



**PER
SCHOLAS**



LEARNER HANDBOOK

2026

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LEARNER HANDBOOK

Welcome to Per Scholas! We understand that enrolling in our training program can feel overwhelming, but you are not alone in this process. This handbook is here to help you navigate our curriculum and support services, offering vital information to connect with your peers and reach your career aspirations. Together, let's embark on this exciting journey!

The Learner Handbook ("Handbook") has been developed to help you become familiar with our organization and training programs. This Handbook applies to learners and alumni enrolled in a Per Scholas training program (including but not limited to full-time, part-time/flexible, and alumni classes) with the exception of learners participating in partnered or satellite courses, for whom separate guidelines may apply. Within these pages, you will find valuable information about our organization, the resources at your disposal, and what to expect as you begin your path toward a successful career in technology.

As a learner of Per Scholas, you are required to meet specific expectations. Firstly, it is essential to thoroughly understand the program requirements and expectations upon your acceptance into the program. Secondly, maintaining a high level of professionalism and ethical conduct throughout your training is expected. Lastly, you are encouraged to cultivate positive and collaborative relationships with fellow learners, partners, and all Per Scholas personnel, including staff members, interns, and volunteers.

Learners are strongly encouraged to carefully review this Handbook, as it is a key resource for understanding our expectations. Learners are responsible for adhering to the rules of behavior and conduct outlined in the Enrollment Agreement, including the policies and procedures described in this Handbook.

Per Scholas reserves the right to revise, delete, and add to the provisions of this Handbook at any time, with or without notice. This Handbook, along with any verbal or written communication from Per Scholas staff, should not be interpreted as a contract or agreement of enrollment, either expressed or implied. This Handbook is for informational purposes and may be revised or updated at any time. Per Scholas reserves the right to address situations not covered by this handbook on a case-by-case basis. Furthermore, this Handbook does not promise or ensure enrollment for any specific duration, nor does it grant any contractual rights. The information provided is meant to guide and inform you throughout your learning experience at Per Scholas, but it does not constitute a binding agreement between you and the organization.

Your commitment to learning and growth is the key to unlocking your potential in the tech industry. We are excited to be part of your path toward a successful and fulfilling career. Once again, welcome to Per Scholas!

ABOUT PER SCHOLAS

Since 1995, Per Scholas has been expanding access to high-growth tech careers, fostering economic mobility, and growing to meet these challenges nationwide. We offer no-cost technology and AI training to more than 30,000 technologists in the most sought-after skills. On average, our learners earn 3x their pre-training wage in their first role after Per Scholas. With 25+ campuses and remote programs, we partner with employers—from Fortune 500 companies to startups—to create inclusive talent pipelines in fields like Cloud, Cybersecurity, Data Engineering, IT Support, Software Engineering, and more. More than half of our learners hold a high school diploma as their highest educational credential. We are building a future where successful careers in tech are accessible to everyone across urban, suburban, and rural communities, empowering individuals to unlock their potential and drive transformative economic change nationwide.

CORE VALUES

Per Scholas teaches and lives by six (6) core values.



Ambition



Resourcefulness



Integrity



Perseverance



Professionalism



Commitment to Service

PRONOUNS & PREFERRED NAMES

Why are pronouns and/or preferred names important? When someone asks you to use their correct pronouns and/or preferred names, they are asking for you to respect their identity. When someone refers to another person using the wrong pronouns and/or preferred name, that can lead to that person feeling disrespected and can lead to exclusion and alienation. Why is inclusion essential to Per Scholas? Inclusion refers to a cultural and environmental feeling of belonging. Creating a culture where each learner is respected and valued is consistent with the Per Scholas values of integrity and professionalism. When introductions are made, using the model of preferred name and pronoun creates an inclusive environment.

HOW TO PREPARE FOR THE TRAINING

Per Scholas offers tuition-free training to learners, and you will have support from [various teams](#) during the training and after graduation. However, life continues, so we encourage learners to be prepared for any challenges that may arise. Creating a plan of action can set you up for success both in and out of the course. We strongly recommend that you take some time to PLAN.

- **P** - Plot out your realistic expenses and anticipated income or savings.
- **L** - Lean on available support systems, such as family, public assistance programs, and community resources, within your network..
- **A** - Ask yourself proactive questions and thoroughly consider possible challenges and plan your responses in advance. Conduct high-level research into your chosen course or field of interest, and build a foundational understanding of digital literacy and information technology. Develop strategies to enhance problem-solving and critical thinking skills. Seek guidance on setting up an effective and organized workspace, and utilize best practices for professional communication.
- **N** - Never rely solely on chance. Consider potential obstacles and develop response strategies in advance. Prepare to adapt effectively to a demanding schedule.

ACADEMIC CALENDAR

Per Scholas recognizes the following days as learner holiday breaks during which class **will not be in session**. [Click here](#) for the most current calendar.

LEARNER EXPECTATIONS

Per Scholas provides learners with the necessary technical and career development skills, as well as job attainment skills, to launch a career in tech. Learners are required to commit to the full length of the course. Learners will receive a detailed syllabus for their specific training course that outlines learning objectives and provides a content-based calendar. Please review the [Learner Support Progressive Plan](#) for further information.

As stated in our Enrollment Agreement, learners are expected to adhere to the following guidelines and policies. Failure to do so may result in removal from the course.

- Ensure all onboarding documentation must be completed and submitted by the specified deadline.
- Adhere to the class hours set forth by your instructor for the duration of the training.
- Class participation is mandatory and is averaged into your final grade; stay engaged in class discussions, assignments, and projects.
- The instructor will monitor learner activity and presence throughout the day, so it is extremely important that you participate in class discussions, assignments, and projects. In order to engage with the class work in our “Flipped Class” model, it will be crucial that

you prepare prior to each class by completing the work to be done from home the previous evening as assigned by the instructor.

