



MIDWESTERN
CAREER
COLLEGE

ACADEMIC CATALOG

2019-2020



Message from the CEO

Midwestern Career College (MCC) is a higher education institution dedicated to helping students achieve their life goals through maximizing personal and career potential. Whether through associate-level degrees or certificate-level programs our offerings focus on preparing students to enter or advance in healthcare or business industry careers.

At MCC, we strive to provide our students with a safe, stimulating, and rewarding educational environment. MCC places great emphasis on hands-on experience, practical application of theoretical knowledge, and the acquisition of tangible work-related skills. Our partnerships with hospital networks, university medical centers, and private clinics allow our students to receive externship and job placement opportunities. Our faculty and staff are committed to providing quality educational experiences. By the time our students graduate, they are equipped with understanding of their chosen career field, comprehension of professionalism, workplace standards, and ethical conduct.

Our mission is to provide premier career-focused education to empower students with academic training, technical expertise, and professional support to launch or advance their successful careers. Please join us on this venture as a student.

D. Jeremy Oberfeld
Chief Executive Officer
Midwestern Career College

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Overview

VISION

Transform lives through preparing students for career success.

MISSION

Provide premier career-focused education to empower students with academic training, technical expertise, and professional support to launch or advance their successful careers.

INSTITUTIONAL GOALS

Midwestern Career College achieves its mission by:

- Offering career-oriented training programs that provide entry-level skills to graduates; or that enable those already in the field to achieve career goals and advancement;
- Employing a committed staff of professional instructors who possess excellent subject knowledge and technical skills;
- Teaching an up-to-date curriculum consistent with requirements of the credentialing agency;
- Providing hands-on training that results in practical knowledge and student confidence;
- Providing access to classrooms, laboratories, and clinical externship facilities to fulfill program objectives;
- Providing appropriate clinical externship opportunities that give our students real world experience;
- Striving to meet and exceed institutional academic benchmarks;
- Providing placement assistance to graduates.

CONCEPTUAL FRAMEWORK

Midwestern Career College (MCC) is committed to operating based on the following principles:

- Integrity
- Excellence
- Diversity

Integrity is adherence to moral and ethical principles and honesty. MCC's educators will:

- demonstrate appropriate standards of conduct and ethical behavior congruent with their profession;
- be honest and show moral uprightness;
- always choose truthfulness and accuracy of actions;
- act according to the values, beliefs, and principles of MCC.

Excellence is the quality of being outstanding. MCC's educators will:

- demonstrate excellence in academic knowledge and skills;
- surpass ordinary standards;
- have a commitment to continuous professional development;
- impact all students' learning and development in a positive way;
- engage in reflective practice;
- utilize instructional methods that address students from all learning styles.

Diversity is the inclusion of people from different races or cultures in an organization. MCC's educators will:

- respect and support diversity in educational settings as related to, family structures, religion, beliefs, disabilities, sexual orientation, gender, race, ethnicity, values, and socioeconomic status;
- be open to learning from the diversity of our students, be aware of our assumptions, and be open-minded;
- build collaborative relationships that aid and support students' learning and development;
- educate and model for students how to function in a diverse world and workplace.

STATE APPROVAL

Midwestern Career College is approved by the Division of Private Business and Vocational Schools of the Illinois Board of Higher Education (IBHE). For more information on IBHE approval, you may contact Private Business and Vocational Schools Division, Illinois Board of Higher Education, at 1 N. Old State Capitol Plaza, Suite 333 Springfield, IL 62701-1377 at (217) 782-2551; General information website: info@ibhe.org; Institutional Complaint Hotline: (217) 557-7359

Midwestern Career College is approved by the Illinois Board of Higher Education (IBHE) to operate and to grant the following Associate of Applied Science degrees:

- Associate of Applied Science in Magnetic Resonance Imaging (MRI) Technology
- Associate of Applied Science in Diagnostic Medical Sonography
- Associate of Applied Science in Non-Invasive Cardiovascular Sonography
- Associate of Applied Science in Surgical Technology
- Associate of Applied Science in Business Administration
- Associate of Applied Science in Accounting
- Associate of Applied Science in Marketing

ACCREDITATION

Midwestern Career College is accredited by the Commission of the Council on Occupational Education. For more information about the College's accreditation, you may contact Council on Occupational Education, 7840 Roswell Road, Building 300, Suite 325, Atlanta, GA 30350, Telephone: 770-396-3898, Fax: 770-396-3790, www.council.org

DEPARTMENT OF VETERAN'S AFFAIRS

Midwestern Career College is approved by the State of Illinois Department of Veteran's Affairs

SEVP CERTIFICATION

Midwestern Career College is authorized under Federal law to enroll nonimmigrant alien students.

CAMPUS LOCATIONS AND DESCRIPTIONS

MAIN CAMPUS LOCATION

Midwestern Career College Chicago

100 S. Wacker Dr., LL1-50

Chicago, IL 60606

Phone: (312) 236-9000

Fax: (312) 277-1007

Email address: info@mccollege.edu

Office Hours

Monday through Thursday 9am to 6pm

Friday 9 am to 4pm

Programs Offered

Degree Programs:

- Associate of Applied Science in Magnetic Resonance Imaging (MRI) Technology
- Associate of Applied Science in Diagnostic Medical Sonography
- Associate of Applied Science in Non-Invasive Cardiovascular Sonography
- Associate of Applied Science in Surgical Technology
- Associate of Applied Science in Accounting
- Associate of Applied Science in Business Administration
- Associate of Applied Science in Marketing

Certificate-level programs:

- Dialysis Technologist Training Program
- Electroneurodiagnostic (END) Technologist
- Medical Assisting
- English as a Second Language
- English for Academic Purposes
- Professional English
- English Skills for Success
- Interpersonal Communication in the United States
- Integrated Communication Skills in English
- Presentation Skills for English Language Learners
- Workplace Writing for English Language Learners
- English for Healthcare
- Vocational English as a Second Language

EXTENSION OF THE MAIN CAMPUS

Midwestern Career College Chicago LaSalle

203 N LaSalle Street

Chicago, IL 60601

Tel: (312) 236-9000

Fax: (312) 277-1007

Email: info@mccollege.edu

Office Hours

Monday through Thursday 9am to 6pm

Friday 9 am to 4pm

Programs Offered

Degree Programs:

- Associate of Applied Science in Magnetic Resonance Imaging (MRI) Technology
- Associate of Applied Science in Diagnostic Medical Sonography
- Associate of Applied Science in Non-Invasive Cardiovascular Sonography
- Associate of Applied Science in Surgical Technology
- Associate of Applied Science in Accounting
- Associate of Applied Science in Business Administration
- Associate of Applied Science in Marketing

Certificate-level programs:

- Dialysis Technologist Training Program
- Medical Assisting
- English as a Second Language
- English for Academic Purposes
- Professional English

EXTENSION OF THE MAIN CAMPUS

Midwestern Career College Naperville

200 E. 5th Ave., Suite 128,

Naperville, Illinois 60563

Phone: (630) 536-8679

Email address: info@mccollege.edu

Business Hours

Monday through Thursday 9am to 6pm

Friday 9 am to 4pm

Programs Offered

Degree Programs:

- Associate of Applied Science in Magnetic Resonance Imaging (MRI)Technology
- Associate of Applied Science in Surgical Technology

Certificate-level programs:

- Dialysis Technologist Training Program
- Magnetic Resonance Imaging (MRI) Technologist
- Medical Assisting
- English Skills for Success
- English for Healthcare
- Interpersonal Communication in the United States
- Integrated Communication Skills in English
- Presentation Skills for English Language Learners
- Professional English
- Workplace Writing for English Language Learners
- Vocational English as a Second Language

EXTENSION OF THE MAIN CAMPUS

Midwestern Career College Blue Island

12840 S. Western Ave.,

Blue Island, Illinois 60406

Phone: (708) 926-9470

Email address: info@mccollege.edu

Business Hours

Monday through Thursday 9am to 6pm
Friday 9 am to 4pm

Programs Offered

Certificate-level programs:

- Dialysis Technologist Training Program
- Medical Assisting

Administration

INSTITUTIONAL MANAGEMENT TEAM

D. Jeremy Oberfeld
CEO

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Senior Director of Marketing

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Rafael Czechowski
Director of External Development and Operations

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PROGRAM AND COURSE NAME ABBREVIATIONS

Program Name	Program Abbreviation
Associate of Applied Science in Accounting	AAS ACC
Associate of Applied Science in Business Administration	AAS BUS
Associate of Applied Science in Diagnostic Medical Sonography	AAS DMS
Associate of Applied Science in Magnetic Resonance Imaging (MRI)Technology	AAS MRI
Associate of Applied Science in Marketing	AAS MKT
Associate of Applied Science in Non-Invasive Cardiovascular Sonography	AAS NICVS
Associate of Applied Science in Surgical Technology	AAS ST
Dialysis Technologist Training Program	DIA
Electroneurodiagnostic (END) Technologist	END
Magnetic Resonance Imaging (MRI) Technologist	MRI
Medical Assisting	DMA
Vocational English as a Second Language	VESL
English as a Second Language	ESL
General Education Courses	Gen Ed
Medical Foundation Courses	Med Found

