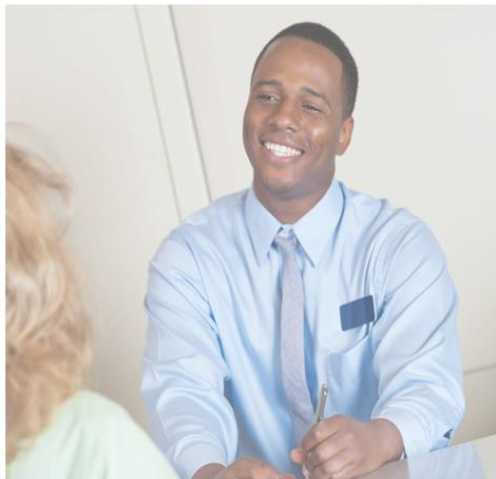
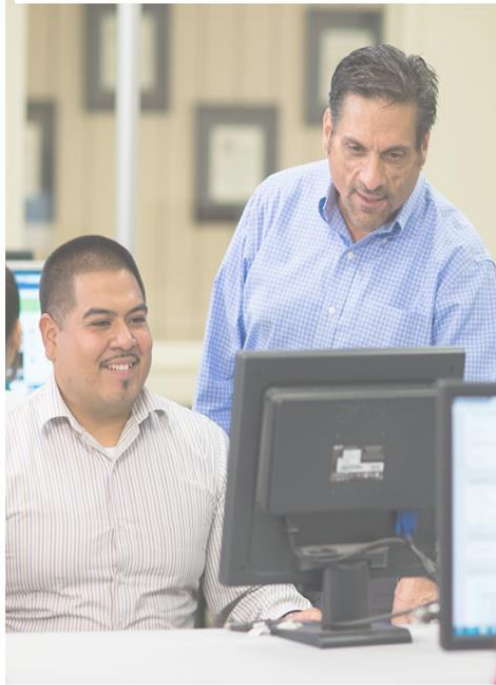


Goodwill Technical College Catalog 2019 - 2021



GOODWILL TECHNICAL
COLLEGE



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History of Goodwill Industries And Goodwill Technical College Training Programs

Goodwill Industries is North America's leading non-profit provider of vocational services for people with barriers to employment.

In 1947, two Methodist ministers, one in Texas and one in New Orleans, along with other civic-minded individuals, established Goodwill Industries of Greater New Orleans at a site originally on Chartres Street in the French Semester. During the ensuing years, Goodwill Industries moved physically to Jackson Avenue, Dryades Street, and finally to South Jefferson Davis Pkwy in 1975. Goodwill Industries of Southeastern Louisiana (SELA), Inc.'s current President is William L. Jessee.

Goodwill Industries of Southeastern Louisiana, Inc. is a member of Goodwill Industries International. It is a non-profit agency whose leadership is provided by a Board of Directors. Its mission is to offer opportunities to people with disabilities and other barriers to employment to improve their economic self-sufficiency through training, education, support services, and employment.

Goodwill Industries of Southeastern Louisiana, Inc. has over seventy years of service and has moved economically from two employees to over 650 with an annual income of more than \$26 million; socially, the growth has gone from zero programs to 18 programs and services.

Goodwill Industries has many unique aspects because it is a unique agency. Goodwill Industries provides services to a variety of participant groups including welfare recipients, disabled people (including all disabilities), school dropouts, the homeless, ex-offenders, and veterans as well as the general public. Goodwill Industries' programs attempt to emphasize and modify all those work habits; behaviors and attitudes that could affect an individual's potential to become and remain employed.

Goodwill Industries addresses these concerns through a Career Readiness and Skills Training programs, a unique blend of providing skills and teaching how to appropriately use those skills. Career Readiness is designed to identify problem areas and improve attendance, punctuality, work quality and quantity, supervisor/co-worker relations, job tolerance, flexibility, following work rules and regulations, work related skills, self-esteem, interpersonal skills, listening skills, self-confidence, self-image and enhance self-discovery. Programs have expanded to include Case Management and technical skills training (START (Hospitality), Medical Billing and Coding, and Medical Office Administration Assistant).

There are currently twenty-three (23) Goodwill Industries Retail stores throughout Greater New Orleans and Baton Rouge. In November 2012, Goodwill Industries opened a new satellite office in Baton Rouge. Workforce and Contracts currently run operations at this site. Expansion is

always a part of our planning. Money, buildings, staff . . . all have demonstrated the growth of Goodwill Industries, but the real growth comes from the number of people served and placed on jobs by Goodwill Industries. In 2018, we served approximately 2,797 people and placed 442 into competitive employment. Collectively these statistics say a lot about the effectiveness of Goodwill Industries' services. Individually, each success that Goodwill Industries played a part in helping someone finds a new direction, discover a hidden skill, and gain a sense of self-worth and hope for the future.

In August 2018, Goodwill Industries of Southeastern Louisiana, Inc. applied for the trade name Goodwill Technical College (GTC) and was granted permission by the State of Louisiana. In addition, Goodwill was granted permission to move into its new location, 2740 Canal Street, New Orleans, Louisiana 70119.

The skilled training format called Projects with Industry contains a built-in linkage with industry. The concept is to get businesses involved in the training program so that participants are trained to meet the needs of industry. Each skill area has a Business Advisory Council which helps to determine entrance criteria, curriculum, hands-on training, networking, and placement. Upon completion of skilled training the client is assisted in job placement activities. However, the agency cannot guarantee students will be placed in employment. If placed, a thirty-day, sixty-day and ninety-day follow-up is completed to ensure job satisfaction, success and job retention.

Another unique aspect of Goodwill Industries is the additional services offered. Clients can avail themselves of the services of a counselor who can provide community resource assistance and/or counseling referral services. Goodwill Industries' Sales and Contracts Departments offer professional services, advice, hands-on training and possible employment in custodial work, grounds maintenance, cashiering, salesclerk, stock clerk, supervisor and store management, receptionist, customer service representative, warehouse worker, and forklift operator.

Goodwill Industries is unique because it blends a variety of aspects together to operate a comprehensive and quality vocational program. Our experience shows people do not usually lose jobs because of skill level, but because of issues addressed in Goodwill Industries' work readiness component: largely attitudinal and problem-solving issues.

It is these points of emphasis that makes the Career Development and Training Programs the path to successful employment that it has been for thousands of people in our community.

William L. Jessee, President

Chief Academic Officer's Welcome



Welcome to Goodwill Technical College! We offer quality, occupational education in a supportive environment that will prepare you for competitive employment to enhance your economic stability and self-sufficiency.

Goodwill Industries of Southeastern Louisiana, Inc. has long been a household name for the role it plays in the retail environment. However, Goodwill has grown to encompass providing workforce and educational services to the economically disadvantaged and individuals with disabilities. Goodwill Technical College offers affordable training and convenient classes located in downtown New Orleans. Our faculty and staff provide caring and personal attention to all its students.

Goodwill Technical College is doing its role by providing Technical Diplomas and industry-based certifications in the field of healthcare and hospitality and tourism. Our training provides students with the extra knowledge and hands-on training that will lead to a productive career.

Congratulations on taking the first step toward a rewarding career by visiting our web site at www.goodwillno.org. Please explore your possibilities and our ability to help you to fulfill them.

You can also call us for additional information at 504-889-5568 or email us anytime at emorgan@goodwillno.org.

Kim Evans Rugon, PhD

A handwritten signature in black ink that reads "Kim Evans Rugon". The signature is written in a cursive, flowing style.

Vice President of Workforce Development/Institutional Advancement
Chief Academic Officer

Our Mission

Goodwill Technical College offers quality occupational education in a supportive environment that prepares students for competitive employment to enhance their economic self-sufficiency and quality of life.

Our Values

- Respect for those we serve
- Service to the individual
- Assumption of responsibility by the individual (a hand-up, not a hand-out)
- Quality service
- Thinking globally
- Collaboration
- Stewardship, financial responsibility, and efficient use of resources
- Autonomy of the member organization
- Best practices and innovation
- Diversity
- Heritage
- Volunteerism

Governing Officers

Malcolm D. Meyer, Chairperson
Stephen Lorio, Vice-Chairperson
Lana Lovick, Treasurer

Ricardo Thomas, Secretary
Creed W. Brierre, Past Chairperson
William L. Jessee, President

Board of Directors

Heath Allen
Warren Benoit
Philip Catanzaro
Edgar L. Chase, III
Scott Evans
Monique Gardner
Mandy Gerrets
Marlin Gusman, Jr.
Terry Holden
Robert Howson
Roger Peck
James E. Ryder
Alan Yacoubian
Jack Young

Advisory Council

R. Adam Bermudez
Christian Generes
Greg Gibson
R. Marshall Grodner
Dr. David Heitmeier
Stewart Juneau
Toni Mobley
Brenda Richard
Liz Tahir
Margaret Tauzier

Accreditation and Licensing

Accredited by:	Goodwill Industries International (GII)
Licensed by:	State of Louisiana Department of Social Services
Licensed by:	Louisiana Board of Regents
Approved by:	Goodwill Industries International Louisiana Rehabilitation Services La. Office of Family Support
Certified by:	U.S. Department of Employment and Training Wage and Hour Division for Evaluation and Training
Certified by:	National Broadband Academy
Certified by:	The American Hotel and Lodging Educational Institute
Certified by:	National Health Association
Certified by:	Certiport

Admissions Policies and Procedures

Goodwill Technical College welcomes all eligible prospective applicants. This College assures equal opportunity for all qualified persons without regard to race, religion, sex, national origin, age, disability, marital status, or veteran's status in the admission to, participation in, or employment in the programs and activities of the College. Goodwill Technical College does not discriminate on the basis of race, color, gender, religion, national origin, age, or disability.

Prospective applicants seeking admission to Goodwill Technical College must meet the admission requirements for the category/program under which they are entering. Applications may be submitted at any time during the year.

Applications should be completed as early as possible prior to the semester period of anticipated enrollment. Applications may be completed and submitted at Goodwill Technical College, 2740 Canal Street, New Orleans, Louisiana 70119.

A non-refundable Registration fee of \$50.00 is due upon registration. The application fee is transferable to the next semester so long as it is paid in the same fiscal year (January 1 – December 31). It is the responsibility of all applicants to familiarize themselves with the rules and regulations of the School as stated in this catalog.

General Admissions Requirements

In accordance with the requirements of Louisiana R.S. 17:3151 (Acts 1985, No. 185, Section 1, and Acts 1987, No. 214, Section 1), all male applicants between the ages of 18-25 are required to register for the federal draft under the federal Military Service Act prior to enrollment at this institution. Other requirements vary according to admission status, educational intent and other established criteria. Applicants are notified of admission requirements upon receipt of the application by the Office of Admissions.

Applicants who have not submitted all required documents prior to admission may be admitted provisionally to Goodwill Technical College. Provisionally admitted applicants are given 30 days after the start of the semester to submit all required admissions documents. If the student fails to provide requested documents, a registration and transcript hold will be placed on his or her academic records.

Admissions Procedures for Disabled Population

- A client may enter the Rehabilitation Programs when referred by the LRS Office. These programs are referral based and funded by Federal and the State of Louisiana.

- The vocational assessor will review the referral information for completeness and correctness of information provided.

- If the information is incomplete or too outdated, updated information will be requested. The participant is generally accepted for assessment but may not be accepted for placement or training services due to various reasons. If not accepted for placement or training services, appropriate recommendations will be made, and the client will be informed of such recommendations.
- If a client who is disabled or has a disability contacts Goodwill Industries for services, but is not affiliated with LRS, he/she will be advised to refer his/herself for services.
- Referral that includes an assessment from another agency will be considered for placement services following complete review of referral information and assessment. The assessment must be recent, within a year of the date of the referral. The client (and family members at times) will be asked to attend a staffing (meeting with a Workforce Development counselor and/or staff member) at Goodwill Industries to discuss employment goals. Following this meeting the Goodwill Industries staff will determine if the client will be accepted for placement services.

Entry Test for Adult Basic Education (TABE)

First-time applicants entering Goodwill Technical School must take the TABE Test. Applicants are required to score at least a six-grade reading, vocabulary, and math level.

ADA POLICY

Purpose

To state the policy of Goodwill Technical College (GTC) to provide equal opportunity for all qualified persons without regard to disability in the recruitment of, admission to, participation in, treatment in the programs and activities operated and sponsored by the school in compliance with the Americans with Disabilities Act of 1990 (ADA) and other related federal and state law.

Definitions

Federal regulations provide the following definitions:

- An individual with a disability is any person who (1) has a physical or mental impairment which substantially limits one or more major life activity/activities, (2) has a record of such impairment(s), or (3) is regarded as having such impairment(s).
- With respect to post-secondary services, a qualified individual with a disability is a person who meets the academic and other eligibility standards requisite to admission or participation in the recipient's education program.

Policy

It is the policy of GTC to comply with the Americans with Disabilities Act (ADA) of 1990 as amended, Section 504 of the Rehabilitation Act of 1973, and other applicable federal and state laws and regulations that prohibit discrimination on the basis of disability. Section 504 and the ADA require that no qualified individual with an appropriately documented, disclosed disability

shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the school, or be subjected to discrimination by GTC. Consistent with the requirements of the ADA, opportunities afforded generally to GTC students are equally afforded to students with disabilities. GTC is committed to provide appropriate academic adjustments and auxiliary aids and services necessary to afford an individual with a disability an equal opportunity to participate in its programs.

It is the policy of GTC to respond to requests for accommodation(s) from qualified individuals and provide reasonable accommodations necessary to ensure equal access to employment, education opportunities, programs, services, and activities in the most integrated setting appropriate.

Students and Applicants for Student Status

GTC shall not discriminate based on disability in any academic program or activity associated with the school and will integrate students with disabilities into the GTC community to the fullest extent possible. Qualified applicants with disabilities will not be denied admission or subjected to discrimination in admission or recruitment to Goodwill Technical College based on their disability. In its recruitment efforts, GTC shall not limit the number of persons with disabilities who may be admitted.