- Work schedules and/or any other activity that conflicts with class time or class participation will not be permitted. (Reference the [Attendance Policy Section](#))
- Maintain integrity: All submitted assignments, quizzes, and tests must be the learner's own work, so it is imperative to adhere to the [Per Scholas Plagiarism Policy](#).
- Plagiarism is taken very seriously at Per Scholas, and any identified instances will not be tolerated. Depending on the severity and frequency of the plagiarism, the consequences may include one or more of the following: warning, academic penalty, and expulsion.
- Any Artificial Intelligence (AI) tools i.e. ChatGPT, Gemini, Copilot, etc. must be authorized/approved by the instructor. Learners using AI tools that are not approved on assignments will receive a zero on the assignment. Depending on the severity and frequency of the violation, this may also lead to further academic penalties, up to and including dismissal from the course.
- Maintain professional and appropriate behavior at all times.
- Be Professional: Engage with instructors, staff, and peers in a manner that is respectful and courteous. This includes using professional language in all communications, whether written or spoken, and listening attentively to others' perspectives.
- Be Honest: Uphold the highest standards of integrity. All work submitted must be your own, and you must be truthful in all your interactions. This includes giving proper credit to others' ideas and being transparent about any challenges you encounter.
- Be Polite: Treat everyone with dignity. Avoid using disrespectful language, making personal attacks, or engaging in any form of harassment. Your actions should contribute to a positive and inclusive atmosphere for everyone in the classroom, both in person and online.
- Proactively communicate any issues with your instructor or campus staff immediately (including but not limited to connectivity, technology, or personal issues that might impact punctual attendance).
- Dress according to the Per Scholas dress code for all courses, whether on-premise, remote, or hybrid courses. (Reference the [Professional Dress Code Section](#))
- Complete coursework by or before the assignment due date listed on the syllabus and/or Canvas.
- Keep phones silent and refrain from using any devices or engaging in extraneous computer activity (e.g., texting or chatting) during class time, whether on-premise, remote, or hybrid. Calls are limited to breaks and lunch.
- Maintain enrollment eligibility requirements for the duration of the course, including but not limited to having a valid U.S. work authorization.
- Seat offer acceptances are contingent upon learners meeting all minimum requirements, including residence. Learners must reside within eligible distance from the campus or within eligible National Remote areas. If your residence changes at any time during your matriculation at Per Scholas, you are required to inform staff and acknowledge that such a change may affect your eligibility to continue participating in our training program.

- All official communications regarding enrollment, attendance, and academic matters should come directly from the learner. Exceptions may be granted in cases involving disability accommodations, or other approved circumstances.
- Note: Learners agree to not participate in or engage in any program activities, including logging on to access any course materials, if for any reason they must travel outside of the U.S.

If in a remote learning space, we *also* expect learners to:

- Have a clean space, clear of clutter, and distractions, before logging in.
- Proactively communicate any connectivity, technology, and personal challenges with your instructor(s) immediately.
- Log in using a headset or headphones with a microphone.
- Log in with your name, not an avatar or nickname. Your preferred pronouns can be in the parenthesis for your zoom display. If your preferred name differs from the legal name used on the application, please inform Per Scholas staff so we can ensure we are respecting your name preference. If you have had a name change since applying to Per Scholas, it is recommended that you advise your Recruitment & Admissions Specialist as well as your instructor(s) of this information, so that our records can be updated accordingly.
- Remain on camera the entire time for all classroom instruction, labs assessments, and group work. Failure to be on camera could result in being marked tardy or absent.
- Ensure that no items that could be considered offensive be visible in the background of the workplace.
- Connect from a location with little to no background noise.
- Remote learners agree not to participate in or engage in any program activities, including logging on to access any course materials, if they must travel outside of the U.S.
- Learners should keep themselves on mute during the class unless called upon by the instructor, to reduce distractions from any background noise.

NON-DISCRIMINATION POLICY & GENERAL COMPLAINTS

Per Scholas has a strict Non-Discrimination Policy. For more information, please refer to the [Non-Discrimination Policy](#) and the [General Complaints Procedure](#).

NON-FRATERNIZATION POLICY

To create an effective, safe learning environment, Per Scholas requires learners and staff members to maintain a professional and ethical relationship at all times. Learners are prohibited, under any circumstances, to engage in any improper fraternization or personal, romantic relationships with other learners or staff members during training. Inappropriate behavior includes, but is not limited to:

- flirting
- making suggestive comments
- dating

- requests for sexual activity
- physical displays of affection
- giving inappropriate personal gifts
- engaging in sexual contact and/or sexual relations.

Any learner who believes that he/she has been subjected to inappropriate behavior as enumerated in this policy by a Per Scholas learner or staff member, or any third parties who have knowledge of or witness any possible occurrence of inappropriate fraternization, shall report the incident to the Campus Managing Director (Please review our [General Complaints Procedure](#) for further details). The anonymity of the complaints will be maintained during the investigation. Per Scholas shall promptly investigate all complaints of inappropriate fraternization and take prompt corrective action to stop such conduct if it occurs. Per Scholas prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participate in the investigation of allegations of inappropriate fraternization.

PER SCHOLAS DRESS CODE

When attending class, you are expected to dress in business casual attire (see examples below). Some professional development days will require business professional attire (see examples below). If you have any questions or require assistance in adhering to the dress code, please contact a Per Scholas staff member to discuss available resources from the Learner Support Team.

Business Casual Attire:

Examples: Collared shirts, polo shirts, sweaters, blouses, dress shirts, dress pants, slacks, khakis, skirts (knee-length or longer), flats, low-heeled shoes, and dress shoes.

Business Professional Attire:

Examples: Suits, dress shirts, ties, professional dresses, blouses with blazers, dress shoes.

Casual Days: Your instructor may occasionally designate “casual” days. On these days, you may wear business-appropriate casual attire. Clothing must be clean, in good condition, and appropriate for a casual work environment. Athletic attire, shorts, or leggings are not permitted.

If you are dressed outside of the guidelines listed above, a staff member may provide a coaching session to support you in adhering to the dress code. Ongoing failure to adhere to these guidelines (more than three (3) coaching conversations) will result in the learner being reviewed for possible dismissal from the cohort. A coaching session is a formal, documented conversation between a staff member and the learner regarding dress code adherence. A

record of the conversation will be maintained, and follow-up communication will be sent to the learner as needed.

CLASS SCHEDULE

The following schedule applies to immersive programs, which are our traditional full-time/part-time courses, typically lasting between 10 to 20 weeks. Following graduation, alumni are eligible for various upskilling opportunities. Please refer to the [Alumni Services Relations](#) section of this Handbook for more information about the Alumni Training Schedule.

Full-Time

- Classes are held every day, Monday - Friday.
- Each day consists of a 7-hour day, with 5.5 hours dedicated to class time.
- Lunch breaks are generally scheduled for an hour. There is also a 15-minute break in the morning and in the afternoon.
- The instruction is a mixture of technical and professional development. The exact schedule varies per course.
- Outside of class time, learners are expected to dedicate a minimum of two (2) hours daily for homework and review.
- Additional academic support is available on an as-needed basis and will be detailed in the course syllabus. (See [Mandatory Tutoring Policy](#).)

Part-Time/Flexible

- Classes are held on several days throughout the week and can take place during the mornings, afternoons, evenings, and/or weekends.
- Each class day consists of a specified block of hours, which includes instruction, assigned breaks, and tutoring.
- There will be days/hours dedicated to technical instruction as well as professional development.
- Additional academic support is available on an as-needed basis and will be detailed in the course syllabus.
- Outside of the class time, learners are expected to dedicate a minimum of three (3) hours daily for homework and review.
- Lunch breaks are generally scheduled, and the time allotted may vary depending on the length of class. Additional breaks may be given throughout the day.

