Ashworth College

2025 Career Catalog

January 1 – December 31

~ IMPORTANT ~

This catalog is to be read by all Ashworth College
students per student's enrollment agreement.

Important Note: For students enrolled in the Pharmacy Technician Program, it is
important that you also read the information that is specific to your program in the
applicable Pharmacy Technician Student Handbook at the end of this catalog.

Table of Contents

This catalog is available on Ashworth College's website, and prospective students are not required to provide any personal contact information for access or download.

Introduction

Message

Greetings,

Welcome to Ashworth College. Since 1987, we have been setting new standards of excellence in education and providing education "on your terms."

Today we are a respected, worldwide leader in self-guided distance learning. We bring the finest, most comprehensive instruction, in the most flexible way possible. Ashworth also offers a broader array of study options than other online schools by providing more career-focused instruction and support, greater accessibility to teachers and academic advisors, more opportunities to connect with other students, more affordable tuition, and easier payment plans. Overall, you can look forward to a first-class educational experience that meets your highest expectations.

It takes discipline to complete a degree or certificate program as a distance education student. For more than 25 years, Ashworth has been educating busy people like you. In fact, hundreds of thousands of students have entrusted us to help them achieve a better life. Stay focused and set a specific time to study on a regular basis and you will be able to achieve your desired degree or certificate.

Your courses have been carefully prepared, using the finest textbooks and eBooks available. The instructional team and staff at Ashworth College are exceptional in their fields and in developing and supporting distance learning programs.

Please read this catalog carefully. It provides helpful study guidance and information on our policies and programs.

Let Ashworth College help you study smarter, advance faster, and reach your goals. Here's to your new life!

Cordially,

Kermit Cook
Chief Executive Officer
Ashworth College

History

Since its founding in 1987, the Professional Career Development Institute ("PCDI") has developed a large selection of distance-learning programs. The PCDI started as a career school that offered one career course. Early programs focused on vocational and avocational education pathways for students, with the school exceeding 50 career diploma programs today.

James Madison High School ("JMHS") was established in 1996 to assist students, who needed a flexible approach to earning a high school diploma. JMHS offers the curriculum needed for students to complete one to four years of high school, ultimately leading to a high school diploma.

In 2000, the PCDI established Ashworth College to offer associate degree programs; in 2004 it offered master's degree programs; and in 2007, it offered bachelor's degree programs.

In 2004, the PCDI purchased the Distance Education Company ("DEC"), which operated both the New York Institute of Photography and the New York Institute of Art and Design (formerly Sheffield School). In 2017, the DEC opened the New York Institute of Career Development.

The PCDI Canada division began in 2005. This division offers Ashworth career diploma programs and the JMHS general diploma program to Canadian students.

In 2007, all schools under PCDI merged under the Ashworth College umbrella. Today, the College offers 2 high school programs, 16 career certificates, 54 career diplomas, 14 undergraduate certificates, 15 associate degrees, and 9 bachelor's degrees.

All Ashworth course and program offerings are accredited by the Distance Education Accrediting Commission ("DEAC"). The DEAC is listed by the U.S. Department of Education as a recognized accrediting agency. The DEAC is also recognized by the Council for Higher Education Accreditation or CHEA. In addition, James Madison High School is accredited by the Southern Association of Colleges and Schools Council on Accreditation and School Improvement ("SACS CASI") and Cognia.

Students can begin their high school education at JMHS and continue to pursue their career and college aspirations through flexible, affordable, and accredited distance education programs all through Ashworth College.

Ownership, Governance, and Administration

Ownership

Career Step, LLC*

Administration

Kermit Cook
Chief Executive Officer

Frank Jalufka
Chief Financial Officer

Nial McLoughlin
Chief Technology Officer

Terri Runyon Walker
Chief People Officer

Dr. Andrew Shean
Chief Learning Officer

Matt Simon
Chief Marketing Officer

Jordan Thompson
General Counsel

Thais Lyro
Chief Product Officer

John Dobbertin
Chief Operating Officer

* Career Step, LLC is a wholly owned subsidiary of PF TopCo LP.

The Program Advisory Council is comprised of the following members:

Program Advisory Council (PAC)		
Subject Area	**Name**	**Title**
Allied Health	Regina Forbes	Pearson, Sales Director, Private Sector
Allied Health	Ellie Halibozek	Medical Billing and Coding Curriculum Developer
Allied Health - Chair	R. Michael Schafer	President, EdPartners, LLC. Former ABHES Commissioner
Allied Health	Carole Schanel	Educator and Program Director (Retired). Former ABHES Commissioner
Business	Lucy Alvarez	Retired Executive Chef
Business	Blanche Barfield	Ashworth Graduate, Travel Agent Program
Business	Dr. Michael Hillyard	Consultant, Accreditation and Higher Education Strategy
Business	Sue Jenkins	Assistant Professor of Art, Marywood University; Creative Director, Luckychair.com
Business	YuQuan Holloway	Principal, Holloway Consulting Group, LLC
Business	Hilton Joseph	Co-Owner and Manager, Cuban/Spanish Themed Restaurant
Business	Scott Katz	Group Vice President, Learning Solutions, SunTrust Banks
Business	Christina Mathews	Catering Sales Manager, Atlanta Marriott Peachtree Corners
Business	Dawn Taccone	ServSafe Instructor, California State University Ponoma and Wedding Planner/Caterer
Business	Daniel Taccone	Sr. eCommerce Manager, Hilton Hotels
Criminal Justice/Legal Studies	Paul Andrew	Partner, Andrew, Merritt, Reilly & Smith, LLP
Criminal Justice/Legal Studies	Ed Johnson	Human Resources Manager, City of Duluth, Georgia
Criminal Justice/Legal Studies	Lori Raupe	CEO, Lori Raupe Enterprises
Criminal Justice/Legal Studies	Kyle Sokol	Senior Enterprise Risk Investigator, PSCU
Early Childhood Education	Jocelyn Jones	Adjunct Faculty, ECE. Professional Development Specialist, CDA Council
Early Childhood Education	Patricia Neal	First Grade Teacher, ESOL Teacher K-5, Chestnut Elementary
Early Childhood Education	Chermain Tolbert	Assistant Director, Bright Horizons
Early Childhood Education	Dr. Linda Travers	Early Care and Education Specialist, Quality Care for Children and Adjunct Teacher, ECE, Georgia Piedmont Technical College
Early Childhood Education	Veronica Williams	Principal, Chestnut Elementary School
General Ed/Psychology	Marta Anderton	English Department Chair, JMHS
General Ed/Psychology	Thayne Conrad	Enterprise Account Manager, McGraw-Hill Education
General Ed/Psychology	Lauren Finnegan	Educator and Doctoral Intern in Psychology, Rutgers University
General Ed/Psychology	Larryssa Harris	Assistant Principal for Assessments, Dunwoody High School
General Ed/Psychology	Shannon McGurk	Director, Distance Learning, Carolina Biological Supply Co.
Art and Design	Cayla Hickman	Graphic Designer, CH Graphics; Creative Manager, NC UPC
Art and Design	Mark Ramel	Co-founder & Creative Director, Armchair Studio

Technology	James Casteel	Senior Client Solutions Manager, Allscripts Corporation
Technology	Dr. LaTasha Broan	Technical Analyst, Business Software Inc. Adjunct Faculty, Ashworth College
Technology	Yuqwan Holloway	Director, Bottling Investment Group, Program Management Office, Coca- Cola Co.
Technology	Michael Induni	General Manager, Atlanta Flooring Design Centers, Charlotte, NC
Technology	Dr. Cierrah Perrin	Sr. Business Solutions Consultant; Adjunct Faculty, Ashworth
Technology	John McSwain	Founder/CEO, base10 Software
Technology	Jim Casteel	Senior Client Solutions Manager, Allscripts Corporation
Technology	YuQuan Holloway	Principal, Holloway Consulting Group, LLC
Technology	Kevin Wadle	IT Project Leader, Wells' Dairy, Inc.

Trades	Jerome Barnes	Faculty at Ashworth and Maintenance Manager, Novelex
Trades	Randy Purdue	Owner, Quality Repair Service
Trades	Leonard L. Adams, Jr	President/CEO, Quest Community Development Organization
Trades	Mark Lord	Energy Manager, Building Maintenance Department, Gwinnett Co Schools
Trades	Bob Helbing	President, Air-Tro, Inc.
Trades	Allen Wine	Owner, Legacy Locksmith
Trades	Samuel Folds	Corporate Health & Safety Manger, OnSite Services
Trades	Erica Pierson	Management Consultant/Project Manager, ARCADIS
Trades	Carter White	Telecom Installer, Crosspoint Communications

Pharmacy Technician	George Flabum, Phrm. D.	Assistant Director of Pharmacy at Mt. Sinai Hospital
Pharmacy Technician	Lewis D'Iorio, R.PH.	Owner of LDT RX Solutions,
Pharmacy Technician	Phil Altman, R. Ph.	Owner of Healy Choice Compounding Pharmacy
Pharmacy Technician	Dr. Laura Cvek, Pharm. D.	Pharmacist, Health Choice Compounding Pharmacy
Pharmacy Technician	Saha Falbum, Pharm. D.	Associate Professor at Fairleigh Dickerson University
Pharmacy Technician	Nicholas Dowbak	Walgreens Field Recruiter
Pharmacy Technician	Charrai Byrd, Pharm. D.	New York Presbyterian Hospital. President, NYC Society of Health System Pharmacists
Pharmacy Technician	Donny Ramsook	Supervising Pharmacists, Maxor Pharmacy

Veterinary Technician	Megan Chadwick, CVT BS	Program Director
Veterinary Technician	Lea Craig, DVM	Team Lead
Veterinary Technician	Jessica Sewell, BAS, RVT	Veterinary Technician Small Animal Practice and Hospital Manager
Veterinary Technician	Kathy Estrada, LVT	Dog grooming subject matter expert, Small Animal Hospital operations Manager, Veterinary Technician
Veterinary Technician	Robbie Champion, RVT, RLATG	Veterinary Technician, Laboratory Animal Medicine
Veterinary Technician	Enrique Marroquin	Public Member, Veterinary Industry
Veterinary Technician	Stephen Hines, DVM	Professor of Veterinary Microbiology & Pathology, Veterinarian
Veterinary Technician	Matthew Brochhausen	Veterinary Technician Student
Veterinary Technician	Cassandra Bunn	Veterinary Technician Student

Accreditation and State Licensing

Accreditation

Ashworth College is nationally accredited by the Distance Education Accrediting Commission.

The Distance Education Accrediting Commission is listed by the U.S. Department of Education as a recognized accrediting agency.

The Distance Education Accrediting Commission is recognized by the Council for Higher Education Accreditation (CHEA).

There are different types of accreditations; therefore, students seeking to use their Ashworth experience to transfer to another institution or apply for a job or license should confirm that DEAC accreditation will be accepted. Licensing, certification, training, and other requirements vary by vocation and state. Students should check with their state, local government and/or licensing board to find out which requirements are applicable in their state.

Distance Education Accrediting Commission
1101 17th Street, NW, Suite 808
Washington, DC 20036
202-234-5100
202-332-1386 (Fax)
www.deac.org

State Licensing

Ashworth College is authorized by the State of Georgia Nonpublic Postsecondary Education Commission to offer instruction in career programs, undergraduate certificate, and associate and bachelor's degree programs.

State of Georgia Nonpublic Postsecondary Education Commission
2082 East Exchange Place, Suite 220
Tucker, Georgia 30084-5305
770-414-3300
770-414-3309 (Fax)
www.gnpec.georgia.gov

National Council for State Authorization Reciprocity Agreements

Ashworth College has been approved by Georgia to participate in the National Council for State Authorization Reciprocity Agreements. NC-SARA is a voluntary, regional approach to state oversight of postsecondary distance education.

Student Tuition Recovery Fund Fee and Disclosure: California Residents Only

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss.

Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment if you are not a California resident or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 N. Market Blvd, Suite 225, Sacramento, CA 95834, (916) 574-8900 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.

2. You were enrolled at an institution or a location of the institution within the120 day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120-day period before the program was discontinued.

3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.

4. The institution has been ordered to pay a refund by the Bureau but has failed todo so.

5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.

6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.

7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for the STRF reimbursement, the application must be received within four (4) years from the data of the action or even that made the student eligible for recovery from the STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from the STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

Mission, Values, and Student Learning Outcomes

Mission

Empower students to achieve their aspirations through flexible, convenient, affordable, and highly relevant educational programs:

- Empower: enable students to take control of their lives
- Students: individuals who have taken the proactive step to study and formally engage in learning
- Aspirations: strong desire, longing, or aim
- Flexible: adaptable curriculum that allows students to study anywhere and at their own pace
- Convenient: easily accessible and easy to use
- Affordable: quality courses at a relatively low price that provide great value
- Highly relevant: pertinent content and subject matter that aligns well with real-world skills and knowledge needed in the workplace
- Educational Programs: distance education courses that enable students to learn in their areas of interest

Values

1. **Access** - We believe anyone who wants to learn should have access to affordable, quality education anytime, anyplace.
2. **Accountability** - We set measurable goals and are accountable to students and to each other for our actions, performance, and results.
3. **Integrity** - We operate with the utmost integrity and treat both our fellow colleagues and our students with dignity and respect.
4. **Passion** - We believe we can make a difference in people's lives and want to help each student, faculty, and staff member in our diverse community realize their individual potential.
5. **Teamwork** - We are committed to collaboration and communication among students, faculty, and staff, as both are essential to achieving great outcomes for students and our company.
6. **Excellence** - We strive to uphold high standards in our academic programs, student experience, and support services, and are continually seeking ways to improve each of these areas.

Student Learning Outcomes

By incorporating the following learning and career outcomes into its programs, Ashworth College ensures that graduates are prepared to succeed in a variety of professional, civic, and personal settings.

1. **Effective Communication** Graduates will demonstrate competence in written communication skills that lead to the clear and purposeful expression of ideas, information, and logical reasoning.
2. **Critical Thinking** Graduates will demonstrate critical thinking skills to analyze problems, search for evidence to support conclusions, reflectively process information, and formulate solutions.
3. **Job-Specific and Technical Skills** Graduates will demonstrate competence in program- specific technical skills and an understanding of the common body of knowledge associated with a that program.
4. **Professional and Life Skills** Graduates will demonstrate competent professional and life skills that include responsibility, self-motivation, and will make progress toward becoming engaged and self-reliant learners.
5. **Qualifications for Advancement** Graduates will have the skills and credentials to apply for jobs, change careers, advance in their current workplace, and/or pursue advanced education.

Administration

Institutional Administrators

Kermit Cook - Chief Executive Officer

Jordan Thompson – General Counsel

Harry Roessner – Interim Chief Financial Officer

Stacy Caldwell - General Manager, Career and High School

Matt Simon- Chief Marketing Officer

Nial McLoughlin- Chief Technology Officer

Andrew Shean- Chief Learning Officer

Academic Year, Holidays, Contact Information, Hours of Operation

Academic Year

Students may enroll in Ashworth's programs at any time of the year. There are no set class start dates, and students do not have to wait until the beginning of a new session or new semester. All courses offered are flexible and self-paced, with students setting their own schedules within certain maximum allowable time frames per semester and/or program.

Holidays

Ashworth is closed on the following holidays:
- New Year's Day
- Memorial Day
- Juneteenth
- Independence Day
- Juneteenth
- Labor Day
- Thanksgiving Day
- Day after Thanksgiving
- Christmas Eve
- Christmas Day

Contact Information

The following information may be used to contact Ashworth College. Students should provide their name and student number on all communications with Ashworth staff.

Mailing Address:
Ashworth College
5051 Peachtree Corners Circle, Suite 200
Norcross, GA 30092

Ashworth College Website: www.ashworthcollege.edu
Career Services: careerservices@ashworthcollege.edu
Student Community: Visit the Community via the Student Portal
Student Portal: http://students.ashworthcollege.edu
Student Services E-mail: Submit a Support Ticket via your Student Portal

PCDI
1 Hunter Street East, Suite G100
Hamilton, ON L8N 3W1

866.202.8975 /905.777.7800
905.777.7833

info@pcdicanada.ca

www.pcdi.ca

Course Assistance:

Tutor Assistance: Enter a ticket via Support tab in Student Portal

Course Instructor: Each course syllabus provides information on contacting the faculty and the Academic Advisor support team. When students have program or course specific questions, they should first review their program or course syllabus to identify their team and contact information.

Ashworth Classmates: Visit the Student Community to find discussion forums related to various courses and careers.

Phone Guide

Department	Phone Number
Admissions (Nonstudents)	1-800-362-7070
Main	770-729-8400
Student Services	1-800-224-7234

Fax Destination Guide

Department	Fax Number	Types of Faxes
Business Services	770-729-7290	Military Corporate Partnerships
Education Services	770-417-3030	Life/Work Exams Mandatory Graded Assignments Semester Exams
Student Services	770-729-0961	Book Waivers Career, Degree and High School Verifications Financial Information In-School Deferments Miscellaneous Forms Proctor Nomination Forms Shipment Waivers Student Account Changes

Hours of Operation

9:00 a.m. – 6:00 p.m. (Monday – Friday) Eastern Standard Time

Academic Freedom

Ashworth College adheres to the following principles of academic freedom. As a higher education institution, Ashworth College holds the pursuit of education in highest regard and strives to provide an environment that promotes the pursuit of truth and mutual respect to support the generation of new knowledge and reasoned argument based on scholarly justification.

Students and faculty are expected to adhere to academic honesty, the highest ethical standards, and professional conduct in all processes and practices. It is reasonable that the teaching and learning environments will be open to diverse opinions and voices and that the same course content can be presented in multiple ways in order to achieve the same outcome goals. Teaching and learning styles may differ and it is not unexpected that differences in styles, opinions, and approaches may occur. Academic freedom and student conduct policies are appropriately balanced to produce a harmonious learning environment.

Toward these ends and in respect for diversity, the following guidelines should be followed.

- Ashworth College recognizes that each instructor and instructional team member will express their opinions and philosophies freely without censorship.

- Concurrently, it is important that instructor and instructional team members realize their responsibility to the college is to make their students understand that their expression does not represent the opinions of Ashworth College.

- The thorough discussion of topics from diverse perspectives within the instructor and instructional team members' subject areas is encouraged. However, the discussion of controversial subject matter outside of each faculty and instructional team member's area of expertise is strongly discouraged within courses.

- Noting that debate is at the heart of academic freedom, instructor and instructional team members have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

- Ashworth College expects its instructors and instructional team members to maintain high standards of professional conduct in all communications with students at all times.

Admissions

Admission Requirements

Although Ashworth College and PCDI do not have prerequisites for enrollment into most career diploma and career certificate programs, it is recommended that applicants should have completed their high school diploma or equivalent before enrolling. Note: Individuals enrolling into Ashworth College's Pharmacy Technician program must be at least 18 years of age and provide documentation of a high school diploma or its equivalent.

Pharmacy Technician Program

Students must have successfully completed a high school diploma program, earned a GED or equivalent, or completed at least 12 semester credit hours of college coursework.

Homeschooled students must provide documentation that confirms the student's homeschool program is recognized by their school district, county, or state. Students may begin their course work as soon as they receive their course materials, but Ashworth College must receive one of the following within 90 days of enrollment in order to continue participating in their courses:

* an official high school transcript
* a copy of the high school diploma
* an official homeschool transcript and a copy of the approval document or letter from the local school board, county, or state official
* an official college transcript showing at least 12 semester credit hours of college coursework with a minimum grade of "C" or higher for each course
* an official transcript showing proof of passing the GED, HiSET or TASC Exam

Application Process

Follow the steps below to enroll in Ashworth programs.

