as part of the appeals process whether it is necessary to create a customized academic plan for the student in order to allow the student to complete the program. Based on this review, the Executive Director will determine if the student financial aid eligibility will be reinstated. The student will be notified in writing within three school days of the final decision of a SAP appeal. If the appeal is granted, the Executive Director will document the reason for reinstatement in the student's academic folder. Students who have submitted their appeal prior to the end of the payment period, and whose appeals are granted, will be allowed to move to Financial Aid Probation or Financial Aid Probation with Academic Plan. Only if the student can be reasonably expected to meet SAP criteria within one payment period will a single payment period of Financial Aid Probation be granted. A multi-term probation can only be granted with a student-specific Academic Plan that the student must follow. The decision of the Executive Director is final.

Academic Plan

An Academic Plan will outline the specific actions and timelines a student must complete in order to meet SAP standards. The Academic Plan will identify the timeframe for students who may need to repeat previously failed coursework and the minimum grade to be achieved for each course. The customized academic plan will outline the requirements for the student to meet the graduation requirements within the maximum time frame (1.5 times the program length). Students placed on an Academic Plan may continue on Financial Aid Probation beyond one payment period, with specified criteria that will result in the student achieving the minimum applicable SAP requirement at the end of the Academic Plan. If the student is not able to maintain the requirements of the Academic Plan, they will lose Federal Title IV eligibility without an appeal.

Reinstatement into Training from SAP Dismissal

Students who are terminated for failing to maintain satisfactory academic progress must wait a minimum of one term/semester before applying for readmission, and upon filing a successful appeal, will be readmitted on Financial Aid Probation or Financial Aid Ineligible status. Students in financial aid eligible programs may not be eligible for financial aid until achieving a cumulative grade point average that complies with the AAI Satisfactory Academic Progress Policy. Students who do not achieve satisfactory progress at the end of this probationary period will be terminated. Students who were dismissed due to unsatisfactory attendance progress may not re-enter before the start of the next term/semester. The academic plan instituted at the time of reinstatement is based on current course schedules and class capacities, and is subject to change due to course and seating capacity availability and is not guaranteed.

Incomplete and Make-Up Work

Students are expected to contact the school when absent (or give notice in advance of a planned absence) to ensure make-up work eligibility and schedule the make-up work. Students are responsible for learning material covered during their absence. Work eligible for make-up or late submission is limited to major tests, mid-term or final exams, research projects, skills check-offs, and graded homework. The student must initiate the request for make-up work missed due to absence no later than the first day after returning from the absence. All make-up work must be completed and submitted within 14 calendar days from the date of the make-up request (1st

day after returning from the absence). All make-up work will be reduced one letter grade from the earned grade (a minimum of 10 points).

- No make-up work will be accepted after 14 calendar days, and the student will receive a zero (0) for the assignment.

- If the student misses a scheduled test during their absence, all scheduled tests (including midterms, finals and lab tests) must be made up the same day the student returns to school after the absence.

If a student receives an 'Incomplete' as a final course grade and the required make-up work is not completed within the specified time, the missing work will be given a grade of "zero" and the course grade will be recalculated.

Standards of Academic Progress for VA Students

Students receiving VA educational benefits (VA students) must meet the Satisfactory Academic Progress Policy standards. If a VA student does not meet the SAP standards within the timeframes noted in the Satisfactory Academic Progress Policy, the student's VA educational benefits will be terminated. A VA student may petition the school to be recertified for VA educational benefits after one term has elapsed. The school may recertify the VA student only if there is reasonable likelihood that the student will be able to maintain satisfactory academic progress for the remainder of the training program.

VA students who fail to meet SAP standards at the end of an evaluation period will be placed on a probation (SAP Warning) for one (1) evaluation period. During this probation period, the VA student will continue to receive VA educational benefits.

Financial Information

Student Financial Assistance Programs

Financial Aid is available for those who qualify to assist with paying for educational expenses. Financial assistance for qualified students may consist of federal grants and/or loans, which may supplement the student's own contribution toward completing their educational program. AAI offers various financial assistance programs to qualified students including federal, state, local and private programs. A list of the financial assistance programs is contained in the Financial Aid Programs and Scholarships section of the Catalog. Students interested in financial assistance should see the school's Financial Aid Office.

Applying for Student Financial Assistance

All students seeking or applying for financial assistance must meet with a member of the school's Financial Aid Office staff to complete the application process. During this process, the staff member will provide guidance to the student on how to access the Free Application for Federal Student Aid (FAFSA, www.fafsa.ed.gov) for completion by the student. The Financial Aid Office staff will provide the student with any other forms necessary to determine the student's eligibility and complete the application process. It is the student's responsibility to provide all required documents in order to verify eligibility and process the application in a timely manner.

Contact Information

Eligibility for financial assistance is determined by federal regulations and each student's individual circumstances. The school's Financial Aid Office personnel are trained in using a standard, federally approved methodology of needs analysis to determine each student's eligibility. Financial Aid personnel will meet with students individually to determine the student's eligibility for a financial aid package. Each STVT-AAI Education, Inc. location maintains a dedicated financial aid office to assist its potential and current students. Individuals may contact the financial aid staff or Director of Financial Aid during normal school hours (Monday – Thursday 8am – 8pm, and Friday 9am – 5pm), by calling 888-625-6511 and asking for the Director of Financial Aid at the specific school, or visiting the Financial Aid Office at Arizona Automotive Institute (Monday – Thursday 8am – 8pm, and Friday 9am – 5pm).

Financial Aid Website

Additional financial aid information and resources are available on the AAI Financial aid website at <http://www.aai.edu/financial-assistance/>. The AAI website provides a Net Price Calculator that provides estimated pricing information to prospective and current students and their families based on the student's individual circumstances. The site also contains a copy of our Annual Notice – Availability of Consumer Information. AAI provides a notice directly to all potential students during the enrollment process.

AAI also provides an annual notice directly to all enrolled students describing the availability of the consumer information. This notice contains a brief description of the various disclosures and how to obtain the full disclosures. All disclosures are available on the exact electronic website

listed in the notice. Students may also request a physical copy from the sources outlined in the notice.

National Student Loan Data System (NSLDS)

If the school enters into an agreement with a potential student, student, or parent of a student regarding a Title IV, HEA Loan the school the loan will be submitted to the National Student Loan Data System (NSLDS), and will be accessible by guaranty agencies, lenders, and schools determined to be authorized users of the data system.