Per Scholas provides a comprehensive level of training and support. Additional technical support is available on an as-needed basis and is detailed in the course syllabus (please refer to the [Curriculum & Instruction section](#) for more information). The Learner Support Team is available to promote individual, personal, and professional growth (Please refer to the [Learner Support Team section](#) for more information).

ATTENDANCE [IN-PERSON/HYBRID/REMOTE]

- Whether on-premises, remote, or hybrid courses, attendance is imperative to maintain academic requirements and successfully complete this course.
- Learners are expected to arrive on time and be ready to begin class promptly. This applies to all types of courses.
- Learners are expected to attend class for the duration of the scheduled class.
- If a learner foresees challenges with arriving to class before the start of training, they must email or call a site staff member if they are going to be late or absent.
- Anyone entering the classroom after the designated start time or leaving class early will be recorded as late. Individuals will also be recorded as late if they return from breaks and/or lunches after the return time designated by the instructor.
- Individuals will be recorded as tardy or absent if they do not arrive at class as scheduled.
- Communicating a tardy or absence is required but does not automatically make it an excused absence. Unexcused tardies and absences will be counted against your allotted total, as outlined in the chart below.
- Learners should not be working, driving, or otherwise distracted and unable to fully participate in the class.
- The chart below outlines the allotted absences and/or tardies for classes that follow our typical schedules. It is based on the length of the class.
- Missing 50% or more of the scheduled daily class time will result in an absence. Missing less than 50% of the scheduled daily class time will result in tardiness.

The chart below outlines the allowed absences and/or tardies based on the length of your class. Please refer to the [Learner Progressive Support Plan](#) for more information.

Class Duration	Allowed Absences	Allowed Tardies
18+ weeks	4 days	5 tardies
15 - 17 weeks	3 days	4 tardies
12 - 14 weeks	2 days	3 tardies
Less than 12 weeks	1 day	2 tardies

Learner's time and attendance will be monitored by the Instructor and Professional Development Coach. Once a learner has one remaining tardy or absence, the learner will be issued a written warning via email that outlines their current attendance status based on the above chart. Additionally, once they've accumulated the allowed number of tardies or absences, they will be placed on probation for attendance and reminded that if they are absent or tardy again, they may be dismissed from training.

Veteran VA benefits may vary slightly from our attendance requirement. For further information, please reach out to a Campus School Certifying Official (SCO) or the Learner Support Team.

Note: Remote learners agree not to participate in or engage in any program activities, including logging on to access any course materials, if they must travel outside of the U.S. for any reason.

Attendance Policy Exceptions [In-Person/Hybrid/Remote]

While the attendance policy is designed to ensure learners have intentional access to instruction and hands-on learning opportunities, there are five exceptions to the attendance policy. Learners will be provided bereavement, civic time, immigration or public benefit appointment, military service time off, and approved ADA accommodation absences. This missed time will not count against the allowed absence/tardy for the course, and are the ***only*** instances that qualify as excused absences. Learners must be proactive in communicating known absences as soon as possible to their instructor and coordinate with instructional staff to determine a suitable plan that ensures the completion of any necessary coursework. Learners are not exempt from completing their coursework should any request be made and approved. Any absences not covered by the exceptions list below, or not related to an approved ADA accommodation, will be considered unexcused and will require learners to use one of their allowed absences.

Bereavement Leave: Learners are permitted bereavement leave for the death of an immediate family member. Learners will receive up to three (3) days without an attendance penalty. Members of the immediate family include spouses, domestic partners, parents, brothers and sisters, children, children of domestic partners, grandchildren, grandparents, parents-in-law, and parents of domestic partners. Learners must inform their instructor if they will be absent and complete all missed work within one week of returning to the classroom. If a learner's leave extends more than the allotted days, they may be asked to withdraw and have the opportunity to re-enroll in a future class.

Civic Time Off: Learners will receive a half ($\frac{1}{2}$) day to participate in any municipal, county, state, or federal election, general primary, or special primary without an attendance penalty. Learners must inform their instructor they will be absent, provide documentation, and complete any missed work by the close of the instructional week. In addition, if a learner is summoned for jury duty, they will receive time off to participate in the jury selection process without an attendance penalty. Learners must inform their instructor of the summons, provide documentation, and complete any missed work by the close of the instructional week. If a learner is selected for a jury, they will be asked to withdraw and have the opportunity to re-enroll in a future class.

Immigration and Public Benefit Required Appointments: Learners can receive a half ($\frac{1}{2}$) day excused tardy per month to attend a required immigration or public benefit-related appointment without an attendance penalty. To facilitate this process, learners must notify their instructors in writing at least 48 hours in advance of the anticipated meeting date. Instructors will provide access to missed instruction and all assignments during the time of excused absences. Learners are required to complete all missed work within 48 hours.

Military Service Requirements: Guard and reserve obligations may impact attendance. Learners are granted excused absences, allowing one day a month to fulfill weekend guard and reserve obligations. Additionally, any supplementary time required to meet these obligations will be assessed case-by-case basis. To facilitate this process, learners must notify their instructors in writing at least 48 hours in advance of any anticipated absences. Instructors will provide access to missed instruction and all assignments during the time of excused absences.

Military Service

Members of the Armed Forces enrolled at Per Scholas may be readmitted if they are temporarily unavailable or need to suspend enrollment due to their service commitments. If a learner has to withdraw prior to successfully completing their course, they will have the opportunity to re-apply for enrollment in a future class.

PLAGIARISM

At Per Scholas, we uphold the principles of integrity, ethics, and academic honesty. As Per Scholas is focused on fostering a strong learning community and professional skill development, we are committed to providing a fair and inclusive environment for all of our learners. Plagiarism is a severe offense that undermines the learning process and violates the trust of our community. This section outlines our stance on plagiarism and the consequences that may arise if any instances of plagiarism are identified.

Definition of Plagiarism

Plagiarism is the act of presenting someone else's work, ideas, code, or any other form of intellectual property as one's own without proper attribution or permission. This includes but is not limited to copying code from external sources without giving appropriate credit, submitting work authored by others as your own, and failing to cite or reference external resources used in assignments or projects.

Examples of Plagiarism

- Copying answers, code, or assignments from another learner, website, and/or any internal or external party.
- Allowing another person or external entity (e.g. Jasper, ChatGPT, etc.) to complete coursework or assessments on the learner's behalf. No outsourcing is allowed.
- Sharing the solution of an assessment and/or completing another learner's assessment. (This infraction will result in both learners receiving a plagiarism flag.)
- Broadcasting, streaming, or sharing the recording of the completion of an assessment.