FACULTY

FULL TIME FACULTY

Dr. Ali, Zahra	AAS DMS, AAS NICVS	Bachelor of Medicine and Bachelor of Surgery (MBBS) – University of Karachi, Pakistan; Diploma in Diagnostic Medical Sonography and Diagnostic Medical Vascular Sonography – College of DuPage; Certifications: Certified Cardiographic Technician (CCT) - Cardiovascular Credentialing International (CCI), Registered Diagnostic Medical Sonographer (RDMS) in Abdomen and Obstetrics and Gynecology, Registered Vascular Technologist (RVT) - American Registry for Diagnostic Medical Sonography (ARDMS)
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Asante, Francis	AAS ACC, AAS BUS, AAS MKT	Master of Business Administration, Finance - Keller Graduate School of Management, BS, Population and Family Life - University of Cape Coast Ghana
Cope, Jane	ESL, VESL	Master of Arts in Comparative Literature – Universite Paris 8; Bachelor of Arts in French & Francophone Studies – University of Michigan; Bachelor of Arts in Arts and Ideas in the Humanities – University of Michigan
Danna, Bryan	ESL, VESL	Master of Arts in Applied Linguistics – University of Massachusetts, Boston; Bachelor of Arts in Communications – University of Miami, FL
De La Peña, Ivan	AAS NICVS	Master of Health Administration - West Coast University - Orange County, Bachelor of Science Business Administration - California State University; Certification: Registered Diagnostic Cardiac Sonographer (RDCS) in Adult Echocardiography (AE) - American Registry of Diagnostic Medical Sonography (ARDMS)
Dertz, Danielle	AAS MRI	Bachelor Administration – Colombia University, AAS Magnetic Resonance Imaging Technology - Midwestern Career College; Certification: Registered Technologist Magnetic Resonance Imaging (RT MR) - The American Registry of Radiologic Technologists (ARRT)
Fiene, Patricia	ESL, VESL	Master of Arts English - Northern Illinois University, Bachelor of Arts English/Education - Elmhurst College; Certification: Certificate in English Language Teaching to Adults (CELTA) - University of Cambridge
Lobpries, Benjamin	ESL, VESL	Master of Fine Arts - Creative Writing - Emerson College, Bachelor of Fine Arts - Southern Methodist University; Certifications: Teaching English to Speakers of Other Languages (TESOL), Teaching English as a Second Language (TESL), Teaching English as a Foreign Language (TEFL) - Oxford Seminars
Magnaye, Maria Karen	DIA	Bachelor of Science Healthcare Management – Rasmussen College, Bachelor of Science Medical Technology – College of Holy Spirit, Manila, Philippines; Certifications: Certified Clinical Hemodialysis (CCHT) - The Nephrology Nursing Certification Commission (NNCC), Certified Phlebotomy Technician (CPT) - National Healthcareer Association (NHA), Certified Hemodialysis Technologist/Technician (CHT)
Meer, Arif	DMA, Med Found	BS and MS – Kakatiya University, India; Bachelor's degree in Secondary Education – Kakatiya University, India; Diploma in Medical Assisting - Westwood College; Certifications: Registered Medical Assistant (RMA) - American Medical Technologists (AMT), Certified Billing and Coding Specialist (CBCS) - National Healthcareer Association (NHA)
Ware, Alicia	AAS ST	AAS Surgical Technology - Parkland College; Certifications: Certified Surgical Technologist (CST) - The National Board of Surgical Technology and Surgical Assisting (NBSTSA); Certified Sterile Processing and Distribution Technician (CSPDT) - Certification Board for Sterile Processing and Distribution, Inc. (CBSPD)
Wedster, Julie	AAS ST	Bachelor of Science in Psychology, University of Phoenix; Certificate in Surgical Technology, Prairie State College Certifications: Surgical Technologist

PART TIME FACULTY

Dr. Ali, Samina	AAS DMS	Bachelor of Medicine and Bachelor of Surgery (MBBS) – University of Sindh, Pakistan; Certifications: Registered Diagnostic Medical Sonographer (RDMS) in Abdomen, Registered Diagnostic Cardiac Sonographer (RDCS) in Adult Echocardiography - American Registry for Diagnostic Medical Sonography (ARDMS)
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Dr. Bautista, Alexander	END	Doctor of Veterinary Medicine (DVM) – La Salle Areneta University, Philippines; Certifications: Registered Electroencephalography Technologist (REEGT), Registered Evoked Potential Technologist (REPT), Certified Long-Term Monitoring (CLTM) – The American Board of Registration of Electroencephalographic and Evoked Potential Technologist (ABRET); Certified Cardiographic Technician (CCT) – Cardiovascular Credentialing International
Bettes-Barnes, Renee D.	Med Found	Diploma (Medical Assistant, EKG, and Phlebotomy), Illinois Medical Training Centers, INC.; Certifications: Registered Medical Assistant (RMA)– American Medical Technologists (AMT), Basic Life Support (BLS)/AHA Provider
Dr. Bradford-Thomas, Ebony	Gen Ed	PhD., Community Psychology – National Lewis, Chicago, Illinois, MA, Child and Adolescents – Lewis University, Romeoville, Illinois, BA, Psychology – Lewis University, Chicago, Illinois
Brennan, Patrick	ESL	Bachelor of Science in Media Studies – University of Illinois at Urbana-Champaign; Certification: Teaching English as a Foreign Language (TEFL) – Bridge Education Group, IL
Bridges, Carl	AAS BUS	Ph.D. of Education- Northern Illinois University; MBA-Bradley University- Peoria, IL. BS in Business Administration- University of Illinois- Urbana-Champaign, IL.
Dr. Bright, Ehigie	AAS BUS	DBA of Business Education – Argosy University, Chicago, Illinois, MBA – Keller Graduate School of Management, Chicago, Illinois, BSc Computer Networking – DeVry University, Chicago, Illinois
Brown, Christopher	ESL / VESL	Bachelor of Arts in Global Studies – St. Lawrence University, NY; Certifications: ESL Training, Certificate of Excellence – Canadian College of the English Language, Canada; Teaching English as a Foreign Language (TEFL) – EC Boston
Calderon, Candy	VESL	Bachelor of Arts in English – University of Illinois, Chicago; Certification: Teaching English as a Foreign Language (TEFL) – TEFL Institute, Chicago
Carroll, Elizabeth	ESL / VESL	Master of Education in Teaching English Learners – American College of Education, IN; Bachelor of Arts in Teaching English to Speakers of Other Languages (TESOL) – Moody Bible College, IL
Carswell, Courtney	AAS BUS	MBA, Organizational Leadership – Lewis University, Romeoville, Illinois, BA, Organizational Management – Concordia University, River Forest, Illinois
Carthon, Johnathan	AAS BUS	MBA - Ashford University, Clinton, IA., BA – Communications Arts, Georgia Southern University
Celik, Fazilet	Gen Ed	MS, Physics – Bogazici University, Turkey, BS, Physics – Bogazici University, Turkey
Dr. Clay, Cicely A.	AAS ACC, AAS BUS, AAS MKT	Doctor of Education Instructional Leadership- Nova Southeastern University, Fort Lauderdale, FL.; Master of Arts Elementary Education - National Louis University, Chicago, IL.; Master of Business Administration and Marketing – Saint Xavier University, Chicago, IL.; Bachelor of Science Business Administration – Saint Xavier University, Chicago, IL.; Certificate: Elementary Education State of Illinois.
Collier, Mankea	Gen Ed	MA – Organizational Management, Ashford University, Clinton, IA., MA – Clinical Council, Chicago State University, Chicago, Illinois, BA – Psychology, Chicago, State University
Cope, Jane	ESL	Master of Arts in Comparative Literature – Universite Paris 8; Bachelor of Arts in French & Francophone Studies – University of Michigan; Bachelor of Arts in Arts and Ideas in the Humanities – University of Michigan
Croft, Tenisha	DMA	Diploma in Medical Assisting: Illinois School of Health Careers; Certification: Registered Medical Assistant (RMA) – American Medical Technologists (AMT)
Danna, Bryan	ESL/VESL	Master of Arts in Applied Linguistics – University of Massachusetts, Boston; Bachelor of Arts in Communications – University of Miami, FL

Dilsiz, Evrim	ESL	Master of Arts in Teaching English to Speakers of Other Languages (TESOL) – Northeastern Illinois University; Bachelor of Arts in American Literature and Culture – Halic University, Turkey; Certification: Teaching English as a Foreign Language (TEFL)/Teaching English to Speakers of Other Languages (TESOL) – International TEFL Academy, Chicago
España, Katherine	AAS ST	Master of Science Nursing - Columbia Pacific University, Bachelor of Science Nursing - Marian College of Nursing; Certifications: Registered Professional Nurse - State of Illinois, Certified Preoperative Nurse (CNOR), Certified Nurse First Assistant (CRNFA) - Competency and Credentialing Institute (CCI)
Evans, Dylan	AAS MRI	AAS Magnetic Resonance Imaging Technology - Midwestern Career College; Associates in Liberal Arts major in Life Sciences - East-West University, Diploma in Magnetic Resonance Imaging Technology - Midwestern Career College; Certifications: Registered Magnetic Resonance Imaging Technologist (RMRIT) - American Registry of Magnetic Resonance Imaging Technologists (ARMRIT), Registered Technologist Magnetic Resonance Imaging (RT MR) - The American Registry of Radiologic Technologists (ARRT), Magnetic Resonance Safety Officer - The American Board of Magnetic Resonance Safety (ABMRS)
Floudas, Demetrios	AAS BUS	Master of Law, International Financial & Commerce Law – King’s College London, London, England; Master’s in Public Policy and Administration – Northwestern University, Chicago, Illinois; Master of Science, Real Estate Finance & Development – Roosevelt University, Chicago, Illinois; BS, Economics & Finance – DePaul University
Garza, Barbara	DMA	Certificate in Medical Assisting, Everest College
Goncharoff, Svetlana	VESL	Master of Arts in Teaching English as a Second or Foreign Language – Northeastern University, Chicago; Bachelor of Arts in Teaching of English – University of Illinois, Chicago
Hall, Sandra	VESL	Master of Arts in Language, Literacy and Culture – North Park University, Chicago; Bachelor of Science in Microbiology – University of Leeds, UK; Certification: Teaching English as a Foreign Language (TEFL) – British Institute in Paris
Harris, Sharon	DIA	Associates in General Studies & bachelor’s in healthcare administration- Colorado Technical University; Certified Hemodialysis Practitioner- Board of Nephrology Examiners and Technology; Certifications: Certified Hemodialysis Practitioner- BONENT #210068
Higdon, Kevin	ESL	Bachelor of Arts in English – Columbia College Chicago; Certification: Teaching English to Speakers of Other Languages (TESOL)/Teaching English as a Second Language (TESL)/Teaching English as a Foreign Language (TEFL) – Oxford Seminars, IL
Huseby, Matthew	VESL	Master of Arts in Linguistics – Northeastern Illinois University, Chicago; Bachelor of Arts in History – Wheaton College, IL
Jalili, Mehran	END	Bachelor of Science Chemistry – Loyola University Chicago; Certifications: Registered Electroencephalography Technologist (R. EEG. Tech.) – The Neurodiagnostic Society (ASET), Registered Evoked Potential Technologist (R. EP Tech.) – The Neurodiagnostic Society (ASET)
Jeong, Haeyuk	ESL	Master of Arts in Teaching English to Speakers of Other Languages (TESOL) and Intercultural Studies – Wheaton College, IL; Bachelor of Arts in English and International Relations – Handong University, S. Korea
Dr. Kayser, Cristofre	Gen Ed	PhD Philosophy, MA Philosophy – Loyola University, Bachelor of Arts – University of New Hampshire
Dr. Khan, Amer	DMA	Doctor of Medicine – Windsor University School of Medicine, West Indies
Dr. Khan, Maimoon	DMA	Medical Doctor of Medicine - Utesa, Santo Domingo, Distrito Nacional, Dominican Republic

