

2023 Academic Catalog

Virtual Design & Construction Institute
100% Online

www.vdci.edu



Featured Student Capstone Project
Ria Martinson
CAD/BIM Certificate Program, 2022

Virtual Design & Construction Institute

ACADEMIC CATALOG



JANUARY 2023 – DECEMBER 2023

3904 GROTON STREET, SUITE 200

SAN DIEGO, CALIFORNIA, 92110

www.vdci.edu

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Accredited by the Accrediting Council for Continuing Education and Training

TABLE OF CONTENTS

Letter from the President & CEO.....	4	Assessment & Grading.....	50
Effective Dates of this Catalog	5	Satisfactory Academic Progress	51
Distribution of this Catalog.....	5	Failure to Meet SAP Standards	52
Mission & Objectives.....	5	Attendance Policy.....	53
VDCI History.....	5	Course Participation.....	54
Institutional Ownership	6	Leave of Absence.....	54
VDCI National Accreditation and ACCET	6	Student and Employer Satisfaction.....	55
VDCI Approval and BPPE.....	7	Completion and Placement.....	55
Business Operations and Facilities.....	7	Commitment to Non-Discrimination & Non- Harassment	57
ADMINISTRATION	8	Student Conduct & Alcohol and Substance Abuse Policy.....	58
FACULTY	8	Code of Conduct.....	59
VDCI ADVISORY BOARD	9	Academic Integrity.....	60
Admissions Process and Policy	9	Campus Safety.....	61
Transfer of Credit Policy	11	Student Services.....	61
Financial Aid.....	12	Hours of Operation.....	61
VA Funding.....	12	Library Resources	61
Student Finances - Tuition and Fees (U.S. Dollars)	12	Career Services	62
Scholarships	15	Academic Policies and Services.....	62
Internship/Externship.....	16	Cancellation and Refund Policy	62
Instructor Student Ratio	16	Collections.....	65
Academic Calendar	17	Student Software	65
Program Descriptions	19	Computer Hardware Requirements.....	66
Individual Course Descriptions.....	43	Cybersecurity Policy.....	66
Access to Student Records	50	Federal Education Rights and Privacy Act (FERPA)	66
Academic Freedom.....	50	Data protection policy	67
Change of Personal Information.....	50	Privacy Policy	67
Copyright and Software Licensure	50		

LETTER FROM THE PRESIDENT & CEO

Dear Students,

Welcome to the Virtual Design and Construction Institute! As the president of this esteemed institution, I am thrilled to be a part of your educational journey and to offer you a wide range of programs and courses that will set you on the path to success.

At the Virtual Design & Construction Institute, we have been offering career education since 1997 and have been nationally accredited since 2016. We believe in the transformative power of hands-on learning and the value of practical skills. Our programs specialize in Autodesk AutoCAD, Revit, Civil 3D, Adobe Photoshop, Illustrator, and InDesign, and are designed to equip you with the knowledge and experience you need to excel in your chosen field and make a meaningful impact in the world.

As you explore the catalog, I encourage you to dream big and to seize every opportunity that comes your way. Our dedicated faculty and staff are here to support you every step of the way, and we are committed to helping you achieve your goals and realize your full potential.

Thank you for choosing the Virtual Design and Construction Institute for your vocational education. I have no doubt that you will go on to achieve great things, and I look forward to celebrating your many successes.

Sincerely,

David Sellers



President & CEO, Virtual Design and Construction
Institute



David Sellers, AIA, MBA

EFFECTIVE DATES OF THIS CATALOG

January 01, 2023, to December 31, 2023. The VDCI Catalog is published annually and is released on January 01 of each calendar year.

DISTRIBUTION OF THIS CATALOG

The VDCI School Catalog is provided to prospective students or to the public in the following locations on the VDCI website:

1. under the main menu RESOURCES pull-down.
2. in the OVERVIEW section of each Technology Certificate listed under ACADEMIC PROGRAMS on the website.
3. in the BPPE section on the CREDENTIALS page.

MISSION & OBJECTIVES

VDCI Mission Statement

Providing Career Education for the Advancement and Employment of A/E/C Professionals

Background Behind the VDCI Mission Statement

Founded in 1997, the mission of Virtual Design & Construction Institute is firmly rooted in our desire to offer quality career education to students and working professionals by providing hands on practical applications in the Computer-Aided Design (CAD), Building Information Modeling (BIM), Digital Arts Classes (DAC) and other Virtual Design & Construction (VDC) software programs taught by our practicing professionals.

The Virtual Design & Construction Institute (VDCI) is a nationally accredited Postsecondary Vocational Institution which provides students with an up-to-date curriculum which is intellectually challenging, practical, and appropriate for the professional and trades environments.

Part of our mission is to convey to students the importance of career education. We endeavor to sustain our course offerings by developing an operational environment that is professionally managed, competently supervised, continually evaluated, and appropriately modified thereby providing course curriculum material that is current. Virtual Design & Construction Institute provides online AutoCAD, Revit, Civil 3D, Photoshop, Illustrator, InDesign, SketchUp, Blueprint Reading & Estimating, and other AEC Industry-targeted software training.

In all programs and services, the Virtual Design & Construction Institute respects the value of diversity among our students, faculty, and our support staff. Therefore, we encourage the participation of a diverse population of students from all nationalities, races, and walks of life.

VDCI HISTORY

The Virtual Design & Construction Institute (VDCI) was founded in 1997 in San Diego, California by Al Whitley. Mr. Whitley was an award-winning, licensed California architect

and one of the first people in North America to use the Autodesk software program, AutoCAD. Mr. Whitley developed the VDCI curriculum to help his colleagues (architects, engineers, interior designers, and contractors) learn how to effectively use AutoCAD in their professional practices. In 2001, VDCI incorporated the onsite student population of the courses taught by Mr. Whitley for the University of California, San Diego into the VDCI onsite program.

In 2004, VDCI expanded its curriculum to include courses in Building Information Modeling (BIM). In 2006, VDCI was approved by the State of California Bureau for Private Postsecondary Education to train students to participate in programs offered by the California Employment Development Department. In 2008, VDCI was approved by the American Institute of Architects as a Continuing Education Provider.

In 2009, VDCI was approved by Autodesk to be a premier-level Autodesk Authorized Training Center. That approval by Autodesk provided VDCI the opportunity to expand their training programs to include additional courses in CAD, BIM, Visualization, Animation and Digital Prototyping.

In 2010, VDCI was approved by the California Bureau for Private Postsecondary Education to provide technology certificates and training bundles in CAD, BIM and other VDC technologies. This approval has allowed VDCI to become an active in training people throughout the United States who are participating with the U.S. Government Workforce Investment Act Program.

In 2011, VDCI was one of the first Autodesk Authorized Training Centers approved to provide online training programs. The rigorous standards required by Autodesk for online training programs ensures that the VDCI online training program maintain the highest standards for quality in online technology software training. In 2012, our Founder, Al Whitley, was asked to sit on the Autodesk Training Center Leadership Council, representing the North American Southwest on the Council. Throughout Mr. Whitley's active participation in the Leadership Council, VDCI remained at the forefront of helping to direct Autodesk Training at the international level.

Following the passing of Mr. Whitley in late 2020, David Sellers was appointed President & CEO. Mr. Sellers is a Licensed Architect in California and has a history of teaching CAD/BIM software, developing architectural and mechanical professional projects, and creating curriculum for schools including VDCI.

As VDCI continues to develop and improve the quality of our curriculum, we will continue to be actively involved with Autodesk and the State of California Department of Education to ensure that our students are best prepared to effectively use CAD, BIM and VDC technologies in their professional practices.

INSTITUTIONAL OWNERSHIP

The Virtual Design & Construction Institute (VDCI) is a California S-Corporation jointly owned by David Sellers and J Theodore Struck, who also are the members of the Governing Board.

VDCI has never had a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years and has never had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Court.

VDCI NATIONAL ACCREDITATION AND ACCET

Virtual Design & Construction Institute is a private institution and is nationally accredited by the Accrediting Council for Continuing Education and Training (ACCET).

ACCET was founded in 1974 to improve continuing education and training and has been officially recognized by the U.S. Department of Education since 1978 as a “reliable authority” as to the quality of education and training provided by the institutions they accredit.

The Accrediting Council for Continuing Education and Training (ACCET) is a voluntary group of educational organizations affiliated for the purpose of improving continuing education and training. Through its support of an independent Accrediting Commission, the ACCET membership promulgates and sustains the Standards for Accreditation along with policies and procedures that measure and ensure educational standards of quality. ACCET is recognized for this purpose by the U.S. Secretary of Education and, accordingly, is listed by the U.S. Department of Education as a nationally recognized accrediting agency.

The essential purpose of the accreditation process is to provide a professional judgment as to the quality of the educational institution and program(s) offered, and to encourage continual improvement thereof. Accreditation is the process by which the ACCET Accrediting Commission grants public recognition to an educational institution which has voluntarily submitted to an evaluative comparison with established qualifications and standards, both upon initial application and periodically thereafter. ACCET’s function is focused upon educational quality, the continuous assessment and improvement of educational practices, and assistance to member institutions in the improvement of these practices within their programs. The four major components of this on-going process are:

1. the development and implementation of institutional and program goals and objectives that focus upon a continuing education mission
2. a comprehensive, analytic self-evaluation review and report by the institution
3. an on-site professional peer review to evaluate the adequacy and accuracy of the self-evaluation

4. an independent review and decision by the Accrediting Commission as an assessment of the institution’s commitment to and compliance with ACCET standards, policies, and procedures U.S. Department of Education Recognized Agency

ACCET has been officially recognized by the U.S. Department of Education since 1978. As such, the agency is listed as “a reliable authority as to the quality of education or training provided by institutions of higher education and the programs they accredit.”

Notice to Students – VDCI/ACCET Complaint Procedure

This institution is dedicated to fair dealing and professional conduct. Should any student have a complaint, the student is asked to discuss the matter directly with an instructor or administrator. That instructor or administrator will engage in an informal process endeavoring to settle the dispute in good faith. That informal process will involve three steps:

1. an effort to define the problem,
2. an effort to identify acceptable options for resolution, and
3. an attempt to resolve the conflict through the application of one or more of those options for resolution.

The student may thereafter choose to file a written complaint directly with the institution's Student Services Manager or Academic Manager who will work to resolve the matter. The complaint form is available both onsite and digitally (via email). The Student Services Manager and Academic Manager are the individuals designated to resolve student complaints. These individuals will investigate all formal (written) complaints, endeavor to resolve all such complaints, and record an entry into the institution's official log. The formal process will involve:

1. The student's submission of a written description of the specific allegations and the desired remedy, accompanied by any available documentary items. The filing deadline is 60 days after the beginning date of the term following that in which the dispute(s) occurred or are alleged to have occurred.
2. The student may terminate the formal process should, in the interim, the informal process produces a satisfactory resolution.
3. The Student Services Manager or Academic Manager will notify all parties involved of the receipt and nature of the grievance. If a policy is being grieved, the administrator responsible for the policy will be notified.
4. A timeline for resolution will be delivered to the complainant.
5. Interested parties will communicate with the Academic Manager or Student Services Manager in order to make recommendations to resolve the grievance.
6. The party responsible for implementing the selected method of resolution will be notified and the complainant will be informed of the decision reached.

VDCI will put forth a best effort to resolve the complaint. Once a complaint has been considered resolved, the complaint form is completed, and a date is documented to determine how long resolution took. The person(s) who began the complaint process will be provided a copy of the completed complaint form with an explanation by the CEO, which will also include actions or steps taken to resolve the current complaint and any steps taken to ensure other students do not make the same complaint.

Filing Unresolved Complaints with ACCET and/or BPPE

It is the mutual goal of ACCET and the institution to ensure that educational training programs of quality are provided. When problems arise, students should make every attempt to find a fair and reasonable solution through the institution's internal complaint procedure, which is required of ACCET accredited institutions and frequently requires the submission of a written complaint. Refer to the institution's written complaint procedure which is published in the institution's catalog or otherwise available from the institution, upon request.

NOTE: ACCET will process complaints which involve ACCET standards and policies and, therefore, are within the scope of the accrediting agency.

If a student has exercised the institution's formal student complaint procedure, and the problem(s) have not been resolved, the student has the right and is encouraged to take the following steps:

1. Complaints should be submitted in writing and mailed or emailed to the ACCET office. Complaints received by phone will be documented, but the complainant will be requested to submit the complaint in writing.
2. The letter of complaint must contain the following:
 - a) Name and location of the ACCET institution;
 - b) A detailed description of the alleged problem(s);
 - c) The approximate date(s) that the problem(s) occurred;
 - d) The names and titles/positions of all individual(s) involved in the problem(s), including faculty, staff, and/or other students;
 - e) What was previously done to resolve the complaint, along with evidence demonstrating that the institution's complaint procedure was followed prior to contacting ACCET;
 - f) The name, email address, telephone number, and mailing address of the complainant. If the complainant specifically requests that anonymity be maintained, ACCET will not reveal his or her name to the institution involved; and
 - g) The status of the complainant with the institution (e.g. current student, former student, etc.).
3. In addition to the letter of complaint, copies of any relevant supporting documentation should be forwarded to ACCET (e.g. student's enrollment agreement, syllabus or course outline, correspondence between the student and the institution).
4. SEND TO:
ACCET

CHAIR, COMPLAINT REVIEW COMMITTEE
1722 N Street, NW
Washington, DC 20036
Telephone: (202) 955-1113
Fax: (202) 955-1118 or (202) 955-5306
Email: complaints@accet.org
Website: www.accet.org

NOTE: Complainants will receive an acknowledgement of receipt within 15 days.

A student, or any member of the public may also file a complaint about this institution with the Bureau for Private Postsecondary Education by calling toll free (888) 370-7589 or (916) 431-6959 by completing a complaint form, which can be obtained on the bureau's web site www.bppe.ca.gov.

VDCI APPROVAL AND BPPE

Virtual Design & Construction Institute is a private institution and is approved to operate by the Bureau for Private Postsecondary Education. (BPPE). Approval to operate means compliance with state standards as set forth in Section §94897 of the California Education Code. With BPPE having granted VDCI approval to operate, VDCI is allowed to indicate that it is "licensed" and/or "licensed to operate" by BPPE. VDCI, as an institution is not allowed to state or imply either of the following:

1. The institution or its educational programs are endorsed or recommended by the state or by the bureau, or:
2. the approval to operate indicates that the institution exceeds minimum state standards as set forth in this chapter.

Questions

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at (Physical Address): 1747 North Market, Suite 225, Sacramento, CA 95834, (Mailing Address): P.O. Box 980818, West Sacramento, CA 95798-0818, www.bppe.ca.gov, (916) 574-8900 or toll free (888) 370-7589 or Fax (916) 263-1897

Students are required to review, sign, and acknowledge the School Performance Fact Sheet and the Catalog prior to signing an enrollment agreement.

BUSINESS OPERATIONS AND FACILITIES

School Location and Facilities
Virtual Design & Construction Institute
3904 Groton Street, Suite 200
San Diego, California 92110

Phone: 619-758-9300
Website: www.vdci.edu
VDCI Learning Hub: learn.vdci.edu

The Virtual Design & Construction Institute (VDCI) school

campus is located approximately one mile from the Pacific Ocean, in the Point Loma area of San Diego. The school's main building has been completely remodeled and is approximately 40 years of age. The renovated facility fully complies with all current building codes and with all ADA code requirements. The school building accommodates a state-of-the-art technology lab accommodating up to 16 students and the school's administrative offices.

Historic onsite courses were held at our main campus location, 3904 Groton Street, San Diego. VDCI does not have any branches or auxiliary classrooms. All online students work on their own systems, using the VDCI learning management system. It is imperative that our online students have broadband internet access to ensure that they can successfully interface with the online instructional processes.

All students work closely with their instructors in the online Learning Management System, the VDCI Learning Hub. The contents of the VDCI Learning Hub are managed and developed in our San Diego facility.

For our onsite environment, all our computers and equipment are constantly monitored and updated to be

current with current technology requirements. On an annual basis, the CEO and I.T. Specialist evaluate and recommend changes to improve the system(s) to be current with updated hardware technology and system needs

ADMINISTRATION	
David Sellers	Chief Executive Officer Academic Manager Curriculum Manager
J. Theodore Struck	Chief Financial Officer
Ashley Woodward	Administrative Manager Marketing Manager
Franklin Ebalida	Compliance Manager Academic Coordinator
Derek Cutsinger	Curriculum Coordinator
Gina Robertson	Student Services Manager Program Coordinator
Daria Ghasemi	Student Services Coordinator
Kimberly Savo	Admissions Coordinator
John Menvielle	IT Specialist Multimedia Specialist

FACULTY		
Derek Hueffmeier	Blueprint Reading Revit	M.Arch., Kansas State University 7 years' experience as Architectural Project Manager Autodesk Certified Professional Revit Autodesk Certified Instructor (ACI)
Michael Kinnear, PE	Civil 3D	BS Civil Engineering, University of California, Davis Registered PE, State of California 8 years' experience as Civil Engineering Project Manager Autodesk Certified Professional Civil 3D Autodesk Certified Instructor (ACI)
John O'Malley, AIA	AutoCAD	BA History, University of Massachusetts, Dartmouth Licensed Architect, CA 10+ years' experience as Architectural CAD and BIM Project Lead Autodesk Certified Professional AutoCAD Autodesk Certified Instructor (ACI)
David Sellers, AIA, MBA	SketchUp AutoCAD Fusion 360 Construction Fundamentals	B. Arch, Penn State University Licensed Architect, CA 5 years' experience as Architectural Project Manager Autodesk Certified Professional AutoCAD and Fusion 360 Autodesk Certified Instructor
Mike Wilson, RA	Revit	B. Arch, New School of Architecture San Diego. Licensed Architect, CA 10+ years' experience as Architectural Project Manager Autodesk Certified Professional Revit Autodesk Certified Instructor (ACI)
Ed Wenz	Estimating	40+ years' experience Professional Estimating and Consulting
Chris Tiffany, PLA, ISA, SITES AP	Blueprint Reading AutoCAD	MLA & ED California State Polytechnic University - Pomona Licensed Landscape Architect, CA 10+ years' experience Landscape Architect Autodesk Certified Professional AutoCAD

FACULTY		
		Autodesk Certified Instructor (ACI)
Matthew Fons	Photoshop Illustrator InDesign	5 years' experience in Digital Marketing. Adobe Photoshop Certified Associate (ACA)
Katie Cortis	Revit MEP	BS Architectural Engineering, Kansas State University 7 years' experience as Mechanical Designer
John C. Menvielle	Navisworks	Autodesk Certified Instructor
Derek Cutsinger	Revit MEP	Fire Sprinkler Engineering Drafter

VDCI ADVISORY BOARD		
David Sellers, AIA, MBA	CEO	Specializes in Pedagogical Approach and Business Management
Mike Wilson, RA	Architect	Specializes in Biotech Project Management
George Smith, MA	Education Consultant	Specializes in Educational Administration and Policy

ADMISSIONS PROCESS AND POLICY

Registration Form

If a student is interested in a technology certificate program, our website directs them to call or email Student Services at learn@vdc.edu. If after an initial correspondence the student determines, they would like to apply, the Student Services team will send them a registration form to gather information on the student's previous experience and training needs.

Interview & Proof of Education

Once the registration form is complete, Student Services will set up a video or phone interview to review the student's information and go over the details and requirements of the program. Along with technical competency and the desire to gain employment in the field post-program completion, the below requirements must be met to move forward:

- **Minimum Education:** The VDCI enrollment policy requires all vocational students to have a minimum education of a high school diploma or GED equivalent. For international students, a high school diploma or equivalent from their country is needed to satisfy minimum education requirements. Any student who completes the process without providing documentation of education requirements will not be considered admitted or enrolled.
- **Minimum Age:** VDCI enrollment policy requires students to be eighteen (18) years of age or older.

Additional admissions documentation required for students using their military education benefits are:

1. **Veterans:** Military transcript (JST), DD214, and Certificate of Eligibility (COE)
2. **Active duty:** Military transcript (JST) and Certificate of Eligibility (COE)

Registration Fee

If the student meets the requirements for the program, the Student Services member will collect the student's proof of education and the non-refundable registration fee. The registration fee is \$150.00 and is not included in the total cost for the Technology Certificate(s). The registration fee covers the cost of processing the application and any payment plans (if applicable) and the administrative costs associated with enrollment.

Enrollment Forms

Once the non-refundable registration fee and proof of education, the student will be sent the Enrollment Agreement to review and sign. In the Enrollment Agreement, the student reviews and acknowledges VDCI's Student Performance Fact Sheet, the School Catalog and other specific topics which are required by the Bureau for Private Postsecondary Education (BPPE), the Accrediting Council for Continuing Education and Training (ACCET) and VDCI. After the student completes the enrollment document, it will be sent to the Student Services Manager to review and sign.

As a prospective student, you are encouraged to review this catalog before signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you before signing an enrollment agreement.

Payment Agreement

Once the Student Services Manager signs the enrollment agreement, Student Services will send the student a link for payment. If the student is paying in full, there is no Payment Agreement form needed and the student can purchase the certificate program. If the student's enrollment is being funded through a state or federal agency or third party via check, the student is not required to complete a purchase process. If the student is signing up for a monthly payment plan, the student

will complete the Payment Agreement form. For students paying with installments, the minimum dollar amount specified in the payment agreement form must be met before the student will be considered admitted, enrolled, and scheduled for their first class.

If the student enrollment is being paid through a third-party (a) that information must be provided to VDCI in the Enrollment Agreement and (b) copies of all paperwork between the student and the third-party payer will be retained in the student's folder.

For students having part or all their tuition paid for by a state or federal agency, VDCI will adhere to the payment payback policy for each individual state or federal agency. Within one month of the official start date for that student the Student Services Manager will complete an invoice for the student and will send the invoice to the counselor or person in charge of helping the student find training.

A prospective student must pay a registration fee in the Learning Management System to register for an avocational program. Once the registration fee is paid, the student will receive an enrollment agreement for their avocational program. When a student signs the enrollment agreement, they will be given access to enroll themselves into their first course in the program.

Disability Accommodations in Academic Programs
VDCI is committed to providing reasonable accommodations for all persons with disabilities. Accommodations are provided on an individualized, as-needed basis, determined through appropriate documentation of need. VDCI does not exclude students with a disability from participation in the programs offered, solely by reason of the disability. All students must meet the admissions requirements and have the ability to work in the field, based on the job duties for which the student is trained. A student is eligible for consideration for accommodations if the student has a documented disability and the Management Team has consulted with the student and determined that the functional limitations of the disability require such accommodation(s).

Procedure for Obtaining Accommodations
Prospective students or current students with disabilities that wish to request disability accommodations must make a request to the Student Services Manager or Academic Manager. These students should provide documentation of a diagnosed disability which requires accommodations, along with adequate information on the functional impact of the disability.

Students with disabilities that wish to request disability accommodations may do so through the following methods:

1. Providing Copies of any IEPs and Section 504 or other individualized plans.

2. Signed and dated certification that is on letterhead from an appropriately licensed health care provider, which
 - (a) describes any physical or mental impairment that substantially limits a major life activity;
 - (b) identifies the major life activity or activities impacted;
 - (c) describes how the impairment affects the student's ability to participate in VDCI's courses, programs, or activities; and
 - (d) specifically describes any accommodation or modification recommended and the relationship between the requested modification and the impairment.

Students bear the cost of obtaining this documentation. Some students may not need documentation if the disability is permanent, observable, and stable. Documentation provided must be current, generally, less than three years old.

Decision and Implementation

VDCI will provide a decision to students within ten (10) days of receiving the request. Individuals disagreeing with the decision(s) of the institution may file an appeal with the Student Services Manager, Academic Manager, or CEO. This written appeal should clearly outline:

1. The grounds for the appeal
2. A clear description of the accommodations the student wishes to receive and an explanation of the relationship between the requested accommodations and the impairment.