Consequences of Plagiarism

Plagiarism is taken very seriously at Per Scholas, and any identified instances will not be tolerated. Depending on the severity and frequency of the plagiarism, the consequences may vary. (Reference the above-linked [Plagiarism Policy for more information.](#))

LEARNER ADA (Americans with Disability Act) ACCOMMODATIONS

Per Scholas is committed to providing equal access to education for learners. In accordance with applicable laws, we provide *reasonable accommodations* to learners who may have a *disability* to ensure they have the same opportunities for success as their peers. (Please review [Accessibility at Per Scholas](#) for more information).

[Pearson Vue Testing Accommodations](#): If your certification exam is administered by Pearson Vue, you will need to apply for testing accommodations directly with them. For Pearson, you will need updated documentation as they only accept documents from the last five (5) years. As this process takes a while, please apply as soon as possible. If you need any assistance with this process, please reach out to your Learner support representative. (Please review this [FAQ](#) for more information.)

Definitions

Reasonable Accommodations: Modifications or adjustments that enable learners with disabilities to participate fully in academic and non-academic activities.

Disability: A physical or mental impairment that substantially limits one or more major life activities.

Procedures

1. Requesting Accommodations:
 - Learners must submit a request for accommodations to Learner Affairs. Learner Affairs may be contacted via email at the following email address: accommodations@perscholas.org.
 - Once a request is received by Learner Affairs, learners will be provided with further guidance on the process, and will be required to provide documentation from a licensed healthcare professional that outlines the nature of the disability, recommended accommodations and rationale for requested accommodations.
 - Requests can be made at any time; however, early submission is encouraged to ensure timely provision of accommodations.
 - i. Excused absences: Requests for excused absences must be submitted no later than five (5) business days after the date of absence.
2. Documentation Requirements:
 - Documentation must be current and provided by a licensed professional.

- It should include a diagnosis, the functional limitations of the disability, suggested accommodations, and rationale for suggested accommodations.
3. Interactive Process:
- Once a request is received, the Learner Affairs department will engage in an interactive process with the learner to determine appropriate accommodations.
 - This may involve meetings, assessments, and consultations with relevant faculty and staff.
 - It is imperative that the learner cooperates during this stage and is responsive to all messages received from the Learner Affairs department promptly.
4. Implementation of Accommodations:
- Upon approval, the Learner Affairs department will provide the Learner with an Accommodation Approval Letter.
 - The learner is responsible for sharing the Accommodation Approval with their instructors and discussing how accommodations will be implemented in each course.
 - Faculty and staff are required to cooperate in the provision of accommodations.
5. Confidentiality:
- All information related to a learner's disability and accommodations is confidential.
 - Information will only be shared with individuals directly involved in the accommodation process and only on a need-to-know basis.
6. Appeals and Grievances:
- Learners who believe there is an issue (e.g., denial of request, delay in implementation, or disagreement with the type of accommodation provided) with the handling or outcome of their accommodation request have the right to appeal. Appeals must be submitted in writing within 10 business days of receiving the accommodation decision. The appeal should explain the reason(s) for the appeal and may include any additional documentation or information the learner wishes to provide. This request should be submitted to the Director of Learner Affairs at accommodations@perscholas.org.
 - Learners dissatisfied with the accommodation decision, accommodations provided, and/or the process may appeal in writing to the Senior Vice President of Learner & Alumni Success (consult the Instructional Team or Learner Support Team for contact details).
 - If unresolved, the learner may further appeal to the Deputy Chief Training Officer (consult the Instructional Team or Learner Support Team for contact details).
 - External complaints can be filed with the Office for Civil Rights (OCR) if necessary. (Please review our [Non-Discrimination Policy](#) for more information)
7. Review and Renewal:
- Accommodations are reviewed periodically, and learners must provide updated documentation if their condition or needs change.
8. Training and Awareness:
- The organization will provide training for faculty and staff on disability awareness and the accommodation process.

- Ongoing efforts will be made to promote an inclusive environment for learners.

Note: Temporary scheduling needs, such as attending appointments or occasional changes to camera use not related to a disability or medical impairment, should be discussed directly with your instructor, who can work with you to ensure you're supported while keeping up with course expectations.

Responsibilities

1. Learners:
 - Submit accommodation requests and required documentation.
 - Communicate with faculty and staff regarding the implementation of approved accommodations.
 - Adhere to organization policies and procedures.
2. Department of Learner Affairs
 - Review accommodation requests and documentation.
 - Engage in the interactive process with learners.
 - Develop and distribute Accommodation Plans.
 - Provide training and support to faculty and staff.
3. Faculty and Staff:
 - Implement approved accommodations as outlined in the Accommodation Plan.
 - Maintain confidentiality and respect learners' privacy.
 - Participate in training on disability awareness and accommodations.

Compliance

This policy complies with the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, and other applicable laws and regulations, and will be reviewed annually by the Per Scholas Department of Human Resources and updated as necessary. Please reference our [Non-Discrimination Policy](#) for further information.

Appropriate Use and Responsibility

Per Scholas is committed to providing reasonable accommodations to support your success. Please be aware that while accommodations are designed to help you, you are still required to meet the core learning objectives and fundamental requirements of the course. If an instructional team member has concerns that a learner's attendance, even with accommodations, may prevent them from meeting these essential requirements, they may refer the issue to Learner Affairs. Please be aware that **excessive absences or overuse of accommodations** can impact your ability to meet the essential learning objectives of a course. If you miss too much class time, even with accommodations, it may not be possible to earn a passing grade. If an Instructional Team member has concerns about your attendance or your ability to meet course requirements, they may refer the issue to Learner Affairs. We will then work with you and your instructor to review your accommodation plan and ensure that it is

supporting your academic success without compromising the integrity of the course. Our goal is to work with you to find a balanced approach that supports your needs while maintaining the academic standards of our programs.

RECRUITMENT & ADMISSIONS

Admissions Process

Prospective candidates must satisfy the outlined minimum qualifications to qualify for participation in our training program:

- Aged 18 years or older with a passion for tech
- Able to provide proof of having earned a high school diploma or the equivalent (translated or evaluated, if applicable)
- Able to provide proof of valid [U.S. Work Authorization](#)
- Be able and committed to launching their career immediately following training
- Pass all required Enrollment steps, such as Tech Prep Work, Admissions Assessment(s), Interview(s), and enrollment documentation audit
- Meet the learner [pre-training income policy](#) criteria
- Can read, write, and speak English proficiently
- Available to commit to the instructor-led time commitment required for the course, typically Monday to Friday from 9:00 a.m. to 4:00 p.m. for the duration of the course for full-time courses. (Please reach out to your Admissions lead for Flex/Part-Time class hours.)
- Reside within eligible distance from Per Scholas campus or within eligible National Remote area.
- Note: Remote learners agree not to participate in **or** engage in any program activities, including logging on to access any course materials, if they must travel outside of the U.S. for any reason

Please note that each track has specific tech requirements. For further information, please contact a Per Scholas team member.