Financial Aid Warning (SAP Warning)

Students failing to meet any of the SAP requirements at the end of a payment period will be placed on Financial Aid Warning (SAP Warning) for the next payment period, and will be notified in writing. Students may not appeal a Financial Aid Warning. Students on Financial Aid Warning are eligible to receive Federal Title IV for one payment period.

Students failing to meet the SAP requirements at the end of the Financial Aid Warning period will lose eligibility for Federal Title IV funds; however, the student may file an appeal to regain Federal Title IV eligibility. Students may not be placed on FA Warning for consecutive payment periods. Refer to the Satisfactory Academic Standards Policy section for more details.

Financial Aid Probation (SAP Probation)

Students who lose Federal Title IV eligibility due to not meeting the SAP requirements and who successfully appeal their loss of eligibility may be placed on Financial Aid Probation (SAP Probation) for one payment period. If the appeal is granted, the student is placed on Financial Aid Probation and may be subject to an Academic Plan. Students who do not meet the SAP requirements at the end of each payment period under the requirements of their Financial Aid Probation will lose Federal Title IV eligibility. Students who have appealed loss of eligibility may remain in school until the determination of the appeal, but will not be eligible for Federal Title IV funds until and unless the appeal is granted. If the appeal is denied, the student is liable for the educational costs of that term. Refer to the Satisfactory Academic Standards Policy section for more details.

Financial Aid Programs

Eligible students attending STVT-AAI Education, Inc. owned and operated schools have access to various federal and non-federal student financial aid programs. If a student fails to provide the required documentation for any financial aid program, the student becomes liable for the balance due to the school. Students and parents should visit the Financial Aid Office and meet with a representative at their specific school to receive personalized assistance in applying for and determining eligibility for financial assistance.

Federal Pell Grant

The Federal Pell Grant is a need-based grant program awarded to eligible students. Eligibility and need are determined by U.S. Department of Education regulations and is based on the financial need of each student. A student's need is determined based on the Expected Family Contribution

(EFC). The EFC is calculated based on the student's FAFSA data. The EFC is reflected on the student's ISIR.

The amount of Federal Pell Grant funds you receive over your lifetime is limited to the equivalent of six years of 100% Pell Grant eligibility, an aggregate limit of 600%. Students can monitor their aggregate balance by logging on to the National Student Loan Data System (NSLDS) website at http://www.nsls.ed.gov/nsls_SA and viewing their Lifetime Eligibility Used found on the Financial Aid Review page.

Federal Supplementary Educational Opportunity Grant (FSEOG)

FSEOG is a need-based federal student assistance program. FSEOG funds are first awarded to Pell eligible students demonstrating the greatest financial need with the lowest EFC. Individual student awards may vary but typically range from \$100 to \$600 at FSEOG participating STVT – AAI locations. The U.S. Department of Education allots FSEOG funds each award year. Each participating location will award and disburse to Pell Grant eligible students with the lowest EFC as long as funds remain available. Eligible students demonstrating financial need are awarded based on a first come, first served basis.

Federal Work Study (FWS)

The FWS Program provides funds for part-time employment to help needy students to finance the cost of post-secondary education. Students may be employed by the institution itself, a federal, state, or local public agency, a private non-profit organization, or a private for-profit organization. Institutions must use at least seven (7) percent of their FWS allocation to support students working in community service jobs including reading tutors for preschool age or elementary school children, mathematics tutors for students enrolled in elementary school through ninth grade, literacy tutors in a family literacy project performing family literacy projects, or emergency preparedness and response. Students demonstrating financial need may be eligible to participate in FWS at eligible STVT-AAI Education, Inc. owned and operated schools. FWS eligibility may not exceed the cost of attendance minus Expected Family Contribution (EFC) less other financial aid awarded.

The U.S. Department of Education allots a specific amount of FWS funds each award year. Students must file a Free Application for Federal Student Aid (FAFSA) as part of the application process for FWS assistance. The FAFSA can be completed online at <http://www.fafsa.ed.gov>. Students seeking a specific job or a student with a potential job may request a review by the Director of Financial Aid at the school to determine if the job meets the FWS requirements.

Direct Subsidized Stafford Loan

The subsidized loan is a need-based loan. Maximum awards are \$3,500 – First Year, \$4,500 – Second Year, and \$5,500 – Third Year or beyond. Students may be eligible for this program in an amount not exceeding the cost of attendance minus Expected Family Contribution (EFC) less other financial aid awarded. For students who qualify, loans are provided with repayment options beginning six months after the student graduates or withdraws from school, or if their enrollment status changes to less than half time for the payment period. The interest is paid by the federal government until the end of the six-month grace period. On July 6, 2012, the Moving Ahead for Progress in the 21st Century Act (MAP-21) (Public Law 112-141) was enacted. MAP-21 added a

new provision to the Direct Loan statutory requirements (see HEA section 455(q)) that limits a first-time borrower's eligibility for Direct Subsidized Loans to a period not to exceed 150 percent of the length of the borrower's educational program. Under certain conditions, the provision also causes first-time borrowers who have exceeded the 150 percent limit to lose the interest subsidy on their Direct Subsidized Loans. Only first-time borrowers on or after July 1, 2013 are subject to the new provision. Students qualify to apply for different loan amounts based on their need and grade level in school each school year. The interest rate for loans first disbursed between July 1, 2017 and June 30, 2018 is fixed at 4.45%.

Direct Unsubsidized Stafford Loan

The unsubsidized loan is a non-need based loan. Maximum loan amounts for independent students and dependent students whose parents are not eligible for a Federal PLUS Loan: \$6,000 – First Year and Second Year, \$7,000 – Third Year and Beyond. Maximum amounts for dependent students whose parents are not denied a Federal PLUS: \$2,000 – First Year, Second Year, and Third Year and beyond. Students may be eligible for this program in an amount not exceeding the cost of attendance less other financial aid awarded. The interest rate for loans first disbursed between July 1, 2017 and June 30, 2018 is fixed at 4.45%. For students who qualify, loans are provided with repayment options beginning six months after the student graduates or withdraws from school, or if their enrollment status changes to less than half time for the payment period. Students have the option of paying interest only on the loan while they are in school or having the interest accrue until they begin repayment immediately following the six-month grace period. Students qualify to apply for different loan amounts based on their grade level in school each year.

Direct PLUS Loan

Under the PLUS loan program, parents may borrow up to the full cost of education minus other financial aid received. Interest is charged during all periods and credit checks are required. The Federal PLUS loan program is available for eligible parents of eligible students to assist the student with tuition and school related expenses. The interest rate for loans first disbursed between July 1, 2017 and June 30, 2018 is fixed at 7.00%.

