RSI
The Refrigeration School®

2022-2023

SCHOOL CATALOG

RSI.edu

MISSION STATEMENT

The mission of The Refrigeration School is to assist learners in development of the skills and knowledge necessary for employment and professional growth.

THE REFRIGERATION SCHOOL | 2021-2022 CATALOG

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Note: This Catalog is not complete unless all applicable addenda are enclosed.

INTRODUCTION

The Refrigeration School, Inc. (RSI) has trained individuals to become professional, entry-level Heating, Ventilation, Air Conditioning and Refrigeration (HVAC/R) technicians since 1965. RSI has since expanded its training and now offers multiple career-focused training opportunities. RSI's instructors are experienced industry professionals. RSI's training programs are designed based on industry feedback to meet employers' needs. RSI promotes a student-centric learning environment to support the learner who desires to put forth the effort to achieve his or her desired professional goals. Students are expected to demonstrate a positive attitude, professional character, maintain excellent attendance and be alert and attentive during the training process. Graduates can look forward to a wide range of career opportunities.

We at RSI want to ensure that your education experience is a rewarding one. Please note that RSI offers ample support to all its students. We wish you the best in achieving your educational and professional goals.

WHY RSI?

At RSI we offer career-focused training. RSI offers training programs for entry-level careers in HVAC/R, solar installation, and welding. Most of our programs include hands-on training with an emphasis on troubleshooting. Our HVAC/R training programs utilize a unique system known as the E-STAR, which gives students the hands-on troubleshooting experience that sets our graduates apart. Our welding training program is mostly hands-on with welding techniques currently used in the industry. With more than four decades of history, RSI has the administrative skill, experience, and close ties with the industry that are necessary for you to get the quality training needed. RSI graduates have a broad range of career opportunities and are qualified for entry-level positions. With today's residential, commercial, and industrial Heating, Ventilation, Air Conditioning and Refrigeration (HVAC/R) systems more sophisticated than ever, and welding utilized in many capacities all over the world, the industry requires a workforce with specialized knowledge and skills for installations, maintenance and repairs.

Our faculty and staff are dedicated to assisting students in achieving their educational goals. RSI's faculty consists of industry experts and dedicated, trained professionals ready to assist you. There's never been a better time to enroll. Come explore your dreams of career satisfaction and financial independence.

WELCOME TO RSI!

SCHOOL HISTORY

The Refrigeration School was founded in Phoenix, Arizona in 1965 as Modern School of Refrigeration. Its original location was at 3216 E. Washington in the historic industrial area of Phoenix. The school changed its name to The Refrigeration School, Inc. in June of 1970, and in 1982 the school relocated to its current location at 4210 E. Washington Street.

In June of 1999, Ola Lee Loney, the previous President and founder, retired and transferred her interest to her family members, Edwin Loney, Jr. and Elizabeth Loney-Cline. In December of 2007, Ms. Loney-Cline affected a repurchase by the corporation of Mr. Loney's interest, leaving her as the sole owner of the school. On November 17, 2009, the School was purchased by Tulsa Welding School, Inc. On June 14th, 2019, StrataTech Holdings, Inc purchased TWS Acquisition Corporation and its subsidiaries (Tulsa Welding School, Inc. included). Tulsa Welding School, Inc. remains intact and still owns The Refrigeration School.

The National Association of Trade and Technical Schools (NATTS) originally accredited the school in July of 1973. NATTS went through a series of name changes and is currently known as the Accrediting Commission of Career Schools and Colleges (ACCSC). The Refrigeration School continues to be accredited by ACCSC.

The Refrigeration School was established to train entry-level Heating, Ventilation, Air Conditioning, and Refrigeration (HVAC/R) technicians. The Refrigeration School added the Electrical Technologies and Electro-Mechanical Technologies courses in 1986 and 1987 respectively, to respond to the growing demand for entry- level electricians and facility maintenance technicians. In 1992 the school made an additional commitment and developed the Associate of Occupational Studies degree program in Mechanical Maintenance Engineering. In 2015, The Refrigeration School received approval for a Facility Expansion to utilize additional classroom space at 120 N. 44th Street, Phoenix, AZ 85034. In 2016, The Refrigeration School received approval for the Welding Specialist diploma program, which had its first class in January 2018. In 2017, The Refrigeration School received approval for the Electrical Applications diploma program.

ACCREDITATION, APPROVALS, LICENSES AND MEMBERSHIPS

The Refrigeration School is an accredited school by the Accrediting Commission of Career Schools and Colleges (ACCSC); complies with all local, state and federal regulations; and is licensed to operate by the Arizona State Board for Private Postsecondary Education.

The Refrigeration School is a member of:

- Arizona Private School Association
- Better Business Bureau
- The Mechanical Trade Contractors of Arizona
- Refrigeration Service Engineers Society
- SkillsUSA

RSI The Refrigeration School is not affiliated with RSI Home Products, Inc. or its subsidiaries.

TITLE IX COORDINATOR

David Eaker
4210 E. Washington Street, Phoenix, AZ 85034
(602) 275-7133 | David.Eaker@rsi.edu

FACILITIES

The Refrigeration School is easily accessible from all parts of the Phoenix metropolitan area. The campus includes two buildings with 21,000 square feet of classroom, lab, and support service facilities. An additional 5,400 square feet of outdoor shop area bring the total square footage of the campus to over 26,000 square feet. The facility also includes a welding lab with 60 welding booths complete with welding equipment, plasma and track cutter, and bench grinders. Additional classroom space is utilized at the corporate office located at 120 N. 44th Street, Phoenix, AZ 85034.

CAMPUS LEADERSHIP

Campus President. . . . . .David Eaker
Director of Student Services. . . . . Susan Connelly
Regional Director of Admissions. . . . . John Palumbo
National Director of Accounting . . . . . Kelly Sharkey
Director of Career Services . . . . . Jessica Alonzo
Director of Student Finance . . . . . Megan Wysack
Director of Training (Welding). . . . . Alex Declair
Senior Director of Training (HVAC/R & Electrical). . . . . David Heiman

NOTE: Administrative Staff and Faculty are subject to change. A copy of the school's organizational chart, as well as an updated list (if applicable), is available in the Campus President's Office. The Faculty Addendum is enclosed and is updated quarterly, if necessary.

ADMISSION REQUIREMENTS

Applicants are required to be a high school graduate with a standard or higher-level diploma or possess a General Equivalency Diploma (GED) or high school equivalency. All applicants must be at least 18 years of age or older. However, applicants who have already earned their high school diploma, GED, or high school equivalency may enroll if they have met their state's Compulsory Age Requirements, or exemptions. In addition, applicants must have good eyesight with corrective lenses, if needed, and be capable of dealing with the physical requirements in the welding profession such as lifting and necessary body motions. Certain applicants with learning and/or physical disabilities may not be accepted for enrollment due to the technical and physical rigor of the welding programs.

The applicant must also successfully complete an entrance interview with a school official during a new student orientation program in order to be admitted to class. If any of the

above conditions are not satisfied, the applicant will not be considered as an enrolled student in training and all payments made will be refunded to the student or responsible agency as applicable. Applicants are required to pay a registration fee. The registration fee is not credited toward tuition. A student who does not begin training on the scheduled start date and desires to start later shall be required to sign another Enrollment Agreement and pay an additional registration fee. Neither of the registration fees will be credited toward tuition.

Applicants are considered enrolled once it is determined that all admission requirements are met, documentation to demonstrate the requirements are met, and the Enrollment Agreement is signed by the Authorized School Official.

Applicants with a Home School High School Diploma

The Refrigeration School (RSI) looks forward to working with students with diverse educational backgrounds and encourages homeschooled applicants to apply. Given that homeschool requirements and regulations vary by state, RSI requires the applicant to provide the following documentation in order to meet the school's high school diploma or equivalent eligibility criteria:

- Official Transcripts from a nationally recognized and accredited homeschool program; or
- Detailed homeschool transcripts (course titles, brief description of each course content, a grade or performance assessment for each course, details on duration of study, and expected/actual graduation date); and
- Documentation indicating that the transcripts provided followed the regulations required by their state.

Applicants who cannot provide the documentation will either need to pursue an acceptable high school diploma or GED, or follow the same procedures described in section *Applicants without a High School Diploma or Equivalent.*

Applicants without a High School Diploma or Equivalent

Applicants who do not have a high school diploma, GED, or high school equivalency must pass a nationally standardized entrance exam (Wonderlic Ability to Benefit test), which is independently administered. Minimum scores of 200 on the Verbal Skills section of the test and 210 on the Quantitative Skills must be achieved to pass the test and thus meet a qualification for enrollment. Applicants who must pass the entrance exam requirement must also be 18 years of age or older. Additionally, applicants with prior attendance who desire to participate in the Federal Student Aid (Title IV) Program and do not have a high school diploma, GED, or high school equivalency, must have previously passed the Ability-to-Benefit Test and established eligibility prior to July 1, 2012.

Applicants Not Yet Age 18

All applicants under 18 years of age must sign the Enrollment Agreement jointly with parent, guardian, or guarantor.

Admissions Requirements for the AOSMME Program

Students pursuing the Associate of Occupational Studies in Mechanical Maintenance Engineering (AOSMME) degree program must have a high school diploma, GED, or high school equivalency, and will need to have a Cumulative Grade Point Average (CGPA) of 2.5

or higher out of 4.0 and achieve an 80% attendance rate after graduating from the Electro-Mechanical Technologies program.

Students pursuing the Associate of Occupational Studies in Mechanical Maintenance Engineering (AOSMME) program, in which students have the option of completing the upper division courses via an online learning management system, are required to take and pass the SmarterMeasures assessment. The results of the assessment are reviewed by applicable school personnel, who determine whether or not the prospective student is likely to succeed in their studies. The Dean of Academics and Student Success determines whether or not the student may enroll in the AOS/MME program. Students the Dean of Academics and Student Success determines may not be successful in the applicable online courses will be issued a book and other resources designed to improve their skills. Prospective students may retake the SmarterMeasures assessment no sooner than the following day for their first retake attempt. A second retake attempt may be made after a minimum of 3 days. A third, and final, retake attempt may be made 30 days after the second attempt.

Minimum acceptable scores on the SmarterMeasures Assessment are as follows:

- Life Factors – 70
- Personal Attributes – 70
- Technical Competency – 70
- Technical Knowledge – 60
- Reading Recall – 70
- Typing Speed – 14 wpm
- Typing Accuracy - 80

PREREQUISITES FOR ONLINE COURSES

RSI uses a fully hosted, fully integrated, Learning Management System (LMS) maintained and managed by a third-party outsourced partner to deliver its online courses. Prospective students must demonstrate they have the skills, competencies and access to technology necessary to succeed in a distance education program or courses of study prior to enrollment. An assessment will be given to all prospective students before being admitted to any online program or courses of study. Students must possess basic personal computer (PC) working knowledge, access to a PC and internet connectivity. Prior HVAC training at either RSI or a similar program of study are required before students can participate in the upper division online courses. Required course study and reference materials will be distributed to students in an organized and timely manner. Online courses will be available anytime and anywhere the student chooses to access the Learning Management System (LMS).

TRAINING PHILOSOPHY

This curriculum reflects the needs and interests of students who want a career in the Air Conditioning, Heating and Refrigeration field. This curriculum has been designed to increase a student's intellectual, personal and motor skills, and social and career development in the Air Conditioning, Heating and Refrigeration discipline. Lesson content was developed to rigorously challenge and engage students in their educational pursuits and has been designed to be commensurate with their level of development. This curriculum offers a balanced program for all learners and is adjustable enough to permit a wide variation of individual student participation.

The Refrigeration School, Inc. has established itself as a training center dedicated to providing affordable, high-quality training. This is accomplished through a combination of lecture and practical labs with a major emphasis on hands-on training. The mix of lecture to hands-on varies from class to class as a student progress. The early training classes emphasize more lecture, utilizing many audio and visual media from major equipment manufacturers such as Carrier, with a small amount of hands-on training to help the student understand lectures. As a student progresses, this mixture changes, with most of the training focused on working with various models of equipment, with enough lecture to help a student master the more complex problems and review principles already learned. In the final course of training in the Refrigeration Technologies and Electro-Mechanical Technologies Programs, students will review nearly all of the material they have learned and concentrate on electrical troubleshooting using the E-STAR System. This system has been developed over the years using the E-STAR and M-STAR troubleshooting trainers, invented and proven at The Refrigeration School.

The E-STAR Diagnostic System for Employable Skills

The E-STAR System was developed by the staff at The Refrigeration School, Inc., who realized the importance of hands-on troubleshooting experience in the classroom environment. To get this experience before the E-STAR was created, all training units had to be "pre-bugged" by instructors.

Your instructor can now program problems into an E-STAR Trainer in a few seconds. You'll use actual test equipment, such as meters, to troubleshoot the systems and isolate the problems following proven troubleshooting procedures. Once you decide what the problem is, you can program in your solutions, and the unit will operate properly. If you make a wrong choice, E-STAR will simply sit and stare back at you.

The outcome is that once comfortable with the process, the troubleshooting repair cycle will take most students less than three minutes, and you can experience many problem combinations in a short time on the E-STAR. The repetition you go through should cause your troubleshooting skills to become a mental reflex.

This is just one of the methods we use to make sure that you get the quality of hands-on training you need in a short period of time and enter this career field as quickly as possible.

The M-STAR Diagnostic System for Employable Skills

The M-STAR System was developed by the staff at The Refrigeration School, Inc., who realized the importance of hands-on troubleshooting experience in the classroom environment. To get this experience before the M-STAR was created, all training had to be based on lecture alone. The instructor can now program problems into the M-STAR Trainer in a few seconds. The trainee uses actual test equipment, such as meters, gauges, and temperature probes to troubleshoot the systems and isolate the problems following proven troubleshooting procedures. Once you decide what the problem is, the student can provide solutions.

The outcome is that once comfortable with the process, the student can experience many problem combinations in a short period of time using the M-STAR. The repetition creates a sharper acuity for troubleshooting and makes the process become a mental reflex. This is just one of the methods we use to make sure that a student gets the quality of hands-on training needed in a short period of time and enter this career field as quickly as possible.

Notice to Federal Student Loan Borrowers regarding Arbitration

Enrollment agreements between The Refrigeration School and its students include a pre-dispute arbitration agreement, which includes a class action waiver, that requires arbitration for claims arising out of students' recruitment, enrollment and attendance at the institution, among others. The Refrigeration School requires students receiving Title IV federal student aid to agree to these terms as a condition of enrollment. As required by federal regulations, The Refrigeration School provides the following disclosures:

-The Refrigeration School cannot require a federal student loan borrower to participate in arbitration or any internal dispute resolution process offered by the institution prior to filing a borrower defense to repayment application with the U.S. Department of Education under 34 C.F.R. § 685.206(e).

-The Refrigeration School cannot, in any way, require students to limit, relinquish, or waive their ability to pursue filing a borrower defense claim with the U.S. Department of Education, pursuant to 34 C.F.R. § 685.206(e), at any time.

-Any arbitration required by the arbitration agreement tolls (pauses) the limitations period for filing a borrower defense to repayment application pursuant to 34 C.F.R. § 685.206(e)(6)(ii), for the length of time that the arbitration proceeding is under way.

ONLINE COURSES

The Refrigeration School, Inc. (RSI) offers some of its courses through distance education online. Basic College Mathematics, English Composition, and the upper division courses of the Associate of Occupational Studies in Mechanical Maintenance Engineering Program are offered online. Additional information regarding Admissions Requirements, Attendance Policy, and Financial Information for the online courses is listed in this catalog.

Summary of the Online Delivery System:

The Learning Management System (LMS) provides an organized and easy-to-use interface that provides the student with the guidance necessary to successfully meet the objectives in any given week. Following is a brief description of typical weekly assignments:

- The student is enrolled in a new class, which shows on the LMS Welcome page for that individual.
- After navigating to the new class, the student views the instructor profile and contact information as well as checking the News Forum to determine the time and day of the week of the live online lecture and any other pertinent news items.
- The student reviews the syllabus of the class online, which provides information on course objectives, texts to be used, assignment expectations and grading criteria.
- The student navigates to the first week of the class and reads the weekly lesson objectives.
- The student reviews the weekly reading assignment and determines the amount of reading to be done each day.