Kipnis, Marina	ESL	Master of Science in Professional Communication – Clark University, MA; Master of the Arts Specialist Degree – Astrakhan State University, Russia; Certifications: ESL Training, Certificate of Excellence – Canadian College of the English Language, Canada; Teaching English as a Foreign Language (TEFL) – EC Boston
Kmetz, Amanda	VESL	Master of Arts in Applied Linguistics – Northeastern Illinois University, Chicago; Bachelor of Science in Marketing and International Business – Pennsylvania State University, PA
McDonald, Dionn	ESL	Master of Arts in Teaching English to Speakers of Other Languages (TESOL) – Concordia University Chicago; Bachelor of Arts in Gender and Women’s Studies – University of Illinois at Chicago
Miller, Bonnie	VESL	Master of Education in Curriculum and Instruction – National Louis University, IL; Bachelor of Arts in Family and Consumer Education and Human Development – Loyola University, Chicago
Miller, Kimberly	AAS BUS	MBA – Keller Graduate School of Management, Chicago, Illinois, BA – Barat College, Lake Forest, Illinois
Montgomery, Jeanetta	DIA	Diploma in Dialysis Technologist - Midwestern Career College; Certifications: Certified Hemodialysis Technologist (CHT) – The Board of Nephrology Examiners Nursing and Technology, National Certified Phlebotomy Technician (NCPT) – National Center for Competency Testing (NCCT)
Moskalyk, Khrystyna	END	Bachelor of Science Biology - East-West University
Dr. Muhammad, Dawn	Gen Ed	PhD., Industrial Organizational Psychology – Capella University; Master of Science, Human Resources Management - Roosevelt University; Master of Arts. Corporate Communication - DePaul University; Bachelor of Arts. Communication, University of Illinois at Chicago; Certified Online Learning Administrator (COLA), University of Illinois, Illinois Online Network (ION); Master of Online Teaching (MOT), University of Illinois, Illinois Online Network (ION); Certified Online Instructor (COI), Learning Resources Network (LERN).
Obodyanik, Inna	ESL	Master of Arts in Applied Linguistics – Northeastern Illinois University; Bachelor of Arts in Elementary Education – Loyola University, Chicago; Bachelor of the in Psychology – Loyola University, Chicago
Pierre-Louis, Darlene	AAS BUS	MBA- Olivet Nazarene University, Bourbonnais, Illinois, BS – Accounting, Montclair State University, Montclair, NJ.
Racine, Mica	Gen Ed	MFA, Creative Writing, Columbia College – Chicago, Illinois; BA, Communications, Sioux Falls College – Sioux Falls, SD.
Razo, Roberto	MRI	Liberal Arts with concentration in Health Sciences- Chicago, IL.; Applied Science with concentration n Diagnostic Imaging
Resto, Angel	AAS BUS	Ph.D. in Applied Management and Decision Sciences- Walden University, Minnesota; MBA- Interamerican University- Puerto Rico; Bachelor’s in economics- Interamerica University- Puerto Rico, USA
Dr. Sabau, Adriana	Med Found	Doctor of Medicine - Iuliu Hatieganu University of Medicine and Pharmacy, Napoca, Romania; Certifications: United States Medical Licensing Examination – Educational Commission for Foreign Medical Graduates (ECFMG), Certified ECG Technician and Certified Phlebotomy Technician – National Healthcare Association (NHA)
Salas, Brian	Gen Ed	Master of Arts in History - University of Chicago; Bachelor of Arts in History - University of Arizona
Shen, Yue (Annie)	AAS ACC, AAS BUS, AAS MKT	MS Accounting, BS Information, and Decision Science – The University of Illinois at Chicago

Shellie, Bianca	AAS BUS	MBA, Project Management – Kellogg School of Management, Chicago, Illinois; BA, Business Administrative – Robert Morris University, Chicago, Illinois
Shubinsky, Gary	Gen Ed	PhD. Physics – Dnepropetrovsk State University, Ukraine; MS, Physics – Dnepropetrovsk State University, Ukraine.
Dr. Straughter, Michelle	AAS BUS	PhD. General Business, MS – Organizational Development, Loyola University, Chicago, Illinois, BA – Communications – Loyola University, Chicago, Illinois
Taylor, Erin	VESL	Master of Arts in English and Creative Writing – Southern New Hampshire University, USA (in progress); Bachelor of Arts in English – DePaul University, Chicago
Todd, Alexandra	AAS BUS	BA, Arts Entertainment & Media Management – Columbia College, Chicago, Illinois
Todd, Cassandra	AAS ACC, AAS BUS, AAS MKT	Mater of Business Management – Concordia University; Bachelor of Administrative Studies -Roosevelt University
Tucker, Wesley	ESL	Master of Arts in Linguistics of European Languages: English – University of Amsterdam; Bachelor of Arts in English – North Central College, IL; Certification: Teaching English as a Foreign Language (TEFL) – TEFL Institute, Chicago
Tyler, Aimee	ESL	Bachelor of Science in Business Marketing – Northern Illinois University, DeKalb; Certification: Teaching English to Speakers of Other Languages (TESOL) – International Open Academy, USA
Vladimirova, Milena	AAS ST	AAS Surgical Technology - College of DuPage, Certification: Certified Surgical Technologist (CST) - The National Board of Surgical Technology and Surgical Assisting (NBSTSA)
Waters, Elizabeth	VESL	Bachelor of Arts in International Relations – Kent State University, OH; Certification: Teaching English as a Foreign Language (TEFL) – TEFL Institute, Chicago (in progress)
West, Thomas	Gen Ed	Master of Education - University of Illinois at Urbana-Champaign; Bachelor of Mathematics - University of Minnesota
White, Darlisa	DMA	BS, Healthcare Administration – University of Phoenix, Phoenix, Arizona; Certificate Medical Assistant & Phlebotomy – Illinois School of Health Careers, Chicago, Illinois
Dr. Yarbrough, Sheila	Gen Ed	PhD Educational Leadership Higher Education -University of North Dakota; Master Business Administration - Westwood College; Master's in Communications- Organizational Communication -Northern Illinois University; Bachelor's in Mass Communications Public Relations and Journalism - Jackson State University;18 + hours of course work in English post doctorate; 18 + hours of course work in History post doctorate.

OFFICIAL STUDENT HOLIDAY CALENDAR

The College observes the following holidays:

- New Year's Day
- Martin Luther King Jr. Day
- Memorial Day
- Independence Day
- Labor Day
- Thanksgiving Day
- Day after Thanksgiving
- Christmas Eve
- Christmas Day

ACADEMIC CALENDAR CHICAGO

ASSOCIATE OF APPLIED SCIENCE IN DIAGNOSTIC MEDICAL SONOGRAPHY

FALL 2018

Term I	
College Success Orientation Week	September 10, 2018
Start Date	September 17, 2018
End Date	January 2, 2019
Break January 3 – January 13, 2019	
Term II	
Start Date	January 14, 2019
End Date	May 1, 2019
Break May 2 – May 12, 2019	
Term III	
Start Date	May 13, 2019
End Date	August 28, 2019
Break August 29 – September 8, 2019	
Term IV	
Start Date	September 9, 2019
End Date	December 23, 2019
Break December 24 – January 5, 2020	
Term V	
Start Date	January 6, 2020
End Date	April 26, 2020

ASSOCIATE OF APPLIED SCIENCE IN DIAGNOSTIC MEDICAL SONOGRAPHY

FALL 2019

Term I	
Orientation: August 16, 2019	
College Success Week	August 19, 2019
Start Date	August 26, 2019
End Date	December 15, 2019
Break December 16 – January 5, 2020	
Term II	
Start Date	January 6, 2020
End Date	April 26, 2020
Term III	
Start Date	April 27, 2020
End Date	August 16, 2020
Break August 17– August 23, 2020	
Term IV	

Start Date	August 24, 2020
End Date	December 13, 2020
Break December 14 – January 3, 2021	
Term V	
Start Date	January 4, 2021
End Date	April 25, 2021

**ASSOCIATE OF APPLIED SCIENCE IN NON-INVASIVE CARDIOVASCULAR SONOGRAPHY
WINTER 2018**

Term I	
College Success Orientation Week	February 23, 2018
Start Date	March 9, 2018
End Date	June 30, 2018
Break July 1– July 12, 2018	
Term II	
Start Date	July 13, 2018
End Date	November 3, 2018
Break November 4– November 15, 2018	
Term III	
Start Date	November 16, 2018
End Date	March 16, 2019
Break March 17-March 28, 2019	
Term IV	
Start Date	March 29, 2019
End Date	July 6, 2019
Break July 7-July 24, 2019	
Term V	
Start Date	July 26, 2019
End Date	October 12, 2019

**ASSOCIATE OF APPLIED SCIENCE IN NON-INVASIVE CARDIOVASCULAR SONOGRAPHY
FALL 2019**

Term I	
Orientation: August 16, 2019	
College Success Week	August 19, 2019
Start Date	August 26, 2019
End Date	December 15, 2019
Break December 16 – January 5, 2020	
Term II	
Start Date	January 6, 2020
End Date	April 26, 2020

Term III	
Start Date	April 27, 2020
End Date	August 16, 2020
Break August 17– August 23, 2020	
Term IV	
Start Date	August 24, 2020
End Date	December 13, 2020
Break December 14 – January 3, 2021	
Term V	
Start Date	January 4, 2021
End Date	April 25, 2021