1. Complete an application online, by phone or via mail.
   a. Apply online – The online application process is simplified to reduce processing time. The online application can be accessed from our Web site, http://www.ashworthcollege.edu. Applicants can indicate the program level, program type, and discipline area on the online application form.
   b. Apply by phone any day of the year (except holidays) by speaking with an enrollment advisor at.1.800.640.9524.
   Mail or request an enrollment agreement from the Admissions Department at Ashworth College, 5051 Peachtree Corners Circle, Suite 200, Norcross, GA 30092.

2. Within 24 hours of receiving the completed enrollment application, Ashworth will provide instructions for online access to the first course. Course materials such as eBooks are immediately accessible in the course. If the course includes a physical textbook, it will be shipped to the student address.

Enrollment Agreement

The Enrollment Agreement (the "Agreement") is a legally binding contract when signed by the student and accepted by Ashworth at its offices in Georgia and is governed by Georgia law. The student signature on the Agreement indicates that the student has read and understood the terms of the Agreement, has read and understood any literature received from Ashworth, and believes that he/she has the ability to benefit from the course(s) or program(s) selected. An electronic signature is a binding signature. Prospective students are encouraged to read through the catalog and materials prior to enrolling.

Shipments of course materials will be suspended if a signed enrollment agreement has not been received by Ashworth.

SPECIAL NOTE: Students should be aware that programs are developed to provide foundational knowledge and/or skills. Because state regulations vary, students should contact their state agencies to determine if their chosen course is appropriate for their career goals. This applies particularly to para-professional careers such as law, education, and health related fields.

Military Veterans Administration Disclosure

For veterans who enrolled in one of Ashworth's Career (non-degree) programs or non-term self-paced AAS degree programs on or before October 31,2022:

- Ashworth College offers self-paced programs that are classified as correspondence courses by the VA. Therefore, for students using the Montgomery GI Bill®, the VA will reimburse for 55% of the approved tuition for lessons completed. For students using the Post 9/11 GI Bill®, the VA will pay up to 100% of students' entitlement (to the school) of the approved tuition for the lessons completed. For student's using Chapter 33 (Post 911) or Chapter 31 (Vocational Rehab) the VA will pay up to 100% of the tuition (directly to the school) depending on your entitlement.
- The course or program has not been approved for dependent children under the Dependents' Educational Assistance (DEA) program.
- Ashworth College is not a qualifying school for VRAP benefits.
- Courses selected do not qualify for BAH (Basic Allowance Housing) benefits.

Ashworth College will evaluate previous training and consider granting credit for students using the GI Bill®. If transfer credit is applied, the program will be shortened, and the balance will be reduced accordingly.

Veteran's Benefits – Chapter 31 and Chapter 33

Students electing to use chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post 9/11 G.I. Bill® benefits must provide a Certificate of Eligibility, a Statement of Benefits, or VA Form 28-1905 before having their completed coursework certified for VA reimbursement. Students using chapter 31 or chapter 33 benefits who have not provided a Certificate of Eligibility, Statement of Benefits, or VA Form 28-1905 will be required to make an initial payment and regular monthly payments, or delay starting their program, until this documentation is received. Once the student's Certificate of Eligibility, Statement of Benefits, or VA Form 28-1905 has been received, and they have completed coursework that meets the criteria for VA certification and is subsequently certified for VA reimbursement, they will not be required to make payments and will incur no late fees, ending on the earlier of the two dates:

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

Effective October 31, 2022, Ashworth College stopped accepting new enrollments from veterans or their dependents who wish to use their GI Bill® or VR&E benefits as payment for their educational program(s). This change also impacts students who planned to re-enter after a withdrawal from school or those who are considering changing their program of study.

Military Discount

Ashworth recognizes those who serve in the military. We have special offers for active duty military, veterans, and their dependents for many Ashworth programs. Please call 1-800-957-5412 to speak with an Admissions Specialist for more details.

Eligibility Requirements:
- Discharge papers (DD214 – Honorable Discharge)
- VA Certificate of eligibility
- VA Statement of Benefits
- Current military orders

Military Discount Terms and Eligibility:
- All active-duty military members, veterans, and their dependents are eligible for a post-enrollment Institutional Discount of 30% of the total enrollment.
- The discount will be applied post-enrollment for students who are able to provide the above documentation at the time of enrollment and will be applied to the account balance.

Students who do not have the documentation at the time of enrollment or who enroll online will have 60 days to supply the eligibility documents for their discounts to be applied.

Student Identity Verification Procedures

Student numbers are issued to specific people for the purpose of conducting Ashworth College business. Any abuse of these numbers (including obtaining for malicious use or attempting to obtain for malicious use, and false identification or attempted false identification) shall be cause for permanent dismissal from Ashworth College.

Student Portal Access

Students are required to create a password to access the Student Portal. The Student Portal is where a student can view their Academic and Personal records and should only be accessed by the student. Students should protect their password from others and not share it with anyone else (i.e., Academic Honesty Policy). School employees do not know student passwords and can only reset them upon their request. If a student's password is reset, they will be instructed to create a new one before they are able to access their account.

eBooks

Ashworth College may use Vital Source to deliver eBooks in its courses. Students will be

required to create a separate password for their eBook account the first time they access their eBook account. School employees do not know student passwords and cannot reset them. If a student forgets their password or needs it reset, they will need to contact Vital Source directly.

E-M ail

Ashworth College will use the e-mail listed on a student's account to send academic and school updates. These communications can be personal in nature and for this reason we recommend that students use an e-mail that is not shared with others.

Student Verification

If Ashworth College suspects that a student's account has been compromised, access to the student account may be blocked until student's identity has been verified. This process is done only to protect the student's interest. Students are responsible for all comments, exams, and assignments posted on their account. If a student feels that their account was compromised by someone else, they must change their password immediately and notify the school. A student's identity will also be verified for all proctored exams.

Academic Information

Instructional Model

Ashworth aims to provide students with engaging, comprehensive, and high-quality curriculum in a flexible and convenient online learning environment. The school strives to meet the educational goals of its students while giving them the opportunity to set the pace of their learning on a schedule that is compatible with their lifestyles and personal/professional commitments.

Ashworth's enrollment model is an open enrollment track wherein students can enroll in courses and certificates at any time without having to wait for a class start date. The learning model is self-paced within certain maximum time limits per course and/or certificate. Ashworth's instructional model is comprised of an instructional team approach. The instructional team includes highly qualified academic advisors, certified instructors, subject matter experts, course authors, and support staff. Ashworth's team is available to work with students as needs arise. The team approach allows Ashworth to customize support to individual student needs. Each course syllabus provides information on contacting your faculty and the Academic Advisor support team. When students have program or course specific questions, they should first review their program or course syllabus to identify their team and contact information.

Academic Advising

We encourage students to take advantage of the knowledgeable academic guidance available through our academic advisement team by e-mail, mail, or phone. All student questions and inquiries will be responded to in a timely manner by Ashworth academic advisors and the customer service team. Through the Ashworth online Student Portal, students may review course materials; track lesson progress, shipments, and grades; check account balances and make tuition payments; request academic guidance or customer support; access the online library; and participate in the Student Community.

Course Load

Career Certificate

To earn an Ashworth College career certificate, a student must complete all lessons in the program with a minimum overall grade of 70. The number of lessons in career certificate programs varies depending on the program.

Career Diploma

To earn an Ashworth College career diploma, a student must complete all lessons in the program with a minimum overall grade of 70. The number of lessons in career diploma programs varies depending on the program.

Enrollment Status

The school provides students with many mechanisms to help students stay on track for timely completion of program and graduation requirements. In the Student Portal there is a Progress Tracker which displays students' percent progression through their program. For information on the time frame allowance, see the "Completion Time" section.

There are three status states for students depending on their progression through the enrollment and graduation processes. "Applicant" status is someone who has submitted an enrollment agreement and is financially current with Ashworth College; applicants may be denied admission after review of their admissions documentation and first course progress. "Enrolled but not Active" status is someone who, in addition to being admitted to a program, has completed two courses. "Active Student" status is someone who, in addition to being enrolled, is regularly submitting assessments in academic courses.

If students need an official status letter, Ashworth College is able to issue a Status Letter upon request. Students must have completed one course and be current in their tuition payments.

Transcripts and Grade Report

Copies of your official Ashworth College transcript are available in your student portal. Access the Parchment Ordering Service via your student portal, where you can order digital and/or paper copies of your transcript. Transcripts may be sent directly to you or to someone else (e.g. an employer or another school). You will need to have available the email or physical address where the transcript will be sent to complete the order. It is a $15.00 fee for all transcript orders.

> An *official transcript* is one sent by Ashworth College directly to an institution or employer. There is a $15.00 fee for all official transcripts requested.

Students can also view their program of study, progress report and grades in the Student Portal.

Course Format and Account Access

Course Format

The career program includes the following sections as part of the course format. Each course may have a different set of materials and assessments; see the syllabus for details for that course.

Course Materials
- Syllabus
- Career Catalog
- Career Guide
- Textbook (When required)
- Lecture Notes
- Lessons
- Reading Assignments
- Check Your Learning
- Practice Your Skills Activities

Account Access

Ashworth Career students access their student account information, online courses, program schedule, unofficial transcripts, and grades in the Student Portal. All online courses reside on a custom version of the Learning Management System. Ashworth's online courses are designed to be engaging, user-friendly, and easy to navigate. Students can perform the following tasks online via the Student Portal and learning management system.

1. Set up student accounts; view and edit account information
2. View account balances and make tuition payments
3. View shipment status for current and completed courses
4. Access online courses and course materials for current and completed courses
5. Submit assignments, multiple-choice exams, and proctored semester exams
6. View assignment and exam grades
7. Access the Ashworth online library and Learning Resource Center
8. Be a part of Ashworth's online Student Community
9. View program/transcript upon evaluation
10. Download school forms and Career Catalog

Communication with Students

Students are required to set up and maintain their profile information within the Ashworth College Student Portal (http://students.ashworthcollege.edu). It is the responsibility of the student to ensure that the information within the student profile is accurate and current. All e-mail correspondence from Ashworth College will be sent to the e-mail address listed on the student profile. Also, where applicable, materials will be shipped to the address on the student profile. Ashworth is not responsible for shipments or correspondence sent to the incorrect shipping address or e-mail address.

Textbooks and Shipments

The format of student learning content varies by program. Programs may consist of printed materials, wholly online content, or a blend of printed and online content. If hardcopy textbooks and printed learning guides are part of a student's program the required materials will shipped to students at the start of that course.

When required, printed materials are shipped one Lesson Group at a time to students enrolled in the program. When approximately two-thirds of the exams/projects have been submitted and passed, the next Lesson Group will be shipped, if payments are current. For courses with online course materials, students are provided online access to one Lesson Group at a time. When approximately two-thirds of the exams/projects have been submitted and passed, access to the next Lesson Group will be provided, if payments are current.

To have all courses shipped at once:
a.   Tuition must be paid in full.
b.   Subject review form must be reviewed by the student and returned to the school if courses are being changed.
c.   Waiver letter must be signed that states the student may not receive any refunds after the courses are shipped.

Shipment Errors
Students who receive an incorrect or incomplete shipment should call Student Services for assistance. Students have 60 days to notify the school; after 60 days, students will be responsible for any replacement fees.

Replacement Fees
Students who need to replace any study materials should call Student Services for assistance. There will be a replacement fee for each item plus a shipping fee(s). Replacement and shipping fees are due at the time of the request.

Student Community

The Ashworth College Student Community (Community) is a fully interactive, student-driven, and staff-supported virtual campus that provides students a complete social learning experience from the day they enroll to graduation and beyond. The Community is comprised of different discussion forums that correspond to the various areas of study offered at Ashworth and JMHS. What makes the Community special is that members have the unique opportunity to connect with other students, academic advisors, and faculty on their own terms, get real-time support from anywhere at any time, attend weekly "live" streaming video events, receive personalized advice from career experts—all while making new friends, sharing opinions and experiences. The Community integrates excellent interactive and academic elements to create a fully supported social learning experience for our students. Visit the Community by clicking on the Community banner in the Student Portal.

Classes and Assignments

Students are shipped printed course materials for (and/or provided online access to) their first batch of lesson within a week of enrollment. Subsequent lesson shipments and/or online access to lesson modules are automatically triggered when the student nears completion of each batch of lessons. Students can begin their courses immediately upon enrollment but are free to set their own pace of study though students are encouraged to submit lessons regularly.

Each course is composed of lessons. Each lesson typically contains lecture notes, check your learning exercises, multiple-choice exams, and assignments. Multiple-choice exams are auto-graded immediately upon submission and students can view their grades immediately. Assignments are graded within 7-10 business days of student's submission, and students can view their grades along with grader feedback and comments.

End-of-Course Survey

Students are to complete End-of-Course Surveys for each course that they have completed. The End-of-Course Survey includes questions on student engagement, student readiness, teacher and academic advisors support, technology, curriculum, resources, and other support. Student feedback through the End-of-Course Survey is an opportunity for students to have a voice in their program of study and is an essential part of our process of continual improvement.

Career Diploma Completion Time

The Career Diploma program can be completed in approximately four (4) months; students are allowed a maximum of twelve (12) months from date of enrollment to complete their program. Upon meeting graduation requirements, students will be awarded their diploma. No assurance is made as to job placement.

Career Certificate Completion Time

The Career Certificate program can be completed in approximately three (3) months; students are allowed a maximum of eight (8) months from date of enrollment to complete their program. Upon meeting graduation requirements, you will be awarded your diploma. No assurance is made as to job placement.

Academic Policies

Academic Honesty Policy

Academic integrity is the hallmark of excellence and the foundation of higher education which requires honesty in scholarship, research, and all course work. Students are expected at all times to submit their own work for all assignments, to present their own work and ideas in all discussions, and to properly cite original authors and others when referring to sources used. Students must succeed in their classes and programs without violating the Academic Honesty Policy.

To preserve the integrity of Ashworth College's programs and maintain the high quality of education, the Faculty and Administration must address any charge of a violation of the academic honesty policy. At each penalty level the case is reviewed by the Academic Review Board. The due process procedures include a formal request for inquiry and research to prove or disprove the charge. A proven violation carries academic penalties. Students who violate the Academic Honesty Policy will receive a warning on a first offense, will be placed on probation for a second offense, and will be cancelled from the institution on a third offense. Students may appeal the cancellation but may not appeal the warning or the probation. If an egregious violation occurs, students may be immediately academically dismissed from their program. The Academic Review Board reserves the right to issue any penalty subject to the severity of the violation.

Academic Honesty Violations

The following violation types deserve close attention because they summarize various violations of academic honesty. This list below is not exhaustive but captures the predominant violations which occur. Students must strive to honor the regulations to preserve the integrity of their grades and diplomas.

Plagiarism and Cheating

Plagiarism and cheating are acts of stealing and are types of fraud.

Plagiarism is an act of taking someone else's words or ideas and using them or representing them as one's own work. This includes not properly citing the source of the words or ideas. When students use direct quotations, they must use quotation marks and cite the relevant sources. When students paraphrase material, quotation marks are not used, but the sources still must be cited. Students must also cite sources for any use of language, ideas, theories, data, figures, graphs, programs, electronic information, or illustrations.

Cheating is an act of breaking rules of honest and original work. Cheating includes purchasing essays, copying another person's assignment, posting assignments online asking for solutions, or paying someone to do one's work. It also includes sharing one's own work, with another person or organization by allowing them to copy all or part of one's paper. Students are not permitted to share one's student username and/or password with others or an organization. Students are not permitted to receive, knowingly give, or attempt to give any unauthorized assistance in the preparation of any work required to be submitted for credit as part of a course.

Plagiarism Policy

Plagiarism refers to deliberately using someone else's work or ideas and presenting them as one's own without proper attribution or citation. This may be intentional or accidental. If a student is found to have plagiarized a written assignment, the following guidelines apply:

1. Instructors and graders use Grammarly to assess for plagiarism.

2. Grading follows the assignment rubric and awards or deducts points accordingly. Deductions for APA formatting should not exceed the percentage specified by the formatting section of the rubric if one exists.

3. As subject matter experts, it is imperative that instructors and graders focus on grading the totality of the written assignment. While using Grammarly is required, it does not replace the instructor's or grader's knowledge and discernment skills. The goal is to increase a student's understanding and comprehension of the materials and not to merely highlight instances of plagiarism in written assignments.

4. If plagiarism is less than 20%, the paper should be graded based on the rubric, and the student provided with feedback to make improvements. However, if plagiarism results from the "copy and paste" type process where an entire section is copied, the guidelines in section five below should be used.

5. If plagiarism of 20% or above is found, the paper should be graded with a 1% along with an academic warning. It should also include information on resources in each school's Learning Resource Center (LRC), such as Penn Foster Writer's Block or Ashworth Writing Lab.

6. Different programs may have individual guidelines regarding the allowable level of plagiarism and allowable attempts. Check with your program for specifics.

Guidelines for Using Artificial Intelligence to Create Papers and Assignments

Using artificial intelligence, such as ChatGPT, to write all or parts of any assignment is a form of academic dishonesty. Doing so can have the same negative consequences as plagiarism. Written assignments assess understanding of course content, critical thinking skills, research capability, and communication ability.

Academic integrity is a core educational value, and the Penn Foster Group takes academic misconduct seriously. Students and faculty are responsible for upholding academic standards, thereby maintaining the integrity and credibility of the academic community.

There are acceptable uses of Artificial intelligence in the learning process. It can be used as part of the creative process, learning to summarize and paraphrase, helping with learning the MLA and APA processes, creating outlines, brainstorming, and identifying additional resources or experts in the field.

A Word of Warning!

Large Language Models like ChatGPT can have what is referred to as hallucination-like responses; when they do not know an answer, they may offer made-up facts or statements. So, as with any resources used for research, you need to verify the results you are given. In addition, ChatGPT is only trained on information up to 2021. So, relying on that source alone will result in incomplete information. If you are going to use AI, make it one of your tools, not your only tool.

Ashworth College has the right, at its discretion, to review any exams/assignments that have already been graded and to change the grade if plagiarism is found.

The result of the investigation may lead to the following disciplinary action that can include but is not limited to:

Warning
- Documented counseling by staff
- Attend training workshop, write a paper on academic integrity
- Revision and resubmission of work with possible grade penalty
- Submission of alternative assignment

Probation
- Documented counseling by staff
- Attend training workshop, write a paper on academic integrity
- Revision and resubmission of work with possible grade penalty
- Submission of alternative assignment
- Fail the assignment

Academic Dismissal
- Academic Dismissal from Ashworth College

Unauthorized Access to Official Ashworth College Materials
Students may not take, attempt to take, or in any unauthorized manner gain access to, alter, or destroy any materials pertaining to the administration of the educational process (including exams, grade records, answer keys, etc.). Unauthorized access includes sharing one's student username and/or password with another person or organization who is not authorized or enrolled as a student and is grounds for dismissal from the program.

Misrepresentation, Falsification of Ashworth College Records or Academic Work
Students will not knowingly provide false information when completing Ashworth College forms or applications (including admissions forms, enrollment agreements, use of false or counterfeit transcripts, etc.) or in any work submitted for credit as part of a course.

Malicious/Intentional Misuse of Computer Facilities and/or Services
Students are strictly prohibited from the malicious or intentional misuse of computer facilities and/or services. Violations of state and federal laws (including copyright violations, unauthorized access of systems, alteration/damage/destruction or attempted alteration/damage/destruction, use for profit, etc.) or Ashworth College's rules regarding computer usage (including account violations, damage or destruction of the system and/or its performance, unauthorized copying of electronic information, use of threatening or obscene language, etc.) will result in immediate disciplinary action including and up to academic dismissal.