18 or older with a passion for tech



Reside within eligible distance from campus or within eligible National Remote area



High School diploma or equivalent



Pass the Assessments, Interviews, and submit all required documents.



Able to provide proof of U.S. Work Authorization



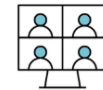
Meet learner pre-training income policy criteria



Committed to starting a job after course completion



Can read, write and speak in English proficiently



Able to commit to the live time commitment required for the course, typically Mon-Fri 9 AM - 4 PM for Full-Time courses

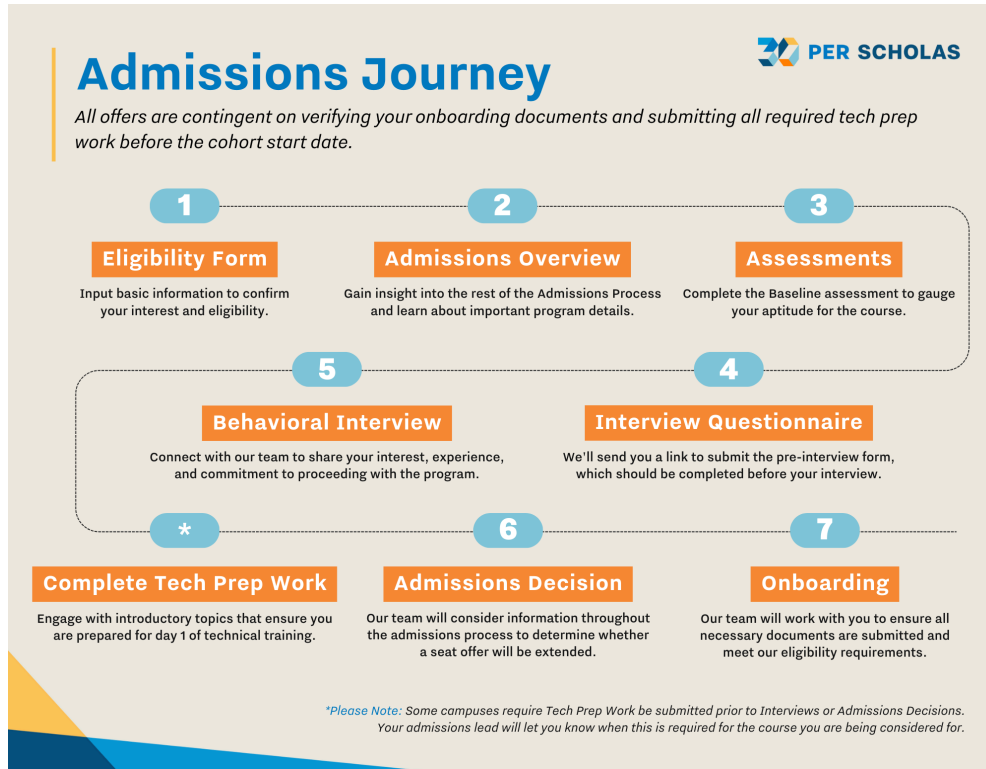


If remote, learners must not plan to travel outside the U.S., as they cannot participate in program activities or access materials during such travel.

Once prospective learners are ready to be considered for training after reviewing the minimum eligibility requirements outlined above, they should complete and submit the [Eligibility Form](#).

The campus Recruitment & Admissions Teams support potential learners in the application process for our technical training [courses](#). If you have any questions or concerns, please contact your local recruitment and admissions specialist (please refer to the [Per Scholas Admissions and/or Campus Contact](#)).

Below is an illustration of Per Scholas' Admissions Process as well as detailed information about each step:



Eligibility Form

The [eligibility form](#) is the first step of the admissions process. It collects contact details, eligibility information, and other data that may be shared with our philanthropic supporters.

Admissions Overview

Upon submission of the Eligibility Form, qualified candidates are invited to an Admissions Overview. The goal is to learn more about Per Scholas, our training model, and the training programs, and to help the candidate determine whether they'd like to advance to the next phase.

Application Assessment

Candidates are then invited to complete the mandatory Application Assessment (Baseline Assessment) to gauge the candidate's aptitude for the course. The Baseline Assessment comprises three sections: comprehension, critical thinking, and digital literacy. The comprehension section includes watching a video before completing the Baseline Assessment. The Baseline Assessment is a timed, 30-minute assessment with 30 questions, ten questions per section. The passing score is 70 percent. A one-time retake assessment is given if the initial assessment is not passed. Candidates may be asked to complete additional assessments and questionnaires based on the cohort being considered.

Behavioral Interview

Candidates who pass the Required Admissions Assessment(s) for their course of interest are invited to a behavioral interview with the Recruitment & Admissions Team (R&A). It's an

opportunity for the R&A team to get to know the candidate and address any questions/concerns the candidate may have. Prospective learners can prepare for the interview by ensuring they are able to discuss their interest, existing tech experience, how they plan to commit to the rigor of the training and course time commitment, and their financial plan in the event they are accepted into the program.

Please note that additional steps may be requested depending on the course of interest, partnership, or admissions needed. Please contact your recruitment and admissions lead for further information.

Decision

After successfully completing the [mandatory tech prep work](#) and qualifying for the interview stage, the candidate may be offered a seat in an upcoming training course. Upon acceptance of the seat offer, the candidate advances to the onboarding stage.

Onboarding Requirements

Onboarding

Upon acceptance of a seat offer, learners will receive the Learner Onboarding Guide, which will walk them through the final requirements before class begins. Learners are asked to submit Enrollment Documentation within two weeks of beginning the Onboarding Process.

Orientation

Orientation details vary by cohort, and further information will be shared by your Recruitment & Admissions specialist.

Immersive Re-Enrollment Policy

If a learner has to withdraw prior to successfully completing their course, they may have the opportunity to reapply for consideration for a future course.

For additional information, please review this [FAQ](#) page.

YOUR PER SCHOLAS SUPPORT TEAMS

We have a team of individuals who partner with every learner to ensure they are fully supported along their journey with us. In addition to your Recruitment & Admissions team, additional support team members include but are not limited to your Technical Instructors, Professional Development Coaches, Talent Solutions Representatives, Alumni Engagement personnel, and the Learner Support Team of Licensed Social Workers and Certified Financial Coaches.



Technical Instruction

The Instructional team will equip you with the tech knowledge necessary to fill a wide range of entry to mid level technology jobs



Career Development

The Career Coaches prepare you with the tools to secure a role in the tech sector. Beyond your resume and LinkedIn profile, the curriculum focuses on developing your professional and leadership strengths.



Alumni Engagement

This team offers up-skilling and networking opportunities, through both instructor-led and self-paced learning to support continued career advancement.