Veterans Benefit Programs

Campus locations approved by the Department of Veteran Affairs are able to certify Veterans and process Veteran Benefits. Many Veterans and active duty personnel may qualify for more than one education benefits program. Available programs include Post 911 (Chapter 33), Montgomery GI Bill (Chapter 30), Survivor and Dependents Educational Assistance Program (DEA/Chapter 35), and Iraq and Afghanistan Service Grants (Awarded to eligible students who had a parent or guardian that died as a result of military service in Iraq or Afghanistan after September 11, 2001). Veterans can contact the Financial Aid Office at their school location for more information or apply online at <http://vabenefits.vba.va.gov/vonapp/main.asp>.

Scholarships

Scholarships are available to first-time enrolling students.

APSA Scholarship

This scholarship is awarded to eligible students by the Arizona Private School Association (APSA). Each spring the association awards \$1,000 scholarships to current year graduating high school students from Arizona. The high schools determine the recipients based on eligibility requirements. Eligible students attending the Arizona Automotive Institute are eligible to receive this tuition discount.

High School to Career Scholarship

The High School to Career Scholarship encourages high school graduates to begin their post-secondary education in a career-focused program of study. This scholarship is awarded to high school graduates who enroll in an AAI program of study and begin classes during the subsequent year after their high school graduation. The \$1,000 scholarship will be divided equally by the number of terms applicable to the program of study and will be applied to each term as the student progresses through their program of study. The cumulative total amount shall not exceed \$1,000.

Get Back in the Game Scholarship

The Get Back in the Game Scholarship encourages individuals to move their education forward by obtaining a General Education Diploma (GED) and subsequently begin their post-secondary education in a career-focused program of study. This scholarship is awarded to individuals who earn their GED, enroll in an AAI program of study and begin classes during the same calendar year as obtaining their GED. The \$1,000 scholarship amount will be divided equally by the number of terms applicable to the program of study and will be applied accordingly to each term as the student progresses through their program. The cumulative total amount shall not exceed \$1,000.

An individual student who qualifies for multiple scholarships is limited to one (1) scholarship per program and can only receive each scholarship one time.

Private Loans

Private loans are funded by an outside lender who determines your eligibility based on your credit worthiness (credit score). The school cannot guarantee any student will be approved or eligible for private loans. Private loans often carry higher interest and fees than federal loans, so we encourage potential students to apply for Federal Student Aid before resorting to Private Loans.

- Private Loans - Students are eligible to apply for private educational loans to help cover tuition and educationally related expenses. Students may apply for private loans offered by private lenders; eligibility is determined by each lender. Private loans may require additional fees. Interest rates on private loans are generally higher than federal loans. Federal Regulations and the Truth in Lending Act require lenders to provide all borrowers with detailed disclosures. Please review the lender's disclosures for additional loan information prior to signing a promissory note.

At the request of an enrolled or admitted student applicant for a private educational loan (or to the parent loan applicant of an enrolled or admitted student), the institution must provide the Self-Certification form to the applicant with the information requested in Section 2 of the form, to the extent that the institution possesses the information. Section 2 of the Self-Certification form requests the following information:

- The student's Cost of Attendance (COA) for the period of enrollment to be covered by the loan;
- Any Estimated Financial Assistance (EFA) for the period of enrollment to be covered by the loan; and
- The difference between the COA and EFA.

Cancellation and Refund Policy

An applicant who provides written notice of cancellation within three days (excluding Saturday, Sunday and federal and state holidays) of signing an enrollment agreement is entitled to a refund of all monies paid. No later than 30 days of receiving the notice of cancellation, the school shall provide the 100% refund.

1. Refund computations will be based on scheduled clock hours of class attendance through the date of determination. Suspensions, legal holidays, and scheduled breaks will not be counted as part of a scheduled class.
2. The date of determination for refund purposes is the earliest date following:
 - a. Written notice, signed and dated by the student, is received by the school, and
 - b. The date that a student has been terminated by the school, and
 - c. On the 11th day after a student has missed ten consecutive school days.
3. If tuition is collected in advance of entrance, and if, after the expiration of three-day cancellation privilege, the student does not enter school, not more than \$100.00 shall be retained.
4. Refunds will be provided for a student who withdraws from or is terminated by the school under the following guidelines:
 - a. Before commencement of the program, a 100% refund of tuition charges, less \$100.00.
 - b. If 10% or less of the total clock hours has been completed, a refund of at least 90% of the tuition charges for the total clock hours.
 - c. If more than 10% but less than or equal to 20% of the total clock hours has been completed, a refund of at least 80% of the tuition charges for the total clock hours.
 - d. If more than 20% but less than or equal to 30% of the total clock hours has been completed, a refund of at least 70% of the tuition charges for the total clock hours.
 - e. If more than 30% but less than or equal to 40% of the total clock hours has been completed, a refund of at least 60% of the tuition charges for the total clock hours.
 - f. If more than 40% but less than or equal to 50% of the total clock hours has been completed, a refund of at least 50% of the tuition charges for the total clock hours.
 - g. If more than 50% of the total clock hours have been completed, no refund will be provided.
5. All textbooks, tools, equipment, supplies, uniforms and other miscellaneous items are issued as needed throughout the program and are included in tuition.
6. A 100% refund of all monies paid will be made by the school if the enrollee is not accepted for training.

7. In case of prolonged illness or accident, death in the family, or other circumstances that make it impractical to complete the program, the school shall make a settlement that is reasonable and fair to both parties.
8. Information regarding third party agency (e.g., Veteran's Administration, WIA, etc.) refund or return of funds policies is available in the Financial Aid Office.
9. Refunds will be issued within 30 days of the date of determination or in the case of a student not returning from LOA, within 30 days of the date the student was scheduled to return from the LOA and did not return. Refund of Title IV funds shall be issued in accordance with the Return of Title IV Funds Policy.

Refund Policy for Students Called to Active Military Service

A student of the school who withdraws from the school because of the student being called to active duty in a military service of the United States or the National Guard may elect one of the following options for each program in which the student is enrolled:

1. if tuition and fees are collected in advance of the withdrawal, a pro rata refund of any tuition, fees, or other charges paid by the student for the program and a cancellation of any unpaid tuition, fees, or other charges owed by the student for the portion of the program the student does not complete following withdrawal;
2. a grade of incomplete with the designation "withdrawn-military" for the courses in the program, other than courses for which the student has previously received a grade on the student's transcript, and the right to re-enroll in the program, or a substantially equivalent program if that program is no longer available, not later than the first anniversary of the date the student is discharged from active military duty without payment of additional tuition, fees, or other charges for the program other than any previously unpaid balance of the original tuition, fees, and charges for books for the program; or
3. the assignment of an appropriate final grade or credit for the courses in the program, but only if the instructor or instructors of the program determine that the student has:
 - a. Satisfactorily completed at least 90 percent of the required coursework for the program; and
 - b. Demonstrated sufficient mastery of the program material to receive credit for completing the program.