Student Identification Numbers

Student numbers are issued to specific people for the purpose of conducting Ashworth College business. Any abuse of these numbers shall be cause for permanent dismissal from Ashworth College. Abuse includes but is not limited to obtaining student numbers, usernames and/or passwords for malicious use or attempting to obtain for malicious use, false identification or attempted false identification, sharing student number with any other person or organization.

Academic Honesty Appeal Process

Students have the opportunity to appeal Academic Dismissal decisions through the Academic Honesty Appeal process. Requests for appeal must be sent to the Academic Review Board within 10 days of receiving the academic dismissal. An appeal form will be sent to the student when they are advised of dismissal. Student's account must be current prior to any appeal review.

Submitting an appeal does not guarantee reinstatement. If the decision on the appeal is to deny reinstatement, then that decision is final, and no further appeal is allowed. If it is decided that student will be reinstated, then student will remain on Academic Probation until the necessary improvements are made in student's academic performance. Failing to meet the Ashworth College standard may result in a second academic dismissal from the program. After a second dismissal as a result of academic performance, a student will forfeit their right to an appeal and will remain dismissed permanently.

Academic Review Board (ARB) Process

The Academic Review Board (ARB) is tasked with reviewing student academic records and conduct to determine appropriate action in cases where the student has displayed poor academic performance and/or when a student has violated policies regarding Academic Integrity or Student Code of Conduct policies. The ARB has the full range of disciplinary decision authority up to and including cancellation/dismissal.

This is a standing committee, meeting as needed.

1. The ARB Request is submitted by a faculty member and forwarded to the ARB Chair. Other appropriate documentation/verification of intervention measures, etc., should also be attached for review.
2. Each member reviews the student's record and indicates his/her decision recommending dismissal or retention.
3. A majority of the board members must agree to dismiss the student.
4. If the ARB opts for dismissal, the ARB Chair will email an ARB dismissal letter, with appeal options included, to the student.
5. A warning letter will be emailed to the student in certain situations.
6. Decisions regarding financial liability are made by the Program Director, the Regulatory member, and Student Services Escalation Specialist. Financial resolution is generally a flat cancel; these decisions are made on a case-by-case basis.
7. The student has a period of 10 days from dismissal in which they can appeal the decision.
8. The student can appeal the ARB's final decision on the student appeal through the grievance process outlined in the appropriate student handbook.

Grading Policy

Each course is graded by taking the grade-weighted average of the grades received for the exams and/or assignments within the course. The following point totals correspond to the following grades:

PERCENTAGE	LETTER GRADE	STANDARD
90-100	A	Excellent
80-89	B	Good
70-79	C	Satisfactory
<70	F	Failing

All exams/assignments can be resubmitted twice if student is not satisfied with his/her score. Failed exams/assignments do not have to be retaken if final course average is above 70.

Grading Criteria

A = Excellent
The student has demonstrated a thorough understanding of the content and skills presented in the course, consistently initiates thoughtful questions, and can see many sides of an issue. The student writes logically and clearly. They also integrate ideas throughout the course.

B = Good
The student is an excellent writer, maintains consistent performance, and demonstrates an understanding of course content that goes beyond the minimum requirements.

C = Satisfactory
The student demonstrates a minimal comprehension of the skills and subject matter included in the course, and accomplishes only the minimum requirements, while displaying little or no initiative.

F = Failing
Quality and quantity of work is unacceptable.

Exam/Assignment Retake Policy

Students are allowed to retake an exam but are not required to if their final course average is above 70.

Rapid Progression Policy

Ashworth monitors student progress through a Weekly Rapid Progression Report. We recommend completing no more than 15 exams in a 7-day period (calendar week is Sunday through Saturday). Completing 25 or more will result in appearing on the Weekly Rapid Progression report. If a student appears three consecutive times on the report, their coursework will be reviewed by the Academic Director of their Program. The outcome of the review may result in intervention by the Director of Academic Policy, with possible referral to the Academic Review Board (ARB).

This policy does not supersede any program completion requirements.

Conduct and Communications Policy

The Ashworth Conduct and Communications Policy refers to the respectful conduct of Ashworth staff, instructors and students in any school communications including student's course assignments, test responses and where applicable, threaded discussions. Respectful conduct also includes following all academic honesty policies that include, but are not limited to, protection of student IDs, usernames, and/or passwords, protection of course exams and assignments, responses to exams and assignments, and not sharing these with other persons, organizations, or websites. Violations of the Ashworth Conduct and Communications Policy will lead to disciplinary action up to and including dismissal from Ashworth College.

Ashworth provides students with different communication channels for communicating with its staff and instructors and responding to assignments and tests. Communication channels include e-mail, phone, mail, fax, chat rooms, and the Student Community. Other communications channels include the Student Portal or Learning Management System which are used for submitting course assignments, test and threaded discussion responses and communications to instructors.

It is college policy that Ashworth staff, instructors and students maintain respectful, professional, and polite conduct in all communications at all times. All staff, instructors and students are expected to treat one another with respect. Negative emotions, rude language, and/or profanity have no place in any type of communication channels including phone, written, electronic, etc. Any staff, instructor or student using irate, sarcastic, rude, harassing, or offensive language in any types of communication channels to any staff, faculty or student at the college will be subject to disciplinary action up to and including dismissal from Ashworth College.

In order to allow continual communications with Ashworth students, it is required that students update Ashworth College with any changes to the student's account information. Student account information can be accessed through the Student Portal or students can contact Student Services with any changes to student's name, address, e-mail, or phone number.

NOTE: Ashworth official communications are sent by email or mail. Most official forms require electronic communication by e-mail, unless forms or directions state otherwise. Students are held responsible for official Ashworth communications sent to students. Students should check their email accounts regularly and respond, where needed, to any communications sent from Ashworth College.

Student Affairs

Academic Dismissal

Academic dismissal refers to the disenrollment of a student from a course or program of study by Ashworth College. Reasons for academic dismissal include, but are not limited to, the following.

- Poor or unacceptable performance and grades in courses
- Students who fail two or more lessons in the first lesson group
- Acts of plagiarism and academic dishonesty
- Unprofessional communications with Ashworth instructors, staff, and other students

Students who have been academically dismissed from Ashworth College are not eligible for reinstatement or readmission unless an appeal is submitted by the student to the Academic Review Board and accepted by Program Director.

Administrative Cancellation

Administrative cancellation refers to the cancellation of a student enrollment from a course and program of study per the student's request. Students whose accounts have been canceled (but have not been academically dismissed) are eligible for reinstatement or readmission.

Students who are administratively canceled from the identified course(s) will receive the grade of AC on their academic record. The AC grade has no effect on the student's academic GPA. The student will be notified of the Administrative Course Cancellation to their primary e-mail from Student Services.

Students who choose to cancel their enrollment may be entitled to a refund or may owe the school additional tuition. The tuition amount due is based on the enrollment period, number of lessons completed, and the amount paid. The tuition balance or refund that is due will be determined by the Tuition Protection Agreement printed on Ashworth's Enrollment Agreement.

Scholarship and Awards

Students enrolled in degree, diploma and certificate programs have opportunities to earn the awards. Student candidates are nominated by instructors, academic advisors, and student services team members, and then elected by the Ashworth academic staff.

DEAC Student of the Year Award

The Distance Education Accrediting Commission Student of the Year honor is awarded by the Distance Education Accrediting Commission (DEAC) on an annual basis to students who have exhibited outstanding academic performance, overcome barriers and obstacles to learning, and have demonstrated exemplary behavior and attitude in their dealings with staff, faculty, and peers.

Learning Resource Center and Library Services

Students can access both the Learning Resource Center and the library via the Learning Resources tab in the Student Portal.

The Learning Resource Center (LRC) is located on the Student Portal. The LRC provides a variety of resources to the Ashworth College community in order to encourage the achievement and success of every Ashworth student. These are found in the College School Center. The LRC's College Center provides tips, tutorials and answers for those students conducting research and writing papers. The LRC also provides resources to supplement those in the online library so that students may have access to a wider range of materials relevant to their coursework. Students may also participate in discussion forums in the LRC where they can ask questions regarding finding resources for specific assignments or subjects.

Access to the Student online library is free and provided upon enrollment.

Technology Requirements

Students must have Internet access and an active e-mail address. General coursework requires a reliable internet connection and a recently updated browser. Individual courses may have specific hardware and/or software requirements.

Tuition, Fees, and Payment Options

NOTE: Tuition and fees are subject to change without notice. Students should confirm current tuition and fees on the Ashworth Web site. Fees for optional services are non-refundable.

Tuition

Tuition information and details are listed by program on the Ashworth website at www.ashworthcollege.edu.

Fees

Fee	Purpose of Fee	Fee Amount	Trigger
Standard Shipping/Handling Fee	Students are charged for the course material shipping costs per program.	$65.00 per program	Student enrolls into a career program
Official Transcript Request Fee	There is a fee for official transcripts requested.	$15.00 per printed or electronic official transcript.	Student requests a copy of his/her official transcript
Late Fee	A late fee will be charged for each monthly payment that is not paid within 10 days of its due date.	$12.00 per late payment	Student does not pay monthly payment within 10 days of its due date.
Dishonored check, draft, or money order	For any check, draft, or money order that is returned for insufficient funds, student will be charged a $20.00 fee.	$20.00 per dishonored check, draft, or money order	Student submits a dishonored check, draft, or money order
Registration Fee	Registration fee	The lesser of (a) 20% or (b) $200.	Student enrolls into a career program
Six Month Extension Fee	Students who do not complete their program of study within the prescribed time limit must request a six-month extension.	$125.00	Student requests 6-month extension

Payment Options

Monthly Payment Plan Option

Students can make a small down payment and break the remaining tuition into low, interest-free monthly payments. Each month Ashworth sends a statement to the student that reflects the current balance. Students are allowed to adjust the payment amount and due date. There are no hidden fees, and all textbooks are included in the tuition amount.

For students making monthly payments, the first monthly payment is due one month after Ashworth accepts the student Enrollment Agreement; subsequent payments are due every month thereafter. Students will be invoiced each month until their tuition is paid in full. Students who signed up for Auto Bill Pay will have their credit card or bank account debited every month until their tuition is paid in full. Students are responsible for updating account information should the card expire or be closed, in order to avoid late or returned-payment penalties. Students who are paying by check will have the check sent to their bank for payment electronically through the automated clearinghouse. If there are insufficient funds in the student account, Ashworth may resubmit the check for payment and a collection fee may be imposed. The first amounts received from the student in monthly payments will be credited toward the Nonrefundable Fees, Administrative Fees, and/or Registration Fees.

A LATE FEE of $12.00 will be charged for each monthly payment that is not paid within 10 days of its due date.

For any check, draft or money order that is returned for insufficient funds (NSF), student will be charged a $20.00 fee and Ashworth will resubmit for payment. For any student using the Auto Payment option, student is responsible for keeping his/her account information updated to avoid any late or returned payment penalties. For any default that is not cleared within 15 days of Ashworth notifying student of non-payment, Ashworth College reserves the right to call the entire program obligation due and payable immediately, plus any collection or attorney's fees, and the student will not be entitled to any refunds. Payments should be made in US dollars only. Students in Canada and foreign countries will be responsible for payment of any applicable custom duties.

Students must remain current with their monthly payments in order to continue to receive their course materials.

Collections Policy

Students are encouraged to stay in contact with the institution to remain current with their payment plans. Students will be notified if their payment plan becomes past due. If a student's account remains past due, multiple attempts will be made to notify the student of his/her outstanding balance.

In the event a past due account remains outstanding for more than 60 days, the student will have a financial hold placed on his/her account. The financial hold will block the student from accessing the student portal.

After multiple attempts to resolve the outstanding balance with the student and after a financial hold has been placed on the student's account, the remaining balance owed may be referred to a third-party collection agency. The institution does not sell its receivables and works to ensure any third-party agency treats students ethically and fairly. Students are responsible for all fees, interest charges and other costs associated with the collection agency. Collection agencies may report outstanding balances to one or more credit bureaus.

The institution will review its use of collections agencies annually. This review will include:
1. A review of any complaints received from students and regulatory agencies regarding collections practices.
2. The Better Business Bureau report of the collection's agencies used by the institution.
3. An in-person visit to discuss the annual review with the collection's agencies.

Payment Methods

In addition to checks and money orders, Ashworth also accepts Visa®, MasterCard®, American Express®, and Discover®. Students can choose to pay by mail, phone, or online.

- By Mail: When the monthly statement arrives, students should include a check, money order, or credit card information, and mail the payment in the enclosed postage-paid envelope by the due date indicated on the statement.
- By Phone: Credit card, debit card, and electronic check payments are accepted over the phone. Students should contact a Student Services representative at 800-224-7234 during normal business hours.
- Online: Students can make online payments through the Ashworth Student Portal at any time by credit card, debit card, or electronic check. Students should log into the online Student Portal and follow the simple, step-by-step instructions.

Auto Bill Pay
Students can use a credit card to sign up for Auto Bill Pay and receive a savings on their tuition amount.

eStatements
Students can sign up for eStatements via the Student Portal.

International Students
Tuition payment must be made in U.S. funds only. Students in Canada and other foreign countries will be responsible for payment of any applicable transfer fees and customs duties.

Tuition Reimbursement

Some employers pay for education tuition for their employees. Students should check with their employers to see if they qualify for tuition reimbursement under the Employee Education Assistance Act, IRS Code, Section 127.

Tuition Reimbursement Documents

Students sometimes need a copy of their account history for their own records or to submit to employers or others for reimbursement. Following are the instructions on how to print a copy of account history**.**

- Go to Student Portal
- Click on **Account** and **Account History**
- Click on download button in the upper right-hand corner of **Account History**
- Print document or you may have to right click on document and click **Save As** to save as a file and then print

Re-enrollment

Students who voluntarily drop out of their career course or career certificate for any reason and seek readmission into these programs should complete the *Program Readmission Form* and submit it to Student Services to be reinstated in their original program. Readmission is granted at the discretion of Student Services. All past-due balances must be paid prior to readmission. Students who have been academically dismissed from their program will not be granted readmission.

Refund Policy

General Cancellation/Refund Policy

Students may cancel their program at any time. Cancellation requests may be submitted in any manner, but a written request is recommended.

If Student Withdraws	Amount Student Owes
Within 5 calendar days of the date of the student's enrollment	$0 – Full Refund
After 5 calendar days:	
If the student has not submitted any lessons	Nonrefundable Fees + Registration Fees
If the student is a resident of the U.S. state of Georgia, and has submitted at least one lesson, up to and including 5% of the lessons	Nonrefundable Fees + Registration Fees + 5% of Tuition
If the student is a resident of the U.S. state of Georgia, and has submitted more than 5% of the lessons, up to and including 10% of the lessons, or, for non-Georgia residents, has submitted at least one lesson, up to and including 10% of the lessons	Nonrefundable Fees + Registration Fees + 10% of Tuition
If the student has submitted more than 10% of the lessons, up to and including 25% of the lessons	Nonrefundable Fees + Registration Fees + 25% of Tuition
If the student has submitted more than 25% of the lessons, up to and including 50% of the lessons	Nonrefundable Fees + Registration Fees + 50% of Tuition
If the student has submitted more than 50% of the lessons	Nonrefundable Fees + Registration Fees + 100% of Tuition

VA Educational Program/Cancellation/Refund Policy

The following refund policy applies ONLY to those students enrolled under the VA Education Program.

If Student Withdraws	Amount Student Owes
Within 10 calendar days of the date of the student's enrollment	$0 – Full Refund
After 10 calendar days:	
If the student has not submitted any lessons	Nonrefundable Fees + Registration Fees
If the student is a resident of the U.S. state of Georgia, and has submitted at least one lesson, up to and including 5% of the lessons	Nonrefundable Fees + Registration Fees + 5% of Tuition
If the student is a resident of the U.S. state of Georgia, and has submitted more than 5% of the lessons, up to and including 10% of the lessons, or, for non-Georgia residents, has submitted at least one lesson, up to and including 10% of the lessons	Nonrefundable Fees + Registration Fees + 10% of Tuition
If the student has submitted more than 10% of the lessons, up to and including 25% of the lessons	Nonrefundable Fees + Registration Fees + 25% of Tuition
If the student has submitted more than 25% of the lessons, up to and including 50% of the lessons	Nonrefundable Fees + Registration Fees + 50% of Tuition
If the student has submitted more than 50% of the lessons	Nonrefundable Fees + Registration Fees + 100% of Tuition

Refunds

The refund due to the student will be the Amount Paid to Date less the Amount Owed by Student as of the date the student cancellation is accepted and processed. If the Amount Owed by Student is greater than Amount Paid to Date as of the date of cancellation, the student owes Ashworth the difference and such amount is payable within 30 days. Upon cancellation, a student whose tuition is paid in full is entitled to receive all materials, including kits and equipment.

Refunds that are issued to students are returned by the same method payment was received. Most credit card payments are returned in 2-3 days. Checks are returned within 30 days. All students who qualify for a refund under the terms of the enrollment agreement may initiate the cancellation by mail, phone, or e-mail. We process the request the same day. If a student has received all of course material, Ashworth does not issue a refund. Students can request all of their materials at any time once they have paid the tuition balance in full.

Rights and Responsibilities

Student Responsibilities

While Ashworth College is here to provide all students an opportunity to learn in an online environment that is functional and easy to use, students also hold a responsibility to Ashworth College and their studies. All students are expected to:

- Respect their peers and instructors.
- Maintain good academic standing while at Ashworth College.
- Understand and follow all Ashworth College policies and understand the consequences for violations.
- Protect student username and/or password by not sharing with any other person or organization, this is grounds for dismissal.
- Follow all course instructions to ensure successful completion of courses.
- Complete all assignments and assessments.
- Grow academically and intellectually.

Maintenance and Confidentiality of Student Records

It is the policy of Ashworth College not to release educational or financial information to anyone other than the student if the student is age 18 or older. For students under the age of 18, the educational and financial information can be released to the student and/or the student's parent or guardian.

In order for Ashworth College to release information to anyone other than the student, Ashworth must have written consent from the student to do so. The student must complete the *Student Information Release Form*.

Ashworth College's policy regarding confidentiality is in keeping with the Family Educational Rights and Privacy Act (FERPA), which affords student certain rights with respect to their education records. This includes the following:

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

2. The right to request the amendment of the student's education records that the student believes are inaccurate

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 consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. School officials are individuals or entities working for or on the behalf of the educational institution. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility. As allowed within FERPA guidelines, Ashworth College may disclose education records without consent to officials of another school, upon request, in which a student seeks or intends to enroll.

4. The right to file a complaint with the US Department of Education concerning alleged failure by Ashworth College to comply with the requirements of FERPA

At its discretion, Ashworth College may provide Directory Information in accordance with the provisions of the Family Education Rights and Privacy Act. Directory Information is defined as that information which would not generally be considered harmful or an invasion of privacy if disclosed. Students may withhold Directory Information by notifying Student Services in writing; please note that such withholding requests are binding for all information to all parties other than for those exceptions allowed under the Act.

FERPA Policy – Student Right to Privacy Policy

Buckley Amendment

The Buckley Amendment, or the Family Educational Rights and Privacy Act of 1974 (FERPA), is a law regarding the protection of a student's education records. A postsecondary school is required to provide certain privacy protections for those education records that it does maintain. Education records include both directory and non-directory information.

This law applies to institutions that receive federal funds through programs that are administered by the United States Department of Education. Ashworth College has adopted this policy as the industry standard in records' maintenance and operations.

Access to Information

An "eligible student" under FERPA is a student who has reached 18 years of age or attends a postsecondary institution. In order to disclose education information about an eligible student attending Ashworth College, Ashworth requires written consent to share personally identifiable information beyond the directory information. However, there are a number of exceptions to FERPA's prohibition against nonconsensual disclosure of personally identifiable information from education records.