Accommodations are not retroactive and are effective upon the student sharing approved accommodations with the instructor (or requesting that the Management Team share the approved accommodations with the instructor).

Ideally, requests for accommodations should be submitted 10 days prior to the start date of the course for which accommodations are requested, or 10 days prior to the student's start date with VDCI. This will allow VDCI to ensure that approved accommodations are provided in a timely manner.

Student's Right to Confidentiality

Any communication regarding disabilities or requested accommodations are strictly confidential. This information will not be shared with internal departments or faculty who are not actively involved with the process, nor will this information be shared with outside parties (unless specifically requested by the student). VDCI is aware that some prospective students with disabilities may choose to disclose their disabilities during the application process (for example, to help VDCI understand adverse information in their educational records.) Such disclosure is entirely voluntary and optional. VDCI will not use any information provided in a discriminatory manner.

Any individual who believes they have been discriminated against based on disability is encouraged to immediately contact the Student Services Manager or Academic Manager. Complaints generally should be filed within sixty (60) days of the date of the alleged discrimination. If there is a conflict of interest with these faculty members, the CEO will assume all duties assigned under this procedure.

Enrolling I-20 Foreign Students

At this time, VDCI does not enroll I-20 Foreign Students.

Recruitment – Advertising

VDCI does not guarantee a job, certification, or anything similar to students during or after completing their Program.

Promotional material does not state any claims regarding certification, licensing, or job prospects.

VDCI does not use outside recruiters, lead generation, and cold calling. VDCI does not solicit to students.

Students are only contacted after their having initiated contact with the Institute or filling out the “Contact Us” form located on www.vdci.edu.

Additional Admission Requirements

All admissions requirements are addressed in this section. There are not any additional requirements such as immunizations, medical physical exams, background checks, and/or drug tests, etc.

Nondiscrimination Policy

VDCI is committed to providing an education conducive to the personal and professional development of each individual and is committed to maintaining an academic environment free of discrimination and harassment. VDCI does not discriminate based on race, color, religion, national origin, sex, age, disability, veteran status, sexual orientation, political affiliation (and any other legally protected classes in the relevant jurisdiction) that complies with Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and applicable state and local laws.

For more information, please see “Commitment to Non-Discrimination and Non-Harassment”.

TRANSFER OF CREDIT POLICY

The transferability of clock hour credits earned at VDCI to another college, university or school is determined solely by the receiving institution. Acceptance of the clock hour credits earned while in a VDCI certificate program is also determined solely by the receiving institution to which a student may seek to transfer. If the clock hour credits that are earned at VDCI are not accepted at the institution to which a student seeks to transfer, they may be required to repeat some or all their coursework at that institution.

Students should discuss how their individual courses will transfer with the registrar's office and the receiving institution before they enroll.

For this reason, the student should make certain that their attendance at this institution will meet their educational goals. This may include contacting an institution to which they may seek to transfer after attending VDCI to determine if their certificate(s) will transfer.

VDCI serves the best interests of the student with the facilitation of transfer of prior credits earned. All prospective students have the ability to submit an application to transfer credit. The transfer of credit is assessed by the quality of credits earned relative to the courses offered at our institution, the student's performance in the transferred courses, and the institution at which the credits were earned. The transfer of credit application and accompanying documents submitted will be assessed and approved by the Academic, Curriculum, and Student Services Manager.

Veterans applying for entrance to VDCI will have their prior coursework evaluated according to federal requirements. Veteran transfer of credit policies will adhere to the same parameters detailed in the procedures listed below.

At a maximum, a student may transfer up to 75% of their previous courses into a Technology Certificate Program. Internal and external transfer students must have completed their coursework within the past two calendar years from the date submitting their transfer of credit application.

VDCI does not have articulation agreements with any institutions of higher education. VDCI has the right to deny credit for courses that are not compatible with those offered in Programs.

The transfer of credit application must contain the following:

- Student's Name
- Course Title
- Date of Completion
- Institution or Employer Name
- Website Link
- Explanation of coursework
- Syllabi
- Institution Catalog
- Proof of Completion/Transcript (must show the course title, percent of course completed, numeric and letter grade for the course)

The transfer of credit application must be received by the Student Services Team at least 30 days prior to the first day of their first course cycle.

When receiving credit for transfer, students may have potential ramifications for financial aid. When a student submits a transfer of credit application, the following must be evaluated:

Assessment

The institution the student is requesting transfer credit from must be approved by the Academic Manager. VDCI accepts credit earned from institutions that are accredited by an agency recognized by either the U.S. Department of Education or the Council for Higher Education Accreditation. Additionally, VDCI may accept credit earned from institutions that align and are consistent with established recognized industry training standards. The Academic Manager will verify the following supporting documents: transcript or proof of completion, institution catalog, and course syllabi. The student must have earned an "C"/2.0 or greater in the course to be considered for transfer.

The types of courses that will be considered outside of an institutional setting include those offered by the military, the workplace, through apprenticeship and/or training programs, or other such programs recognized by the American Council on Education's (ACE) Center for Adult Learning and Education Credentials programs, Autodesk Authorized Training Center (ATC), Autodesk Authorized Learning Partner (ALP), Adobe Authorized Training Center (ATC), SketchUp Certified Trainer, or programs delivered directly by American General Contractors (AGC) of America.

VDCI does not accept credit for examinations such as the ACT Proficiency Examination Program (PEP), the Regents' College Examinations, the College Board's Advanced Placement (AP) program and College-level Examination Program (CLEP), the Defense Activity for Non-Traditional Educational Support (DANTES) Subject Standardized Testing (DSST), widely accepted industry certification, or institution-developed tests.

Evaluation

The student's coursework must be approved by the Curriculum Manager. The student must provide a complete description of the course that includes:

- Contact hours for the course
- Lab/lecture hours for the course
- Learning objectives
- Technical skills covered
- DWG or RVT files from the project course deliverables

The Curriculum Manager will evaluate the quality of student work in relation to the Academic Manager's assessment of the institution.

Granting

The Student Services Manager must review the approval of the transfer of credit application from the Academic and Curriculum Manager. The Student Services Manager will produce a tuition adjustment document following the criteria listed in the Tuition Adjustment & Fees delineated below.

Tuition Adjustment & Fees

- Per clock hour transferred in, tuition will be reduced by \$15 per clock hour.

- For Assessment, VDCI will charge a \$5 fee per reviewed clock hour.
- For Evaluation, VDCI will charge a \$8 fee per reviewed clock hour.
- For Granting, VDCI will charge a \$2 fee per approved clock hour.

VDCI may waive these fees at their discretion but have no responsibility to do so under any circumstances.

UCSD Extension courses taught by VDCI associated professionals do not require assessment. VDCI internal transfers do not require assessment or evaluation.

Students requesting transfer credit to other institutions will be provided guidance and counseling, and will be provided an official transcript, syllabi, or course outlines upon request. The transferability of clock hour credits earned at VDCI to another college, university, or school is determined solely by the receiving institution.

FINANCIAL AID

The school does not provide either State or Federal financial aid. If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund, and that, if the student has received federal student financial aid funds, the student is entitled to a refund of the money's not paid from federal student financial aid program funds. VDCI offers interest-free payment plans. The cost of the training program will be satisfied in full prior to the completion of any Technology Certificates.

VA FUNDING

This catalog will be updated to reflect any programs that gain or lose approval for VA Educational Benefits. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Website at <http://www.benefits.va.gov/gibill>.

STUDENT FINANCES - TUITION AND FEES (U.S. DOLLARS)

All fees are subject to change from time to time, without notice. Courses at VDCI can be taken as Professional Technology Certificates or as individual courses.

Period of Financial Obligation

All VDCI programs last less than one year. The Period of Financial Obligation for any program will not exceed 12 calendar months from the start of the program. Payment Plans do not represent separate Periods of Financial Obligations, but rather an opportunity for students to realize smaller monthly payments for a program.

Payment Plans

VDCI has two options available for tuition – payment in full and/or payment plans. The payment plans are interest free. With the payment plans, the costs of the Technology Certificate Program extend through the duration of the program. There are equal monthly payments, charged to a credit card with no interest charges. The payment plans and payment schedule are based on the student taking one course at a time in a sequence. If the student requires a more accelerated schedule, they should contact the VDCI Registrar at registrar@vdc.edu or call 619-758-9300.

The specific payment plan amounts, and schedules are detailed on the VDCI website.

STRF Payments

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition. You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

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

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

1. The institution, a location of the institution, or an educational program offered by the institution was closed

or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.

2. You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120-day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

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

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

Program Tuition & Fees

Vocational Programs

CAD/BIM CERTIFICATE PROGRAM	
Base Tuition	\$7,000.00
Registration Fee*	\$150.00
Total Required	\$7,150.00
STRF Assessment**†	\$17.50
Total Required†	\$7,167.50

*Non-Refundable Fees †California Residents Only

CAD CERTIFICATE PROGRAM	
Base Tuition	\$4,900.00
Registration Fee*	\$150.00
Total Required	\$5,050.00
STRF Assessment**†	\$12.50
Total Required†	\$5,062.50

*Non-Refundable Fees †California Residents Only

BIM CERTIFICATE PROGRAM	
Base Tuition	\$4,900.00
Registration Fee*	\$150.00
Total Required	\$5,050.00
STRF Assessment**†	\$12.50
Total Required†	\$5,062.50

*Non-Refundable Fees †California Residents Only

CIVIL 3D CERTIFICATE PROGRAM	
Base Tuition	\$4,725.00
Registration Fee*	\$150.00
Total Required	\$4,875.00
STRF Assessment**†	\$12.50
Total Required†	\$4,887.50

*Non-Refundable Fees †California Residents Only

DAC CERTIFICATE PROGRAM	
Base Tuition	\$5,250.00
Registration Fee*	\$150.00
Total Required	\$5,400.00
STRF Assessment**†	\$12.50
Total Required†	\$5,412.50

*Non-Refundable Fees †California Residents Only

Avocational Programs

AUTOCAD FUNDAMENTALS	
Base Tuition	\$1,050.00
Registration Fee*	\$150.00
Total Required	\$1,200.00
STRF Assessment**†	\$2.50
Total Required†	\$1,202.50

*Non-Refundable Fees †California Residents Only

REVIT FUNDAMENTALS	
Base Tuition	\$1,050.00
Registration Fee*	\$150.00
Total Required	\$1,200.00
STRF Assessment**†	\$2.50
Total Required†	\$1,202.50

*Non-Refundable Fees †California Residents Only

CIVIL 3D PREVIOUS EXPERIENCE	
Base Tuition	\$2,625.00
Registration Fee*	\$150.00
Total Required	\$2,775.00
STRF Assessment**†	\$7.50
Total Required†	\$2,782.00

*Non-Refundable Fees †California Residents Only

CIVIL 3D PROFESSIONAL	
Base Tuition	\$2,625.00
Registration Fee*	\$150.00
Total Required	\$2,775.00
STRF Assessment**†	\$7.50
Total Required†	\$2,782.00

*Non-Refundable Fees †California Residents Only

AUTOCAD PROFESSIONAL	
Base Tuition	\$2,450.00
Registration Fee*	\$150.00
Total Required	\$2,600.00
STRF Assessment**†	\$5.00
Total Required†	\$2,605.00

*Non-Refundable Fees †California Residents Only

REVIT ARCHITECTURE PROFESSIONAL

Base Tuition	\$2,450.00
Registration Fee*	\$150.00
Total Required	\$2,600.00
STRF Assessment*†	\$5.00
Total Required†	\$2,605.00

*Non-Refundable Fees †California Residents Only

REVIT MEP PROFESSIONAL

Base Tuition	\$2,450.00
Registration Fee*	\$150.00
Total Required	\$2,600.00
STRF Assessment*†	\$5.00
Total Required†	\$2,605.00

*Non-Refundable Fees †California Residents Only

REVIT STRUCTURE PROFESSIONAL

Base Tuition	\$2,450.00
Registration Fee*	\$150.00
Total Required	\$2,600.00
STRF Assessment*†	\$5.00
Total Required†	\$2,605.00

*Non-Refundable Fees †California Residents Only

NOTE: The total charges for each program listed above are for students completing the programs on-time. Additional charges may be incurred if the program is not completed on-time.

The total charges for a period of attendance and the total charges for the entire educational program are the same. VDCI accepts payment via credit card, check, money order or cash. Please do not mail cash. Cash is only accepted in person from the student or their agent in our San Diego, California office.

State of California, Bureau for Private Post-secondary Education Student Tuition Recovery Fund (STRF) Assessment is \$2.50 per \$1000.00 of institutional charges and is non-refundable.

NOTE: No grades or documents will be released if there is an outstanding balance. The institution may refuse any type of service to students who have an outstanding balance. The institution may also refuse re-admission to a student who has left the institution with an outstanding balance. All fees are subject to change.

SCHOLARSHIPS

The Al Whitley Memorial Scholarship Fund ("the Fund") has established the following policy and procedures pursuant to which grants will be awarded from the Fund, including where donor/advisors have any advisory privileges or

participation in the selection of scholarship recipients. The following policy and procedures shall be interpreted to ensure the Fund's compliance with all applicable requirements of the Internal Revenue Code, including Section 4966, accompanying Treasury Regulations and guidance from the Internal Revenue Service, and these procedures may be amended from time to time.

The Fund holds and administers funds (the "Funds") that provide scholarships for individuals and current students. These scholarships enable the recipients to complete a technical certification in the field of their choice at Virtual Design & Construction Institute ("VDCI"). Such scholarships may cover the cost of tuition and related expenses. Currently, the Fund does not disburse scholarships directly to individuals.

The Board of Trustees is responsible for approving the establishment of scholarship funds, general selection criteria used to determine award recipients, scholarship designees, and disbursement of scholarship awards. No other governing body or external committee has control over scholarship funds or the award recipient selection process. They will annually appoint all members of the Scholarship Committee charged with the evaluation of candidates for scholarships covered by this policy.

A donor or related party may serve on the Scholarship Committee, but they may not control the Scholarship Committee. This means that no combination of donors, persons designated by donors, and persons (a term that includes partnerships, corporations and trusts as well as individuals) related to them may constitute a majority of the committee, be given a veto power, be allowed to chair the Scholarship Committee or otherwise be permitted to control the Scholarship Committee's decisions. If a donor/advisor recommends a person for appointment to the Scholarship Committee based on objective criteria related to the expertise of such person, such person will not be deemed to be appointed or designated by the donor/advisor.

Donor/advisors and related persons may provide advice with respect to the selection of award recipients solely as members of the Scholarship Committee. This means that donors may not pre-screen applications and choose those to be referred to the Committee. It also means that donors may not make a final selection from among candidates approved by the Committee.

Every member of the Scholarship Committee must adhere to the relevant policies of the Fund as they may be adopted and amended from time to time. Each member of the Scholarship Committee covered by this policy must disclose any personal knowledge of and relationship with any potential grantee under consideration and refrain from participation in the award process in a circumstance where he or she would derive, directly or indirectly, a private benefit if any potential grantee or grantees are selected over others.

Scholarships covered by this policy may not be awarded to any member of the Fund's Board of Trustees, any employee of the Fund, or any other disqualified person with respect to the Fund. Grants also may not be awarded to any donor/advisor or substantial contributor to the Fund, to any member of the Scholarship Committee for such award, or to any members of their families. Finally, grants covered by this policy may not be made for a purpose that is not charitable.

No individual may serve on the Fund's Scholarship Committee if their relative is an applicant for a scholarship award. The applicant, and his or her extended family members, is precluded from applying for, or receiving any Fund scholarship. Moreover, the IRS regulation on disqualified persons extends for three years after the volunteer or trustee has completed service on the Scholarship Committee.

Each member of the Scholarship Committee shall certify in writing that no applicant considered by the committee is related to any current or past committee members. See the Fund's Conflict of Interest Policy for detailed definitions of relatives based on the IRS guidelines defining disqualified persons. The Scholarship Committee established under this policy shall forward its recommendations to the Fund staff in such form and on such schedule as the staff shall establish. The Fund Board shall approve each award made under this policy.

Scholarship Grants must be used for qualified educational expenses (see definition) at Virtual Design & Construction Institute. The Fund will only pay Scholarship Grants directly to the educational institution and only for qualified educational expenses on behalf of the scholarship recipient.

The Fund reserves the right to impose additional, minor reasonable restrictions and/or requirements upon the awarding of scholarships and the administration of such scholarships. Any substantial or material changes will be made only with approval of the Fund's Board of Trustees.

Scholarships Selection Criteria

Criteria for scholarships may include, but are not limited to, the following:

- Prior academic performance and employment attestation;
- Minimum technical requirements;
- 500-word personal statement;
- Career goals specific to job placement;
- Additional information regarding an applicant's career, academic and other relevant experiences;
- Financial need;
- The scholarship committee's conclusions as to the applicant's motivation, character, ability, or potential.

Scholarship candidates must have a minimum of a high school degree or GED and two years work experience in any full-time position.

INTERNSHIP/EXTERNSHIP

VDCI does not participate in any internship/externship programs.

INSTRUCTOR STUDENT RATIO

For our historic onsite courses, there was a maximum of 16 students per course. When the onsite population exceeded 14 students, there was one instructor and one Assistant Instructor or Teaching Assistant. Over our past twenty years of onsite instruction, we found that this student: instructor: assistant instructor/teaching assistant ratio ensures that our students receive the optimal amount of effective learning and guidance.

For our online software courses, there is a maximum of 25 students per Project-Based courses, a maximum of 50 students per Lecture course, and a maximum of 10 students per Practical course. Currently, there are no online Instructor Assistants or Teaching Assistants.

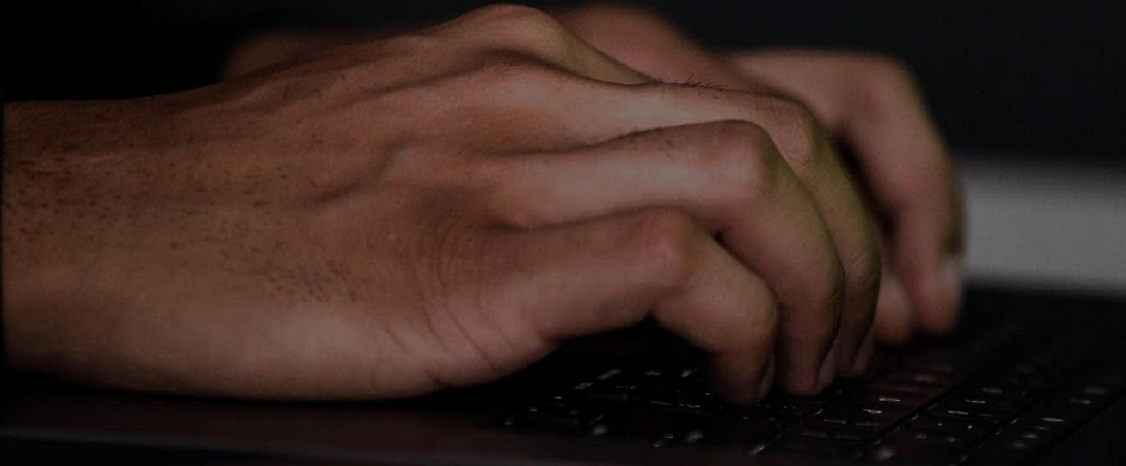
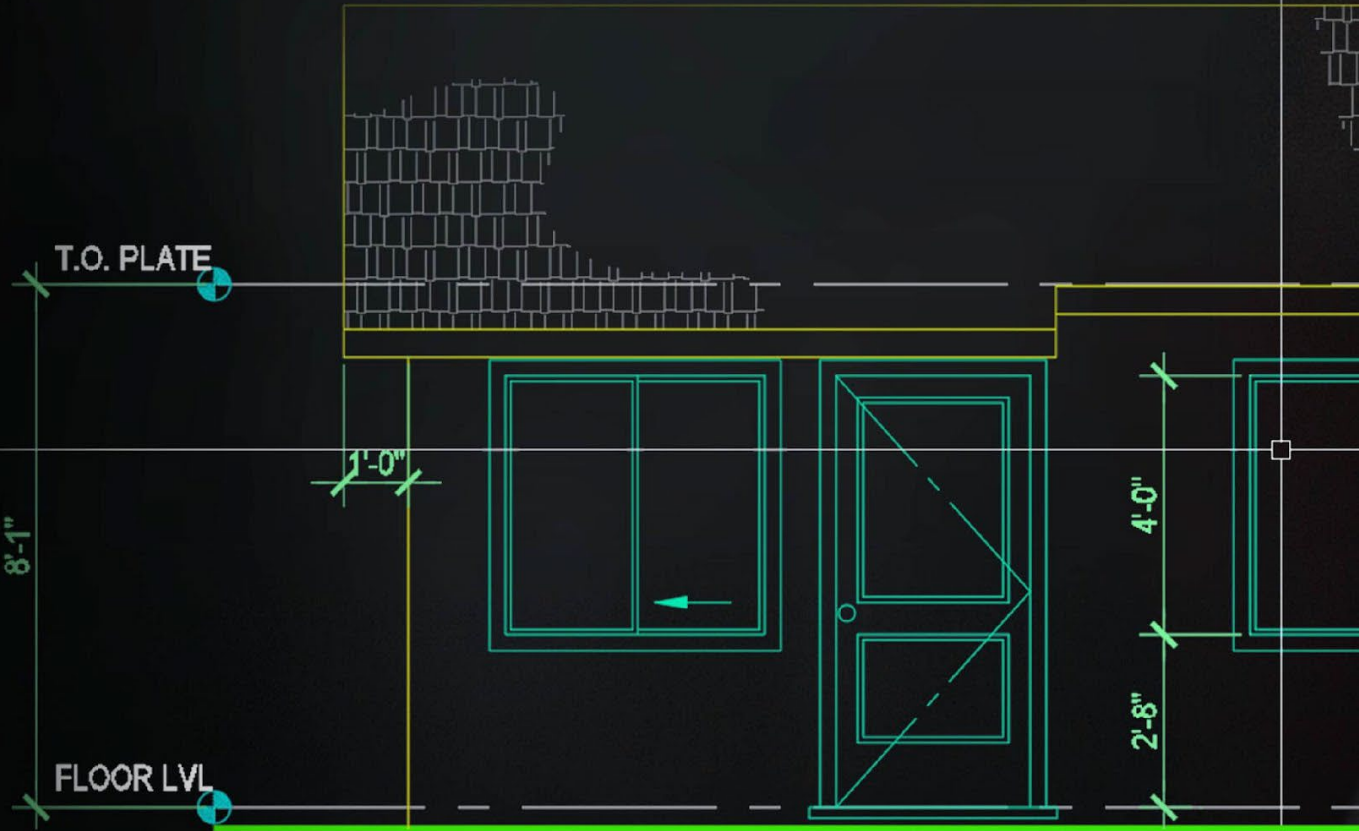
These ratios are applied in all individual courses, training bundles and certificates.

ACADEMIC CALENDAR

All VDCI courses are 100% online and start on the same dates.