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

Return of Title IV Funds Policy

The U.S. Department of Education requires schools to recalculate the amount of federal student aid a student earned any time a student is withdrawn or dismissed from school prior to completing 60% of a payment or term. The amount earned calculation is based on the percent of time the student completed in the payment or term period in proportion to the total amount of time in the period. The total federal aid for the period is then multiplied by the percentage of time completed to determine the amount of federal aid earned for the period.

Students completing 60% of the payment or term period earn 100% of the federal financial aid for the same period. AAI defines a payment period as a term for most programs. For non-term

and clock hour programs, the calculation basis for the payment period is the period of time it takes a student to complete both half the number of credits or clock hours and half the number of weeks of the academic year, program, or remainder of the program.

Conditions where Title IV funds are required to be returned:

1. The school is required to return any required excess funds. The amount of the excess funds the school returns is the lesser of the:
 - a. institutional charges multiplied by the unearned percentage of the funds, or
 - b. entire amount of the excess funds
2. If more aid was received than was earned, the excess funds must be returned. Students are required to return any necessary excess funds remaining. Any loan funds that a student must return, the student (or the student's parent for a PLUS loan) repays as regular monthly loan payments, in accordance with the terms of the promissory note. That is, the student (or student's parent) makes scheduled payments to the holder of the loan over a period of time.
3. In the event of a grant overpayment, federal regulations require the student repay 50% of the total grant overpayment. In addition, regulations clarify that students are not required to repay grant overpayments that are \$50 or less. Students responsible for a grant overpayment must arrange with the school or U.S. Department of Education to repay the funds. Failure by the student to repay the required overpayment will result in a loss of future federal student assistance (Title IV programs).

Conditions where Title IV funds may be owed to a student upon withdrawal from school:

1. If a student received (or the school received on the student's behalf) less aid than the amount that is earned, the student may be able to receive a disbursement for the additional funds.

This process must be completed within the timeframe set forth by the Cancellation and Refund Policy but no later than 45 days of the student's withdrawal date. The withdrawal date is determined by:

1. The last day of attendance for an 'Unofficial' withdrawal (not maintaining satisfactory academic progress, excessive absences/tardies, improper conduct, or failure to fulfill financial obligations to the school); or
2. The last day of attendance for an "Official" withdrawal (students who wish to officially terminate their training for any reason must notify the Director of Education, Executive Director, or other school official in writing. The written notification should explain the reasons for wishing to terminate. See **Procedure for Withdrawing from School** in the catalog for more information).

The Return to Title IV Funds policy is distinct and separate from the Cancellation and Refund Policy and is in addition to any other refund calculation the school is required to perform. Please refer to the Cancellation and Refund Policy in the catalog for additional information. Students are responsible for any balances due to the school for unpaid institutional charges.

Students considering withdrawing from the school should contact the Financial Aid Office to determine the amount of federal student assistance funds, if any, must be returned on the student's behalf. Any student electing to withdraw from the school is responsible for any balance due and payable to the school because of the Return to Title IV calculation.

Federal Student Aid may not cover all unpaid institutional charges due to the institution if a student withdraws from school. This may result in a balance owed to the institution after the student has withdrawn. Students are encouraged to meet with a Financial Aid staff member prior to making the decision to leave school.

The order of repaying funds being returned is as follows:

1. Unsubsidized FFEL/Direct Stafford Loan
2. Subsidized FFEL/Direct Stafford Loan
3. Federal Perkins Loan
4. Federal PLUS Loan
5. Direct PLUS Loan (Parent)
6. Pell Grant
7. Academic Competitiveness Grant
8. FSEOG
9. Iraq Afghanistan Service Grant

Comparable Program Information

Information regarding tuition and program length for comparable programs may be obtained by accessing the College Navigator website at <http://nces.ed.gov/collegenavigator/>, or by writing or calling:

Accrediting Commission of Career Schools and Colleges (ACCSC)
2101 Wilson Blvd., Suite 302
Arlington, Virginia 22201
Phone: 703.247.4212
www.accsc.org

Programs

Diploma Programs

- Automotive Service Technology
- Combination Welding
- Diesel – Heavy Truck
- Heating, Ventilation, Air Conditioning & Basic Refrigeration

Instructional Equipment

The equipment provided for instructional purposes is comparable to that found in the industry for which the student is being trained.

- The Automotive Service Technology program utilizes common and specialty hand tools associated with the trade as well as a tire changer, wheel balancer, alignment machines, engine and vehicle diagnostic equipment, brake lathe, automotive lifts, engine hoists, and a service information database.
- The Diesel – Heavy Truck program utilizes common and specialty hand tools associated with the trade as well as a tire changer, alignment machine, engine and vehicle diagnostic equipment, engine hoists, and a service information database.
- The Combination Welding program utilizes various types of cutting equipment, welding machines, and common hand tools associated with the trade.
- The Heating, Ventilation, Air Conditioning & Basic Refrigeration program utilizes special tools and test equipment required to properly troubleshoot and repair air conditioning, refrigeration and heating units, including basic refrigeration cycle demonstrator, domestic and commercial refrigeration units, selected air conditioning units, heat pump systems and other specialized tools associated with the trade.

Dress Code

Students at AAI are being trained for professional careers that involve considerable public contact. AAI maintains a dress code to prepare students for these careers. Students will be required to comply with the following:

- Shirts: AAI uniform shirts are required for each program. They should be clean, pressed, in good repair and be buttoned and tucked inside the trousers (except where un-tucked shirts are required such as during welding procedures). Some tasks may require a long-sleeved shirt.
- Trousers: Dark-colored work pants or jeans should be clean and in good repair. Shorts, cut-offs, sweatpants, windbreaker pants and large belt buckles are not permitted.
- Shoes: Shoes must be in good repair. Sandals are not permitted.
- Hats/caps: Hats/caps may not be allowed to be worn in classrooms or administrative offices.
- Jewelry: Jewelry must be kept to a minimum due to safety reasons. Facial jewelry is not permitted. Do not wear jewelry that could be caught in machinery or otherwise cause an accident.
- Hair: Hair should be of a length that is appropriate to the occupation for which the student is being trained and does not create a safety hazard.