The student is directed to web resources or course materials provided by the textbook publishers or other appropriate services that may be contracted by the school or publisher. These sites may provide a variety of media such as animations, audio files, short video clips, etc., to enhance the learning experience.

The student visits the recommended web links; these are often revisited as an aid in completing exercises, case studies or discussion forums. Students are encouraged to utilize RSI's on-campus Resource Center.

Exercises are assigned to help the student comprehend the course materials. These are usually taken from the textbooks or associated workbooks. Though these are not graded assignments, the students will be asked to show this work if their his/her performance on the graded assignments is less than satisfactory.

On the assigned days and times, students participate in Chat Sessions and attend the live online sessions. If a student is unable to attend a live session, a video archive is available within 24 hours of the session and remains available throughout the duration of the course. These archives can be viewed several times, so they serve as a review even after the live session is completed.

During the week the student reviews and completes the Case Study. This is a graded assignment which may require the use of the textbooks, the Library and Information Resources Network, web links provided or other research methods.

The Discussion Forum must be visited by the student on at least two occasions each week. The student is required to provide an Initial Posting which shows original thought and effort, and a Reaction Posting, which is the student's response to the work of the other participants. Grading for this forum rewards the interaction as well as the original work.

The final assignment in the week is a written test/quiz which provides immediate feedback on the correct answer for the student.

Instructors grade the submitted assignments and their comments and feedback are provided online in the student's grade book.

Student Online Authentication Policy

At RSI, distance education students must log into a secure portal via a customized user id and password. All students who enroll in distance education courses at RSI are authenticated through an identity management system that provides a unique username and password for access. Without these identifiers, students cannot register for classes or access the necessary tools for distance education. The school's policies regarding academic honesty and acceptable use of the LMS Service include penalties for unauthorized use of another individual's name and password and for cheating on examinations.

Instructors in the distance education courses are encouraged to require students to acknowledge the acceptance of these policies in course syllabi and in online materials provided for the course.

STUDENT SAFETY

The safety and health of every student and employee is a high priority. Management accepts responsibility for providing a safe working environment and both students and employees are expected to take responsibility for performing work in accordance with safe standards and practices. Safety and health will only be achieved through teamwork. Everyone must join together in promoting safety and health and taking every reasonable measure to assure safe working conditions, which includes all students ensuring they do their part by wearing their Personal Protective Equipment (PPE). As part of the proactive safety program,

remember to report any safety issues/concerns you may have and/or identify immediately to the Director of Facilities.

PROGRAMS

PROGRAM DELIVERY

All programs will be taught in a hybrid model. This allows the school to continue to safely provide ongoing instruction and affords the school opportunities to deliver meaningful educational materials that would not be available without a "remote" learning component. On-ground instruction will continue at the campus while incorporating the use of distance education delivery methods.

NATE CERTIFICATION EXAM PREPARATION COURSE

NATE stands for **North American Technician Excellence.** NATE is the independent organization that certifies HVACR **(Heating, Ventilation, Air Conditioning and Refrigeration)** installation or service technicians with knowledge-based tests. Organizations that are part of the NATE coalition include the U.S. Environmental Protection Agency and American Society of Heating, Refrigeration and Air-Conditioning Engineers.

These NATE certification tests represent real working knowledge of HVACR and are designed to allow technicians to be certified in specific specialty areas. The NATE test is not easy, and not all technicians pass it the first time. NATE certification verifies that the technician who passes is the best in the trade when it comes to knowledge and experience of heating or cooling systems. To become NATE-certified, the technician must pass both a Core and one specialty test of their choice such as:

- Air Conditioning
- Air Distribution
- Heat Pumps (Air-to-Air)
- Gas Heating
- Oil Heating
- Hydronics Gas (service only)
- Hydronics Oil (service only)
- Light Commercial Refrigeration (service only)
- Commercial Refrigeration (service only)
- Ground Source Heat Pump Loop Installer
- HVAC Efficiency Analyst (Senior Level)

The Refrigeration School, Inc. (RSI) is currently approved by NATE as a Recognized Training Provider and testing facility. RSI currently offers NATE Certification Exam Preparation (NCEP) courses designed to prepare any service technician with technical school skills and/or industry work experience to take the NATE HVACR Core Exam and Mastering Heat Pump Exam. These courses meet the stands set forth by NATE. The NCEP course is not a prerequisite, nor does it provide credit toward any current program offered at RSI. The NCEP course is not vocational in nature and does not lead to initial employment.

The *Core Service* training covers information deemed necessary to pass the HVAC Core exam. It will provide a review of construction knowledge and HVACR-specific knowledge in the areas of safety, tools, basic construction, science, temperature and humidity, and electricity. The course will be offered on four consecutive Saturdays, four hours each, for a total of 16 hours. There will be 12 hours of class time with the instructor reviewing the material. The final four hours will be dedicated to taking the exam with the proctor. Total cost of the course and NATE Certification Exam is $350.00. Test only fee is $145.

The *Air-to-Air Heat Pump* training covers information deemed necessary to pass the Heat Pumps (Air-to-Air) exam which is just one of many specialty exams offered. It will provide a review of installation, service, maintenance and repair of Air-to-Air Heat Pump systems. System sizes are limited to 30 tons or less cooling capacity. The course will be offered on four consecutive Saturdays, four hours each, for a total of 16 hours. There will be 12 hours of class time with the instructor reviewing the material. The final four hours will be dedicated to taking the exam with the proctor. Total cost of the course and NATE Certification Exam is $350.00. Test only fee is $145.

Students will receive a certificate upon completion of either course whether they pass the NATE Certification Exam. Further NATE specialty exam preparation courses are being developed and will be offered soon.

ELECTRICAL TECHNOLOGIES

300 Contact Hours / 12 Semester Credit Hours / 13-19 Weeks / 3-5 Months

The objective of the Electrical Technologies course is to train and prepare students for entry as new construction and maintenance electricians. A student is required to complete each course of training with a proven degree of competency in academic as well as hands-on acumen. Upon successful completion of the course, the graduate will receive a diploma and should understand electrical principles, the National Electric Code (NEC) and how these apply to common buildings and facilities. A student will also have practical exposure to installation techniques, diagnostics, service and repair of electrical systems. Students demonstrate their proficiencies via classroom participation, lab exercises and periodic quizzes and examinations.

Electrical Technologies Program Information

Course Number	Title of Course	Semester Credit Hours	Lecture Hours	Lab Hours	Total Contact Hours	Outside Preparation Hours	Course Description	Prerequisite Course(s)
HVE100	Fundamentals of Electricity	4	90	10	100	14.5	This class provides students with basic electrical understanding from an elemental stage through troubleshooting. Trainers are used to teach schematic wiring as well as test meter usage along with all the safety processes associated with handling electrical systems such as grounding and energized circuits. Students will work with dual voltage systems commonly found in HVAC/R equipment. The foundation for control circuit wiring and high voltage wiring are discussed and students will put their knowledge to use while working with the trainers. The training material in this class includes information on multiple types of test meters and their proper use, electrical devices, control devices, and troubleshooting. A study of single phase and three phase motors round out the students' understanding of basic electrical principles.	None

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HVE120*	Electrical Wiring – Residential	4	60	40	100	15	This course introduces the most current version of the National Electrical Code Book to the students as a guide throughout the class. The primary goal of the program is to teach basic techniques of Residential wiring from the standpoint of interpreting all code book requirements. Students will put into practice all that they have learned by wiring a scaled down three-bedroom home. A study of electrical safety is provided to ensure a complete understanding of hand tools, ladders, shock hazards, and the personal protective equipment required to work in this field. They will be required to safely place all wiring, circuits, switches, receptacles, lighting fixtures, and GFCI devices in the trainer according to the electrical code.	HVE100
HVE130*	Electrical Wiring – Commercial	4	60	40	100	20	The Commercial wiring course follows through with concepts learned in the Residential wiring course of training delving deeper into the National Electrical Code book. Students will be tasked with code book interpretation through the study of load calculations, blueprint reading, cost estimating, three phase motor wiring, and conduit manipulation. Students will wire commercial lighting and three phase motors as they research the required applications. A mock commercial building will be wired by students in accordance with applicable code using conduit to protect their wiring.	HVE100
Total Hours:		**12**	**210**	**90**	**300**	**49.5**		

Courses are taken in this sequence; however, the school reserves the right to modify the sequence as needed.

ELECTRICAL APPLICATIONS

700 Contact Hours / 28 Semester Credit Hours / 30 Weeks / 7 Months

The Electrical Applications (EA) program contains seven (7) phase term courses, 30 weeks, and 28 semester credit hours. The objective of the EA program is to train and prepare students for entry-level or trainee positions in the residential, commercial, and industrial electrical industry. Students completing this program should understand mechanical and electrical principles, residential and commercial wiring applications, voice, video, and data cabling systems, the application of motors, lighting, and devices that control them as well as exposure to various types of transformers. Upon successful completion of this program, students will receive a Diploma.

Electrical Applications Program Information

Course Number	Title of Course	Semester Credit Hours	Lecture Hours	Lab Hours	Total Contact Hours	Outside Preparation Hours	Course Description	Prerequisite Course(s)
HVE100	Fundamentals of Electricity	4	90	10	100	14.5	This class provides students with basic electrical understanding from an elemental stage through troubleshooting. Trainers are used to teach schematic wiring as well as test meter usage along with all the safety processes associated with handling electrical systems such as grounding and energized circuits. Students will work with dual voltage systems commonly found in HVAC/R equipment. The foundation for control circuit wiring and high voltage wiring are discussed and students will put their knowledge to use while working with the trainers. The training material in this class includes information on multiple types of test meters and their proper use, electrical devices, control devices, and troubleshooting. A study of single phase and three phase motors round out the students' understanding of basic electrical principles.	None

HVE110	Fundamentals of Solar	4	60	40	100	9.5	This module provides an overview of photovoltaic (PV) science and an introduction to the fundamentals of solar energy. Through a combination of lecture, problem solving and hands-on lab exercises, students will learn the concepts and processes of photovoltaic systems, including their design and installation. The module covers the scope of solar energy systems' conceptual, mechanical and electrical design, with an emphasis on wiring and electrical issues.	None
HVE120*	Electrical Wiring – Residential	4	60	40	100	15	This course introduces the most current version of the National Electrical Code Book to the students as a guide throughout the class. The primary goal of the program is to teach basic techniques of Residential wiring from the standpoint of interpreting all code book requirements. Students will put into practice all that they have learned by wiring a scaled down three-bedroom home. A study of electrical safety is provided to ensure a complete understanding of hand tools, ladders, shock hazards, and the personal protective equipment required to work in this field. They will be required to safely place all wiring, circuits, switches, receptacles, lighting fixtures, and GFCI devices in the trainer according to the electrical code.	HVE100
HVE130*	Electrical Wiring – Commercial	4	60	40	100	20	The Commercial wiring course follows through with concepts learned in the Residential wiring course of training delving deeper into the National Electrical Code book. Students will be tasked with code book interpretation through the study of load calculations, blueprint reading, cost estimating, three phase motor wiring, and conduit manipulation. Students will wire commercial lighting and three phase motors as they research the required applications. A mock commercial building will be wired by students in accordance with applicable code using conduit to protect their wiring.	HVE100
HVE140*	Smart Home Technology & Advanced Wiring	4	70	30	100	15	This course follows through with the knowledge built in Electrical Wiring – Commercial with continued instruction in conduit bending up to 6" trade size using hydraulic bending equipment. This class explains the proper selection of pull boxes and junction boxes, the factors involved in conductor selection and calculations, the proper techniques for conductor installations, as well as the various applications necessary for conductor terminations and splices. Students will continue to advance in their ability to calculate load requirements for branch and feeder circuits in keeping with current standards of the National Electrical Code. This class will also introduce the installation of various voice, data, and video cabling systems.	HVE100; HVE130
HVE150	Motor and Lighting Practices	4	60	40	100	15	This class elaborates on the characteristics of Alternating Current, explaining the behavior of electricity and how it functions in the application of motors, lighting, and the devices that control them. Students will learn the differences between DC and AC motors, Single Phase and 3 Phase applications, calculating the proper sizing of motors, and the selection of the motor controller as well as overload protection. This class also covers the characteristics of light, the handling and installation of various types of lighting (incandescent, fluorescent, high intensity discharge, LED), and the controls used in their operation.	None
HVE160	Electrical Distribution Systems	4	60	40	100	15	This class will describe the operating characteristics of various types of transformers. Using the National Electrical Code, students will calculate transformer sizes for various applications. This module describes the purpose of switchgear, its construction, and maintenance. In this class, students will also understand the importance of overcurrent protection, describe the various types of fuses and circuit breakers in the industry, and select the proper size for specific applications. Students will also apply their knowledge of the proper methods for grounding and bonding according to the requirements of the NEC. This class describes the wiring methods for specific hazardous locations, and also introduces the installation of cable tray systems.	None
Total Hours:		**28**	**460**	**240**	**700**	**104**		

Note: Course numbers and sequences are listed here for reference only. The actual delivery sequence of courses contained in this program may vary depending on individual campus scheduling. Courses identified as requiring a prerequisite delivery are marked with a single asterisk (*), as noted in the course description.

REFRIGERATION TECHNOLOGIES

600 Contact Hours / 24 Semester Credit Hours / 26-38 Weeks / 6-10 Months

The Refrigeration Technologies (RT) program contains six (6) phase term courses, 26 weeks for day students or 38 weeks for evening students, and 24 semester credit hours. The objective of the RT program is to train and prepare students for entry as service and maintenance technicians in jobs that utilize technologies employed in the fields of air conditioning (both heating and cooling), and refrigeration. Students completing this program should understand mechanical and electrical principles and will have practical exposure to diagnosing, servicing and repairing common types of problems in related equipment. Upon successful completion of this program, students will receive a Diploma.