Internally, each Ashworth College employee's access to a student's education information is based on a legitimate educational interest and need to know.

Education Record

An education record is any record that is maintained by Ashworth College in its educational process. Transcripts or a grade report would be examples of this.

Directory Information

FERPA does allow institutions to declare certain items to be defined as "Directory Information." Directory Information can be given out without the prior consent of the eligible student or parent. Ashworth's Directory Information is divided into two levels. The first level is general directory information. The second level is restricted to the use of our strategic partners in order to better serve our students.

Level 1 – General Directory Information
- Name
- Dates of Attendance
- Major
- Degree/Diploma Awarded, if any
- Distinction (Honors, etc.)
- Phone Number
- E-mail Address

Level 2 – Restricted Directory Information
- Student ID
- Social Security Number

Students may request that their Directory Information be made private.

Information that has not been declared Directory Information will require a release from the student before it can be shared.

Examples of Confidential Information

Examples of confidential information are below, although this is not an exhaustive list.

- Grades
- GPA
- Social Security Number

Challenges to individual assignments while a course is active

Individual lesson assessment grades are to be handled between the student and faculty while a course is in session. The student must initiate contact with the faculty within one (1) week for individual lesson assignments (threaded discussions, multiple-choice exams, essays, etc.). The student must discuss the grade concerns with the faculty member who issued the grade. All grading challenges should be submitted via a student ticket through the student portal.

Challenges to a final course grade after the course has been completed

The following policy and procedures apply to all final course grade challenges. The Grade Challenge Form is to be used only to challenge a **course** final grade. This form can be found on the student portal.

1. If a student believes they received a final course grade based on capricious or unprofessional grading the student must discuss within seven (7) days of the final grade being posted the dispute with the faculty member who issued the grade. The correspondence must be tracked through a verifiable means such as e-mail.
2. If a satisfactory solution cannot be found, the student may obtain a Grade Challenge Form in the Student Portal. The form is to be completed and submitted to the Academic Administrator atafordjour@ashworthcollege.edu.
3. A Grade Challenge Form must be initiated within 30 days of the final course grade posting date.
4. After reviewing the Grade Challenge Form and supporting documentation for completeness, the form will be forwarded to the academic advising team or designated representative. If supporting documentation or recommendation is missing, the form will be returned to the student for completion.
5. The academic advising team may consult with the faculty member in an attempt to resolve the dispute. The original faculty member who graded the assignment or a different faculty member may be notified of the challenge and asked for their perspective.
6. Grade challenges may not be appealed beyond the Head of Academic Services. All documents submitted for Grade Challenge are entered in the permanent record of student and faculty.

It is the student's responsibility to provide the necessary information to support the challenge. The student's Grade Challenge Form must include all required information as well as clearly written justification for the grade challenge to be considered. The burden of proof rests with the student to provide any additional supporting documentation. Examples of necessary information include medical verification if the exception is due to illness or copies of any documentation to substantiate the request being made.

Student Complaint Policy

Student complaints should first be brought to the attention of the college by communication with academic advisors, student services advisors, instructors/faculty, or with a department or institutional representatives in question, who shall handle all student concerns with respect and concern. Many issues can be resolved informally once the college is made aware of the concern.

Should a student be unable to resolve the issue of concern informally, the student can submit a *Student Complaint Form* to the appropriate person as per the instructions on the form. It is important for the student to keep documents and records that provide evidence related to the issue of concern. This form is available through the Student Portal. If a student no longer has access to the Student Portal, the form may be requested to be sent by email or mail by contacting an Ashworth representative.

To file a complaint with Ashworth College, submit the *Student Complaint Form*, preferably via e-mail, within 30 days of occurrence of the issue or event. The *Student Complaint Form* and supporting documents need to be directed to the *appropriate* e-mail address below.

- Administrative issues, financial issues, technical issues, student service issues, or Student Community issues: Send form to studentconcerns@ashworthcollege.edu

- Instructional issues, instructor/academic advisor performance, program content, program effectiveness, or library service: Send form to education@ashworthcollege.edu

- Other policy, harassment on the basis of sex, race, color, religion, national origin, age, disability, or sexual orientation: Send form to studentconcerns@ashworthcollege.edu

- Grades and grading issues: Please see the Grade Challenge Policy.

Upon submission of a complaint form and any supporting documents, the student will be notified of any outcome of an official review and determination within 30 days after Ashworth College receives the complaint.

Student Complaint Right to Appeal

Once a student attempts to resolve a complaint through the Student Complaint Policy and/or in conjunction with resolution of a complaint through another channel such as phone, email, or mail and the student maintains the complaint as unresolved, the student is afforded the opportunity to appeal the outcome. Appeals must be submitted within seven (7) calendar days of the receipt of the outcome. The appeal must be in writing using the *Student Complaint Appeal Form* and documentation related to the complaint and attempts to resolve the complaint must be attached. The *Student Complaint Appeal Form* is located on the Student Portal or may be requested from a student representative. The appeal form must include a detailed description of the student's attempt to resolve the complaint, the steps taken to resolve the complaint, and the desired outcome of the appeal.

Send a file containing the completed form and documentation to: studentconcerns@ashworthcollege.edu Place in the subject line of the email: Student Complaint Appeal.

Appeals may also be sent by mail to:
    Ashworth College
    5051 Peachtree Corners Circle, Suite 200
    Norcross, GA 30092

The student will receive in writing the outcome of any appeal within fourteen (14) days after Ashworth College receives the *Student Complaint Appeal Form* and after school has received all requested information. Additional time may be needed as determined by the Head of Academic Services. Final institutional decisions are made by the Head of Academic Services. All documents will become a permanent part of a student's record.

If the student believes that the proposed resolution was unsatisfactory, students may follow the Student Grievance Policy. Please see the Student Grievance Policy for further information.

Student Grievance Policy

A grievance may arise out of a decision or action reached or taken in the course by a member of the faculty/instructional team, staff, or administration of Ashworth College. A basic grievance is that the college has violated a published policy. It does not include grade appeals. The purpose of the Student Grievance Policy is to provide a process for an impartial review and to ensure that the rights of students are properly recognized and protected.

The first step to resolve a grievance is to ensure that all informal channels of resolution and the Student Complaint Policy have been exhausted. If the student believes that the resolution received was unsatisfactory, the student has a right to appeal. Please see the Right to Appeal information in this catalog. If the student is still not satisfied with the appeal results, the student may contact any of the below agencies. Please note that these agencies require that a complainant work with the institution first to exhaust all avenues for resolution.

Georgia State Agency:
State of Georgia Nonpublic Postsecondary Education Commission (GNPEC)
2082 East Exchange Place, Suite 220
Tucker, Georgia 30084-5305
770-414-3300
770-414-3309 (Fax)
The GNPEC grievance website it: https://gnpec.georgia.gov/student-resources/complaints-against-institution

Distance Education Accrediting Commission (DEAC):
Distance Education Accrediting Commission
1101 17th Street, NW, Suite 808
Washington, DC 20036
202-234-5100
202-332-1386 (Fax)
www.deac.org

Better Business Bureau: BBB
BBB online contact at www.bbb.org

Non-Discrimination Policy

Ashworth College is committed to providing an environment that is free from discrimination on the basis of race, color, national origin, sex, sexual orientation, or disability in its educational programs, activities, and /or employment practices. If any student, faculty, staff, or applicant has a question or concern regarding compliance with this policy, that person may direct the question or concern to the Head of Academic Services.

Accommodating Students with Disabilities

Ashworth College believes in opportunity for everyone. Therefore, the school strives to meet the needs of all students by providing instructional support and student services which will enable them to reach their maximum potential. The school does not discriminate on the basis of race, color, gender, religion, national origin, age, or physical disability.

Ashworth College complies with Section 504 of the Rehabilitation Act of 1973 and the implementing regulations 34 CFR part 104 (barring discrimination on the basis of disability), and the Americans with Disabilities Act (ADA) of 1990 and the implementing regulations in 29 CFR part 1630 (1991). The school will offer a reasonable accommodation for any qualified student with documented disabilities provided the accommodation does not pose an undue hardship on the school or does not force the school to fundamentally alter the educational course, compromise its academic standards, or place the disabled individual in a better than equal position with nondisabled students. Students must complete the ADA form which is available on the student portal and submit it along with documented evidence of disability to ADArequest@ashworthcollege.edu to be eligible for any accommodations. All completed requests for accommodations will be reviewed by the ADA Review Committee within five (5) business days. Students will receive written communication outlining the decision of the committee.

Graduation Policy

Graduation Requirements

To earn a Career diploma or certificate from Ashworth, students must meet the following requirements:

- Complete all lessons with a passing score
- Meet all financial obligations with Ashworth by paying the tuition balance in full

Graduation Items

Graduation Items
Upon graduation, students will receive the following:

- Electronic copy of Diploma or Certificate (allow 5 business days for delivery to email address)
- Paper copy of Diploma or Certificate (allow up to 6 weeks domestic and 12 weeks international for delivery)

Graduation with Honors

Students who graduate with 3.50 or higher will be eligible for Ashworth's Honor Society and will receive special recognition on their diploma.

Graduation Ceremony

Starting in 2007, Ashworth began a tradition of celebrating and honoring the achievements of our graduates in a yearly graduation ceremony. Every year, hundreds of students make the journey to receive their high school and career diplomas or certificates, undergraduate and graduate certificates, and associate, bachelor's, and master's degrees. Information on graduation is posted on the Ashworth Web site early in the year for the summer celebration. Please note that the graduation date changes each year.

Students eligible to graduate must meet the graduation requirements for their specific programs. In order to walk across the stage and receive their degree, diploma, or certificate, students must register with Ashworth College, reserve a cap and gown through Ashworth College, and participate in the graduation rehearsal.

Ashworth Personalized Career Services

When you need guidance to grow your career, Ashworth College's Care Services Portal is the career services portal that can help you make a good first impression. From the moment you enroll at Ashworth College, you have total access to this exclusive online career services toolkit that features step-by-step tutorials and templates you can use for your job hunt.

You must register with Ashworth College's Career Services Portal, powered by College Central Network, to use our services. Once registered, you may:

- Search for jobs posted exclusively to Ashworth College; search the Jobs Central® national job board and the Intern Central® national internship board.
- Build a résumé with Résumé Builder, or upload a résumé file to Resume Central® so you can apply directly to jobs and/or allow it to be searched by employers (if you so authorize). Your résumé will be reviewed by our office and must be approved before it can be sent to employers or submitted online to posted jobs.
- Build an online portfolio in Career Portfolio Central® to support your résumé and demonstrate your best work to employers.
- Review your job search history. Report offers/hires.
- Receive emails about programs, services and job-related topics.
- Gain access to announcements, upcoming events, career advice documents, career advice videos, podcasts and career articles from over 126 authors.

Career Services

Visit Career Services in the Student Portal. Click on Learning / Learning Resources / Learning Resource Center / Career Services (on left tab). The following information can be found. The following information can be found.

- Resume writing guidance and templates
- Job search resources
- Job search guides and recommended books
- Job search websites
- Job search, portfolio development and resume storage software

Career Guide

A Career Guide is provided to students as part of their course materials.

Documentation of Employment after Graduation

Per the requirement of regulatory agencies, the school is required to collect and maintain graduate employment data. At or near graduation, graduates will be asked to provide the following information:

- Are you currently working?
- Employer name, address, telephone, your job title, start date, your job duties, and licensing passage status.
- Will you be on Active Military Service after graduation?
- Do you plan to continue your education at an accredited institution? If so where, when, and what program do you plan to start?
- Your employment, military, continuing education, and licensing status maybe verified by Ashworth and/or an outside third party.

Progressing Through the Course

Ashworth recommends that the student set aside a regular time each week to study. The goal should be to maintain steady progress toward graduation. If the student is unable to complete one lesson per week, they should still set a pace that is achievable for them and stick to it. The student should find a pace that works well for them. ***Do not rush through the course***!

Student Portal

The student portal can be accessed via www.students.ashworthcolleg.edu. After a student has entered the portal, they will see several useful tools to help manage their account information. When the student is ready to take an exam, they will click on the "Courses" link at the top right corner.

Exams

There are Achievement Exams at the end of each lesson in a course. Some course shipments have only a few units and some have many more. The Achievement Exams may be multiple-choice questions, handwritten exams with various types of questions, or specific projects.

Important: Multiple exams should not all be submitted at once. Always wait on the feedback and exam results before submitting another exam. Learn from the feedback and results for the next exam so that there is continual improvement. The student can start studying their next lesson, but it is important to know the results of the previous exam before submitting the next exam.

Please note that handwritten exams are also hand graded. This means that the results will not be returned as quickly as with a multiple-choice exam. **Students should allow ample time for the projects and handwritten exams to be processed.** Under normal circumstances graded exams are returned to students in 5-10 business days.

A Place to Study

Just as there are certain study techniques that work better for each student's learning styles, there are also study environments that are more in sync with each learning style. Of course, there are general guidelines that apply to every style and that are certainly worth mentioning.

No matter how hard a student may try, they can NEVER learn while watching TV or talking on the phone. Students may struggle through and grasp some level of learning but will be functioning at a level far below their potential.

Top 5 Characteristics of an Effective Study Space

Make It Comfortable

The student's chair should be well padded and supportive (i.e., a high back-office chair and a smooth top desk or an oversized library chair in the room). The student does not want the kind of comfort felt when lounging on the sofa or stretched out on the bed, but they do need to be free of discomfort. Also, make sure the temperature is balanced-- not too hot or too cold-- and that the air is fresh.

A Well-Lit Preferably Natural Light

Natural light, such as light from a window, is better than artificial light, but if artificial light must be used, remember that incandescent light, or soft white light, is better than fluorescent.

A Well-Stocked Area

The student should not waste time gathering all the study materials and other items they'll need. Instead, when creating the study area, make sure it is stocked with items that will be needed, such as pens, pencils, paper, highlighters, books, calculators, staplers, and rulers.

An Enhanced Environment

It is VERY important that the student's study place be somewhere they enjoy going. The MOST EFFECTIVE way to battle the problems of distraction, poor concentration, and low self-esteem is to improve the learning environment. Suggestions: plants, pictures, and colorful desk accessories.

An Area Full of Positive Messages

Create a positive emotional and mental environment. The student should surround themselves with things that carry positive messages. By themselves, they won't do much, but they will be positive encouragements when the student's mind wanders, and they become frustrated. Motivational posters, quotes, and reminders of goals will serve as positive reinforcement of the value of what the student is doing and how vast their potential is.

Study Goals and Objectives

It is imperative that the student defines their study goals and objectives. The best study goals are always:

- **Realistic for the Time Allotted**
  (Example: What is easily accomplished in an hour? A half hour?)
- **Concrete and Specific**
  (Example: Read pages 5 – 20 of the short stories in the literature book, NOT Read some pages in the literature book.)
- **Significant and Rewardable**
  (Example: One chapter of reading in history deserves a 15-minute TV break, snack break, or phone break).
- **Relevant to the Student's Priorities**
  (Finish reviewing chapter 3 in algebra, because there is a test tomorrow is more important than doing an assignment in English that is not due until the end of the week).

Study Tips

- **Believe in Yourself –** Your brain is a complex piece of work and has genius capacity. It takes time and effort, but if you believe in yourself, you will reach your true and full potential.

- **Discipline Yourself –** Self-control and discipline are the cornerstones to success. Self-discipline is what makes you keep going when the going gets tough, and this is how study techniques become second nature. When your self-discipline gives you the strength to maintain your study skills, this is when your true abilities will soar.

- **Be Persistent –** Keep on keeping on! Persistence is more important than intelligence, luck, and talent.

- **Divide and Conquer –** Analyze the task, divide it into smaller, separate tasks, and put the tasks in priority. Start with the first small step, complete it, and then cross it off the list.

- **Become an Information Filter –** You need to learn to distinguish between what is important to remember and what is not. This takes practice to filter out the unnecessary information and even more practice to be confident that you have focused on the correct material.

- **Practice Output as Well as Input –** Think of your brain as a computer. The information you study is data INPUT. Your brain processes this information and turns it into useful information or OUTPUT. It is up to you to devise several patterns of output so information can easily be recalled.

- **Do Not fear Mistakes –** Don't be afraid to try something new just because you're afraid you may get it wrong the first time. Remember: take an action and if you make a mistake, review the results, and identify the mistakes, decide how to do it better the next time, and then do it again-- only better.

- **Use all of your different intelligences to Create Study Tools –** As you develop your own toolbox of study skills, make use of as many different types of intelligences as possible. Combine as many as you can as often as you can and create a study skills toolbox that empowers you in every way.

- **Always Be Active –** All study, reading, and listening skills come down to one thing: You need to *USE* it. *DO* something with it. Think about it and evaluate it, and then WRITE IT DOWN.

- **Prepare…Prepare…Prepare –** Quality preparation makes the difference between mediocre performance and excellent grades. Prepare your study environment, your attitude, and your focus, and you'll be amazed at the difference.

Student's Use of Rubrics and Answer Keys

A grading rubric is a scoring tool used to help guide both the student and the teacher. It helps to define the quality of a student's work from the category of excellent to poor and serves as a detailed and specific roadmap for students, which leads to improved student outcomes. A grading rubric helps increase grading efficiency and consistency among teachers. If a rubric is used as a tool in your assignment, the rubric will be included with the assignment instructions.

Multiple-choice examinations are used throughout Ashworth's career program to measure students' mastery of the program objectives. In most programs students will also need to complete assignments that require evaluation and feedback from the school's instructional staff. Assignments are often graded using a rubric like the one shown below. This rubric provides guidance for students; it helps to clarify essential elements of the assignment that will be evaluated to determine a grade. The rubric is also an important tool for the instructional team to ensure that each student is evaluated consistently, and that each student meets the primary objectives of the assignment. Assignments that have very specific right or wrong answers may employ an answer key instead of a grading rubric.

Instructors use different tools to help guide them in scoring a student's assignment. Some of the tools an instructor may use include answer keys, the instructor's own knowledge of the subject, the student's adherence to content-specific requirements, student's application of concepts to real world, proper use of APA guidelines, correct grammar and grammar rules, and grading rubrics.

Below is an *Example* of a Rubric.

Grading Rubric—Achievement Exam: Career Investigation and Development

Grading Considerations	Part 1: Educational and Career Goals	Part 2: Employment Opportunities and Applications of Acquired Learning	Part 3: Continuing Education and Career Development	Part 4: Job Application Details
	Points/Actual	Points/Actual	Points/Actual	Points/Actual
Student attempted legitimate response to project part.	5/	5/	5/	5/
Student meets basic criteria of question/inquiry; minimum number of paragraphs, resources submitted; sample application attempted.	5/	5/	5/	5/
Response submitted is organized and accurate; clear evidence of investigation and legitimate sources.	5/	5/	5/	5/
Student displays good communication techniques, including correct spelling and punctuation.	5/	5/	5/	5/
Student demonstrated job-search skills and ability to identify critical work skills and employer preferences; self-employment targets are practical and well-reasoned.	N/A	10/	N/A	N/A
Student identification of continuing education opportunity was appropriate for specific career field; professional organizations identified are	N/A	N/A	5/	N/A

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B.S. Science: Sociology, Arizona State University
Specialty: *Sterile Processing*

El Serrant
Digital Marketing Certificate, Cornell University
B.S. Marketing, St.Johns University
M.B.A. Marketing and Accounting, DeVry University
Specialty: *Marketing/Accounting*

Kendra Strodes
AS, Communications, Sinclair Community
College; *Dental Assisting Certificate, DATS
Dental Assisting School*

Dennis Scott

AS, Business Management, Miami Dade Community College
Mechanical Journeyman's License
EPA, CFC, Universal Certification Specialty:
Heating and Air Conditioning

Julie Sullivan

BA, German and Economics, University of St. Thomas
Specialty: *Interior Design, Home Staging*

Richard Thurman

MED, Curriculum and Instruction, Concordia University
MBA, General Business, American InterContinental University
BBA, International Business, American InterContinental University
Specialties: *Accounting, Finance*

Alexis Tumblin

M.S. Healthcare Administration, Ashford University
M.S. Biomedical Science, Philadelphia College of Osteopathic Medicine
B.S. Chemistry, Albany State University
Specialty: *Anatomy & Physiology*

Megan Vrono

B. Ed. Bachelor of Education in Early Childhood, University of Georgia
M. Ed. Master of Early Childhood, Mercer University
Ed.S. Specialist of Education in Teaching and Learning, Piedmont College
Specialty: *Early Childhood*

Diana Wilson

A.S. Healthcare Administration
B.S. Science in Business, University of Phoenix
M.S. Education Teaching and Learning Technology, Ashford University
M.S. Health Administration, Capella University
Specialty: *Medical Billing and Coding*

Brian Robinson

BS, Park and Recreation Management, Southwestern Oklahoma State University

Hannah Tillman

BA, English Education, University of West Georgia

Jackel Peters

BS, Recording Arts, Full Sail University

AS, Business Administration, Andrew College

Jorge M. Gonzalez, Jr.