- Safety Glasses: Safety glasses must be worn at all times in lab/shop areas and/or while performing labs.
- Visible body piercings may not be worn. In cases where piercings cannot be removed, the piercing must be concealed. When possible, tattoos should be concealed.
- Other – Students should bathe regularly and practice good personal hygiene. Avoid loose clothing such as baggy pants/shirts or dragging pants, as these can be a safety hazard and cause an accident.

AAI students are not permitted to put any additional patches on their uniform shirts other than membership patches to professional associations or certifications they have earned and have supporting documentation (American Welding Society, Automotive Service Excellence, North American Technician Excellence [NATE], and National Center for Construction Education & Research[NCCER]). Any of these professional association and certification patches must be approved in advance by the Director of Education before being attached to the uniform shirt. Students shall be permitted to repair burn holes or tears in uniform shirts with plain, non-descript patches. No other alterations are permitted. Additionally, decorative pins of any kind are not permitted.

Heating, Ventilation, Air Conditioning and Basic Refrigeration Dress Code Specifications

Students at AAI are being trained for professional careers that involve considerable public contact. AAI maintains a dress code to prepare students for these careers. According to OSHA standard 1910.132, appropriate protective clothing and safety devices will vary with the size, nature and location of the work to be performed.

Students will be required to comply with the following:

Shirts: AAI uniform shirts are required. They should be clean, pressed, in good repair and be buttoned and tucked inside the trousers at all times. The type of shirt required depends on the lab activity being performed.

- a. While brazing, cutting, or operating a torch, long sleeve shirts are required.
- b. While working on units with pulleys and/or electrical connections, short sleeve shirts are required.

Gloves: The use of AAI supplied 100% cotton gloves is required at any time students are handling refrigerant or involved in brazing activities.

Combination Welding Dress Code Specifications

Long sleeve flame-retardant shirts. Pants must not have cuffs and should fit so they hang straight down the leg. Steel-toed shoes will be required at all times. Additional personal protective equipment will be required to be worn during lab activities. Personal protective equipment includes welding caps, safety glasses, earplugs, clear or shaded face shield, welding jacket and gloves.

Automotive Service Technology

The Automotive Service Technology (AST) diploma program is designed to prepare the student for an entry-level career in the automotive service industry. Classes combine theory with practical application of hands-on job skills. All AST courses include the use of hand and specialty tools and emphasize equipment and shop safety procedures. Students should be prepared to sit for the Automotive Service Excellence (ASE) exams and the EPA 609 A/C Technician certification test.

The AST diploma program is intended for persons with a high school diploma, GED, or recognized equivalent who desire a career inspecting, diagnosing, servicing, and repairing vehicles in an automotive environment.

The AST diploma graduate will be qualified for entry-level employment in specialized or general automotive service positions. As an entry-level automotive technician, the AST graduate will be working with both computerized and conventional systems.

Total Quarter Credit Hours: 60
 Total Clock Hours: 1000
 Length of Program: 50 weeks

Course #	Course Title	Lecture Clock Hours	Lab Clock Hours	Total Clock Hours	Quarter Credit Hours
AST120A	Engine Repair & Basic Electrical	60	100	160	9.5
AST150A	Brakes, Suspension & Steering	80	120	200	12.0
AST170A	Heating, AC & Associated Electrical Systems	60	100	160	9.5
AST250A	Electronic Systems & Basic Diagnostics	60	100	160	9.5
AST320A	Engine Performance	80	120	200	12.0
GEAZ102A	Technical Customer Service	40	0	40	2.5
GEAZ105A	Fundamentals of Math	40	0	40	2.5
GEAZ107A	Job Search	40	0	40	2.5
Program Totals		460	540	1000	60.0

Note – Other than stated prerequisites, the courses above do not necessarily have to be taught in the order in which they are outlined above.

Combination Welding

The Combination Welding (CW) diploma program is designed to equip the graduate with skills and knowledge in shielded metal arc welding (SMAW), gas metal arc welding (GMAW), gas tungsten arc welding (GTAW), flux-cored arc welding (FCAW) and plasma arc cutting (PAC). Through classes that combine theory with practical application of hands-on skills, the student is prepared to take welding certification exams meeting the National Center for Construction Education and Research (NCCER) standards. All shop courses include the use of hand and specialty tools and emphasize equipment and shop safety.

The CW program is intended for persons who desire a career in the Welding industry. Students must possess a high school diploma, GED, or recognized equivalent.

The CW graduate will be qualified for entry-level employment in building construction, shipbuilding, manufacturing, gas and oil field services, and as welding operators.

Total Quarter Credit Hours: 56.50
 Total Clock Hours: 960
 Length of Program: 40 weeks

Course #	Course Title	Lecture Clock Hours	Lab Clock Hours	Total Clock Hours	Quarter Credit Hours
CW102A	Basic Craft Skills, Tools, Materials and Methods	60	60	120	7.5
CW160A	Welding Safety, Cutting, Materials and Methods	30	90	120	7.0
CW230A	SMAW Open V Groove Welds	30	90	120	7.0
CW260A	Symbol Drawing, SS Groove, Air Carbon, Plasma Arc	50	70	120	7.0
CW330A	GMAW, FCAW, GTAW Plate	30	90	120	7.0
CW360A	GMAW & GTAW Pipe	30	90	120	7.0
CW430A	GTAW Carbon & Low Alloy Steel Pipe	30	90	120	7.0
CW460A	GTAW Aluminum Pipe and Plate	21	63	84	4.5
WFS107A	Career Planning	36	0	36	2.5
Program Totals		317	643	960	56.5

Note – Other than stated prerequisites, the courses above do not necessarily have to be taught in the order in which they are outlined above.

Diesel – Heavy Truck

The Diesel-Heavy Truck (DHT) diploma program is designed to prepare the student for a career in the diesel medium-heavy truck technician industry. Classes combine theory with practical application of hands-on job skills. All courses include the use of hand and specialty tools and emphasize equipment and shop safety procedures. Students should be prepared to sit for the Automotive Service Excellence (ASE) exams, the EPA 609 A/C Technician certification test and Original Equipment Manufacturer (OEM) Training Certification.

The DHT diploma program is intended for persons with a high school diploma, GED, or recognized equivalent who desire a career inspecting, diagnosing, servicing, and repairing diesel powered medium and heavy trucks and buses.

The DHT diploma graduate will be qualified for entry-level employment in general diesel medium/heavy truck service positions. As an entry-level diesel-heavy truck technician, the DHT graduate will be working with both computerized and mechanical systems.