Refrigeration Technologies Program Information

Course Number	Title of Course	Semester Credit Hours	Lecture Hours	Lab Hours	Total Contact Hours	Outside Preparation Hours	Course Description	Prerequisite Course(s)
HVE100	Fundamentals of Electricity	4	90	10	100	14.5	This class provides students with basic electrical understanding from an elemental stage through troubleshooting. Trainers are used to teach schematic wiring as well as test meter usage along with all the safety processes associated with handling electrical systems such as grounding and energized circuits. Students will work with dual voltage systems commonly found in HVAC/R equipment. The foundation for control circuit wiring and high voltage wiring are discussed and students will put their knowledge to use while working with the trainers. The training material in this class includes information on multiple types of test meters and their proper use, electrical devices, control devices, and troubleshooting. A study of single phase and three phase motors round out the students' understanding of basic electrical principles.	None
HVR100	Fundamentals of Refrigeration	4	90	10	100	8	In this class, students are introduced to the refrigeration cycle through class lecture and observing operating equipment. The material in this class is mechanical in nature and is limited to the mechanical and physical properties of refrigerants and the refrigeration cycle. The equipment in this class is used to safely demonstrate the varied states of refrigerant as it cycles through the system. The student will be introduced to many of the tools associated with the refrigeration industry such as: manifold gauge set, vacuum pumps, service wrenches, charging, and recovery equipment. The safety programs in this class will provide students with details on being near rotating machinery and refrigerant handling. The class is also designed to familiarize the student with details on the mechanical troubleshooting process.	None
HVR110*	Comfort Systems - Residential	4	60	40	100	6	This class offers experience with residential split systems, packaged heat pump systems, air conditioners, gas furnaces, and evaporative coolers. Students are tasked with building schematics for air conditioning/heating systems and wiring the same systems having only the components of the system as reference. A further study of mechanical and electrical troubleshooting turns more hands-on in this class as students see the equipment come to life by their own hand. Gas piping, sizing, and installation are studied as it applies to furnace operation.	HVE100, HVR100
HVR120*	Comfort Systems – Commercial	4	60	40	100	20	This class offers a more technical approach to studying the concepts of indoor climate control. Students are tasked with safely removing and replacing components within residential and commercial HVAC systems such as fan motors, fans, electrical components, and compressors. Recovery and charging of refrigerants are an integral aspect of this class and students will apply their lessons to real equipment to round out the experience. Students will study brazing techniques using oxy/acetylene equipment and are required to put their knowledge to use on multiple tasks designed to enhance understanding of working within the confines of an HVAC unit. Refrigerant piping manipulation is introduced for study using hands-on techniques as students gain an overall familiarization of HVAC equipment. The opportunity to study and test on R410a and automotive air conditioning is provided in this class; successful students will achieve an R410a safety certification and EPA section 609 certification. An introduction to air balance and the associated equipment are also included for this class.	HVE100, HVR100
HVR130*	Refrigeration Systems & Practices	4	60	40	100	0	Students will learn to maintain, monitor, and manage residential and commercial grade walk-in refrigerators and freezers. A study of commercial grade ice makers such as: a flaker, cuber, and nugget type units provide an intense look at low temperature refrigeration equipment. Students will be required to change out a compressor, service and/or repair critically charged systems to enhance their overall understanding of mechanical and electrical troubleshooting. A variety of specialty tools related to equipment studied in this class will be introduced to round out the total experience.	HVE100
HVR200*	Advanced Trouble-Shooting Techniques	4	70	30	100	15	The class introduces the operation and maintenance of reciprocating liquid chillers and stands as a review of the knowledge students have attained through previous courses. Electrical troubleshooting takes on a new intensity in this class as students are exposed to the E-STAR Trainer. The E-STAR Trainer is equipment developed by RSI to teach and hone electrical troubleshooting skills. A thorough study of mechanical troubleshooting and schematic wiring will raise the student to the level of technician. The opportunity to qualify for EPA section 608 certification is provided during this class. The overall goal of this class is to ensure students have attained the required skills to be successful entry level HVAC/R technicians.	HVE100
Total Hours:		**24**	**430**	**170**	**600**	**63.5**		

Note: Course numbers and sequences are listed here for reference only. The actual delivery sequence of courses contained in this program may vary depending on individual campus scheduling. Courses identified as requiring a prerequisite delivery are marked with a single asterisk (*), as noted in the course description.

ELECTRO-MECHANICAL TECHNOLOGIES

900 Contact Hours / 36 Semester Credit Hours / 38-58 Weeks / 9-14 Months

The Electro-Mechanical Technologies (EMT) program contains nine (9) courses, 38 weeks for day students or 58 weeks for evening students, and 36 semester credit hours. The objective of the EMT program is to train and prepare students for entry as service and maintenance technicians in jobs that utilize technologies employed in the fields of air conditioning (both heating and cooling), and refrigeration. Students completing this program should understand mechanical and electrical principles and will have practical exposure to diagnosing, servicing and repairing common types of problems in related equipment. Upon successful completion of this program, students will receive a Diploma.

Electro-Mechanical Technologies Program Information

Course Number	Title of Course	Semester Credit Hours	Lecture Hours	Lab Hours	Total Contact Hours	Outside Preparation Hours	Course Description	Prerequisite Course(s)
HVE100	Fundamentals of Electricity	4	90	10	100	14.5	This class provides students with basic electrical understanding from an elemental stage through troubleshooting. Trainers are used to teach schematic wiring as well as test meter usage along with all the safety processes associated with handling electrical systems such as grounding and energized circuits. Students will work with dual voltage systems commonly found in HVAC/R equipment. The foundation for control circuit wiring and high voltage wiring are discussed and students will put their knowledge to use while working with the trainers. The training material in this class includes information on multiple types of test meters and their proper use, electrical devices, control devices, and troubleshooting. A study of single phase and three phase motors round out the students' understanding of basic electrical principles.	None
HVE110	Fundamentals of Solar	4	60	40	100	9.5	This module provides an overview of photovoltaic (PV) science and an introduction to the fundamentals of solar energy. Through a combination of lecture, problem solving and hands-on lab exercises, students will learn the concepts and processes of photovoltaic systems, including their design and installation. The module covers the scope of solar energy systems' conceptual, mechanical and electrical design, with an emphasis on wiring and electrical issues.	None
HVE120*	Electrical Wiring - Residential	4	60	40	100	15	This course introduces the most current version of the National Electrical Code Book to the students as a guide throughout the class. The primary goal of the program is to teach basic techniques of Residential wiring from the standpoint of interpreting all code book requirements. Students will put into practice all that they have learned by wiring a scaled down three-bedroom home. A study of electrical safety is provided to ensure a complete understanding of hand tools, ladders, shock hazards, and the personal protective equipment required to work in this field. They will be required to safely place all wiring, circuits, switches, receptacles, lighting fixtures, and GFCI devices in the trainer according to the electrical code.	HVE100
HVE130*	Electrical Wiring – Commercial	4	60	40	100	20	The Commercial wiring course follows through with concepts learned in the Residential wiring course of training delving deeper into the National Electrical Code book. Students will be tasked with code book interpretation through the study of load calculations, blueprint reading, cost estimating, three phase motor wiring, and conduit manipulation. Students will wire commercial lighting and three phase motors as they research the required applications. A mock commercial building will be wired by students in accordance with applicable code using conduit to protect their wiring.	HVE100
HVR100	Fundamentals of Refrigeration	4	90	10	100	8	In this class, students are introduced to the refrigeration cycle through class lecture and observing operating equipment. The material in this class is mechanical in nature and is limited to the mechanical and physical properties of refrigerants and the refrigeration cycle. The equipment in this class is used to safely demonstrate the varied states of refrigerant as it cycles through the system. The student will be introduced to many of the tools associated with the refrigeration industry such as: manifold gauge set, vacuum pumps, service wrenches, charging, and recovery equipment. The safety programs in this class will provide students with details on being in close proximity to rotating machinery and refrigerant handling. The class is also designed to familiarize the student with details on the mechanical troubleshooting process.	None

HVR110*	Comfort Systems - Residential	4	60	40	100	6	This class offers experience with residential split systems, packaged heat pump systems, air conditioners, gas furnaces, and evaporative coolers. Students are tasked with building schematics for air conditioning/heating systems and wiring the same systems having only the components of the system as reference. A further study of mechanical and electrical troubleshooting turns more hands-on in this class as students see the equipment come to life by their own hand. Gas piping, sizing, and installation are studied as it applies to furnace operation.	HVE100; HVR100
HVR120*	Comfort Systems – Commercial	4	60	40	100	20	This class offers a more technical approach to studying the concepts of indoor climate control. Students are tasked with safely removing and replacing components within residential and commercial HVAC systems such as fan motors, fans, electrical components, and compressors. Recovery and charging of refrigerants are an integral aspect of this class and students will apply their lessons to real equipment to round out the experience. Students will study brazing techniques using oxy/acetylene equipment and are required to put their knowledge to use on multiple tasks designed to enhance understanding of working within the confines of an HVAC unit. Refrigerant piping manipulation is introduced for study using hands-on techniques as students gain an overall familiarization of HVAC equipment. The opportunity to study and test on R410a and automotive air conditioning is provided in this class; successful students will achieve an R410a safety certification and EPA section 609 certification. An introduction to air balance and the associated equipment are also included for this class.	HVE100; HVR100
HVR130*	Refrigeration Systems & Practices	4	60	40	100	0	Students will learn to maintain, monitor, and manage residential and commercial grade walk-in refrigerators and freezers. A study of commercial grade ice makers such as: a flaker, cuber, and nugget type units provide an intense look at low temperature refrigeration equipment. Students will be required to change out a compressor, service and/or repair critically charged systems to enhance their overall understanding of mechanical and electrical troubleshooting. A variety of specialty tools related to equipment studied in this class will be introduced to round out the total experience.	HVE100
HVR200*	Advanced Trouble-Shooting Techniques	4	70	30	100	15	The class introduces the operation and maintenance of reciprocating liquid chillers and stands as a review of the knowledge students have attained through previous courses. Electrical troubleshooting takes on a new intensity in this class as students are exposed to the E-STAR Trainer. The E-STAR Trainer is equipment developed by RSI to teach and hone electrical troubleshooting skills. A thorough study of mechanical troubleshooting and schematic wiring will raise the student to the level of technician. The opportunity to qualify for EPA section 608 certification is provided during this class. The overall goal of this class is to ensure students have attained the required skills to be successful entry level HVAC/R technicians.	HVE100
Total Hours:		**36**	**610**	**290**	**900**	**108**		

Note: Course numbers and sequences are listed here for reference only. The actual delivery sequence of courses contained in this program may vary depending on individual campus scheduling. Courses identified as requiring a prerequisite delivery are marked with a single asterisk (*), as noted in the course description.

ASSOCIATE OF OCCUPATIONAL STUDIES IN MECHANICAL MAINTENANCE ENGINEERING

On Ground: 1519.5 Contact Hours / 63 Semester Credit Hours / 66-86 Weeks / 15-21 Months
Online: 1519.5 Contact Hours / 63 Semester Credit Hours / 71-91 Weeks / 16-22 Months

The Associate of Occupational Studies in Mechanical Maintenance Engineering Program is designed to provide training and education in adequate depth and breadth to allow graduates entry access to diverse and demanding career positions utilizing air conditioning (both heating and cooling), and refrigeration and construction/maintenance electrical applications. The lower division portion of this program is the Electro-Mechanical Technologies Program. With the Electro-Mechanical Technologies program as a foundation, the additional academic preparation in technical and applied general education topics help prepare graduates for positions that may entail a high level of understanding of all interrelated workings in facilities and commercial/industrial job settings.

In the lower division courses, training consists of a combination of lecture and laboratory, utilizing hands-on training. In upper division courses, the method of training is largely classroom exercise with no hands-on application. Lectures, discussion, audio/visual presentations, equipment manufacturer produced training and personal exploration are the mainstays for training in these courses. Graduates of this program will complete a schedule of courses which effectively encompass all the requirements of the Electro-Mechanical Technologies Program and a subsequent series of courses with none being dependent upon the other. This allows maximum flexibility to students in scheduling the start of their studies.

The upper division courses of this program are completely academic in nature, with no associated hands-on laboratory work required. The intent is to build upon the foundation of previous training, which includes a great deal of hands-on activities, and provides more focus on academic exercise than encountered in other programs at RSI. Upon successful completion of this program, the graduate will receive an Associate of Occupational Studies in Mechanical Maintenance Engineering degree.

The following courses make up the upper division courses of the Associate of Occupational Studies in Mechanical Maintenance Engineering program:

Associate of Occupational Studies in Mechanical Maintenance Engineering Degree Program Information

Course Number	Title of Course	Semester Credit Hours	Lecture Hours	Lab Hours	Total Contact Hours	Outside Preparation Hours	Course Description	Prerequisite Course(s)
Lower Division Courses	Electro-Mechanical Technologies Program	36	610	290	900	108	Graduation from this program with a CGPA of 2.5 and 80% attendance rate is a prerequisite of the degree program.	See Program Information Chart
BCM100	Basic College Mathematics	3	45	0	45	112	This course presents the fundamental concepts of a pre-algebra course. Students will be introduced to whole numbers, fractions and decimals, integers, order of operations, percents, signed numbers, measurements, geometry, probability, and basic algebra concepts.	None
ENG100	English Composition	2	29.5	0	29.5	100.5	This course develops written communication skills with an emphasis on understanding the writing process, analyzing readings, and practicing writing for personal and professional applications.	None

MME205	Principles and Applications of Air	2	50	0	50	12	This course includes the study of typical pneumatic control systems: the evaluation, maintenance, operation and troubleshooting of the air station, controlled devices, controllers, receiver controllers, transmitters, relays and switches which make up a pneumatic control system. An introduction to air compressors which drive a pneumatic system is also discussed also provided are the mathematic concepts similar to those described in Liquid Piping, as applied to the advanced study of the properties of air and heat calculations with the use of a psychrometric chart, along with information, calculations and formulae used in fan operation and analysis, duct work and air distribution, air outlets, air balancing, belt and sheave analysis and air filters.	All Lower Division Courses
MME210	Motors and Applications	2	50	0	50	12	This course covers the techniques and calculations (including evaluation of expressions, order of operations, symbols of inclusion and power exponents) to determine load and sizing requirements for heating and cooling equipment. Included is the 24 hour method of load calculation and sizing of residential and commercial air conditioning and heating equipment as well as commercial refrigeration equipment. Additionally, the course covers the application of single and three phase motors. Applications include motor types, operation, components, control hookups, motor feeder and branch circuit conductors, motor protection, motor control circuits and motor connections and testing, connections, transformer schematics and auto transformers of low and high voltage systems.	All Lower Division Courses
MME215	Predictive Maintenance and Piping Systems	2	50	0	50	12	This course covers why and how compressors fail, how to detect the cause of compressor failures and how to prevent repeat compressor failures. Commercial serviceable hermetic reciprocating compressors are covered, as well as Rotary and Scroll compressor operation and servicing. Also covered are maintenance of reciprocating, rotary and centrifugal air compressors and compressed air systems. This course also covers types of distribution systems, materials and accessories found in water refrigeration systems. Also covered are concepts including evaluation of expressions, order of operations, symbols of inclusion, power exponents, proportions and computation of surface area uses applied to liquid piping operations. Included are calculations and methods to determine pressure drops and pipe friction in water and refrigeration lines; techniques and methods to calculate the sizes of suction, discharge and liquid line of single and multiple piping systems in HVAC equipment and water lines; and methods and procedures to size water pumps and calculate pump head.	All Lower Division Courses
MME220	Transformers & Technical Math	2	50	0	50	12	This course provides students an introduction to transformer concepts and theories used in the building industry and technical mathematics. Topics include Transformer configurations, cooling, wiring, and order of operations, ratios, exponents, algebraic methods, and solid figures. Students demonstrate their proficiencies via participation, exercises and periodic quizzes and examinations.	All Lower Division Courses
MME225	Cooling Towers and Maintenance	2	50	0	50	12	This course covers cooling tower history and theory. Included are waste heat disposal, maintenance and inspection of interior and exterior structure, mechanical equipment including fans, gear boxes, power transmission and motor. Also covered are different types of cooling towers, water distribution systems, upgrading of existing cooling towers, water treatment, and water filtration and purification methods. Also covered is the installation, start-up and troubleshooting of 15–200-ton conventional reciprocating liquid chillers. Included are conventional chiller controls, step controllers used in chiller capacity, electronic controls and operation, microprocessor chiller controls, their operation, troubleshooting, and flotronic chiller operation and troubleshooting.	All Lower Division Courses

MME240	Chillers	2	50	0	50	12	This course covers the differences in components and operation between centrifugal and reciprocating chillers. Included is a study of the centrifugal compressor, its operation, components and troubleshooting. The familiarization, operating sequence, start up, troubleshooting application, and operation of the microprocessor expanded service panel are covered. Finally, central station air handling units with Product Integrated Controls (PIC) operation and troubleshooting is covered. In addition, this course covers steam and direct fired absorption systems as well as screw compressor systems. Included are system operation, system components, system controls, control sequences, start up, maintenance, troubleshooting and installation procedures for both types of systems. Also covered is an absorption system.	All Lower Division Courses
MME245	Fundamentals of Boilers	2	50	0	50	12	This course covers the principles of low-pressure boiler operation. Included are boiler operation, fittings, feedwater accessories, steam and combustion controls, draft control and water heating systems. The principles of high-pressure boiler operation. Included are steam boiler types, package and field erected boilers, the steam system, feedwater systems, fuel system, feedwater and fuel heaters, pumps, regulators, traps, superheating, desuperheating, and pressure reducing systems and steam boiler operation.	All Lower Division Courses
MME250	Boilers and Boiler Systems	2	50	0	50	12	This course covers the techniques and procedures for boiler operation and evaluation. Included are oil fired boiler installation, steam boiler operation, hot water boiler operation and evaluation, boiler start-up, service and troubleshooting, as well as boiler instruments, water treatment and boiler room safety. Also provided are the fundamentals of multiple boiler operation, hydronic systems, the principles of zoning, system sizing and calculations, zone valves, boiler selection, as well as boiler piping, installation and troubleshooting.	All Lower Division Courses
MME255	Preventative Maintenance and Planning	2	50	0	50	12	This course covers the techniques and procedures for boiler and chiller inspection and maintenance. Included are preventive and predictive maintenance procedures, maintenance of boiler room and heating equipment, fire protection and structure, and maintenance of centrifugal, reciprocating, OPAC, and modular liquid chillers. Included in this course covers the fundamentals and procedures necessary for starting and running a personal business, including topics on writing successful business plans, licensing requirements and information, different types of business organizations, business assets, and business operation.	All Lower Division Courses
MME260	Computer Applications and Decision Making	2	50	0	50	12	This course covers the fundamentals, components and operations of computers and computer systems. Included is an introduction to computer basics, computer components and operations, hardware configuration and software applications. Also covered are a demonstration and application of miscellaneous software relating to the industry. This course emphasizes the concept that service is produced and consumed simultaneously and addresses communications and active listening methods to ensure this transaction is profitable and positive. Includes servicing techniques in dealing with customers in a positive manner.	All Lower Division Courses
MME265	Entrepreneurship	2	45	0	45	9	In this course, students learn academic theory, review case studies, and complete exercises in critical thinking that help student entrepreneur's start-up a small business and related communication skills with an emphasis on professionalism.	None
Total Hours:		**63**	**1229.5**	**290**	**1519.5**	**449.5**		

Note: Course numbers and sequences are listed here for reference only. The actual delivery sequence of courses contained in this program may vary depending on individual campus scheduling.