	DATE	EVENT INFORMATION	DAY OF THE WEEK
Q u a r t e r 1	January 2	New Year's Day (Observed) - Campus Closed	Monday
	January 06	Cycle 1 - Start Date	Friday
	January 16	Martin Luther King Day - Campus Open	Monday
	January 23	Cycle 1 - End Date	Monday
	January 27	Cycle 2 - Start Date	Friday
	February 13	Cycle 2 - End Date	Monday
	February 17	Cycle 3 - Start Date	Friday
	February 20	Presidents Day - Campus Open	Monday
	March 06	Cycle 3 - End Date	Monday
	March 10	Cycle 4 - Start Date	Friday
	March 27	Cycle 4 - End Date	Monday
Q u a r t e r 2	March 31	Cycle 5 - Start Date	Friday
	April 17	Cycle 5 - End Date	Monday
	April 21	Cycle 6 - Start Date	Friday
	May 08	Cycle 6 - End Date	Monday
	May 12	Cycle 7 - Start Date	Friday
	May 29	Cycle 7 - End Date	Monday
	May 29	Memorial Day - Campus Closed	Monday
	June 02	Cycle 8 - Start Date	Friday
June 19	Cycle 8 - End Date	Monday	
Q u a r t e r 3	June 19	Juneteenth - Campus Open	Monday
	June 23	Cycle 9 - Start Date	Friday
	July 04	Independence Day - Campus Closed	Tuesday
	July 10	Cycle 9 - End Date	Monday
	July 14	Cycle 10 - Start Date	Friday
	July 31	Cycle 10 - End Date	Monday
	August 04	Cycle 11 - Start Date	Friday
	August 21	Cycle 11 - End Date	Monday
	August 25	Cycle 12 - Start Date	Friday
September 04	Labor Day - Campus Closed	Monday	
Q u a r t e r 4	September 11	Cycle 12 - End Date	Monday
	September 15	Cycle 13 - Start Date	Friday
	October 02	Cycle 13 - End Date	Monday
	October 06	Cycle 14 - Start Date	Friday
	October 23	Cycle 14 - End Date	Monday
	October 27	Cycle 15 - Start Date	Friday
	November 10	Veterans Day (Observed) - Campus Open	Friday
	November 13	Cycle 15 - End Date	Monday
	November 17	Cycle 16 - Start Date	Friday
	November 23	Thanksgiving Day - Campus Closed	Thursday
	December 04	Cycle 16 - End Date	Monday
	December 24	Christmas Eve - Campus Closed	Sunday
December 25	Christmas Day - Campus Closed	Monday	

ACCREDITED PROGRAMS



PROGRAM DESCRIPTIONS

Virtual Design & Construction Institute offers the following Vocational (Technology Certificate) and Avocational Programs:

Vocational Programs	Clock Hours of Instruction	Time to Complete
CAD/BIM Technology Certificate Program	400 Clock Hours	10 Months
CAD Technology Certificate Program	280 Clock Hours	8 Months
BIM Technology Certificate Program	280 Clock Hours	8 Months
Civil 3D Technology Certificate Program	270 Clock Hours	7 Months
DAC Technology Certificate Program	300 Clock Hours	8 Months

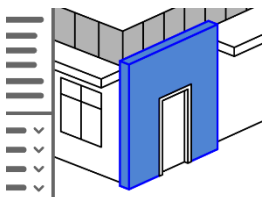
Avocational Programs	Clock Hours of Instruction	Time to Complete
AutoCAD Fundamentals	60 Clock Hours	1.5 Months
Revit Fundamentals	60 Clock Hours	1.5 Months
Civil 3D Previous Experience	90 Clock Hours	2 Months
Civil 3D Professional	150 Clock Hours	4 Months
AutoCAD Professional	140 Clock Hours	4 Months
Revit Professional	140 Clock Hours	4 Months
Revit MEP Professional	140 Clock Hours	4 Months
Revit Structure Professional	140 Clock Hours	4 Months

Curriculum Design

The VDCI Technology Certificate curriculum is built around how architects, engineers, contractors, and trades professionals use CAD (Computer-Aided Design), BIM (Building Information Modeling) and VDC (Virtual Design & Construction) in their businesses for project documentation.

There are six focus areas of study which can be included in the required and elective courses for the technology certificates:

1. BIM – Building Information Modeling Classes – using Revit and Navisworks
2. CAD – Computer-Aided Design Classes – using AutoCAD
3. C3D – Civil 3D Classes – using Civil 3D
4. CFC – Construction Fundamentals Classes
5. DAC – Digital Arts Classes – using Photoshop, Illustrator & InDesign
6. PFC – Professional Fundamentals Classes – Blueprint Reading, Construction Estimating and the Technology Certification Capstone Project (required to earn a technology certificate)

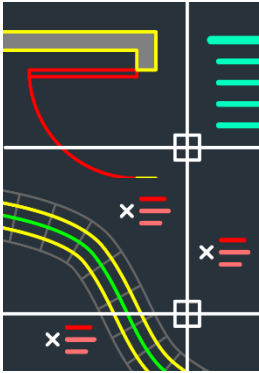


BIM – Building Information Modeling Classes – Revit is the construction-industry standard software program for BIM (Building Information Modeling). In Revit, students create a 3D model of a project and extract the construction drawings and details directly from the BIM model. The lessons learned in the successive Revit courses build upon previous courses. By the completion of the Revit series of classes, a complete set of construction documents will be built for a moderately complicated commercial project. Today, Government, Military, Hospital, Education and other similarly scaled projects require that their work be completed in Revit (BIM).

It is becoming increasingly common for construction managers to run 3D interference checks on the Revit (BIM) model using Navisworks. As an example, Navisworks analyzes where the mechanical, plumbing, structural and other disciplines' design work are occupying the same location in the building. By identifying these interferences during design, significant dollars are saved during

construction, and change orders are significantly reduced. Today, most Government, Military, Hospital, Education and other similarly-scaled projects require that their work be analyzed in Navisworks.

CAD – Computer-Aided Design Classes – Students begin their study of Computer-Aided Design (CAD), using AutoCAD. AutoCAD is the construction industry standard for 2D project documentation. AutoCAD is used at all levels and by all disciplines in the construction industry - including facilities people, sound engineers, trades professionals and solar power people, to name a few. In the VDCI introductory, intermediate and advanced construction documentation classes, students will learn AutoCAD, starting at the very beginning. As their skillsets evolve, they will create construction documents for two residential projects. By the completion of our AutoCAD series of classes, a complete set of construction documents, including details, will be built for a moderately complicated residential project – a project worthy of presentation during a job interview.



C3D – Civil 3D Classes – The Civil 3D courses provide the student with an excellent working knowledge of the capabilities of this program. The Civil 3D classes focus on creating and editing infrastructure systems and also on-site development. Students are exposed to public 3D/virtual databases and learn about 3D data management and project file sharing through web-based technologies such as project FTP, MILCON, and city/state/national databases. Coursework integrates with CALTRANS and other public agency requirements and databases. Courses focus on Surveying & Mapping, Transportation Design, and Land Development.



CFC – Construction Fundamentals Courses – These courses are designed to teach real-world, practical information which is regularly learned as on-the-job-training. These courses were designed and prepared by a construction project manager with extensive experience on multi-story commercial buildings. By taking these courses, students will learn about the systems and materials which are installed as well as becoming very familiar with the terminology used by construction industry professionals. Individuals interested in pursuing construction management roles like project managers or project engineers will learn valuable skills for bidding, negotiation, and project management.

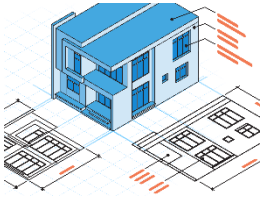


DAC – Digital Arts (Visualization) Classes – Most clients want both technical documentation on their projects and renderings and animations, to better assist in seeing the project. The Adobe suite of software is the market dominant software for graphic design and creative expression. Photoshop is a powerful raster-based editing tool, used primarily for digital painting and photo editing. Illustrator is a vector-based design tool, used for scalable graphic design. InDesign is a layout-focused tool that many firms use to develop their print and digital documentation. In the AEC industry professionals often rely on visualization software that is outside the traditional AEC software lineup. Adobe has historically focused upon the creation of multimedia and creativity software products, with a more recent focus towards digital marketing software. VDCI has included Adobe Photoshop, Illustrator and InDesign for digital marketing as it is a common workflow to finish AEC projects.



PFC – Professional Fundamental Classes – People working in the construction industry must know how to understand and work with construction documents. "Blueprint" is the historic name for construction documents. Architects, engineers, and designers create the construction documents (blueprints). Proposals and bids are developed off blueprints. Contractors build their projects based on the information provided on the blueprints. The VDCI Blueprint Reading classes include lectures, hands-on demonstrations, and lab exercises to familiarize students with blueprint reading and understanding the connectedness between different drawing sheets within a set of blueprints. In the Essential Skills series learn skills that are useful for any practicing professional, including self-management skills, communication and connection with colleagues and associates, and teamwork, collaboration, and leadership.

Capstone Project Course – In the PFC 501 Certificate Capstone Project Course, students demonstrate an understanding of the inter-relationship between the software programs learned in their Technology Certificate courses. They work 1:1 with their instructor, and design their own project deliverable, develop an implementation plan, evaluate the best methods to successfully complete their Certificate Completion Practical and ultimately create a project which uses the software programs learned throughout their Technology Certificate. By the completion of this course,



students will apply the skill sets learned from all of their previous courses. The Capstone Project Course will be a comprehensive, professional-quality project that can be presented to a potential employer as an example of a project which the student has independently designed and executed.

Prerequisites

The educational objectives for each Technology Certificate are provided in their respective Technology Certificate Program description. There are not any specific prerequisites for any of the Technology Certificates. It is expected that all students will work through the list of required courses in sequence. By taking courses in the prescribed sequence, all prerequisites will be satisfied.

Licensing Requirements

There are not any licensing, registration or certification examination requirements which are mandatory for the VDCI Programs.

The Autodesk and Adobe Certification Exams are optional, are not required by industry and do not lead to professional licensure. Passing the Autodesk Certified User or the Autodesk Certified Professional, and/or the Adobe Certified Associate or the Adobe Certified Expert Exams demonstrate to the participant (student), and to their employer, that the participant (student) has achieved a satisfactory command of the domain objectives which align with the Certification Exams.

VDCI courses which focus on Autodesk and/or Adobe software skills incorporate Autodesk and/or Adobe Certification Objectives into the course curriculum. The format of VDCI quizzes aligns with the format of questions asked in the Certification Exams.

VDCI directs students who choose to take an Autodesk and/or Adobe Certification Exam to areas of the Autodesk and/or Adobe website which specifically prepares students to take an Autodesk Certification Exam.

Conversion of Clock Hours to Credit Hours

VDCI operates on clock hours only. There is not any conversion to credit hours used at the institute.

AUTOCAD PROGRAMS

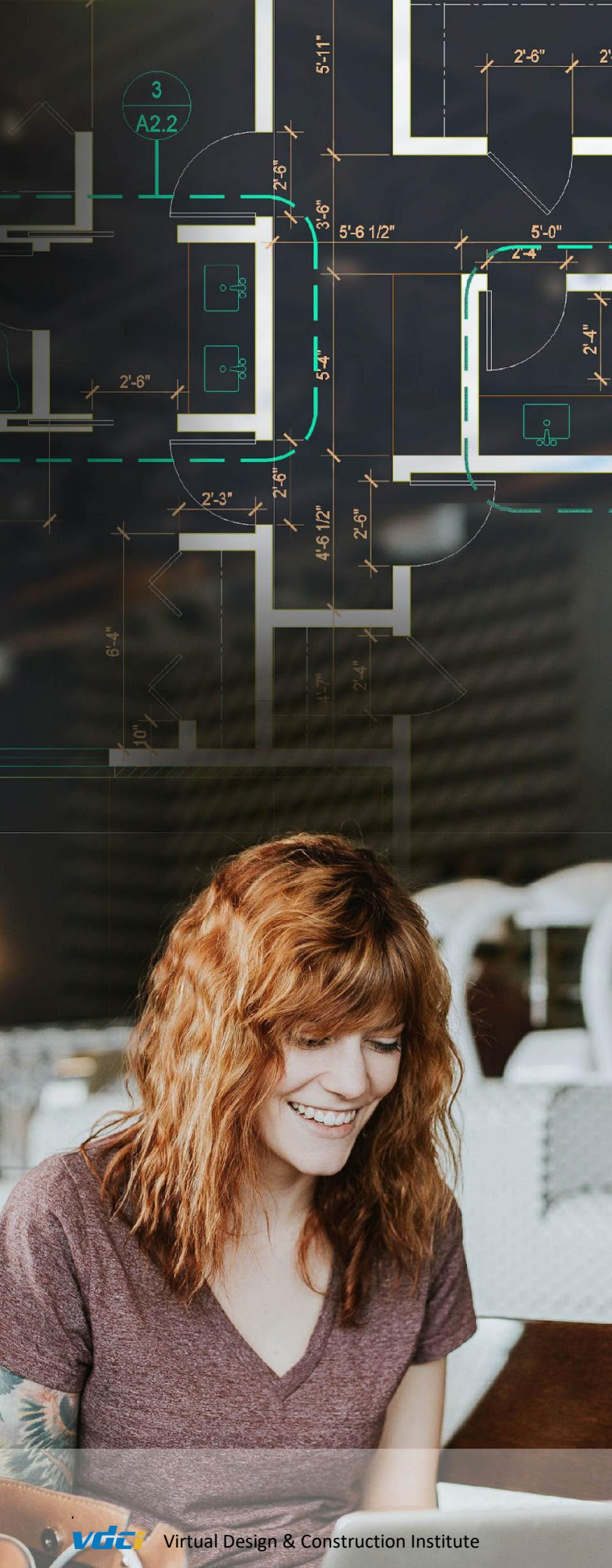
WHAT IS AUTODESK AUTOCAD?

AutoCAD is a CAD (Computer Aided Design) software application for 2D and 3D design and drafting, developed and sold by Autodesk, Inc. Initially released in late 1982, AutoCAD was one of the first CAD programs to run on personal computers, and notably the IBM PC. Use AutoCAD to:

1. Design and annotate 2D geometry and 3D models with solids, surfaces, and mesh objects
2. Automate tasks such as comparing drawings, counting objects, adding blocks, creating schedules, and more
3. Create a customized workspace to maximize productivity with add-on apps and APIs.

VDCI PROGRAMS

- CAD/BIM Technology Certificate Program
- CAD Technology Certificate Program
- AutoCAD Fundamentals Fast-Track Program
- AutoCAD Professional Fast-Track Program



COMPUTER-AIDED DESIGN (CAD) / BUILDING INFORMATION MODELING (BIM)

PROGRAM INFORMATION

There is an increasing demand for competent architectural, engineering, construction, and design engineering technicians knowledgeable in the application and integration of CAD and BIM software. The CAD and BIM courses at the Virtual Design & Construction Institute provide students the opportunity to obtain a certificate in these areas. The classes are designed to provide students an opportunity to learn relevant skills and technical knowledge used in a variety of construction industry-focused disciplines. The curriculum is based on the current professional skill sets required in the construction industry. The lessons learned and exercises practiced are based on current, industry CAD and BIM required skills.

COMPLETION REQUIREMENTS

Students must complete 280 Clock Hours of Required and Elective Courses with a 70% (C-) or better to complete the program. Students must satisfy the 80% minimum attendance policy to complete the program.

CAREER OPTIONS

The following list is a sample of disciplines that employ people with a strong, working knowledge of CAD/BIM skill sets. Some areas require that their employees have professional training and/or experience in addition to the technical training learned at the Virtual Design & Construction Institute:

JOB TITLE	SOC CODE	JOB OUTLOOK
Architects	17-1011	Green
Architectural Drafters & Technicians	17-3011	Green
Architectural, Engineering & Construction Managers	11-9041	Green
Contractors	51-7011	
Electrician	47-2111	Green
Electrical Engineers	17-2071	Green
Electrical Engineering Technicians	17-3023	Green
HVAC Mechanics & Installers	49-9021	Green
Industrial Designers & Engineers	17-2112	Green / Bright
Interior Designers	27-1025	

COURSES

Required Courses

Students must complete 300 Clock Hours of Required Courses. Does not include prerequisites.

REQUIRED COURSES		
COURSE NUMBER	COURSE NAME	CLOCK HOURS
CAD 101	Introduction to AutoCAD	30
CAD 201	Intermediate AutoCAD	30
CAD 301	CAD Construction Documents 1	30
CAD 302	CAD Construction Documents 2	30
BIM 101	Introduction to Revit	30
BIM 201	Intermediate Revit	30
BIM 301	BIM Construction Documents 1	30
BIM 302	BIM Construction Documents 2	30
PFC 501	Capstone Project	60

Specializations

We recommend specializing in your electives to receive additional digital credentials. Please see below for some of our recommended specializations.

Revit Architecture Professional Digital Credential



Finish the Revit Architecture Professional Specialization by taking one additional course – Revit Detailing.

Courses: BIM 304

AutoCAD Professional Digital Credential



Finish the AutoCAD Professional Specialization by taking one additional course – AutoCAD Detailing.

Courses: CAD 304

Revit MEP Professional Digital Credential



MEP is an incredibly in-demand skill. Learn the best practices for Mechanical, Electrical and Plumbing drafting to increase your value in the job market.

Courses: BIM 321, BIM 322, BIM 361

Elective Courses

Students must complete at least 100 Clock Hours of Required Courses.

ELECTIVE COURSES		
COURSE NUMBER	COURSE NAME	CLOCK HOURS
BIM 304	Revit Detailing	30
BIM 311	BIM Project Management	20
BIM 321	Revit MEP 1	30
BIM 322	Revit MEP 2	20
BIM 341	Revit Structure 1	20
BIM 342	Revit Structure 2	30
BIM 361	Navisworks 1	30
CAD 304	CAD Detailing	20
CAD 311	CAD Project Management	20
C3D 201	Civil 3D Surveying and Mapping	30
C3D 202	Civil 3D Transportation Design	30
C3D 203	Civil 3D Land Development	30
DAC 101	Introduction to Photoshop	30
DAC 121	Introduction to Illustrator	30
DAC 141	Introduction to InDesign	30
DAC 201	Intermediate Photoshop	30
DAC 211	Introduction to SketchUp	20
DAC 212	Intermediate SketchUp	20
DAC 221	Intermediate Illustrator	30
DAC 241	Intermediate InDesign	30
PFC 101	Blueprint Reading for Residential	10
PFC 102	Blueprint Reading for Commercial	20
PFC 121	Intro to Construction Estimating	20
CFC 101	Site Utilities, Earthwork, Foundations	10
CFC 102	The Building Structure	10
CFC 103	The Building Envelope	10
CFC 104	Interiors and Finish Site Work	10
CFC 105	MEP & AV-Tel-Data	20
CFC 106	Fire Protection, Startup & Closeout	10
CFC 121	Construction Management 1	20
CFC 122	Construction Management 2	20

COMPUTER-AIDED DESIGN (CAD)

PROGRAM INFORMATION

There is a strong demand for competent architectural, engineering, construction, and design engineering technicians knowledgeable in the application and integration of CAD software. The CAD courses at the Virtual Design & Construction Institute provide students the opportunity to obtain a certificate in these areas. The classes are designed to provide students an opportunity to learn relevant skills and technical knowledge used in a variety of construction industry-focused disciplines. The curriculum is based on the current professional skill sets required by business. The lessons learned and exercises practiced are based on current, industry CAD required skills.

COMPLETION REQUIREMENTS

Students must complete 280 Clock Hours of Required and Elective Courses with a 70% (C-) or better to complete the program. Students must satisfy the 80% minimum attendance policy to complete the program.

CAREER OPTIONS

The following list is a sample of disciplines that employ people with a strong, working knowledge of CAD skill sets. Some areas require that their employees have professional training and/or experience in addition to the technical training learned at the Virtual Design & Construction Institute:

JOB TITLE	SOC CODE	JOB OUTLOOK
Architects	17-1011	Green
Architectural Drafters & Technicians	17-3011	Green
Architectural, Engineering & Construction Managers	11-9041	Green
Cabinetmakers	51-7011	
Electrician	47-2111	Green
Electrical Engineers	17-2071	Green
Electrical Engineering Technicians	17-3023	Green
Engineers, All Other	17-2199	
HVAC Mechanics & Installers	49-9021	Green
Industrial Designers & Engineers	17-2112	Green / Bright
Interior Designers	27-1025	
Mechanical Engineers	17-2141	Green
Mechanical Eng. Technicians	17-3029	Green
Urban Planners	19-3051	Green / Bright

COURSES

Required Courses

Students must complete 220 Clock Hours of Required Courses. Does not include prerequisites.

REQUIRED COURSES		
COURSE NUMBER	COURSE NAME	CLOCK HOURS
CAD 101	Introduction to AutoCAD	30
CAD 201	Intermediate AutoCAD	30
CAD 301	CAD Construction Documents 1	30
CAD 302	CAD Construction Documents 2	30
CAD 304	CAD Detailing	20
CAD 311	CAD Project Management	20
PFC 501	Capstone Project	60

Specializations

We recommend specializing in your electives to receive additional digital credentials. Please see below for some of our recommended specializations.

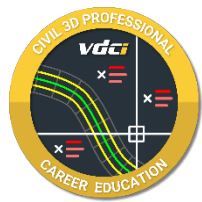
Revit Fundamentals Digital Credential



Revit and CAD are often used together during the design process. A solid foundation in Revit will give you an advantage in your career.

Courses: BIM 101, BIM 201

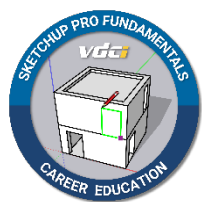
Civil 3D Professional Digital Credential



If Civil engineering is your current or desired field, this specialization will help you perfect the skills you need.

Courses: C3D 201, C3D 202, C3D 203

SketchUp Pro Fundamentals Digital Credential



SketchUp is often used as a conceptual software in the design process. Learn the fundamentals to become a more valuable member of your organization.

Courses: SKP 101, SKP 201

Elective Courses

Students must complete at least 60 Clock Hours of Required Courses.

ELECTIVE COURSES		
COURSE NUMBER	COURSE NAME	CLOCK HOURS
BIM 101	Introduction to Revit	30
BIM 201	Intermediate Revit	30
BIM 301	BIM Construction Documents 1	30
BIM 302	BIM Construction Documents 2	30
BIM 304	BIM Detailing	20
BIM 311	BIM Project Management	20
BIM 321	Revit MEP 1	30
BIM 322	Revit MEP 2	20
BIM 341	Revit Structure 1	20
BIM 342	Revit Structure 2	30
BIM 361	Navisworks 1	30
C3D 201	Civil 3D Surveying and Mapping	30
C3D 202	Civil 3D Transportation Design	30
C3D 203	Civil 3D Land Development	30
DAC 101	Introduction to Photoshop	30
DAC 121	Introduction to Illustrator	30
DAC 141	Introduction to InDesign	30
DAC 201	Intermediate Photoshop	30
DAC 211	Introduction to SketchUp	20
DAC 212	Intermediate SketchUp	20
DAC 221	Intermediate Illustrator	30
DAC 241	Intermediate InDesign	30
PFC 101	Blueprint Reading for Residential	10
PFC 102	Blueprint Reading for Commercial	20
PFC 121	Intro to Construction Estimating	20
CFC 101	Site Utilities, Earthwork, Foundations	10
CFC 102	The Building Structure	10
CFC 103	The Building Envelope	10
CFC 104	Interiors and Finish Site Work	10
CFC 105	MEP & AV-Tel-Data	20
CFC 106	Fire Protection, Startup & Closeout	10
CFC 121	Construction Management 1	20
CFC 122	Construction Management 2	20

PROGRAM INFORMATION

REVIT PROGRAMS

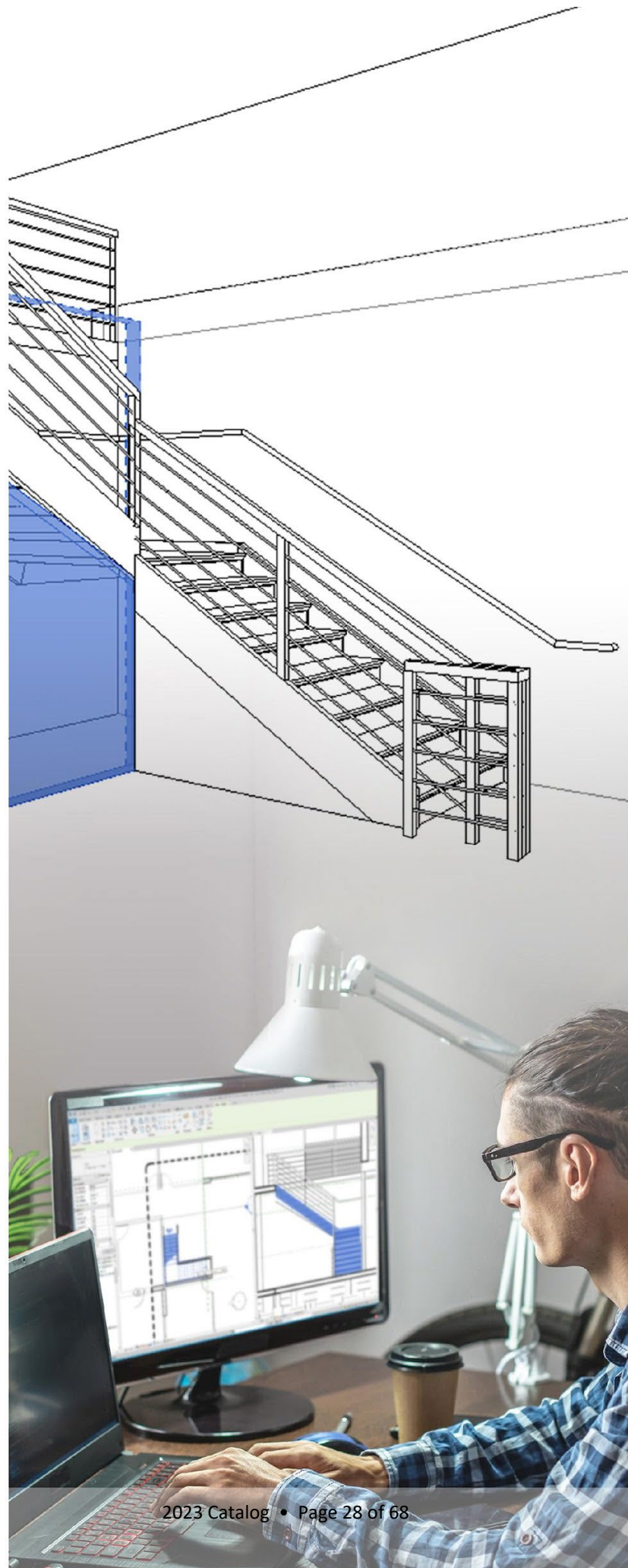
WHAT IS AUTODESK REVIT?