Total Quarter Credit Hours: 60
 Total Clock Hours: 1000
 Length of Program: 50 weeks

Course #	Course Title	Lecture Clock Hours	Lab Clock Hours	Total Clock Hours	Quarter Credit Hours
DHT125A	Diesel Engines & Fuel Systems	80	120	200	12.0
DHT175A	Brakes & Suspension, Steering	80	120	200	12.0
DHT225A	Basic Electrical & Fundamentals of Heating, Ventilation, & A/C	60	100	160	9.5
DHT275A	Diesel Drivetrain and Chassis Electrical Systems	60	100	160	9.5
DHT325A	Electronic Systems & PMI	60	100	160	9.5
GEAZ102A	Technical Customer Service	40	0	40	2.5
GEAZ105A	Fundamentals of Math	40	0	40	2.5
GEAZ107A	Job Search	40	0	40	2.5
Program Totals		460	540	1000	60.0

Note – Other than stated prerequisites, the courses above do not necessarily have to be taught in the order in which they are outlined above.

Heating, Ventilation, Air Conditioning & Basic Refrigeration

The Heating, Ventilation, Air Conditioning & Basic Refrigeration (HVAC & BR) diploma program is designed to prepare the student for an entry-level position in the residential and commercial air conditioning, heating and refrigeration fields. Classes combine theory with practical application of hands-on job skills. All shop courses include the use of hand and specialty tools and emphasize equipment and shop safety procedures as well as customer service skills. Upon successful completions of the program, students should be prepared to sit for Refrigeration Service Engineers Society (RSES) technician certification exams and EPA section 608 certification.

The HVAC & BR program is intended for persons with a high school diploma, GED, or recognized equivalent, who desire a career in the air conditioning, heating and refrigeration fields.

The HVAC & BR graduate will be awarded a diploma and can expect to find entry-level employment as a service technician capable of troubleshooting, servicing and repairing residential and commercial air conditioning, heating and refrigeration systems.

Total Quarter Credit Hours: 50
 Total Clock Hours: 800
 Length of Program: 40 weeks

Course #	Course Title	Lecture Clock Hours	Lab Clock Hours	Total Clock Hours	Quarter Credit Hours
HVAC100A	Air Conditioning	80	80	160	10.0
HVAC200A	Electrical Systems & Controls	80	80	160	10.0
HVAC300A	Heating & Heat Pumps	80	80	160	10.0
HVAC400A	Refrigeration	80	80	160	10.0
GEAZ102A	Technical Customer Service	40	0	40	2.5
GEAZ103A	Business Communications	40	0	40	2.5
GEAZ105A	Fundamentals of Math	40	0	40	2.5
GEAZ107A	Job Search	40	0	40	2.5
Program Totals		480	320	800	50.0

Note – Other than stated prerequisites, the courses above do not necessarily have to be taught in the order in which they are outlined above.

Course Descriptions

Automotive Service Technology

AST120A	Students in this course will learn about engine components and basic combustion engine principles, how to diagnose basic engine problems, disassemble, reassemble and troubleshoot various sizes of common domestic and imported engines. Students will also learn basic electrical theory and how to apply it to diagnose and correct problems with automotive electrical systems such as battery, starting and charging systems.
Engine Repair & Basic Electrical	
160 Total Clock Hours (Lecture 60, Lab 100)	
9.5 Quarter Credit Hours	
Prerequisite: None	

AST150A	Students in this course will learn how to inspect, diagnose, and determine necessary repairs for drum and disc brake system hydraulics, power assist units, miscellaneous brakes system diagnosis and repair as well as antilock brake and traction control systems. Students will also learn how to inspect, diagnose, and repair wheels and tires as well as diagnose and repair suspension systems including front and rear brake systems, shock absorbers, and wheel bearings. In addition, students will learn how to perform wheel alignment diagnosis, adjustment, and repair. Student will also learn how to diagnose and determine necessary repairs for steering systems including power steering, supplemental restraint system (SRS), steering shaft universal joints, and lock cylinder mechanism. Finally, students will learn how to inspect and replace manual or power rack and pinion steering gear as well as tie rod ends, tie rod sleeves and associated hardware.
Brakes, Suspension & Steering	
200 Total Clock Hours (Lecture 80, Lab 120)	
12.0 Quarter Credit Hours	
Prerequisite: None	

AST170A	Students in this course will learn how to inspect, diagnose, and repair refrigeration, heating, and air conditioning systems as well as learn how to correctly recover, recycle, and handle refrigerant. Students will also learn about electrical/electronic systems related to the heating and air conditioning systems and how to diagnose and repair these electronic systems and determine necessary action.
Heating, Air Conditioning & Associated Electrical Systems	
160 Total Clock Hours (Lecture 60, Lab 100)	
9.5 Quarter Credit Hours	
Prerequisite: None	

AST250A	Students in this course will learn about electrical/electronic systems including how to use a scan tool to diagnose and repair body electronic system circuits and determine necessary action; check for module communication errors, warning devices and other driver information systems, inspect and test gauges sending units for malfunction and determine necessary corrective action. In addition, students will learn how to perform basic diagnostic inspections.
Electronic Systems and Basic Diagnostics	
160 Total Clock Hours (Lecture 60, Lab 100)	
9.5 Quarter Credit Hours	
Prerequisite: AST120A, AST170A	

AST320A	Students in this course will learn how to perform basic maintenance procedures to restore engine performance to factory standards using scan tools and other diagnostic, analysis, and computer tools. Students will also learn how to inspect, diagnose, service, and repair ignition and exhaust systems, fuel systems, including active Fuel Management and Direct Injection systems, emission control systems using computerized diagnostic tools that interface with on-board computer systems will also be reviewed.
Engine Performance	
200 Total Clock Hours (Lecture 80, Lab 120)	
12.0 Quarter Credit Hours	
Prerequisite: AST120A, AST170A, AST250A	

GEAZ102A	Students in this course will learn general principles of customer service within a technical environment, including internal/ external customer relationships, time-management, best practices, and verbal and non-verbal communications skills.
Technical Customer Service	
40 Total Clock Hours (Lecture 40, Lab 0)	
2.5 Quarter Credit Hours	
Prerequisite: None	

GEAZ105A	Students in this course will learn mathematical functions including sets, functions, numeration systems, and number theory. They will be able to define numbers, integers, rational, and real number system, solve problems and utilize critical thinking skills.
Fundamentals of Math	
40 Total Clock Hours (Lecture 40, Lab 0)	
2.5 Quarter Credit Hours	
Prerequisite: None	

GEAZ107A	Students in this course will learn to write a resume and cover letter, search for job leads, prepare for an interview, follow-up after an interview and plan for career advancement.
Job Search	
40 Total Clock Hours (Lecture 40, Lab 0)	
2.5 Quarter Credit Hours	
Prerequisite: None	