Applicants for admission may voluntarily self-identify as a person with a disability in the admissions process and will be routinely provided information on services available to students with disabilities at GTC. A decision not to self-identify will not result in adverse treatment of the applicant but may result in accommodations not being provided.

In all cases in which a student or applicant for student status requests an accommodation based upon disability, advice and assistance may be sought for academic concerns from the Director of College Academics or College Recruiter for all non-academic concerns from the School Counselor. GTC Students and prospective students should be encouraged to contact the College Counselor to secure information regarding services and accommodations that are available.

Public Services

GTC shall not discriminate based on disability in any sponsored activity, program or service but will make such activities, programs and services available to persons with disabilities to the fullest extent possible.

It is the responsibility of GTC personnel and administrators responsible for activities, programs and services to respond to requests for accommodations by persons with disabilities seeking access to such activities, programs and services. In determining an appropriate response, advice and assistance may be obtained from the School Counselor.

General questions about such services should be directed through the GTC School Counselor.

Confidentiality

Disability-related documentation is to be treated as confidential and is not to be released to anyone outside the area to which it was submitted or outside the direct chain of command unless determined to be provided on a need-to-know basis to other GTC personnel.

Retaliation

GTC shall not retaliate against any individual for filing a charge of discrimination, opposing any practice or act made unlawful by the ADA, for participating in any proceeding under the ADA, or for exercising rights or aiding or encouraging any other person in the exercise or enjoyment of his rights under the ADA. If subject to retaliation based on disability, the individual should report such action to the Director of College Academics or Vice President of Workforce Development and Institutional Advancement/Chief Academic Officer who will commence an immediate investigation into the allegation. Students with concerns over retaliation related to academics should contact the Director of College Academics; students with concerns over retaliation related to non-academics should contact the School Counselor.

Harassment

It is the policy of GTC to provide a professional environment for members of the GTC community. Harassment on the basis of any of the following is unlawful: race, color, gender, age, religion, national origin, citizenship, disability, sexual orientation, or veteran status. If subjected to disability harassment, the individual should report such action to the appropriate GTC official, an immediate supervisor or appropriate Vice President, who will commence an immediate investigation into the allegation. If an individual has knowledge of disability harassment to another person or by another person, that individual should report such action to the Director of College Academics.

Roles and Responsibilities

1. Office of the President: Has final authority for all decisions regarding the implementation of this.
2. School Counselor: Coordinates non-academic disability-related support services and provides accommodations for enrolled qualified GTC students with documented disabilities. Provides information on services for students with non-academic disabilities to potential students and their families and serves as a campus resource for matters concerning persons with non-academic disabilities. The GTC Student Services Office serves as the main point of contact on issues related to non-academic ADA compliance for all persons at the College. If a GTC student makes a non-academic disability-related complaint to an employee, that person must notify the College Counselor immediately so that appropriate resolution of the complaint and, where appropriate, be involved in facilitating such resolution.
4. The Director of College Academics coordinates academic-disability support services and accommodations for enrolled qualified GTC students with documented disabilities. Provides information on services for students with academic disabilities to potential students and their families and serves as the main point of contact on issues related to academic ADA compliance for all persons involved in providing class instruction at the College. If a college student makes a disability-related complaint to a person involved in providing class instruction, that person must notify the Director of College Academics immediately so that the school officials can ensure appropriate resolution of the complaint.
5. Maintenance Department: Provides technical support on matters involving GTC facilities and premises and is responsible for monitoring accessibility of school facilities and

premises by persons who are disabled. Monitors new construction and major repairs for compliance with codes.

Contact Information

The appropriate contact information depends on (1) the person with the disability and (2) the type of disability.

1. GTC Students with an academic disability should contact the Director of College Academics.
2. GTC Students with any other disability should contact the College Counselor

All medical information or other information related to a student's request for accommodation is confidential and should be maintained by the College Counselor.

Procedures for Requesting Accommodations

The College Counselor Office functions to provide information, reasonable accommodations and other assistance to GTC students and applicants at GTC with non-academic disabilities. The Director of College Academics will provide information, reasonable accommodations and other assistance to GTC students and applicants with academic disabilities. A student or parent requesting accommodations must provide documentation from a case-appropriate licensed/certified professional to the appropriate office/individual (listed above) for review and determination.

1. The Americans with Disabilities Act of 1990, as amended, requires reasonable accommodation as a means of overcoming unnecessary barriers that prevent or restrict enrollment opportunities for otherwise qualified individuals with disabilities.
2. A person may request an accommodation during either the application process or at any point during their tenure as a student at Goodwill Technical College.
3. To begin the process of receiving an accommodation under the ADA, students and applicants for student status must submit a written request to the Director of College Academics (for academic-related concerns) or the College Counselor (for non-academic-related concerns), delineating the nature of the request, the reason it is required, desired outcomes of the request, including completion.
4. A meeting will then be arranged by the respective office. During the initial meeting with the Director of College Academics and the School Counselor, two things will be accomplished:
 - a) The administrator will determine what documentation from a licensed professional is needed to support the student or applicant's request for reasonable accommodations.
 - b) The responsibilities of GTC and the student or applicant for student status will be determined.
5. After reviewing the documentation and the facts of each request, the administrator will determine if the student/applicant is eligible for accommodations under the ADA guidelines/policy.
6. The administrator will review the essential requirements of the program or expectation, the functional limitations of the disability, and the reasonableness of an accommodation. The

administrator will then facilitate a discussion with the instructor(s) and the student/applicant to determine what accommodations may be granted.

7. The administrator may seek advice from third-party experts when necessary. Only the College Counselor will retain medical documentation, which will be kept in a separate confidential file and will share medical information on a need-to-know basis. Appropriate individuals will be informed of the functional limitations and the accommodation.
8. It is the responsibility of the administrator to determine the reasonable accommodation in a particular case after reviewing all the facts. The administrator will outline the process for providing the accommodation, both verbally and in writing, to the student/applicant and the department.
9. The student/applicant is responsible for contacting the administrator if reasonable accommodations are not implemented in an effective and timely manner or if the accommodations are not working. The administrator will work with the student/applicant and the department to resolve disagreements regarding recommended
If a student/applicant with a disability cannot be reasonably accommodated, acceptance as a student, or continued enrollment will be considered on a case-by-case basis in accordance with state and federal guidelines.

Grievance Procedure for Students with Disabilities

Grievances related to disabilities should proceed through the Student Grievance Policy and Procedure, which has been specifically designed to include ADA concerns.

Proof of Immunization Policy and Procedures

As required by Louisiana R.S. 17:170, (as mandated by Act 10147 of 1990) effective January 1, 1991, Schools of Higher Learning, and as a condition of enrollment, all Goodwill Industries of Southeastern Louisiana, Inc. Training School applicants born after 1956 must show proof of immunization by providing two separate dates of the MMR (Measles, Mumps, and, Rubella) vaccination and one date of the tetanus-diphtheria vaccination within the last 10 years. In addition, ALL beginning applicants must provide proof of immunization against meningococcal meningitis.

Student Orientation

It is mandatory that students attend orientation. During orientation the faculty is introduced, information relative to student activities and available services are discussed. The method used to provide school and instructional program information is conveyed using a PowerPoint presentation. The Instructors present a brief summary of course materials and classroom requirements. The students receive a handbook/catalog which provides information on rules, policies and procedures that are also discussed during orientation. Following a Q & A session, students' documentation is verified, and class schedules are issued to students.

Attendance Policy

Administrative Responsibilities

The Vice President of Workforce Development and Institutional Advancement/Chief Academic Officer in conjunction with the Director of College Academics and Institutional Officers are responsible for the review and revision of the Goodwill Technical College student attendance policy and procure(s). The philosophy of Goodwill Technical College is student-instructor and student-student interactions are critical to promote student learning. Such interactions allow students to develop competencies in the skills related to specific Goodwill Technical College program offerings, work ethic and interpersonal skills. Regular student attendance and participation are essential for continual development of skills and successful learning outcomes.

Procedure

Goodwill Technical College sets forth guidelines, which abide by all federal financial aid requirements specific to student attendance. Goodwill Technical College recognizes regular class attendance as necessary for academic success. The College's attendance policy and specific procedures may be found in the Goodwill Technical College catalog and on the website. In addition, the syllabus of every course states the attendance requirements, make-up policy and procedures. This procedure should not be superseded by any other attendance policy unless authorized by the Vice President Workforce Development and Institutional Advancement.

Class Attendance

Students are expected to attend regularly scheduled class sessions as indicated on his/her schedule. Students' absences should not exceed 15 percent of a class including both excused and unexcused absences. After exceeding the maximum number of absences for a *term*, students may be automatically withdrawn from the class by the instructor. Absences due to extenuating circumstances beyond the control of the student are reviewed on a case-by-case basis. Upon review, absences due to extenuating circumstances may receive special consideration at the discretion of the review committee. Students may be required to provide supporting documentation related to excessive absenteeism.

A. Late Arrival/Early Dismissal

Students are expected to be in seat at their scheduled start time of class. Students are granted a grace period of up to 15 minutes after the scheduled start time of class before being considered tardy. Three (3) late arrivals (tardy) count as one (1) absence. Students are expected to remain in class the entire duration of the of schedule class time. Any student self-selecting to leave early from class will receive one (1) absence upon three (3) early dismissals.

B. Withdrawals

1. Instructors/College Administration reserve the right to assign a Withdrawal (W) at any point of the drop/add period (see policy item I) if a student exceeds the attendance limit set forth in the Goodwill Technical College Student Attendance Policy.
2. The last day to withdraw from a class is two (2) weeks prior to the end of the semester; this date is published in the Goodwill Technical College catalog.

C. Notice on Attendance Policy for Veterans

Students eligible for assistance under the G.I Bill/Veteran funding are subject to the outlined Goodwill Technical College attendance policy. Veterans should be aware of any specific attendance requirements directly related to continuation of eligibility of the GI Bill/Veteran funding.

D. Procedural Responsibilities

1. Student Responsibilities:

- a. Understand the College's attendance policy and make-up policies for each class.
- b. Understand the justification for class participation being necessary for achievement of the course learning objectives.
- c. Comprehension of the significance of punctual and uniform class attendance.
- d. Communicate to the course instructor and/or supportive staff (for example: Director of College Academics, College Counselor or Case Manager) promptly any problems affecting his or her attendance in class or change in enrollment status.
- e. Provide verification of reason for class absences if requested by the course instructor and/or College administrators.
- f. Attend class on a regular, consistent basis unless there are unavoidable circumstances preventing attendance.
- g. Demonstrate dedication to completing class work and attaining course requirements with fellow students in the class.
- h. display respect for your instructor, other students, communicate concerns clearly, and follow appropriate grievance complaint procedures as outlined in the College Catalog.

2. **Instructor's Responsibilities**

- a. Understand the College's Attendance Policy.
- b. Communicate clearly and openly with students the Attendance Policy of the College, make-up procedures for the class and other course requirements.
- c. Have a clear justification that is understandable to the students about the importance of attendance as it pertains to the course's learning outcomes.
- d. Be well prepared, punctual, and have the class organized as appropriate to learning outcome(s).
- e. Apply instructional strategies, practice, and techniques that maximize student learning and engagement.
- f. Create an environment conducive to learning and promotes student attendance and participation to successful learning outcome(s).
- g. Determine reason(s) for absence and aid resolve the problem/barrier(s).
- h. Promptly communicate to all necessary parties and assist students with solving attendance problem/barrier(s).

- i. Be knowledgeable of Goodwill Technical College supportive services and when deemed necessary initiate referrals for students having challenges attending class.
- j. Assist students who initiate requests for make-up work according to the syllabus or course make-up policy.
- k. Enforce the attendance policy consistently.
- l. Maintain appropriate documentation relating to student attendance.
- m. Manage classroom that supports respect and dignity of all students.
- n. Establish procedures which allow students to make-up class work where the nature of the course makes it applicable to do so.
- o. Adhere to FERPA compliance and maintain confidentiality of student records.

3. **Academic Director's Responsibilities**

- a. Ensure that all faculty members understand the College's philosophy and policy on student attendance.
- b. Evaluate the implementation of each faculty member's assignment make-up policy and procedures to ensure alignment with the College's philosophy, policy and procedures related student attendance.
- c. Support the application of faculty member's assignment make-up policy when it has been applied in a manner consistent with the College's philosophy, policy and procedures related to student attendance.
- d. Ensure proper procedures are followed when students have grievances as outlined in the school catalog. All communication must be documented and placed in the student file.
- e. Confirm that all classes are structured and delivered to maximize learning for all students.

4. **School Counselor's Responsibilities**

- a. Communicate regularly with students providing proactive solutions in overcoming barriers and/or issues impeding regular/consistent class attendance.
- b. Make appropriate referrals to internal resources or external agencies.
- c. Keep instructor and student support network apprised of resolution attempts and progress, or any unsuccessful attempt(s), by providing appropriate documentation to all relevant parties.
- d. Document and communicate all challenges causing attendance problems with advisors and instructors. Ensure each student has signed the attendance policy.
- e. Mediate between student and instructor.

5. **Institutional Officer's Responsibilities**

- a. Ensure that the College has a well-defined policy and procedures related to student attendance.

- b. Support the implementation of a faculty member's attendance policy when it has been applied in a manner consistent with the College's policy and procedures related to student attendance.
- c. Ensure proper procedures are followed when students have grievances as outlined in the school catalog. All communication must be documented and placed in the student file.