Revit BIM software helps architecture, engineering, and construction (AEC) teams create high-quality buildings and infrastructure. Use Revit to:

1. Model shapes, structures, and systems in 3D with parametric accuracy, precision, and ease
2. Streamline documentation work, with instant revisions to plans, elevations, schedules, and sections as projects change
3. Empower multidisciplinary teams with specialty toolsets and a unified project environment

VDCI PROGRAMS

- CAD/BIM Technology Certificate Program
*Listed in AutoCAD Programs in the previous section
- BIM Technology Certificate Program
- Revit Fundamentals Fast-Track Program
- Revit Professional Fast-Track Program
- Revit MEP Professional Fast-Track Program
- Revit Structure Professional Fast-Track Program



BUILDING INFORMATION MODELING (BIM)

PROGRAM INFORMATION

There is an increasing demand for competent architectural, engineering, construction, and design engineering technicians knowledgeable in the application and integration of architectural-based BIM software. The BIM courses at the Virtual Design & Construction Institute provide students the opportunity to obtain a certificate in these areas. The classes are designed to provide students an opportunity to learn relevant skills and technical knowledge used in a variety of construction industry-focused disciplines. The curriculum is based on the current professional skill sets required by business. The lessons learned and exercises practiced are based on current, industry CAD and BIM required skills.

COMPLETION REQUIREMENTS

Students must complete 280 Clock Hours of Required and Elective Courses with a 70% (C-) or better to complete the program. Students must satisfy the 80% minimum attendance policy to complete the program.

CAREER OPTIONS

The following list is a sample of disciplines that employ people with a strong, working knowledge of BIM skill sets. Some areas require that their employees have professional training and/or experience in addition to the technical training learned at the Virtual Design & Construction Institute:

JOB TITLE	SOC CODE	JOB OUTLOOK
Architects	17-1011	Green
Architectural Drafters & Technicians	17-3011	Green
Architectural, Engineering & Construction Managers	11-9041	Green
Chief Sustainability Officers	11-1011	Green
Contractors	51-7011	
Electrician	47-2111	Green
Electrical Engineers	17-2071	Green
Electrical Engineering Technicians	17-3023	Green
Engineers, All Other	17-2199	
HVAC Mechanics & Installers	49-9021	Green
Industrial Designers & Engineers	17-2112	Green / Bright
Interior Designers	27-1025	

COURSES

Required Courses

Students must complete 220 Clock Hours of Required Courses. Does not include prerequisites.

REQUIRED COURSES		
COURSE NUMBER	COURSE NAME	CLOCK HOURS
BIM 101	Introduction to Revit	30
BIM 201	Intermediate Revit	30
BIM 301	BIM Construction Documents 1	30
BIM 302	BIM Construction Documents 2	30
BIM 304	BIM Detailing	20
BIM 311	BIM Project Management	20
PFC 501	Capstone Project	60

Specializations

We recommend specializing in your electives to receive additional digital credentials. Please see below for some of our recommended specializations.

Revit MEP Professional Digital Credential



MEP is an incredibly in-demand skill. Learn the best practices for Mechanical, Electrical and Plumbing drafting to increase your value in the job market.

Courses: BIM 321, BIM 322, BIM 361

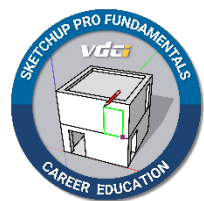
Revit Structure Professional Digital Credential



If structural engineering is your current or desired field, this specialization will help you perfect the skills you need.

Courses: BIM 341, BIM 342, BIM 361

SketchUp Pro Fundamentals Digital Credential



SketchUp is often used as a conceptual software in the design process. Learn the fundamentals to become a more valuable member of your organization.

Courses: SKP 101, SKP 201

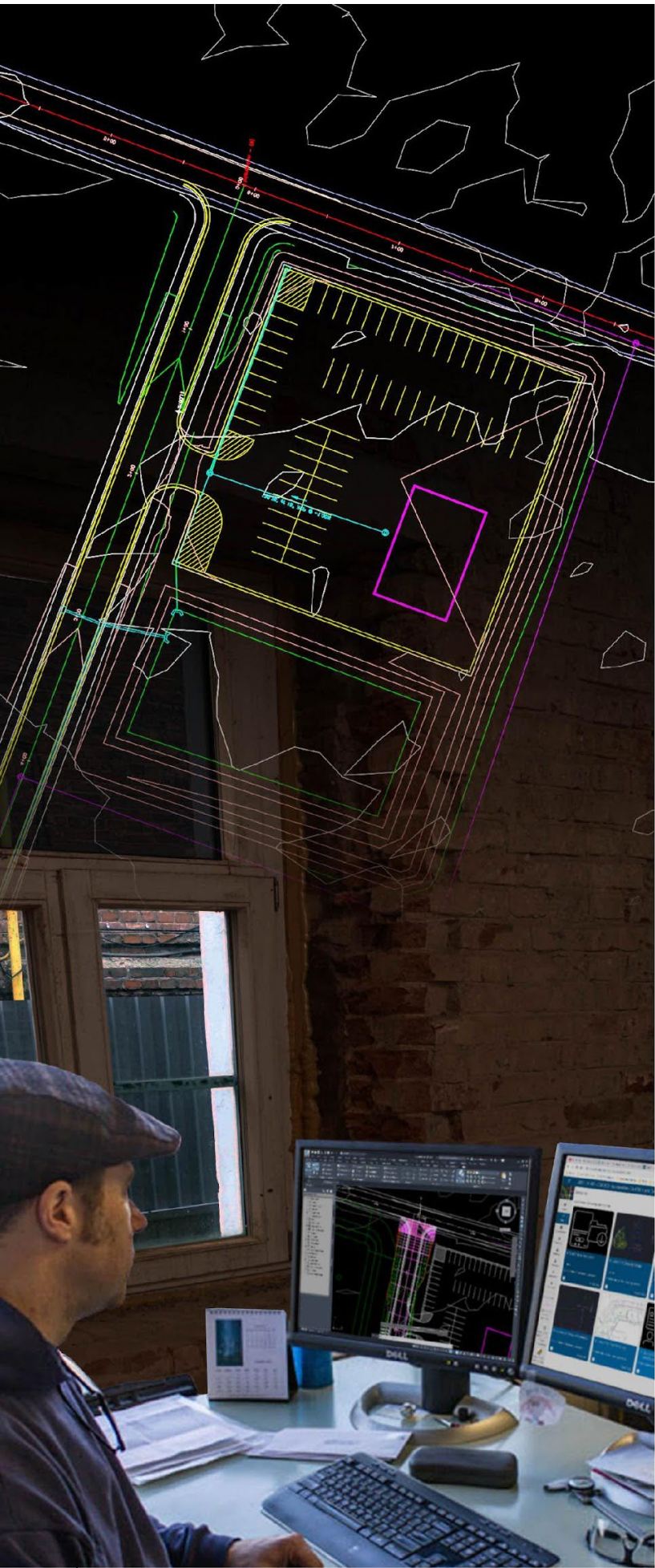
Elective Courses

Students must complete at least 60 Clock Hours of Required Courses.

ELECTIVE COURSES		
COURSE NUMBER	COURSE NAME	CLOCK HOURS
BIM 321	Revit MEP 1	30
BIM 322	Revit MEP 2	20
BIM 341	Revit Structure 1	20
BIM 342	Revit Structure 2	30
BIM 361	Navisworks 1	30
CAD 101	Introduction to AutoCAD	30
CAD 201	Intermediate AutoCAD	30
CAD 301	CAD Construction Documents 1	30
CAD 302	CAD Construction Documents 2	30
CAD 304	CAD Detailing	20
CAD 311	CAD Project Management	20
C3D 201	Civil 3D Surveying and Mapping	30
C3D 202	Civil 3D Transportation Design	30
C3D 203	Civil 3D Land Development	30
DAC 101	Introduction to Photoshop	30
DAC 121	Introduction to Illustrator	30
DAC 141	Introduction to InDesign	30
DAC 201	Intermediate Photoshop	30
DAC 211	Introduction to SketchUp	20
DAC 212	Intermediate SketchUp	20
DAC 221	Intermediate Illustrator	30
DAC 241	Intermediate InDesign	30
PFC 101	Blueprint Reading for Residential	10
PFC 102	Blueprint Reading for Commercial	20
PFC 121	Intro to Construction Estimating	20
CFC 101	Site Utilities, Earthwork, Foundations	10
CFC 102	The Building Structure	10
CFC 103	The Building Envelope	10
CFC 104	Interiors and Finish Site Work	10
CFC 105	MEP & AV-Tel-Data	20
CFC 106	Fire Protection, Startup & Closeout	10
CFC 121	Construction Management 1	20
CFC 122	Construction Management 2	20

PROGRAM INFORMATION

PROGRAM INFORMATION



CIVIL 3D PROGRAMS

WHAT IS AUTODESK CIVIL 3D?

Civil 3D® design software empowers civil engineers to realize tomorrow's infrastructure, today. Use Civil 3D to:

1. Work with a model-based environment for better design decisions and project quality.
2. Streamline documentation with a design-driven approach to plans production.
3. Harness the power of BIM (Building Information Modeling) for greater design coordination and project collaboration.

VDCI PROGRAMS

- C3D Technology Certificate Program
- Civil 3D Previous Experience Fast-Track Program
- Civil 3D Professional Fast-Track Program

CIVIL 3D (C3D)

PROGRAM INFORMATION

In today's environment of infrastructure improvement, there is a growing demand for competent engineering/construction/design engineering technicians knowledgeable in the application and integration of civil engineering-based Civil 3D (C3D) software programs. The Civil 3D courses at the Virtual Design & Construction Institute provide students the opportunity to obtain a certificate in these areas. The classes are designed to provide students an opportunity to learn relevant skills and technical knowledge used in a variety of construction industry-focused disciplines. The curriculum is based on the current professional skill sets required by offices specializing in infrastructure improvement and civil engineering. The lessons learned and exercises practiced are based on current, industry Civil 3D-required skills.

COMPLETION REQUIREMENTS

Students must complete 270 Clock Hours of Required and Elective Courses with a 70% (C-) or better to complete the program. Students must satisfy the 80% minimum attendance policy to complete the program.

CAREER OPTIONS

The following list is a sample of disciplines that employ people with a strong, working knowledge of Civil Engineering CAD skill sets. Some areas require that their employees have professional training and/or experience in addition to the technical training learned at the Virtual Design & Construction Institute:

JOB TITLE	SOC CODE	JOB OUTLOOK
CALTRANS Staff	11-3071	Green
Civil Engineering Drafters	17-3011	
Civil Engineers	17-2051	Green / Bright
Construction Managers	11-9021	Green / Bright
Coastal Commission Engineers	19-2041	Green / Bright
Contractors	11-9021	Green / Bright
Electrical Engineering Technicians	17-3023	Green
Engineering & Construction Managers	17-2071	Green
Engineers, All Other	17-2199	
Facilities Engineers	11-9141	Bright
Industrial Designers & Engineers	17-2112	Green / Bright
Infrastructure Engineers	19-3099	Green
Mechanical Engineers	17-2141	Green
Mechanical Engineering Technologist	17-3029	Green

COURSES

Required Courses

Students must complete 210 Clock Hours of Required Courses. Does not include prerequisites.

REQUIRED COURSES		
COURSE NUMBER	COURSE NAME	CLOCK HOURS
CAD 101	Introduction to AutoCAD	30
CAD 201	Intermediate AutoCAD	30
C3D 201	Civil 3D Surveying and Mapping	30
C3D 202	Civil 3D Transportation Design	30
C3D 203	Civil 3D Land Development	30
PFC 501	Capstone Project	60

Specializations

We recommend specializing in your electives to receive additional digital credentials. Please see below for some of our recommended specializations.

AutoCAD Professional Digital Credential



Expand on your AutoCAD drafting skills by completing this specialization. This specialization focuses on completing architectural construction documents,

Courses: CAD 301, CAD 302, CAD 304

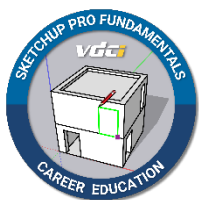
Revit Fundamentals Digital Credential



Revit is a market-dominant software used in architecture, engineering, and is collaboratively used in civil engineering.

Courses: BIM 101, BIM 201

SketchUp Pro Fundamentals Digital Credential



SketchUp is often used as a conceptual software in the design process. Learn the fundamentals to become a more valuable member of your organization.

Courses: SKP 101, SKP 201

Elective Courses

Students must complete at least 60 Clock Hours of Required Courses.

ELECTIVE COURSES		
COURSE NUMBER	COURSE NAME	CLOCK HOURS
BIM 101	Introduction to Revit	30
BIM 201	Intermediate Revit	30
BIM 301	BIM Construction Documents 1	30
BIM 302	BIM Construction Documents 2	30
BIM 304	BIM Detailing	20
BIM 311	BIM Project Management	20
BIM 321	Revit MEP 1	30
BIM 322	Revit MEP 2	20
BIM 341	Revit Structure 1	20
BIM 342	Revit Structure 2	30
BIM 361	Navisworks 1	30
CAD 301	CAD Construction Documents 1	30
CAD 302	CAD Construction Documents 2	30
CAD 304	CAD Detailing	20
CAD 311	CAD Project Management	20
DAC 101	Introduction to Photoshop	30
DAC 121	Introduction to Illustrator	30
DAC 141	Introduction to InDesign	30
DAC 201	Intermediate Photoshop	30
DAC 211	Introduction to SketchUp	20
DAC 212	Intermediate SketchUp	20
DAC 221	Intermediate Illustrator	30
DAC 241	Intermediate InDesign	30
PFC 101	Blueprint Reading for Residential	10
PFC 102	Blueprint Reading for Commercial	20
PFC 121	Intro to Construction Estimating	20
CFC 101	Site Utilities, Earthwork, Foundations	10
CFC 102	The Building Structure	10
CFC 103	The Building Envelope	10
CFC 104	Interiors and Finish Site Work	10
CFC 105	MEP & AV-Tel-Data	20
CFC 106	Fire Protection, Startup & Closeout	10
CFC 121	Construction Management 1	20
CFC 122	Construction Management 2	20

PROGRAM INFORMATION

ADOBE PROGRAMS

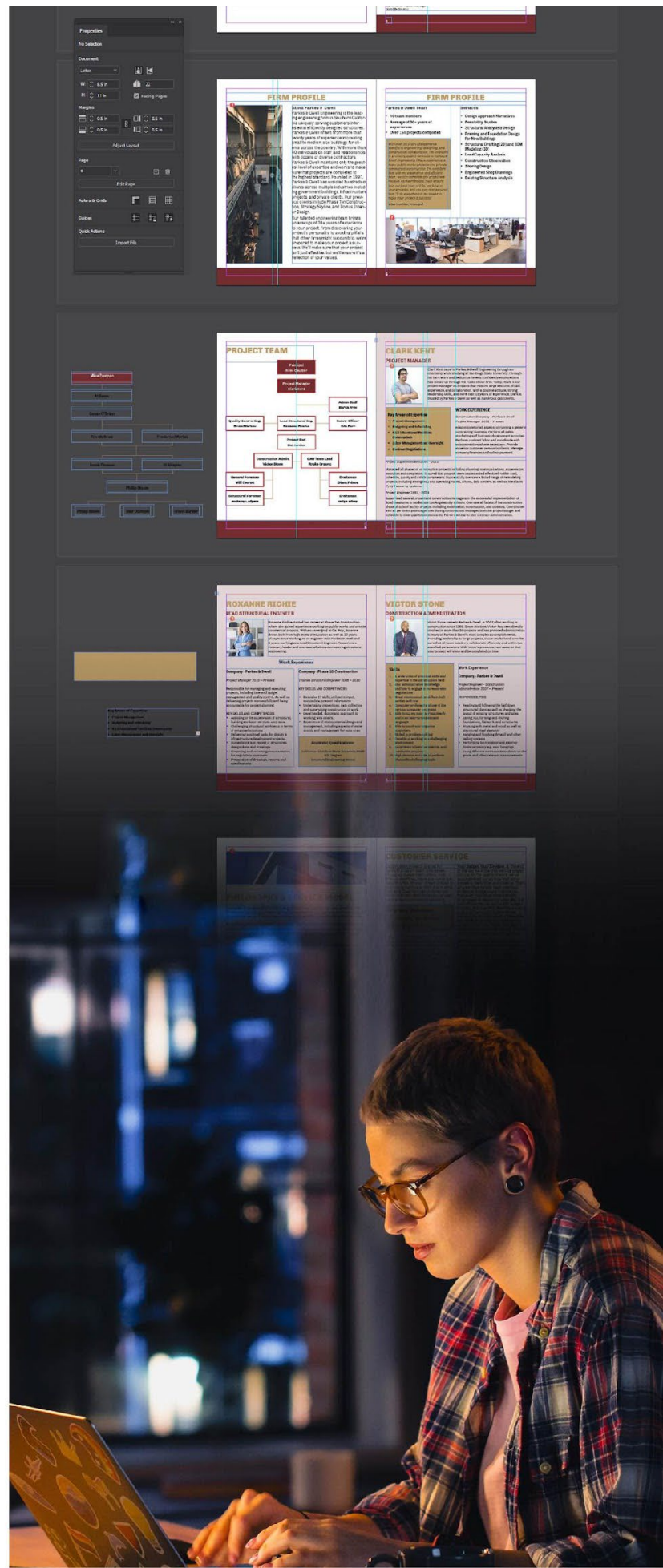
WHAT IS THE ADOBE DESIGN & LAYOUT CREATIVE CLOUD SUITE?

Adobe Creative Cloud is a set of applications and services from Adobe Inc. that gives subscribers access to a collection of software used for graphic design, photography, and document layout. VDCI has programs that teach Adobe Photoshop, Adobe Illustrator, and Adobe InDesign. Use the Creative Cloud to:

1. crop photos, adjust photo composition, correct lighting, and make any subject imaginable look its absolute best
2. create vector graphics, icons, charts, digital art, and work with editable pdfs
3. create flyers, brochures, magazines, newspapers, posters, business cards, postcards, stickers, comics, and many other types of documents or visual communication

VDCI PROGRAMS

- Digital Arts Technology Certificate Program



DIGITAL ARTS COURSES (DAC)

PROGRAM INFORMATION

There is a strong demand for competent designers knowledgeable in the application and integration of the Adobe Creative Suite, including Photoshop, Illustrator, and InDesign. The DAC courses at the Virtual Design & Construction Institute provide students the opportunity to obtain a certificate in these areas. The classes are designed to provide students an opportunity to learn relevant skills and technical knowledge used in a variety of marketing, presentation, and design-oriented, industry-focused disciplines. The curriculum is based on the current professional skill sets required by business. The lessons learned and exercises practiced are based on current, industry Adobe Creative Suite required skills.

COMPLETION REQUIREMENTS

Students must complete 300 Clock Hours of Required and Elective Courses with a 70% (C-) or better to complete the program. Students must satisfy the 80% minimum attendance policy to complete the program.

CAREER OPTIONS

The following list is a sample of disciplines that employ people with a strong, working knowledge of Civil Engineering CAD skill sets. Some areas require that their employees have professional training and/or experience in addition to the technical training learned at the Virtual Design & Construction Institute:

JOB TITLE	SOC CODE	JOB OUTLOOK
Multimedia Artists and Animators	27-1014	
Photographers	27-4021	
Artists and Related Workers, All Other	27-1012	
Industrial Engineers	17-2112	Bright/Green
Commercial and Industrial Designers	27-1021	Green
Interior Designers	27-1025	
Graphic Designers	27-1024	
Set and Exhibit Designers	27-1027	
Green Marketers	11-2011	Green
Marketing Managers	11-2021	Bright/Green
Real Estate Brokers	41-9021	Bright
Advertising and Promotions Managers	11-2011	
Landscape Architects	17-1012	Green
Construction Managers	11-9021	Bright/Green

COURSES

Required Courses

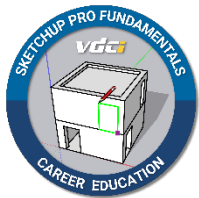
Students must complete 240 Clock Hours of Required Courses. Does not include prerequisites.

REQUIRED COURSES		
COURSE NUMBER	COURSE NAME	CLOCK HOURS
DAC 101	Introduction to Photoshop	30
DAC 121	Introduction to Illustrator	30
DAC 141	Introduction to InDesign	30
DAC 201	Intermediate Photoshop	30
DAC 221	Intermediate Illustrator	30
DAC 241	Intermediate InDesign	30
PFC 501	Capstone Project	60

Specializations

We recommend specializing in your electives to receive additional digital credentials. Please see below for some of our recommended specializations.

SketchUp Pro Fundamentals Digital Credential



SketchUp is often used as a conceptual software in the design process. Learn the fundamentals to become a more valuable member of your organization.

Courses: SKP 101, SKP 201

AutoCAD Fundamentals Digital Credential



Expand on your AutoCAD drafting skills by completing this specialization. This specialization focuses on drafting a small residential project in AutoCAD.

Courses: CAD 101, CAD 201

Essential Skills Professional Development Digital Credential



Enhance the soft skills needed to excel in any workplace. Take these three courses to improve your in-office and relational skills.