WELDING SPECIALIST

750 Contact Hours / 24 Semester Credit Hours / 30 Weeks / 7 Months

The Welding Specialist program prepares a graduate for entry level positions in structural, pipe and pipeline, and thin alloy welding. Key welding processes include SMAW (stick), GMAW/FCAW (MIG/Fluxcore), and GTAW (TIG) welding procedures. Students learn welding safety, torch cutting processes, proper arc welding equipment setup, important welding control techniques, fundamental welding processes, and basic welding metallurgy. This intense program is primarily lab based and focuses on developing critical welding skills.

Upon successful completion of this program, the graduate will receive a diploma and should possess the skills and knowledge to test for welder certification through the American Welding Society (AWS). As potential employees, students should be able to successfully perform essential tasks expected from a certified welder, with minimal supervision. With field experience, it is expected that students' welding production rates will increase to meet industry standards.

Welding Specialist Program Information

Course Number	Title of Course	Semester Credit Hours	Lecture Hours	Lab Hours	Total Contact Hours	Outside Preparation Hours	Course Description	Prerequisite Course(s)
WLD101	Welding Fundamentals	4.0	25	100	125	7	This course is designed to provide the student with a wide range of fundamental information about a career in welding and to begin building critical welding skills. Students learn about career opportunities and the importance of safety awareness that will be reinforced in later laboratory exercises. Other fundamental skills include learning the basic layout of construction drawings and how to read and correctly interpret welding symbols. Students learn thermal torch techniques to cut flat stock. They will also learn and use Plasma Cutting and Carbon Arc gouging procedures. As they begin to learn about arc welding processes, students learn to set up welding equipment, the components of an arc welding machine, and the various types of electrodes used in arc welding procedures. Using an E7018 electrode, students begin by practicing basic SMAW welding processes and technique. Project assignments allow students an opportunity to practice and develop welding and cutting skills.	None
WLD105*	GMAW/FCAW Processes	4.0	25	100	125	7	This course is designed to introduce students to two new and related welding processes. GMAW or MIG uses a torch designed to provide a shielding gas for the weld and an automatic wire feed system that provides a constant feed of the filler metal. FCAW or Fluxcore uses a similar torch but uses a powdered flux to shield the weld. These processes are a considerable departure from processes previously used. Students learn to set up and operate GMAW/FCAW welding equipment. These processes are applied in different combinations for welding plate in various basic positions. Students learn to correctly prepare pipe for GMAW/FCAW welding processes. In addition, as part of an expanding knowledge about construction drawings, students learn about isometric drawings and their importance as a three-dimensional picture of an object.	WLD101, WLD110, WLD115, WLD120

WLD110*	Structural Welding	4.0	25	100	125	7	This course essentially focuses on developing flat welding techniques in three basic positions and builds on the fundamental knowledge and skills learned in WLD101. SMAW processes are used to practice weld technique and perform basic butt welds using mild steel. Two primary welding electrodes are applied to various welding exercises and students learn fundamental procedures related to root pass and fill welds. Students continue to build their skills through a series of project exercises designed to reinforce skills and knowledge learned. Students expand their knowledge about related welding diagrams and drawings and methods of coding various types of metal. Drawings are used to communicate lab project information and reinforce reading and interpreting welding symbols. Students are also introduced to basic destructive weld testing techniques and the importance of quality welds to achieve maximum strength and integrity of the metal. Basic principles of metallurgy explain to students the changes in metals' internal structure during the heating and cooling processes. Students are also introduced to welding pipe. The challenge is to weld consistently while moving around the pipe. Five-inch diameter pipe is cut using thermal processes and prepared for welding. For the exercise, students weld pipe in only one basic position.	WLD101
WLD115*	Pipe Welding	4.0	25	100	125	7	This course presents new challenges from the first two courses. Students expand their knowledge and skills to perform and practice basic pipe welding techniques using two welding processes (SMAW & GTAW). The GTAW process is introduced and students practice performing basic root welds on pipe coupons. The remainder of the welding procedure applies SMAW processes to complete the fill and cap welds. Reading and interpreting basic pipe drawings, students cut pipe coupons to length and bevel the pipe ends using thermal and mechanical beveling processes. Students face their first experience at practicing uphill and other welding techniques simultaneously. They practice welding in multiple positions as they travel around the pipe to complete the weld. Also, as a continuation of basic metallurgy, students learn various techniques for identifying types of metal using visual and mechanical testing techniques.	WLD101, WLD110
WLD120*	Advanced Pipe Welding	4.0	25	100	125	7	Students continue to develop, apply and practice their pipe welding skills. Mild steel pipe is welded in various positions using primarily GTAW (TIG) welding processes. In addition, students learn to use stainless steel electrodes to weld high carbon steel. Using two-inch diameter pipe, students practice using the GTAW process to weld the root and complete the fill and cap portion of the weld using SMAW processes. They also learn to properly rig and balance pipe loads, use hand signal communication to the crane operator, and lift and place pipe in preparation for welding operations. Most pipe welding is performed in an open environment using various types of portable welding equipment. Students learn to set up and safely operate portable welding units for structural and pipe welding operations. Emphasis is given to awareness about electrical safety and steps necessary to prevent electrical shock.	WLD101, WLD110, WLD115
WLD125*	Welding Capstone	4.0	25	100	125	7	The welding capstone course is a transition course from the classroom to the field. Students are challenged in the laboratory to use all the welding knowledge and skills they have gained in a series of exercises designed to reinforce prior instruction, hone skills, and practice production rates that meet industry standards. Students are given three possible options they can pursue to complete course requirements. The selection of the option depends on the method students intend to apply after graduation.	WLD101, WLD105, WLD110, WLD115, WLD120
Total Hours:		**24**	**150**	**600**	**750**	**42**		

Note: Course numbers and sequences are listed here for reference only. The actual delivery sequence of courses contained in this program may vary depending on individual campus scheduling. Courses identified as requiring a prerequisite delivery are marked with a single asterisk (*), as noted in the course description.

*PROGRAM REVISIONS *

The content of any program at RSI may be revised to address the requirement of industry employers, technology changes, or instructional needs of RSI without additional cost to a student. Certain phase courses may be taken in other than numerical order sequence to facilitate RSI class scheduling.

FINANCIAL INFORMATION

HVAC/R-RELATED DIPLOMA/DEGREE PROGRAMS

	Electrical Applications	Refrigeration Technologies	Electro-Mechanical Technologies	Associate of Occupational Studies in Mechanical Maintenance Engineering (On Ground)- Upper Division Courses	Associate of Occupational Studies in Mechanical Maintenance Engineering (Online)- Upper Division Courses
Tuition:	$15,400	$15,400	$19,700	$10,250	$10,250
Registration Fee:	50	50	50	50	50
Lab Fees:	2,000	2,000	2,000	0	0
Gear Package:	850	850	850	0	0
Course Materials/ Textbooks:	650	650	750	1,900	2,700
Accident Insurance:	100	100	100	100	100
Total Program Cost:	**$19,050**	**$19,050**	**$23,450**	**$12,300**	**13,100**

WELDING-RELATED DIPLOMA PROGRAM

	Welding Specialist
Tuition:	$18,400
Registration Fee:	50
Lab Fees:	2,000
Course Materials/ Textbooks:	250
Gear Package:	850
Accident Insurance:	300
Total Program Cost:	**$21,850**

Cash Only Programs

	Electrical Technologies (Diploma)
Tuition:	$7,200
Registration Fee:	50
Gear Package:	850
Course Materials/ Textbooks:	550
Accident Insurance:	100
Accident Insurance:	75
Total Program Cost:	**$8,750**

Note: All fees are mandatory unless otherwise stated on the enrollment agreement.

VA PENDING PAYMENT COMPLIANCE

The Refrigeration School, Inc., located in Phoenix, AZ, Facility Code 24927403, in accordance with Title 38 US Code 3679 subsection (e), adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation & Employment (Ch. 31) benefits, while payment to the institution is pending from the VA.

This school <u>will not</u>:

- Prevent the student's enrollment.
- Assess a late penalty fee to the student.
- Require the student to secure alternative or additional funding.
- Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students will be required to:

- Provide VA Certificate of Eligibility (COE), or confirmation of the application for VA funding, reflecting the applicable program and DD214 showing discharge status and length of service.
- Evaluation of Credit Form along with applicable academic transcripts; and
- Joint Service or Military Transcripts , if applicable.

The website listed below contains contact information for our School Certifying Officials and Military Advising staff, along with additional resources.

https://www.rsi.edu/admissions/military-students/

SCHOLARSHIPS

The Refrigeration School, Inc. offers a variety of scholarships. Annual scholarships are listed below. For additional scholarship opportunities, or for more information about scholarship opportunities listed below, please contact a Financial Aid Advisor or visit our website at

http://www.refrigerationschool.com/scholarships.html.

Scholarship	Maximum Amount
Amity Native American Scholarship*	$4,500
Amity Scholarship	$1,500
Imagine America High School Program	$1,000
Military Scholarship Program	$2,500
RSI Tribal Scholarship	$2,000
STEG Foundation	$500 & up**
StrataTech Most Deserving of an Opportunity Scholarship	$1,000
Workforce Scholarship	$4,600^
Women in Skilled Trades	$3,000

** Includes Native American, Alaska Native and Native Hawaiian*

*** Amount is determined by need*

^ Amount varies based on program and is not available for all programs.

Some scholarships require candidates to be enrolled in specific programs to be eligible. Candidates need to refer to the scholarship information page to determine topic of essay (where applicable) and must meet all regular admissions requirements and be scheduled to start training prior to applying for a scholarship. If a student changes his/her start or re-enter date, his/her scholarship award may be forfeited. Scholarships are not transferable. Most scholarships cannot be used in conjunction with any other scholarship RSI offers. In these cases, only one award will be given per student. If a student is eligible for multiple scholarships, the scholarship that is most beneficial to the student will be awarded. Scholarships will be distributed incrementally over the second half of the program. Scholarship eligibility requires continuous enrollment. Failure to maintain Satisfactory Academic Progress, may result in the probation and possible loss of scholarship. Termination from training may result in the loss of this scholarship, which may increase your tuition obligation to RSI. Tuition charges will be based on the amount reflected on your Enrollment Agreement. See the reverse side of your enrollment agreement for the school's refund policy.

Scholarship awards are subject to funding availability.

MILITARY TUITION PRICING STRUCTURE

The Refrigeration School, Inc., is committed to keeping our military tuition rates as low as possible. Military tuition rates are now available to active-duty military including reserves and National Guard members; veterans; active duty spouses and dependent children; spouse or dependent adult child of an active duty, 100% permanently disabled, or deceased military service member; military retirees; and honorably discharged veterans. Additionally, military applicants are not required to pay the initial registration fee upon enrollment; however, they will be required to pay it later.

Current military student tuition prices are as follows:

Program	Military Tuition Pricing	Total Program Cost
Electrical Technologies	$6,480	$8,030
Electrical Applications	$13,860	$17,510
Refrigeration Technologies	$13,860	$17,510
Electro-Mechanical Technologies	$17,730	$21,480
Welding Specialist	$16,560	$20,010
AOS in Mechanical Maintenance Engineering (On Ground)*	$9,225	$11,275
AOS in Mechanical Maintenance Engineering (Online)*	$9,225	$12,075

*Students entering this program must be a graduate of the Electro-Mechanical Technologies program prior to enrollment.

Please see a Financial Aid Advisor for details.

FEES

If the student's initial course attempt meets the required 80% attendance rate but is unsuccessful due to failing to demonstrate sufficient understanding of the material, that course rephase will be offered at no additional cost (maximum of one rephase per program at no additional cost). Upon a second or subsequent retake, the student will incur a charge of $300 for each course retake (regardless of attendance rate). Conversely, if a student's initial attempt at a course is unsuccessful and does not meet the required 80% attendance rate, the student will be required to retake that course with a rephase fee of $300. The rephase fee must be paid prior to taking the final test in the student's last class.

The fee for each Program/Shift Change Request is $50.

EMPLOYEE FAMILY TUITION

Employee family member tuition rates are available to immediate family and extended family of an employee who attends any of our institutions. Immediate family members will not be charged for tuition and extended family members tuition charges will be 50% of the stated program tuition. These prices do not include the additional fees and reflect tuition costs only.