**ASSOCIATE OF APPLIED SCIENCE IN MAGNETIC RESONANCE IMAGING (MRI) TECHNOLOGY
FALL 2019**

Term I	
Orientation: August 16, 2019	
College Success Week	August 19, 2019
Start Date	August 26, 2019
End Date	December 15, 2019
Break December 16 – January 5, 2020	
Term II	
Start Date	January 6, 2020
End Date	April 26, 2020
Term III	
Start Date	April 27, 2020
End Date	August 16, 2020
Break August 17– August 23, 2020	
Term IV	
Start Date	August 24, 2020
End Date	December 13, 2020
Break December 14 – January 3, 2021	
Term V	
Start Date	January 4, 2021
End Date	April 25, 2021

**ASSOCIATE OF APPLIED SCIENCE IN SURGICAL TECHNOLOGY
SPRING 2018**

Term I	
College Success Orientation Week	April 24, 2018
Start Date	May 1, 2018
End Date	August 25, 2018

Break August 26 – September 3, 2018	
Term II	
Start Date	September 4, 2018
End Date	December 22, 2018
Break December 23 – January 7, 2019	
Term III	
Start Date	January 8, 2019
End Date	April 27, 2019
Break April 28 – May 6, 2019	
Term IV	
Start Date	May 7, 2019
End Date	August 24, 2019
Break August 25 – September 2, 2019	
Term V	
Start Date	September 3, 2019
End Date	December 14, 2019

ASSOCIATE OF APPLIED SCIENCE IN SURGICAL TECHNOLOGY
FALL 2018

Term I	
College Success Orientation Week	September 24, 2018
Start Date	October 1, 2018
End Date	January 25, 2019
Break January 26 – February 10, 2019	
Term II	
Start Date	February 11, 2019
End Date	May 31, 2019
Break June 1 – June 16, 2019	
Term III	
Start Date	June 17, 2019
End Date	October 4, 2019
Break October 5 – October 20, 2019	
Term IV	
Start Date	October 21, 2019
End Date	February 7, 2020
Break February 8 – February 23, 2020	
Term V	
Start Date	February 24, 2020
End Date	June 5, 2020

**ASSOCIATE OF APPLIED SCIENCE IN SURGICAL TECHNOLOGY
FALL 2019**

Term I	
College Success Week	August 19, 2019
Start Date	August 26, 2019
End Date	December 15, 2019
Break December 16 – January 5, 2020	
Term II	
Start Date	January 6, 2020
End Date	April 26, 2020
Term III	
Start Date	April 27, 2020
End Date	August 16, 2020
Break August 17– August 23, 2020	
Term IV	
Start Date	August 24, 2020
End Date	December 13, 2020
Break December 14 – January 3, 2021	
Term V	
Start Date	January 4, 2021
End Date	April 25, 2021

**ASSOCIATE OF APPLIED SCIENCE IN SURGICAL TECHNOLOGY
WINTER 2020**

Term I	
College Success Week	December 16, 2019
Start Date	January 6, 2020
End Date	April 26, 2020
No term break	
Term II	
Start Date	April 27, 2020
End Date	August 16, 2020
Break August 17– August 23, 2020	
Term III	
Start Date	August 24, 2020
End Date	December 13, 2020
Break December 14 – January 3, 2021	
Term IV	
Start Date	January 4, 2021

End Date	April 25, 2021
No term break	
Term V	
Start Date	April 26, 2021
End Date	August 15, 2021

ASSOCIATE OF APPLIED SCIENCE IN ACCOUNTING
FALL 2019

Term I	
College Success Week	August 12, 2019
Start Date	August 19, 2019
End Date	December 8, 2019
Break December 9 – January 26, 2020	
Term II	
Start Date	January 27, 2020
End Date	May 24, 2020
Break May 25 – August 16, 2020	
Term III	
Start Date	August 17, 2020
End Date	December 6, 2020
Break December 7, 2020 – January 24, 2021	
Term IV	
Start Date	January 25, 2021
End Date	May 23, 2021
Break May 24, 2021 – August 15, 2021	
Term V	
Start Date	August 16, 2021
End Date	December 5, 2021

ASSOCIATE OF APPLIED SCIENCE IN ACCOUNTING
WINTER 2020

Term I	
College Success Week	January 20, 2020
Start Date	January 27, 2020
End Date	May 24, 2020
Break May 25 – August 16, 2020	
Term II	
Start Date	August 17, 2020
End Date	December 6, 2020
Break December 7, 2020 – January 24, 2021	

Term III	
Start Date	January 25, 2021
End Date	May 23, 2021
Break May 24, 2021 – August 15, 2021	
Term IV	
Start Date	August 16, 2021
End Date	December 5, 2021
Break December 6 – January 23, 2022	
Term V	
Start Date	January 24, 2022
End Date	May 15, 2022

**ASSOCIATE OF APPLIED SCIENCE IN BUSINESS ADMINISTRATION
SPRING 2018**

Term I	
College Success Orientation Week	April 23, 2018
Start Date	April 30, 2018
End Date	August 12, 2018
Break August 13 – August 19, 2018	
Term II	
Start Date	August 20, 2018
End Date	December 16, 2018
Break December 17, 2018 – January 27, 2019	
Term III	
Start Date	January 28, 2019
End Date	May 26, 2019
Break May 27 – August 18, 2019	
Term IV	
Start Date	August 19, 2019
End Date	December 15, 2019
Break December 16, 2019 – January 26, 2020	
Term V	
Start Date	January 27, 2020
End Date	May 24, 2020

**ASSOCIATE OF APPLIED SCIENCE IN BUSINESS ADMINISTRATION
FALL 2018 (AM SCHEDULE)**

Term I	
College Success Orientation Week	September 17, 2018
Start Date	September 24, 2018
End Date	December 21, 2018

Break December 22 – January 27, 2019	
Term II	
Start Date	January 28, 2019
End Date	May 26, 2019
Break May 27 – August 18, 2019	
Term III	
Start Date	August 19, 2019
End Date	December 8, 2019
Break December 9, 2019 – January 26, 2020	
Term IV	
Start Date	January 27, 2020
End Date	May 24, 2020
Break May 25, 2020 – August 16, 2020	
Term V	
Start Date	August 17, 2020
End Date	December 6, 2020

**ASSOCIATE OF APPLIED SCIENCE IN BUSINESS ADMINISTRATION
FALL 2018 (PM SCHEDULE)**

Term I	
College Success Orientation Week	August 13, 2018
Start Date	August 20, 2018
End Date	December 16, 2018
Break December 17, 2018 – January 27, 2019	
Term II	
Start Date	January 28, 2019
End Date	May 26, 2019
Break May 27 – August 18, 2019	
Term III	
Start Date	August 19, 2019
End Date	December 15, 2019
Break December 16, 2019 – January 26, 2020	
Term IV	
Start Date	January 27, 2020
End Date	May 24, 2020
Break May 25, 2020 – August 16, 2020	
Term V	
Start Date	August 17, 2020
End Date	December 6, 2020

**ASSOCIATE OF APPLIED SCIENCE IN BUSINESS ADMINISTRATION
WINTER 2019**

Term I	
College Success Orientation Week	January 22, 2019
Start Date	January 28, 2019
End Date	May 26, 2019
Break May 27 – August 18, 2019	
Term II	
Start Date	August 19, 2019
End Date	December 8, 2019
Break December 9 – January 26, 2020	
Term III	
Start Date	January 27, 2020
End Date	May 24, 2020
Break May 25, 2020 – August 16, 2020	
Term IV	
Start Date	August 17, 2020
End Date	December 6, 2020
Break December 7, 2020 – January 24, 2021	
Term V	
Start Date	January 25, 2021
End Date	May 23, 2021

**ASSOCIATE OF APPLIED SCIENCE IN BUSINESS ADMINISTRATION
SPRING 2019**

Term I	
College Success Orientation Week	April 8, 2019
Start Date	April 15, 2019
End Date	August 11, 2019
Break August 12 – August 18, 2019	
Term II	
Start Date	August 19, 2019
End Date	December 8, 2019
Break December 9 – January 26, 2020	
Term III	
Start Date	January 27, 2020
End Date	May 24, 2020
Break May 25, 2020 – August 16, 2020	
Term IV	
Start Date	August 17, 2020

End Date	December 6, 2020
Break December 7, 2020 – January 24, 2021	
Term V	
Start Date	January 25, 2021
End Date	May 23, 2021

ASSOCIATE OF APPLIED SCIENCE IN BUSINESS ADMINISTRATION

FALL 2019

Term I	
Orientation	August 9, 2019
College Success Week	August 12, 2019
Start Date	August 19, 2019
End Date	December 8, 2019
Break December 9 – January 26, 2020	
Term II	
Start Date	January 27, 2020
End Date	May 24, 2020
Break May 25 – August 16, 2020	
Term III	
Start Date	August 17, 2020
End Date	December 6, 2020
Break December 7, 2020 – January 24, 2021	
Term IV	
Start Date	January 25, 2021
End Date	May 23, 2021
Break May 24, 2021 – August 15, 2021	
Term V	
Start Date	August 16, 2021
End Date	December 5, 2021

ASSOCIATE OF APPLIED SCIENCE IN MARKETING

FALL 2019

Term I	
Orientation	August 9, 2019
College Success Week	August 12, 2019
Start Date	August 19, 2019
End Date	December 8, 2019
Break December 9 – January 26, 2020	
Term II	
Start Date	January 27, 2020
End Date	May 24, 2020

Break May 25 – August 16, 2020	
Term III	
Start Date	August 17, 2020
End Date	December 6, 2020
Break December 7, 2020 – January 24, 2021	
Term IV	
Start Date	January 25, 2021
End Date	May 23, 2021
Break May 24, 2021 – August 15, 2021	
Term V	
Start Date	August 16, 2021
End Date	December 5, 2021

**ASSOCIATE OF APPLIED SCIENCE IN MARKETING
WINTER 2020**

Term I	
College Success Week	January 20, 2020
Start Date	January 27, 2020
End Date	May 24, 2020
Break May 25 – August 16, 2020	
Term II	
Start Date	August 17, 2020
End Date	December 6, 2020
Break December 7, 2020 – January 24, 2021	
Term III	
Start Date	January 25, 2021
End Date	May 23, 2021
Break May 24, 2021 – August 15, 2021	
Term IV	
Start Date	August 16, 2021
End Date	December 5, 2021
Break December 6 – January 23, 2022	
Term V	
Start Date	January 24, 2022
End Date	May 15, 2022