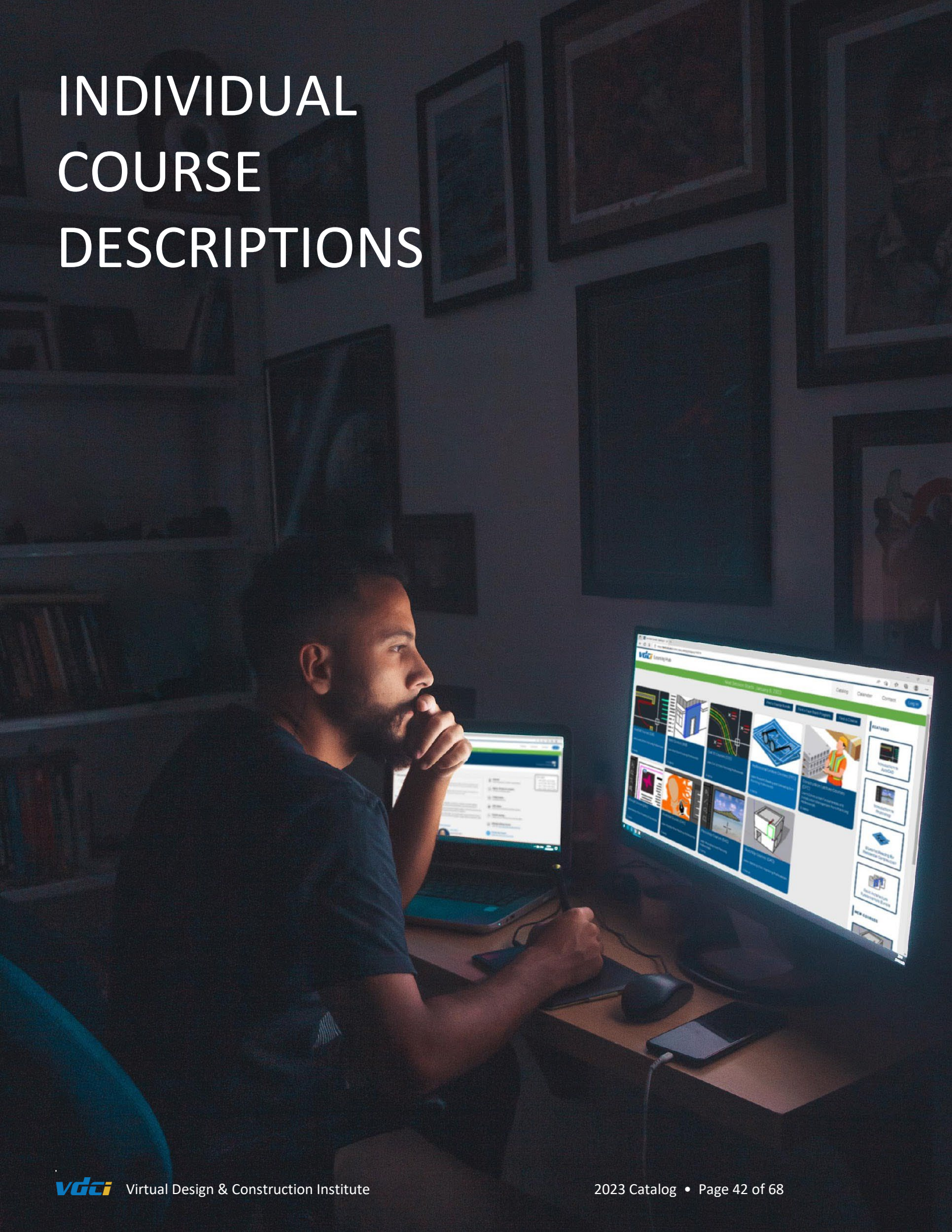
Courses: PFC 211, PFC 212, PFC 213

Elective Courses

Students must complete at least 60 Clock Hours of Required Courses.

ELECTIVE COURSES		
COURSE NUMBER	COURSE NAME	CLOCK HOURS
BIM 101	Introduction to Revit	30
BIM 201	Intermediate Revit	30
BIM 301	BIM Construction Documents 1	30
BIM 302	BIM Construction Documents 2	30
BIM 304	BIM Detailing	20
BIM 311	BIM Project Management	20
BIM 321	Revit MEP 1	30
BIM 322	Revit MEP 2	20
BIM 341	Revit Structure 1	20
BIM 342	Revit Structure 2	30
BIM 361	Navisworks 1	30
CAD 101	Introduction to AutoCAD	30
CAD 201	Intermediate AutoCAD	30
CAD 301	CAD Construction Documents 1	30
CAD 302	CAD Construction Documents 2	30
CAD 304	CAD Detailing	20
CAD 311	CAD Project Management	20
C3D 201	Civil 3D Surveying and Mapping	30
C3D 202	Civil 3D Transportation Design	30
C3D 203	Civil 3D Land Development	30
DAC 211	Introduction to SketchUp	20
DAC 212	Intermediate SketchUp	20
PFC 101	Blueprint Reading for Residential	10
PFC 102	Blueprint Reading for Commercial	20
PFC 121	Intro to Construction Estimating	20
CFC 101	Site Utilities, Earthwork, Foundations	10
CFC 102	The Building Structure	10
CFC 103	The Building Envelope	10
CFC 104	Interiors and Finish Site Work	10
CFC 105	MEP & AV-Tel-Data	20
CFC 106	Fire Protection, Startup & Closeout	10
CFC 121	Construction Management 1	20
CFC 122	Construction Management 2	20

INDIVIDUAL COURSE DESCRIPTIONS



INDIVIDUAL COURSE DESCRIPTIONS

- Prerequisites may be satisfied with sufficient work experience.
- Asynchronous clock hours are representative of equivalent on-site classroom hours.
- Please visit learn.vdci.edu for individual course prices.

COMPUTER-AIDED DESIGN (CAD) COURSES			
COURSE NUMBER	COURSE NAME COURSE DESCRIPTION	CLOCK HOURS	PREREQUISITES & COREQUISITES
CAD 101	<p>Introduction to AutoCAD An introductory level course for professional designers, architects, engineers, and others seeking job transition and professional advancement through acquiring computer design skills. By the conclusion of this class, participants will be able to apply AutoCAD for 2D design projects and will be qualified to enroll in the working drawings AutoCAD classes</p>	30	None
CAD 201	<p>Intermediate AutoCAD The course covers commands relevant to two-dimensional drafting techniques and especially the skills involved in developing a small set of architectural working drawings using paper/model space, user coordinate systems and layer management tools. At the conclusion of the course, students will be able to enroll in the Working Drawings and AutoCAD Project Management courses.</p>	30	(P) CAD 101
CAD 301	<p>CAD Construction Documents 1 Technical aspects of AutoCAD will be addressed including file referencing, paper/model space, building sections, wall sections, multi-scale drawings and architectural details. Students will begin to develop a set of working drawing set for a residential project using Office Drafting Standards.</p>	30	(P) CAD 101 (P) CAD 201
CAD 302	<p>CAD Construction Documents 2 Additional technical aspects of AutoCAD will be addressed including file referencing, paper/model space, database objects and the relational aspects of building sections, wall sections, multi-scale drawings and architectural details. Students will complete the development of a set of working drawing set for a residential project using Office Drafting Standards.</p>	30	(P) CAD 101 (P) CAD 201 (P) CAD 301
CAD 304	<p>CAD Detailing Develop a clear understanding of the importance of graphic clarity between multi-scale detail drawings which are presented in a single construction document sheet. This class focuses on strengthening these skills and gives the class participants excellent practice in achieving these skills.</p>	20	(P) CAD 101 (P) CAD 201 (P) CAD 301 (P) CAD 302
CAD 311	<p>Project Management This class ensures that students have the relevant exposure to organizing and managing a CAD-generated set of construction documents. This class is relevant for all disciplines in the construction industry.</p>	20	(P) CAD 101 (P) CAD 201 (P) CAD 301 (P) CAD 302

CIVIL 3D COMPUTER-AIDED DESIGN (C3D) COURSES

COURSE NUMBER	COURSE NAME COURSE DESCRIPTION	CLOCK HOURS	PREREQUISITES & COREQUISITES
C3D 201	Intermediate Civil 3D: Surveying and Mapping The goal of this course is for students to become familiar with the surveying and mapping elements and commands in the Civil 3D environment. Students will learn about survey and COGO points, point marker and label styles, point groups, linework code sets, figure prefix databases, survey imports, parcels, sites, parcel labels, TIN surfaces, surface labels, and surface analysis.	30	(P) CAD 101 (P) CAD 201
C3D 202	Intermediate Civil 3D: Transportation Design The goal of this course is for students to become familiar with the transportation design elements and commands in the Civil 3D environment. Students will learn about alignments, surface profiles, design profiles and view windows, corridors, assemblies, intersections, sample lines, cross sections, and 3D visualization.	30	(P) CAD 101 (P) CAD 201
C3D 203	Intermediate Civil 3D: Land Development The goal of this course is for students to become familiar with the land development design elements and commands in the Civil 3D environment. Students will learn about drawing template files, data shortcuts, feature lines, grading groups, pipe networks, pressure networks, and paper space.	30	(P) CAD 101 (P) CAD 201

BUILDING INFORMATION MODELING (BIM) COURSES

COURSE NUMBER	COURSE NAME COURSE DESCRIPTION	CLOCK HOURS	PREREQUISITES & COREQUISITES
BIM 101	Introduction to Revit This introductory course examines how Revit users design 3D models that simultaneously document the project in schedules and 2D architectural drawings. Topics include beginning a project, modifying elements, and presenting the model. By the conclusion of the course, students will gain valuable knowledge building a Revit Architecture (BIM) project from scratch and presenting multiple views of the model on an architectural sheet.	30	None
BIM 201	Intermediate Revit In this intermediate course, students explore the more advanced methods of documenting a building project in Revit Architecture. Topics include scheduling building components, using the family editor to create 2D and 3D components, refining graphics, and construction documentation. By the conclusion of this course, students will be able to develop a BIM model independently and understand how to organize it as an integrated, interoperable construction document set.	30	(P) BIM 101
BIM 301	BIM Construction Documents 1 In this course, students explore the more advanced methods of documenting a building project in Revit Architecture. Topics include creating a titleblock, cartooning a set of construction documents, creating a site, modeling an existing commercial building, creating demolition plans and creating the model for a significant two-story expansion to the existing building model. By the conclusion of this course, students will be able to develop a BIM model independently and understand how to organize it for subsequent development into a set of integrated, interoperable construction documents.	30	(P) BIM 101 (P) BIM 201
BIM 302	BIM Construction Documents 2 In this course, students explore the more advanced methods of documenting a building project in Revit Architecture. For the course project, creating a full set of architectural construction documents for a commercial building, which includes an existing structure, an area of demolition plus a significant two-story expansion. This is the same project which was modeled in BIM 301 (Revit 3). At the completion of the course, the students will each have created a full set of architectural construction documents.	30	(P) BIM 101 (P) BIM 201 (P) BIM 301

BUILDING INFORMATION MODELING (BIM) COURSES

COURSE NUMBER	COURSE NAME COURSE DESCRIPTION	CLOCK HOURS	PREREQUISITES & COREQUISITES
BIM 304	BIM Detailing BIM Detailing. It is important for professionals to have a clear understanding of the importance of graphic clarity between multi-scale detail drawings which are presented in a single construction document sheet. This class focuses on strengthening these skills and gives the class participants excellent practice in achieving these skills. Course may be repeated.	20	(P) BIM 101 (P) BIM 201 (P) BIM 301 (P) BIM 302
BIM 311	BIM Project Management Project Management and Document Coordination. This class ensures that students have the relevant exposure to organizing and managing a Revit (BIM)-generated set of construction documents. This class is relevant for all disciplines in the construction industry. Course may be repeated.	20	(P) BIM 301 (P) BIM 302
BIM 321	Revit MEP 1 – Mechanical This course is designed for engineers, architects, designers, drafters, project managers and others involved in the construction industry looking to explore methods of creating a model of Mechanical Systems using Revit MEP. The class is an introduction to duct, mechanical equipment, mechanical fixtures, and mechanical piping systems.	30	(P) BIM 101 (P) BIM 201
BIM 322	Revit MEP 2 – Electrical This course is designed for engineers, architects, designers, drafters, project managers and others involved in the construction industry looking to explore methods of creating a model of Electrical Systems and Fire Protection Systems using Revit MEP. This course is an introduction to electrical elements such as devices, lighting, wiring, and electrical equipment	20	(P) BIM 101 (P) BIM 201
BIM 323	Revit MEP 3 – Plumbing This course is designed for engineers, architects, designers, drafters, project managers and others involved in the construction industry looking to explore methods of creating a model of Plumbing Systems using Revit MEP. The class is an introduction to pipes and pipe systems, plumbing fixtures, collaboration tools, and plumbing specifics.	20	(P) BIM 101 (P) BIM 201
BIM 324	Revit MEP 4 – Fire Protection Design This course uses Revit tools to design and create a fire suppression system in a real-world educational facility. By the end of this course, students will create a coordinated model of a fire sprinkler system within the building. Students will master the tools Revit has for MEP and will develop workflows that are consistent across disciplines within the industry. Finally, students will convert their 3D model into a set of construction sheets to illustrate their design on a two-dimensional set of plans.	30	(P) BIM 101 (P) BIM 201
BIM 341	Revit Structure 1 The class participant will use Revit Structure to design and develop the appropriate BIM 3D models and develop the Structural Engineering-based construction documents. In this class, architectural Revit models are provided for the class to develop the structural model and CDs, as would occur in practice.	20	(P) BIM 101 (P) BIM 201
BIM 342	Revit Structure 2 The class continues where Revit Structure 1 left off, expanding on lessons learned to develop the appropriate BIM 3D models and develop the Structural Engineering-based construction documents. In this class, architectural Revit models are provided for the class to develop the structural model and CDs, as would occur in practice.	30	(P) BIM 101 (P) BIM 201 (P) BIM 341
BIM 361	Introduction to Navisworks This course is for professional designers, architects, engineers, contractors and others seeking professional advancement and job transition through acquiring 3D and 4D modeling review skills. By the conclusion of this class, participants will be able to use Navisworks tools to: effectively run object-interference checks on 3D models from multiple disciplines, create 4D simulations, interactive animations, and photorealistic renderings.	30	None

DIGITAL ARTS / VISUALIZATION COURSES (DAC)

COURSE NUMBER	COURSE NAME COURSE DESCRIPTION	CLOCK HOURS	PREREQUISITES & COREQUISITES
DAC 211	Introduction to SketchUp This is a hands-on introduction to Google SketchUp, on the Windows platform. This course will walk through the basics of the software and develop preliminary design models and massing. Through the course we will learn about strategies and techniques to develop speed and efficiency in modeling and presentations.	20	None
DAC 212	Intermediate SketchUp The classes are structured to cover strategies and techniques to aid the schematic design and design development phases. We will build several models of detailed portions of buildings throughout the course.	20	(P) DAC 211
DAC 101	Introduction to Photoshop This course focuses on creating the visualization skills needed to create presentation boards, portfolios and other presentation media regularly used within the architectural/engineering/construction industry to present renderings, images, etc. to regulatory boards, government institutions and owners. Students are provided existing renderings and other images and they learn to successfully incorporate these images into the required presentation media.	30	None
DAC 201	Intermediate Photoshop This course will explore more advanced features, improve workflow and work with Photoshop's advanced image handling tools and features. In the course you will learn to use Smart objects to create advance compositions; retouch and correct images; use Camera Raw on multiple file formats; explore the Brush tool settings; create Custom brushes for unique effects; use Vector paths for precise selections; learn how to use Channels; deal with Color Management issues; make Animated GIFs and maintain text formatting with styles.	30	(P) DAC 101
DAC 121	Introduction to Illustrator In this Adobe Illustrator course, you will learn how to use Adobe Illustrator to create high quality illustrations, logos, and other custom artwork. This Introduction to Adobe Illustrator course introduces you to the powerful Pen tool, discover how to transform existing shapes, and learn how to add color to drawn objects. You'll also use layers to organize your artwork and explore the options for exporting Adobe Illustrator files.	30	None
DAC 221	Intermediate Illustrator In this intermediate Adobe Illustrator course you will discover the power and versatility of vector artwork. This course takes you beyond the basics to learn the many capabilities available to you in Illustrator. This course also covers troubleshooting for production personnel as well as advanced techniques for interesting design effects.	30	(P) DAC 121
DAC 141	Introduction to InDesign Learn the Adobe InDesign user interface and the specific tools and features that make InDesign valuable. Learn basic strategies to design, supplement, and export graphic materials. In this course, you will learn how to add, place and resize graphics; how to create text, import text and work with text in a document; how to draw shapes and use those shapes in your document; and how to package your work for a commercial printer.	30	None
DAC 241	Intermediate InDesign This class reinforces basic strategies of DAC 141 and introduces intermediate techniques for graphic design. Learn additional tools and methods to craft a series of graphic marketing materials. Learn to use Adobe InDesign including the tools and features that make InDesign useful for photo and graphic projects. In this online training class, students will learn basic InDesign strategies necessary for adjusting, correcting, and supplementing photos and graphics.	30	(P) DAC 141

PROFESSIONAL FUNDAMENTALS COURSES (PFC)

COURSE NUMBER	COURSE NAME COURSE DESCRIPTION	CLOCK HOURS	PREREQUISITES & COREQUISITES
PFC 101	<p>Blueprint Reading for Residential Construction</p> <p>This is a hands-on introduction to Blueprint reading. Understanding how to read a set of construction documents is of primary importance to anyone working on the construction industry. "Blueprint" is the historic name for construction drawings. Contractors would do their work implementing the Design & Construction processes detailed in the blueprints. The course will utilize lectures, hands-on demonstrations, and lab exercises to familiarize participants with the art of blueprint reading. The course will review sets of both residential construction documents and egress plans. At the conclusion of the course, students will be able to make the connections and references between multiple documents contained in a set of blueprint drawings and will be qualified to enroll in the AutoCAD and Revit courses.</p>	10	None
PFC 102	<p>Blueprint Reading for Commercial Construction</p> <p>The course will utilize lectures, hands-on demonstrations, and lab exercises to familiarize participants with blueprint reading for commercial construction documents. The course will review sets of commercial construction documents for a Mixed-Use project. At the conclusion of the course, students will be able to make the connections and references between multiple documents contained in a set of commercial blueprint drawings.</p>	20	None
PFC 121	<p>Introduction to Construction Estimating</p> <p>The course will utilize lectures, hands-on demonstrations, and lab exercises to familiarize participants with the art of estimating and take-offs from blueprints. The course will review sets of commercial construction documents, focusing on estimating and take-offs. At the conclusion of the course, students will be able to make appropriate estimates and material take-offs from a set of commercial blueprint drawings.</p>	20	None
PFC 211	<p>Essential Skills: Communication and Connection</p> <p>Professional problems require communication, connection, self-management, teamwork, and collaboration. Learn the Communication and Connection techniques which are often overlooked. You will learn to build connections, make requests, engage in conflict management, and negotiate. Build your Emotional Intelligence. Communicate and collaborate with Diversity, Equity, and Inclusion (DEI) in mind. Learn the art of public speaking and body language.</p>	10	None
PFC 212	<p>Essential Skills: Self-Management Skills</p> <p>Learn techniques and tips to help with self-management. We can always improve. Evaluate your time, improve efficiency, and prioritize what matters. Establish a positive frame of mind and set goals in your career and life. Learn a framework to make decisions and avoid common pitfalls. Prioritize your ethics and integrity to build trust with those around you.</p>	10	None
PFC 213	<p>Essential Skills: Teamwork, Collaboration and Leadership</p> <p>Learn strategies to help facilitate both teamwork and collaboration. Plan and conduct meetings to build collaboration using a tested framework. Learn principles to thrive as a team, make decisions based on group dynamics, and how to move ideas forward. Learn what to avoid, including driving your team too hard or making decisions based on groupthink.</p>	10	None
PFC 301	<p>Introduction to MS Word</p> <p>This is a hands-on introduction to Microsoft Word. You will learn to navigate and perform common tasks in Word, such as opening, viewing, editing, saving, and printing documents, and configuring the application; format text and paragraphs; perform repetitive operations efficiently using tools such as Find and Replace, Format Painter, and Styles; enhance lists by sorting, renumbering, and customizing list styles; create and format tables and .use Word features to help identify and correct problems with spelling, grammar, readability, and accessibility.</p>	20	None

PROFESSIONAL FUNDAMENTALS COURSES (PFC)

COURSE NUMBER	COURSE NAME COURSE DESCRIPTION	CLOCK HOURS	PREREQUISITES & COREQUISITES
PFC 501	<p>Capstone Project Course</p> <p>This is a sixty-hour, hands-on “final/capstone project” presentation to the Institute to ensure that the student has successfully achieved all of the requirements for their Technology Certificate from the Virtual Design & Construction Institute. This course requires the preparation of a final project, which would take approximately 60 hours to complete. Includes time with the instructor to review, guide, provide direction, grade and evaluate.</p>	60	(P) Successful completion of all vocational certificate program courses

CONSTRUCTION FUNDAMENTALS COURSES (CFC)

COURSE NUMBER	COURSE NAME COURSE DESCRIPTION	CLOCK HOURS	PREREQUISITES & COREQUISITES
CFC 101	<p>Construction Fundamentals: Overview, Site Utilities, Earthwork & Foundations</p> <p>In this, our first of six courses, you will learn about: the construction team and the on-site construction activities; different types of soils and subsurface conditions; the equipment and the heavy equipment we use on a site – scrapers, dozers, excavators and more; clearing and grubbing the site; installing the site utilities; preparing for our building, with Earth work and excavation support and installing foundations. You will also learn about concrete, the history of concrete, concrete as a material and grade beams and foundations.</p>	10	None
CFC 102	<p>Construction Fundamentals: The Building Structure</p> <p>In this, our second of six courses, you will learn about: the structural systems in a building; a building load; how is a load analyzed; how structural materials react to a load; how structural systems bend or deflect, and the types of cranes used to construct a building. You will also learn valuable information about cast-in-place concrete, precast concrete, steel and how steel systems benefit the building's structural integrity.</p>	10	None
CFC 103	<p>Construction Fundamentals: The Building Envelope</p> <p>In this, our third of six courses, you will learn about: the building envelope; maintaining the integrity of the building; keeping water out; ultimately controlling the building's temperature and humidity and the most commonly used cold-formed steel stud systems for exterior walls. You will also learn valuable information about cladding systems and curtain walls, roofing systems, and glass window systems.</p>	10	None
CFC 104	<p>Construction Fundamentals: Interiors and Finish Site Work</p> <p>In this, our fourth of six courses, you will learn about: the different types of wall and interior partitions; the sequence of building interior partitions; different types of drywall and drywall finishes; the construction sequence for finishes; different options for paint, flooring, ceilings and casework and the sequence for installing specialties and furniture options. You will also learn valuable information about variables to consider when designing asphalt paving; construction sequences for curb, gutter and asphalt paving; hardscape options including paths, drives and walls; construction sequencing for landscaping and other items to complete the site work.</p>	10	None
CFC 105	<p>Construction Fundamentals: Mechanical, Electrical, Plumbing & AV-Tel-Data</p> <p>In this, our fifth of six courses, you will learn about: thermal comfort; indoor air quality; the types and major components of a mechanical system; the purpose of HVAC controls; how plumbing systems function; domestic water, drain, waste and vent lines; common electrical terminology; components of the electrical distribution system; and emergency and standby power. You will also learn valuable information about components and construction sequence for a tele-data system, components and construction sequence for an audio-visual system, and components and construction sequence for a security system.</p>	20	None

CONSTRUCTION FUNDAMENTALS COURSES (CFC)			
COURSE NUMBER	COURSE NAME COURSE DESCRIPTION	CLOCK HOURS	PREREQUISITES & COREQUISITES
CFC 106	<p>Construction Fundamentals: Fire Protection, Startup/Testing & Closeout</p> <p>In this, our last of the six courses, you will learn about: wet-pipe fire suppression system; dry-pipe fire suppression system; the purpose and components of a fire alarm system; fire alarm inputs, controls, and outputs; typical life-safety requirements; elevator types and construction sequencing; final MEP system activities; the purpose of commissioning. You will also learn valuable information about the purpose of a punchlist and the punchlist process, typical requirements for a certificate of occupancy, typical requirements for final completion, and the process to turnover a building and the requirements for post-occupancy.</p>	10	None
CFC 121	<p>Construction Management 1</p> <p>The first part of a two-course series for students wishing to become Project Managers and Project Engineers. Students will learn how a construction project is managed from start to finish. Topics include an overview of the construction industry, the key parties involved, as well as Project and Master Planning. Students will also learn the major project delivery systems, payment, and procurement options, and how to quantify and manage risk. Students will also gain valuable knowledge on the roles insurance and bonds play on a construction project.</p>	20	None
CFC 122	<p>Construction Management 2</p> <p>In the second part of the Construction Management series for students interested in becoming Project Managers and Project Engineers, students will learn the additional topics on how a construction project is managed. Topics in this course include construction estimating, scheduling and contracts, safety plans, and quality plans. Students will also learn valuable information on site logistics and phasing, submittals, RFI's, as well as documenting a jobsite, tracking issues, and keeping these documents organized.</p>	20	(P) CFC 121
CFC 141	<p>Introduction to Bluebeam Revu</p> <p>An introductory level course for professional designers, architects, engineers, and others seeking job transition and professional advancement through acquiring computer design skills. By the conclusion of this class, participants will be able to apply Bluebeam Revu for user interface navigation, document annotation and markup, and PDF document management best practices.</p>	30	None
CFC 241	<p>Intermediate Bluebeam Revu</p> <p>The course reinforces the document management best practices for Bluebeam Revu and introduces Bluebeam Studio Sessions & Projects. This course will discuss multiple architectural projects with small and large sheet counts. At the conclusion of the course, students will be proficient in Bluebeam Revu and will be able to manage PDF document sets for multi-discipline AEC projects.</p>	30	(P) CFC 141

SKETCHUP PRO (SKP) COURSES			
COURSE NUMBER	COURSE NAME COURSE DESCRIPTION	CLOCK HOURS	PREREQUISITES & COREQUISITES
SKP 101	<p>Introduction to SketchUp Pro</p> <p>Gain valuable experience with SketchUp commands and menu systems. Learn 3d drawing commands, with 2D sketching, 3D extrusion, paint bucket materials, groups, and components. By the end of this SketchUp course, students will have gained experience developing SketchUp models to create well-grouped, clean, solid models.</p>	30	None
SKP 201	<p>Intermediate SketchUp Pro</p> <p>Students will expand upon what was learned in the Introduction to SketchUp course and explore advanced techniques for optimizing models, improve efficiency and work with complicated forms. Students will work with landscape design, building design, and furniture design.</p>	30	(P) SKP 101

ACCESS TO STUDENT RECORDS

Students have the rights to access and review their records. It is this institution's intent to carefully follow the rules applicable under the Family Education Rights and Privacy Act (FERPA) and to protect the privacy of a student's financial, academic, and other school records.