STUDENT HOLIDAY SCHEDULE AND SCHOOL CALENDAR

The Refrigeration School operates continuously throughout the year. However, the following holidays are observed:

Martin Luther King Jr. Day (1/17/2022)
Memorial Day (5/30/2022)
Juneteenth (6/20/2022)

Independence Day (7/4/2022)
Labor Day (9/5/2022)
Veteran's Day (11/11/2022)
Thanksgiving Holiday (11/19/2022 – 11/27/2022)
Winter Holiday (12/24/2022 – 1/1/2023)
New Year's Day (1/2/2023)
Martin Luther King Jr. Day (1/16/2023)
Memorial Day (5/29/2023)
Juneteenth (6/19/2023)
Independence Day (7/4/2023)
Labor Day (9/4/2023)
Veteran's Day (11/10/2023)
Thanksgiving Holiday (11/18/2023 – 11/26/2023)
Winter Holiday (12/23/2023 – 12/31/2023)
New Year's Day (1/1/2024)

Class Schedule	Morning (M-F)	Afternoon (M-F)	Evening (M-Th)
Lower Division Courses	7:30AM-12:30PM	12:45PM-5:45PM	6:00PM-10:00PM

Class Schedule	Morning (M-Th)	Evening (M-Th)
Upper Division Courses	7:30AM-12:30PM	5:30PM-10:30PM

Class Schedule	Morning (M-F)	Afternoon (M-F)	Evening (M-Th)	Weekend
Welding Specialist Courses	7:00AM-12:15PM	12:45PM – 6:00PM	6:30PM -11:45PM	6:30PM – 9:00PM (Tuesday & Thursday) & 8:00AM – 6:00PM (Saturday & Sunday)

*New student start dates and projected graduation dates, by program, are listed in the following tables:

HVAC/R-Related Programs
Morning/Afternoon Session

	Graduation Dates					
Start Date	EMT Grad	RT Grad	ET Grad	EA Grad	MME Day Grad (Ground)	MME Day Grad (Online)
1/7/2022	9/22/2022	6/28/2022	4/1/2022	7/27/2022	5/16/2023	7/15/2023
2/7/2022	10/20/2022	7/27/2022	4/29/2022	8/24/2022	6/22/2023	8/19/2023
3/7/2022	11/18/2022	8/24/2022	5/27/2022	9/22/2022	7/12/2023	9/23/2023
4/4/2022	12/23/2022	9/22/2022	6/28/2022	10/20/2022	8/16/2023	9/23/2023
5/2/2022	1/31/2023	10/20/2022	7/27/2022	11/18/2022	8/16/2023	12/2/2023
5/31/2022	2/28/2023	11/18/2022	8/24/2022	12/23/2022	9/21/2023	12/2/2023
6/29/2022	3/28/2023	12/23/2022	9/22/2022	1/31/2023	10/26/2023	1/6/2024
7/28/2022	4/25/2023	1/31/2023	10/20/2022	2/28/2023	12/7/2023	2/10/2024

8/25/2022	5/23/2023	2/28/2023	11/18/2022	3/28/2023	1/23/2024	3/16/2024
9/23/2022	6/22/2023	3/28/2023	12/23/2022	4/25/2023	1/23/2024	4/20/2024
10/21/2022	7/24/2023	4/25/2023	1/31/2023	5/23/2023	3/14/2024	5/25/2024
11/28/2022	8/21/2023	5/23/2023	2/28/2023	6/22/2023	4/18/2024	5/25/2024

HVAC/R-Related Programs
Evening Session

	Graduation Dates				
Start Date	**EMT Grad**	**RT Grad**	**ET Grad**	**MME Night Grad (Ground)**	**MME Night Grad (Online)**
1/18/2022	3/9/2023	10/12/2022	5/26/2022	10/26/2023	1/6/2024
3/2/2022	4/24/2023	12/1/2022	7/14/2022	12/7/2023	2/10/2024
4/14/2022	6/7/2023	1/25/2023	8/29/2022	1/23/2024	3/16/2024
5/31/2022	7/25/2023	3/9/2023	10/12/2022	3/14/2024	5/25/2024
7/18/2022	9/5/2023	4/24/2023	12/1/2022	4/18/2024	6/29/2024
8/30/2022	10/18/2023	6/7/2023	1/25/2023	5/23/2024	8/3/2024
10/13/2022	12/7/2023	7/25/2023	3/9/2023	7/2/2024	9/7/2024
12/5/2022	1/31/2024	9/5/2023	4/24/2023	8/26/2024	11/16/2024

Welding-Related Program
Welding Specialist Program

Welding Specialist Program	**Graduation Dates**	
Start Date	**Weekday**	**Weekend**
1/18/2022	8/12/2022	8/14/2022
2/22/2022		9/18/2022
3/28/2022	10/21/2022	
3/29/2022		10/23/2022
5/2/2022	12/2/2022	
5/3/2022		12/4/2022
6/6/2022	1/13/2023	
6/7/2022		1/15/2023
7/12/2022		2/19/2023
8/15/2022	3/24/2023	
8/16/2022		3/26/2023
9/20/2022		4/30/2023

10/25/2022		6/4/2023
12/5/2022	7/7/2023	
12/6/2022		7/9/2023

STUDENT SUPPORT

RSI provides a variety of services to assist students while attending the institution. Services include, but are not limited to:

- Career Services
- Academic Advising
- Assistance with application for financial aid
- Part-Time Employment Assistance
- Referral assistance for housing, transportation, child care and other services are available by request
- Carpool and other transportation assistance
- Reference Library

CAREER SERVICES

Career Services is designed to assist students in obtaining the most benefits possible from their education after graduation. Our training program is an investment in your future that pays for itself. With more than 40 years of experience in helping qualified graduates find career opportunities, we know we can help you with yours. We offer advice on the best way to chart your personal career path and use your education and training for optimum success. All the services offered by Career Services are designed to facilitate the career development of students by exposing them to career planning, career options and occupational information.

Our staff is available and eager to assist you in obtaining appropriate information that will enable you to determine career choices commensurate with your abilities, interests, desired lifestyle and training. Staff members are dedicated to assisting students achieve career objectives and desires. Planning a career is different from getting a job. Career planning involves identifying individual interests, abilities, exploring options, setting goals and implementing plans. Career Services is focused on enabling students with information on how to obtain a satisfying, challenging and fulfilling career.

Note: RSI does not promise employment. We only provide assistance in identifying, applying for and interviewing for positions.

FINANCIAL SERVICES INCLUDING FINANCIAL AID

Staff members are available in the Student Services Department and Student Financial Services Department on campus and virtually to assist students with applying for financial assistance. Staff members will explain the requirements, application process, and possible eligibility for Federal, state, institutional or Agency grants and scholarships, such as the Federal Pell Grant and Federal SEOG, prior to introducing any alternative or institutional

lending options. Additionally, staff members discuss eligibility under the Federal Direct Loan programs. Financial aid is available to those who qualify.

VERIFICATION POLICIES AND PROCEDURES

The Department of Education randomly selects some federal student aid applicants for verification, which is the process used to check the accuracy and validity of information provided to them during the application process. All students selected for verification will be notified in writing and will be provided with a clear explanation of the documentation that is needed to satisfy the verification requirements, such as proof of income and household members. The submission deadline is generally fourteen (14) days from notification, and the consequences of failing to provide the requested information is thoroughly discussed. Students are periodically reminded of any requirements which have not yet been met. This advising may occur whether the student's application is selected for verification or not.

Since verification is requested to be completed within fourteen (14) days after notification, if the school is not supplied with needed documents by this deadline, the student may be required to make tuition arrangements other than Title IV funding. If an error is found as a result of verification, the student is responsible for corrections on the Student Aid Report (SAR) and for the collection of applicable signatures. Corrections will generally be processed electronically by the school. Students are to comply with the verification request noted in the comment section of the SAR and any additional requests made by the school for completing the verification forms provided with the SAR or the school's own form. Once the student has received a corrected Student Aid Report (SAR) or the school has received a corrected Institutional Student Information Record (ISIR), the Financial Services Department will notify the student if there is a change in eligibility or funding. Income information used in determining eligibility is confidentially maintained in the student's financial aid file.

ACADEMIC YEAR

For Federal Student Aid purposes, The Refrigeration School defines the academic year as a minimum of 24 credits and 30 weeks of training.

VETERANS' AFFAIRS

The Refrigeration School is approved by the State Approving Agency, which allows eligible veterans to apply for and receive a variety of veterans educational benefits. RSI has a Veterans Coordinator to assist in applying for VA benefits, providing certification of attendance for VA benefits, or for any other issues relating to Veterans' Affairs while attending our training programs.

AUTHORIZATION

Students authorize the School, the Department of Education, and their respective agents and contractors to contact them regarding their loan request or their loan(s), including repayment of loan(s), at the current or any future number that they provide for their cellular phone or other wireless device using automated telephone dialing equipment or artificial or pre-recorded voice or text messages.

POLICIES AND PROCEDURES

The following policies and procedures are subject to change as required by accrediting, licensing, or approval agencies, or school administration as deemed necessary. Should any changes to this School Catalog need to be made, the Catalog Addendum would be attached and considered an integral part of this School Catalog. Always refer to the Catalog Addendum, if applicable, for a complete update on RSI information. The School Catalog and Catalog Addendum, when applicable, are periodically revised and kept updated.

ATTENDANCE AND MAKE-UP HOURS POLICY

Attendance is essential to benefit from lecture and laboratory instruction. Excellent attendance contributes to good grades. Employers are particularly interested in both a graduate's attendance and technical ability. Attendance will be taken twice a day per course/phase. Attendance checkpoints are monitored at regular intervals throughout each class day (e.g., midpoint and end of class). A student will be considered absent for one-half class day for each attendance check missed. Students who are not in attendance at both attendance checkpoints, during their regularly scheduled session, will have earned an entire class day absence.

Students will be allowed a maximum number of absences per course, depending on course length, as follows:

Scheduled Class Days in Course	Maximum Number of Days Missed
10 or less	2
11 to 15	3
16 to 20	4
21 to 25	5
26 to 30	6

Absences in excess of these maximum allowances will result in a failing grade. Students will be required to repeat a course if a failing grade is earned.

Make-up time may be allowed for students who can document that an absence was due to any of the following exceptions:

- Illness- (a doctor's note or proof of hospital stay is required);
- Bereavement- (documentation of death/funeral is required);
- Jury Duty-(verification of Jury Duty attendance is required);
- Military Duty-(copy of military orders or other military duty documentation is required);
- Veterans Administration Appointment-Mandatory (documentation of the VA appointment is required)

Make-up time will be available Monday through Friday during normal class hours for Morning, Afternoon, and Evening sessions. No make-up is available for lecture sessions. Make-up time will only be approved for a maximum of one day per course, not to exceed 5% of the total program length.

Additionally, make-up work shall:

1. be approved by the Dean of Academics and Student Success (or Designee) prior to the make-up day and time.
2. only take place in half-day or full day increments.
3. be supervised by an instructor approved for the class being made up.
4. require the student to demonstrate substantially the same level of knowledge or competence expected of a student who attended the scheduled class session.
5. be completed within two weeks of the end of the grading period during which the absence occurred.
6. be documented by the school as being completed, recording the date, time, duration of the make-up session, and the name of the supervising instructor; and
7. be signed and dated by the student to acknowledge the make-up session.

VA students are required to maintain 80% attendance. If a VA student's attendance at the end of any attempted course is less than 80%, that student shall be placed on Attendance Alert and will be advised.

If a student is absent for 10 consecutive school days, or more than 20% of the scheduled course time for the program, whichever is less, the student's enrollment in the program will be terminated. A student whose enrollment was terminated for violation of the attendance policy may not reenroll before the start of the next evaluation period (where applicable). In the case where the institution has earned 100% of a student's total program cost, and the student is not eligible for a refund, the student will not be terminated for neglecting to meet the attendance requirements. Upon reentry, the percentage absent will be calculated based on the remaining scheduled hours in the program.

Neither of these provisions circumvent the refund policy.

ONLINE COURSE ATTENDANCE POLICY

Students are expected to attend classes each week. They are required to log in to each online course by Tuesday during the week in which the course officially begins. They must participate in each class they are enrolled in at least one additional day during the first week of the course. Students must participate a minimum of two separate days each subsequent week of the course to meet attendance requirements. Participating is defined as interacting with the instructor, students or other elements of the course. Logging in alone doesn't constitute participating. For example, participation includes submitting an assignment, posting to a discussion thread or other forum used to discuss class related topics, asynchronous or synchronous communication with the instructor, or documented studying where applicable.

Students who fail to meet these attendance and participation requirements in any one week of the course will be given an absence for that week. Only one absence is allowed per course. If possible, students must contact their instructor in advance and decide to complete the required assignments. Students who fail to meet the attendance requirements for a second week in the course will be withdrawn from the course retroactive to the last date of recorded attendance. Required courses must then be repeated.

Note: New students who do not meet attendance requirements for the first week of their first course will be withdrawn from the course at the end of the first week.

MAKE-UP WORK

Students must decide with their instructor regarding missed assignments, exams or other work missed as a result of absence from class.

TRANSFERABILITY OF CREDIT

No school can guarantee that credits from courses at one school are transferable to another institution. This is always at the discretion of the receiving school, and transferable credits depend on comparability of curricula and institutional philosophy.

PROFICIENCY OR TRANSFER CREDIT INTO RSI PROGRAMS

Based upon a student's prior education or job-related experience, RSI will allow limited transferability of credits. A student may request credit for one or more courses contained within an educational program. The Director of Training, Dean of Academics and Student Success, or Designee determines the quantity of advance standing credit a student may receive. The decision is based upon documented prior education and/or demonstrated technical proficiency in the lab. The school will only consider postsecondary courses that are similar in scope and content as the coursework at The Refrigeration School. In addition, general education courses to be transferred into a degree program must minimally have an earned grade of C- or better (or equivalent) from an accredited institution of higher education*. Courses receiving credit are noted with a letter grade of "TC" or "PC" and are not considered as earned credit that affects the cumulative grade point average (CGPA). Tuition and lab fees shall be reduced on a pro-rata basis for the number of courses receiving credit. Non-degree course credit must be determined prior to a student starting a program.

Credit for previous training and/or experience may be awarded to a student who petitions the school for such consideration. This determination may be made through one or more of the following:

- An interview with a hands-on demonstration and/or written examination(s) evaluated by the school's top education official.
- Evaluation of transcripts by the school's top education official to identify substantially identical scope, objective and content of prior coursework with courses in which credit is being requested.
- Through an articulation agreement negotiated between one of our institutions and another institution.

While the source of accreditation of the institution that originally awarded credit may be a factor in this evaluation, it will not be the sole determining factor in such an award. For a student to be awarded a diploma or degree, at least 25% of the appropriate credit must be earned at one of our institutions. Should credit be granted, the student will be advanced in the program as appropriate and the program shortened accordingly.

If a student receives credit when transferring to a new school or into a new program at the student's current school, these transfer credits will be counted as credits completed and credits attempted when determining progress towards the quantitative measure and maximum timeframe. If no credit is transferred into the new school or program, then SAP will be evaluated solely on the work at the current school and in the current program.

Students who change programs after federal student aid funds have been disbursed must be evaluated by the Financial Aid Department to determine the impact on federal student aid eligibility. In some cases, the change will result in a return of federal student aid per the withdrawal from the initial program and the immediate repackaging of federal aid that will apply towards the new program.

The Refrigeration School has made Articulation Agreements with several states. Please speak with a Representative for additional information.

**Accredited is defined as minimally institutionally accredited by an accrediting agency recognized by the US Department of Education.*

Evaluation of Credit for Previous Education and Training for Veterans Benefits

The VA requires that institutions evaluate previous education and military training for veterans utilizing education benefits. While a school may not grant credit for previous education and training, it is still required to conduct an evaluation. In order to complete the evaluation, students are required to provide institutions with transcripts for all previous post-secondary education, military education, and military training attended.
All enrolling students applying for Veteran's Educational Benefits must complete the Evaluation of Credit for Previous Education and Training Form to document prior education and training, including military education and military training. Students will not be certified for benefits past the initial certification period until this form has been completed and submitted along with appropriate military transcripts, and transcripts from all prior postsecondary institutions previously attended.

All advanced standing and course transfer credit must be determined prior to a student starting a program.

TRIAL ENROLLMENT PERIOD

Students who enroll and attend our school for the first time will be offered an opportunity to attend our programs for a relatively short period of time without incurring a financial obligation beyond the Registration Fee. The school will ensure that students have the necessary books and other materials needed to succeed during this trial period. This trial period can play a valuable role by allowing a student to attend classes for a brief period before deciding to continue attending their educational program as a regular student, at which time the student would be responsible for program charges.

Any student who officially or unofficially withdraws from school within the first 3 days of scheduled classes after the official start date of the program will not be considered to have started school, no credits will be earned, and their tuition obligation and cost of course materials will be waived. In any event, any student who does not withdraw within the first 3 days of scheduled classes after the official start date of the program will be considered to have confirmed their intention to continue the program as a regular student and thus will be classified as a start.

To be officially accepted as a regular student, a student must also meet the below requirements:

- Satisfy all remaining admissions requirements as stated in the institution's catalog and addenda; and
- Complete the financial aid process and submit all the required documentation.

Any student who attends the trial period and who wishes to receive federal student aid funds after becoming a regular student must meet the other student eligibility criteria as provided in the federal regulations. Once determined to be a regular student, an otherwise ineligible student becomes eligible for federal student aid funds back to the beginning of the enrollment period, as applicable, which includes the trial period.

UNIT OF CREDIT

Academic credit hours awarded by RSI are referred to as semester credit hours and are awarded as prescribed by our accrediting agency (ACCSC). ACCSC's definition of a credit hour is as follows:

One semester credit hour equals 45 units comprised of the following academic activities:

- One clock hour of lecture = 2 units
- One clock hour of lab = 1.5 units
- One hour of out-of-class work = 0.5 unit

A clock hour is defined as supervised instruction of not less than 50 minutes in length within a 60-minute period.