BA, Journalism, Georgia State University

Marceline Kakudji

BS in Business Administration, Daemen College

Olivia Kirk

Mass Communication Alabama State University

Career Program Choices

Ashworth College offers students Career Diplomas and Career Certificates.

Career Diploma
Career Diploma programs provide students with an instructional course of study designed to impart the requisite knowledge required to obtain entry-level employment in a specific career or allow graduates to provide professional services to clients as proprietor of a small business. The programs can be completed in approximately four months.

Career Certificate
Career Certificate programs provide students with an instructional course of study designed to provide instruction focused on specific subsets of knowledge related to a vocational or professional career. Career Certificate programs are typically shorter in duration than Career Diploma programs. The certificates are valuable in training students who already have some familiarity in this area of study and often assist students with career development and advancement.

SPECIAL NOTE: Students should be aware that programs are developed to provide foundational knowledge and/or skills. Because state regulations vary, students should contact their state agencies to determine if their chosen course is appropriate for their career goals.

ASHWORTH COLLEGE

List of Career Programs

DIPLOMA PROGRAMS	
	*Medical Billing and Coding
Administrative Assistant	Medical Office Assistant
AutoCAD	Medical Transcription
Automotive Technician	Nutrition, Diet and Health Science
Basic Electronics	Occupational Therapy Aide
Bookkeeping	*Paralegal Studies
Carpentry	Payroll Clerk
Child Care Provider	*Personal Financial Planning
Dental Office Assistant	**Pharmacy Technician
Diesel Mechanic	Physical Therapy Aide
Dog Obedience Trainer	Plumbing
Residential Electrician	Private Investigation
*Electronic Health Records Management	Property Management
Event Planning	Psychology Introduction
Floral Design	*Retail Management
Forensic Science	*Security Services
Gourmet Cooking and Catering	Small Business Management
Heating and Air Conditioning	Social Services Assistant: Substance Abuse
Home Health Aide	*Sport Psychology for Peak Performance
Home Inspection	*Sterile Processing
Hotel and Restaurant Management	*Tax Preparation
Landscape Design	Veterinary Assisting
Locksmithing	
CERTIFICATE PROGRAMS	
*Advanced Medical Coding	*HIPAA Compliance
*Automotive Automatic Transmissions	*Medical Billing
*Automotive Engine Performance	*Medical Office Assistant-Administrative Procedures
*Automotive HVAC	Medical Office Receptionist
*Child Development Associate (CDA) Credential Preparation	Medical Terminology
*Civil Litigation	*Medical Transcription Fundamentals
*Criminal Law and Procedure	*Real Estate Law
*Electronic Medical Records	*Sterile Compounding

*All Courses Indicated with an asterisk are not offered by PCDI Canada.

**Pharmacy Technician course is offered as "Retail Pharmacy Assistant" by PCDI Canada.

Career Diploma Programs

Career Diploma programs provide students with an instructional course of study designed to impart the requisite knowledge required to obtain entry-level employment in a specific career or allow graduates to provide professional services to clients as proprietor of a small business. The programs can be completed in approximately four months.

SPECIAL NOTE: Students should be aware that programs are developed to provide foundational knowledge

and/or skills. Because state regulations vary, students should contact their state agencies to determine if their

course is appropriate for their career goals.

Administrative Assistant

Program Description

The program is designed to provide the student the knowledge and skills required for entry-level work as an administrative assistant. The program focuses on the development of both technical and professional proficiencies. It will prepare students to perform basic office procedures such as good time management, maintaining a filing system and scheduling appointments. This program will provide useful tools for positive communication with supervisors, co-workers and clients or visitors. Writing Workshops throughout the program will provide activities designed to improve writing and grammar skills that are essential in the administrative assistant profession.

Program Objectives

After completing the Administrative Assistant program, students will be able to

1. Understand the role of organizational structures that include the supervisor's role and any subordinate roles

2. Demonstrate teaming and collaboration and personal and interpersonal skills to develop effective working relationships

3. Prepare for your employment search

4. Prioritize, plan, and manage for results

5. Use the telephone effectively

6. Prepare written communications and distribute processed information

7. Set up and maintain files

8. Perform basic financial tasks

9. Schedule appointments, maintain calendars, and receive visitors

10. Plan meetings and conferences

11. Make travel arrangements

12. Prepare for future professional challenges

AutoCAD *(Ashworth College is no longer accepting new enrollments into this program effective 3/29/2023)*

Program Description

This comprehensive program takes an integrated approach to teaching the field of AutoCAD in both theory and practice. Beginning with the basic AutoCAD functions, and moving on to more complex drawings, students will be provided with the knowledge needed to enter the field of drafting. The program also provides instruction, review, and preparation to sit for the Autodesk Certified User certification exam.

Program Objectives

After completing the AutoCAD program, students will be able to:

1. Use the functions and commands of AutoCAD software to create, save, and print drawings that make use of multiple lines, geometric shapes, and curves.

2. Locate and apply the many features of AutoCAD that automate the drafting process and facilitate the creation of more accurate drawings in less time than traditional drafting methods.

3. Locate and apply the features of AutoCAD that provide for the accurate addition of dimensions, tolerances, and drawing notes and labels using symbols and placements recognized by multiple standards organizations.

4. Use the functions and commands of AutoCAD software to create isometric and three-dimensional drawings and models.

Automotive Technician *(Ashworth College is no longer accepting new enrollments into this program effective 3/29/2023)*

Program Description
The Automotive Technician program will prepare students for entry-level employment in the automotive vehicle repair and maintenance industry. The Automotive Technician Career Diploma serves as preparation for the ASE-Certified Master Automobile Technicians series of tests. Upon completion of your coursework, you may wish to pursue certification in these four ASE test areas: A1-Engine Repair, A4-Suspension & Steering, A5-Brakes, and A6-Electrical/Electronic Systems. ASE testing measures an industry standard-level of ability and makes certification a valuable investment that validates your skills and identifies you as qualified.

Program Objectives
After completing the Automotive Technician program, students will be able to:

1. Identify the hand and power tools, lift equipment, and diagnostic equipment used to evaluate, repair, and maintain automobiles and explain the procedures required for the safe use of each item.

2. Describe the various engine types, body styles, and drive systems that are used to classify cars and light trucks.

3. List the steps that must be followed during a standard vehicle inspection and describe the specifications that determine safe-vehicle conditions during each step.

4. Identify and describe the standard parts of the engine, lubrication and cooling system, electrical/electronic system, and steering and suspension systems for standard automobiles and light trucks.

5. Describe the parts, tools, and processes used to disassemble, rebuild, and reassemble an automobile or light-truck engine.

Basic Electronics

Program Description

The Basic Electronics program provides instruction covering the fundamental information required for understanding the theory of AC and DC electricity and electronics, including sources of electricity, basic circuits and components, and their application to practical devices.

Program Objectives

After completing the Basic Electronics program, students will be able to:

1. Describe the scientific principles that apply to the basic flow of electricity and explain the function of various materials used as conducting, semiconducting, and insulating devices in the construction of standard electrical/electronic circuits.

2. Identify the basic tools and test equipment used to construct, troubleshoot, and maintain standard electronic circuits and systems.

3. Explain the construction and application of standard circuit configurations and identify the component types and connections used to build functioning electronic circuits.

4. Describe the appearance and general operating principles of multiple electronic components and electrical devices such as capacitors, resistors, inductors, semiconductors, integrated circuits (ICs), generators, motors, and transformers.

5. Identify and describe several important electrical concepts used in consumer electronic devices

Bookkeeping

Program Description

In the Bookkeeping program students will learn the basics of bookkeeping and accounting practices that analyze, verify and post details of financial transactions for small companies or as part of an accounting department in larger companies. Program coverage includes instruction on the accounting equation, accounts payable, accounts receivable, payroll, purchasing, inventory, budgets, and the controls and records management required to maintain accurate and compliant company accounts.

Program graduates are prepared to take the National Bookkeepers Association (NBA) Uniform Bookkeeper Certification exam, leading to the Bookkeeper Certification designation.

Program Objectives

After completing the Bookkeeping program, students will be able to:

1. Understand the role and duties of a bookkeeper within the framework of required accounting activities in a business setting.

2. Explain and apply the concepts of cash and accrual accounting, double entry bookkeeping and debits and credits.

3. Prepare payroll transactions ranging from paying wages to depositing and reporting taxes.

4. Make appropriate and accurate accounting entries for a variety of financial records.

5. Define fixed assets, depreciation, and amortization, including different methods of calculating depreciation for book and tax purposes.

6. Assist in using basic internal controls to prevent theft, embezzlement, or check and credit card fraud by employees, vendors, or customers.

7. Prepare required documents for budgeting, internal controls, and record retention.

Carpentry

Program Description

The Carpentry program provides students with a basic understanding of the materials, tools and processes used by construction professionals to complete residential and light-commercial building projects. Students learn safe-work practices, hand and power tool identification and operation, basic print reading and building code applications. The program provides detailed coverage of framing techniques, interior and exterior finishing practices as well as some specialty construction elements.

Program Objectives

After completing the Carpentry program, students will be able to:

1. Describe the career opportunities available in the carpentry profession and identify the key work characteristics of carpentry technicians.

2. Identify the basic materials and tools used for standard residential construction projects and describe how they are applied as part of the construction process.

3. Understand the basic concepts and rules of construction safety and list the types of personal protective equipment used by construction technicians to stay safe on the job site.

4. Identify and describe the essential steps in the framing process used for residential construction projects.

5. Describe the steps in the process for transmitting building requirements and specifications from construction documents to actual building layout.

6. List the materials and procedures used to install exterior building protection systems and interior building finish systems.

Child Care Provider

Program Description
Students will learn how to care for children in a home-based childcare facility, play group, or full-service preschool. Topics include career opportunities, learning environments, health and safety concerns, child development, diversity, curriculum, assessment, program operations, and professional growth.

Program Objectives
After completing the Child Care Provider program, students will be able to:

1. Describe the personal characteristics and educational requirements for early childhood educators and describe the types of career opportunities available to those with the proper training.

2. Explain the components required to create a safe, healthy, and developmentally appropriate learning environment.

3. Describe health and safety concerns when working with young children in an educational setting.

4. List and describe the stages of childhood development and identify learning activities and educational games that are appropriate for different ages and developmental stages.

5. Identify and describe the factors that influence a child's development, such as race, culture, ethnicity, socioeconomic status, gender, intelligence, and ability.

6. Explain the major theories around early childhood education and describe how these theories affect the setup, curriculum, and teaching strategies utilized in the early education classroom.

7. Explain the issues and problems confronting prospective teachers and describe current issues and trends in early childhood education.

A career in this field may require students to meet certain licensing, training and other requirements that may vary by vocation and state. Students should check with their state, local government and/or licensing board to research the requirements that may be applicable in their state.

Dental Office Assistant

Program Description

The Dental Office Assistant program is designed to provide the student the knowledge and

skills required for entry-level work performing the administrative functions of a dental assistant. The program focuses on the development of both technical and professional proficiencies. It will prepare students to execute the necessary activities that are performed daily, weekly, and monthly in running a successful dental office. The intent of this program is to develop the comprehension students need to be prepared for the activities that occur every day within a dental office.

Program Objectives

After completing the Dental Office Assistant program, students will be able to

1. Perform as dental practice front office assistants

2. Identify daily, weekly, and monthly activities required for general office procedures

3. Define requirements for managing a dental front office

4. Effectively convey information for the proper completion of dental insurance filing, coding, and billing

5. Identify proper finance and accounting procedures for the dental front office

6. Demonstrate a high standard of professional ethics

7. Identify key skills and attributes for successful employment

A career in this field may require students to meet certain licensing, training and other requirements that may vary by vocation and state. Students should check with their state, local government and/or licensing board to research the requirements that may be applicable in their state.

Diesel Mechanic *(Ashworth College is no longer accepting new enrollments into this program effective 3/29/2023)*

Program Description

The Diesel Mechanic program covers the operation, performance standards and inspection procedures of vehicle systems that incorporate diesel engine technologies. Students will learn heavy-vehicle repair procedures for all major vehicle systems, as well as foundations skills in tool usage and safety. This program also introduces students to specialty systems typically associated with heavy truck repair and maintenance such as hydraulics.

Program Objectives

After completing the Diesel Mechanic program, students will be able to:

1. Identify the hand and power tools, lift equipment, and diagnostic equipment used to evaluate, repair, and maintain diesel-engine vehicles and explain the procedures required for the safe use of each item.

2. Describe the various engine types, body styles, and drive systems that are used to diesel vehicles.

3. List the steps that must be followed during a standard vehicle inspection and describe the specifications that determine safe-vehicle conditions during each step.

4. Identify and describe the standard parts of the engine, lubrication and cooling system, electrical/electronic system, steering and suspension systems, drivetrains, and HVAC systems as well as the hydraulics systems used in heavy vehicles.

5. Describe the parts, tools, and processes used to disassemble, rebuild, and reassemble a diesel engine.

Dog Obedience Trainer *(Ashworth College is no longer accepting new enrollments into this program effective 3/29/2023)*

Program Description
Students will learn about the role and responsibilities of professional dog trainers and the different teaching methods used during training. The program covers topics including different breed characteristics, problem behaviors, reinforcement techniques, and critical periods of dog behavior. The program is designed to be used as essential academic instruction, that, when paired with training experience and interaction with dog training professionals, can provide a path that can eventually lead to trainer-level status.

Program Objectives
After completing the Dog Obedience Trainer program, students will be able to:

1. Describe the role of the dog trainer and identify the career opportunities available to trained dog training professionals.

2. Outline the different methods and equipment used in dog training and explain how these have changed overtime.

3. Define classical and operant conditioning and describe how these techniques are applied by dog trainers.

4. Explain how generalization, discrimination, habituation, sensitization, and desensitization affect a dog's ability to be trained.

5. Describe the ethology of dogs and the role genetics play in dog behavior, including breed characteristics and their effect on behavior and training.

6. Outline the critical periods of dog growth and describe how a dog's maturity affects behavior.

7. Identify and explain important business considerations involved in running a dog training business.

8. Describe the various professional memberships and certifications available to dog trainers and the benefits associated with each.

Electronic Health Records Management

Not offered by PCDI Canada

Program Description

Students learn the basics of health information management from a technological perspective. Topics include the content, structure, management, analysis, and processing of health information, as well as issues surrounding quality, confidentiality, and compliance. Special emphasis is placed on electronic information processing. Students receive hands-on training with two clouds based EMR systems. Graduates are prepared for the Electronic Health Records Specialist Certification exam from the National Health career Association, with the potential to earn the Certified Electronic Health Records Specialist (CEHRS™) credential.

Program Objectives

After completing the Electronic Health Records Management program, students will be able to:

1. Describe the career opportunities available to trained medical records clerks, explain the typical job functions and ethical responsibilities related to this work, and contrast the role against that of accredited record technicians and registered records administrators.

2. Identify and define commonly used medical terms and explain how to use word elements to interpret unfamiliar medical terminology.

3. Identify the different components of the medical record, describe the standards for maintaining medical records and loose documents, and explain JCAHO requirements for medical records documentation.

4. Describe the major medical insurance programs and explain how to complete an insurance claim form using the Current Procedural Terminology (CPT) manual to code for procedures and services and the International Classification of Diseases (ICD-10-CM) manual to code for diagnosis.

5. Describe the typical electronic health record (EHR) system; summarize the categories of data maintained on this type of system, and outline standard processes involved with entering, storing, manipulating, and retrieving patient information.

6. Summarize the portions of the HIPAA Privacy Rule dealing with protected health information (PHI), confidentiality, and disclosure, and describe the circumstances under which information may be released without patient consent.

7. Navigate cloud based EMR software systems and use them to enter new patient information, encounter notes, physician information, insurance claims, and charting information.

Event Planning

Program Description

Students will learn about the role and obligations of professional event planners and the techniques and processes used to design and execute a variety of family and work-related social activities based on client needs and input. The program provides instruction on the basic structure of popular life, social, and corporate events as well as the basic business and self-employment skills necessary to operate an event planning business.

Program Objectives

After completing the Event Planning program, students will be able to:

1. Outline the role of the event planner and explain the importance of the interview process in determining the budget, size, and style of events.

2. Identify the various events associated with event planning, including birthdays, silent auctions, religious celebrations, and showers, and describe the processes that must be followed to successfully schedule and plan these events.

3. Describe the responsibilities associated with planning and organizing an event, including working with vendors and selecting venues.

4. Summarize the important business considerations involved in running an event planning business, such as financial management, business planning, marketing, and staff considerations.

Floral Design

Program Description

Students learn the art of floral design from both a practical and professional perspective. Topics include floral design history; professional organizations and certifications; flower and foliage identification; care, handling, storage, and distribution of flowers and plants; basic and contemporary design techniques; design specialties, including sympathy, wedding, prom, party, holiday, seasonal, and artificial design; and establishing a floral design business.

Program Objectives

After completing the Floral Design program, students will be able to

1. Explain the skills required to become a floral designer, describe the career opportunities available in the field of floral design, and identify the different kinds of business operations that exist in the retail flower business.

2. Outline the best care, handling, and construction techniques for plants as well as fresh-cut flowers, in order to create the sturdiest arrangements with the longest shelf lives.

3. Identify and describe the principles that impact the look and feel of floral arrangements and describe how these elements are applied when designing and producing arrangements for different occasions.

4. List the basic tools and containers used by floral designers in the construction of arrangements and describe how and when to use them.

5. Outline the basic structure of flowers and leaves and describe their parts and characteristics.

6. Identify the different seasonal and event opportunities available to floral designers throughout the year and describe the most appropriate color schemes and flower choices for each.

Forensic Science

Program Description

The forensic science program shows students how to identify, collect, and analyze forensic evidence for use in capturing criminal perpetrators. Program topics include the history and development of forensic science, common types of physical evidence, legal considerations at the crime scene, forensic toxicology, arson and explosives, and the history of fingerprinting.

Program Objectives

After completing the Forensic Science program, students will be able to:

1. Explain the career opportunities available to forensic investigators and describe the characteristics of professionals in this field.

2. Describe what the term *criminalistics* encompasses and the significance of individual and class characteristics in the context of criminal investigations.

3. Explain the purpose of securing, documenting, and processing the crime scene and outline the considerations involved in the collection of physical evidence, including legal and safety precautions.