E. Guidelines

1. The syllabus of every course must state the attendance requirements and make-up policy and procedures that are relevant to the respective course. Instructors will review these requirements and make-up policy and procedures during the first week of classes of the course. In addition, each full-time faculty member will provide students with his/her email, office phone number, office location and office hours when applicable.
2. Adjunct faculty members will provide students with information on how they may be contacted and the name, office phone number, and email of the Director of College Academics administratively responsible for the course.
3. Students should contact their instructors at least 24 hours prior to class to notify them of absence. Students may be asked to provide supporting documentation. A student must make-up all missed hours and work, including test(s). Student work missed including tests, can be made up solely at the discretion of the instructor. Assignments and test(s) need to be made up within one (1) week or as arranged by the individual instructor.
4. Instructors should initiate an instructor-student meeting for attendance during the meeting, the student and instructor will determine a plan of action. The plan is written on the Attendance and Assignment Contract form. Each student will receive a copy of the contract.
5. If an instructor is unable to contact the student or set up a conference, the instructor must notify the College Counselor within 48 hours of the student absence. The instructor will provide as much information as possible about the student, nature of the problem, and measures already taken to resolve the problem.
6. The counselor will notify the student to arrange a conference regarding the student's attendance difficulties. The counselor provides assistance that may lead student to resolutions to current problems. The counselor will maintain confidentiality regarding personal issues discussed during counseling sessions. With the student's permission, the counselor gives relevant feedback to faculty. The counselor also provides faculty with documentation of the special need accommodations for eligible students. Where necessary, the counselor refers student(s) to other support agencies (internal and external). At the request of student, counselor mediates the student-instructor meeting.

F. Withdrawing Students Due to Attendance

A student may be administratively withdrawn from class at any time due to excessive absences or not following instructions as related assignment due dates. The student receives a W (withdraw) with a last date of attendance assigned prior to the last two weeks. Students *may not* be withdrawn from a class two weeks prior to the end of the term. If the student is dropped after the last two weeks of a class, the student will receive the current course grade earned based on submitted assignments/test.

G. Student Initiated Withdrawals

A student may withdraw from a course by submitting the Withdrawal from Class Form signed by the instructor with the last date of attendance. A student who withdraws from a course receives a (W).

H. Registration Period

Students who are late registrants are expected to make up all assignments, hours (in seat) and/or lab hours.

I. Add/Drop Period

The purpose of the add/drop period is to stabilize a student's schedule once he/she has already registered for courses at the College. Students are allowed to add or drop classes during the add/drop period. Students adding classes during this period will be expected to make up assignments or lab hours.

J. Special Provision Regarding Veterans

Any student attending reserve or National Guard event during class time must inform the instructors of this intent at the beginning of the semester. It is the student's responsibility to have a conference with each instructor prior to participation. He/she must arrange with the instructor any hours and work which is to be made up for the time missed

Completion Policy and Procedures

Goodwill Technical College certifies the value and effectiveness of course and program offerings. Courses and programs are periodically assessed for quality control, process improvement and didactical strategies. Programmatic completion, satisfaction, and job placement rates are tracked to ensure Goodwill Technical College stays abreast of industry standards and meet student needs. Credible completion and placement rates serve the students' best interests and, in turn, enhance public confidence in our accredited programs and the accreditation process.

General Completion Requirements

1. Complete, with a passing grade, all technical and academic core courses as listed on the program pages defining requirements for individual technical diplomas/certificates. See the Programs of Study, pages 36 - 50.

2. Complete a grade audit to obtain an unofficial audit of classes you have completed and are registered for against the requirements for a specific certificate.
3. Complete and submit the online GTC Graduation Application for each certificate requested to the Registration Office for an official verification of completion.
4. Meet all financial obligations to the College.
5. Earn a cumulative grade point average (GPA) of 2.0 or above. Individual programs may require a higher GPA. Your cumulative GPA includes all grades on your transcript.
6. GTC may verify and award certificates as they are earned.

Commencement Ceremony

Students who complete program requirements are eligible to participate in the June Commencement Ceremony. Students must submit a graduation application and Commencement Participation form by the published deadline. Guest invitations (no charge) are required for the Commencement Ceremony, and each participating graduate receives five invitations that can be picked up at the Commencement/Career Fair event. Royal Blue cap and gown are required and will be provided by Goodwill Technical College.

General Safety Procedures

The following general safety procedures should be followed:

- Learn the locations of emergency exits, evacuation routes and fire extinguishers.
- Do not block fire doors, exits, or aisles.
- Report any accident or injury to Goodwill Technical College staff immediately.
- No Weapons allowed on premises.
- No horseplay.
- Use safety equipment when needed.
- Do not use elevators when there is an emergency.
- In an emergency, if you are unable to exit the building on your own, please ask for help.
- If the fire alarm goes off, exit the building calmly following Goodwill Technical College staff.
- Listen to Goodwill Technical College staff during an emergency situation.
- No children are allowed at orientation, assessment times, or offsite school sponsored activities or during training.

Grading Policy

Goodwill Technical College uses the following letter grading symbols:

Grade	Point Value
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0

Interpretation of Grade Symbols

A (4.0) Excellence in Achievement of Competency

In relation to the standards set for the course, the student has done an exceptionally high level of work and has achieved all competencies.

B (3.0) Above Average Achievement of Competency

In relation to the standards set for the course, the student has significantly exceeded the average and has achieved all competencies.

C (2.0) Average Achievement of Competency

In relation to the standards set for the course, the student accomplished an average level of work and, at a minimum, has achieved all competencies.

D (1.0) Below Average Achievement of Competency

In relation to the standards set for the course, the student did not do average work and did not meet the minimum level competencies.

F (0.0) Failure to Achieve Minimum Competency

The student failed to progress toward minimum competencies and performed at exceptionally low level of skill. Student must repeat degree/certificate program course requirement in which an F grade has been earned.

NOTE: + and - symbols are used with traditional letter grades A through D to differentiate level of achievement within a grade range. The + symbol is not used with the letter grade A, the - symbol is no longer used with the letter grade D, and neither the + or - symbols are used with the letter grade F.

The following grades are also used when appropriate and are not calculated in the grade point average.

Grade	Designation
I	Incomplete
NP	No Pass
P	Pass
R	Repeat (after a letter grade)
V	Unofficial Withdrawal
W	Official Withdrawal

The student completed a significant portion (75% or more) of the course requirements but did not complete all requirements by the end of the semester. For a student to receive a letter grade, a contract for completing the competencies must be established with the instructor and all work completed according to the contract by the first week of the following semester. Failure to achieve satisfactory completion by the deadline will result in the grade changing from an “I” to an “F”.

I with letter grade - In-Progress

The student has completed a significant portion of the course at the time of grading and is performing at the level of the grade identified. In-Progress grades will post each semester until all course requirements are completed. A final grade will be posted in the semester of completion.

NP - No Pass

In relation to the standards set for the course, the student did not meet the requirements. No Pass (NP) is used for work-based learning experiences, and clinical courses.

NS – No Show

Students who fail to attend and there is no class participation in a course activity by the second day of class, may be dropped from class by the instructor as a No Show.

P - Pass

In relation to the standards set for the course, the student met all requirements. Pass/No Pass (P/NP) used for work-based learning experiences.

R - Repeat (after letter grade)

A grade qualifier that indicates the course has been repeated. Only the highest grade will compute into the cumulative GPA. This indicator appears after the letter grade of the lowest grade.

V - Unofficial Withdrawal

The student discontinued the course and did not officially withdraw.

W - Official Withdrawal

A system-awarded grade for students who officially withdraw from a course or program prior to the end of the semester or the designation of an administrative withdrawal of the student by the College.

Grading Policy/Grading Changes

A grade posted on a student's transcript is considered final. If a student believes there has been a grading error, it is the student's responsibility to contact the instructor right away. Instructors can submit grade changes due to an error no more than two (2) terms from the time the grade was awarded.

Course Repeat

Students who repeat a course need to fill out a Course Repeat Form, students need to complete a Course Repeat Form prior to the course end date.

The Repeat Symbol (R) indicates the course has been repeated. Only the highest grade will compute in the cumulative GPA. An (R) will be placed next to the lowest grade on the transcript.

Students receiving financial aid or veterans' benefits should consult the respective office(s) prior to repeating a course, as benefits or eligibility may be reduced or canceled as a result of the repeat.

Grades and Transcripts

Grade Point Average (GPA)

Grade point averages are calculated as follows:

1. The number of credits for a course multiplied by the numerical grade awarded to obtain the grade points for that course.
2. Add the grade points for all courses taken.
3. Divide the sum of the grade points earned by the total number of credits attempted in course awarding numerical grades to obtain the GPA for a particular term/semester. I, P/NP, T, and W grades are not used in computing grade point average.

Transcript Policy

Privacy

Student records are confidential, and transcripts are issued only at the written request of the student. Telephone requests are not accepted.

Policy Guidelines

The transcript policy of Goodwill Technical College includes the following:

- A student must submit a written request to the Director of College Academics to have an official transcript
- Official transcripts will not be issued to the individual student. However, the student may submit a written request for an unofficial transcript which does not bear the College seal.
- A transcript request should be made at least two weeks before a transcript is required.
- All transcripts are issued by the College free of charge.
- The College does not issue official transcripts from other institutions. Requests for official transcripts from other institutions must be directed to the institution concerned.

Transcripts Issued to Student

A transcript is a complete copy of the student's academic record. Official transcripts bear the College seal and the signature of the Director of College Academics or Vice President of Workforce Development and Institutional Advancement/Chief Academic Officer. If a transcript is sent directly to a student, the words "*Issued to Student*" will appear on the transcript and serve as an unofficial copy.

Transcripts to and From Other Schools

The College is unable to release transcripts from other educational institutions. The College only issues transcripts from this institution.

Facsimile Records (FAX)

Goodwill Technical College honors FAX requests to send official transcripts to third parties.

Requests should be made to:
Goodwill Technical College
Request of Transcript
2470 Canal Street
New Orleans, LA 70119
Fax: 504-355-0378
training@goodwillno.org

Definitions of Transcript

Official Transcripts

Official Transcripts often bear a security watermark in the paper on which the transcript is printed or a College seal. It also, bears the signature of the Director of College Academics or Vice President of Workforce Development and Institutional Advancement/Chief Academic Officer certifies the document. When employers require an Official Transcript, it must be requested by the student or alumnus and sent directly from the high school or College to the Human Resources Office. High school students/graduates should contact the Guidance Office and College students/graduates should contact the Administration Office to have an official transcript sent.

Unofficial Transcripts

If an unofficial transcript is requested, it is acceptable to send a photocopy, faxed copy, or a downloaded copy of a Transcript as long as the copy is legible and contains the required information.

Each unofficial Transcript must document:

- ✓ Identification of the student
- ✓ Identification of the institution
- ✓ Titles of courses and examinations you completed
- ✓ Grades (marks) you received
- ✓ Credit, hours or units earned
- ✓ Any diploma or certificate you received
- ✓ Date that the diploma or certificate was conferred

Physical Signature

*Student handwritten signature must be on the request form along with date of request. Electronic or mouse signatures are **not accepted**.*

Academic Standards and Progress

Academic Progress

The primary objective of Goodwill Technical College is to prepare an educated workforce. In educating students, GTC stresses equally the development of technical skills, communication and interpersonal skills, positive work habits, and attitudes that are required for employment. In light of this, GTC expects that students demonstrate academic progress.

Academic Standards/Completion Policy

Students who wish to graduate and receive a technical diploma must earn a grade point average of 2.0 or better in the program course requirements for the specific program.

In order to demonstrate satisfactory progress:

1. All students will maintain regular attendance for each enrollment period. See Attendance Policy on pages 12 - 17.
2. All students will demonstrate satisfactory progress toward meeting program objectives. This standard is defined as maintaining a semester grade point average minimum of 2.0* and completing a minimum of 67% of the enrolled semester coursework competencies.

*Individual programs may require higher-level grades in program or individual course requirements in defining satisfactory progress. These requirements will be published and made available to students upon enrollment in the program.

Academic Alert/Probation/Suspension/Readmission

Students who do not demonstrate satisfactory progress as defined above will be placed on academic alert. Students who do not demonstrate satisfactory progress for the following semester will be placed on academic probation. Students will be suspended after three (3) consecutive terms of unsatisfactory progress. Students are notified by GTC email after semester grades have been posted.

Students who have been suspended as a result of unsatisfactory academic progress may petition for readmission. The suspended student must meet with a counselor to complete a plan for improvement by the 5th instructional day of the semester. Once completed and the plan is approved by the Counselor and the Director of College Academics the student can enroll. All students readmitted following suspension will remain on academic probation for one semester.

Attendance

Regular attendance is required to maintain satisfactory academic progress. This standard is reflected in the grading policy with each diploma program or course syllabus. GTC believes that attendance is a critical workplace competency and is important to overall student success. It is important that students attend all scheduled classes or notify their instructor of any absences (see Attendance Policy, pages 12 – 17).

Students who fail to attend and there is no class participation in a course activity by the second day of class, may be dropped from class by the instructor as a No Show (NS).

It is the student's responsibility to officially withdraw from a class and review their Student Schedule for accuracy.

Student Records

Notification of Rights Under FERPA Privacy of Records/Releasing of Information

Goodwill Technical College policy on privacy of records and releasing of information follows the directives outlined in the Family Educational Rights and Privacy Act (FERPA), the federal law governing the protection of educational records.

Personally, Identifiable Information (PII) will not be released from an education record without the prior written consent of the student, unless an exception has been granted by FERPA (see Exceptions under FERPA section below).

Rights Under FERPA

FERPA affords students certain rights with respect to their education records:

1. The right to inspect and review the student's education records within forty-five (45) days of the report.

Students should present to the Director of College Academics a signed, written request that identifies the record(s) they wish to inspect. The Director of College Academics will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Director of College Academics, the Director shall advise the student of the College official to whom the request should be addressed. At the time of viewing, the student shall present a form of picture identification, such as a valid driver's license, before being allowed to view the record.

2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.
 - a. Students may ask the College to amend a record they believe is inaccurate or misleading.
 - b. Students should request forms for this purpose from the Director of College Academics.
 - c. Students should clearly identify the part of the record they want changed and specify why it is inaccurate or misleading.
 - d. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment.
 - e. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
 - f. All requests for changes to the student record will be approved by the Vice President of Workforce Development and Institutional Advancement.

3. The right to consent to disclosures of Personally Identifiable Information (PII) contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent (see Exceptions under FERPA below).