CLASS SIZE

The number of students assigned to each class is based upon a student-teacher ratio which provides students with adequate individual attention. For larger classes, extra teachers and/or assistants may be utilized to maintain quality. The maximum class size for theory and shop/laboratory classes in the lower division HVAC/R-related courses is 34 students. The maximum class size for the upper division HVAC/R-related courses is 40 students. Online class size is limited to 30 students per section. The maximum lecture and laboratory class size for the Welding Specialist program is 20 students.

REFERENCE LIBRARY

The RSI reference and library resources include online- and classroom-based resources, as well as a physical facility in the Reference and Resource Center. A variety of online and printed reference, text and general interest works are available. Computer terminals are available in the Reference and Resource Center for student use. Use of all library resources is encouraged as this can build independent learning and critical thinking skills necessary for continued learning after graduation from school.

Library/Learning Resources

The following resources are available to online students:

a. Text materials, which may include software or additional learning aids, are mailed to the students prior to class start.
b. Objectives, lesson plans, daily instructions, exercises, graded assignments and additional materials are always all available online.
c. Online links to appropriate web and library resources are available via the LMS in every class.
d. News forums, comments, grades and other instructor communications provide students current information related to their program of study.

e. The physical library located at the RSI campus is available to all online students. Additionally, book lists of the library contents will be made available to students upon request.
   - In some cases, books may be loaned to students via mail.
   - Students will be required to leave a credit card deposit until the books are returned.
   - Books declared overdue, typically 30 days, will be charged to the student's credit card.

REQUIREMENTS FOR GRADUATION

Students are graduated upon successful completion of the prescribed course of study and upon passing their EPA Certification test (not applicable to the Electrical Technologies or Welding Specialist programs). Students will be awarded a diploma for the Electrical Applications, Electro-Mechanical Technologies, Refrigeration Technologies, Electrical Technologies, or Welding Specialist programs, or they will receive an Associate of Occupational Studies degree in Mechanical Maintenance Engineering.

Students are eligible to receive awards and recognition provided they are in good standing. Eligibility is eliminated if a student is delinquent or defaults on repayment of the federal student loan or school account balance, if such applies.

TRANSCRIPTS & DIPLOMAS

Transcripts:

Students are entitled to receive official transcripts upon their request. The first 2 transcript requests are complimentary. Each subsequent request will be charged $10 per transcript. A transcript request will not be processed for a student who is financially delinquent to the school. Any student who has any unmet financial obligation to the institution will not be eligible for a transcript until the financial obligation has been paid in full.

Diplomas:

One diploma will be issued at no cost to each student who has met all financial and academic obligations as described in the Enrollment Agreement, the School Catalog, and any other materials that have been provided to the student by the institution in regard to their financial or academic obligation. A fee of $10 will be assessed for each replacement diploma. A diploma request will not be processed until all financial obligations to the institution have been met.

Note: Students who have a financial obligation owed to the institution at the time of graduation will receive a letter from the institution, along with unofficial transcripts, confirming they have completed the program. The letter and unofficial transcripts are provided to the students, so they have documentation of their training to provide to potential employers.

PAYMENT POLICY

Tuition is due prior to the first day of class unless the student is eligible for financial aid and clearance has been given by the Financial Services Department, or other financial

arrangements have been made with the Business Office. Students are responsible for any financial obligation incurred while attending The Refrigeration School regardless of payment method. Students may be terminated at the discretion of the school for non-payment or past due payments owed to the institution.

DISTINGUISHED GRADUATES PROGRAM

The Distinguished Graduates Program recognizes exceptional graduates who have set themselves apart by academic excellence, attendance record and commitment to professional development.

PRESIDENTIAL HONORS

The Presidential Honors designation is awarded to graduates of The Refrigeration School who meet the following criteria:

- The student must have a 100% attendance rate for each course.
- The student must achieve a 4.0 GPA throughout the duration of the program.
- The student must complete all Challenge and Honors Tasks assigned to him/her by their instructor.

DISTINGUISHED GRADUATE

The Distinguished Graduate designation is awarded to graduates of The Refrigeration School who meet the following criteria:

- The student must have a 95% or higher attendance rate for each course.
- The student must achieve a GPA of 3.5 cumulative or higher throughout the duration of the program.
- The student must complete all Challenge and Honors Tasks assigned to him/her by their instructor.

OUTSTANDING STUDENT

The Outstanding Student designation is awarded to graduates of The Refrigeration School who meet the following criteria:

- The student must have a 90% or higher attendance rate for each course.
- The student must achieve a cumulative GPA of 3.0 or higher throughout the duration of the program.
- The student must be nominated by a classmate or instructor for demonstrating professional promise, strength of character and commitment to industry.

PERFECT ATTENDANCE

The Perfect Attendance designation is awarded to graduates who have achieved a 100% attendance rate for the duration of their program.

TOP WELDER

The Top Welder designation is awarded to 2 Welding Specialist graduates who meet the following criteria:

- The student must have a 95% or higher attendance rate for each course.
- The student must achieve a GPA of 3.5 cumulative or higher throughout the duration of the program.
- The 2 final candidates of those students will have the highest attendance and highest GPA. If there is a tie, the students will participate in a timed "weld-off".

GRADUATE REVIEW

It is the policy of The Refrigeration School to offer a no-charge review contingent on classroom space availability for graduates in good standing. To be eligible for this review, the graduate must be current on any student loan received for prior attendance, or any outstanding balance to the school. The graduate must submit a request to the Student Services Office at least two weeks prior to the beginning of classes. If approved, the student will begin review classes on the first day of instruction. Graduates reviewing the wiring classes will be charged a refundable fee for use of the school's code book. The graduate agrees to abide by the school policies in the current school catalog. The graduate also agrees to call the school when circumstances prevent him or her from attending, and to notify the School when he or she wishes to end the review participation. Replacement course materials are available for a fee upon request.

PARKING

Student parking is available. On Campus parking is limited to first come, first served. However, students may not park in spaces designated for faculty or staff. Visitor parking is available in the front parking lot, south of the main building.

DRUG FREE WORKPLACE POLICY

RSI has a Drug Free Workplace Policy and Statement. All applicants and students are encouraged to understand these requirements. Federal law mandates adherence to drug free workplace provisions for both students and staff. Please refer to RSI bulletin boards or ask for a copy of this policy to assure compliance. A copy is provided at new student orientation. All students and staff are subject to random drug testing at the school. Employers of graduate's demand both technical proficiency and clean drug tests.

CRIME AWARENESS AND CAMPUS SECURITY ACT

The Campus Security Act of 1990 requires that all schools compile and distribute an annual campus security report on or before October 1st each year. This report provides statistics of crimes that occurred on campus for the last three years, as well as a description of our school's policies concerning campus security. RSI makes available information on the above item to all applicants for enrollment requesting such information as well as to current RSI students and staff. The report is produced by October 1st of each year for prior calendar years of possible crime activity on campus. It is distributed annually to all currently enrolled students

and all faculty and staff. Additionally, all students who enroll after the annual distribution will be provided with a copy upon enrollment. Paper copies are available at any time and can be obtained from your Admissions Representative or the Student Services Department.

STUDENTS WITH DISABILITIES POLICY

RSI is committed to ensuring equal access to educational opportunities for students with disabilities. The environment in which our graduates commonly work demands a full range of physical and mental faculties for career success. While there are exceptions, most jobs require the ability to climb, stoop, work in confined spaces, lift and carry in excess of 50 pounds, exposure to wet and/or humid conditions (including outside weather conditions), exposure to fumes or airborne particles, toxic or caustic chemicals, exposure to electrical hazard and occasionally work in noisy conditions. Further, manual dexterity and detailed finger manipulations may be required.

The primary objective of the Students with Disabilities Policy is to provide an integrated and cohesive set of support accommodations and services for students with disabilities. All institutions of higher education must make reasonable accommodations in order to provide students with disabilities an equal opportunity to participate in the institution's courses, programs and activities. Additionally, schools do not have to provide accommodations that would fundamentally alter the educational program or academic requirements that are essential to a program of study or to fulfill licensing requirements.

While self-identification is strictly voluntary, it is to the student's advantage to initiate or request services in this process as early as possible. Records and information concerning students are confidential. To become eligible for services, documentation of the disability from a qualified professional must be provided upon request. RSI will provide reasonable accommodations for students with disabilities, including learning disabilities, physical impairments, and other disabling conditions. Such accommodations may include, but are not limited to, tutoring, examination schedule and/or delivery modification, and laboratory task modification. Admissions requirements for all students are the same, regardless of disability or lack thereof. It must be understood that accommodations for disabilities are meant to assure education experience and opportunity. Any accommodations deemed necessary and reasonable will be made on a case-by-case basis by taking into account institutional obligations to provide equal access to educational opportunities; may not necessarily incorporate all changes requested; and will only be made following provisions of proof of such disability.

Students seeking accommodations should notify their ADA Coordinator, or Designee, of any special needs, requirements, or requests before enrolling in a program of study or as soon as possible after it is determined that accommodation is desired. The school will require a written description of the extent and nature of the disability, and current medical certification stating the nature of the disability and the type of accommodation required. Accommodations cannot be applied to circumstances of past failures or difficulties in courses and are only for future course activities. However, information regarding a disability can be provided to assist in resolution of an academic dilemma that begs resolution. A copy of the Student with Disabilities Policy is provided at new student orientation.

ADA Coordinator:

Susan Connelly

(602) 267-4806

BRUSH-UP TIME

Current students and graduates in good standing are eligible for free brush-up time on a space available basis. The brush-up time applies to previously taken welding courses only. Eligibility is eliminated if a graduate defaults on a student loan or account balance obligation or causes difficulty with in-school student training. Maximum brush-up time per month is limited to three (3) days and may be modified at any time per school policy and availability. Graduates are required to supply all necessary equipment and safety gear as required.

STUDENT LOAN OBLIGATION

Federal regulations specify that students who receive a Federal Direct Educational Loan are required to repay this loan even though a student may not have completed or may be dissatisfied with their educational experience.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

1. The right to inspect and review the student's education records within 45 days of the day the school receives a request for access.
   a) The student, or in the case of the student being a minor, the parent, should submit to the registrar or other appropriate official, a written request that identifies the record(s) the student wishes to inspect.
   b) The school official will decide for access and will notify the student of the time and place where the records may be inspected.
   c) If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes are inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA.
   a) A student who wishes to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed and specify why it should be changed.
   b) If the school decides not to amend the record as requested, the school will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment.
   c) Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to provide consent before the school discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

Exceptions to consent of disclosure include the following:

a) The school discloses education records without the student or parent's prior written consent to school officials with legitimate educational interests. A school official is a person employed by the school in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the school has contracted as its agent to provide a service instead of using school employees or officials (such as an accrediting agency, attorney, auditor or collection agent); a person serving on the Board of Directors; or a student serving on an official committee (such as a disciplinary or grievance committee), or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the school.

b) The school discloses personally identifiable information from the student's education records without the student or parent's prior written consent to the Attorney General of the United States or to the Attorney General's designee in response to an ex parte order in connection with the investigation or prosecution of terrorism crimes specified in Sections 2332b(g)(5)(B) and 2331 of title 18, U.S. Code. The institution is not required to record the disclosure of such information in the student's file. Further, if the institution has provided this information in good faith in compliance with an ex parte order issued under the amendment, it is not liable to any person for the disclosure of information.

c) The school discloses information from a student's education records without the written consent or knowledge of the student or parent in order to comply with a lawfully issued subpoena or court order in the following three contexts:
   i. Grand Jury Subpoena: The institution may disclose education records to the entity or persons designated in a federal grand jury subpoena. In addition, the court may order the institution not to disclose to anyone the existence or context of the subpoena or the institution's response.
   ii. Law Enforcement Subpoena: The institution may disclose education records to the entity or persons designated in any other subpoena issued for a law enforcement purpose. As with federal grand jury subpoenas, the issuing court or agency may, for good cause shown, order the institution not to disclose to anyone the existence or contents of the subpoena or the institution's response. Notification requirements and recordation requirements do not apply.
   iii. All Other Subpoenas: The institution may disclose information pursuant to any other court order or lawfully issued subpoena only if the school makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or student may seek protective action. The institution will record all requests for information from a standard court order or subpoena.

d) The school discloses information from a student's education records without the written consent or knowledge of the student or parent in order to "appropriate parties in connection with an emergency, if knowledge of the information is necessary to protect the health and safety of the student or other individuals." Imminent danger to student or others must be present.

e) The school discloses information from a student's education records without the written consent of the student or parent "directory" information, such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell eligible students and parents about

directory information and allow eligible students and parents a reasonable amount of time to request that the school not disclose directory information about them. Schools may not, however, include certain "directory" information, such as social security numbers, citizenship status, gender, ethnicity, religious preference, grades, GPA and daily class schedule.

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

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

EQUALITY AND NON-DISCRIMINATION

The Refrigeration School prohibits discrimination on the basis of race, color, religion, creed, sex, age, marital status, national origin, mental or physical disability, political belief or affiliation, veteran status, sexual orientation, genetic information, and any other class of individuals protected from discrimination under state or federal law in any aspect of the access to, admission, or treatment of students in its programs and activities, or in employment and application for employment. Furthermore, our school's policy includes prohibitions of harassment of students and employees, i.e., racial harassment, sexual harassment, and retaliation for filing complaints of discrimination.

The Refrigeration School is committed to compliance with Title VI and Title VII of the Civil Rights Act of 1964, Title VI of the Civil Rights Act of 1968, Title I and Title II of the Civil Rights Act of 1991, the Equal Pay Act of 1963, Executive Order 11246 (1965), Title IX of the Education Amendments of 1972 and its regulations found at 34 C.F.R. part 106, Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Vietnam-era Veterans Readjustment Act of 1974, the Age Discrimination Act of 1975, the Age Discrimination in Employment Act of 1967, and the Family and Medical Leave Act of 1993.

CODE OF CONDUCT

Students are expected to act in a professional and considerate manner with other students and school staff. Visitors, guests, and employers frequently spend time on our campuses, and students' behavior is a reflection on the school and everyone associated with it. Additionally, students' behavior in student-referred housing also reflects upon the school's reputation in the community, thus requiring students to maintain a professional demeanor at all times. A copy of the Code of Conduct is provided at new student orientation.

RSI will not tolerate sexual harassment of a student by an employee, another student or a third party. Sexual harassment is deemed to be unwelcome conduct of a sexual nature. Any complaint in this area should be brought to the immediate attention of the Campus President or StrataTech President & CEO who will investigate in line with published procedures in the RSI Employee Handbook.

Penalties for violating the Student Code of Conduct can be severe and will result in disciplinary actions that may include a verbal and/or written reprimand, Probation, or Suspension from school for a designated period of time. Depending on the severity of the misconduct, the

school reserves the right to terminate the student's training for displaying actions (at the discretion of the faculty and administrative staff) that disrupt the educational environment or reflects adversely upon the school in any way.

As such, the school reserves the right to immediately terminate any student for:

1. Insubordination, interfering with other students, or failing to obey interim classroom policies as set forth by their instructor.
2. Attending classes under the influence of intoxicants; using, selling or manufacturing of drugs.
3. Unauthorized operation of equipment or violation of the industry safety code.
4. Conviction of a crime.
5. Caught stealing or cheating on exams.
6. Physical act of violence towards self or other persons.
7. Any other academic integrity violation.

Depending on the severity of the misconduct, the student may be subject to:

1. Verbal and/or written reprimand, which implies that further violations will result in probation or termination.
2. Probation, involving a designated period of time during which any further acts of misconduct will result in immediate termination.
3. Termination; the immediate withdrawal of the student from the school. The student may not be allowed to reenroll into the school. Such a termination may be appealed per procedures in the SAP appeals policy outlined in this Catalog.

DRESS CODE

There are no exceptions to the following items that are required for a student to be permitted to class or the laboratory.