4. Describe typical procedures followed in the crime lab and in areas such as microscopy, fingerprint development, drug screening, serology, firearms investigations, trace evidence analysis, DNA profiling, and crime scene reconstruction.

5. Describe common tools, processes, and evolving technologies in areas such as microscopy, fingerprint development, drug screening, serology, firearms investigations, trace evidence analysis, DNA profiling, and crime scene reconstruction.

6. Explain how forensic scientists use the scientific method during evidence examination and analysis and describe the factors that influence the selection and use of various analytical techniques.

Gourmet Cooking and Catering

Program Description
Students will learn the basic skills needed to enter the catering field. Topics include professionalism and food safety issues; nutrition; creating healthy, balanced menus; kitchen tools and equipment; techniques and procedures for preparing a wide range of food and gourmet meals; starting and successfully operating a catering business.

Students will have the opportunity to earn ServSafe® Food Handler certification through the National Restaurant Association.

Program Objectives
After completing the Gourmet Cooking and Catering program, students will be able to:

1. Identify the career opportunities available to trained culinary professionals and describe the personal and professional qualities required for success in this career field.

2. Identify common food safety issues and explain how they can be avoided by following high sanitation standards.

3. Explain the basics of nutrition and describe how nutritional and taste/flavor profiles are combined to create healthy, balanced menu items.

4. Identify and describe required kitchen tools and equipment.

5. Describe cooking techniques and procedures for all types of food.

6. Explain how to operate a successful food-service enterprise.

Heating and Air Conditioning

Program Description

The Heating and Air Conditioning program is a comprehensive collection of lessons that provide the knowledge necessary for students to understand HVAC/R theory, identify typical systems and components used for heating and air conditioning residential and commercial buildings, and understand the standard procedures for installation, troubleshooting and maintaining HVAC/R installations and commercial refrigeration. This program offers students the opportunity to complete the EPA 608 certification exam as offered by the ESCO Institute.

Program Objectives

After completing the Heating and Air Conditioning program, students will be able to:

1. Identify the common tools and work procedures required to work safely and effectively as heating and air conditioning technicians.

2. Describe the basic theory of the refrigeration cycle and explain the basic scientific principles that apply to the refrigeration cycle.

3. Identify standard refrigerants used in common commercial applications and the outline the accepted procedures for safe handling and disposal of common refrigerants.

4. Describe the basic components present in heating and cooling systems and outline the standard techniques used to troubleshoot systems and identify faulty components.

5. Identify the standard forms and functions of popular residential heating systems and describe the basic troubleshooting and repair procedures used foreach.

A career in this field may require students to meet certain licensing, training and other requirements that may vary by vocation and state. Students should check with their state, local government and/or licensing board to research the requirements that may be applicable in their state.

Home Health Aide

Program Description

The Home Health Aide program teaches students how to help the elderly, the disabled, and people in ill health to maintain their quality of life and independence at home. Focus is on safety and universal precautions; moving and lifting patients; cleanliness and infection control; caring for children, the elderly, and the dying; and patient health, hygiene, and nutrition. Students learn how to check and report on vital signs, handle special situations, and perform emergency procedures.

Program Objectives

After completing the Home Health Aide program, students will be able to

1. Describe the role of the home health aide, outline the responsibilities involved in caring for home-bound patients, and differentiate the home health aide's role from other care providers.

2. Explain how to create a safe environment for the home health aide and the patient by identifying and describing OSHA regulations and other safe care requirements.

3. Identify and describe proper communication skills with patients, families, other healthcare providers, and insurance companies.

4. Describe typical duties and care responsibilities for patients of all ages and levels of health, with a focus on identifying issues and care concerns for specific populations.

5. Identify credible sources of dietary information and describe how to plan, purchase, store, and serve food to patients with different dietary restrictions and health concerns.

6. Identify and describe specific care regimens performed by the home health aide.

7. Identify and describe exercises designed to help patients gain and maintain strength and flexibility.

8. Explain how to take and record   vital signs and collect bodily specimens for testing.

A career in this field may require students to meet certain licensing, training and other requirements that may vary by vocation and state. Students should check with their state, local government and/or licensing board to research the requirements that may be applicable in their state.

Home Inspection

Program Description

The Home Inspection program provides instruction on the tools and procedures required for inspecting the standard building elements evaluated during a pre-purchase home inspection. Students will learn inspection processes based on ASHI guidelines, for exterior and interior inspections, as well as system inspections for electrical, HVAC, and plumbing. The program also covers professional practices and report writing.

Program Objectives

After completing the Home Inspection program, students will be able to:

1. Describe the overall home inspection process as well as the legal and ethical responsibilities of the home inspector.

2. List the specific building systems and components of a typical residential structure and describe how they are grouped and evaluated as part of the inspection process.

3. Identify and describe the standard inspection forms used to document the formal inspection process and explain the importance of thoroughly, accurately, and legibly completing these forms for both clients and homeowners.

4. List and describe other types of inspections that may be performed by home inspectors, beyond the standard structural and systems inspection.

A career in this field may require students to meet certain licensing, training and other requirements that may vary by vocation and state. Students should check with their state, local government and/or licensing board to research the requirements that may be applicable in their state.

Hotel and Restaurant Management

Program Description

This comprehensive program will give students the skills they need to manage a hotel or restaurant. The Hotel and Restaurant Management program covers topics including managing the front and back office, coordinating guest services, housekeeping, and customer service. Students will have the opportunity to add to their list of credentials by earning the ServSafe® Food Handler certification through the National Restaurant Association.

Program Objectives

After completing the Hotel and Restaurant Management program, students will be able to:

1. Outline the career opportunities available to managers within the hotel and restaurant segments of the hospitality industry and explain the personal and professional characteristics—including the cultural sensitivities and ethical responsibilities—required to successfully manage these service industries.

2. Explain important management principles related to hospitality business operations and describe how technology is used to maximize both profitability and service levels.

3. Describe the organization of the typical hotel, define the roles and responsibilities of the various departments from the reservations process through checkout, and explain how these areas work together to provide superior service to guests.

4. Describe the organization of a typical restaurant, identify the roles and responsibilities of the different areas and staff members, and explain how these areas work together to provide a high-quality experience to guests and event attendees.

5. Identify and define important concepts related to the management and operation of restaurants, including food safety and sanitation practices and event management, and describe how to evaluate the quality and profitability of such operations.

6. Explain how to recruit, hire, and train service staff with a goal of maximizing employee performance and retention while maintaining high standards of service toward guests and customers.

7. Identify and describe management tools and reports used by managers in the hospitality industry, including those related to forecasting, bookings, service charges, quality and service management, and event management.

Introduction to Psychology

Program Description

This program provides a foundation in the basic principles of psychology that students can apply to multiple work and life situations to better understand the actions and motivations of others, and to improve their relationships in career and social environments through a better understanding of their personal motivations and actions.

Program Objectives

After completing the Introduction to Psychology program, students will be able to:

1. Outline the origins and development of psychology as a field of study, describe why psychology is considered a valid field of study, and explain the five major psychological perspectives that inform the field.

2. Describe psychology as the study of individual and group behavior and explain the role of biology, intelligence, culture, attitudes, social norms, and so on, on this behavior.

3. Identify the different research methods used by researchers and explain the components, typical experimental conditions and controls, and advantages and disadvantages of each, as well as how to evaluate and   communicate findings.

4. Identify the components of the nervous system, including the structures of the brain, and describe the form and function of chemical messengers in the nervous system, including the relationship among hormones, thoughts, and emotions.

5. List the major theories of psychology, explain their viewpoints and principles, and describe the work done by the researchers most closely associated with those theories.

6. Identify methods for assessing psychological disorders and explain the accepted classifications of mental illness.

Landscape Design

Program Description

Students learn basic design techniques and their application to the development of landscaped properties. The program also provides instruction on the identification and application of the plants and structural materials used to execute landscape design projects. In addition, the program provides instruction on the basic business concepts and practices necessary to operate a landscape design business as well as theory and knowledge needed to maintain existing landscaped systems.

Program Objectives

After completing the Landscape Design program, students will be able to:

1. Describe how to interpret the visual elements used during the overall landscape design process, including drawings and graphics tools, and apply this knowledge to the development of personal design concepts.

2. Explain how to visualize the landscape site and design space as outdoor rooms and apply standard design principles to enhance the appearance of residential and commercial outdoor space.

3. Apply mathematical and computer-based solutions to both the design and business-related functions of the landscaping design process.

4. Identify various, plants, flowers, surface materials, and enclosures used to create and enhance exterior design spaces and describe the many applications and configurations used for these materials.

5. Identify and define essential business concepts utilized by landscaping professionals to operate successful businesses, such as the generation and interpretation of contracts and specifications, human resource management, safety and OSHA compliance, and customer service.

6. Describe the various aspects of the irrigation, winterizing, and general maintenance required for established landscapes.

Locksmithing *(Ashworth College is no longer accepting new enrollments into this program effective 3/29/2023)*

Program Description

The Locksmithing program provides students with a basic understanding of the materials, tools and processes used by locksmith professionals to install modern security hardware in homes, businesses, and automobiles. Students learn safe-work practices, hand and power tool identification and operation, and to identify various brands and styles of locking systems and keys. The program also provides instruction on the design and installation of security and alarm systems for buildings and vehicles.

Program Objectives

After completing the Locksmithing program, students will be able to:

1. Identify a locksmith's basic job functions and ethical responsibilities and describe the wide range of locks, keys, and security systems that a locksmith may encounter on the job.

2. Describe the basic mechanical function of lock and key systems as well as the components and systems that are used to construct functional security devices.

3. Identify multiple types of locking and security devices, both manual and electrically powered, for structures and automobiles and describe typical applications for each device or system.

4. Describe the process followed to install locksets into doors as well as the process followed to install a complete security system.

5. Identify the essential business concepts related to the successful operation and management of a locksmith or security systems business, including legal compliance and financial aspects.

6. Interpret and follow basic installation procedures for alarm systems, electrical access and exit controls, systems, automotive locking and alarm systems, and high-security systems.

7. Identify the parts of a standard key-duplication machine and describe its basic operation.

A career in this field may require students to meet certain licensing, training and other requirements that may vary by vocation and state. Students should check with their state, local government and/or licensing board to research the requirements that may be applicable in their state.

Medical Billing and Coding

Not offered by PCDI Canada

Program Description

Students learn the fundamentals of medical billing and coding and are prepared to take the Certified Billing and Coding Specialist (CBCS) exam from the National Health career Association, the Certified Professional Coder (CPC®) exam from the American Academy of Professional Coders (AAPC), and the Certified Coding Associate (CCA®) exam from the American Health Information Management Association (AHIMA). Program topics include medical terminology; insurance plans; medical ethics; HIPAA; diagnostic and procedural coding; coding compliance and auditing; physician and hospital billing; Medicare, Medicaid, and TRICARE; EOBs, refunds, and appeals; workers' compensation; and electronic claims processing. Students receive in-depth training on ICD-10-CM/PCS, CPT, and HCPCS code assignment.

*Ashworth covers the cost of the CBCS exam within the tuition. Candidates for the CBCS and CCA must be High School graduates. Additional requirements such as membership and applications can be found with each certifying agency. CBCS, CPC®, CCA®

Program Objectives

After completing the Medical Billing and Coding program, students will be able to:

1. Outline the typical responsibilities of a medical biller/coder, describe the personal and professional ethics required for success in this profession, and describe the career opportunities available to appropriately trained personnel.

2. Describe how to build a strong base of medical terminology and use this terminology to accurately identify and describe body planes, anatomical directions, and the major structures, functions, and pathologies of all body systems.

3. Describe the purpose and impact of the Health Care Portability and Accountability Act (HIPAA) and explain how professionals can learn about changes to the laws and regulations that affect them.

4. Compare and contrast the major types of government and commercial insurance health plans, including Medicare, Medicaid, Health Maintenance Organization (HMO), Preferred Provider Organization (PPO), and Point-of-Service (POS)plans.

5. Describe the typical billing guidelines for inpatient medical, inpatient/outpatient global surgery, medical/surgical, and minor surgical procedures.

6. Summarize the life cycle of a typical insurance claim and explain the processing steps that must be completed before claims and other forms can be submitted to the insurance company.

7. Explain the purpose of medical coding and accurately code diagnoses and procedures using industry-standard coding systems published by the World Health Organization (WHO) and the American Medical Association (AMA).

8. Accurately assign ICD-10-CM/PCS, CPT, and HCPCS codes for diagnoses, procedures, and medical services as part of the insurance reimbursement process.

Medical Office Assistant

Program Description

The Medical Office Assistant program is designed to provide the student the knowledge and

skills required for entry-level work performing the administrative functions of a medical assistant. Students learn how to schedule appointments, maintain patient records, perform billing and coding duties, assist physicians with examinations, prepare patients for laboratory and diagnostic imaging procedures, and administer medications. Graduates are eligible to sit for the Certified Medical Administrative Assistant (CMAA) exam administered by the National Health career Association (NHA).

Program Objectives

After completing the Medical Office Assistant program, students will be able to:

1. Outline the typical responsibilities of a medical office assistant, describe the personal and professional ethics required for success in this profession, and explain how medical office assistants are impacted by HIPAA and other healthcare-related regulations.

2. Describe how a medical front office is typically managed, focusing on administrative processes and procedures.

3. Explain the procedures to follow to create and maintain accurate medical documentation, especially with regards to patient records, procedural and diagnostic coding, insurance claim forms, and other healthcare documentation.

4. Demonstrate knowledge of medical insurance by outlining typical claims processing procedures and explaining the difference between government and commercial health insurance plans.

5. Using standard medical terminology, explain the structures and functions of the human body, including the senses and body systems.

6. Identify and describe the medical office assistant's role in standard patient interactions in the medical office, including in-office diagnostic tests and procedures, specimen sampling, medication administration, and the preparation of patients for examination.

7. Describe universal precautions and explain how to maintain a safe environment in the medical office, even during emergency situations.

Medical Transcription

Program Description

The Medical Transcription program is designed to provide the student the knowledge and skills required to transcribe various types of healthcare documents. Students are introduced to the healthcare record, transcription technology, standard practices, and style perspectives. Students learn to transcribe documents related to all medical specialties, including family practice, internal medicine, cardiology, urology, obstetrics and gynecology, gastroenterology, orthopedics, neurology, and pathology. Special attention is paid to HIPAA regulations, confidentiality, and professional issues related to employment.

Program Objectives

After completing the Medical Transcription program, students will be able to:

1. Explain the personal and professional skills required for success in this profession, outline the job duties associated with this work, explain how medical transcriptionists are impacted by HIPAA and other ethical regulations, and describe the employment opportunities available to trained personnel.

2. Describe how to build a strong base of medical terminology and use this terminology to accurately identify and describe body planes, anatomical directions, and the structures and functions of all major body systems.

3. Identify and describe basic concepts related to examination procedures and positions, laboratory tests, radiography techniques, and pharmacology.

4. Identify common problems and errors that occur during dictation or dictation conversion and explain when the transcriptionist should consult the Physicians' Desk Reference (PDR), the dictionary, style guides, or other reference materials.

5. Explain why medical records are confidential and describe how transcriptionists participate in the maintenance of patient confidentiality.

6. Transcribe various types of reports accurately from a variety of medical specialties and proofread this work both for accuracy and compliance with standard rules of grammar and style.

NOTE: The Medical Transcription program provides a Transcription foot pedal which requires access to a Microsoft® Windows® based computer running Windows® 10 or later.

Nutrition, Diet, and Health Science

Program Description
Students learn the latest nutrition and diet information in this comprehensive program. Topics include MyPlate guidelines, diet planning, the digestive system, and how nutrients affect energy, wellness, and disease.

Program Objectives
After completing the Nutrition, Diet, and Health Science program, students will be able to:

1. Identify and describe the six major classes of nutrients and explain their importance to the healthy functioning of the human   body.

2. Outline nutritional requirements at all stages of life, from infancy   through adulthood.

3. Describe how to identify reliable nutritional information using different dietary standards, recommendations, and recognized industry tools.

4. Outline the path taken by nutrients as they travel through the body and describe the role of the parts of the body in digestion, absorption, and the removal of waste products.

5. Describe the benefits of regular physical exercise including aerobic and anaerobic activities and how nutrition factors into exercise for athletes other highly active individuals.

6. List and describe the causes of global problems with the food supply and explain ways these issues might be resolved.

A career in this field may require students to meet certain licensing, training and other requirements that may vary by vocation and state. Students should check with their state, local government and/or licensing board to research the requirements that may be applicable in their state.

Occupational Therapy Aide

Program Description

The Occupational Therapy Aide program prepares students to support occupational therapists and occupational therapy assistants in helping patients gain the skills necessary to live and work. Students will learn about medical terminology used in the healthcare setting, the history of the occupational therapy field, the occupational therapy aide's role, and different equipment used in the occupational therapy setting. Students will complete an adaptive equipment assessment in an occupational therapy setting before finishing the program.

Program Objectives

After completing the Occupational Therapy Aide program, students will be able to:

1. Identify and define commonly used medical terms and explain how to use word elements to interpret unfamiliar medical terminology.

2. Identify the important milestones and people that shaped the occupational therapy field.

3. Recognize the roles and responsibilities of the members of the rehabilitative team.

4. Identify the significance of the Occupational Therapy Practice Framework domain and process and recognize how important the Occupational Therapy Aide duties responsibilities, including workplace safety, are to the occupational therapy process.

5. Recognize the importance of customer service in the occupational therapy setting, identify occupational therapy equipment used in the treatment process, how to use the equipment, and the safety procedures required while using this equipment.

Paralegal Studies

Not offered by PCDI Canada

Program Description

This comprehensive program provides a foundation in the basic principles of paralegal studies. Students will learn about the legal system, the litigation process, tort law, contracts, legal research, wills, and ethics. Students will also learn techniques that paralegals use to obtain employment, training, and continuing legal education.

Program Objectives

After completing the Paralegal Studies program, students will be able to:

1. Outline the career opportunities available to trained paralegals, describe typical job responsibilities, and explain the advantages and disadvantages of different types of work environments.

2. Describe the personal and professional qualities of competent paralegals, given the ethical considerations, rules, and supervisory requirements currently governing the practice of the profession.

3. Explain the importance of legal research and writing skills for paralegals, describe how to conduct effective legal research using both traditional and technology-based tools, and explain how to draft a variety of legal documents.

4. Describe the history and origins of the American legal system, with an emphasis on the sources of American law.

5. Explain the difference between criminal and civil law and describe various categories of civil law, such as torts, contract law, corporate law, property law, family law, and wills and estates.

6. Outline the structure of the federal and state court systems and identify the processes followed by courts in all phases of criminal and civil litigation.

7. Identify the two basic types of jurisdictions and explain the requirements for personal jurisdiction and subject matter jurisdiction.

Payroll Clerk

Program Description

The Payroll Clerk program will provide instruction on the basic requirements and practices used to accurately compute and maintain records and reports related to the distribution of wages and employee benefits. Program coverage includes basic management principles for the payroll process, time tracking, deductions for benefits and taxes and the payment process. Students will also learn about the accounting practices required for accurate reporting and record keeping, as well as processes used for outsourcing payroll functions.

Program graduates are prepared to take the National Bookkeepers Association (NBA) Uniform Payroll Certification exam, leading to the Payroll Certification designation.

Program Objectives

After completing the Payroll Clerk program, students will be able to:

1. Properly classify workers, differentiating employees and private contractors based on the common law rule.

2. Track employee time and differentiate between types of employee compensation.

3. Identify, track and account for all required employee deductions associated with benefits and all required wage taxes.

4. Explain how payroll interacts with the accounting system and the associated record keeping, controls and measurements.