Learner Support Team

Team partners with learners to build personal and financial wellness through collaboration, strategy share, and skill building.

Each functional team will advise of their role in supporting you along your journey and will provide additional information and resources outlining their commitment and expectations.

CURRICULUM & TECHNICAL INSTRUCTION

The Curriculum & Technical Instruction team is responsible for developing and implementing relevant training programs to prepare learners for success in their professional tech careers.

Assessment Retake/Reschedule, Late Start, and Submission Policy

Learners should note the following:

- Written approval is required from the instructors within three (3) business days of the original assessment start day/time to avoid a zero percent grade.
- The rescheduled assessment must not be taken in the classroom while reviewing the original assessment questions and answers.
- A Case Study/Capstone project submission will never be rescheduled past the last day of the course.

(Additional information is provided in the Resource Section in Canvas).

Mandatory Tutoring Policy

If a learner is struggling with their grades, prior to dismissal from the training course, mandatory tutoring sessions will be required in order to get the learner's overall grade point average (GPA) at or above 70%.

- The same day a learner's overall GPA falls below 70%, the technical instructor will issue a probation letter. The probation period will extend through the fewest number of subsequent graded activities necessary to account for 10% of the overall course grade.

To return to good academic standing, the learner must raise their overall grade to at least 70% by the end of this period.

- If a learner's overall grade doesn't improve (overall grade at or above 70%) by the end of the probationary period, it may result in dismissal from the course.
- As a condition of probation, the learner must participate in tutoring every day Monday-Friday, until the required GPA is obtained. Dates and times are set by the instructor and documented in the course syllabus. Learners must complete all coursework assigned as part of tutoring.
- Tutoring is mandatory. If a learner refuses to participate in mandatory tutoring, they will be dismissed from training. If a learner misses two (2) sessions of mandatory tutoring without a valid reason, they will be dismissed from the training course.

Voucher Process

Learners in the following training tracks will qualify for vouchers for the certification exams, subject to the specific requirements being met. Please note that the requirements will differ for each certification track. (Additional information is provided in the Resource Section in Canvas.)

Class Communication in Slack

Slack will be used for course communication. The instructor will send an invitation to join the cohort Slack channel, and learners are expected to interact in it. Learners must download the software at <https://slack.com/downloads>. The Slack application is mobile-friendly and can be downloaded via your app store.

Best Practices

- Please check your spam folder and your social inbox for the Slack invitation.
- The Slack Channel workspace is intended for course communication only.
- Please use the same name you used to complete the Enrollment Agreement; no avatars or nicknames are allowed.
- If you opt to include a profile photo, please ensure it presents a professional appearance.
- Failure to adhere to the above policy may impact your enrollment in the class.
- All electronic communications, such as Slack and Canvas, are monitored by Per Scholas and should be limited to training content. (Please refer to the [Non-Fraternization Policy](#) for more information on communication etiquette.)

Learner Equipment Compatibility

In-Person Cohorts: Learners accepted into a local/in-person cohort will have access to a campus computer during the training hours. Further information on logging and using campus equipment will be provided in class. To provide an innovative, hands-on learning experience,

Per Scholas has permanent tech kits available that will remain in the classroom. Tech kits are available only for certain courses. This only applies to in-person classes.

Remote Cohorts: To be considered for the course, candidates must meet the minimum technology specifications. To assess these specifications, candidates must complete a Tech Access Form. For more information, please contact a Per Scholas team member.

Please note that each track has specific tech requirements. For further information, please reach out to a Per Scholas team member. Please note that some Per Scholas lab guides are written for a Windows environment, and a Mac version may not be available. If you have any questions or concerns, please reach out to your Instructional Team. (Additional information is provided in the Resource Section in Canvas.)

Loaner Equipment

If a learner lacks the specified equipment requirements detailed above, a loaner laptop may be provided. Learners who receive loaned equipment from Per Scholas understand that they must secure any and all loaned devices when not in use. Learners with equipment will report any damage, loss, or theft immediately to a Per Scholas team member. In the case of theft or loss, Per Scholas cannot replace the item; the learner will be required to secure backup equipment or will need to withdraw from the class for the duration of the training. In the case of theft, learners must obtain a police report identifying the item or items stolen and immediately report the theft, with the associated police report, to Per Scholas.

Loaner Equipment Return

If a learner does not have the necessary equipment specifications listed above, they may be given a loaner laptop. Once a learner completes the training, withdraws, or is dismissed, the learner has 72 hours to return the equipment to Per Scholas by bringing it to the local site or by mailing it to the office with the prepaid label provided to the learner/graduate. Learners who fail to return the equipment within the allotted time frame may be subject to restitution.

PROFESSIONAL DEVELOPMENT & CAREER SERVICES

Per Scholas utilizes career development to ensure learners are developing essential technical skills along with soft skills and the readiness required to excel in their chosen careers. Learners will learn critical skills, including, but not limited to, project management, mock interview techniques, resume building, collaborative mindset, and networking opportunities.

Below is an overview of professional development provided to learners:

- Uncovering Your Strengths: A Journey to Self-Discovery
- Effective Storytelling for Career Success
- Crafting Your Personal Brand Narrative
- Executive Presence and Professional Image

- Mastering the Interview: Strategies for Confident and Effective Performance
- Assessing Your Job Readiness and Bridging Skill Gaps
- Strategic Informational Interviews & Targeted Job Search
- Effective Onboarding: The Key to Early Career Success
- Navigating Workplace Dynamics: Building Positive Relationships and Effective Collaboration
- Mastering Job Readiness: Your Path to Career Success

Job Readiness Assessment

Learners conclude this area of focused development with a Job Readiness Assessment, which must be passed to graduate. This requirement applies exclusively to learners enrolled in full-time training programs and does not pertain to learners enrolled in part-time or flexible cohorts. The Job Readiness Assessment includes two presentations: one at the midpoint of the training and another at the end. The learner completes these for a Professional Development Coach and is graded on a rubric. The areas assessed include Elevator Pitch, Resume, LinkedIn, Professional Presentation, Job Hunting Spreadsheet, and Interview Questions.

Our primary goal is to better prepare learners for entry into the workforce. Ultimately, Per Scholas aims for higher job attainment rates among our graduates. We are ensuring that our graduates are not only equipped with the technical skills but also possess the soft skills and readiness required to excel in their chosen careers.

Career Advisement

Career Advisement empowers learners and alumni to take ownership of their job search and long-term career growth. It complements Professional Development by providing personalized guidance and support beyond the training, with a focus on practical, post-graduation needs.

Our team helps learners and alumni:

- Focus Their Effort –Develop targeted job search strategies to apply with purpose and direction.
- Build Confidence to Compete – Strengthen interview skills and highlight projects, certifications, and experiences effectively.
- Activate Their Network – Turn networking strategies into real connections and referrals.
- Position for Advancement – Explore promotions, career pivots, and upskilling opportunities once employed.