Students can request access to documents saved in their digital folders at any time. If a student requests information to be sent to them digitally, they must do so through their email on record. The student is responsible for the security of their personal email address. VDCI does not provide individual student email addresses. If a student requests information to be sent to them digitally through an email not on record, they will need to provide a copy of their ID, sent from the email address on record, in addition to answering personally identifiable questions to confirm their identity.

Students may request access to a physical copy of their folder. Students may request the files to be printed and mailed to them. If the student requests access to their folder while at the VDCI campus, they must present a valid form of photo identification to request copies of documents.

Student information is never disclosed to any individual or agency without the student's written permission, including other students or the student's relatives. A student may request that the school amend their training records on the grounds that they are inaccurate, misleading or in violation of the student's rights or privacy. In the event the school refuses to so amend the records, the student may, after complying with the Student Complaint procedure, submit an explanatory statement for inclusion in their training records.

ACADEMIC FREEDOM

VDCI supports development of autonomous thought and respect for others' ideas. As such, members of the VDCI community, including students and faculty, should feel free to discuss their questions and express their opinions both publicly and privately within the boundaries of the Code of Conduct and other reasonable behavioral expectations, noting in their expressions or demonstrations that they speak for them self only.

Complaints should be directed to:
Family Policy Compliance Office
U S Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

CHANGE OF PERSONAL INFORMATION

Students must submit a signed and dated request with supporting documentation to change their name and/or gender on their academic record. The Change of Personal Information form is available at the Student Services Managers office and digitally by request.

COPYRIGHT AND SOFTWARE LICENSURE

VDCI is the author, distributor, and creator of intellectual property. VDCI also has a strategic relationship with Autodesk, the authors, distributors, and creators of much of the CAD, BIM and VDC software technologies which are used in the curriculum at VDCI. VDCI abides by the laws and regulations that protect copyrights and copyright holders. Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute copyrighted work. For the electronic/online/distributed community, downloading or uploading substantial parts of copyrighted work without authority constitutes an infringement.

The penalties for infringing on copyrighted material include civil and criminal penalties. Anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than \$750.00 and not more than \$30,000.00 per work infringed. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees.

Willful copyright infringement can result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense. For additional information, students can visit <http://www.copyright.gov> or may review the United States Code, Title 17, Sections 504, 504.

ASSESSMENT & GRADING

Within VDCI courses, the student learning experience includes the assessment/grading of discussion forums, completed hands-on exercises, quizzes and project deliverables/submissions.

Grades are awarded by instructors on a traditional A+, A, A-, B+, B, B- ... F system, per Instructor Handbook. The minimum passing grade is a C-. The minimum allowable grade percentage to maintain satisfactory progress is 70%. In addition to awarding grades, by the 20th day of the course cycle, instructors are expected to provide timely and constructive feedback within the Learning Hub on assignments to ensure students understand areas of strength and areas of focus/improvement.

Grading Scale - Grades and Standards for Student Achievement:

In calculating a student's grade point average, the following policy applies (as listed in the Catalog and Instructor Handbook):

LETTER GRADE	PERCENT RANGE	GRADE POINTS
A+	100 - 100	4.00
A	93 - 99	3.67
A-	90 - 92	3.50
B+	87 - 89	3.33
B	83 - 86	3.00
B-	80 - 82	2.67
C+	77 - 79	2.33
C	73 - 76	2.00
C-	70 - 72	1.67
D	60 - 69	1.00
F	0 - 59	0.00

Grade Weight

Grades are typically assigned on a percentage basis. The following example pertains: Class grades will be determined by the total number of points achieved in the following categories:

Discussion Forums / Participation	10 %
Quizzes (Assessments)	10 %
Hands-On Quizzes (Assessments)	20 %
Midterm (Evaluation of Model Submission)	20 %
Final (Evaluation of Model Submission)	40 %

This distribution of percentage points is relatively typical for all courses, depending upon the actual submittal requirements for each course. Courses vary in number of project deliverables, quizzes, and discussion forums. These discrepancies are clearly outlined to students within the course syllabus.

Participation

Participation is evaluated by engagement in Graded Discussion Forums through the online Learning Management System (LMS). These forums encourage participation directly with instructors and other students in a course. Typically, ten percent of the course grade is assigned for participation; 5% for answering a discussion prompt, and 5% for commenting on another student's post in a meaningful manner that adds value to the class discussion.

Attendance

Per the "Attendance – Monitoring and Documenting" policy, students are held to attendance requirements. Attendance is not factored into students' grades.

Computerized Evaluation/Testing Instruments

VDCI utilizes the LMS to provide an online opportunity for students to participate and be evaluated for course proficiency based on the Student Outcome and Learning Objectives listed in the course syllabus. Assessments in the LMS include discussion forums, "hands-on" testing questions,

multiple-choice/true-false testing questions, and project-based submissions. Discussion Forums are manually evaluated by instructors. Hands-on quizzes and multiple-choice/true-false quizzes are graded by the LMS based on predetermined correct answers. Project deliverables are manually evaluated by instructors using grading rubrics. The grading rubrics are integrated within the LMS and are used for grading transparency and student records.

SATISFACTORY ACADEMIC PROGRESS

Students are monitored throughout each course and/or program by their instructor and the Student Services and Academics Teams. Students who are in danger of failing or being withdrawn, either due to their academic performance or lack of attendance, will be contacted by any or all these faculty members in a timeline which allows the student to realistically pass the course.

Student Progress in a Course

Student progress is monitored by the instructor, Academic Manager, and Student Services team in the Student Information System (SIS) and Learning Management System (LMS) at the following schedule.

- A. The day before a course begins, the Student Services team sends a Welcome to Class email to all enrolled students to remind them that the course cycle is starting and provides all necessary login credentials and course information.
- B. The 1st day of class: the instructors provide a written introduction to all students which includes any important deadlines or reminders, as listed in the syllabus. Any additional course announcements, such as software considerations, are also made in the introduction.
- C. The 4th day of class: the discussion forum is due for the course.
- D. The 5th day of class: the Student Services Team utilizes the LMS to determine which students have not completed a graded element of the course. The Student Services Team sends these students a reminder that they have missed a graded element deadline.
- E. The 6th day of class: the Student Services Team will send inactive single-course students a message reminding them that the 7th day of class is the last day to cancel for a refund for the course.
- F. The 7th day of class: instructor sends out communication to students about midterms and quizzes due on the 11th day of class.
- G. The 11th day of class: Students have either midterm or first half of quizzes due, depending on the course syllabus.
- H. The 15th day of class: instructors contact all students to remind them that all assignments are due on Monday (the final day of the course).
- I. The 18th day of class: all remaining graded assignments are due.

These are the minimum standard checkpoints and correspondences with a student; VDCI Faculty and Staff may

perform more checks and outreach to students as needed to ensure they are progressing in their course.

If a student is contacted by the instructor or Student Services or Academics Team due to course inactivity or because the student is in danger of failing, that communication is recorded by VDCI in the form of a note in the student's record in the SIS, a written message through the LMS, or an email. Telephone or in-person correspondence between VDCI and students regarding academic concerns or course inactivity is confirmed through follow-up email correspondence.

At the end of each course, the instructor is responsible for submitting grades. Once the instructor submits grades, the Academic Manager will review all student grades and then publish them in the SIS. The grades will be submitted in the SIS no later than three days after the final day of the class.

If a vocational student receives a 69% or lower in the course, the Student Services and Academics Teams will perform an SAP check and follow the procedures outlined in the "Student Progress - Failure to Meet SAP".

Student Progress in a Vocational Program

To ensure students are on track to complete the program within its maximum time frame (150% of the program's published time frame) Student Services and Academic Teams will work together to perform SAP checks at the scheduled 25%, 50% and 100% program completion. Refer to the Student Progress - Failure to Meet SAP policy for details on that process.

The Student Services Team will also perform program audits upon the completion of a student's Technology Certificate Program to ensure that all courses have been passed with a 70% or higher, the student has maintained an overall GPA of 2.0 or higher, and clock hour requirements have been met for the program. At the same time, an audit will be made to the student's digital folder, and upon verification that all required documents are in the folder, the folder will be moved to the respective completed Technology Certificate folder (organized by program and year of completion) within the VDCI network drive for retention.

Procedure

After each course cycle, the Student Services Team and Academic Manager evaluates the grades and course progression for each active Technology Certificate Program student. When a student falls below an overall grade point average of 2.0 and fails a course, the student will be reviewed for SAP.

All students will also be assessed at 25% and 50% progress of the certificate program's published timeframe. The Academic Manager will utilize the Satisfactory Academic Progress Tracking Form to determine the calendar date of the 25% and 50% point of a student's published time frame. If the student has been granted a Leave of Absence, the 25%

and 50% date will be extended to match the number of days the student was on their approved Leave of Absence.

A notification will be sent out to the student when they reach 25% and 50% of their published program length letting them know if they are on track or if a warning will be issued.

FAILURE TO MEET SAP STANDARDS

Satisfactory Academic Progress (SAP) is defined as the successful completion of coursework toward an eligible certificate. Students will need to pass each course with a 70% or higher to receive credit for the course.

Technology Certificate Program students must complete their program within the maximum time frame. Maximum time frame is defined as being 1.5 times the published program length, as measured in attempted credit hour (time spent on an LOA does not count against the max time frame). The Academic and Student Services teams will perform checks on the students' academic progress at 25%, 50% and 100% of the published time frame to ensure they are on track to completing on time.

Incomplete (IC) grades are given in cases of student emergencies and natural disasters that prevent them from successfully completing their coursework in the 18 days of the class, and students must repeat any course in which they earn less than a 70% average. The lowest grade will be replaced by the higher grade when calculating the grade point average. Remedial coursework may affect a student's academic progress in terms of maximum time frame.

If a student fails a class or if a student requests a Leave of Absence, the Academics/Student Services team will also perform an SAP check to ensure the failed course or leave will not put the student behind in their completion of the program within the published time frame.

If during any of the SAP checks a student is determined to be behind completing in their published time frame, he/she will be placed on Academic Warning for the next term. The student must attain the required GPA and/or number of achieved credit hours during the warning period or they may be withdrawn from their program.

If students fail to meet the requirements of the academic warning, they will be placed on academic probation. When a student does not meet the requirements for academic probations, students will be withdrawn from their program.

Students will have the ability to appeal the program termination. Once the appeal is submitted, the decision to reinstate the student is at the discretion of the Academic and Student Services managers.

Withdrawal from the program will result in the student receiving a 0% in each class that was obstructed by the withdrawal. To be readmitted, the student must wait 6 months from the date of withdrawal before reapplying; if

reinstated, they would need to retake the course from which they have been withdrawn.

Transfer and Readmitted Students

Transfer students from outside the institution will be evaluated qualitatively only on the work completed while at this institution. Students transferring from one program to another within this institution will have their GPA calculated on a cumulative basis, including all coursework attempted while at the institution.

Course Retake

Vocational Certificate Program Students

The Program Coordinator will reach out to each student who fails a course with information regarding their program status and course reschedule date.

Fast-Track Program Students

The Academic Coordinator will email graded students who receive a non-passing grade (below a 70%) in a course with course retake information. At the request of the student, instructors may submit a course retake fee waiver request. The Academic Manager will review all retake waiver requests and will notify students if their request has either been approved or denied.

Continuing Education Students

Individual course students who opt to take courses as audit are not eligible for retake.

Academic Probation

If at any checkpoint it is determined the student is not making Satisfactory Academic Progress, the following will occur:

- The student will be placed on Academic Probation and will be provided with an Academic Plan that will notify them of this probationary status and stipulate a certain schedule they will need to maintain to remain in the program. This schedule will extend no longer than three course cycles.
- The Academic Plan will include a schedule to which the student must adhere, resources for reaching out to school faculty and staff, and a clear and concise deadline for completing the program within the Published or Maximum Time Frame for program completion.
- The student must agree to adhere to the Academic Plan. If the student chooses the Academic Plan based upon the Maximum Time Frame, they will acknowledge the extension of their completion date with their signature.
- Their status will be adjusted to "Academic Warning" within the SIS.
- The student will be required to pass each course as outlined in their Academic Plan. If a student successfully completes the schedule listed on their Academic Plan, they will be removed from Academic Warning status and will be in good standing. They will continue to be evaluated for SAP at the checkpoints detailed in the policy above.
- If the student refuses to sign their Academic Plan, or if the student does not respond to communications regarding their

Academic Plan by the start of the next scheduled course cycle, they will be withdrawn from the program.

- If the student has not successfully passed the courses listed within their Academic Plan, the student will be withdrawn from the program. Any refunds will be based on the Vocational Student Refund Policy.

Appeals Process

When a student is withdrawn from the program for failure to adhere to their Academic Plan, they have the right to appeal that decision. The student's right to appeal will be clearly disclosed within their Notification of Termination. If they choose to appeal, the following will occur:

- The student must submit a written appeal to the school no more than seven (7) days from the date the school issued the Notification of Termination. The written Academic Appeals Form is available by request and will be emailed to the student.
- In the written appeal, the student must provide a clear explanation of why they failed to meet SAP standards during the previous probationary period and also present how they will be able to achieve Satisfactory Academic Progress in order to successfully complete the remainder of their program within the Published or Maximum Time Frame.
- The appeal will be evaluated by the Academic and Student Services Managers, and the decision to reinstate the student will be at their discretion.
- The Management Team will send written notification of the appeal decision to the student within ten (10) days of receiving the appeal.
- If the Student Services and Academic Manager allow the student to continue, the student will be placed in another Academic Probation lasting three cycles. The probation will follow the above Academic Probation guidelines with the exception that if they do not maintain their academic plan during this period, they will be withdrawn from the program and will not have the option to appeal the decision.

Retention of Documentation in Student Records

All documentation regarding any warning, probation, academic plan, appeal, and/or reinstatement will be retained in the student records. When the student successfully completes their program, their transcript will not reflect any information regarding the warning, probation, appeal, and/or reinstatement.

ATTENDANCE POLICY

Necessary Definitions

Excused Absence: A missed IDL deadline in which the student has communicated rationale to their instructor and made arrangements to complete their coursework. Acceptable reasons for an excused absence include, but are not limited to, illness, an unexpected emergency, bereavement, court appearances, or the observation of a religious holiday.

Unexcused Absence: A missed IDL deadline in which the student has failed to communicate with their instructor

(prior to or after the absence) and has not completed the necessary coursework for their time missed.

Last Day of Attendance: The later of (a) the last date on which a student attended an onsite class or (b) the last date on which a student attempted a graded element in the VDCI Learning Management System.

All VDCI courses are online and asynchronous. The minimum standard of attendance for completion/graduation is to attend each scheduled course. Courses are attended by completing and submitting graded assignments in each course. If a student participates in a graded assignment, they will be considered attending that assignment and their course. All graded assignments are recorded in the Learning Hub. Course elements are due throughout the course cycle and until the last day of the course.

Graded students who have failed to respond to VDCI communication and are absent for a maximum of 45 consecutive days are automatically considered withdrawn from their training program.

Audit students do not have attendance requirements. Students who are not enrolled in a Program may switch to an Audit status at any time.

There are no excused absences, make-up work, or recorded instances of, or consequences for, tardiness or early departures.

All online students are typically required to complete at a minimum, the first graded discussion post before the end of the 4th day (11:55 pm Pacific time), and a midterm project and/or the Lesson 1 quizzes (assessments) before the end of the 11th day (11:55 pm Pacific time) of the course in order to document and demonstrate satisfactory attendance and academic progress. There are isolated courses which have different assignment requirements (such as a quiz rather than a midterm) due by the 11th day (11:55 pm Pacific time) of the course. These requirements are clearly highlighted in the course syllabus and within the LMS.

- For courses with a midterm, the midterm is due by the end of the 11th day of the course (11:55 pm Pacific time). The grade for this deliverable will be reduced by 10% (one full letter grade) for every day the deliverable is late.
- For courses with quizzes, the Lesson 1 quizzes may be due by the end of the 11th day of the course (11:55 pm Pacific time). The specific deadlines are outlined in the LMS and course syllabi.
- All remaining course deliverables are due by the end of the 18th day of the course. The grade for these deliverables will be reduced by 10% (one full letter grade) if they are turned in the following day (19th day of the course). Final course project deliverables will not be accepted any later than one day after the course has formally been closed without prior authorization from the instructor of the course.

Students who fail to turn in their graded discussion post by the 4th day of class will be reached out to by the 5th day by a

VDCI Student Services member. They will remind them that the assignment and will outline the potential consequences of not submitting the assignment including the impact it could have on their course completion and, subsequently, progress within their program. If a student is still missing assignments by the 11th day of class, the Student Services Team will send a notification to the student that they are in danger of falling behind in the course and outline the potential consequences of or failing the course.

COURSE PARTICIPATION

Participation is evaluated by engagement in Graded Discussion Forums through the online Learning Management System (LMS). These forums encourage participation directly with instructors and other students in a course. Typically, ten percent of the course grade is assigned for participation; 5% for answering a discussion prompt, and 5% for commenting on another student's post in a meaningful manner that adds value to the class discussion.

LEAVE OF ABSENCE

If a student is not able to attend an upcoming course cycle due to emergency circumstances, the student may request a Leave of Absence (LOA). The student must receive documented approval through the institution by completing a Leave of Absence form. At the discretion of the Student Services Manager, a leave may be granted for a reasonable time, as warranted by the circumstances.

Students can request Leaves of Absence in no more than 45-day increments; the total Leave of Absence time allotted to a student is 180 calendar days over the span of 12 months or one-half the published program length, whichever is shorter. Multiple LOAs may be permitted, provided the total days of leave do not exceed the maximum limit. The student must sign and date the Leave of Absence request and specify a reason for the leave. The reason must be specified for VDCI to have a reasonable expectation of the student's return within the listed time frame.

An approved Leave of Absence may be extended for an additional period provided that the extension request meets all the above requirements, and the total length of the Leave of Absence does not exceed the specified limit detailed above.

If a student repeatedly resorts to the use of a Leave of Absence, and if such applications show a pattern of delays, or should the issuance of a Leave of Absence be such that it would significantly interfere with the planned completion of a program of study, VDCI reserves discretion to withdraw a student from the program.

A leave must extend from the start of a class cycle until the next. A student will not be able to return during a course cycle. Time spent on leave does not count against the student's maximum time frame.

The student must attest to understanding the procedures and implications for returning or failing to return to their course of study per the terms of the VDCI cancellation policies. VDCI will not assess the student any additional charges because of the Leave of Absence.

Students who would like to take a Leave of Absence are directed to submit their request to the Student Services Manager. The manager will discuss the reason for the leave with the student. If they believe the leave qualifies, they will send the student a Leave of Absence form via Adobe Sign. The LOA form covers the following information:

- Student's employment status and contact information
- Leave details including dates of leave, previous LOA time taken, and reason for the leave
- SAP check including GPA, clock hours completed, and published timeframe date
- Student's signature acknowledging that they are aware of our cancellation policy and the implications of not returning from this LOA

Once the form has been signed and submitted by the student, the Student Services Manager will note the SAP information and either approve or deny the leave. If the leave is denied, the student will be notified and must continue with their program as originally scheduled. If the Leave is approved, it will be noted in the student's profile in the SIS. Whether approved or denied, a copy of the signed and noted LOA form will be sent to the student and a copy will be saved in their student folder.

The week the student is set to return from their leave, the Student Services Manager will reach out to remind them that their LOA is ending, and they will have their next class scheduled to start during the upcoming course cycle.

If the student requests an extension to the Leave of Absence, they will have to submit another LOA form to document the extension. Leaves should not be permitted for longer than 45-day periods except for extenuating circumstances and are at the discretion of the Student Services Manager.

If a student does not return after their LOA and the student is unresponsive to communication attempts, they will be withdrawn within 21 days from the scheduled date of LOA return.

STUDENT AND EMPLOYER SATISFACTION

When a student enrolls in a Technology Certificate Program, they are asked if a third party is paying for their training. If they are being sponsored by a third party, we add the sponsor's contact information to the student's profile in the SIS.

When a student who was being sponsored completes their Technology Certificate Program, the Program Coordinator will contact the student's sponsor requesting that they complete the Employer/Sponsor Survey within 30 days of completion.

When a student finds placement, the Program Coordinator is also responsible for sending the Employer/Sponsor Satisfaction Survey to the student's new employer. The Employer/Sponsor Satisfaction Surveys are sent out after the student has been employed for at least 30 days in their position post-program completion.

COMPLETION AND PLACEMENT

Completion and Placement Policy Definitions

Completer: A student who has successfully met all course/program requirements and satisfied the minimum 80% attendance policy within 150% of the published program length.

Completion Waiver: A student who is unable to complete their program because of death, incarceration, active military duty, serious medical illness, or relocation out of the area.

Placement Waiver: Vocational graduate has waived placement assistance.

Full-Time Employment: A graduate with 30 days of continuous full-time employment in a training related field.

Part-Time Employment: A graduate with 30 days of employment on a part-time basis (as defined by the employer or graduate) acknowledged in writing that he/she is satisfied with part-time employment in the 'defined position' and that he/she is making training related income.

Self-Employment: No sooner than 30 days following graduation whereby a graduate communicates his/her satisfaction with self-employment. The graduate attests that he/she is satisfied with self-employment in the 'defined position' and that he/she is making training related income.