Exceptions Under FERPA

Under certain conditions, as authorized by FERPA, information can be released without student consent:

1. Directory Information

- a. The term directory information is a legal term applying to that information the College can release, without student consent, to any third party, or graduates, and subject to College staff approval. The use of the term directory information does not imply that the College has documents containing student directory information or that the College has any obligation to produce such a document. It is the College's practice not to provide student contact lists to third parties.
- b. GTC has defined directory information as the following:
 - Student Name
 - Student Email Addresses
 - Program of Enrollment
 - Full-time or part-time status
 - Period of enrollment
 - Date of completion
 - Diploma/certificate awarded
 - Photos/videos of student for use in the College Press Releases, Publications, and Websites

Students have the right to restrict the disclosure of directory information at any time. To restrict the disclosure of directory information, a student may file a signed written request with the Director of College Academics. This request to restrict disclosure of directory information will be honored until such time as the student presents signed written notification to the Director of College Academics to remove the restriction. A student's name will not appear in the Commencement Program or any press releases, and no diploma or enrollment verifications will be processed for a third party.

2. U.S. Military

According to federal law, the College must release to the U.S. Armed Forces student name, address, phone number, date of birth, and field of study. To restrict the disclosure of this information, a student may file a signed written request with the Director of College Academics.

3. Authorized Federal, State, and Local Authorities

Student authorization is not required for disclosure to an authorized representative of the following individuals or entities:

- The Comptroller General of United States
- The Secretary of the U.S. Department of Education
- State educational authorities
- Any party legitimately connected with the student's application for or a receipt of financial aid
- Accrediting organizations
- Agencies involving an audit or evaluation of compliance with education programs
- Organizations conducting studies for or on behalf of educational institutions

4. **Other Institutions**

Information can be released to other schools to which a student seeks or intends to enroll by request of the student.

5. **Emergency Situations**

In an emergency, information can be released to law enforcement personnel, emergency personnel, and College officials in order to protect the health or safety of students or other persons.

6. **Legitimate Educational Interest**

Officials of the College, who are determined by the College to have a legitimate educational interest, may have access to student records without obtaining consent from the student. Officials of the College are defined as:

- Persons employed by the College in an administrative, supervisory, academic, research, or support staff position
- Persons serving on College governing bodies
- Persons employed by or under contract to the College to perform a specific task, such as an attorney
- Auditors
- Persons or companies with whom the College has contracted, such as attorneys or third-party services
- Persons serving on the Board of Directors
- Students serving on official committees (such as disciplinary or grievance committee) or who are assisting other school officials in performing their tasks

Officials of the College have a legitimate educational interest if they need to:

- Perform duties specified in their job description or under terms of contractual agreement
- Provide campus services related to a student, such as advising, financial aid, and counseling
- Conduct tasks related to a student's education or campus discipline.

7. Judicial Order

Information must be released to comply with a judicial order or lawfully issued subpoena. The College will make a reasonable effort to notify the student of the order or subpoena in advance of compliance so that the student may seek protective action. However, if the court (or other issuing agency) has ordered that the existence or the contents of the subpoena or judicial order not be disclosed, the College will comply, and notification to the student will be withheld.

Grievance hearing information about a student or students involved in a grievance investigation or grievance hearing may be released to members of the Grievance Committee, including any students assigned to that committee, if such information is germane to the investigation or hearing.

8. Disciplinary Hearing

The results of a disciplinary hearing may be released to an alleged victim of a crime of violence without the permission of the accused.

9. U.S. Patriot Act

The College must release, without consent or knowledge of the student, personally identifiable information from the student's education record to the Attorney General of the United States or his/her designee in connection with the investigation or prosecution of terrorism crimes specified in section 233b (g)(5)(B) and 2331 of Title 18, U.S. Code.

10. Written Release

Personnel employed by the College who have consent in the form of a written release of information signed by the student may disclose student information to appropriate outside agencies or persons.

Student seeking to use GTC faculty or staff as a reference for employment are required to complete the Student Release for Reference or Recommendation form. Students obtain this form from their faculty.

11. Religious Observance Policy

According to RCW 28B.10.039 College students are entitled to two days of excused absences per academic year for reasons of faith or conscience or for organized activities conducted under the auspices of a religious denomination, church, or religious

organization. Students' grades may not be adversely impacted by absences authorized under this policy.

The student must complete and submit the Student Absence for Reasons of Faith or Conscience form to the Vice President of Workforce Development and Institutional Advancement/Chief Academic Officer at least two weeks prior to the intended absence. The Vice President of Workforce Development and Institutional Advancement/Chief Academic Officer will provide the student with a document verifying the date of the approved absence and further instructions. The student must contact each instructor to notify them of their upcoming absence. The instructor will determine and inform the student what adjustments, if any, will need to be made to the student's scheduled classwork or assignments within two days of receiving the student's notification.

12. Children on Campus

No employee, student, or visitor to the College should leave a child unattended at the College including in campus building, on campus grounds, or in a vehicle. Children are not permitted in classrooms or other learning environments except with the specific approval of the Director of College of Academics, or the Vice President of Workforce Development and Institutional Advancement/Chief Academic Officer on an emergency basis, and for a specified and limited period of time. Children are not allowed in areas where dangerous equipment is operated and/or where chemicals, cleaning products, solvents or hazardous products are stored or used.

13. Service Animals

Service animals are welcome on the College campus. A service animal is a dog that has been individually trained to do work or perform tasks for an individual with a disability. The dog must be trained to take specific action when needed to assist the person with a disability. Emotional support, comfort, therapy, and/or companion animals are not permitted in the College's building.

Job Placement Policy and Procedures

As established in the Completion policy and procedure document, the requirements are to be considered the job placement projection rate of our students. Goodwill Technical College Training Program's goal is to train, certify, and prepare our students for the workplace in a credible skill that will afford them the opportunity to obtain employment in areas where acquired certification is needed. All training programs will provide job placement assistance to all eligible students/graduates.

Job Placement Activity - is tracked to ensure all program requirements met including assignments, exams, certification, and any activities mandatory to graduate. Students may also become employed and continue training pursuing certification(s) and their technical diploma.

The minimum information required includes the following:

- a. Name of student
- b. Completion date
- c. Program name
- a. Employer information:
 1. Employment start date
 2. Job title and Job description
 3. Name of employer, mailing address, telephone number and email address
 4. Employer contact person
- d. Documentation of self-employment, temporary employment, full/part-time employment, or continuing employment

Unavailable for Employment – If employment is offered to student/graduate and he/she declines the offer, he/she is required to provide an explanation.

Employment Follow-up – Job Developers, Instructors, and Retention Specialist work closely with graduates to address any post-employment issues and provide follow-up and feedback to students for up to one (1) year after job placement. Some students/graduates may require a longer follow-up period. Follow-up periods longer than allotted time are at the discretion of Goodwill Technical College and deemed necessary in the interest of the student.

Refund Policy

Three-Business-Day Cancellation

In the event the applicant/enrollee is unable to enter, all monies paid will be refunded if requested within three business days after signing an enrollment agreement and making an initial payment.

Cancellation After Three Business Days but Before the Start of Class

Tuition or fees collected before the student begins classes shall be refunded in full (with the expectation of the registration fee which is not refundable).

The Refund Policy for Withdrawals After Classes Begin:

- 1) For withdrawals during weeks one (1) through four (4) of classes refund will be 50% of tuition and fees paid (excluding registration fee).
- 2) For withdrawals during the weeks five (5) through six (6) of classes refund will be 25% of tuition and fees paid (excluding registration fee).
- 3) For withdrawal after week seven (7) no refund will be issued.

In the event a student is receiving funding from an outside source/agency, both the student and Goodwill Technical College are subject to meet the requirements/criteria of the funding source

Student Code of Conduct Policy and Procedures

Goodwill Technical College is committed to providing a safe, caring and inclusive learning and working environment by promoting respect, social responsibility and academic excellence. A positive school setting exists when all members of the school community feel safe, comfortable and accepted.

The Standards of the Behavior Code of Conduct Policy outlined apply to students:

- on school property;
- participating in extra-curricular activities;
- participating in off-site school-sponsored activities; or
- engaging in an activity which will have an impact on the school climate.

Behavioral Code of Conduct Policy

All students are expected to:

- a. demonstrate honesty and integrity;
- b. respect the rights of others and treat one another with dignity and respect, regardless of economic status, race, color, national or ethnic origin, language group, religion, gender, sexual orientation, gender identity, age or ability;
- c. show proper care and regard for school property and the property of others;
- d. refrain from participating in disorderly conduct or disruption of daily College operations;
- e. demonstrate best effort during all school-based activities.

Academic Code of Conduct Policy

Students not exercising good academic responsibility are subject to disciplinary action including suspension, dismissal or holds on records. Students are responsible for reviewing the academic code of conduct policy and adhering to the stated principles.

Purpose

The purpose of this policy is to define and inform students of the academic code of conduct, and to identify violations and their penalties. Furthermore, students are notified of an appeal process for students who believe they have been incorrectly accused of violating the standards of academic integrity.

Violations

The College considers any breach of this Academic Code of Conduct Policy to be a serious infringement of trust that jeopardizes the academic environment. Students are in violation of the Academic Code of Conduct when acts of academic dishonesty occur.

These include, but are not limited to:

- a. cheating;
- b. falsifying documents or information relating to test proctors;

- c. forgery or plagiarizing;
- d. unauthorized access to examinations or test materials;
- e. submitting credentials that are false or altered in any way;
- f. altering academic work of other students;
- g. facilitating another student's academic misconduct; and/or submitting course work or taking an exam for another student
- h. buying or selling of exams, test answers, course papers or any unauthorized course materials.

Appeal Process

Goodwill Technical College wishes to afford every student the opportunity to have his/her grievances heard and resolved, if possible. The resolution of an individual grievance can help to improve Goodwill Technical College's facility, program, policy, and services. All members of Goodwill Technical College have the right to file an appeal or grievance without being reprimanded or disciplined in any way, unless the grievance is filed for malicious reasons.

A student shall notify the Director of College Academics or College Counselor of his/her appeal or grievance. The Director of College Academics or College Counselor will have the student complete a Student Complaint Form. Upon receipt of the form an investigation will ensue. Students will be notified of the results of the investigation and/or any decisions within 5 business days in writing.

Should the student/complainant disagree with the finding(s) he or she may file an appeal with the next level of supervision. The information will be given to the Vice President of Workforce Development and Institutional Advancement. The Vice President of Workforce Development and Institutional Advancement/Chief Academic Officer will arrange for a meeting with the student.

The Vice President of Workforce Development and Institutional Advancement/Chief Academic Officer will meet with the parties involved and document the situation and if unable to reach a solution, the matter will be referred to the President. This process must be completed in an expeditious manner to allow for prompt corrective action when needed.

If an agency funding participant has other requirements, Goodwill Technical College staff will adhere to these too.

Student complaints relative to actions of school officials shall be addressed to the Louisiana Board of Regents, Proprietary Schools Section, P.O. Box 3677, Baton Rouge, LA 70821-3677/phone number (225) 342-7084. Complaints should be filed only after all steps of the College's appeal process have been exhausted.

Student Dress Code Policy

Students are expected to follow Goodwill Technical College's Dress Code guidelines.

The purpose of the Student Dress Code is to ensure that students are aware of what type of dress is considered appropriate and what is expected of them. Goodwill Technical College (GTC) simulates the professional work environment.

Each student's dress, grooming, and personal hygiene must be appropriate in the College environment. Administration shall determine if the mode of dress results in disruptions or interference.

Students shall not dress, groom, wear, or use emblems, insignias, badges, or other symbols or lewd or vulgar words where the effect thereof is offensive to a reasonable person or otherwise causes disruption or interference with the orderly operations of the college. Dress requirements may vary based on school events.

All GTC students are expected to abide by the Student Dress Code standards identified. If a student has a question or needs special accommodations relating to the Dress Code, the student should discuss the request with the School Counselor. If further clarification is needed the student should speak with the Director of College Academics. GTC will make every effort to provide reasonable accommodations based on the student's request. Requests for medical or religious accommodations must be made in writing by completing the Student Request for Medical or Religious Accommodation(s) Form. After a discussion with the School Counselor, the Vice President of Workforce Development and Institutional Advancement/Chief Academic Officer will approve, deny or recommend a modified accommodation based on the request. Students will be notified in writing of the decision within 5 business days.

If any student does not meet the Dress Code standards, the student will be required to leave his/her the campus and return dressed in appropriate attire. The student will be considered absent if the student misses a scheduled class due to violating the Student Dress Code. Violation of the student dress code procedure will result in appropriate corrective measures up to and including disciplinary action.

Students Acceptable and Unacceptable Dress Standards

Acceptable Apparel

- All shirts and dresses must have sleeves
- Shorts unless such dress violates classroom. The length of the shorts, dresses, or skirts will be no shorter than two inches above the knee.
- Low rider pants, trousers, or other clothing must be worn in a manner that does not reveal under garments or expose bare skin below waistline.

Unacceptable Apparel

- Tank tops, tube tops, and shirts without sleeves
- Clothing that exposes areas of the stomach, side or back
- Pajama tops and/or bottoms
- Excessively tight fitted clothing is not permitted
- Shirts/dresses that are see-through, strapless, or expose cleavage (low cut) are not permitted
- Swimsuits
- Uncovered sports bras, netted shirts, cut-off or midriff shirts
- Do-rags, stocking caps, skullcaps, bandannas or hoodies
- Hair wraps, rollers

Acceptable Footwear

- Shoes should meet classroom and health requirements

Unacceptable Footwear

- Bare feet
- Bedroom Slippers

Acceptable Headwear

- Hats and baseball caps
- Religious head covering is permitted when it does not interfere with the function or purpose of required occupational headgear

Note: Individual programs may have additional dress code requirements.

All administrative, faculty and support staff members will be expected to monitor student behavior applicable to this dress code and report any such disregard or violations to the Director of College Academics.