DIALYSIS TECHNOLOGIST TRAINING PROGRAM FALL 2018

Term I	
College Success Orientation Week	September 17, 2018
Start Date	October 1, 2018

End Date	February 14, 2019
Break February 15 – March 3, 2018	
Term II	
Start Date	March 4, 2019
End Date	July 18, 2019

DIALYSIS TECHNOLOGIST TRAINING PROGRAM WINTER 2019

Term I	
College Success Orientation Week	February 6, 2019
Start Date	February 11, 2019
End Date	June 28, 2019
Break June 29 – July 7, 2019	
Term II	
Start Date	July 8, 2019
End Date	November 22, 2019

DIALYSIS TECHNOLOGIST TRAINING PROGRAM SUMMER 2019

Term I	
College Success Orientation Week	August 19, 2019
Start Date	August 26, 2019
End Date	January 10, 2020
Break January 11 – January 26, 2020	
Term II	
Start Date	January 27, 2020
End Date	June 11, 2020

DIALYSIS TECHNOLOGIST TRAINING PROGRAM FALL 2019

Term I	
College Success Orientation Week	October 14, 2019
Start Date	October 21, 2019
End Date	March 8, 2020
Break March 7 – March 15, 2020	
Term II	
Start Date	March 16, 2020
End Date	August 20, 2020

ELECTRONEURODIAGNOSTIC (END) TECHNOLOGIST FALL 2018

Term I	
College Success Orientation Week	October 8, 2018
Start Date	October 15, 2018
End Date	February 8, 2019

Break February 9 – February 17, 2019	
Term II	
Start Date	February 18, 2019
End Date	June 14, 2019
Break June 15 – June 23, 2019	
Term III	
Start Date	June 24, 2019
End Date	October 18, 2019

ELECTRONEURODIAGNOSTIC (END) TECHNOLOGIST WINTER 2019

Term I	
College Success Orientation Week	February 12, 2019
Start Date	February 19, 2019
End Date	June 15, 2019
Break June 16 – June 30, 2019	
Term II	
Start Date	July 1, 2019
End Date	October 19, 2019
Break October 20 – November 4, 2019	
Term III	
Start Date	November 5, 2019
End Date	February 29, 2020

ELECTRONEURODIAGNOSTIC (END) TECHNOLOGIST FALL 2019

Term I	
College Success Orientation Week	September 23, 2019
Start Date	September 30, 2019
End Date	January 24, 2020
Break January 25 – February 2, 2020	
Term II	
Start Date	February 3, 2020
End Date	May 29, 2020
Break May 30 – June 7, 2020	
Term III	
Start Date	June 8, 2020
End Date	October 2, 2020

ELECTRONEURODIAGNOSTIC (END) TECHNOLOGIST WINTER 2020

Term I	
College Success Orientation Week	February 3, 2020

Start Date	February 10, 2020
End Date	June 7, 2020
Break June 8 – June 14, 2020	
Term II	
Start Date	June 15, 2020
End Date	October 11, 2020
Break October 12 – October 18, 2020	
Term III	
Start Date	October 19, 2020
End Date	February 14, 2021

MEDICAL ASSISTING FALL 2018

Term I	
College Success Orientation Week	September 10, 2018
Start Date	September 17, 2018
End Date	February 1, 2019
Break February 2 – February 10, 2019	
Term II	
Start Date	February 11, 2019
End Date	June 28, 2019

MEDICAL ASSISTING WINTER 2019

Term I	
College Success Orientation Week	January 22, 2019
Start Date	January 28, 2019
End Date	June 14, 2019
Break June 15 – June 23, 2019	
Term II	
Start Date	June 24, 2019
End Date	November 8, 2019

MEDICAL ASSISTING SPRING 2019

Term I	
College Success Orientation Week	April 16, 2019
Start Date	April 23, 2019
End Date	September 6, 2019
Break September 7 – September 16, 2019	
Term II	
Start Date	September 17, 2019
End Date	January 31, 2020

MEDICAL ASSISTING SUMMER 2019

Term I	
College Success Orientation Week	August 19, 2019
Start Date	August 26, 2019
End Date	January 9, 2020
Break January 10 – January 26, 2020	
Term II	
Start Date	January 27, 2020
End Date	June 10, 2020

MEDICAL ASSISTING FALL 2019

Term I	
College Success Orientation Week	October 14, 2019
Start Date	October 21, 2019
End Date	March 8, 2020
Break March 9 – March 15, 2020	
Term II	
Start Date	March 16, 2020
End Date	August 2, 2020

ENGLISH AS A SECOND LANGUAGE 2019-2020**VOCATIONAL ENGLISH AS A SECOND LANGUAGE 2019-2020**

Winter Term 2019	
Registration/Payment Deadline	January 18, 2019
New Student Orientation	January 14 or 15, 2019
Start Date	January 22, 2019
Add/Drop/Schedule Changes	February 1, 2019
Last day to Start	February 4, 2019
End Date	April 7, 2019
Spring Term 2019	
Registration/Payment Deadline	April 22, 2019
New Student Orientation	April 22 or April 23, 2019
Start Date	April 29, 2019
Add/Drop/Schedule Changes	May 10, 2019
Last day to Start	May 12, 2019
End Date	July 14, 2019
Fall Term 2019	
Registration/Payment Deadline	September 9, 2019
New Student Orientation	September 9 or 10, 2019
Start Date	September 16, 2019
Add/Drop/Schedule Changes	September 27, 2019

Last day to Start	September 29, 2019
End Date	December 1, 2019
Winter Term 2020	
Registration/Payment Deadline	January 6, 2020
New Student Orientation	January 6 or 7, 2020
Start Date	January 13, 2020
Add/Drop/Schedule Changes	January 24, 2020
Last day to Start	January 27, 2020
End Date	March 29, 2020
Spring Term 2020	
Registration/Payment Deadline	April 13, 2020
New Student Orientation	April 13 or April 14, 2020
Start Date	April 20, 2020
Add/Drop/Schedule Changes	May 1, 2020
Last day to Start	May 4, 2020
End Date	July 5, 2020
Fall Term 2020	
Registration/Payment Deadline	September 8, 2020
New Student Orientation	September 8 or 9, 2020
Start Date	September 14, 2020
Add/Drop/Schedule Changes	September 25, 2020
Last day to Start	September 28, 2020
End Date	November 29, 2020

ACADEMIC CALENDAR CHICAGO LASALLE

ASSOCIATE OF APPLIED SCIENCE IN DIAGNOSTIC MEDICAL SONOGRAPHY

FALL 2019

Term I	
Orientation: August 16, 2019	
College Success Week	August 19, 2019
Start Date	August 26, 2019
End Date	December 15, 2019
Break December 16 – January 5, 2020	
Term II	
Start Date	January 6, 2020
End Date	April 26, 2020
Term III	
Start Date	April 27, 2020
End Date	August 16, 2020
Break August 17– August 23, 2020	
Term IV	
Start Date	August 24, 2020
End Date	December 13, 2020
Break December 14 – January 3, 2021	
Term V	
Start Date	January 4, 2021
End Date	April 25, 2021

ASSOCIATE OF APPLIED SCIENCE IN NON-INVASIVE CARDIOVASCULAR SONOGRAPHY

FALL 2019

Term I	
Orientation: August 16, 2019	
College Success Week	August 19, 2019
Start Date	August 26, 2019
End Date	December 15, 2019
Break December 16 – January 5, 2020	
Term II	
Start Date	January 6, 2020
End Date	April 26, 2020
Term III	
Start Date	April 27, 2020
End Date	August 16, 2020
Break August 17– August 23, 2020	
Term IV	

Start Date	August 24, 2020
End Date	December 13, 2020
Break December 14 – January 3, 2021	
Term V	
Start Date	January 4, 2021
End Date	April 25, 2021

**ASSOCIATE OF APPLIED SCIENCE IN NON-INVASIVE CARDIOVASCULAR SONOGRAPHY
WINTER 2020**

Term I	
College Success Week	December 16, 2019
Start Date	January 6, 2020
End Date	April 26, 2020
No term break	
Term II	
Start Date	April 27, 2020
End Date	August 16, 2020
Break August 17– August 23, 2020	
Term III	
Start Date	August 24, 2020
End Date	December 13, 2020
Break December 14 – January 3, 2021	
Term IV	
Start Date	January 4, 2021
End Date	April 25, 2021
No term break	
Term V	
Start Date	April 26, 2021
End Date	August 15, 2021

**ASSOCIATE OF APPLIED SCIENCE IN MAGNETIC RESONANCE IMAGING (MRI) TECHNOLOGY
FALL 2019**

Term I	
Orientation: August 16, 2019	
College Success Week	August 19, 2019
Start Date	August 26, 2019
End Date	December 15, 2019
Break December 16 – January 5, 2020	
Term II	
Start Date	January 6, 2020
End Date	April 26, 2020

Term III	
Start Date	April 27, 2020
End Date	August 16, 2020
Break August 17– August 23, 2020	
Term IV	
Start Date	August 24, 2020
End Date	December 13, 2020
Break December 14 – January 3, 2021	
Term V	
Start Date	January 4, 2021
End Date	April 25, 2021

**ASSOCIATE OF APPLIED SCIENCE IN SURGICAL TECHNOLOGY
WINTER 2020**

Term I	
College Success Week	December 16, 2019
Start Date	January 6, 2020
End Date	April 26, 2020
No term break	
Term II	
Start Date	April 27, 2020
End Date	August 16, 2020
Break August 17– August 23, 2020	
Term III	
Start Date	August 24, 2020
End Date	December 13, 2020
Break December 14 – January 3, 2021	
Term IV	
Start Date	January 4, 2021
End Date	April 25, 2021
No term break	
Term V	
Start Date	April 26, 2021
End Date	August 15, 2021

**ASSOCIATE OF APPLIED SCIENCE IN BUSINESS ADMINISTRATION
FALL 2019**

Term I	
College Success Week	August 12, 2019
Start Date	August 19, 2019
End Date	December 8, 2019

Break December 9 – January 26, 2020	
Term II	
Start Date	January 27, 2020
End Date	May 24, 2020
Break May 25 – August 16, 2020	
Term III	
Start Date	August 17, 2020
End Date	December 6, 2020
Break December 7, 2020 – January 24, 2021	
Term IV	
Start Date	January 25, 2021
End Date	May 23, 2021
Break May 24, 2021 – August 15, 2021	
Term V	
Start Date	August 16, 2021
End Date	December 5, 2021