Temporary Employment: A graduate with 30 days of employment on a temporary basis (working multiple sites through a temporary agency) acknowledged in writing that he/she is satisfied with part-time employment in 'the defined position' and that he/she is making training related income.

Continuing Employment: No sooner than 30 days following graduation whereby a graduate communicates his/her intention to continue employment at the same company in a training related position. The graduate attests that he/she is satisfied with continuing employment in the 'defined position' and that he/she is making training related income.

Not Placed: According to ACCET document 12.c, non-placement status for a student will only occur after the four-month period following their completion date and if the student does not have placement at that time.

ACCET 28.1 documents guide the monitoring of completion and placement data for vocational programs. The data entered in these documents is derived from the student information system. Students are added to the corresponding 28.1 Completion & Placement document based on their scheduled graduation cohort. Any changes to a student's scheduled graduation cohort will be applied to the corresponding 28.1 Completion & Placement document on a quarterly basis. If a student's scheduled completion date changes, the Student Services Team will transfer them in or out of graduation cohorts as needed within the 28.1 Completion & Placement document.

Completion and placement records will be maintained in an orderly, comprehensive, and accurate manner for all students and must be verifiable. The Program Coordinator will regularly review reported completion and placement statistics, along with supporting documentation, and the Career Services Coordinator will conduct routine audits of the completion and placement records to ensure that the data is accurate. The completion and placement data must include sufficient information for regularly calculating the percentage for completion and training-related job placements in prescribed format and time frame.

When a student has met the program requirements, the Student Services Manager will conduct a degree audit to verify the student's accumulated clock hours. Only upon confirmation that a student met all course/program requirements will a student be counted as a completer of the program.

Job placement assistance is available to all vocational students and VDCI does not guarantee employment. Students are only considered placed if they have been employed for at least 30 days from their employment start date. Student placement is verified by contacting the student's employer and verifying the student's position/title, type of employment (full-time, part-time, or temporary) and start date. Employment verification will be conducted by the Student Services Team.

All completion and placement data will be entered in 28.1 documents at the end of each quarter and will be broken down by graduation cohort. The student's scheduled graduation cohort may change due to the following reasons:

- Student accelerates program completion by taking more than one course during a course cycle
- Student requests a leave of absence
- Student fails to complete a course per SAP policies and must be repeat that course (or take an alternative course)
- Student fails to attend a course and must be scheduled to retake the course (or scheduled to take an alternative course)

If a student does not complete the program and a completion waiver does not apply, they remain in their scheduled cohort and are left in that cohort as a non-completer.

Completion

When the student completes the final course in the program, the Student Services Manager will conduct an audit of the student's transcript to ensure that they have met the requirements of their Program. The items being audited are:

- Cumulative GPA (minimum of 2.0)
- All required courses have been passed with 70% or higher
- All elective hours for the program are met
- Student is completing within 150% of the published time frame

If the requirements are met, the Student Services Manager will grant the certificate and note the actual completion date

in the student information tab in the SIS. A signed official transcript is saved to the student's folder. Vocational Program Graduates and Career Services Coordinator will then contact the student for a Technology Certificate Exit Interview.

Placement

The Program and Career Services Coordinator will reintroduce themselves to vocational students in the midpoint of their program. They will inquire if the student is currently employed in a training-related position, or if they require job placement assistance after the completion of the program. Both coordinators will provide support in assisting the student in choosing their electives as it pertains to current or desired employment opportunities.

If a student has not been placed, the Student Services Team will contact them monthly for employment updates. Updates will be tracked in the task management system.

If the student is employed in a training-related position at any time during or after their program, VDCI will send an employment verification form that requests the student's job title, employer information (company name, mailing address, telephone number, contact name), start date, if the position is full-time or part-time, and confirmation that the job is training-related. Upon receiving that information, the Student Services Team will contact the employer for verification of employment. If the student has not yet been working at the position for 30 days, a task is created in the task management system for reach out upon 30 days of employment.

Once the student's employment status has been verified, the Career Services Coordinator will note the method of verification, and sign and date the employment verification form for that student. The employment verification form is then submitted to the Program Coordinator who will review the form and ensure the student meets the criteria for being considered placed. If the student is considered placed, the Program Coordinator will update the corresponding 28.1 Completion & Placement document and 28.2 Onsite Sampling form.

If a student is continuing their employment at their current position, the student must sign an attestation no sooner than 30 days following graduation that it is their intention to continue employment at the same company. They must attest that they are in a training-related position, satisfied with continuing employment, and making training-related income.

If a student has indicated that they are pursuing self-employment, the Student Services Team will follow up with the student no sooner than 30 days following graduation and will send the student a self-employment attestation form to confirm they are satisfied being self-employed and that they are making training-related income.

If a student notifies the school that they have taken the training but is waiving placement assistance for any reason, the school will request the student sign an attestation. This will include the student's reason for waiving assistance, signature, and date.

If a student signed up through the Workforce Innovation and Opportunity Act (WIOA), The Student Services Team will reach out to the career center agents and/or the student to verify the placement status of a student.

Once a student is considered placed in any of the aforementioned capacities, both the 28.1 and internal tracking documents are updated. All documents are stored in student folders in Google Drive.

COMMITMENT TO NON-DISCRIMINATION & NON-HARASSMENT

VDCI is committed to providing an education conducive to the personal and professional development of each individual and is committed to maintaining an academic environment free of discrimination and harassment. VDCI does not discriminate based on race, color, religion, national origin, sex, age, disability, veteran status, sexual orientation, political affiliation (and any other legally protected classes in the relevant jurisdiction) that complies with Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and applicable state and local laws.

VDCI will not tolerate, condone, or allow discrimination or harassment, whether engaged in by fellow students, faculty members, or non-faculty colleagues.

VDCI and all staff members do their utmost to create a workplace culture that is free of harassment, intimidation, bias, and unlawful discrimination.

What is discrimination?

For purposes of this policy, impermissible discrimination occurs when a person is treated less favorably based solely on the person's membership in one of the legally protected groups listed above. Impermissible discrimination involves taking detrimental action against a person that is not based on the person's individual abilities or merit, but rather on the collective group to which the person belongs.

What is harassment?

Harassment is a form of discrimination. Harassment is unwelcomed, offensive behavior that is based one of the legally protected groups listed above and which is severe or pervasive enough to create an environment that a reasonable person would consider hostile. Examples of words or conduct that may constitute harassment that would violate this policy are:

- Verbal abuse, slurs, derogatory comments, or insults about, directed at, or made in the presence of an

individual or group based on protected status. This could include telephone calls, emails, instant messages, etc.

- Display or circulation of written materials or pictures that are degrading to a person or group based on protected status.
- Damage to, trespass to, or unauthorized use of property, such as spraying or scratching of a motor vehicle, damage, or theft of property, based upon the protected status of an individual or group.
- Physical contact or verbal threats based upon the protected status of an individual or group

What is sexual harassment?

Sexual harassment is a form of sexual discrimination in which the harassment (as described above) is based on a person's sex (including gender and sexual orientation). Sexual harassment is encompassed in the broader term sexual misconduct.

Sexual harassment occurs when a person is the recipient of conduct of a sexual nature where:

- Submission to, or toleration of, such conduct is made either explicitly or implicitly a term or condition of the student's education.
- Submission to or rejection of such conduct by an individual is used as the basis for academic decisions about the student; or
- Such conduct has the purpose or effect of unreasonably interfering with the student's welfare or academic performance, or creates an intimidating, hostile, offensive or demeaning academic environment.

Who to contact if you think that you have been discriminated against or harassed:

The Student Services Manager is available to serve as a resource to any student or other member of the VDCI community who has a discrimination or harassment inquiry or complaint. This person has information about the Institute's non-discrimination policy, rules and procedures (including information about confidentiality), as well as, options available for the investigation and resolution of complaints. Individuals with a discrimination or harassment inquiry or complaint may be more comfortable speaking with someone of the same gender, and the resource persons listed can assist in finding help of the preferred gender.

Students who wish to file discrimination or harassment complaints should follow the Student Complaint Procedure policy published in this handbook. For complaints involving sex or gender discrimination, please contact VDCI's Student Services Manager learn@vdc.edu or (619) 758-9300.

Policy Statement

This policy explains VDCI's response to complaints of alleged sexual misconduct. The Institute expressly prohibits all instances of sexual misconduct including sexual harassment, domestic violence, dating violence, sexual assault, stalking,

and rape or acquaintance rape. All acts that fall within the definitions of sexual harassment, sexual assault, rape, acquaintance rape, stalking, dating violence, domestic violence or prohibited sexual contact violate Institute policy, and applicable state and federal law. The Institute is committed to fostering an environment in which all types of sexual misconduct are promptly reported, and sexual misconduct complaints are resolved in a fair and timely manner.

Maintaining a safe environment is the responsibility of all members of the Institute community. Anyone who believes he or she is a victim of sexual misconduct should report the incident as quickly as possible to the Student Services Manager and seek immediate medical and/or safety assistance.

The Student Services Manager will monitor the investigation and resolution of sexual misconduct reports and assure compliance with this policy. Furthermore, the Student Services Manager will work with campus administration to identify and initiate strategies intended to remedy the effects on the victim and the community to the extent practicable, and reasonably prevent the recurrence of similar misconduct.

It is VDCI's policy to hold perpetrators of interpersonal violence, which includes sexual assault, prohibited sexual contact, stalking, dating and domestic violence in any form, accountable for their actions through appropriate student conduct or personnel procedures, and by working with community agencies and law enforcement as appropriate. Mediation will not be used to resolve an allegation of sexual misconduct.

Procedures to Follow After a Sexual Misconduct Incident
Victims of domestic violence, dating violence, sexual assault, stalking, rape, and acquaintance rape on campus or at any campus property outside the main campus, or at any Institute-sponsored event or activity have the option and are encouraged to contact local law enforcement authorities.

Whenever possible victims should report a violation of this policy as soon as possible and preserve evidence as may be necessary to prove that domestic violence, dating violence, sexual assault, or stalking occurred, or to obtain a protection order. Victims of sexual assault or rape are strongly encouraged to report the incident as described in this policy in order to deter these assaults and to ensure that victims receive the services they need. Steps should be taken to help deal with physical and emotional trauma associated with the violation. Recommended steps include:

1. Go to a safe place; go somewhere to get emotional support
2. Consider reporting the incident to the police. If requested, the Institute will assist with notification
3. Report the misconduct to Student Services Manager
4. For your safety and well-being, immediate medical attention is encouraged. Being examined as soon as

possible, ideally within 120 hours, is important especially in the case of sexual assault. The hospital will arrange for a specific medical examination at no charge. To preserve evidence, it is recommended that, if at all possible, you do not bathe, shower, douche, eat, drink, smoke, brush your teeth, urinate, defecate or change clothes before that exam. Even if you have already taken any of these actions, you are still encouraged to have prompt medical care. Additionally, you are encouraged to gather bedding, linens or unlaundered clothing and any other pertinent articles that may be used for evidence. Secure them in a clean paper bag or clean sheet.

5. Even after the immediate crisis has passed, consider seeking professional counseling. This can help to recover from psychological effects.

Confidentiality

The Institute wishes to foster an environment in which individuals feel free to discuss concerns and make complaints. The Institute understands that complainants, witnesses, and others involved in the investigation process may be concerned about the confidentiality of the information they are sharing. In some cases, however, the Institute may be obligated to take action when it becomes aware of information relating to a complaint.

Confidentiality in cases of sexual misconduct will be maintained to the extent permissible by law and consistent with the Institute's obligations in investigating complaints. Once an individual discloses identifying information to the Institute through the processes described above and in the applicable complaint procedures, he/she will be considered to have filed a complaint with the Institute. While the confidentiality of information received, the privacy of individuals involved, and compliance with the wishes of the complainant or witnesses cannot be guaranteed, they will be respected to the extent possible and appropriate.

STUDENT CONDUCT & ALCOHOL AND SUBSTANCE ABUSE POLICY

Any student, faculty, or staff who appears intoxicated or behave in a manner that indicates intoxication may be temporarily or permanently dismissed from VDCI.

A review of the student's conduct and condition leading to their dismissal will be made by the Student Services Manager, and a decision will be made regarding student's continuation in courses at VDCI. The process of this review and student appeals can be found in the Student Code of Conduct.

If it is confirmed that a staff member is intoxicated while on VDCI premises or while fulfilling job responsibilities, the case will be reviewed by the CEO and the Academic Manager. Disciplinary action, including termination, can be taken. VDCI staff members do not have the right to appeal these decisions but are entitled to include a narrative response to

VDCI's decision. This response will be included in their personnel file.

CODE OF CONDUCT

VDCI reserves the right to dismiss any student whose conduct or lack of attention is detrimental to their progress or to the progress/safety of other students. The Code of Conduct applies to behavior that affects the VDCI community, irrespective of where or when that conduct may occur. Discipline may extend to off-campus activities including online social media and forums and locations when the actions in question adversely affect the VDCI community and/or pursuit of its objectives.

Terminology

1. The terms "Institute" or "VDCI" mean Virtual Design & Construction Institute.
2. The term "covered person" includes any current or prospective student of VDCI. All students must adhere to the Code of Conduct. This includes:
 - a. Vocational ("Technology Certificate") and Avocational Students.
 - b. Students who are taking classes onsite and online.
 - c. Students who are between course cycles, on a leave of absence, or taking time off from their training.
 - d. Anyone receiving or seeking to receive services from the Institute.
3. The term "instructor" means any person hired by or contracted with the Institute to conduct instructional activities
4. The term "VDCI staff" means any person employed by the Institute.
5. The term "member of the VDCI community" includes students, instructors, VDCI staff, or any other individuals associated with the Institute.
6. The term "VDCI premises" includes all land, buildings, facilities, and other property owned, used, or controlled by the Institute (including parking lots, adjacent streets and sidewalks). This also includes any events hosted or attended by VDCI students and staff that are not held within facilities or on property controlled by the institute.
7. The term "Administrative Support Team" means any person or persons authorized by VDCI to determine whether a respondent has violated the Code of Conduct and to recommend the termination of student enrollment and/or the involvement of law enforcement when applicable. This includes the Academic Manager and the Student Services Manager.
8. The term "policy" is defined as the policies, rules, and procedures of the Institute including, but not limited to, those found in the Course Catalog, Policies and Procedures Handbook, Instructor Handbook, or Employee Handbook.

Any student found to have committed misconduct, including the following types of misconduct, may be subject to termination or the involvement of law enforcement.

1. Acts of dishonesty including, but not limited to, the following:
 - a) Furnishing false information to any Institute official, faculty member, or office.
 - b) Forgery, alteration, or misuse of any Institute document, record, or instrument of identification.
 - c) Computer piracy, including duplication of computer software, downloading or publishing VDCI curriculum materials without consent, or unauthorized computer entry ("hacking").
 - d) Academic dishonesty includes all forms of plagiarism and sharing course material and access to the learning management system with any other individual or entity who is not the student.
2. Disruption or obstruction of teaching or other Institute activities, on or off campus.
3. Physical abuse, verbal abuse, threats, intimidation, and harassment including, but not limited to, sexual harassment, coercion and/or other conduct that threatens or endangers the health or safety of any person, either on or off VDCI premises, or at any Institute-sponsored activity.
4. Bullying and cyberbullying (communication transmitted by means of an electronic medium, including, but not limited to, a cell phone, computer, or social media) whether it be a single incident or a series of incidents.
5. Attempted or actual theft of and/or damage to property of the Institute or other personal or public property.
6. "Hazing," defined as any action taken or situation created which, regardless of intent or consent of the participants, may reasonably produce bodily harm or danger, mental or physical discomfort, embarrassment, harassment, fright, humiliation or ridicule, or otherwise compromises the dignity of another individual.
7. Unauthorized entry to or use of VDCI premises.
8. Violation of published Institute policies, procedures, rules or regulations.
9. Violation of any applicable federal, state or local law.
10. Use, possession, or distribution of narcotic or other controlled substances, except as expressly permitted by law, a valid doctor's order, or the Institute.
11. Use, possession or distribution of alcoholic beverages, except as expressly permitted by law and Institute regulation.
12. Possession of firearms, explosives, or other weapons or dangerous chemicals.
13. Conduct that is disorderly, disruptive, lewd or indecent; breach of peace; or aiding, abetting or procuring another person to breach the peace.
14. Aiding, abetting or inducing another to engage in behavior prohibited by the Code of Conduct.
15. Theft or other abuse of computers, including but not limited to:
 - a) Unauthorized entry into a file, to use, read, or change contents, or for any other purpose.
 - b) Unauthorized transfer of a file.
 - c) Unauthorized use of another individual's identification and password.
 - d) Use of computing facilities to interfere with work of another student, faculty member or Institute official.

- e) Use of computing facilities to send obscene or abusive messages.
 - f) Use of computing facilities to interfere with normal operation of the Institute computing system.
 - g) Introduction, reproduction and/or promulgation of any computer virus.
 - h) Use of computing facilities to access websites that are pornographic or otherwise obscene, advocate illegal or dangerous acts, or advocate violence or discrimination. If users inadvertently access such information, they should immediately disclose the inadvertent access to a VDCI staff member.
 - i) Downloading, posting, reproducing or distributing music, photographs, video or other works in violation of applicable copyright laws.
16. Falsification, distortion or misrepresentation of information before a conduct panel.
 17. Failure to pay tuition on time. This includes recurring payments to VDCI.
 18. Failure to respond to VDCI communication within a 14 day timeframe.
 19. Excessive rescheduling of courses. Examples of excessive rescheduling may include:
 - a) Rescheduling more times than courses enrolled
 - b) Consecutive reschedules

Student Hearings and Conduct Panels

Any student who is found to have committed misconduct and is subjected to consequences, up to and including termination, has the right to request a hearing by the VDCI Conduct Panel. This hearing can be virtual or in-person, based on the student's location.

The VDCI Management Team, comprised of the CEO, Student Services Manager, Office Manager, Academic Manager, and Curriculum Manager will serve as a conduct panel to hear student cases. Conduct Panels for each case will be comprised of no less than two persons within the Management Team. Decisions made by the Conduct Panel shall be final, as the student's hearing serves as their appeal to the initial decision(s) of VDCI.

In appropriate situations, the Conduct Panel may provide a student with conditions of reinstatement or conditions in which a student can prevent the termination of their enrollment. These conditions will be correlated to the violation of the Student Code of Conduct and must assist in ameliorating the violation.

If a student is unsatisfied with the result of their hearing, they have the right to file a formal complaint with ACCET and/or the BPPE, as listed in the student complaint procedure.

Involvement of Law Enforcement or External Judicial Authorities

Complainants who believe that they are victims of crime or other violation of law (for example, assault, battery, sexual misconduct) may notify and seek assistance from the

Institute, local law enforcement, and/or other community resources concurrently. The conduct administrator can provide information about how to contact local law enforcement or other local community resources.

The Institute is committed to maintaining an environment that is safe for all members of the VDCI community. Safety concerns, including those arising out of Code of Conduct proceedings, should be brought to the attention of the Student Services Manager for evaluation of any appropriate measures to be taken by the Institute to promote security.

Complainants may also seek protective, restraining, or "no-contact" orders from an external law enforcement or judicial authority; complainants who do so should notify the conduct administrator or campus incident commander so that the Institute can cooperate as appropriate in the observation of the order.

The Institute may institute Code of Conduct proceedings against a respondent charged with violation of applicable law without regard to the pendency of civil litigation or criminal arrest and prosecution. Proceedings under this Code of Conduct may be carried out prior to, simultaneously with, or following civil or criminal proceedings.

If the alleged violation of law is also the subject of Code of Conduct proceedings, the Institute may advise external authorities of the existence and status of the Code of Conduct proceedings. The Institute cooperates fully with law enforcement and other agencies in enforcing law on Institute property and in the conditions imposed by criminal courts for the protection of victims and the rehabilitation of violators. Individual students, staff, or faculty members, acting in their personal capacities, remain free to interact with a governmental representative or law enforcement official as they deem appropriate.

ACADEMIC INTEGRITY

Any student believed to have willfully engaged in Academic Dishonesty may be asked by the institution to validate their work and/or be subjected to consequences up to and including termination.

VDCI will ensure that safeguards have been built into the Interactive Distance Learning (IDL) course format and into onsite courses to require that all students be held to the same standards of academic honesty.

These safeguards include (but are not limited to):

- Requiring students to retain and provide drafts or cumulative project updates to demonstrate stages of completion
- Restricting students from changing assignment topics or project goals without the permission of an instructor
- Requiring students to provide source credit and/or disclose any outside assistance or contributions to their work
- Requiring students to alter, expand upon, or reenact work submissions when there is significant evidence or suspicion of plagiarism/identity misrepresentation

- Requesting to discuss a project or submission with a student in a “real time” format (example: telephone call, virtual meeting, etc.)

If VDCI concludes that a student has willfully engaged in an act of academic dishonesty, that student can face consequences including (but not limited to):

- The requirement to complete an alternate or additional assignment
- Receiving no credit for an assignment or assignments
- The requirement to retake a course (course failure)
- Academic probation
- Suspension from VDCI
- Termination of enrollment from VDCI

VDCI’s disclosure of illegal activity (such as copyright infringement or fraud) to the appropriate authorities

In most instances, a student who has willfully committed an act of academic dishonesty will not receive credit (a “zero”) for that assignment. If the student fails the class due to that lack of credit, the student will need to retake the course.

If a student commits another act of academic dishonesty, VDCI’s investigation reveals prior instances of academic dishonesty, or the student’s actions are found to have a severe impact on their training/the training of others, that student may face consequences up to and including termination.

Any student who is found to have committed an act of academic dishonesty and is subjected to consequences, up to and including termination, has the right to request a hearing by the VDCI Conduct Panel.

CAMPUS SAFETY

Given public concern about escalating incidents of school violence, the Institute will take appropriate administrative action to protect the community. Student behavior that causes campus safety or security concerns will typically be addressed pursuant to the Interim Suspension provisions of the Code of Conduct. Accordingly, immediate suspension and eventual expulsion will result for students who:

- Possess, sell, or otherwise furnish a firearm.
- Brandish a knife at another person.
- Sell a controlled substance.
- Commit or attempt to commit a sexual assault or sexual battery.
- Possess an explosive.

Nothing in this policy should be construed as limiting or preventing the Institute’s discretion to take other action which, in the Institute’s sole discretion is necessary or advisable to promote campus safety and security.

VDCI takes seriously any threats made to cause harm to others or to oneself. Threats to harm others will be handled through the Code of Conduct and may involve an interim suspension and/or the engagement of law enforcement

officials until conduct proceedings are completed. In the case of threats to harm oneself, the Institute may call local law enforcement officials or other persons acquainted with the person making the threat for the purposes of checking on that person’s welfare. The Institute may also work with the person to determine available resources and appropriate next steps.

STUDENT SERVICES

In addition to student finance, academic, and career services, the Institute provides other support services to students. Services may include posting of part-time work opportunities, counseling, and student activities and events depending on location and size of student population. Our mission is to foster student advancement through learning, mentoring, and developing student leadership skills.

This institution does not provide orientations, airport reception services, dormitory facilities, housing assistance or other services. VDCI does not have dormitory facilities under their control. Further, this institution maintains a focus on the delivery of educational services. Should a student encounter any personal problems which interfere with their ability to complete coursework, this institution will aid in identifying appropriate professional assistance in the student’s local community but does not offer personal counseling assistance. Hotel accommodations are widely available locally with an average cost of \$100 to \$125 per night depending on season. The average housing cost around the institution ranges from \$2,500 to \$3,000. However, VDCI programs and courses are 100% online and does not require on-site attendance or relocation.

HOURS OF OPERATION

Monday–Thursday:	9:00 am – 3:00 pm
Friday:	9:00 am – 1:00 pm
Saturday–Sunday:	Closed

LIBRARY RESOURCES

No library is needed to meet the instructional needs of the students. The programs offered are all computer based and require the development of skills in the acquisition of knowledge. Library materials would not be compatible with these types of programs for professional designers, architects, engineers, and others seeking job transition or professional advancement through the acquisition of computer design skills.