Student Grievances Policy and Procedures

Goodwill Technical College wishes to afford every student the opportunity to have his/her grievances heard and resolved, if possible. The resolution of an individual grievance can help to improve Goodwill Technical College's facility, program, policy, and services. All members of Goodwill Technical College have the right to file a grievance without being reprimanded or disciplined in any way, unless the grievance is filed for malicious reasons.

A student shall notify the Director of College Academics or College Counselor of his/her grievance. The Director of College Academics, Director of Finance and Administration or College Counselor will have the student complete a "Student Complaint Form." Upon receipt of the form an investigation will ensue.

Students will be notified of the results of the investigation and/or any decisions within five (5) days in writing. Should the student disagree with the finding he or she may file an appeal with the next level of supervision. The information will be given to the Vice President of Workforce Development and Institutional Advancement/Chief Academic Officer and a meeting will be arranged with the student.

The Vice President of Workforce Development and Institutional Advancement/Chief Academic Officer will meet with the parties involved and document the situation and if unable to reach a solution, the matter will be referred to the President. This process must be completed in an expeditious manner to allow for prompt corrective action when needed.

If an agency funding participant has other requirements, Goodwill Technical College staff will adhere to these too.

Student complaints relative to actions of school officials shall be addressed to:

Louisiana Board of Regents
Proprietary Schools Section
P.O. Box 3677
Baton Rouge, LA 70821-3677
(225) 342-7084

Complaints should be filed only after all steps of the College's appeal process have been exhausted.

THIS SECTION IS INTENTIONALLY LEFT BLANK

Medical Billing and Coding
600 Hours | 36 Weeks

Description: This course is designed to teach the students fundamental skills to be able to work in the dynamic environment of health care. It assures a broad knowledge of all components to work successfully in a wide variety of health care settings covering, electronic health records, coding, billing, and insurance claims. Students will gain a vast knowledge of medical terminology and the anatomy of the human body. The students will also gain computer and software skills related to the health care environment. The students will learn to communicate effectively with patients and co-workers. Minimum entry requirements: Score 6th grade or above on TABE. Class Size: 10 – 15 students per class



Requirements for graduation: Meet all attendance requirements and successfully earn 80% or higher in all training courses prior to taking certification exams.

Program Objective: Upon completion of the Medical Billing and Coding program the students will have the knowledge and skills required to complete medical billing and coding tasks in a hospital, medical office, and/or other health care facility. Students will become familiar with medical terminology, and anatomy and physiology. The student will become knowledgeable of ICD-10-CM diagnostic coding, CPT and HCPCS procedural coding, medical insurance, electronic and paper billing, reimbursements, refunds, claim follow up and payment procedures. The students will have the knowledge to handle all stages of billing functions, understand coding and billing compliance, and health care laws and ethics. The students will also become skillful in computer operations and medical related software. The Medical Billing and Coding program prepare students to take the Coding Specialist (CBCS) exam offered by the National Health Career Association (NHA), with the potential to earn the Certified Medical Billing and Coding Specialist (CBCS) credential.

SEMESTER 1

<u>Term A</u>		Lec	Lab	Clock Hours
COLL 101	College Success Skills	10	5	15
CLIT 001	Introduction to Computer Literacy	15	15	30
BMAT 101	Basic Math Refresher	15	30	45
CRTK 101	Introduction to Critical Thinking	20	25	45
Totals				135

<u>Term B</u>		Lec	Lab	Clock Hours
ACCT 101	Introduction to Bookkeeping	25	20	45
BMGT 101	Introduction to Entrepreneurship	45	0	45
WPDV 101	Workplace Diversity	20	25	45
HCA 101	Introduction to Health Care	45	0	45
Totals				180

SEMESTER 2				Clock
<u>Term A</u>		Lec	Lab	Hours
MBC 101	Introduction to ICD-10 Coding Principles and Applications	40	20	60
MBC 201	Introduction to Professional and Institutional Billing	20	25	45
MBC 202	Health Care Finance Managing Accounts Receivables	20	10	30
Totals				135
<u>Term B</u>		Lec	Lab	Clock
HCA102	Medical Law and Ethics and Health Records	40	20	60
MBC 203	Introduction to Electronic Claims Filing	20	25	45
MBC 204	Physician-Based Chart Auditing	10	5	15
JOBS 100	Job Seeking Skills	15	15	30
Totals				150
Total Technical Diploma				600

Course Descriptions:

COLL 101 College Success Skills | (10 Lec/5 Lab=15 Hours)

This course assists students with acclimating to the College environment and provides students with academic tools for successful outcomes. Students will learn time-management, self-management and self-responsibility skills critical to student success. During this course students will learn approaches for making responsible choices about their academic, personal, and career goals. Students will also be introduced to academic reading, writing, note-taking and communication skills, campus resources, metacognition and self-awareness.

CLIT 001 Introduction to Computer Literacy | (15 Lec/15 Lab=30 Hours)

Introduction to Computer Literacy is designed to have students become familiar with computers and its usage with technology. Students will learn the fundamentals of the desktop environment, keyboarding and mouse operations, navigate around the Internet, safety and security practices, selecting appropriate Internet browsers, creating and using email accounts, and basics of Microsoft Word application. Coursework includes a hands-on approach where students can explore the issues related to computers and technology.

BMAT 101 Basic Math Refresher | (15 Lec/30 Lab=45 Hours)

This course examines the fundamental skills in addition, subtraction, multiplication and division with respect to whole numbers, fractions, ratio and proportion, and decimals. Included are problem-solving techniques with practical application. Students also examine underlying issues that contribute to math anxiety; discuss various learning styles and assess their own learning style.

Students will use hands on practice to understand how to apply learned math concepts in the workplace and how to use technology to solve problems.

CRTK 101 Introduction to Critical Thinking | (20 Lec/25 Lab=45 Hours)

This course introduces the use of critical thinking skills in the workplace. Emphasis is placed on evaluating information, conflict resolution, decision making and approaching cross-cultural perspectives. Students will analyze steps to ethical-reasoning skills, explore creative and logical approaches to decision making, and problem solving. Students will examine how our thinking skills affect our personal identities, our relationships with others, and our understanding of culture. The course also examines formulation of ideas, multiple outlooks on issues, and different analytical approaches. Students will develop higher order thinking skills and intellectual values important for academic success and successful outcomes in the workplace.

ACCT 101 Introduction to Bookkeeping | (25 Lec/20 Lab=45 Hours)

This course covers the fundamentals of accounting with the newcomer in mind. This course assumes students have no prior knowledge about accounting or finance and delivers lessons and examples to build accounting skills. Specifically, this class addresses accounting terminology, revenue, expenses, net income, the accounting equation, debits, credits, and balancing the accounting formula, the accounting structure, the accounting cycle, journals, ledgers, the trial balance and more. It also guides students to learn how to read financial statements properly, and how to grab meaningful information from the balance sheet, income statements and cash flow statements.

BMGT 101 Introduction to Entrepreneurship | (45 Lec/0 Lab=45 Hours)

This course provides students with an introduction to the potential and pitfalls of Entrepreneurship. Students will learn about the various methods for starting up, managing and financing a new venture. Students will get a chance to evaluate real world business plans and videos of entrepreneurs.

WPDV 101 Workplace Diversity | (20 Lec/25 Lab=45 Hours)

This course introduces learners to the challenges and opportunities presented by workplace diversity. Focus is placed on workplace issues related to employee diversity in terms of gender identity, race or ethnicity, socioeconomic class, religion, sexual orientation, age and other distinct differences between people. Students will learn the concepts of acceptance and respect, accommodation of beliefs, ethnic and cultural differences, gender equality, physical and mental disabilities, language and communication and generation gaps.

HCA 101 Introduction to Health Care | (45 Lec/0 Lab=45 Hours)

This course will provide a broad overview of the U.S. health care system. The historical evolution of the business of health care is examined. The student will also explore concepts and work force opportunities in the health care industry.

This course is designed to introduce the student to medical terminology used in health care today. This course will focus on terminology, word formations, and acronyms. After completing the

course, the student should be able to read and evaluate clinical information in order to operate effectively to perform medical billing, coding, information management, and administrative functions in a medical office or facility setting.

This course will provide an overview of the structure and functions of the human body. The student will be introduced to different systems of the human body and how they function to keep the body operating at normal capacity. This course will also introduce some common disorders seen regularly to help acclimate students' various conditions and disorders that impact the body.

MBC 101 Introduction to ICD-10 Coding Principles and Applications | (40 Lec/20 Lab=60 Hours)

This course is designed to introduce the ICD-10 system for assigning ICD-10 codes to provide official coding guidelines will be presented to help students learn to assign ICD-10 codes.

This course is designed to introduce CPT coding for medical office and hospital applications. Students will learn to correctly assign CPT and HCPCS codes to patient services in a medical office, facility, and other health settings. There will also be a focus on code linkage and coding compliance to ensure ethical coding is learned and practiced.

MBC 201 Introduction to Professional and Institutional Billing | (20 Lec/25 Lab=45Hours)

Modifiers play an important role in the overall coding, billing, and reimbursement process. They help to provide additional information about the services provided. This course will focus on introducing CPT and HCPCS modifiers and their use. The course will cover how to use modifiers and will also introduce resources available through the Centers for Medicare and Medicaid Services that are used on a regular basis to make modifier selections.

This course was designed to introduce professional and institutional billing. The course will outline all components required for billing on the CMS-1500 claim form, and the UB-04 claim form. In this course we will learn billing processes and guidelines for multiple types of providers, and payers. The course will focus on billing to Medicare, Medicaid, Veterans Administration, and commercial insurance payers. The goal is to learn the processes and compliance guidelines necessary to submit a clean professional and institutional claim.

Coding and billing compliance guidelines will be introduced in this course. The class will focus on the importance of a good compliance program to prevent fraud and abuse in health care. To meet this end goal, we will examine billing and compliance regulations, and we will look at specific cases of fraud and abuse to allow students to what billing and coding fraud and abuse looks like. The significance of accuracy, ethics, and continuing education will be emphasized throughout the course.

MBC 202 Health Care Finance Managing Accounts Receivables | (20 Lec/10 Lab=30Hours)

This course will provide a comprehensive overview of health care financial management. The course will emphasize the development of practical financial analysis that will provide a good foundation for understanding financial stability. We will cover processes that impact health care finance from initial billing through receivable management.

HCA 102 Medical Law and Ethics and Health Records | (40 Lec/20 Lab=60 Hours)

This Medical Law and Ethics course will introduce you to legal and ethical issues related to the health care setting. This course provides an overview of the laws and professional requirements that regulate the delivery of health care, including HIPAA, the Patient's Bill of Rights, and standard of care. You will also learn about some of the ethical and moral issues that health care professionals may encounter.

This health records course will introduce the structure and functions of health records. This course will help prepare you to collect, maintain, and analyze health information including history, symptoms, examinations, results, diagnosis suggestions, and treatment suggestions. The focus will be on record accuracy, quality, and accessibility of health information.

MBC 203 Introduction to Electronic Claims Filing | (20 Lec/25 Lab=45 Hours)

It is essential for students to be able to read and interpret clearinghouse rejection and acceptance reports. Managing claim rejections and denials is very important for maintaining financial stability. In this course students will learn how to read clearinghouse reports, and how to look for and identify problems on claims so that they can be corrected for resubmission. This course will also focus on identifying the reason for claim denials, and how to get a denial overturned. Students will also learn the different types and levels of appeals.

This course will introduce the claim adjudication process for electronic and paper claims. Students will learn the components needed for claim adjudication for Medicare, Medicaid, Veterans Administration, and commercial payers. We will also cover the lifecycle of a claim when starting from the point it is billed through payment receipt. This course will help students develop an understanding of what components are needed to bill a clean claim to different payers.

This course will examine ERA's/EOP's to help students develop an understanding of how to read and interpret payment information received from insurance payers. This course will also cover the dynamics between fee schedules, and contractual arrangements with a focus on understanding the rate of payment for charges. Students will learn how to post a payment, complete contractual adjustments, and bill residual balances when needed to the patient.

MBC 204 Physician-Based Chart Auditing | (10 Lec/5 Lab=15 Hours)

Chart audits play a very vital role in ensuring compliance and accuracy. In this course basic chart audit techniques will be introduced allowing the students to develop a basic understanding of how to complete a chart audit. The course will also focus on finding missed payment potential, and compliance error prevention by continuous chart audits.

JOBS 100 Job Seeking Skills | (15 Lec/15 Lab=30 Hours)

This course is designed to teach students the employability skills needed to succeed in the workplace. The focus of this course is to teach students transferable skills necessary to succeed in the ever-changing workplace through teamwork, problem-solving, communication, self-management, and career readiness. Students will enhance basic soft skills, workplace skills, interpersonal skills, communication skills, and leadership skills while becoming career-ready.

Medical Office Administrative Assistant
600 Hours | 36 Weeks

Description: This course is designed to teach the students fundamental skills to be able to work in the dynamic environment of health care. It assures a broad knowledge of all components to work successfully in a wide variety of health care settings covering intake and scheduling procedures, managing medical records, coding principles, billing procedures, and claim follow up; and managing correspondences and supplies. Students will gain a vast knowledge of medical terminology and the anatomy of the human body. Students will also learn computer skills necessary for a health care environment, communication, and patience activity.



Class Size: 10 – 15 students per class

Requirements for graduation: Meet all attendance requirements and successfully earn 80% or higher in all training courses prior to taking certification exams.

Program Objective: Upon completion of the Medical Office Administrative Assistant program the student will have the knowledge and skills required for work performing administrative tasks in a medical office, facility, or other medical settings. Students learn how to schedule appointments, maintain patient records, perform billing and coding duties, and preparation of general patient and office correspondence. Graduates of this program will be prepared to take the Certified Medical Administrative Assistant (CMAA) exam offered by the National Health Career Association (NHA), with the potential to earn the Certified Medical Administrative Assistant (CMAA) credential.