**ASSOCIATE OF APPLIED SCIENCE IN BUSINESS ADMINISTRATION
WINTER 2020**

Term I	
College Success Week	January 20, 2020
Start Date	January 27, 2020
End Date	May 24, 2020
Break May 25 – August 16, 2020	
Term II	
Start Date	August 17, 2020
End Date	December 6, 2020
Break December 7, 2020 – January 24, 2021	
Term III	
Start Date	January 25, 2021
End Date	May 23, 2021
Break May 24, 2021 – August 15, 2021	
Term IV	
Start Date	August 16, 2021
End Date	December 5, 2021
Break December 6 – January 23, 2022	
Term V	
Start Date	January 24, 2022
End Date	May 15, 2022

DIALYSIS TECHNOLOGIST TRAINING PROGRAM SUMMER 2019

Term I	
College Success Orientation Week	August 19, 2019
Start Date	August 26, 2019
End Date	January 10, 2020
Break January 11 – January 26, 2020	
Term II	
Start Date	January 27, 2020
End Date	June 11, 2020

DIALYSIS TECHNOLOGIST TRAINING PROGRAM FALL 2019

Term I	
College Success Orientation Week	October 14, 2019
Start Date	October 21, 2019
End Date	March 8, 2020
Break March 7 – March 15, 2020	
Term II	
Start Date	March 16, 2020
End Date	August 20, 2020

DIALYSIS TECHNOLOGIST TRAINING PROGRAM WINTER 2020

Term I	
College Success Orientation Week	February 3, 2020
Start Date	February 10, 2020
End Date	June 28, 2020
Break June 29 – July 5, 2020	
Term II	
Start Date	July 6, 2020
End Date	November 22, 2020

MEDICAL ASSISTING SUMMER 2019

Term I	
College Success Orientation Week	August 19, 2019
Start Date	August 26, 2019
End Date	January 9, 2020
Break January 10 – January 26, 2020	
Term II	
Start Date	January 27, 2020
End Date	June 10, 2020

MEDICAL ASSISTING FALL 2019

Term I	
College Success Orientation Week	October 14, 2019
Start Date	October 21, 2019
End Date	March 8, 2020
Break March 9 – March 15, 2020	
Term II	
Start Date	March 16, 2020
End Date	August 2, 2020

MEDICAL ASSISTING WINTER 2020

Term I	
College Success Orientation Week	February 3, 2020
Start Date	February 10, 2020
End Date	June 28, 2020
Break June 29 – July 5, 2020	
Term II	
Start Date	July 6, 2020
End Date	November 22, 2020

ACADEMIC CALENDAR NAPERVILLE

ASSOCIATE OF APPLIED SCIENCE IN MAGNETIC RESONANCE IMAGING (MRI) TECHNOLOGY

FALL 2018

Term I	
College Success Orientation Week	September 17, 2018
Start Date	September 24, 2018
End Date	January 10, 2019
Break January 11 – January 27, 2019	
Term II	
Start Date	January 28, 2019
End Date	May 23, 2019
Break May 24 – June 2, 2019	
Term III	
Start Date	June 3, 2019
End Date	September 26, 2019
Break September 27 – October 13, 2019	
Term IV	
Start Date	October 14, 2019
End Date	January 23, 2020
Break January 24 – February 9, 2020	
Term V	
Start Date	February 10, 2020
End Date	May 21, 2020

ASSOCIATE OF APPLIED SCIENCE IN MAGNETIC RESONANCE IMAGING (MRI) TECHNOLOGY

WINTER 2020

Term I	
College Success Week	December 16, 2019
Start Date	January 6, 2020
End Date	April 26, 2020
No term break	
Term II	
Start Date	April 27, 2020
End Date	August 16, 2020
Break August 17– August 23, 2020	
Term III	
Start Date	August 24, 2020
End Date	December 13, 2020
Break December 14 – January 3, 2021	
Term IV	
Start Date	January 4, 2021

End Date	April 25, 2021
No term break	
Term V	
Start Date	April 26, 2021
End Date	August 15, 2021

ASSOCIATE OF APPLIED SCIENCE IN SURGICAL TECHNOLOGY

FALL 2018

Term I	
College Success Orientation Week	September 17, 2018
Start Date	September 24, 2018
End Date	January 19, 2019
Break January 20 – February 3, 2019	
Term II	
Start Date	February 4, 2019
End Date	May 25, 2019
Break May 26 – June 9, 2019	
Term III	
Start Date	June 10, 2019
End Date	September 28, 2019
Break September 29 – October 13, 2019	
Term IV	
Start Date	October 14, 2019
End Date	February 1, 2020
Break February 2 – February 16, 2020	
Term V	
Start Date	February 17, 2020
End Date	May 30, 2020

ASSOCIATE OF APPLIED SCIENCE IN SURGICAL TECHNOLOGY

FALL 2019

Term I	
Orientation: August 16, 2019	
College Success Week	August 19, 2019
Start Date	August 26, 2019
End Date	December 15, 2019
Break December 16 – January 5, 2020	
Term II	
Start Date	January 6, 2020
End Date	April 26, 2020
Term III	

Start Date	April 27, 2020
End Date	August 16, 2020
Break August 17– August 23, 2020	
Term IV	
Start Date	August 24, 2020
End Date	December 13, 2020
Break December 14 – January 3, 2021	
Term V	
Start Date	January 4, 2021
End Date	April 25, 2021

**ASSOCIATE OF APPLIED SCIENCE IN SURGICAL TECHNOLOGY
WINTER 2020**

Term I	
College Success Week	December 16, 2019
Start Date	January 6, 2020
End Date	April 26, 2020
No term break	
Term II	
Start Date	April 27, 2020
End Date	August 16, 2020
Break August 17– August 23, 2020	
Term III	
Start Date	August 24, 2020
End Date	December 13, 2020
Break December 14 – January 3, 2021	
Term IV	
Start Date	January 4, 2021
End Date	April 25, 2021
No term break	
Term V	
Start Date	April 26, 2021
End Date	August 15, 2021

MEDICAL ASSISTING FALL 2018

Term I	
College Success Orientation Week	September 17, 2018
Start Date	September 24, 2018
End Date	February 14, 2019
Break February 15 – February 24, 2019	

Term II	
Start Date	February 25, 2019
End Date	July 11, 2019

MEDICAL ASSISTING WINTER 2019

Term I	
College Success Orientation Week	February 5, 2019
Start Date	February 11, 2019
End Date	June 17, 2019
Break June 18 – July 16, 2019	
Term II	
Start Date	July 8, 2019
End Date	November 21, 2019

MEDICAL ASSISTING FALL 2019

Term I	
College Success Orientation Week	October 14, 2019
Start Date	October 21, 2019
End Date	March 8, 2020
Break March 9 – March 15, 2020	
Term II	
Start Date	March 16, 2020
End Date	August 2, 2020

MEDICAL ASSISTING WINTER 2020

Term I	
College Success Orientation Week	February 3, 2020
Start Date	February 10, 2020
End Date	June 28, 2020
Break June 29 – July 5, 2020	
Term II	
Start Date	July 6, 2020
End Date	November 22, 2020

DIALYSIS TECHNOLOGIST TRAINING PROGRAM WINTER 2019

Term I	
College Success Orientation Week	February 5, 2019
Start Date	February 11, 2019
End Date	June 17, 2019
Break June 18 – July 16, 2019	
Term II	

Start Date	July 8, 2019
End Date	November 21, 2019

DIALYSIS TECHNOLOGIST TRAINING PROGRAM WINTER 2020

Term I	
College Success Orientation Week	February 3, 2020
Start Date	February 10, 2020
End Date	June 28, 2020
Break June 29 – July 5, 2020	
Term II	
Start Date	July 6, 2020
End Date	November 22, 2020

ACADEMIC CALENDAR BLUE ISLAND

MEDICAL ASSISTING FALL 2018

Term I	
College Success Orientation Week	September 18, 2018
Start Date	September 25, 2018
End Date	February 15, 2019
Break February 16 – February 25, 2018	
Term II	
Start Date	February 26, 2019
End Date	July 12, 2019

MEDICAL ASSISTING WINTER 2019

Term I	
College Success Orientation Week	January 23, 2019
Start Date	January 28 2019
End Date	June 13, 2019
Break June 14 – June 24, 2019	
Term II	
Start Date	June 24, 2019
End Date	November 7, 2019

MEDICAL ASSISTING SUMMER 2019

Term I	
College Success Orientation Week	August 20, 2019
Start Date	August 27, 2019
End Date	January 11, 2020
Break January 12 – January 27, 2020	
Term II	
Start Date	January 28, 2020
End Date	June 12, 2020

MEDICAL ASSISTING FALL 2019

Term I	
College Success Orientation Week	October 14, 2019
Start Date	October 21, 2019
End Date	March 8, 2020
Break March 9 – March 15, 2020	
Term II	
Start Date	March 16, 2020
End Date	August 2, 2020

MEDICAL ASSISTING WINTER 2020

Term I	
College Success Orientation Week	February 3, 2020
Start Date	February 10, 2020
End Date	June 28, 2020
Break June 29 – July 5, 2020	
Term II	
Start Date	July 6, 2020
End Date	November 22, 2020

DIALYSIS TECHNOLOGIST TRAINING PROGRAM FALL 2018

Term I	
College Success Orientation Week	September 18, 2018
Start Date	September 25, 2018
End Date	February 15, 2019
Break February 16 – February 25, 2018	
Term II	
Start Date	February 26, 2019
End Date	July 12, 2019

DIALYSIS TECHNOLOGIST TRAINING PROGRAM WINTER 2019

Term I	
College Success Orientation Week	February 6, 2019
Start Date	February 11, 2019
End Date	June 28, 2019
Break June 29 – July 7, 2019	
Term II	
Start Date	July 8, 2019
End Date	November 22, 2019

DIALYSIS TECHNOLOGIST TRAINING PROGRAM SUMMER 2019

Term I	
College Success Orientation Week	August 2, 2019
Start Date	August 27, 2019
End Date	January 11, 2020
Break January 12 – January 27, 2020	
Term II	
Start Date	January 28, 2020
End Date	June 11, 2020

DIALYSIS TECHNOLOGIST TRAINING PROGRAM FALL 2019

Term I	
College Success Orientation Week	October 14, 2019
Start Date	October 21, 2019
End Date	March 8, 2020
Break March 7 – March 15, 2020	
Term II	
Start Date	March 16, 2020
End Date	August 20, 2020

DIALYSIS TECHNOLOGIST TRAINING PROGRAM WINTER 2020

Term I	
College Success Orientation Week	February 3, 2020
Start Date	February 10, 2020
End Date	June 28, 2020
Break June 29 – July 5, 2020	
Term II	
Start Date	July 6, 2020
End Date	November 22, 2020

College Admissions

COLLEGE ADMISSION REQUIREMENTS

Must be at least 18 years of age;

Must hold a high school diploma or a recognized equivalent;

Must pass an institutional entrance exam with a minimum Arithmetic score of 252 and Reading Comprehension scores of 246 when applicable;

Admission is subject to the outcome of the program director/faculty interview when applicable.