Learning Resources

VDCI does not require any textbooks for any course. Courses may have recommended textbooks listed in the syllabus, but these are recommended as reference material and are not required to complete any graded assignments.

Electronic course materials will be provided in the Learning Hub. These materials may be downloaded and retained, alongside student-created course projects after the course completion. These materials may not be shared or used in

any commercial or educational setting. Videos may not be downloaded, or screen recorded for any purpose.

CAREER SERVICES

All Technology Certificate Program students are welcome to take advantage of our Career Services during and after their time at VDCI.

Our Career Services Coordinator will reach out to Technology Certificate Program students when they are halfway through their program to gauge the student's employment wants and needs and will ask for a current resume to have on file. They will then begin looking at the job market in the student's area and see if there are any positions available or businesses to reach out to regarding a possible training-related position for the student.

The Career Services Coordinator will conduct these searches for the student regularly until the students find a position. The Coordinator will also workshop students' resumes and provide suggestions on ways to edit them to be more effective and are also available to hold mock-interviews with the students so they can practice answering questions commonly fielded in A/E/C interviews.

ACADEMIC POLICIES AND SERVICES

VDCI Learning Hub

VDCI's Learning Hub (learn.vdci.edu) provides a single point of entry for self-directed, web-based services for all current students. Features include access to a general announcement, an option to view grades, an option to view past courses, an option to view and print course completion certificates and a way to contact the help desk.

All student profile picture submissions must be reviewed/approved by a member of the Academic Team. Listed below are acceptable profile picture submissions:

1. A professional headshot
2. A photo of you and your spouse/partner/pet
3. An industry related, company logo

Specifically, profile picture submissions containing any of the following are prohibited and will not be approved: photos of children/with children, cartoon images, photos with cartoon-like filters, photos of animals without the student, unrelated images not containing the student, sports team logos, inappropriate images, graphic content and/or gestures, alcohol, gambling, weapons, threatening/harassing images.

Photos that do not meet the acceptance criteria will be rejected on the online learning management system by a member of the Academic Team. The Academic Team member will then message the student through the online learning management system, notifying them why their picture was rejected and will provide them with the VDCI profile picture policy, as described above.

Training Language Requirements

All VDCI training and administrative communication is in English. That includes oral, written, media-based and other forms of communication. To ensure student success, all enrolled students are required to at least be at 10th grade English proficiency. This will be assessed in during the program interview and transcripts submitted by the student. There are no English services provided by the institution.

CANCELLATION AND REFUND POLICY

Necessary Definitions

Vocational Program Student: A student who enrolls in a Vocational Technology Certificate Program and signs an enrollment agreement.

Avocational Program Student: A student who enrolls in a training path and signs an avocational enrollment agreement.

Continuing Education Student: A student who enrolls in a single course that is less than 32 clock hours.

Cancellation: A student who never attends their program or scheduled class at the institution after enrolling and informs the institution (students outlined in "Certificate Program Trial Period" may be an exception).

Trial Period Cancellation: A vocational student who fails to pass the first two courses scheduled in a six week period. The student will be treated as a cancellation.

No Show: A vocational student who never attends class at the institution after enrolling and does not inform the institution. Note that the ACCET policy treats no shows identical to cancellations.

Withdrawal: A student who attends at least one class at the institution but does not complete their program.

Termination: A type of withdrawal initiated by the institution due to failure to meet one or more institutional policies.

Period of Financial Obligation: The portion of the program for which the student is legally obligated to pay, which may be less than the full program and may not, under any circumstances, exceed a period of 12 months.

Last Date of Attendance (LDA): The final date the student attends class or virtually attends an online course.

Date of Determination (DOD): The date the student notifies the school of their withdrawal, or the date the institution terminates or administratively withdraws the student.

Completion: Single-course students who attended or were scheduled to attend a course and did not initiate a Cancellation or Withdrawal. Completed outcomes include Graded Student (Letter Grade), Inactive Unresponsive (IU), and Audit (AU).

Scheduled Course: When a student has access to their course in the VDCI Learning Hub, per their self-selected course start date or most recent scheduling communication. This denotes that the student is scheduled to attend all course Clock Hours as per BPPE withdrawal policy 71750.1.

Policy

Program student refunds will be the greater refund after comparing the ACCET and BPPE calculations. The ACCET refund calculation type will be determined by the student's

last day of attendance. The BPPE refund calculation type will be determined by the number of clock hours attended or scheduled to be attended.

Continuing Education student refunds are determined using BPPE calculations. The BPPE refund calculation type will be determined by the number of clock hours attended or scheduled to be attended.

ACCET Refund Policy

All Vocational Programs and avocational programs 300 clock hours or greater:

- a. Refund amounts must be based on a student's last date of attendance (LDA). When determining the number of weeks completed by the student, the institution may consider a partial week the same as if a whole week were completed, provided the student was present at least one day during the scheduled week.
- b. During the first week of classes, tuition charges withheld must not exceed 10 percent (10%) of the stated tuition up to a maximum of \$1,000.
- c. After the first week and through fifty percent (50%) of the period of financial obligation, tuition charges retained must not exceed a pro rata portion of tuition for the training period completed, plus ten percent (10%) of the unearned tuition for the period of training that was not completed, up to a maximum of \$1,000. (See example.) Institutions that do not retain any unearned tuition may assess an administrative fee associated with withdrawal or termination not to exceed \$100.
- d. After fifty percent (50%) of the period of financial obligation is completed by the student, the institution may retain the full tuition for that period.
- e. While ACCET requires that tuition be listed on the enrollment agreement, some states require that an institution list the tuition for an entire program on an enrollment agreement even when the institution only financially obligates the student for a portion of the entire program. When calculating a refund, the percentage of tuition retained by the institution must be based on the portion of the program the student was attending through his or her last date of attendance when the student dropped, not the tuition charged for the entire program listed on the enrollment agreement.

All extra costs, such as books, supplies, equipment, laboratory fees, rentals and any similar charges not included in the tuition price, must be clearly stated in the enrollment agreement. Non-refundable charges must be explicitly itemized in the catalog and the enrollment agreement. Charges that are non-refundable must be limited to those materials that are distributed and attributable to the portion of the program attended by the student.

Cancellation After the Start of Class (Optional Student Trial Period): An institution may consider a withdrawal as a cancellation or no show (for example, within the first week of the program) provided this process is fully delineated in

writing as part of the refund policy and provided to all students at or before enrollment. A student who is considered a cancellation or no show under such a policy must have all charges refunded and all payments returned to the individual or the applicable funding source less the maximum allowable application/registration fee of \$200, if such charges are clearly itemized in the enrollment agreement as being non-refundable. Cancellations processed in accordance with this trial period section are not treated as a start by ACCET and, therefore, do not negatively impact the institution's completion rate.

BPPE Refund Policy

- (a) Every institution shall make refunds that are no less than the refunds required under the Act and this Division.
- (b) An institution may not enforce any refund policy that is not specified in the catalog as required pursuant to section 94909(a)(8)(B) of the Code, and must refund all institutional charges upon a student's withdrawal. Withdrawal policy procedures pursuant to section 94909(a)((8)(B) of the Code shall include, at a minimum: the acceptable methods of delivery of a notice to withdraw; whether withdrawal can be accomplished by conduct, and if so, how; the position or positions to whom the notice to withdraw must be delivered; and the date that the notice to withdraw is considered effective, which shall be no later than the date received by the institution.
- (c) A pro rata refund pursuant to section 94919(c) or 94920(d) or 94927 (60% or less of the period of attendance) of the Code shall be no less than the total amount owed by the student for the portion of the educational program provided subtracted from the amount paid by the student, calculated as follows:
 - (1) The amount owed equals the daily charge for the program (total institutional charge, divided by the number of days or hours in the program), multiplied by the number of days student attended, or was scheduled to attend, prior to withdrawal.
 - (2) Except as provided for in subdivision (a)(3) of this section, all amounts paid by the student in excess of what is owed as calculated in subdivision (a)(1) shall be refunded.
 - (3) Except as provided herein, all amounts that the student has paid shall be subject to refund unless the enrollment agreement and the refund policy outlined in the catalog specify amounts paid for an application fee or deposit not more than \$250.00, books, supplies, or equipment, and specify whether and under what circumstances those amounts are non-refundable. Except when an institution provides a 100% refund pursuant to section 94919(d) or section 94920(b) of the Code, any assessment paid pursuant to section 94923 of the Code is non-refundable.
 - (4) For purposes of determining a refund under the Act and this section, a student shall be considered to have withdrawn from an educational program when he or she withdraws or is deemed withdrawn in accordance with the withdrawal policy stated in its catalog.
 - (d) If an institution has collected money from a student for transmittal on the student's behalf to a third party for a bond, library usage, or fees for a license, application, or examination and the institution has not paid the money to

the third party at the time of the student's withdrawal or cancellation, the institution shall refund the money to the student within 45 days of the student's withdrawal or cancellation.

(e) An institution shall refund any credit balance on the student's account within 45 days after the date of the student's completion of, or withdrawal from, the educational program in which the student was enrolled. For purposes of this subdivision and section 94919(d) of the Code, "day" means calendar day.

(f) The institution shall maintain a cancellation and withdrawal log, kept current on a monthly basis, which shall include the names, addresses, telephone numbers, and dates of cancellations or withdrawal of all students who have cancelled the enrollment agreement with, or withdrawn from, the institution during the calendar year.

NOTE: Authority cited: Sections 94803, 94877 and 94885, Education Code. Reference: Sections 94885, 94919 and 94920, Education Code.

Program Charges

For all programs, there is a non-refundable \$150 Registration Fee. Program tuition is refundable.

For all single courses and training paths, there are no non-refundable Registration Fees. Cancelled courses are refundable.

Textbooks are not required for any program or single course. Recommended textbooks may be requested by the student. Textbooks are non-refundable unless the program is cancelled.

Certificate Program Trial Period

Per ACCET guidelines, VDCI has added a trial period to all vocational programs. Vocational students will be automatically placed in the trial period for six weeks or until their first two courses have been successfully passed. These courses typically include one introductory level and one intermediate level course required for the completion of the student's certificate program.

Students who successfully complete the trial period by passing both courses will be officially entered into their program. Students who do not complete the trial period will be treated as a cancellation and will be issued a full refund, less any itemized and non-refundable fees.

Student's Right to Cancel

Students enrolled in a Program at VDCI have the right to cancel their enrollment at any time. Students have the right to cancel their enrollment agreement and obtain a refund of charges. If a student chooses to cancel their program, VDCI allows the following methods of informing the institution:

1. Written communication via e-mail sent to:
learn@vdc.edu

Students are not required to notify the institution to be cancelled from the program.

Withdrawals

Students may request a withdrawal and receive an applicable refund by contacting the Student Services team at learn@vdc.edu. Students should not contact their instructors with withdrawal requests.

Single-course students who cancel or withdraw from their training path will receive a full refund for their future, not yet accessed courses. Courses that have been scheduled and accessed cannot be cancelled, and withdrawal requests for those courses will not result in a refund.

Students who withdraw from a program will receive a pro rata refund as defined by the ACCET and BPPE policies. All program cancellations must be communicated by the 7th day of the program.

Students who were terminated due to violation of the VDCI Code of Conduct, including Inactive Unresponsive students, will not receive a refund for their current and scheduled course(s) but will receive a full refund for any future courses.

Refunds will be issued to the student within 45 days from the Date of Determination.

Procedure

Single-course students will be informed of the cancellation and refund policy upon purchasing their course via the VDCI website and Order Confirmation email. Students will also acknowledge the cancellation and refund policy in the VDCI Learning Hub at the beginning of their course.

Avocational program students will sign enrollment agreements in the VDCI Learning Hub before beginning their program and before the student gains access to any course materials.

Vocational program students will sign enrollment agreements provided by the Student Services team before beginning their program and before the student gains access to any course materials.

The Academic Team will produce all inactivity, audit enrollment, and grade reports for the Student Services Team for Day 5 and Day 6 communications. Inactive students will receive communications from VDCI instructors and Student Services no less than 3 times during the first 7 days of a course.

Student transcripts will be updated when a student is withdrawn from a course (W) or completes a course (Letter Grade, IU, AU).

The refund process is initiated by receiving a cancellation or withdrawal request from the student, or a termination initiated by the institution. The Student Services Team

escalates the cancellation, withdrawal, or termination through the task management system.

The Date of Determination is established by the assigned team member. The Date of Determination will be no later than 90 days from the student's last day of attendance, a student's Leave of Absence start date, or from acknowledgement of a student's Academic Plan, whichever is latest.

For the ACCET refund, the last week completed by the student is calculated using the student's Last Day of Attendance. Per ACCET policy, the whole week will be considered to be completed. VDCI course cycles are 3 weeks long, and all completed course cycles will be included as completed weeks in this calculation. The number of weeks completed will be included in the ACCET refund calculation sheet.

For the BPPE refund, the total hours attended by the student is calculated by adding up all completed course clock hours and the clock hours in any scheduled courses, if applicable. Per BPPE policy, once the student has access to the course in a 3-week course cycle, they will be considered to be scheduled to attend all clock hours for that course. The number of hours attended or scheduled to attend will be included in the BPPE refund calculation sheet.

VDCI will compare the refund amounts by BPPE policy (completed and scheduled hours) and by ACCET policy (weeks attended). A refund summary is reviewed by two members of the Student Services Team. The ACCET calculation sheet and BPPE calculation sheet are included in the refund summary. The refund granted to the student will be the greater refund after comparing the ACCET and BPPE calculations.

Once the refund is verified, the refund is issued back to the payee. The method is determined by the original payment source. Refunds are issued:

1. to the payee's card on file, or
2. via check and mailed to the payee, or
3. if the payee's payment method on file is no longer active, the refund will be issued via check and mailed to the payee

The Student Services Team will notify the student (and sponsor if applicable) via email with a refund summary and transcript document.

COLLECTIONS

VDCI sets high standards of behavior for our students, paralleling those required within the professional work environment. Students with payment plan arrangements must always make their payments within the due dates as indicated in their Enrollment Agreements.

Students with payment arrangements sign a Payment Plan contract which indicates the dates that their payments are

due. It is the responsibility of the student to ensure that payments are made on the specified due dates. Those students who come close to the due date without making their payment may receive a reminder either in person, email or phone call from the administrative office. VDCI makes such reminders as a courtesy to our students. It is always the student's responsibility to make their payments on time and in accordance with their contracts even if, for any reason, they do not receive a reminder.

Although most payments are made automatically with credit cards, when permission is granted, students can make their payments by check. Those checks can be mailed or delivered to the administration office in person. Normally, a member of our administrative team will be available to receive payments between the hours of 9am and 5pm, Monday through Thursday, and 9am to 12pm on Fridays. The administrative team will provide a receipt on request. If for any reason none of our administrative team are available when the student brings in their payment, the student can either email the administrative office – registrar@vdc.edu or leave a voicemail 619-758-9300 and advise the administrative team that an attempt was made to render payment in person, and that the payment will be submitted during the morning of the next business day.

VDCI has strict collection requirements on past-due tuition payments because of the contractual relationships the institute has with various regulating bodies. On those rare occasions that payments are not made according to the terms of the contract, VDCI will be forced to terminate the student from the program.

On occasion, a student's financial situation may change unexpectedly. If a student faces extenuating circumstances, the student should contact the Administrative team and/or the Program Manager to discuss their situation when these circumstances develop. It is our goal to support our students and their educational training and also to ensure that they appropriately satisfy their financial commitments.

Should a student completely default on a debt owed to VDCI, the Institute uses all legally appropriate means to collect that debt, which may include, but are not limited to, referral to an outside collection agency, reporting to outside credit agencies, and collection actions as specified in the Arbitration Agreement of the student Enrollment Agreement.

STUDENT SOFTWARE

VDCI provides Program students student software licenses for the software in which the student is enrolled. This includes Autodesk, Adobe, and Trimble software. VDCI is an established Autodesk Training Center (ATC) and receives student software through that partnership. Adobe and Trimble software is purchased for students under educational licenses.

VDCI regularly references Autodesk and Adobe minimum hardware requirements when suggesting hardware for

students' computers and assists students with internet speed tests to ensure that the student will have adequate internet access to download and install software and participate in online courses.

Only program students are provided with free software during the duration of their training at VDCI, including throughout the Capstone Project course. Upon completion of their program, the student may retain access to student software, but student software should never be used for commercial purposes. VDCI does not currently maintain a lab or classroom for student use.

COMPUTER HARDWARE REQUIREMENTS

VDCI does not provide computer equipment to students. Students must also provide their own internet access as it is imperative that they can successfully interface with the online instructional processes.

Students attending the courses online will be completing coursework remotely and a current, state-of-the-art computer and access to broadband Internet is encouraged. All students are encouraged to review the current computer hardware requirements specified by Autodesk or Adobe for the successful use of the CAD, BIM and VDC software programs.

CYBERSECURITY POLICY

All Virtual Design and Construction Institute staff, faculty, students, and members are responsible for the confidentiality, availability, and integrity of institutional component information and information technology resources. All information that VDCI has obtained are assets of VDCI regardless of where or how it is accessed, captured, stored, processed, transmitted, or otherwise managed or what format it is in. VDCI assets apply to any devices that accesses, captures, stores, processes, transmits, or otherwise manages institutional information and/or utilizes a VDCI-owned or managed information technology resource, regardless of whether that device is itself an institutional information technology resource (owned and managed by VDCI or its component institutions) or a non-institutional information technology resource (personally owned).

VDCI shall implement and enforce appropriate cybersecurity controls to protect the privacy and confidentiality of institutional information in all formats. These controls will safeguard and protect institutional information and institutional technology resources against unauthorized access, compromise, modification, disruption, and destruction.

Acceptable Use Policy

An acceptable use policy (AUP) is a set of rules that outline acceptable behavior when using the technology resources of VDCI. This policy applies to all members of the VDCI, including employees, students, and any other individuals

who have been granted access to the VDCI's technology resources.

1. The technology resources of the VDCI, including computers, networks, and internet access, are provided for the purpose of conducting business, research, and educational activities. Personal use of these resources is permitted only in accordance with this policy.
2. The technology resources of the VDCI must be used in a responsible, ethical, and legal manner. This includes complying with all applicable laws, regulations, and institutional policies.
3. The technology resources of the VDCI must not be used for illegal or unauthorized purposes, including accessing, transmitting, or storing illegal or infringing materials.
4. The technology resources of the VDCI must not be used to engage in activities that are disruptive, harassing, or discriminatory. This includes the use of offensive language or imagery, and the distribution of unsolicited or unwanted communications.
5. The technology resources of the VDCI must not be used to access, transmit, or store confidential or proprietary information without proper authorization.
6. The technology resources of the VDCI must not be used to compromise the security of the VDCI's networks or systems. This includes attempting to access or tamper with restricted or confidential information or engaging in activities that could damage or disrupt the operation of the VDCI's technology resources.
7. The VDCI reserves the right to monitor and audit the use of its technology resources, and to take appropriate action in the event of a violation of this policy. This may include disciplinary action, legal action, or the revocation of access to the VDCI's technology resources.

By using the technology resources of the VDCI, individuals agree to abide by this acceptable use policy. Violations of this policy may result in disciplinary action, legal action, or the revocation of access to the VDCI's technology resources.

FEDERAL EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

VDCI respects the rights and privacy of its students and acknowledges the responsibility to maintain confidentiality of personally identifiable information. FERPA is a federal law that affords students the following rights with respect to their education records:

What Are Education Records?

Generally speaking, an education record is a record which contains information that is personally identifiable to a student, and which is maintained by VDCI. Under FERPA, certain types of records (for example, confidential reference letters, certain security records, and records kept by school officials for their own personal reference) are exempted

from the definition of an education record and are not made available to students.

The Right to Inspect and Review One's Own Education Records

The Family Educational Rights and Privacy Act (FERPA) of 1974 entitle all students to review their records, including grades, course deliverables and advising records.

Students have access to their file at any time while the Student Services Manager is present. Students must present a valid form of photo identification to access their file and/or request copies of documents. Students may not leave the VDCI premises with their physical file or the original documents therein. Students examining their file will do so in the presence of the Student Services Manager or CEO. The file will be returned and secured after the student has completed their viewing.

If a student requests information to be sent to them digitally, they will need to provide a copy of their ID, sent from the email address on record, in addition to answering personally identifiable questions to confirm their identity.

Students who wish to file a complaint under FERPA can contact the Family Policy Compliance Office at:

Family Policy Compliance Office
U. S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202-5920
1-800-USA LEARN (1-800-872-5327)

The Right to Seek an Amendment of Inaccurate or Misleading Information

Students may ask VDCI to amend a record they believe is inaccurate or misleading. They should write to the VDCI official responsible for the record, clearly identify the part of the record they believe should be changed and specify why it is inaccurate or misleading. If VDCI decides not to amend the record as requested by the student, the student will be notified of the decision and advised of his/her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when they are notified of the right to a hearing. Following the hearing, if VDCI still decides not to amend the record, the student has a right to place a clarifying statement in the record. VDCI is not required to consider requests for amendment to grades or disciplinary decisions.

The Right to Limit Disclosure of Personally Identifiable Information

Student records are confidential and only such agencies or individuals authorized by law are allowed access without written permission of the student. Anytime personally identifiable information about a student is disclosed to any person other than the student, such disclosure will be documented in the student's school file.

DATA PROTECTION POLICY

VDCI is committed to protecting the privacy and security of personal data. VDCI will only collect, use, and disclose personal data in accordance with applicable data protection laws and regulations, including the General Data Protection Regulation (GDPR). VDCI will only collect personal data that is necessary for the purpose for which it is collected. This may include data points such as name, Taxpayer Identification Number (TIN), contact information, educational background, enrollment status, and financial information. VDCI will take reasonable technical and organizational measures to protect personal data from unauthorized access, alteration, disclosure, or destruction. VDCI will ensure that any third-party service providers that process personal data on our behalf have appropriate technical and organizational measures in place to protect personal data.

VDCI will provide individuals with access to their personal data and allow them to exercise their rights under applicable data protection laws, including the right to request access, rectification, erasure, or restriction of processing. VDCI will designate a Compliance Manager to oversee the implementation and enforcement of this policy. VDCI will regularly review and update this policy to ensure compliance with relevant data protection laws and regulations

All employees and contractors of VDCI are responsible for protecting the personal data they process in accordance with this policy and relevant data protection laws and regulations. The Compliance Manager is responsible for ensuring that this policy is implemented and enforced effectively. The Compliance Manager is also responsible for responding to any inquiries or complaints related to the processing of personal data. Any employee or contractor who violates this policy will be subject to disciplinary action, up to and including termination of employment or contract.

For questions or concerns related to this policy or the processing of personal data, please contact the Compliance Manager at compliance@vdc.edu.

PRIVACY POLICY

At VDCI, we are committed to protecting the privacy of our students, their families, and our clients. In accordance with the Family Educational Rights and Privacy Act (FERPA), the California Consumer Privacy Act (CCPA), and the federal Gramm-Leach-Bliley Act (GLBA), we provide the following information about the personal and student information we collect, use, and share:

- The categories of personal and student information we collect include contact information, demographic information, academic records, financial information, and social security numbers.
- The purposes for which we collect and use this information include providing educational services, processing

transactions, communicating with students and clients, and personalizing and improving our programs and services.

- The categories of third parties with whom we share this information include service providers and accreditation agencies.

Under FERPA, CCPA, and GLBA, parents and eligible students have the right to request access to their personal and student information, as well as the right to request that we correct any inaccurate or misleading information. Clients also have the right to request access to and deletion of their personal information. To exercise these rights, please contact us at learn@vdc.edu.

We take the security of our students' and clients' information, including their social security numbers, seriously and have implemented appropriate safeguards to protect it. We reserve the right to update this privacy policy at any time, and we encourage our students, families, and clients to review it regularly. If you have any questions or concerns about our privacy practices, please contact us at learn@vdc.edu.