SEMESTER 1

<u>Term A</u>		Lec	Lab	Clock Hours
COLL 101	College Success Skills	10	5	15
CLIT 001	Introduction to Computer Literacy	15	15	30
BMAT 101	Basic Math Refresher	15	30	45
CRTK 101	Introduction to Critical Thinking	20	25	45
Totals				135

<u>Term B</u>		Lec	Lab	Clock Hours
ACCT 101	Introduction to Bookkeeping	25	20	45
BMGT 101	Introduction to Entrepreneurship	45	0	45
WPDV 101	Workplace Diversity	20	25	45
HCA 101	Introduction to Health Care	45	0	45
Totals				180

SEMESTER 2**Term A**

		Lec	Lab	Clock Hours
MBC 101	Introduction to ICD-10 Coding Principles and Applications	40	20	60
MOA 101	Medical Office Administration	10	5	15
MOA 201	Medical Office Applications	25	20	45
Totals				135

Term B

		Lec	Lab	Clock Hours
HCA 102	Medical Law and Ethics and Health Records	40	20	60
MOA 202	Medical Office Finance Managing Accounts and Receivables	20	10	30
MOA 203	Medical Office Correspondence and Technology	20	25	45
JOBS 100	Job Seeking Skills	15	15	30
Totals				180

Total Technical Diploma**600****Course Descriptions:****COLL 101 College Success Skills | (10 Lec/5 Lab=15 Hours)**

This course assists students with acclimating to the College environment and provides students with academic tools for successful outcomes. Students will learn time-management, self-management and self-responsibility skills critical to student success. During this course students will learn approaches for making responsible choices about their academic, personal, and career goals. Students will also be introduced to academic reading, writing, note-taking and communication skills, campus resources, metacognition and self-awareness.

CLIT 001 Introduction to Computer Literacy | (15 Lec/15 Lab=30 Hours)

Introduction to Computer Literacy is designed to have students become familiar with computers and its usage with technology. Students will learn the fundamentals of the desktop environment, keyboarding and mouse operations, navigate around the Internet, safety and security practices, selecting appropriate Internet browsers, creating and using email accounts, and basics of Microsoft Word application. Coursework includes a hands-on approach where students can explore the issues related to computers and technology.

BMAT 101 Basic Math Refresher | (15 Lec/30 Lab=45 Hours)

This course examines the fundamental skills in addition, subtraction, multiplication and division with respect to whole numbers, fractions, ratio and proportion, and decimals. Included are problem-solving techniques with practical application. Students also examine underlying issues that contribute to math anxiety; discuss various learning styles and assess their own learning style.

Students will use hands on practice to understand how to apply learned math concepts in the workplace and how to use technology to solve problems.

CRTK 101 Introduction to Critical Thinking | (20 Lec/25 Lab=45 Hours)

This course introduces the use of critical thinking skills in the workplace. Emphasis is placed on evaluating information, conflict resolution, decision making and approaching cross-cultural perspectives. Students will analyze steps to ethical-reasoning skills, explore creative and logical approaches to decision making, and problem solving. Students will examine how our thinking skills affect our personal identities, our relationships with others, and our understanding of culture. The course also examines formulation of ideas, multiple outlooks on issues, and different analytical approaches. Students will develop higher order thinking skills and intellectual values important for academic success and successful outcomes in the workplace.

ACCT 101 Introduction to Bookkeeping | (25 Lec/20 Lab=45 Hours)

This course covers the fundamentals of accounting with the newcomer in mind. This course assumes students have no prior knowledge about accounting or finance and delivers lessons and examples to build accounting skills. Specifically, this class addresses accounting terminology, revenue, expenses, net income, the accounting equation, debits, credits, and balancing the accounting formula, the accounting structure, the accounting cycle, journals, ledgers, the trial balance and more. It also guides students to learn how to read financial statements properly, and how to grab meaningful information from the balance sheet, income statements and cash flow statements.

BMGT 101 Introduction to Entrepreneurship | (45 Lec/0 Lab=45 Hours)

This course provides students with an introduction to the potential and pitfalls of Entrepreneurship. Students will learn about the various methods for starting up, managing and financing a new venture. Students will get a chance to evaluate real world business plans and videos of entrepreneurs.

WPDV 101 Workplace Diversity | (20 Lec/25 Lab=45 Hours)

This course introduces learners to the challenges and opportunities presented by workplace diversity. Focus is placed on workplace issues related to employee diversity in terms of gender identity, race or ethnicity, socioeconomic class, religion, sexual orientation, age and other distinct differences between people. Students will learn the concepts of acceptance and respect, accommodation of beliefs, ethnic and cultural differences, gender equality, physical and mental disabilities, language and communication and generation gaps.

HCA 101 Introduction to Health Care | (45 Lec/0 Lab=45 Hours)

This course will provide a broad overview of the U.S. health care system. The historical evolution of the business of health care is examined. The student will also explore concepts and work force opportunities in the health care industry.

This course is designed to introduce the student to medical terminology used in health care today. This course will focus on terminology, word formations, and acronyms. After completing the course, the student should be able to read and evaluate clinical information in order to operate

effectively to perform medical billing, coding, information management, and administrative functions in a medical office or facility setting.

This course will provide an overview of the structure and functions of the human body. The student will be introduced to different systems of the human body and how they function to keep the body operating at normal capacity. This course will also introduce some common disorders seen regularly to help acclimate students' various conditions and disorders that impact the body.

MBC 101 Introduction to ICD-10 Coding Principles and Applications | (40 Lec/20 Lab=60 Hours)

This course is designed to introduce the ICD-10 system for assigning ICD-10 codes to provide official coding guidelines will be presented to help students learn to assign ICD-10 codes.

This course is designed to introduce CPT coding for medical office and hospital applications. Students will learn to correctly assign CPT and HCPCS codes to patient services in a medical office, facility, and other health settings. There will also be a focus on code linkage and coding compliance to ensure ethical coding is learned and practiced.

MOA 101 Medical Office Administration | (10 Lec/5 Lab=15 Hours)

This course will provide a broad overview of tasks related to office administration. Students will learn administrative and support functions to develop skills applicable in a medical environment. The course will cover general office management procedures, basic document creation and word processing, and basic open and close financial processes.

MOA 201 Medical Office Applications | (25 Lec/20 Lab=45 Hours)

This course is designed to be an interactive approach to learning how to use computers in a medical office, hospital, or other health care setting. The student will develop medical office computer skills through theory and hand on use of software applications for electronic health records, and billing. The course will include introducing the use of computer to enter patient data, scheduling appointments, scheduling patient procedures, electronic medical records, insurance, billing and records management, importing information into patient charts and presenting/sending patient data.

General patient reception and processing is a large part of the daily work activities for a medical administrative assistant. This course will demonstrate basic patient reception and processing procedures based on best practices. Students will learn about medical office scheduling, surgical scheduling, patient intake document requirements, and dynamics of blocking schedules in specialty practices. The course will also cover professional behavior necessary for the industry. The health care industry relies heavily on effective communication so that patient care can be efficient and accurate. This course will help the student build their communication, and customer service skills. Some of the topics that will be covered will include verbal and non-verbal communication, active listening, ethics, written communication, customer service techniques, and conflict resolution. The student will be able to effectively communicate and navigate orally and in writing after completion of this course.

HCA 102 Medical Law and Ethics and Health Records | (40 Lec/20 Lab= 60 Hours)

This Medical Law and Ethics course will introduce you to legal and ethical issues related to the health care setting. This course provides an overview of the laws and professional requirements that regulate the delivery of health care, including HIPAA, the Patient's Bill of Rights, and standard of care. You will also learn about some of the ethical and moral issues that health care professionals may encounter.

This health records course will introduce the structure and functions of health records. This course will help prepare you to collect, maintain, and analyze health information including history, symptoms, examinations, results, diagnosis suggestions, and treatment suggestions. The focus will be on record accuracy, quality, and accessibility of health information.

MOA 202 Medical Office Finance Managing Accounts Receivables | (20 Lec/10 Lab=30 Hours)

This course was designed to provide the student with knowledge about the health care revenue cycle. The course will cover payer and reimbursement methodologies, basic billing and collections procedures, patient estimation, and basis revenue cycle management and reporting procedures.

MOA 203 Medical Office Correspondence and Technology | (20 Lec/25 Lab=45 Hours)

Correspondence is an essential component in medical offices, and other health care settings. This course will introduce the student to common types of correspondence used in healthcare, and formatting guidelines used on a regular basis. An emphasis will be placed on accurate formatting, correct grammar, and developing effective written communication.

JOBS 100 Job Seeking Skills | (15 Lec/15 Lab=30 Hours)

This course is designed to teach students the employability skills needed to succeed in the workplace. The focus of this course is to teach students transferable skills necessary to succeed in the ever-changing workplace through teamwork, problem-solving, communication, self-management, and career readiness. Students will enhance basic soft skills, workplace skills, interpersonal skills, communication skills, and leadership skills while becoming career-ready.

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START (HOSPITALITY)

615 Hours | 36 Weeks

Description: This course is divided into two sections: The Skills, Tasks and Result Training (START) program is designed to teach students the skills in the Hospitality industry. It introduces them to the rooms division and food and beverage industry, as well as provides opportunities to demonstrate business etiquette and professionalism. The START Program, developed by the American Hotel and Lodging Educational Institute (AHLEI), is a curriculum that gives students and people re-entering the work force the real-world knowledge and skills needed for a long-term career in the lodging industry. Minimum entry requirements: Score 6th grade or above on TABE entry exam.



Customer Service/Sales Fundamentals and Hospitality. The Customer Service and Sales Fundamentals section is designed to teach students the concepts of delivering professional customer service skills and provide basic sales tasks. Students are presented with simple scenarios where they are to use good judgement to determine the best course of action.



Program Objective: Participants will learn an introduction to the world of hospitality and tourism along with twelve entry-level positions in the world of hospitality which include: Reservationist, Bell Services Attendant, Maintenance Worker, Public Space Cleaner, Front Desk Representative, PBX Operator, Guestroom Attendant, Laundry Attendant, Restaurant Server, Banquet Set-Up Employee, Banquet Server, and Bus Person. The textbook information, skills, and hands-on activities will provide START Students to gain real-world skills that are transferable and portable. (Class size – Maximum 20)

Upon completion of this training, students are eligible to take the national certification exam administered through The American Hotel and Lodging Educational Institute. In addition, students will receive a certificate of completion from Goodwill Technical College.

Requirements for graduation: Meet all attendance requirements and achieve a 70% / C or higher on all combined graded work.

SEMESTER 1

Term A

		Lec	Lab	Clock Hours
COLL 101	College Success Skills	10	5	15
BMAT 101	Basic Math Refresher	15	30	45
CRTK 101	Introduction to Critical Thinking	20	25	45
CLIT 001	Introduction Computer Literacy	15	15	30
CSSF 101	Customer Service and Sales Fundamentals	20	10	30
Totals				165

CRTK 101 Introduction to Critical Thinking | (20 Lec/25 Lab=45 Hours)

This course introduces the use of critical thinking skills in the workplace. Emphasis is placed on evaluating information, conflict resolution, decision making and approaching cross-cultural perspectives. Students will analyze steps to ethical-reasoning skills, explore creative and logical approaches to decision making, and problem solving. Students will examine how our thinking skills affect our personal identities, our relationships with others, and our understanding of culture. The course also examines formulation of ideas, multiple outlooks on issues, and different analytical approaches. Students will develop higher order thinking skills and intellectual values important for academic success and successful outcomes in the workplace.

CLIT 001 Introduction to Computer Literacy | (15 Lec/15 Lab=30 Hours)

Introduction to Computer Literacy is designed to have students become familiar with computers and its usage with technology. Students will learn the fundamentals of the desktop environment, keyboarding and mouse operations, navigate around the Internet, safety and security practices, selecting appropriate Internet browsers, creating and using email accounts, and basics of Microsoft Word application. Coursework includes a hands-on approach where students can explore the issues related to computers and technology.

CSSF 101 Customer Service and Sales Fundamentals | (20 Lec/10 Lab=30Hours)

This course introduces entry-level services and sales associate as a tool to increase awareness of, and improve skills related to frontline work in customer service, sales, and a retail environment. The student will learn basic customer service and sales, and retail skills. This course is aligned with the hospitality industry of occupations where customer service and sales skills are required. The Customer Service and Sales Fundamentals course is also designed to prepare students for the certification exam issued by the National Retail Federation.

Prerequisite: Student must complete CLIT-001. Failure to comply will result in the student being dropped from the class.

ACCT 101 Introduction to Bookkeeping | (25 Lec/20 Lab=45 Hours)

This course covers the fundamentals of accounting with the newcomer in mind. This course assumes students have no prior knowledge about accounting or finance and delivers lessons and examples to build accounting skills. Specifically, this class addresses accounting terminology, revenue, expenses, net income, the accounting equation, debits, credits, and balancing the accounting formula, the accounting structure, the accounting cycle, journals, ledgers, the trial balance and more. It also guides students to learn how to read financial statements properly, and how to grab meaningful information from the balance sheet, income statements and cash flow statements.

BMGT 101 Introduction to Entrepreneurship | (45 Lec/0 Lab=45 Hours)

This course provides students with an introduction to the potential and pitfalls of Entrepreneurship. Students will learn about the various methods for starting up, managing and financing a new

venture. Students will get a chance to evaluate real world business plans and videos of entrepreneurs.

HOSP 101 Introduction to Hospitality | (45 Lec/0 Lab=45 Hours)

This introductory course acquaints the student with the scope and complexity of the hospitality industry by exploring the lodging and food service business industry. The course examines careers, professionalism, guest service, and safety and security.

WPDV 101 Workplace Diversity | (20 Lec/25 Lab=45 Hours)

This course introduces learners to the challenges and opportunities presented by workplace diversity. Focus is placed on workplace issues related to employee diversity in terms of gender identity, race or ethnicity, socioeconomic class, religion, sexual orientation, age and other distinct differences between people. Students will learn the concepts of acceptance and respect, accommodation of beliefs, ethnic and cultural differences, gender equality, physical and mental disabilities, language and communication and generation gaps.