ADDITIONAL ADMISSION REQUIREMENTS FOR VOCATIONAL ENGLISH AS A SECOND LANGUAGE

VESL applicants must provide proof of basic workplace skills such as higher education credentials, industry recognized certification(s), or 3rd party work experience verification.

ADMISSION PROCESS

Attend program information session

Schedule an interview with an admissions counselor

Fill out an application form

Pay a non-refundable application fee if applicable

Provide copy of a valid, government-issued photo ID

Provide proof of having earned a high school diploma or equivalent

Take an institutional entrance exam for Arithmetic and Reading Comprehension

Submit a personal statement of 250-300 words if applicable

Attend an interview with the program director or designee if applicable

Complete a background check if applicable

Fill out and sign enrollment agreement and all applicable admissions forms

Satisfy all program specific admissions requirements as listed in the catalog

Satisfy English proficiency requirements for non-native English speakers as listed in the catalog if applicable

For F-1 applicants:

In addition to all of the above, provide all necessary documents for Form I-20 application.

STUDENTS ADMITTED THROUGH CONTRACTUAL TRAINING AGREEMENTS

Those entering MCC through contractual agreements must also have an Approval for Funding and Training Letter from the organization funding the training in addition to having all the appropriate documents above.

INFORMATION FOR STUDENTS WHO HAVE A FELONY(S)

A felony on your record will not necessarily disqualify you from consideration for admission; however, it can adversely affect your ability to complete the clinical portion of the program (externship) and meet program completion requirements, find employment in the field related to your education or take professional certification exams in the medical professions. We encourage you to consider your personal history when making appropriate education and career choices. If problems arise with either criminal background check or drug screening for students who are already enrolled in the program, these students will not be permitted to attend the clinical portion of the program (externship), which may result in a withdrawal from the program.

ENGLISH PROFICIENCY REQUIREMENTS FOR NON-NATIVE SPEAKERS OF ENGLISH

MCC recognizes its responsibility to ensure that students, whose first language is not English, have sufficient proficiency to undertake the healthcare programs. Applicants from countries where English is not the primary spoken language and applicants whose native language is not English must demonstrate English language proficiency by providing the school with one of the following:

- Institutional entrance exam with a minimum Reading Comprehension score of 246;
- A Test of English as a Foreign Language (TOEFL) test score of 500 or higher (paper-based test), 173 or higher (computer based) or a 61 or higher (internet-based). Submitted scores must be less than three years old;

- An International English Language Testing System (IELTS) score of 4.5 or better. Submitted scores must be less than three years old;
- Michigan English Placement Test (Michigan EPT) (formerly CaMLA) test score of C1 or higher;
- Successful completion of the MCC's English as Second Language program at the Intermediate level or higher;
- Proof of completion of an accredited college program in the United States;
- A High School diploma or GED certificate issued in the United States;
- A High School or college diploma from a country which uses English as the language for education, such as: Antigua, Australia, Bahamas, Barbados, Belize, Bermuda, Botswana, Canada, Ethiopia, Falkland Islands, Gambia, Ghana, Great Britain, Grenada, Guyana, India, Ireland, Jamaica, Kenya, Liberia, Micronesia, New Zealand, Nigeria, Sierra Leone, St. Kitts, St. Lucia, Solomon Islands, The Philippines, Trinidad, Uganda, United States, Zambia, and Zimbabwe.

HIGH SCHOOL DIPLOMA/GED VERIFICATION POLICY

High school transcripts, GED scores, and other credentials submitted for review will become the property of Midwestern Career College and cannot be returned to the student. The final decision on determination of the validity of HS diploma lies with MCC and cannot be appealed. Applicants are urged to contact the Admissions Department with any questions they may have regarding their high school or GED credentials.

RECOGNIZED EQUIVALENTS OF A HIGH SCHOOL DIPLOMA

- a GED certificate;
- a certificate or other official completion documentation demonstrating that the student has passed a state-authorized examination (such as the Test Assessing Secondary Completion (TASC) the High School Equivalency Test (HiSET), or, in California, the California High School Proficiency Exam) that the state recognizes as the equivalent of a high school diploma;
- Associate or higher-level college degree.

DOCUMENTS ACCEPTED AS PROOF OF HIGH SCHOOL GRADUATION OR EQUIVALENCY

- A valid copy of High School Diploma Certificate;
- A valid copy of GED Diploma Certificate;
- A Valid high school transcript with graduation date indicated;
- High School Graduation or passing GED verification letter on school, state, or school board letterhead;
- DD214 form with "High School Graduate or Equivalent" box checked as "Yes";
- A valid copy of Associate or higher-level college degree diploma or a valid transcript;
- F-1 International students can self-certify that they have a High School diploma or its equivalent by filling out the High School certification form.

"Valid" for High School Transcript means it is in a sealed envelope, or electronically sent, or faxed directly to MCC from a school or school board.

"Valid Copy" for High School Diploma, GED Certificate, or Associate or higher-level college degree diploma means the original must be witnessed by an MCC staff member, and the copy must have a signature from the MCC staff member that the original was witnessed.

For students applying for Title IV Financial Aid:

- A filled out self-certification form is not sufficient to prove the completion of high school or equivalency;
- A certificate of attendance and/or high school completion is not sufficient. Such a certificate may be issued without a student having completed all of the academic graduation requirements, including passing any required examinations. A state must consider a certificate or high-school-completion-equivalency test as equivalent to a high school diploma in that state in order for it to be considered equivalent to a high school diploma for Title IV aid eligibility purposes.

CRITERIA USED TO DETERMINE VALIDITY OF HS CREDENTIALS

Midwestern Career College uses the following criteria to determine the validity of high school or equivalency credentials:

FOR ALL APPLICANTS

- Is there any conflicting information from an applicant regarding his or her high school/GED credentials?
- Did the student graduate from a public high school in the United States or its territories?

FOR NON-PUBLIC SCHOOL GRADUATES

- Is the applicant's high school diploma recognized or approved in the state from which it was granted?
- Does the U.S. Department of Education recognize the high school's accrediting body?
- Has MCC or other accredited higher education institutions previously questioned the applicant's diploma as being granted from a diploma mill?
- Does the State Board of Education or equivalent agency consider the high school valid?

FOR STUDENTS WHO HAVE COMPLETED A GED

- Was the high school equivalent (GED) issued by a state?
- Midwestern Career College will only honor state-issued GED. GED or other equivalency certificates that were completed online will not be accepted.

FOR HIGH SCHOOL DIPLOMAS EARNED OUTSIDE OF THE UNITED STATES AND ITS TERRITORIES

- All high school transcripts that are not from an American institution must be evaluated for equivalency.
- All evaluations must be completed by an approved NACES agency or by AACRAO Evaluation Services.
- Transcripts in a language other than English must also include an official English translation.
- Any costs incurred will be the responsibility of the student and are to be paid directly to the agency(s) performing the service(s)

FOR STUDENTS WHO WERE HOMESCHOOLED

- Has the student completed homeschooling at the secondary level as defined by state law?

Although homeschooled students are not considered to have a high school diploma or equivalent, they are eligible to receive FSA funds if their secondary school education was in a homeschool that state law treats as a home or private school. Some states issue a secondary school completion credential to homeschoolers. If this is the case in the state where the student was homeschooled, she must obtain this credential to be eligible for FSA funds if the state requires it.

In Illinois homeschooling can be considered private schooling if the teacher(s) were competent, the required subjects were taught, and the student received an education at least equivalent to public schooling.

DOCUMENTATION REQUIREMENTS FOR HOMESCHOOLED STUDENTS

Applicants who were homeschooled are required to provide the following documentation:

1. A letter from the primary instructor (can be from a parent if the parent was a primary instructor) stating:
 - The number of years of homeschooling
 - The names of the person(s) in charge of homeschooling
 - The source(s) of curriculum
2. For all the courses taken:
 - A list of course titles/course description
 - Grades, if any
 - Credits, if any

- Dates of completion
 - Test scores, if any
 - Textbook list
3. If some of the coursework was completed in collaboration with school(s) or other third- party organization(s):
 - An official transcript from each school or third-party organization
 - Test scores, if any
 4. Applicants who were home-schooled in Illinois must provide proof that the following subjects were covered:
 - Social Sciences
 - Physical Development and Health
 - Fine Arts
 - Language Arts
 - Biological and Physical Sciences
 - Mathematics

TRANSFER OF STUDENTS FROM OTHER INSTITUTIONS

Students transferring to MCC from another institution must contact Admissions Department and follow a standard Admission Process.

MCC limits the number of transfer credits accepted from other institutions to 49% for any chosen program of study.

TRANSFER OF STUDENTS BETWEEN PROGRAMS WITHIN COLLEGE

Students may be able to transfer from one program or program cohort to another and from one of the College's locations to another. Students wishing to change programs or locations must contact Registrar's Office for approval.

RESIDENCY REQUIREMENTS FOR AAS DEGREE PROGRAMS

Students must take at least 51 % of coursework at Midwestern Career College to earn an Associate of Applied Science Degree with the College.

TRANSFER CREDIT POLICY

MCC will evaluate and consider awarding academic credit for credit earned at higher education institutions accredited by the agencies recognized by the United States Department of Education or similarly accredited international institutions.