5. Explain the payroll outsourcing process and the pros and cons of outsourcing payroll.

Personal Financial Planning

Not offered by PCDI Canada

Program Description

The Personal Financial Planning program provides students with instruction on practices for budgeting, evaluating investments, planning for retirement, building good credit and other important areas of personal finance.

Program Objectives

After completing the Personal Financial Planning program, students will be able to:

1. Explain the importance of financial planning, identify the socioeconomic and financial influences that impact personal finances, and create a personal financial plan to achieve a set of goals.

2. Identify important financial statements and describe how and why they are created and used in the development and management of a realistic budget.

3. Describe the U.S. system of taxation, identify the different types of taxes that must be paid, and describe the advantages and disadvantages of various personal taxation strategies.

4. Identify two major types of financial institutions and compare and contrast their services.

5. Explain consumer credit, analyze the advantages and disadvantages of using different types of credit, and describe the importance of protecting one's consumer credit score.

6. Describe strategies to use when considering major purchases, such as motor vehicles and real estate.

7. Define risk, explain how it is mitigated via insurance, and describe coverage and cost options of common insurance policies, such as auto, homeowners, renters, health, and life.

8. Compare and contrast stocks, bonds, mutual funds, real estate, and other investment options, and describe basic investment strategies and techniques.

9. Describe the importance of retirement planning, explain how to assess retirement needs, and describe how to create a realistic plan to meet these needs.

Pharmacy Technician

PCDI Canada offers this course as "Retail Pharmacy Assistant"

Program Description

Students learn the fundamentals of pharmaceutical dispensing and are prepared to take the Certified Pharmacy Technician (CPhT) certification exam delivered by the National Health career Association (NHA), and the Pharmacy Technician Certification Exam (PTCE) administered by the Pharmacy Technician Certification Board (PTCB). Program topics include dosage forms, routes of administration, measurements and calculations, infection control, medication safety, prescription reading, and pharmacology. Students will complete a 160-hour externship in a retail pharmacy setting. A student of the Pharmacy Technician program must attain the age of 18 years prior to enrollment and submit proof of a High School diploma or its equivalent within the first 90 days of enrollment. See the Admission Requirements section in this catalog for more details.

Program Objectives

After completing the Pharmacy Technician program, students will be able to:

1. Outline the typical responsibilities of a pharmacy technician and describe the personal and professional ethics required for success in this profession.

2. Describe the roles and responsibilities of the pharmacy technician and the pharmacist, explain the differences between these two roles, and outline the regulations imposed on both by state and federal law.

3. Demonstrate the standard techniques and procedures required of pharmacy technicians for pharmacy operations, including aseptic operations, medication transcriptions, metric/apothecary conversions, drug dispensation, recordkeeping, and patient profiling.

4. List and explain all major classifications of drugs and understand their indications, therapeutic effects, side effects, dosing recommendations, routes of administration, and mechanisms of action.

5. Interact with pharmacists, customers, and business associates, displaying professional skills, appearance, and ethics in a work-experience setting.

Externship Program

Acceptance into the externship for this Program requires a background check. It may also require a 10-panel drug screen, depending upon the pharmacy chosen for externship. If any student's background check reveals a prior criminal record or any other negative material, Ashworth and the externship site will jointly evaluate whether such Participant should remain a candidate for the Program. Students must pass a drug screen, if required, in order to be placed on an externship to complete the Program.

Students are required to have a cumulative grade average of 70% or better in order to be accepted into the required externship for this Program.

State Requirements

A career in this field may require students to meet certain licensing, training and other requirements that may vary by vocation and state. Students should check with their state, local government and/or licensing board to research the requirements that may be applicable in their state.

State boards may impose a variety of different requirements. These requirements vary from state to state. Before enrolling in the Ashworth Pharmacy Technician program, you should contact the State Board of Pharmacy to obtain the requirements applicable to pharmacy technicians in your state (http://www.nabp.net/boards-of-pharmacy).

Employment

Illicit drug use, criminal background checks, and immunization status may prevent future employment as a pharmacy technician. Employers and State Boards of Pharmacy have regulations about drug use and criminal backgrounds.

Physical Therapy Aide

Program Description

Students learn the basics of patient care in the physical therapy setting and practical on-the-job techniques for assisting physical therapists and physical therapy assistants in their treatment of patients suffering from a variety of physical ailments.

Program Objectives

After completing the Physical Therapy Aide program, students will be able to:

1. Understand and differentiate the roles and responsibilities of the members of the rehabilitative team as they apply to the physical therapy aide.

2. Summarize the process of patient interaction required of physical therapy aides, including legal and ethical issues, communications, and patient records.

3. Describe musculoskeletal physical therapy and explain the most common techniques used by physical therapy aides to assist with the treatment process.

4. Describe neurologic, cardiopulmonary, pediatric, geriatric, and integumentary physical therapy and explain the most common techniques used by physical therapy aides to assist with the treatment process.

5. Describe the appropriate safety procedures required for patient treatment preparation, transfer, and positioning, and for the use of wheelchairs and other assistive devices.

6. Discuss infection control issues within the practice of physical therapy.

A career in this field may require students to meet certain licensing, training and other requirements that may vary by vocation and state. Students should check with their state, local government and/or licensing board to research the requirements that may be applicable in their state.

Plumbing *(Ashworth College is no longer accepting new enrollments into this program effective 3/29/2023)*

Program Description

The Plumbing program provides students with a basic understanding of the materials, tools and processes used by plumbing professionals to complete residential and light-commercial plumbing assignments. Students learn safe-work practices, hand and power tool identification and operation, as well as the common fixtures and components used to assemble water and waste systems. The program also provides instruction on the design and installation of standard plumbing systems, plumbing applications to HVAC systems and specialty systems for recreation and irrigation.

Program Objectives

After completing the Plumbing program, students will be able to:

1. Describe the basic materials and tools used for standard residential plumbing projects and describe how they are applied as part of the construction and home-repair process.

2. Outline the basic concepts and rules of construction safety and list the types of personal protective equipment used by construction technicians to stay safe on the job site.

3. Perform the essential math, print-reading functions, and interpretation of plumbing codes required to execute standard plumbing services.

4. Describe the components and assembly techniques required for the construction of standard piping and water supply systems.

5. Describe the application and installation of standard plumbing fixtures and water-based appliances.

6. Outline the plumbing systems required for related building systems such as HVAC, pools, and irrigation systems.

7. Describe the career opportunities available in the plumbing profession and identify the key work characteristics of successful plumbers.

A career in this field may require students to meet certain licensing, training and other requirements that may vary by vocation and state. Students should check with their state, local government and/or licensing board to research the requirements that may be applicable in their state.

Private Investigation

Program Description
Students will learn the basic skills needed to enter private investigation field. Topics include professionalism; the investigative process; interviewing and interrogating skills; investigative tools and techniques; case management; firearm usage and safety; the different types of investigations.

Program Objectives
After completing the Private Investigation program, students will be able to:

1. Outline the roles and responsibilities of private investigators and the professional skills, personal qualities, and ethical principles private investigators should possess.

2. Recognize and describe the components of the investigative process and explain the basic steps taken to process crime scenes.

3. Describe the lawful use of common investigative tools and techniques, such as interrogation, surveillance, fingerprinting, media, and evidence collection as well as the special considerations involving the use of force and firearms.

4. Recognize and describe the investigative process for different types of investigations, such as domestic disputes and child custody, insurance claims, arson, medical malpractice, missing persons, retail security, loss prevention, and executive protection scenarios.

A career in this field may require students to meet certain licensing, training and other requirements that may vary by vocation and state. Students should check with their state, local government and/or licensing board to research the requirements that may be applicable in their state.

Property Management

Program Description

The Property Management program is designed to teach students how to evaluate and select investment properties, establish favorable leasing terms and conditions, and screen and select tenants. Students learn to identify maintenance concerns, hire employees and contractors, manage legal and financial issues, establish healthy tenant relationships, and enforce rent due dates. Special topics include specific housing markets, affordable housing, and continuing education.

Program Objectives

After completing the Property Management program, students will be able to:

1. List the personal and professional characteristics of successful property managers.

2. Outline the general scope of authority and duties of property managers.

3. Determine when to retain property management personnel and when to hire skilled tradespeople and contractors.

4. Define business concepts related to property management, including advertising, marketing, record-keeping systems implementation, profit and loss, operating budget, and return on investment.

5. Describe how to target and screen for reliable tenants and how to handle tenant-related issues, such as obtaining security deposits, collecting rent, enforcing occupancy rules, and performing evictions.

6. Explain the importance of risk management and appropriate security for property and outline the steps to follow to assess liability and secure adequate liability insurance.

Residential Electrician

Program Description

The Residential Electrician program provides students with the theory and work practices necessary to pursue entry-level employment in the electrical trades. This program covers safety for electrical equipment installation and tool usage, basic electricity, how AC and DC circuits are formed, and a wide range of installation procedures for both residential and commercial properties that are compliant with the requirements of the National Electrical Code (NEC).

Program Objectives

After completing the Residential Electrician program, students will be able to:

1. Apply mathematical formulas and processes to determine sizes and quantities of materials required in electrical work.

2. Explain the basic properties of electricity, how electrons flow, and how different materials effect conductivity.

3. Describe regulations and procedures related to electrical safety.

4. Interpret symbols and required specifications listed on electrical schematics, diagrams, and other technical drawings.

5. Explain the purpose and use of electrical materials and tools required in system installations and repairs.

6. Explain procedures used for evaluating and troubleshooting electrical components in diagnostic testing.

7. Identify the different parts of the National Electrical Code and how they're applied in the field.

A career in this field may require students to meet certain licensing, training and other requirements that may vary by vocation and state. Students should check with their state, local government and/or licensing board to research the requirements that may be applicable in their state.

Retail Management
Not offered by PCDI Canada

Program Description

Students learn the basics of retail management and merchandising as they relate to contemporary retail environments. Topics include retailing formats and locations, organizational structure and key positions, growth and expansion, consumer communication, brands and private labels, productivity measures, inventory valuation, pricing and planning, and merchandise layout and presentation. Students are presented with real-world examples featuring popular large- and small-scale chain retailers and specialty stores.

Program Objectives

After completing the Retail Management program, students will be able to:

1. Define *retailing,* describe the different types of retailers, and outline some of the characteristics of successful retail managers, including entrepreneurs/small business owners and department store managers.

2. List and explain essential retail management concepts, such as buyers and vendors; customer service, customer loyalty, and consumer behavior; retail planning processes and electronic retailing; retail strategy, pricing strategy, assortment planning, branding strategy, and global growth strategy; niche marketing and market personalization; and information systems and supply chain management.

3. Compare and contrast different location opportunities and outline the factors that affect retail demand in a region or trade area.

4. Describe how retailers build a sustainable competitive advantage through human resource management, and identify related issues, challenges, and trends, including employee motivation, evaluation, and compensation.

5. Outline the customer relationship management process, describe how retailers collect customer data, and explain how that data is used to gain strategic advantages, support communication programs, and develop customer loyalty.

6. Describe how retailers make international sourcing decisions and identify common ethical and legal issues involved in the purchase and sale of merchandise.

Security Services

Not offered by PCDI Canada

Program Description

The Security Services program provides students with a basic understanding of qualifications and skills needed to be a professional in the security field. Students learn about the different types of security personnel, the importance of risk management, and legal and ethical issues that security professionals are faced with. The program covers detailed information about how to interface with law enforcement, assess security risk, implement internal and external access controls, combat terrorism, and prepare for disasters.

Program Objectives

After completing the Security Services program, students will be able to:

1. List the qualifications, duties, education/training, job types, personal skills and qualities required to be successful as a security professional.

2. Describe the differences in objectives between public law-enforcement and private security personnel and explain the specific legal and ethical concerns that must be addressed by individuals employed in the private-security industry.

3. Select the appropriate plans, processes, personnel, and equipment required for a security assignment based on the needs and objectives of each assignment and client.

4. Understand the evolving role of the security professional in regard to twenty-first century threats connected to terrorist activities and cybercrime.

Small Business Management

Program Description

This program teaches students the theory and skills required to own and operate a small business. Lesson coverage includes critical concepts such as business plan development, sales and marketing basics, and fundamentals of small business accounting and finance. Students will also learn about basic management techniques required to recruit and hire employees, to purchase and control inventory, and how to use technology resources to improve business results.

Program Objectives

After completing the Small Business Management program, students will be able to:

1. Describe some of the current opportunities, trends, and challenges related to small business ownership and describe the characteristics of successful entrepreneurs.

2. Identify the different forms of legal ownership for small businesses and describe the advantages and disadvantages of each from a variety of perspectives— including ownership, taxation, and organization.

3. Describe how different types of businesses operate within the legal, regulatory, and tax environments in the United States.

4. Describe the essential components of a profitable business—including strategic and operational planning, tax and estate planning, profit planning, human resource management, physical facility management, inventory management, and management information systems—and create a sample business plan that includes all required components.

5. Explain why equity and debt financing are required, identify common sources of financing, and describe the roles that equity and debt financing play in the capital structure of a small firm.

6. Describe issues related to developing, marketing, and distributing products, including finding a niche, managing inventory, working within the product life cycle, developing effective marketing strategies, and identifying appropriate channels of distribution, including e-commerce.

7. Explain how small businesses find and manage human resources, including growth planning, employee recruitment strategies, managing to performance standards, and ensuring employee safety.

Social Services Assistant: Substance Abuse

Not offered by PCDI Canada

Program Description

Students will learn about the role of substance abuse counselors and the skills needed to work with a variety of different clients. Students will learn how to adhere to professional and ethical standards of behavior, work with clients and health care professionals, use counseling techniques that are appropriate for each client, and create professional written records for each client.

Program Objectives

After completing the Social Services Assistant: Substance Abuse program, students will be able to:

1. Identify the skills and knowledge required for success as a substance abuse counselor.

2. Recognize and adhere the professional and ethical standards of behavior for substance abuse counselors.

3. Recognize systematic substance-disorder screening and assessment procedures to determine an individual's eligibility for addiction-related services, even in crisis situations.

4. Work collaboratively with clients and other members of the health care team to develop written treatment goals with measurable, time-sensitive action steps toward outcomes.

5. Identify administrative, clinical, and evaluative activities that facilitate the client's ability to focus on identified issues and needs.

6. Identify counseling techniques that are both sensitive to the client's needs and considerate of the client's cultural norms, societal norms, and family situation.

7. Recognize how to create professional written records that include all treatment information and data, such as screening and intake results, assessment and treatment notes, clinical reports, progress notes, and discharge summaries.

8. Identify how to create and professionally present information on substance abuse, prevention, and treatment to clients, families, and community groups.

9. Develop a professional portfolio that demonstrates educational and professional steps in the pursuit of substance abuse training.

A career in this field may require students to meet certain licensing, training and other requirements that may vary by vocation and state. Students should check with their state, local government and/or licensing board to research the requirements that may be applicable in their state.

Sterile Processing
Not offered by PCDI Canada

Program Description

The Sterile Processing program is designed to provide the student the knowledge and skills required for entry-level work as a sterile processing technician. The program focuses on introductory sterile processing concepts and professional proficiencies. It will prepare students to execute the necessary activities that are performed daily in the sterile processing department. The program is designed to develop the comprehension learners need to sit for the Certified Registered Central Service Technician (CRCST) exam through the International Association of Healthcare Central Service Materiel Management (IAHCSMM)*.

*The CRCST certification requires that you pass the certification exam and complete 400 hours of hands-on experience in a sterile processing department. These hours can be completed before testing or within 6 months of passing the exam. For more information, visit the IAHCSMM website: **https://www.iahcsmm.org.**

Program Objectives

After completing the Sterile Processing program, students will be able to:

1. Recognize the fundamental practices and procedures of aseptic technique.

2. Identify common pathogens found in the medical setting and the precautionary measures healthcare workers take to minimize the risk of contracting diseases.

3. Identify HIPAA privacy rules and regulations and patient information commonly maintained by a healthcare facility.

4. Recognize the duties and requirements of the sterile processing technician in the healthcare setting.

5. Identify basic concepts of anatomy, physiology, microbiology, microorganisms, and medical terminology related to the duties of sterile processing technicians.

6. Identify industry regulations and best practice standards common in the sterile processing field and the organizations responsible for setting the regulations and standards.

7. Identify common and complex surgical instruments, industry approved practices for decontamination and sterilization of medical supplies and equipment, and the proper ways to transport equipment.

8. Identify procedures for effective inventory control and tracking of instruments, equipment, and supplies.

9. Recognize quality assurance practices and workplace safety procedures.

10. Identify the importance of teamwork, workplace communication, and customer relations in the sterile processing setting.

11. Identify basic concepts of technology, writing, communication, and math skills used in the workplace.

Tax Preparation
Not offered by PCDI Canada

Program Description
Students learn the standard practices used for the preparation and filing of federal tax returns for individuals and small businesses. The program provides the skills necessary to accurately complete common tax forms and schedules in compliance with all applicable tax codes and requirements.

Program graduates are prepared to take the National Bookkeepers Association (NBA) Uniform Tax Certification exam, leading to the Tax Certification designation.

Program Objectives
After completing the Tax Preparation program, students will be able to:

1. Recognize and describe laws and regulations related to taxation for both individuals and small businesses and apply these appropriately to the preparation of tax forms.

2. Calculate gross income and identify those elements of income that are included and excluded when making this calculation; identify common itemized deductions, including medical expenses, taxes, charitable contributions, and others; identify and calculate tax losses; identify and calculate deductible business expenses.

3. Apply capital gains and losses to property transactions.

4. Accurately complete a basic Form 1040 Individual Tax Return with typical itemized deductions for a family.

A career in this field may require students to meet certain licensing, training and other requirements that may vary by vocation and state. Students should check with their state, local government and/or licensing board to research the requirements that may be applicable in their state.

Veterinary Assisting *(Ashworth College is no longer accepting new enrollments into this program effective 3/29/2023)*

Program Description

The Veterinary Assisting program is designed to provide the student with the knowledge and

skills required for entry ‑level work performing the administrative and clinical functions of a veterinary assistant. Program topics include animal behavior and restraint, small-animal nursing, office and hospital procedures, client relations, medication dosage and administration, surgical preparation, and laboratory procedures.

Students will complete a 120-hour externship in a veterinary office under the instruction of a licensed veterinarian or a credentialed veterinary technician.

Program Objectives

After completing the Veterinary Assisting program, students will be able to:

1. Describe the interpersonal skills and professional characteristics of an effective veterinary assistant, explain where employment opportunities can be found for those with training in animal care, and outline typical daily responsibilities.

2. Use appropriate veterinary terminology to describe basic concepts of anatomy and physiology, pathology and disease, pharmacology, dentistry, and nutrition, as they apply to animals.

3. Describe how to determine the difference between emergency medical conditions and less critical medical ailments by identifying symptoms, signs, and clinical signs, and by reading animal body language.

4. Explain the fundamental quality control processes used to safely handle and treat both healthy and sick/injured animals, such as when conducting physical examinations, collecting samples, conducting tests, performing procedures, and making observations.

5. Identify standard procedures used in the animal care laboratory and surgical center and describe the functions, use, and maintenance of the specialized equipment and instruments found there.

6. Interact with veterinarians, veterinary technicians, clients, and animals, displaying professional skills, appearance, and ethics in a work-experience setting.

A career in this field may require students to meet certain licensing, training and other requirements that may vary by vocation and state. Students should check with their state, local government and/or licensing board to research the requirements that may be applicable in their state.

Career Certificate Programs

Career Certificate programs provide students with an instructional course of study designed to provide instruction focused on specific subsets of knowledge related to a vocational or professional career. Career Certificate programs are typically shorter in duration than Career Diploma programs. The certificates are valuable in training students who already have some familiarity in this area of study and often assist students with career development and advancement.