HOSP 102 Rooms Division | (40 Lec/20 Lab=60 Hours)

This course introduces the student to the most revenue generated division of the lodging industry. The student will learn that the rooms division sell the room to the guests, checks them in, cares for the room, and provides them with round the clock services throughout their stay.

Prerequisite: Student must complete HOSP-101 or be concurrently enrolled. Failure to comply will result in the student being dropped from the class.

BMGT 105 Business Communications | (20 Lec/25 Lab=45 Hours)

Introduces the student to a variety of technical and business writing theories and practices designed to be applicable to the production of business communication in the real world. It teaches the fundamentals of good business writing, including protocols for business letters, memoranda, electronic mail, good and bad messages, persuasive messages and formal reports and proposals. In addition, there will be instruction in oral presentation and in-depth practice on both an individual and a collaborative basis. Students will learn how to enhance their business communication with technically based media.

KEYB 101 Keyboarding and Mouse Skills | (10 Lec/20 Lab=30 Hours)

This course is designed to teach Keyboarding and Mouse skills. The student will become familiar with the five types of keys on a keyboard (typing, function, cursor, numeric and program computer keys). This course will discuss and teach the student the five mouse operations (point, single click, double click, click and drag, and right click) and how to properly handle the mouse. While learning mouse operation, the student will learn to navigate Windows Desktop.

HOSP 103 Food and Beverage Division | (40 Lec/20 Lab=60 Hours)

This course develops the knowledge of basic principles and the importance of the food and beverage operation. Students will also learn how to establish the quality of the hotel in the eyes of the guest with emphasis on operation of a professional food and beverage facility.

Prerequisite: Student must complete HOSP-101 and HOSP-102 or be concurrently enrolled. Failure to comply will result in the student being dropped from the class.

MOWC 101 Microsoft Office Word | (15 Lec/30 Lab=45 Hours)

Microsoft Office Word is designed to teach students Word skills used in daily administrative office duties. The student will also learn how to prepare for Microsoft Word Certification exam 77-881.

JOBS 100 Job Seeking Skills | (15 Lec/15 Lab=30 Hours)

This course is designed to teach students the employability skills needed to succeed in the workplace. The focus of this course is to teach students transferable skills necessary to succeed in the ever-changing workplace through teamwork, problem-solving, communication, self-management, and career readiness. Students will enhance basic soft skills, workplace skills, interpersonal skills, communication skills, and leadership skills while becoming career ready.

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FACILITY, EQUIPMENT AND CLASSROOM ENVIRONMENT

Lot 5A and 33 of Square 607 of the First Municipal District, which square is bounded by Canal Street, South Broad Street, South White Street and Cleveland Street. Lot 5A commences 105.99 feet from the corner of S. White and measures 71.4' front on Canal Street by a depth of the sideline nearest South White of 146' by a first depth on the opposite sideline of 116.33, thence narrowing 1.93 by second depth of 29.69', by a width in the rear of 70.39'. A configured, Lot 5A contains a gross area 10,356.9 square feet. Lot 33 commences 166' from the corner of Canal Street and measures 30.74' front of South White Street by a depth of 120' between equal and parallel lines. As configured, Lot 33 contains a surface area of 3,698.8 square feet and is used for ancillary parking. The subject sites consist of two non-contiguous parcels in the same square of ground fronting on Canal Street in the square with South Broad. The larger of the two sites fronting Canal Street is presently improved with the three-story, brick façade over concrete block structure in use as a commercial College. This site contains a gross area of 10,356.9 square feet, is rectangular in shape and filled to a grade slightly above the elevation of adjacent roadways. No encumbrances, except for typical utility easements, that would restrict development options were noted. Access to the site is provided by a 20' alley off South White Street which runs parallel to Canal Street. This alley adjoins the larger subject lot to the rear and provides access to the first level parking area. The size of the particle site would be considered typical for Canal Street oriented sites in the neighborhood. The smaller of the two subject sites is on a side street perpendicular to Canal Street. It is not uncommon in the Mid-City area for Canal Street developments to rely on ancillary or satellite locations for additional off-street parking. This is the function of the smaller 3,688.8 square foot South Scott Street site. Both of the subject site straddle FEMA Flood Zone A and B. According to the most recent FIRM information (9-30-2016), the subject is in a flood zone that has a .2 percent annual chance flood hazard with a ground elevation of -2.4. Both sites are zoned Historic Urban Neighborhood Mixed Use District (HU-MU). This is one of the more flexible district regulating historic neighborhoods and provides for a wide variety of potential commercial used. The subject improvements include a three-story, raided brick over concrete block structure containing a gross building area, according to our archives, of 17,742 square feet. The first level of the elevated structure is used for parking and can accommodate 17 vehicles. The building was built in 1966 and is presently 51 years old, approaching the limits of its physical useful life. At the time of its original construction, the elevator pit and foundation were engineered to add two additional floors to the building. The foundation is a pile supported, grade level concrete slab. Interior finishes are typical for a building of this vintage, with a combination of vinyl and carpet over structure, sheetrock walls and suspended 2' x 2' acoustic tile ceilings with recessed fixtures. Restrooms are provided on each floor. The building is served by a single hydraulic passenger elevator and central air and heat. The roof is a flat, composite, built-up system. The building is served by a wet sprinkler system and fire alarm. The second floor is built out largely as administrative offices but does include three classroom areas that could be re-partitioned to serve in a more general-purpose office function. By contrast, the third-floor layout is more academically oriented with its nine classrooms. Should the current use be discontinued, the third floor would likely need to be reconfigured. While the design and finishes of the building are utilitarian, the structure appears to have been well maintained. This was no apparent evidence of deferred maintenance or abnormal wear and tear beyond what would be considered typical given the age of the building. Mechanical and roof systems were not inspected for soundness and are assumed to be in working order. The building is also assumed to be in compliance with current life safety, building and ADA codes. A layout of the site and the second and third floors follow this discussion.

Medical Training Programs

Medical Billing and Coding

Equipment	
Desktop Computers	Mouse Pads
Printer	Headsets
External Storage Devices	Class Speakers
Software and Licenses	
Medisoft	
Manuals	
Medical Terminology for Health Professionals ISBN-13: 9781337123099	HCPCS Level II Professional 2019, 1 st Edition ISBN-13: 9781622544202
Medical Record Auditor ISBN-13: 9781622021017	CPT Professional 2019, 1 st Edition ISBN-13: 9781622027521
Health Care Finance and Receivables ISBN- 13:9781111308674	Medical Billing 101 ISBN-13:9781133936817
Law & Ethics for Health Professionals ISBN-13: 9781259844713	Billing and Coding Specialist (CBCS), Study Guide 2.1 ISBN-13: 978156533-559-2
Medical Insurance: A Revenue Cycle Process Approach ISBN-13: 9780077840273	Anatomy 2 Chart ISBN-13:9781572228566
ICD-10-CM Professional for Physicians 2019w/Guidelines ISBN-13: 9781622544301	Taber's Cyclopedic Medical Dictionary ISBN-13: 9780803659056
Certification Exams	
NHA (CBCS)	
Classroom Environment	
Instructor's Desk/Computer Station	Computer Stations & Chairs
Lecture Stand	Ceiling Projector

Medical Office Administrative Assistant

Equipment	
Desktop Computer	Mouse Pads
Printer	Headsets
External Storage Devices	Class Speakers
Software and Licenses	
Medisoft	
Manuals	
Medical Terminology for Health Professionals ISBN-13: 9781337123099	HCPCS Level II Professional 2019, 1 st Edition ISBN-13: 9781622544202
Medical Record Auditor ISBN-13: 9781622021017	CPT Professional 2019, 1 st Edition ISBN-13: 9781622027521
Health Care Finance and Receivables ISBN-13: 9781111308674	Medical Billing 101 ISBN-13:9781133936817
Law & Ethics for Health Professionals ISBN-13: 9781259844713,	Anatomy 2 Chart ISBN-13:9781572228566
Medical Insurance: A Revenue Cycle Process Approach ISBN-13: 9780077840273	Taber's Cyclopedic Medical Dictionary ISBN-13:9780803659056
ICD-10-CM Professional for Physicians 2019w/Guidelines ISBN-13: 9781622544301	Medical Assistant (CMAA), Study Guide 2.1 ISBN-13: 9781545082157
Certification Exam	
NHA (CMAA)	
Classroom Environment	
Instructor's Desk/Computer Station	Computer Stations & Chairs
Lecture Stand	Ceiling Projector

START (Hospitality)

Videos (Online and Offline)	
There's A Place for You Here (05010)	World Trainer: Guestroom and Bathroom Cleaning Guestroom Attendant (05141)
Guest Service Delivering Quality Guest Service (512AVH)	Housekeeping: Quality Guestroom Cleaning (05371)
Best Face Forward (05600)	Stay Safe: Awareness Training for Housekeepers (538V)
Breaking Down Barriers: Achieving Great Service for Guests with Disabilities (05595)	Quality Guestroom Maintenance (535VH)
Safety and Security Spotlight on Security (05920)	Housekeeping: Laundry Operations (05373)
Sunrise Keycard Control: Security for Electronic Locking Systems (06215)	World Trainer: House person (05143)
Front Office: Guest Relations: Aiming to Please (05221)	Food and Beverage: Quality Service Skills (551VH)
Courtesy Rules! Better Telephone Skills Now (05130)	Sunrise Food Safety and Sanitation (06206)
Front Office: Full-Service Operations: At Your Service (522C)	Sunrise Food and Beverage Enhanced Selling (06213)
Sunrise Building Profits Through Reservations Sales (06217)	Smart Service for Great Banquets (05030)
Providing Professional Bell Service (05340)	Bus person (08036)
Professional Courtesy Van Service (05180)	
Textbooks	
Teacher's Manual	Skills, Tasks, and Results Training, Second Edition
Teacher Guide - Customer Service and Sales Fundamentals	Student Workbook (includes activities that develop core skills such as reading, writing, vocabulary, technology, and math)
Assessment Manual/CD	Internet Basics
Student Guide – Customer Service and Sales Fundamentals	
Classroom Environment	
Instructor's Desk/Computer Station	Desk & Chairs
Lecture Stand	Ceiling Projector

***EQUIPMENT/SUPPLIES**

Students are required to purchase their own books and supplies for daily classroom activities.

If students receive funding from an outside source or agency, classroom materials may be provided.

2019 – 2020 Academic Calendars

SEMESTER ONE

Term A

Classes Begin	May 27, 2019
Last Day of Class	August 3, 2019
Grades Due	August 9, 2019

Term B

Classes Begin	August 12, 2019
Last Day of Class	October 19, 2019
Grades Due	October 25, 2019

SEMESTER TWO

Term A

Classes Begin	October 28, 2019
Last Day of Class	December 23, 2019
Grades Due	December 30, 2019

Term B

Classes Begin	January 6, 2020
Last Day of Class	March 9, 2020
Grades Due	March 15, 2020

SEMESTER THREE

Term A

Classes Begin	March 16, 2020
Last Day of Class	May 18, 2020
Grades Due	May 24, 2020

Term B

Classes Begin	May 25, 2020
Last Day of Class	July 27, 2020
Grades Due	August 2, 2020

SEMESTER FOUR

Term A

Classes Begin	August 3, 2020
Last Day of Class	September 28, 2020
Grades Due	October 4, 2020

Term B

Classes Begin	October 5, 2020
Last Day of Class	December 7, 2020
Grades Due	December 13, 2020

2020 – 2021 Academic Calendars

SEMESTER ONE

Term A

Classes Begin	December 14, 2020
Last Day of Class	February 22, 2021
Grades Due	February 28, 2021

Term B

Classes Begin	March 1, 2021
Last Day of Class	May 3, 2021
Grades Due	May 9, 2021

SEMESTER TWO

Term A

Classes Begin	May 10, 2021
Last Day of Class	July 12, 2021
Grades Due	July 18, 2021

Term B

Classes Begin	July 19, 2021
Last Day of Class	September 20, 2021
Grades Due	September 26, 2021

SEMESTER THREE

Term A

Classes Begin	September 27, 2021
Last Day of Class	November 29, 2021
Grades Due	December 5, 2021

School Holiday Calendars

HOLIDAYS 2019

New Year's	Tuesday, January 1, 2019
Martin Luther King's Birthday	Monday, January 21, 2019
Lundi Gras	Monday March 4, 2019
Mardi Gras	Tuesday, March 5, 2019
Ash Wednesday	Wednesday, March 6, 2019
Good Friday	Friday, April 19, 2019
Memorial Day	Monday, May 27, 2019
Independence Day	Thursday, July 4, 2019
Labor Day	Monday, September 2, 2019
Thanksgiving Day	Thursday, November 28, 2019
Thanksgiving Day (Off)	Friday, November 29, 2019
Christmas Day	Wednesday, December 25, 2019
New Year's Eve	Tuesday, December 31, 2019

HOLIDAYS 2020

New Year's	Wednesday, January 1, 2020
Martin Luther King's Birthday	Monday, January 20, 2020
Lundi Gras	Monday, February 24, 2020
Mardi Gras	Tuesday, February 25, 2020
Ash Wednesday	Wednesday, February 26, 2020
Good Friday	Friday, April 10, 2020
Memorial Day	Monday, May 25, 2020
Independence Day (observed)	Friday, July 3 2020
Labor Day	Monday, September 7, 2020
Thanksgiving Day	Thursday, November 26, 2020
Thanksgiving Day (Off)	Friday, November 27, 2020
Christmas Day	Friday, December 25, 2020
New Year's Eve	Thursday, December 31, 2020

School Holiday Calendars

HOLIDAYS 2021

New Year's	Friday, January 1, 2021
Martin Luther King's Birthday	Monday, January 18, 2021
Lundi Gras	Monday, February 15, 2021
Mardi Gras	Tuesday, February 16, 2021
Ash Wednesday	Wednesday, February 17, 2021
Good Friday	Friday, April 2, 2021
Memorial Day	Monday, May 31, 2021
Independence Day (observed)	Monday, July 5, 2021 (Observed)
Labor Day	Monday, September 6, 2021
Thanksgiving Day	Thursday, November 25, 2021
Thanksgiving Day (Off)	Friday, November 26, 2021
Christmas Day	Friday, December 24, 2021 (Observed)
New Year's Eve	Friday, December 31, 2021

Published Fee Schedule

Program	Clock Hours	Registration Fees	Program Fees	Tuition	Total Cost
Medical Billing and Coding	600	\$50.00	\$930.00	\$1,570.00	\$2,550.00
Medical Office Administrative Assistant	600	\$50.00	\$1,525.00	\$1,475.00	\$3,050.00
START (Hospitality, Customer Service and Sales)	615	\$50.00	\$235.00	\$925.00	\$1,210.00

Financial Assistance

Every attempt will be made to assist participants to find financial support for their training.