TALENT SOLUTIONS

The Talent Solutions team builds and maintains relationships with employer partners to support Per Scholas alumni in securing and advancing their careers. Through these partnerships, alumni gain access to valuable insights and opportunities, including job search guidance, resume feedback, interview preparation, and direct exposure to employers.

In addition, Talent Solutions coordinates a range of activities—such as networking events, employer engagement sessions, and mock interviews—that help alumni strengthen professional skills and expand their networks. Alumni can continue to access these services throughout the two-year alumni support period. During this time, Talent Solutions staff also provide coaching on promotion planning and salary negotiation. At their discretion, staff may share targeted job leads or make direct referrals to employer partners.

How to Work Successfully with Talent Solutions

To make the most of your experience and ensure a successful partnership, we ask that you:

- **Stay Professional:** You represent Per Scholas alumni in every interaction. Uphold our reputation by demonstrating professionalism, reliability, and preparedness.
- **Engage Fully:** Take advantage of workshops, coaching sessions, and events. Communicate regularly with the Talent Solutions team about your job search status and updates. Be responsive and professional in all communications—whether by phone, email, in person, or instant messaging.
- **Prepare for Success:** Apply the professional development skills you've learned and remain open to constructive feedback from coaches and peers. A helpful tip: practice summarizing what you've learned each day out loud—it's a great way to strengthen your interviewing skills. Review active job postings weekly during training to know what future employers will want to know from you.
- **Network:** Build and nurture relationships with peers, instructors, and industry professionals. Participate actively in Talent Solutions events, both online and in person.

Employment Verification

Enrollment in Per Scholas programming requires alumni to submit Employment Verification documentation to the Talent Solutions team. This may include pay stubs, offer letters, employer letters, or other approved documentation. This information is essential for funding the services and training you receive at Per Scholas. Without it, we cannot offer the quality programs and services we do. This information also helps us learn about and improve our training programs.

Be sure to notify a Talent Solutions team member via email of any employment changes, including:

- Employer name
- Job title
- Start/change date
- Salary
- Average # of hours worked each week
- Is this job a short-term contract, full-time, part-time, etc?
- Were benefits like PTO, health insurance, etc, offered?

LEARNER SUPPORT TEAM

Purpose

The Learner Support Team (LST) at Per Scholas empowers learners to drive their own professional, personal, and financial growth through collaborative partnership and strategic support.

As a learner-led, confidential, and free service, LST provides personalized 1:1 support from course onboarding through two years post-graduation. We encourage Learners to proactively connect with us early and often to maximize available resources.

In addition, LST offers workshops, tools, and videos that provide an overview of the strategies and skills for managing stressors and strengthening one's understanding of finances. Through collaboration and skill-building, we help learners navigate challenges and create sustainable paths to success.

Learners can reach out to LST whenever they need support – we're here for Learners throughout their Per Scholas journey and beyond.

Who Are The Members Of The Learner Support Team (LST)?

The Learner Support Team consists of Licensed Master's/Clinical Level Social Workers (LMSW/LCSW) serving as Learner Support Managers (LSMs) and Financial Coaches (FCMs). LSMs focus on holistic support, including crisis mitigation and solution-focused approaches, while Financial Coaches specialize in financial wellness, offering guidance on personal finance and money management.

Confidentiality Policy

All engagements with the Learner Support Team remain confidential. The Learner Support Team is entrusted with confidential information. Upholding strict confidentiality is essential in our practice to honor individuals' privacy and autonomy. As members of the LST team, we are committed to upholding the highest standards of confidentiality as required by our governing bodies, including the National Association of Social Workers (NASW) Code of Ethics (NASW, 2021) and the Association for Financial Counseling & Planning Education (AFCPE®) Standard of Practice Confidentiality. These standards guide our efforts to build trust and promote the well-being of Per Scholians. By adhering to the principles and guidelines outlined in this policy, we uphold the highest standards of confidentiality and ensure the integrity of our profession. (Please refer to the [LST HUB](#) for more information.)

Policy on Meeting With LST

Per Scholas recognizes the importance of holistic support in promoting Learner success. As such, Learners are excused from class when attending pre-scheduled meetings with members of the Learner Support Team.

Time spent in these meetings will not be counted against a learner's attendance or participation record. To facilitate this process:

- Learners must notify their instructors in advance of the anticipated meeting
- Instructional staff can verify Learner Support Team meeting attendance if needed
- Instructors will ensure learners have access to any missed instructions
- Learners are required to complete any missed work within 48 hours

This policy reflects our ongoing commitment to supporting every learner's academic progress, personal development, and financial well-being.

What Types of Support Are Available From LST?

- 1:1 Meetings: We will work with you to provide confidential guidance, support your personal needs and financial goals, and help you navigate course expectations and life's challenges.
- External Referrals and Community Supports: These will help connect you to support outside of Per Scholas, including referrals for childcare, health issues, personal safety concerns, and public benefits.
- Workshops and Webinars: Interactive learning sessions designed to build financial capability and personal wellness. Topics include student loan repayment guidance, homeownership preparation, entrepreneurship fundamentals, developing stress resilience, test anxiety reduction, and time management strategies, with new offerings regularly added.
- Self-Directed Learning Hub: An evolving library of supportive content designed to meet you where you are in your journey. Features regular insights, updates, and microlearnings via newsletter and guided self-exploration materials—curated to complement your unique learning style and life circumstances.
- Affinity Groups: Affinity Groups are a supportive community where learners, staff, and alumni with shared identities or experiences come together to connect and empower one another. These groups provide a safe space for dialogue, networking, and mutual support while fostering inclusion and belonging across the organization.
- Navigating Course Expectations: Assistance in reviewing program expectations, proactively reviewing personal needs, and reviewing attendance issues and academic performance improvement plans.
- Next Steps: We will support you in confidently pursuing your financial milestones, identifying strategies to strengthen your work-life balance, and building your personal wellness.

Examples of learner support which include but are Not Limited to	
Personal Wellness	Financial Coaching
<ul style="list-style-type: none"> • Navigating learning needs and external testing accommodations processes • Collaborating to address personal and life challenges before they become overwhelming • Developing coping strategies for stress and feelings of being overwhelmed • Addressing imposter syndrome and building self-confidence in your abilities • Managing sudden changes in personal circumstances and unexpected barriers • Providing confidential support for sensitive mental health concerns • Mapping and connecting learners to external support services and resources- like public benefits, legal support, or professional attire 	<ul style="list-style-type: none"> • Budgeting and financial planning for goals • Credit management, debt reduction, and student loans • Understanding retirement planning concepts and education about basic investing principles • Financial resilience techniques and strategies for managing financial stress and maintaining financial wellness • Tax education and understanding tax implications on personal finances • Financial strategies for career transitions and advancement

How does LST support Per Scholians in achieving personal and financial wellness?