SPECIAL NOTE: Students should be aware that programs are developed to provide foundational knowledge and/or skills. Because state regulations vary, students should contact their state agencies to determine if their course is appropriate for their career goals. This applies particularly to para- professional careers such as law, education, and health related fields.

Advanced Medical Coding

Not offered by PCDI Canada

Program Description

Students learn the essential skills needed for abstracting, assigning, and arranging diagnosis and procedure codes using industry-standard coding manuals. Program topics include ICD-10-CM coding; CPT/HCPCS coding, including the assignment of modifiers and evaluation and management (E/M) codes; and ICD-10-PCS procedure coding. Students receive thorough instruction on the Official Guidelines for Coding and Reporting (OGCR) and CPT Guidelines as they relate to each subspecialty.

Program Objectives

After completing the Advanced Medical Coding program, students will be able to:

1. Outline the typical responsibilities of a medical biller/coder, describe the personal and professional ethics required for success in this profession, and describe the career opportunities available to appropriately trained personnel.

2. Describe the purpose and impact of the Health Care Portability and Accountability Act (HIPAA) and explain how professionals can learn about changes to the laws and regulations that affect them.

3. Explain the purpose of medical coding and accurately code diagnoses and procedures using industry-standard coding systems published by the World Health Organization (WHO) and the American Medical Association (AMA).

4. Accurately assign ICD-10-CM/PCS, CPT, and HCPCS codes for diagnoses, procedures, and medical services as part of the insurance reimbursementprocess.

Automotive Automatic Transmissions

Not Offered by PCDI Canada

Program Description

The Automotive Automatic Transmissions certificate program provides students with maintenance and repair knowledge specific to automatic transmissions used in automobiles and light trucks. This program, comprised of NATEF aligned content, is appropriate for students desiring to expand their career options in the automotive repair industry and to prepare for specific industry certifications such as ASE certification exam A2 – Automatic Transmission/Transaxle.

Program Objectives

After completing the Automotive Automatic Transmissions certificate program, students will be able to:

1. Identify the hand and power tools, lift equipment, and diagnostic equipment used to evaluate, repair, and maintain automobiles and explain the procedures required for the safe use of each item.

2. Describe the various engine types, body styles, and drive systems that are used to classify cars and light trucks.

3. Identify the major components and systems used in Automatic Transmissions and axles.

4. Describe the basic mechanical and hydraulic principles used in automotive automatic transmissions.

5. Identify and describe the safe application of specialty tools used for automatic transmission repair.

6. Outline common repair and maintenance procedures used for automatic transmissions in automobiles and light trucks.

7. Identify the parts and subassemblies of several common servosystems.

Automotive Engine Performance

Not offered by PCDI Canada

Program Description

The Automotive Engine Performance certificate program provides students with advanced knowledge and practices used to diagnose and adjust automobile ignition, fuel, and pollution-control systems to obtain peak engine performance. This program, comprised of NATEF aligned content, is appropriate for students desiring to expand their career options in the automotive repair industry and to prepare for specific industry certifications such as ASE certification exam A8 – Engine Performance.

Program Objectives

After completing the Automotive Engine Performance certificate program, students will be able to:

1. Identify the hand and power tools, lift equipment, and diagnostic equipment used to evaluate, repair, and maintain automobiles and explain the procedures required for the safe use of each item.

2. Describe the various engine types, body styles, and drive systems that are used to classify cars and light trucks.

3. Describe the process used to diagnose and repair computer control systems.

4. Identify and describe the operation of diagnostic test equipment used to improve engine performance.

5. Understand the integration of engine ignition, fuel, and electronic engine controls and how these systems interact to maximize engine performance.

6. Outline common diagnostic practices and repair procedures required for ignition, fuel, emissions control, and electronic engine controls.

7. Understand the theory and operation of alternative engine types such as two-stroke, diesel, and rotary engine systems.

Automotive HVAC

Not offered by PCDI Canada

Program Description

The Automotive HVAC certificate program provides students with maintenance and repair knowledge specific to the heating, cooling and ventilation systems used for automobiles and light trucks. This program, comprised of NATEF aligned content, is appropriate for students desiring to expand their career options in the automotive repair industry and to prepare for specific industry certifications such as ASE certification exam A7 – Heating and Air Conditioning.

Program Objectives

After completing the Automotive HVAC certificate program, students will be able to:

1. Identify the hand and power tools, lift equipment, and diagnostic equipment used to evaluate, repair, and maintain automobiles and explain the procedures required for the safe use of each item.

2. Describe the various engine types, body styles, and drive systems that are used to classify cars and light trucks.

3. Identify the major components and systems used in   vehicle HVAC.

4. Describe basic HVAC principles.

5. Identify and describe the safe application of specialty tools used for HVAC system repair.

6. Outline common repair and maintenance procedures used for HVAC systems in automobiles and light trucks.

7. Understand the safe use and disposal processes for common vehicle refrigerants.

Child Development Associate (CDA) Credential Preparation Certificate

Not offered by PCDI Canada

Program Description

The Child Development Associate Certificate (CDA) Credential Preparation program provides students with the knowledge to start or further their careers in the education field. Each lesson in this online program aligns with the professional childcare competency areas required for the Child Development Associate (CDA) Credential™. Lessons show students how to understand a child's development process, recognize similarities and differences in young children, handle issues related to child behavior, create a safe and effective classroom environment, and place age-appropriate learning activities.

Program Objectives

After completing the Child Development Associate Certificate (CDA) Credential Preparation program, students will be able to:

1. Recognize the many roles of a teacher and describe the tools they use to enhance teaching skills.

2. Summarize the role of the National Association for the Education of Young Children (NAEYC) and outline the tools it makes available to early childhood professionals.

3. Apply the essential elements to create meaningful lesson plans that will enrich the learning outcomes of every child.

4. Describe the evolving definition of family and explain the impact on the classroom.

5. Identify the requirements necessary to obtain the Child Development Associate (CDA) Credential™ and prepare a plan to meet those requirements.

Civil Litigation
Not offered by PCDI Canada

Program Description

A Civil Litigation Career Certificate provides students with the specialized knowledge for real-world application in the legal profession. Students will gain a solid understanding of civil procedure, pleadings, evidence, motions, damages, appeals, and other civil litigation.

Program Objectives

After completing the Civil Litigation certificate program, students will be able to:

1. Differentiate civil law from other types of law and sources of judicial authority.

2. Outline the structure of the federal and state court systems and describe the similarities and differences between the two.

3. Describe the rules and procedures that must be followed when filing and conducting a civil lawsuit in the federal court system and explain where state- specific and court-specific procedures and rules may be found.

4. Explain the roles and responsibilities of the paralegal, as well as the ethical standards to be demonstrated, while assisting an attorney through all phases of civil litigation.

5. Identify career opportunities for students with the appropriate training in this specialty area.

Criminal Law and Procedure

Not offered by PCDI Canada

Program Description

The Criminal Law and Procedure career certificate provides students with the specialized knowledge for real-world application in the legal profession. Students will gain a solid understanding of criminal law procedure, elements of various crimes including homicides, criminal defense, preparing for a criminal trial, sentencing, and other criminal law issues.

Program Objectives

After completing the Criminal Law and Procedure certificate program, students will be able to:

1. Describe the origins of criminal law in the United States, differentiate criminal law from civil law, and define and classify criminal acts.

2. Outline the structure of the U.S. criminal justice system and describe how the rights of both victims and accused are protected.

3. Identify the key principles of criminal law and procedure and describe the basic conduct of a criminal case, from arrest through appeals.

4. Explain the roles and responsibilities of paralegals who are involved in assisting attorneys with criminal litigation, as part of either the prosecution or the defense team and describe the ethical standards such paralegals must meet.

5. Identify career opportunities for students with the appropriate training in this specialty area.

Electronic Medical Records

Not offered by PCDI Canada

Program Description
Students learn about the importance and functionality of electronic medical records and receive hands-on training with two clouds based EMR systems. Topics include adding, editing, storing, and retrieving patient information; using provider databases to facilitate continuity of care; generating coding and billing reports; assisting providers and clinicians with charting functions; and identifying information errors. Special emphasis is placed on professional standards for EMRs, HIPAA privacy and security, and guidelines for release of information.

Program Objectives
After completing the Electronic Medical Records program, students will be able to:

1. Describe the typical electronic health record (EHR) system, summarize the categories of data maintained on this type of system, and outline standard processes involved with entering, storing, manipulating, and retrieving patient information.

2. Summarize the portions of the HIPAA Privacy Rule dealing with protected health information (PHI), confidentiality, and disclosure, and describe the circumstances under which information may be released without patient consent.

3. Navigate cloud based EMR software systems and use them to enter new patient information, encounter notes, physician information, insurance claims, and charting information.

HIPAA Compliance

Not offered by PCDI Canada

Program Description

The HIPAA Compliance certificate program provides students with an overview of the HIPAA Privacy and Security Rules and details the compliance tasks, training, and technology needed to implement privacy and security policies. Students will learn about the most recent regulations and standards, implementation cost considerations, covered entity issues, and guidelines for creating a HIPAA-compliant infrastructure. Special attention is paid to recent updates in HIPAA regulations, including the HITECH Act and the Omnibus Rule.

Program Objectives

After completing the HIPAA Compliance program, students will be able to

1. Explain what the Health Information Portability and Accountability Act (HIPAA) entails, what it requires, and what organizations can do to attain and maintain compliance.

2. Compare the HIPAA Privacy Rule and Security Rule and discuss compliance implementation measures for both.

3. Explain the most recent changes to HIPAA, including the Health Information Technology for Economic and Clinical Health (HITECH) Act and the Omnibus Rule, and discuss how these updates further affect compliance.

4. Describe how covered entities are impacted by HIPAA regulations.

5. Explain the necessary components of a HIPAA-compliant technology infrastructure.

6. Discuss organizational security incident procedures and contingency plans for HIPAA-related violations.

7. Identify training, education, and compliance-awareness procedures for employees of organizations impacted by HIPAA.

Medical Billing
Not offered by PCDI Canada

Program Description

Students learn the fundamentals of the medical billing and coding field. Program topics include insurance plans; medical ethics; HIPAA; ICD-9, ICD-10, CPT, and HCPCS coding; coding compliance and auditing; physician and hospital billing; Medicare, Medicaid, and TRICARE; EOBs, refunds, and appeals; workers' compensation; and electronic claims processing.

Program Objectives

After completing the Medical Billing certificate program, students will be able to:

1. Outline the typical responsibilities of a medical biller/coder, describe the personal and professional ethics required for success in this profession, and describe the career opportunities available to appropriately trained students.

2. Describe the purpose and impact of the Health Insurance Portability and Accountability Act (HIPAA) and explain how medical professionals can learn about changes to the laws and regulations that affect them.

3. Compare and contrast the major types of government and commercial insurance health plans, including Medicare, Medicaid, Health Maintenance Organization (HMO), Preferred Provider Organization (PPO), and Point-of-Service (POS)plans.

4. Describe the typical billing guidelines for inpatient medical, inpatient/outpatient global surgery, medical/surgical, and minor surgical procedures.

5. Summarize the life cycle of a typical insurance claim and explain the processing steps that must be completed before claims and other forms can be submitted to the insurance company.

6. Explain the purpose of medical coding and accurately code diagnoses and procedures using industry-standard coding systems published by the World Health Organization (WHO) and the American Medical Association (AMA).

Medical Office Assistant - Administrative Procedures

Not offered by PCDI Canada

Program Description

The Medical Office Assistant: Administrative Procedures career certificate program provides students with an introduction to the administrative activities of a private medical practice, hospital office, or clinic department. Students learn how to schedule appointments, follow OSHA standards and universal precautions, differentiate between government and commercial health insurance programs, maintain patient records, ensure HIPAA compliance, perform billing and coding duties, and follow typical office management procedures.

Program Objectives

After completing the Medical Office Assistant: Administrative Procedures certificate program, students will be able to:

1. Outline the typical responsibilities of a medical office assistant with an administrative focus, describe the personal and professional ethics required for success in this profession, and explain how medical office assistants are impacted by HIPAA and other healthcare regulations.

2. Describe how a medical front office is typically managed, focusing on administrative processes and procedures.

3. Explain the procedures involved in creating and maintaining accurate medical documentation, especially with regards to patient records, procedural and diagnostic coding, insurance claim forms, and other healthcare documentation.

4. Demonstrate knowledge of medical insurance by outlining typical claims processing procedures and explaining the difference between government and commercial health insurance plans.

Medical Office Receptionist

Program Description

The Medical Office Receptionist program is designed to provide students with the knowledge and skills required for entry-level positions in healthcare offices. Students begin with an overview of essential workplace skills, including writing, communication, and technology, followed by in-depth coverage of medical terminology. Students then learn about healthcare law and ethics, appointment scheduling, medical records, insurance plans, and billing and coding procedures.

Program Objectives

After completing the Medical Office Receptionist program, students will be able to:

1. Identify basic concepts of technology, writing, and communication used in the workplace.

2. Identify common pathogens found in the medical setting and the precautionary measures healthcare workers take to minimize the risk of contracting diseases.

3. Identify HIPAA privacy rules and regulations and patient information commonly maintained by a healthcare facility.

4. Using standard medical terminology, explain the structures and functions of the human body, including the senses and body systems.

5. Outline the typical responsibilities of a medical office receptionist, describe the personal and professional ethics required for success in this profession, and explain how medical office receptionists are impacted by HIPAA and other healthcare-related regulations.

6. Explain the procedures to follow to create and maintain accurate medical documentation, especially with regard to patient records, procedural and diagnostic coding, insurance claim forms, and other healthcare documentation.

7. Demonstrate knowledge of medical insurance by outlining typical claims processing procedures and explaining the difference between government and commercial health insurance plans.

Medical Terminology

Program Description

The Medical Terminology certificate program provides students with a basic understanding of the language of medicine. Instruction includes the anatomical structures and functions of the human body, and how the names for common diseases, abnormalities, diagnoses, procedures, and treatments are formed. Students receive a solid understanding of the formation of common medical terms for anatomical structures, diseases, diagnoses, and treatments.

Program Objectives

After completing the Medical Terminology certificate program, students will be able to:

1. Explain the basic principles of medical word building and use word parts to interpret and understand unfamiliar medical terminology.

2. Identify and use correct medical terminology to describe the anatomy of the human body, including the structures, components, and functions of the major organs and organ systems.

3. Explain how common pathologies of different body systems are typically diagnosed and treated.

4. Describe the basic diagnostic procedures, laboratory tests, and imaging techniques associated with oncology, radiology, and nuclear medicine.

Medical Transcription Fundamentals

Not offered by PCDI Canada

Program Description

The Medical Transcription Fundamentals program is designed to introduce students to the healthcare documentation field and to give them hands-on skills transcribing case reports related to a variety of medical specialties. Students will gain fundamental knowledge of the most frequently encountered diseases, diagnoses, and treatments associated with the body's major anatomical systems. The program focuses on standard transcription practices and style guides common in today's medical offices.

Program Objectives

After completing the Medical Transcription Fundamentals certificate program, students will be able to:

1. Explain the personal and professional skills required for success in medical transcription, outline the duties associated with this work, and describe the employment opportunities available to trained students.

2. Identify and describe basic examination procedures and positions, laboratory tests, radiography techniques, and pharmacology.

3. Identify the eight parts of speech and use them correctly when transcribing medical reports.

4. Identify common problems and errors that occur during dictation or conversion and explain when specific reference materials should be consulted.

5. Explain why medical records are confidential and describe the components of HIPAA and other healthcare regulations that require transcriptionists to maintain patient confidentiality.

6. Transcribe various types of reports accurately from a variety of medical specialties and proofread this work for accuracy and compliance with standard rules of grammar and style.

Real Estate Law

Not offered by PCDI Canada

Program Description

Students learn the concepts and principles of real estate law required of professional paralegals. Program topics include estates in land, concurrent ownership, landlord-tenant law, lending, deeds, and mortgages, closing procedures, and development and investment. Special attention is paid to rights, duties, restrictions, and transfers of real property.

Program Objectives

After completing the Real Estate Law certificate program, students will be able to:

1. Differentiate real estate law from other types of law and explain how this legal area impacts the daily lives of most Americans.

2. Identify and explain important concepts in real estate law, including real property, the general laws of land ownership and real estate transactions, title examinations and methods of title transfer, sales contracts and the sales process, real estate financing options, and the closing/settlement process.

3. Explain the roles and responsibilities of the paralegal, as well as the ethical standards to be demonstrated, while assisting a real estate law attorney.

4. Identify career opportunities for students with the appropriate training in this specialty area.

Sterile Compounding

Not offered by PCDI Canada

Program Description

The Sterile Compounding certificate program provides pharmacy technician students with an overview of the training requirements needed for the successful production of compounded sterile preparations. Students will learn about the compounding environment, necessary equipment, and common calculations. They'll cover large- and small-volume parenteral preparations; ampule-based, narcotic, and pediatric preparations; total parenteral nutrition; and chemotherapy preparations and procedures. Special focus is on aseptic technique, including personal garbing, gloving, and cleanliness procedures.

Program Objectives

After completing the Sterile Compounding program, students will be able to:

1. Identify the roles and procedures of pharmacy technicians as they relate to compounded sterile preparations(CSPs).

2. Discuss the sterile compounding environment and identify commonly used supplies needed for the production of CSs.

3. Perform dosage, basic formula, ratio and proportion, dimensional analysis, IV flow/drip rate, and allegation calculations related to the preparation of CSPs, and identify common pharmacy abbreviations, equivalents, and conversions.

4. Explain proper aseptic garbing, hand washing, and gloving procedures and the steps to follow when cleaning the horizontal laminar airflow   hood.

5. Describe the resources and supplies, lab procedures, and USP Chapter <797> guidelines necessary for the preparation of large-volume parenteral, small-volume parenteral, ampule-based preparations, narcotic preparations, pediatric preparations, total parenteral nutrition solutions, and chemotherapy preparations.

Appendix A: Intellectual Property Policy

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The following policy is excerpted from Ashworth's internal policy manual.

Intellectual Property Policy

This policy provides guidance regarding the use and creation of intellectual property at Ashworth College. While the definition of intellectual property, very broadly, means the legal rights which result from intellectual activity in the industrial, scientific, literary, and artistic fields, this policy is focused on products related to course and program development and instructional practices in the online learning environment. It is the responsibility of all faculty, staff, students, and anyone using the facilities or resources of Ashworth College to read, understand and follow this policy.

Definitions

Copyright: The exclusive right of an author to reproduce and create derivative works from original works of authorship that are fixed in a tangible medium which are not in the Public Domain and thus, protected under United States Copyright Law Title 17 of the U.S. Code.

Covered Individuals: All individuals employed or under contract by the College, enrolled at the College, attending courses at the College, and/or using the facilities or resources of the College are subject to this policy.

Intellectual Property: Includes, but is not limited to, any works of authorship, computer software, invention, discovery, creation, know-how, trade secret, technology, scientific or technological development, research data, regardless of whether subject to legal protection such as copyright.

Public Domain: The status of work that are not protected by copyright.

Work Made for Hire: Work prepared by an employee within the scope of employment or work under contract that specifies the product to be a work for hire.

Compliance with Copyright and Intellectual Property Law

Anyone who believes that any faculty, staff, or student at the College has infringed on their rights as a copyright owner should contact the Head of Academic Services of Education and Academic Dean with the following information:

- Complete name, mailing address, email address, phone, and fax numbers.
- Information about the copyrighted material (URL, book title, etc.).
- The URL of the College site which has the infringing material; and
- Any other information supporting the claim.

Ashworth College will apply measures to protect against unauthorized access (e.g., limiting transmission to students enrolled in a particular course) and requires that only lawfully acquired copies of copyrighted works are used.