

Excerpts, selected by the HELP Committee, from a larger document
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THIS CATALOG IS NOT COMPLETE WITHOUT ALL CURRENT SUPPLEMENTS.

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OUR MISSION

The mission of High-Tech Institute is to provide quality postsecondary education focused on career success in the fields of Technology, Allied Health Care, Veterinary Technology, Business Management and Criminal Justice and to provide a learning environment that inspires all students to realize their full potential.

- :: Quality of life is improved through education. :: It only takes one person to make a difference.
- :: The road to success requires active participation. :: When we help people achieve success, everyone wins.

TO FULFILL THIS MISSION, HIGH-TECH INSTITUTE HAS ESTABLISHED THE FOLLOWING:

- :: To provide students with the skills and knowledge to qualify or requalify for employment in their field of study.
- :: To provide "first-class" student services that contribute to student success and achievement.
- :: To provide qualified faculty to ensure that appropriate and applicable curriculum material and training are delivered to students.
- :: To provide an educational environment that respects and accommodates a diversity of individual backgrounds, abilities, interests, and opinions.
- :: To respond to the changing needs of the medical and business communities we serve.
- :: To provide placement assistance to facilitate students' successful transition into their careers.
- :: To encourage students to envision education as a life-long learning process.
- :: To exercise honesty, integrity, and the highest ethics in every facet of the School's operation.

HISTORY AND PHILOSOPHY

High-Tech Institute of Phoenix, Arizona, was originally founded in 1965 as the Electronic Institute of Arizona, and was purchased by Dennis and Marilyn Pobiak in 1982. In 1989, High-Tech Institute, Inc. acquired The Bryman School, also in Phoenix, Arizona. In 2003, Allied College of St. Louis, Missouri was acquired by High-Tech Institute. Allied College is accredited by the Accrediting Bureau of Health Education Schools. In 2003, High-Tech Institute began offering online programs thru its Anthem College Online, a division of High-Tech Institute, Phoenix. In 2004, The Chubb Institute was acquired by High-Tech Institute. The Chubb Schools are either accredited by Accrediting Council for Independent Colleges and Schools or Accrediting Council for Continuing Education & Training or Accrediting Commission of Career Schools and Colleges of Technology. The Chubb Institute in Arlington, VA was renamed Banner College and Chicago, IL was renamed Banner Institute in 2005.

Branch campuses of High-Tech Institute/Phoenix, including the year they were established:

High-Tech Institute, Sacramento, California	1992
High-Tech Institute, Minneapolis, Minnesota	1996
High-Tech Institute, Nashville, Tennessee	1999
High-Tech Institute, Atlanta, Georgia	2001
High-Tech Institute, Kansas City, Missouri	2003
Cambridge College, Bellevue, Washington	2004

Branch campuses of The Bryman School/Phoenix, including the year they were established:

Cambridge College, Denver, Colorado	1994
High-Tech Institute, Orlando, Florida	1998
High-Tech Institute, Dallas, Texas	2000
High-Tech Institute, Las Vegas, Nevada	2002
High-Tech Institute, Memphis, Tennessee	2003
The Bryman School, Tempe, Arizona	2004

Branch campuses of Allied College/Maryland Heights, including the year they were established:

Allied College, Fenton, Missouri	1992
Cambridge College, Beaverton, Oregon	2004
High-Tech Institute, Brookfield, Wisconsin	2006

High-Tech Institute is based upon excellence in curriculum, staff, faculty, equipment, and service to the student body, Technology, Allied Health Care, Veterinary Technology, Business Management and Criminal Justice communities, as well as the community-at-large. High-Tech Institute firmly believes that training in small groups, combined with a highly structured curriculum that meets the needs of these professions, are the key ingredients for a successful training program.

The School is committed to a "hands-on" classroom approach in order to provide our students, upon graduation, with the knowledge and technical proficiency that will make them employable for entry-level positions and updating the curriculum accordingly.