- Holistic and Human-centered Approach: LST knows that learners are the experts in their experiences and their lives. LST takes a holistic view of each learner to understand their unique challenges and needs. LSMs are licensed social workers, which means their licensure supports their expertise as mental health clinicians who can provide mental health counseling. Financial Coaches are experts in their field, bringing evidence-based strategies and knowledge to support each learner and build financial capability.
- Learner-Led Support: Learners must be proactive and own their personal and financial wellness journey. They contact LST to discuss support needs and set up 1:1 meetings.
- Crisis Mitigation: LST provides immediate support, during normal business hours, and intervention strategies to address crises or urgent situations that may impact a Learner's well-being. If outside of business hours, please utilize [these](#) national crisis resources to find immediate support.
- Solution-Focused Approach: LST identifies solutions and actionable steps to help learners overcome barriers and achieve their goals effectively.
- Strengths-Based Strategies: LST builds on each learner's strengths and capabilities, encouraging resilience and positive growth throughout their Per Scholas and career journey.
- Collaboration and Referrals: They collaborate with Learners to connect them with external support and community resources that enhance their overall well-being, such as healthcare services, childcare support, and financial assistance.

(Please refer to the [LST HUB](#) for more information.)

Learner Crisis and Safety Process

The Learner Support Team is committed to ensuring the well-being of Learners. LST approaches each situation with care, sensitivity, and collaboration to ensure our Learners' safety. The process involves assessing the situation, collaborating with local staff as the initial points of contact, reaching out to Learners and their emergency contacts, and involving local agencies and wellness check services when necessary. (Please refer to the [LST HUB](#) for more information.)

Contacting the Learner Support Team

Learners can learn more about the Learner Support Team and review tools and resources [here](#). Learners can also schedule one-on-one meetings with a Learner Support Manager or Financial Coach by clicking "Meet with LST" from the [LST HUB](#).

ALUMNI SERVICES RELATIONS

Alumni Services

Per Scholas is dedicated to supporting our alumni in achieving a thriving wage within two (2) years of initial placement. Our comprehensive Alumni Engagement initiatives offer continuous growth through a suite of technical upskilling programs, available in both asynchronous and instructor-led formats. These programs are designed with flexible schedules to support alumni who are working or job searching, directly contributing to their career advancement and earning potential.

Beyond technical development, comprehensive wrap-around services are available for holistic support, provided from their local market and subject to availability. Financial guidance is offered on topics like learner loan repayment and homeownership, alongside personal wellness support for learning needs, stress management, and mental health concerns, with connections to external resources. Additionally, we host exclusive hiring events, job fairs, and networking sessions, and encourage alumni to give back by mentoring current learners or speaking at workshops, strengthening the overall community."

Re-Enrollment Eligibility

Alumni who meet the following criteria are eligible to re-enroll in an alumni training course:

- Last alumni class completion, withdrawal, or dismissal date is greater than 90 days

Alumni who meet the following criteria are eligible to re-enroll in an immersive training course:

- The last course completed is equal to or less than two calendar years

The following alumni are not eligible to re-enroll in alumni training

- Those dismissed for behavioral reasons. In the event that the notes or details are unclear, the Senior Director of Alumni Engagement & Training has the discretion to

decide.

- Those currently enrolled in an alumni or immersive course

(Please refer to the [Alumni Training Enrollment Policy](#) and the [FAQ](#) for more information.)

Exceptions

If a Per Scholas client wants learners in a class to be alumni, in which case Per Scholas may decide to count this cycle as an alumnus rather than an immersion class, the SVP of Career Accelerator will oversee these cases and coordinate case-by-case decisions.

As detailed above, every learner receives a support team with whom they have access during their enrollment as well as post-graduation with us. We are certain that you know someone who will also benefit from the holistic learner experience offered here, so we encourage you to refer to a family member, colleague, neighbor, or friend."

Transcript Request

Alumni seeking official transcripts may submit their request through the following link: <https://alumni.perscholas.org/documents-center/>. They can request employment verification or admission to a degree program.

PER SCHOLAS ZERO PERCENT LOAN FROM ASCENT

Learners enrolled in specific Per Scholas programs (review [this link](#) for more details) are eligible to apply for the Zero Percent Loan (ZPL) from Ascent. If approved, learners will receive a 0% interest loan for \$3,000. The funds are provided as three (3) monthly \$1,000 disbursements, which learners can use to pay for living expenses while enrolled in a Per Scholas training program. Ascent is the loan provider - learners apply through Ascent's portal. Applying is optional. Approval for the ZPL Loan is at the sole discretion of Ascent (Per Scholas has no influence or input on Ascent's decision).

The Zero Percent Loan by Ascent is not a Per Scholas product, and enrollment into a Per Scholas program is not contingent on applying for or being approved for the ZPL Loan. Therefore, please review the [Ascent Loan web link](#) and/or submit your questions to the Ascent Customer Service: 877-279-2614 or by email perscholas@ascentfunding.com. For questions about the application link or approval deadlines, please email zpl@perscholas.org or check out the [Zero Percent Loan Linktree](#) for more information and resources.

PER SCHOLAS REFERRAL PROGRAM

Leveraging software called Referral Rock, current and former learners receive a unique referral link that tracks candidates who apply through their link. They receive \$50 when their referrals become enrolled learners.

How It Works

1. Current or former learner joins the [Referral Program](#)
2. Learner shares their unique referral link
3. Referral applies and becomes a 'pending' reward in the learner referral portal
 - Referral Rock provides Learners with a Unique Referral Link that tags any candidate's record when a candidate applies using that unique referral link.
4. Referral enrolls in the course and becomes a 'qualified' reward in the learner referral portal
5. Learner receives a \$50 gift card of their choosing within 7 business days

PER SCHOLAS COURSES

Please refer to the course list on our [website](#).

DISCLAIMER

If a situation is not addressed in the handbook, Per Scholas will make decisions based on discretion, policies, and in compliance with state and federal laws. This handbook is subject to change at any time, and Per Scholas reserves the right to amend the handbook as it sees fit.

CONCLUDING STATEMENT

This handbook is intended to provide you with guidance, clarity, and resources throughout your time as a learner at Per Scholas. Please refer back to it often and reach out to staff if questions arise. Per Scholas is committed to upholding the values of professionalism, integrity, fairness, and opportunity. As you progress through your program, remember that your success is a shared responsibility — you bring commitment and effort, and we provide the tools, support, and environment to help you thrive. If you are uncertain about any policy or expectation described here, please contact a member of the Per Scholas team. We are here to ensure that you are fully supported.