Combination Welding

CW102A	Students in this course will learn basic crafts skills such as safety procedures, use of hand tools, and power tools, rigging, and blueprint terms. Students will also learn about construction materials and methods, pathways and spaces, fasteners and anchors. In addition, students will learn basic mathematical functions and communication skills used in the industry.
Basic Craft Skills, Tools, Materials, and Methods	
120 Total Clock Hours (Lecture 60, Lab 60)	
7.50 Quarter Credit Hours	
Prerequisite: None	

CW160A	Students in this course will learn about job safety equipment, protective clothing and procedures applicable to preparing, cutting and welding of metals. Students will also learn about welding quality, how to set up shielded metal arc equipment, the process of striking an arc running a stringer bead, weave overlapping beads and fillet welds. In addition, students will learn how to make open root pipe welds.
Welding Safety, Cutting, Materials and Methods	
120 Total Clock Hours (Lecture 30, Lab 90)	
7.0 Quarter Credit Hours	
Prerequisite: None	

CW230A	Students in this course will learn how to set up welding equipment for making open V-groove welds and perform open V-groove welds. In addition, students will learn procedures for making flat, horizontal, vertical, and overhead open V-groove welds.
SMAW Open V Groove Welds	
120 Total Clock Hours (Lecture 30, Lab 90)	
7.0 Quarter Credit Hours	
Prerequisite: CW102A, CW160A	

CW260A	Students in this course will learn how to read welding symbols on drawings, specifications, and how to use notes on drawings and the bill of materials (BOM). Students will also learn how to set up welding equipment for making stainless steel groove welds and how to set up air carbon cutting equipment how to perform air carbon arc washing and gouging activities. In addition, students will learn how to set up a CNC cutting machine and perform plasma arc cutting (PAC) for piercing, slotting, squaring, and beveling metals.
Symbols, Drawings, Stainless Steel Groove and Pipe, Air Carbon and Plasma Arc Cutting	
120 Total Clock Hours (Lecture 50, Lab 70)	
7.0 Quarter Credit Hours	
Prerequisite: CW102A, CW160A	

CW330A	Students in this course will learn how to safely set up and use GMAW and FCAW equipment and build a pad of stringer beads and weave beads using filler metals and shielding gas. Students will also learn how to pad in all positions using GTAW and carbon steel filler metal as well as make multi-pass V-butt open-groove welds with carbon steel filler metal in the 1G, 2G, 3G, and 4G positions. In addition, students will learn how to make V-groove welding of aluminum pipe in the 2G, 5G, and 6G positions.
GMAW, FCAW, and GTAW Plate	
120 Total Clock Hours (Lecture 30, Lab 90)	
7.0 Quarter Credit Hours	
Prerequisite: CW102A, CW160A	

CW360A	Students in this course will learn about equipment for preheating, interpass temperature control, and post-heating procedures in order to preserve weldment strength, ductility, and weld quality. Students will also learn about physical characteristics, mechanical properties, composition, and classification of common ferrous and nonferrous metals. In addition, students will learn how to set up GMAW equipment and the procedures and techniques used to make open-root V-groove welds with GMAW on pipe in the 1G-rotateD, 2G, 5G, and 6G positions.
GMAW and GTAW Pipe	
120 Total Clock Hours (Lecture 30, Lab 90)	
7.0 Quarter Credit Hours	
Prerequisite: CW102A, CW160A	

CW430A	Students in this course will learn how to set up GTAW equipment and the procedures and techniques used to make V-groove pipe welds with GTAW in the 1G-rotateD, 2G, 5G, and 6G, positions for carbon steel pipe. Students will also learn the procedures and techniques used to make V-groove pipe welds with GTAW in the 2G, 5G, and 6G positions, for low-alloy and stainless steel pipe.
GTAW Carbon and Low Alloy Steel Plate	
120 Total Clock Hours (Lecture 30, Lab 90)	
7.0 Quarter Credit Hours	
Prerequisite: CW102A, CW160A	

CW460A	Students in this course will learn how to set up GTAW equipment and make V-groove pipe welds in the 2G, 5G, and 6G positions for aluminum pipe. Students will also learn how to set up GMAW equipment and build a pad of stringer beads and weave beads using aluminum filler metals and shielding gas. In addition, students will learn how to perform GMAW multiple-pass fillet welds on aluminum plate in the 1F, 2F, 3F, and 4F positions and aluminum pipe in the 1G-rotated, 2G, 5G, and 6G positions.
GTAW Aluminum Pipe and Plate	
84 Total Clock Hours (Lecture 21, Lab 63)	
4.5 Quarter Credit Hours Prerequisite: CW102A, CW160A	

WFS107A	Students in this course will learn how to write a resume and cover letter, search for job leads, prepare for an interview, follow-up after an interview, and plan for career advancement.
Career Planning	
36 Total Clock Hours (Lecture 36, Lab 0)	
2.5 Quarter Credit Hours Prerequisite: None	

Diesel – Heavy Truck

DHT125A	Students will learn about general shop operations and safety as well as how to safely use common hand tools and pneumatic, electrical and hydraulic power tools used in heavy-truck repair. In addition, students will learn operating principles, design variations, applications, disassembly, inspection, precision measurements, fitting, reconditioning, assembly, and service of cooling and lubricating systems of diesel engines. Students will also learn about turbo-charging principles and service procedures and prepare for factory engine training and certification. Students will learn to diagnose and service diesel fuel systems. The students will also learn to diagnose and repair diesel emissions systems such as EGR and Diesel Particulate Filters.
Diesel Engines and Fuel Systems	
200 Total Clock Hours (Lecture 80, Lab 120)	
12.0 Quarter Credit Hours Prerequisite: None	

DHT175A	Students in this course will learn how to inspect, diagnose, and determine necessary repairs for heavy duty vehicle air and hydraulic drum and disc brake systems, power assist units, miscellaneous brakes system diagnosis and repair as well as antilock brake and traction control systems. Students will also learn how to inspect, diagnose, and repair wheels and tires as well as diagnose and repair suspension systems. Using principles of geometry, static and dynamic balance, and characteristics of suspension, students will learn how to perform wheel alignment diagnosis, adjustment, and repair. Students will learn how to diagnose and determine necessary repairs for steering systems including power steering and steering shaft universal joints. Students will learn how to inspect and replace axles and kingpins as well as tie rod ends, tie rod sleeves and associated hardware.
Brakes and Suspension, Steering	
200 Total Clock Hours (Lecture 80, Lab 120)	
12.0 Quarter Credit Hours Prerequisite: None	