To receive these funds, participants must meet criteria of funding source. Fees paid by agencies can be paid on a monthly basis after service is rendered or in advance of services.

Individuals who do not qualify for financial assistance through participating partnering agencies must pay 50% in advance and the balance in monthly installments. All balances must be paid in full prior to program completion.

Other Special Assistance

Special Assistance and services are provided to individuals who are disabled and/or have other disabilities with barriers to employment:

- Over fifty years of experience working successfully with targeted populations.
- Staff experienced and knowledgeable about various disability groups, including rudimentary sign language.
- Network with other agencies that assist the disabled and disadvantaged populations.
- Access to information on adaptive devices and adaptations to workplaces for those with physical challenges.
- Pre-requisite classes intended to address issues faced by targeted populations. Goodwill programs initially determine needs, wants and develop an individual vocational plan to attain realistic vocational goals at each phase of the program. Programs will address modifying basic work habits, behaviors and attitudes; emphasize skills training placement, and follow-up. Other concerns addressed include problem-solving skills, communication skills, self-esteem, listening skills, self-confidence, self-discovery and self-image.
- Job placement and job retention assistance through post-employment case management.
- Substance abuse prevention and social service referrals are available to certain populations.

Work Experience-Based Employment Training

Work experience is intensive services under Workforce Innovation and Opportunity Act (WIOA). Work experience is a planned, structured learning experience that takes place in a workplace setting for a limited period of time. Work experience functions as a workplace-values activity for the acquiring of behavioral competencies and specific occupation or job skills.

It is a strategy for participants who have little or no work experience in situations where an employer can offer a meaningful experience.

Although an employer may also receive some benefit from work experience in the form of work being done or recruiting a potential new employee, the primary goal is to benefit the participant. The use of work experience is based on an assessment and service strategy identified in an Individual Employment Plan (IEP).

Work experience may be combined with classroom instruction relating to the work experience position, occupation, industry or basic skills and abilities to successfully compete in the local labor market. Work experience is an intermediate employment step toward the long-term goal of moving along a career path and may be conducted in the private for-profit, private non-profit and public sectors. A likely candidate for work experience is a participant who is appropriate for long term employment in a particular industry or occupation but does not have all of the skills or the experience to qualify for entry-level employment in the field.

Job Placement Services

Goodwill Technical College employs three (3) job placement specialists who will be available to assist clients with resume preparation and job interviewing skills.

Approximately two (2) months prior to completion, clients will work with Career Services/Retention Specialist to actively seek and interview for jobs related to their field of study. However, although job placement assistance is offered, we cannot guarantee employment.

Administration and Faculty

Administrative Staff

William Jessee, President – A proven leader with forty-one years successful experience providing fiscal management, operations leadership, strategic planning and customer relations. Brought back the organization (Goodwill Industries of Southeastern Louisiana, Inc.) from Hurricane Katrina. A proven track record of expanding the annual operating budget for the organization and the other non-profit organizations he led. Expanded annual operating budget for the total organization from \$9.5 million to over \$30 million. Annually manage \$4 million dollars in federal contracts related to services for people with disabilities and other disadvantaging conditions and another \$2 million in service contracts with federal and state agencies. Obtained 20 commercial contracts and started new warehousing business line. Overseas management of 23 stores with an annual income of approximately \$20 million dollars. Additional areas of expertise include: strategy, vision & mission planning, profitability & cost analysis, contract negotiations, finance, budgeting & cost management, public relations, policy & procedure development and team building & performance improvement.

Jodee E. Daroca, CPA, Vice President/Chief Financial Officer – Senior executive with proven expertise working for a non-profit. Key leader for change during the rebuilding of the New Orleans Goodwill following Hurricane Katrina (\$12.9M to \$31M revenue) Strong proponent of mission integration and community impact. Extensive experience collaborating with members of the Board of Directors to drive strategy and ensure proper governance. Adept at managing relationships with outside professionals in the areas of Accounting/Audit, Law, Insurance, and Banking. Proven track record of working with department heads to create operational changes. Strong communication skills utilized to build strong community relationships and internal consensus. Proven leader that can bring external partners and internal teams together to achieve strategic goals. Previously employed in manufacturing and banking, including experience in highly regulated industries during periods of intense change. Servant leader with ability to analyze each situation and devise creative workable solutions that energize her colleagues.

Kim Evans Rugon, PhD, Vice President of Workforce Development and Institutional Advancement/Chief Academic Officer – has over 35 years of experience in vocational and technical education and workforce development. She was a secondary business teacher, an accounting and business instructor at the community and technical College and is an adjunct College professor. She has over 15 years of school leadership serving as an Assistant Dean, a Campus Dean, Dean of Curriculum and Instruction, Vice Chancellor of Technical Education, Executive Dean and Vice President. She is responsible for workforce development programs at Goodwill Industries of Southeastern Louisiana and is credited for the creation of the Goodwill Training Center. In addition, she has secured over \$10 million dollars in grant funding for disadvantage and special populations. Dr. Rugon oversees all of Workforce Development in 3 parishes and is the Chief Academic Officer of the Goodwill Technical College.

Scottie LeBlanc, Director of Workforce Development – has over 25 years of leadership and management experience. He is a twenty-year Veteran of the United States Army. His roles in the Army included Airborne Communications Specialist, Career Counselor, Recruiting Center Commander, and Recruiting Company First Sergeant. Since his retirement from the Army in 2013, he has worked in the field of workforce development with roles including: Director of Business and Veteran Programs for the Louisiana Workforce Commission; Director of Apprenticeship for a multi-state Registered Apprenticeship Program; and his current role as the Director of Workforce Development. In his current role, he assists the Vice President of Workforce Development and Institutional Advancement/Chief Academic Officer in the oversight of multiple workforce development programs in three separate cities and is responsible for the oversight of accounts receivable and third-party billing for the Goodwill Technical College. He graduated from Louisiana State University with a Master of Science in Human Resources Education with a concentration in Workforce Development. He is currently pursuing a Ph.D. in Business Administration with a concentration in Leadership from Capella University. He has been successful in developing and maintaining program budgets; analyzing and improving service delivery strategies; and ensuring program compliance with applicable laws, regulations, and/or guidance.

Jerilyn Collins, Director of College Academics – is a native of New Orleans and has over 25 years of leadership and management experience. She has served in many industries including retail, telecommunications and post-secondary education. Her roles included Regional Trainer, Store Manager, Business Instructor, Student and Faculty Liaison, General Education and Business Department Chair. She graduated from the University of Phoenix with a Bachelor of Science degree in Business Management and Master of Business Administration. She also holds a Master of Science Management with a Concentration in Organizational Leadership from Colorado Technical University. She is currently pursuing a Doctor of Management in Organizational Leadership from the University of Phoenix. She has been successful in helping organizations enhance customer service awareness, implementing coaching and development strategies for faculty and staff continuous improvement and building and/retaining student relationships through strategic retention initiatives.

Tanya Ralph, College Counselor – has over 30 years of experience in the people business where she has worked in travel management, the beauty industry and the social and mental health profession. Tanya was employed by the State of Louisiana as a Social Service Analyst; she was a Forensic Interviewer for Children’s Hospital and a Family Counselor for Boys Town Louisiana. She is an alumna of Southern University of New Orleans where she earned a Master’s in Social Work and a Bachelor’s in Public Administration. She has a proven track record of empowering individuals to shift their mindset to reach their maximum potential.

Reneé Gill Pratt, Career Services/Retention Specialist – Has over 20 plus years in education within the New Orleans area. She earned her undergraduate degree from Dillard University in Elementary Education and a Master degree in Special Education from the University of New Orleans. She was a Compliance Facilitator with Orleans Parish Schools. She also was an Assistant Professor, Director of Admissions, Recruitment and Retention at Southern University of New Orleans. She is very active in her community where she has served in many leadership positions and is actively involved with many civic and community organizations.

Karen Francis, College Recruiter – has over 30 years in marketing and advertising. She is responsible engaging and enticing individuals to attend the technical college as well as form community and business partners. Most recently, Karen worked with various programs within Goodwill Industries providing services to children and young adults. She is very passionate about serving to transform the lives of others. Karen earned her undergraduate degree from Southern University at New Orleans in Business Administration where she also pledged Zeta Theta Chapter of Alpha Kappa Alpha Sorority, Inc. She is very active in the community serving on numerous boards in a leadership capacity.

Eva Morgan, School Administrative Assistant – has over 35 years of Administrative/Office Support experience. Eva completed the STRIVE program in July 2018 and was hired by Goodwill Industries of SELA shortly thereafter. Her background is in accounting and Finance. Her Customer Service skills and her passion for supporting people have awarded her the opportunity to assist in navigating those individuals who are seeking training and new job skills. She handles the collection of registration and tuition fees, along with various administrative tasks. She is responsible for students' admission documents and attendance reports. Eva oversees all the official student files and student recruiting. She is always available to help any way possible.

Faculty

Joy Alexander, Adjunct Instructor – Joy Alexander comes to us with over 35 years' experience preparing students to enter the workforce. With a bachelor's degree in Business Administration and a master's in Business Education plus contact with business managers, her area of expertise consists of all areas of the business arena from office clerk to entrepreneurship. In all areas she places an emphasis on operating efficiently through the use of technology.

Donielle Clayton, Adjunct Medical Coding and Billing – is a revenue integrity consultant with experience maintaining a multi-facility health system Chargemaster, conducting pricing analyses, medical coding, and hospital and clinic billing and follow-up. She earned a Bachelor of Science degree in Biology from Xavier University of Louisiana and Master of Public Health degree with a concentration in Environmental and Occupational Sciences from Louisiana State University Health Sciences Center School of Public Health. She is a certified professional coder with 3 years of experience teaching medical billing and coding courses.

James L. Conrad, Jr., Adjunct Business Instructor – A native of New Orleans, LA, he has close to 30 years of experience working for non-profit institutions and nearly twenty years of experience working in education. He is a graduate of Loyola University New Orleans with a Bachelor of Business Administration Degree in Marketing and Management. He attained his Master of Education Degree with a concentration in Curriculum and Instruction from the University of Holy Cross in New Orleans, LA. He has worked as a charter and private school teacher at the elementary and middle school levels and he tutored secondary students for College Track New Orleans. Mr. Conrad has higher education experience as an instructor at Delgado Community College, Northshore Technical Community College and Southern University at New Orleans. He has served as the Job Readiness Instructor/Coach at Goodwill Industries of Southeastern Louisiana, Inc. since October 2016.

Tanika Coston-Andrews, Adjunct Medical Coding and Billing – is an entrepreneur and a New Orleans native. She has been billing and coding for 15 years working for different companies around the New Orleans area. Her experience ranges from a billing department manager, classroom instructor and specific projects where she was the only coder on-site. She currently owns a billing company that does billing and coding for multiple businesses. Her specialties are Optometry and Mental Health.

Kervin Doyle, Adjunct Instructor – has been a practicing attorney for many years in Louisiana. He serves as the Chief Executive Officer of Kervin W. Doyle and Associates. He has served an instructor at Remington College, Southern University and Herzing University. He brings the practical experience of a diverse legal practice to the classroom. He knows from teaching that hands-on experience and repetition are important keys to the successful student. His facilitation of the classroom is very engaging and functional in helping Goodwill Technical College students develop their critical thinking skills.

Lisa Frazier, Adjunct Business Instructor – Lisa has been an Adjunct Instructor at Herzing University since April 2015, teaching various business courses, including Marketing, Introduction to Management and Project Management, Micro and Macro Economics. Lisa has over 28 years of experience in Asset Management and Training. She is currently the Collections Manager for the largest Credit Union in the River Parishes located in Laplace, LA. Lisa holds a Bachelor of Arts degree in Business Administration and a Master of Arts in Organizational Management degree from the University of Phoenix. Lisa enjoys meeting, mentoring and empowering students journeying through their academic paths in an effort to realize their full potential.

Shaleska Julian, Adjunct Hospitality START-Hospitality/Customer Services and Sales Instructor – A native of New Orleans. She graduated from the University of Louisiana at Lafayette with a Bachelor of Science Degree in Child and Family Studies. During College Shaleska worked as an Assistant manager in the Northgate Mall. She was recognized several times for her low numbers from the loss prevention department. After graduating, Shaleska worked as an elementary private school teacher for many years. She later decided to find a career in which she could help more children. She then worked as a learning advocate for the Children’s Defense Fund. During this time, she helped dozens of families with resources that aided them with medical insurance, mental illness, housing, parenting/life skills much more. She was later brought into the hospitality industry part-time with her mother. Shaleska became S.T.A.R.T. certified and now is a Guest Service Professional. Currently, Shaleska still works part-time for special events.

Pamela Kerby, Adjunct Medical Billing and Coding Instructor – A native of Lakeland, Florida attended Tulane University, University of New Orleans, and received her Undergraduate Degree from the University of New Orleans in Political Science. She earned her MBA from the University of Phoenix with a concentration in Health Care Management. She also earned a DRMS from Grenoble Ecole De Management in Grenoble, France. Pamela worked in health care for the past twenty-three years. Her years of teaching experience is in Medical Health Care Administration, finance, medical billing and coding, health record management, insurance and reimbursement, anatomy and physiology, and health care management.

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MAP/LOCATION