- Welding-Related Laboratory Dress Code
  - Long pants that reach from the waistline to the ankles
  - Leather boots that reach above the ankles
  - Long sleeve cotton shirt or t-shirt under leather sleeves (t-shirt must have sleeves)
  - Jewelry that may be snagged or have spatter dripped on must be removed or covered
- Welding-Related Classroom Dress Code
  - Attire is required to be modest in length, coverage, and distraction free. Clothing, accessories, symbols, jewelry, or other paraphernalia that may be considered obscene or offensive are not allowed. Students are required to wear pants that cover ankle to waist, closed toed shoes, and a shirt that covers the torso.
  - No shorts, tank tops, muscle shirts or sandals are permitted. Sagging or baggy pants, sweatpants, and warm up suits are not permissible. Ball and watch caps are permissible. Caps must be worn straight with bill forward. Other headwear is not permitted.
- HVAC/R-Related Classroom & Laboratory Dress Code
  - RSI shirt must be visible. If necessary, a long sleeve or thermal t-shirt may be worn underneath or a zippered jacket or sweater/sweatshirt with RSI collar visible. Pullover hoodies are not permissible

- Attire is required to be modest in length, coverage, and distraction free. Clothing, accessories, symbols, jewelry, or other paraphernalia that may be considered obscene or offensive are not allowed. Students are required to wear pants that cover ankle to waist, closed toed shoes, and a shirt that covers the torso.
- No shorts, tank tops, muscle shirts or sandals are permitted. Sagging or baggy pants, sweatpants, and warm up suits are not permissible. Ball and watch caps are permissible. Caps must be worn straight with bill forward. Other headwear is not permitted.

Any student violating these regulations is given a chance to correct it on sight and will be given a verbal warning. The second occurrence will require the student to be sent home to change and attendance points will be deducted for class time missed. Recurring issues or push back will result in the students being sent to the Dean of Academics and Student Success and subject to disciplinary actions, such as suspension.

Student safety comes first. It is the student's responsibility to dress with this in mind. Instructors must ensure students are ready to perform ALL tasks in a safe and proper manner.

GRADES AND GRADING SYSTEM

Students must earn a passing grade to continue to the next course in their chosen program. Students will be required to repeat a course if a failing grade is earned. The grade awarded from a repeated course will be used to determine the grade point average; however, both the failing and passing grade will appear on the transcript. All students who satisfactorily complete all specified courses within the program of enrollment, earn a CGPA of 2.0 or higher out of a possible 4.0, and who complete all graduate clearance requirements, will be awarded a certificate of completion for our certificate program, a diploma for our diploma programs, or an Associate of Occupational Studies in Mechanical Maintenance Engineering (AOSMME) degree.

GRADES

Letter	Numeric Range	Grade Point Value	Description
A	90-100	4.0	Excellent to very good, demonstrating a comprehensive knowledge and understanding of subject matter.
B	80-89	3.0	Good, demonstrating a moderately broad knowledge and understanding of subject matter.
C	70-79	2.0	Satisfactory, demonstrating a reasonable knowledge and understanding of subject matter.
D	60-69	1.0	Marginal, demonstrating a minimum of knowledge and understanding of subject matter.
F	0-59	0	Failing, demonstrating an unacceptably low level of knowledge and understanding of subject matter.

SYMBOLS USED IN LIEU OF GRADES

Letter(s)	Term	Grade Point Value	Description
AU	Audit	N/A	This is used when a current student or graduate takes a previously passed course to brush-up or refresh skills, for interest only and not for credit.
INC	Incomplete	0	This is used when a student has not taken the final exam for a course of training in their educational program. It will revert to a failing grade if testing is not successfully completed within one week after the end of the course.
PC	Proficiency Credit	N/A	This indicates credit awarded on the basis of a written examination, hands-on demonstration of skills proficiency, and/or high school articulation agreement.
TC	Transfer Credit	N/A	This is used for work credited from other colleges and postsecondary institutions and is based on an evaluation of educational transcripts.
W/D	Withdrawal	0	This is used when a student officially or unofficially withdraws from a course after the Trial Enrollment Period has ended.

Instructors provide students with a written grade report at the end of each course of training. Requests for progress reports from agency sponsors will be provided in unofficial transcript reports.

SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY

The Satisfactory Academic Progress (SAP) policy sets guidelines regarding how a student's academic performance is evaluated at different points during the educational program. To be eligible for federal student aid (FSA) funds while attending the institution, students must maintain SAP. This policy explains the qualitative (grade-based) and quantitative (time-related) standards that our institutions will use to check SAP and will be applied consistently to all educational programs and to all students within specific categories. It is the same standard our institutions will use for all students enrolled in the same educational program whether they receive FSA funds or not. Records of students' grades, attendance, and completion rates are maintained in the Student Services Department and are available for review upon request by the student, federal, state, or local agencies, and other agencies for audit purposes.

QUALITATIVE STANDARDS

To assess quality of academic work, our institutions will utilize standards measurable against the traditional 4.0 grading scale. Students must achieve at least a minimum cumulative grade point average (CGPA) requirement of 2.0 at the end of each evaluation period and to meet the requirements of graduation. These minimum CGPA requirements are based upon a cumulative average and must be maintained throughout the student's educational program.

Grades, corresponding numeric ranges, and grade point values are as follows:

Grading System			
Grades			
Letter	Numeric Range	Grade Point Value	Description

A	90-100	4.0	Excellent to very good, demonstrating a comprehensive knowledge and understanding of subject matter.
B	80-89	3.0	Good, demonstrating a moderately broad knowledge and understanding of subject matter.
C	70-79	2.0	Satisfactory, demonstrating a reasonable knowledge and understanding of subject matter.
D	60-69	1.0	Marginal, demonstrating a minimum of knowledge and understanding of subject matter.
F	0-59	0	Failing, demonstrating an unacceptably low level of knowledge and understanding of subject matter.

Symbols Used in Lieu of Grades			
Letter(s)	Term	Grade Point Value	Description
AU	Audit	N/A	This is used when a current student or graduate takes a previously passed course to brush-up or refresh skills, for interest only and not for credit.
INC	Incomplete	0	This is used when a student has not taken the final exam for a course of training in their educational program. It will revert to a failing grade if testing is not successfully completed within one week after the end of the course.
PC	Proficiency Credit	N/A	This indicates credit awarded on the basis of a written examination, hands-on demonstration of skills proficiency, and/or high school articulation agreement.
TC	Transfer Credit	N/A	This is used for work credited from other colleges and postsecondary institutions and is based on an evaluation of educational transcripts.
W/D	Withdrawal	0	This is used when a student officially or unofficially withdraws from a course after the Trial Enrollment Period has ended.

CGPA will be computed by dividing the total grade points earned by the total number of courses/credits taken. Grades included in the CGPA computation include the grades of A, B, C, D, and F. CGPA calculations will be computed for all successfully completed (passed) courses, as well as for failed courses until they are repeated and subsequently passed.

A course syllabus is distributed to students at the beginning of each course that specifies the manner by which lecture and lab grades are combined to produce the final course grade. Students may review grades after the end of each course in their educational program.

QUANTITATIVE STANDARDS

In addition to achieving and maintaining the minimum CGPA standards, students must maintain a satisfactory pace of progression (POP) towards program completion by achieving a passing grade in accordance with the minimum percentages established for each evaluation for their respective programs. POP is calculated by dividing the cumulative credit hours the student successfully completed (credits earned) by the cumulative credit hours the student has attempted. Successfully completed (earned) credits include grades or symbols of A, B, C, D, PC and TC. Attempted credits include grades or symbols of A, B, C, D, F, INC, PC, TC, and W/D. Students will receive zero earned credit for grades or symbols of F, INC, and W/D.

MAXIMUM TIME FRAME (MTF)

Students must complete their educational program within the maximum time limits. For all programs, the maximum time frame will be no longer than 150% of the published length of the educational program. Maximum time frame is cumulative and includes all periods attempted, regardless of whether a student received federal student aid funds. For credit hour programs, the maximum time frame will be measured in credit hours attempted.

Students are required to complete their educational program within the maximum time frame and may receive federal student aid funds (if applicable) up through that time. However, if a SAP review shows that the student, who may not be at 150%, cannot complete their program within the maximum time frame, they become ineligible for federal student aid, subject to any appeals, and may be terminated at that time.

EVALUATING SAP

Satisfactory Academic Progress will be evaluated at the end of each financial aid payment period. At the end of each evaluation/financial aid payment period, both the CGPA and POP will be measured. Students who fail to meet these minimum requirements at the end of the evaluation period will be placed on Financial Aid Warning for the subsequent payment period. If the student fails to meet the minimum SAP standards following a period of Financial Aid Warning, he/she will be terminated unless he/she submits a successful appeal. With a successful appeal, the student is eligible to be placed on Financial Aid Probation and, at the institution's discretion, may also have an Academic Plan if the student needs additional time beyond the one payment period of Financial Aid Probation to meet the minimum SAP requirements. Students with a Financial Aid Warning, Financial Aid Probation or an Academic Plan (if meeting the goals of the Plan) status, will be eligible to receive federal student aid funds while holding that status.

EVALUATION INCREMENTS

For programs that are one academic year or less in length, our institutions will evaluate SAP at the halfway point of the program (except for Texas residents: see Academic Standing Policy for Texas-residents policy), which is also at the end of each financial aid payment period. For programs that are longer than one academic year, our institutions will evaluate SAP both at the halfway point and at the end of each academic year, which coincides with the end of each financial aid payment period.

SAP NOTIFICATION

Students will be notified of the results from the incremental SAP reviews that impact their academic standing or their eligibility for federal student aid. Students not making SAP at the end of the evaluation period will be informed of what steps they must take to meet the minimum SAP requirements by the end of the next evaluation period. They will also be informed of the institution's appeal process that allows for a reconsideration of their academic standing or eligibility for federal student aid.

FINANCIAL AID WARNING

Financial Aid Warning status will be automatically assigned to those students who fail to make SAP at the end of the evaluation and/or payment period. No appeal is necessary for this status, as it will be automatically assigned until the end of the next evaluation and/or payment period. Students may continue to receive federal student aid funds while on Financial Aid Warning. At the end of the Financial Aid Warning period, students must meet the minimum SAP requirements or may lose eligibility for federal student aid funds. Students who fail to make SAP at the end of the Financial Aid Warning period may be placed on Financial Aid Probation after a successful appeal. Otherwise, students may be terminated or rendered ineligible for further federal student aid disbursements.

SAP APPEAL PROCESS

The SAP Appeal process is a process by which a student who is not meeting the institution's SAP requirements following a Financial Aid Warning period requests reconsideration of eligibility for FSA funds after being terminated. Students who fail to meet the institution's minimum qualitative standards, or who are not progressing in a manner that would allow them to complete their educational program within 150% of the maximum length of the program may submit an appeal if certain extenuating circumstances apply. Circumstances for appeal include, but are not limited to death of a relative, injury or illness of the student or immediate family member, accident, natural disaster, or other special circumstances, all of which must be supported by medical records or other evidence to support the appeal.

Students must submit an appeal in writing to Student Services Department within 14 days of receiving notice that the student is ineligible to continue to receive financial aid funds and will be terminated. The written appeal must address why the student failed to make SAP and what has changed in the student's circumstances that will allow the student to make SAP by the end of next evaluation period (in addition to the documentation serving as evidence to support the appeal). The appeal is unacceptable if these elements are missing. If the institution has determined that based on the student's appeal, the student will be able to meet the appropriate minimum SAP standards by the end of the next evaluation and/or payment period, the appeal will be approved, and the student will be placed on Financial Aid Probation for one evaluation and/or payment period.

If it is determined that the student will require more than one evaluation and/or payment period to meet progress standards, at the discretion of the institution, the appeal may be approved, and the student may be given an Academic Plan designed to ensure he/she will be able to meet SAP standards by a specific point in time.

Upon receipt of an appeal, the institution's Appeal Review Board will determine the status of the appeal and will render a decision as soon as practical, but no longer than 30 days from the date of receipt. Once a decision is reached, the student will be notified of the decision and if approved, a plan for continuance will be provided to the student along with the decision. Otherwise, if the appeal is denied, the student will be terminated from the institution.

Students may appeal more than one time, but the basis for the appeal must be based on different circumstances.

FINANCIAL AID PROBATION AND AN ACADEMIC PLAN

Financial Aid Probation status will be assigned to those students who fail to make SAP at the end of the Financial Aid Warning period and have successfully gone through the appeals process. Once the appeal is approved, this status will be assigned until the end of the next evaluation and/or payment period. Students on Financial Aid Probation will be informed of the conditions imposed in order to continue eligibility and participation in the federal student aid programs and may receive aid during the payment period in which they are on probation. At the end of the Financial Aid Probation period, students must meet the appropriate minimum SAP requirements or comply with the terms of an established Academic Plan, if granted by the institution, or may lose eligibility for federal student aid funds and be dismissed from the institution.

REINSTATEMENT

Students who were terminated or became ineligible for federal student aid funds due to a lack of satisfactory academic progress may apply for reinstatement at the institution after a minimum of one term has elapsed. Students may be allowed to re-enroll at the institution without financial aid at the institution's considerable discretion.

Following a successful appeal approved by the Student Services Department [see SAP Appeal Process above], students terminated or ineligible for federal student aid funds for unsatisfactory academic progress may be readmitted and placed on Financial Aid Probation. This Financial Aid Probation period will be for one payment period. The institution shall advise the student of this action and document the student's file accordingly. If the student does not achieve SAP within the readmission Financial Aid Probation period, then the student will be terminated from the institution.

When applying for reinstatement without a successful SAP Appeal, students must sit out at least one phase or course period and submit a request for reinstatement to the Student Services Department. The written request for reinstatement must address why the student failed to make SAP and what has changed in the student's circumstances that will allow the student to make SAP by the end of next evaluation period. If the student's request is granted, the student will be readmitted and placed on academic probation. The student will not be eligible for federal student aid funding during this period. If the student can meet the requirements for satisfactory academic progress at the conclusion of the academic probation period, the Student Services Department will return the student to normal active status. It is at this point that the student may regain eligibility or federal student aid funding. Students who reenter into the same program within 180 days from their last date of attendance will remain in the same financial aid payment period from which they withdrew. Any federal student aid funds canceled and/or returned will be restored by the Financial Aid Department, once the student is eligible. Students who fail to make SAP at the end of this academic probation period will be terminated.

COURSE REPEATS

Students are expected to earn passing grades and make satisfactory academic progress while attending school. Students will be required to repeat a course if a failing grade is earned. Students repeating courses due to earning a failing grade may be subject to course availability. When a student repeats a failed course, the institution will count the higher

grade in the qualitative component/CGPA of the SAP evaluation. However, both courses will be included in the quantitative/pace of progression component of the SAP evaluation as attempted credits and will be included in the maximum time frame calculation. Students will only be allowed to repeat any individual failed course a total of two times. Failure to achieve a passing grade after two course repeats or three total attempts may result in termination.

Course repeats exist to help students improve competencies in a course and are subject to course availability. Course repeats, from a student's point of view, are not desirable because every course repeat extends training time by the length of the course and thus delays graduation and corresponding employment opportunities. If a student attempts a course and fails due to lack of attendance, failing to demonstrate sufficient understanding of the material, or both, the student will be required to take the course again immediately (prior to taking the next course in their program). This is referred to as a rephase. If the student's initial course attempt meets the required 80% attendance rate but is unsuccessful due to failing to demonstrate sufficient understanding of the material, that course rephase will be offered at no additional cost (maximum of one rephase per program at no additional cost). Upon a second or subsequent retake, the student will incur a charge of $300 for each course retake (regardless of attendance rate). Conversely, if a student's initial attempt at a course is unsuccessful and does not meet the required 80% attendance rate, the student will be required to retake that course with a rephase fee of $300. The rephase fee must be paid prior to taking the final test in the student's last class.

INCOMPLETES

An incomplete is defined as a student who has not taken the final exam for a course of training in their educational program. An incomplete grade will revert to a failing grade if testing is not successfully completed within one week after the end of the course unless the instructor has approved an exception for unusual circumstances. Incomplete grades earned by students who fail to withdraw prior to the end of any established drop/add period will be included in the SAP evaluation as credits attempted. An incomplete grade will not impact the CGPA.