DHT225A	In this course, students will learn basic electrical theory and how to apply it to diagnose and correct problems related to truck electrical systems such as battery, starting, lighting, and charging systems. In addition, students will learn how to inspect and diagnose problems with electrical and electronic systems including how to use manufacturer's PC-based software to diagnose related electronic systems and circuits to determine necessary corrective action. Students will also learn how to inspect, diagnose, and repair heavy duty truck air conditioning, heating, and ventilation systems as well as learn how to correctly recover, recycle, and handle refrigerant. In addition, during this course, students will take the EPA 609 test.
Basic Electrical and Fundamentals of Heating, Ventilation, and Air Conditioning	
160 Total Clock Hours (Lecture 60, Lab 100)	
9.5 Quarter Credit Hours	
Prerequisite: None	

DHT275A	Students in this course will learn how to inspect, diagnose, repair or replace truck drive train components including clutches, five speed and compound manual transmissions, automatic transmissions, single reduction differentials, and double reduction assemblies. Students will also learn to diagnose and repair associated chassis electrical systems.
Diesel Drivetrain and Chassis Electrical Systems	
160 Total Clock Hours (Lecture 60, Lab 100)	
9.5 Quarter Credit Hours	
Prerequisite: DHT225A	

DHT325A	Students will diagnose and repair truck and trailer electrical systems. Students will also learn how to perform service, maintenance and Preventive Maintenance Inspections (PMI) on a truck and how to perform PMI on trailers and related electronic, air, brake and suspension systems as specified by both state and federal Departments of transportation (DOT).
Electronic Systems and PMI	
160 Total Clock Hours (Lecture 60, Lab 100)	
9.5 Quarter Credit Hours	
Prerequisite: DHT125A, DHT175A, DHT225A, DHT275A	

GEAZ102A	Students in this course will learn general principles of customer service within a technical environment, including internal/ external customer relationships, time-management, best practices, and verbal and non-verbal communications skills.
Technical Customer Service	
40 Total Clock Hours (Lecture 40, Lab 0)	
2.5 Quarter Credit Hours	
Prerequisite: None	

GEAZ105A	Students in this course will learn mathematical functions including sets, functions, numeration systems, and number theory. They will be able to define numbers, integers, rational, and real number system, solve problems and utilize critical thinking skills.
Fundamentals of Math	
40 Total Clock Hours (Lecture 40, Lab 0)	
2.5 Quarter Credit Hours	
Prerequisite: None	

GEAZ107A	Students in this course will learn to write a resume and cover letter, search for job leads, and prepare for an interview, follow-up after an interview and plan for career advancement.
Job Search	
40 Total Clock Hours (Lecture 40, Lab 0)	
2.5 Quarter Credit Hours Prerequisite: None	

Heating, Ventilation, Air Conditioning, & Basic Refrigeration

HVAC100A	Students in this course will learn air conditioning and refrigeration system design, maintenance, and repair. They will learn refrigerant reclamation, recycling and the technician's responsibilities as defined by the environmental Protection agency (EPA) and Clean Air Act legislation.
Air Conditioning	
160 Total Clock Hours (Lecture 80, Lab 80)	
10.0 Quarter Credit Hours Prerequisite: None	

HVAC200A	Students in this course will learn basic electrical theory, circuitry, controls, and motor theory as they apply to air conditioning, heating and refrigeration systems. Students will practice wiring and installation of heating and air conditioning units. Students will measure, monitor and troubleshoot electrical and control circuits.
Electrical & Systems Controls	
160 Total Clock Hours (Lecture 80, Lab 80)	
10.0 Quarter Credit Hours Prerequisite: None	

HVAC300A	Students in this course will learn the design, maintenance and repair of natural gas and electric heating systems. They will practice the operation, repair and maintenance of heating, solid state circuitry, flame controls, and adapting propane systems. They will learn theory, maintenance, and repair of heat pumps. EPA and clean air legislation will be addressed as they pertain to heating systems.
Heating & Heat Pumps	
160 Total Clock Hours (Lecture 80, Lab 80)	
10.0 Quarter Credit Hours Prerequisite: HVAC100A, HVAC200A	

HVAC400A	Students in this course will learn the operation of refrigeration systems, including heat transfer, refrigerants, components, piping design, and preventive maintenance. They will troubleshoot electrical circuits and other mechanical controls used in refrigeration systems. They will study the piping, load calculations, duct work, airflow characteristics, exhaust and intake of refrigeration systems.
Refrigeration	
160 Total Clock Hours (Lecture 80, Lab 80)	
10.0 Quarter Credit Hours Prerequisite: HVAC100A, HVAC200A	

GEAZ102A	Students in this course will learn general principles of customer service within a technical environment, including internal/ external customer relationships, time-management, best practices, and verbal and non-verbal communications skills.
Technical Customer Service	
40 Total Clock Hours (Lecture 40, Lab 0)	
2.5 Quarter Credit Hours Prerequisite: None	

GEAZ103A	Students in this course will learn to communicate effectively in a business environment by composing business letters, memos, and reports, develop proofreading skills and review grammar, spelling and vocabulary.
Business Communications	
40 Total Clock Hours (Lecture 40, Lab 0)	
2.5 Quarter Credit Hours Prerequisite: None	

GEAZ105A	Students in this course will learn mathematical functions including sets, functions, numeration systems, and number theory. They will be able to define numbers, integers, rational, and real number system, solve problems and utilize critical thinking skills.
Fundamentals of Math	
40 Total Clock Hours (Lecture 40, Lab 0)	
2.5 Quarter Credit Hours Prerequisite: None	

GEAZ107A	Students in this course will learn to write a resume and cover letter, search for job leads, prepare for an interview, follow up after an interview and plan for career advancement.
Job Search	
40 Total Clock Hours (Lecture 40, Lab 0)	
2.5 Quarter Credit Hours Prerequisite: None	

Other Information

Changes in Catalog Information

The information in this catalog and other school publications is subject to change with approval of the Arizona State Board of Private Postsecondary Education. Developments in technology and continuing efforts of AAI to meet the needs of its students require periodic revision of class content, scheduling, and policies.

Statement of Truth

The contents of this catalog are presented as an accurate description of course content, schools facilities and services, and academic standards and policies that are in effect as of the enrollment agreement entered into by the student and Arizona Automotive Institute. Images and photos within this catalog may not reflect actual students, faculty, programs, equipment and facilities at this campus.

To the best of my knowledge, the information contained in this catalog is true and correct in content and policy.



Michael Zawisky
President and Chief Executive Officer
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Notes

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