In the event that the requested incomplete course has been discontinued prior to the end of the 12-month period when a student returns, a full refund of all tuition and fees associated with that incomplete course will be refunded providing a comparable course is unavailable.

COURSE WITHDRAWALS

A student will be assigned the grade of withdrawal if the student withdraws from a course after the end of any established drop/add period. A grade of withdrawal earned by a student will be included in the SAP evaluation as credits attempted but will not impact the CGPA.

REMEDIAL COURSES

The institution does not offer remedial courses, and as such, does not consider remedial courses when calculating SAP.

STUDENT COMPLAINT/GRIEVANCE PROCEDURE

PURPOSE

The primary objective of this Student Complaint/Grievance Procedure is to ensure that students have the opportunity to present grievances to the Institution regarding a certain action or inaction by a member of the Institution. The Institution has a consistent way of resolving grievances in a fair and just manner.

This Student Complaint/Grievance Procedure applies to all formal grievances. The definition of a grievance is a violation of written campus policies, procedures, or arbitrary, capricious, or unequal application of written campus policies or procedures.

INFORMAL RESOLUTION

Prior to invoking the procedures described below, the student is strongly encouraged, but is not required, to discuss his or her grievance with the person alleged to have caused the grievance. The discussion should be held as soon as the student first becomes aware of the act or condition that is the basis of the grievance. Additionally, or in the alternative, the student may wish to present his or her grievance in writing to the person alleged to have caused the grievance. In either case, the person alleged to have caused the grievance must respond to the student promptly, either orally or in writing.

INITIAL REVIEW

If a student decides not to present his or her grievance to the person alleged to have caused the grievance, or if the student is not satisfied with the response, he or she may present the grievance in writing to the director or designee (hereinafter "administrator") of the department or area where the person alleged to have caused the grievance is employed. Any such written grievance must be received by the administrator not later than 15 calendar days after the student first became aware of the facts which gave rise to the grievance. (If the grievance is against the director of a department or area, the student should address his or her grievance to the next level director or appropriate authority.) The administrator should conduct an informal investigation as warranted to resolve any factual disputes. Upon the student's request, the administrator shall appoint an impartial fact-finding panel of no more than three persons to conduct an investigation. The administrator must state the terms and conditions of the investigation in a memorandum appointing the fact-finding panel. A fact-finding panel appointed hereunder shall have no authority to make recommendations or impose final action. The panel's conclusions shall be limited to determining and presenting facts to the administrator in a written report.

Based upon the report of the fact-finding panel, if any, the administrator shall make a determination and submit his or her decision in writing to the student and to the person alleged to have caused the grievance within 10 calendar days of receipt of the panel's report. The written determination shall include the reasons for the decision, shall indicate the remedial action to be taken, if any, and shall inform the student of the right to seek review by the Campus President or designee.

ARBITRATION

The institution and the student (and the student's parent, guardian, and/or co-signer) agree to be bound by the Agreement to Binding Individual Arbitration and Waiver of Jury Trial ("Arbitration Agreement"), which is incorporated by reference into the Enrollment Agreement as if fully set forth herein. The student (and the student's parent, guardian, and/or co-signer) understand and agree that by entering into the Arbitration Agreement, they and the school will each be required to submit covered claims and disputes between them and the school that are not resolved in accordance with the Student Complaint / Grievance Procedure to binding, individual arbitration. Additionally, in accordance with the Arbitration Agreement, the student and the school are each waiving the right to a trial by jury or to otherwise litigate in court, or to participate in a class action, with respect to any such claim. All students receive a copy of the Arbitration Agreement prior to signing their Enrollment Agreement.

APPEAL PROCEDURES

Within 10 calendar days of receipt of the administrator's decision, a student who is not satisfied with the response of the administrator after the initial review may seek further review by submitting the written grievance, together with the administrator's written decision, to the Campus President or designee. Within 15 calendar days of receipt of the request for review, the Campus President or designee shall submit his or her decision in writing to the student and to the person alleged to have caused the grievance. The written disposition shall include the reasons for the decision, and it shall direct a remedy for the aggrieved student, if any.

If the student complaint cannot be resolved after exhausting the Institution's Student Complaint/Grievance Procedure, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the State Board for further details. The State Board address is:

Arizona State Board for Private Postsecondary Education
1740 W. Adams Street, Suite 3008
Phoenix, Arizona 85007
(602) 542-5709
Website Address: www.azppse.gov

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

Accrediting Commission of Career Schools and Colleges
2101 Wilson Blvd. /Suite 302

Arlington, VA 22201
(703) 247- 4212
www.accsc.org

A copy of the ACCSC Complaint Form is available at the school and may be obtained by contacting the Campus President or the StrataTech Education Group's President & CEO, or online at www.accsc.org.

UTAH STUDENTS

Students may direct any complaints to the:

Utah Division of Consumer Protection
160 East 300 South
Salt Lake City, UT 84111
Fax: (801) 530-6001
http://www.dcp.utah.gov/

WITHDRAWAL POLICY

Official withdrawal: The student is considered withdrawn based on notification to the Student Services Office from the student, preferably in writing, of the student's intention to withdraw.

Unofficial withdrawal: Enrollment may be terminated after 14 consecutive calendar days of nonattendance and with no contact from the student.

TERMINATION

The school reserves the right to immediately terminate any student for:

1. Violating the Code of Conduct Policy.
2. Failure to maintain Satisfactory Academic Progress.
3. Failure to make timely payments of monies due the school.
4. Violating any of the conditions as set forth and agreed to in the Enrollment Agreement.
5. After 14 days of consecutive calendar days of non-attendance and with no contact from the student.

APPEAL PROCEDURE

If a student is terminated for failure to progress, or for a behavior/conduct problem, and feels that special circumstances exist, he or she may appeal the termination to the Campus President in writing.

The School may determine that the student is making satisfactory progress despite the failure to conform to the normal time frame or minimum grade and attendance requirements.

READMISSION POLICY

If Terminated for Failure to Progress:
Students who have been terminated for failure to progress or a behavior/conduct problem

may apply for readmission. When applying for reinstatement, students must indicate how their circumstances have changed and why they feel they will be successful if readmitted, thus allowing them to make Satisfactory Academic Progress by the end of the next evaluation period. With the approval of the Campus President, students terminated for unsatisfactory progress may be readmitted and will be placed on Academic Probation, during which time they are ineligible for federal student aid. This new probationary period will be equal to the length of one course as determined by the student's educational program. At the conclusion of the readmission probationary period, if the requirements for Satisfactory Academic Progress (SAP) have been met, the Campus President will allow the student to return to normal active status. Students who fail to make SAP at the end of the probationary period may be placed on an Academic Plan designed to ensure they will be able to meet SAP by a specific point in time, at which time they will become eligible for federal student aid; otherwise they will be terminated.

For All Students Desiring Readmission:
All students desiring readmission after termination must meet the terms and policies set forth in the current school enrollment agreement, catalog and attachments. Students will be responsible for any applicable increase in tuition. Previously paid tuition will be credited to the student's current account. All students requesting reentry must have paid any outstanding tuition to the school and be current on any student loan received for prior attendance. Upon reentry, the student must complete the units of instruction in not more than 1.5 times the normal time frame for completion of the same units. All grades will be recorded on the student's permanent record. Students requesting reentry should contact the Student Services Office of the school. **Students wishing to re-enter school are subject to space availability and the institution's discretion.**

CANCELLATION AND REFUND POLICY

The student may cancel their enrollment at any time by submitting notice, preferably in writing, of cancellation to the Admissions Department at The Refrigeration School (RSI). Their money shall be fully refunded if requested within 72 hours (until midnight of the third day excluding Saturdays, Sundays and legal holidays) after signing an Enrollment Agreement and paying a registration fee or larger amount.

Students who have not visited the campus before enrollment have the right to withdraw or cancel without penalty and receive a full refund of all monies paid, within 72 hours (until midnight of the third day excluding Saturdays, Sundays and legal holidays) following either attendance at a regularly scheduled orientation or following a tour of the campus and inspection of equipment. If the school rejects an applicant's enrollment, all monies received shall be refunded. If the student cancels their enrollment and more than 72 hours (until midnight of the third day excluding Saturdays, Sundays and legal holidays) have elapsed since the student signed their Enrollment Agreement, attended orientation, or have taken a tour of the campus and inspected equipment, but has not yet begun their training classes, then the student shall receive a refund of all monies paid less a maximum of $100 charged for the registration fee(s), administrative fees, as well as items of extra expense that are necessary for the portion of the program attended and stated separately on the Enrollment Agreement.

Any student who officially or unofficially withdraws from school within the first 3 days of

scheduled classes after the official start date of the program will not be considered to have started school and shall receive a refund of all monies paid except the Registration Fee(s).

If the student should find it necessary to discontinue or withdraw from their program before graduation, the student should notify the Director of Program Training, the Dean of Academics and Student Success, or a member of the Student Services Department to officially withdraw. Once a student begins their training program, if the student withdraws with or without notice, the withdrawal date is their last date of attendance. If a student is absent without notice for fourteen (14) consecutive calendar days, he/she will be considered withdrawn from the program. The following refund policy applies to students who terminate training prior to graduation. Examples of refund policy applications are available for the student's review in the Financial Aid Department. In certain rare cases the student may be entitled to a late disbursement of Pell Grant if the student was eligible for this disbursement at the time of their withdrawal.

There shall be no refund made for books, uniforms, gear, and course materials once received by a student, unless they are returned in resalable condition. The refund calculation which follows applies only to tuition and accident insurance.

If for some unforeseen circumstances, the school is unable to accommodate the student at the date and time specified in the Enrollment Agreement, the student has the option of the refund of any monies paid, or of entering the next available class.

INSTITUTIONAL REFUND POLICY

A student who discontinues their program of enrollment once training has begun but prior to completing more than 80% of the current academic year will receive a pro-rated refund of tuition and certain fees that will be based on the portion of the academic year attended, up to and including, the student's last date of attendance. The academic year completion percentage utilized in calculating the refund amount is computed by dividing the number of weeks the student attempted/attended by the total number of weeks in the academic year. This academic year completion percentage is rounded up to the nearest 10% and is then multiplied by the tuition, lab fees, and accident insurance amounts as represented on the student's enrollment agreement for the academic year. Students who withdraw after completing more than 80% of the current academic year will result in the school retaining 100% of the cost of the academic year. For each academic year the student has completed, the student is responsible for those charges in full.

Weeks Calculation (attempted academic year weeks/total academic year weeks)	
Attends	**% Retained**
Within the First Week of the Academic Year	5%
After the First Week - 10% of the Academic Year	10%
>10% of the Academic Year - 20% of the Academic Year	20%
>20% of the Academic Year - 30% of the Academic Year	30%
>30% of the Academic Year - 40% of the Academic Year	40%
>40% of the Academic Year - 50% of the Academic Year	50%
>50% of the Academic Year - 60% of the Academic Year	60%
>60% of the Academic Year - 70% of the Academic Year	70%

>70% of the Academic Year - 80% of the Academic Year	80%
>80% of the Academic Year	100%

There shall be no refund made for books, uniforms, gear, or course materials once received by a student, unless they are returned in resalable condition. The refund calculation which follows applies only to tuition and accident insurance.

REFUND POLICY FOR STUDENTS CALLED TO ACTIVE MILITARY SERVICE

A student who withdraws due to the student being called to active duty in a military service of the United States will have their refunds processed as listed below.

1. If tuition and fees were collected in advance of the withdrawal, a pro rata refund of any tuition, fees, or other charges paid by the student for the current program based on the Institutional Refund Policy or the student's home state policy (whichever is more beneficial to the student), and a cancellation of any unpaid tuition, fees, or other charges owed by the student for the portion of the program the student does not complete following their withdrawal.
2. A grade of incomplete with the designation "withdrawn-military" will be assigned for the current course the student is attending in the program. The student retains the right to reenroll in the program, or a substantially equivalent program if that program is no longer available, not later than one year from the date the student is discharged from active military duty, without payment of additional tuition, fees, or other charges for the program other than any previously unpaid balance of the original tuition, fees, and charges for books in the program.

Refunds due to a student will be made within forty-five (45) days after the date of determination.

If a student's payments are by way of cash, checks, credit card(s), financial aid, agencies or other methods exceeds the amount the school may retain based upon the refund policy, a refund for this difference shall first be returned to the Federal Title IV Funding Program in the required order; then to the sponsoring agency, as required, prior to a student receiving these monies. With written permission from the student, refunds may be returned to the loan programs to reduce the student's loan debt. If monies applied to a student's account are less than the amount the school may retain, the student must decide with the school's Business Office to pay this difference.

NOTE: The Federal Return of Funds Policy and the RSI Refund Policy consist of two different calculations. The amount of Federal Funds that can be retained is based on the portion of the payment period completed as of the Last Date of Attendance. See Federal Return of Funds Policy for more information. Additional information regarding any required third-party agency refund or federal return of funds policies may be obtained from the Financial Aid Department.

Refunds due an applicant or student will be made within forty-five (45) days after cancellation or termination. Return of funds due to federal programs or other agencies will be made within the same timeframe. Exceptions to this forty-five (45) day provision occur when a student does not begin the repeat of a phase course within a RSI program. In such situations, refunds shall be made within forty-five (45) days after student withdrawal is determined. In case of a student's prolonged illness or accident, death in the family, or other circumstances that make it impractical to complete a program, RSI shall make a settlement that is reasonable and fair to both the student and RSI.

FEDERAL RETURN OF TITLE IV FUNDS UNDER THE HIGHER EDUCATION ACT AMENDMENT OF 1998

For students who received federal student aid funds (grants and/or loans) paid to RSI for direct educational costs and/or living expenses associated with educational attendance which are paid to a student, a portion of these funds must be returned to the Federal Student Aid Programs, if a student completes 60% or less of the coursework in a payment period. A payment period represents one-half of the course work in an academic year or program of enrollment, whichever is shorter. Federal student aid is generally disbursed in two payment periods for every academic year. An academic year with an odd number of phase courses has the first payment period made up of one-half of the program, rounded up to the next whole number. For example, if an academic year consists of five, the first payment period will consist of the first three phase courses with the second payment period consisting of two-phase courses. Students can check with the Financial Aid Department to determine how this return of Federal Return of Funds requirement may affect them.

All unearned portions of federal aid are returned to the appropriate programs in the following order:

1. Unsubsidized Direct Stafford Loans
2. Subsidized Direct Stafford Loans
3. Direct PLUS Loans (Parents)
4. Federal Pell Grant
5. Federal Supplemental Educational Opportunity Grant (FSEOG)

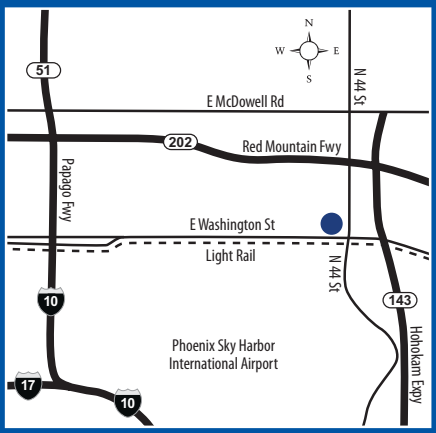
If applicable, refunds to Title IV programs will be made within forty-five (45) days of the date the student is determined to have withdrawn based on the institution's withdrawal policy. Notification will be sent to withdrawn students of all refunds made.

CATALOG ADDENDUM

The Catalog Addendum, if applicable, is for the purpose of updating the catalog between publications and getting the most up-to-date information to you as you consider your career goals and plans (if applicable, the Catalog Addendum is enclosed).

TRANSCRIPTS

One (1) official copy of the transcript is provided to students after graduation. Additional copies require a written request and payment of the $10 fee. Students who owe a balance to the school are not eligible to receive a transcript copy unless their payment status is in good standing. Please direct transcript requests to the Registrar's office.



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