To have credits considered for transfer, a student must have an official transcript from his or her previous institution(s) sent to MCC. The College must receive official transcripts no later than two weeks prior to the term start date. Unofficial transcripts and copies of official transcripts will not be accepted.

Students may be required to provide a catalog, course descriptions, syllabus or other relevant documents to help determine course equivalency.

All transcripts that are not from an American institution must be evaluated on a course-by-course basis. All evaluations must be completed by an approved NACES agency or by AACRAO Evaluation Services.

Transcripts in a language other than English must also include an official English translation.

Any costs incurred for evaluation and/or translation services will be the responsibility of the student and must be paid directly to the agency performing the service.

Transcripts submitted to MCC for credit transfer consideration become the property of the College and cannot be returned to the student or forwarded to other institutions.

TO BE CONSIDERED FOR TRANSFER

To be considered for transfer:

- The course must be comparable in nature, content, and level of credit to an MCC course. Generally, MCC will not consider for transfer any courses that have a smaller credit load than a corresponding MCC course.
- The course must be completed within ten (10) years from the date of the request and awarded a grade of C or higher (70 or above.)
- MCC may award transfer credit for valid and or active industry certifications or nationally recognized licensure examinations based on the appropriateness and applicability of the credential to the MCC program curriculum.

MCC will not award transfer credit for the following types of courses:

- Remedial, retraining, or non-credit courses;
- Professional development, in-service education, continuing education courses, or other similar courses designed for individuals who want to upgrade their occupational or professional skills, acquire new skills or prepare for a proficiency examination.

MCC reserves the right to limit the transferability of credit based on the source of credit, the method of instruction, or the duration of the term. The final determination on the transferability of credit is made by MCC and cannot be appealed.

TRANSFERABILITY OF CREDITS EARNED AT MCC

Midwestern Career College does not guarantee the transferability of credits earned at MCC to another school, college, or university. Credits or coursework are not likely to transfer; any decision on the comparability, appropriateness, and applicability of credit and whether credit should be accepted is the decision of the receiving institution.

Student Accounts

PAYMENT POLICY AND METHODS OF PAYMENT

Students must satisfy all financial obligations with the college. Students are expected to pay their term tuition and fees prior to the first day of class of each term unless a payment plan arrangement has been made. Students who fail to keep up with the approved payment plan, issue personal checks that are returned by banks, provide incorrect or out of date credit card or ACH information, or fail to make a good faith effort to keep up with their financial obligation with the college may not be allowed to attend courses and may be subject to cancellation of the payment plan, late charges, and dismissal. Students who have an outstanding balance per payment term schedules will not be placed at an externship site. MCC reserves the right to withhold Certificate(s) of Completion, Certification exam(s) certification eligibility/recommendation letter(s), and official transcripts from the student until all payments are paid in full to the college.

MCC may refer a delinquent account to a collection agency for failure to pay a balance by a scheduled due date, or failure to make acceptable payment arrangements to bring an account current. The student may be charged a collection fee up to 25% of the outstanding balance to cover costs Midwestern Career College incurs by attempting to collect an outstanding balance through a third party.

Administrative, clerical or technical billing errors do not absolve a student or MCC of the financial responsibility to pay or refund the correct amount of tuition, fees and other associated financial obligations.

FORMS OF PAYMENT

A student may make a payment by check, credit/debit card or money order.

PROGRAM COST

Please refer to the Tuition and Fees Breakdown listed in the catalog. In addition, each program cost of attendance can be received at the Financial Aid Office upon request.

FINANCIAL AID

Financial Aid includes grants and loans. The amount of grants and loans depends upon several factors which could only be determined after a prospective student completes the Free Application for Federal Student Aid (FAFSA®). Upon completion of processing of FAFSA® application, the College will issue the prospective student an Award Letter which will contain amounts of grants and loans that prospective student may qualify for.

Financial Aid is available for the following programs for those who qualify:

- Associate of Applied Science in Accounting
- Associate of Applied Science in Diagnostic Medical Sonography
- Associate of Applied Science in Magnetic Resonance Imaging (MRI)Technology
- Associate of Applied Science in Non-Invasive Cardiovascular Sonography
- Associate of Applied Science in Surgical Technology
- Dialysis Technologist Training Program
- Electroneurodiagnostic (END) Technologist
- Medical Assisting

A STUDENT MAY APPLY FOR FINANCIAL AID AT:

www.fafsa.ed.gov

School Code: 041390

For more information on Financial Aid Policies and Procedures see Financial Aid Policies section of this catalog

WORKFORCE INNOVATION AND OPPORTUNITY ACT (WIOA) GRANTS/VOUCHER PROGRAM

An unemployed, under-paid or laid-off applicant may qualify for this grant. Please contact your local unemployment office to check the eligibility requirements and to start the grant/voucher process. The student should contact the Business Office if approved for this funding option.

OTHER AID OPTIONS

If eligible, students attending Midwestern Career College may also receive funds to meet educational costs from Veteran Administration (VA) Benefits, Social Security, Worker's Compensation, WIOA, employee tuition waivers, and other organizations and agencies providing scholarships and grants. The students should contact the Financial Aid Office if approved for these funding options.

EMPLOYER-SPONSORED TUITION ASSISTANCE PROGRAMS

Students with employers providing payment for tuition/fees must present written documentation on company letterhead to the Financial Aid Office. This documentation must contain the student's name, the amount of payment, and terms of the agreement. The terms of the agreement must include payment made directly to the college, not directly to the student. If there are tuition/fees that are not covered by the agreement, the student must pay these charges either in full or by setting up an Installment plan with the college. Midwestern Career College will honor agreements that delay payment, stipulate that student grades must be received before payment is made, or payment that is made directly to the student, however the student will have to secure educational costs before finalizing the admissions process.

NON-FEDERAL STUDENT LOANS (PRIVATE LOANS)

Many lenders offer private loans to students to supplement their federal financial aid. Such loans are not subject to federal student loan rules and provisions and may be less favorable than Title IV, HEA programs. Terms of repayment, including interest rates, vary by loan. Lenders will determine applicant's creditworthiness before approving these loans. A loan applicant also may be required to provide a credit worthy co-signer before a loan will be approved. Students should only consider a private loan after exhausting all federal, state, and institutional resources. Additional information is available at the Business Office.

PAYMENT PLANS

The following payment plans are applicable only for program tuition costs. All program fees are due on the day they are charged to the student account.

- AAS Programs in Allied Health Payment Plan: \$3,000 down-payment, with the remainder equally spread throughout the months of the program.
- AAS in Business Administration Payment Plan: Term tuition is split in two payments, with the first half due before the beginning of the term and the second half due week seven (7) of the term.
- Certificate-level programs: \$2,000 down-payment, with the remainder equally spread throughout the months of the program. Not applicable to ESL and VESL programs.

The following rules apply:

- One-time \$100 finance fee is included in all payment plans;
- Students are required to complete a recurring payment authorization form to complete enrollment in the payment plan. All students who do not submit a recurring authorization form will be required to pay the term balance, in full, on or before the start date of each term.
- All payments will be debited from student account on or within 5 business days from the specified due date.
- Every declined transaction will incur a failed transaction fee. Card payments declined multiple times will incur multiple failed transaction fees.

SCHOLARSHIPS

Students wishing to apply for the scholarships need to complete a scholarship application form available through the Financial Aid or Business Office. All scholarship applications must be submitted before the start of the term for which scholarship funds are applied to. Forms can be submitted in person to the Business Office representative or via email to scholarships@mccollege.edu unless a different submission method is specified on the form. All scholarships are applied directly towards the cost of tuition in the subsequent term and hold no cash value. Quantity of scholarship awards available are limited to funds availability, and MCC reserves the right to reduce the amount of scholarship and alter the terms of qualification at any time and without notice.

- **Back to School Scholarship:** MCC certificate and associate program graduates are eligible for tuition discounts of 10% when they return to MCC for a certificate or associate program. This discount cannot be combined with transfer credit tuition reductions. Not Applicable to VESL and ESL programs.
- **Academic Excellence Scholarship:** A select number of \$500 scholarships are available to students. To be eligible for a scholarship for any term that starts on or after January 8, 2019:
 - Students must be enrolled in one of MCC's Allied Health Programs; Not Applicable to AAS in Business Administration, AAS in Accounting, AAS in Marketing, VESL and ESL programs;
 - Students must be enrolled in at least 9 credit hours per term excluding externship course(s), earn a term GPA of 3.75 or higher, and achieve 90% or higher term attendance;
 - Students must submit a completed scholarship application form prior to the start of the next term. All fields must be completed;
 - Students must be in good academic, financial and conduct standing with the school at the time of scholarship application review.
- **Step-Up Scholarship:** A select number of \$350 scholarships are available to VESL and ESL program students who would like to continue their education in any of MCC's Associate of Applied Science Programs. To qualify applicants must:
 - Be an active MCC student enrolled in any English language training courses;
 - Be in a good academic and financial standing with the College at the time of scholarship review;
 - Pass Intermediate, High-Intermediate, Advanced, or Professional English classes at MCC, or have a Michigan EPT (formerly CaMLA) test score of C1 or higher;
 - Have been accepted to enroll in any Associate of Applied Science programs offered at MCC;
 - Complete the personal statement explaining how the English language training they received at MCC helped them to advance their education to the next level;
 - Submit a completed scholarship application to international@mccollege.edu before the scholarship application deadline.
- **Medical Assisting Alumni Scholarship:** A select number of \$150 scholarships are available to MCC Medical Assisting alumni to cover the cost of optional post-graduation clinical experience (externship). To qualify applicants must:
 - Have graduated from MCC Medical Assisting program within 90 days of scholarship application with the cumulative GPA (CGPA) above 3.0 and overall attendance percentage above 75%;
 - Have met registration requirements for Medical Assisting externship course and received Externship Department's clearance to participate in the clinical experience;
 - Submit a completed scholarship application form prior to the start of the clinical rotation. All fields must be completed;
 - Be in good academic, financial and conduct standing with the school at the time of scholarship application review.

The scholarship award will be applied to the student's account after the completion of at least 160 hours of the clinical rotation with Satisfactory (S) grade. Students who do not complete the required hours for the clinical rotation and/or do not receive Satisfactory (S) grade for the externship course will be charged the full tuition amount for the course as posted in the catalog with the payment due immediately.

- **Dialysis Technologist Alumni Scholarship:** A select number of \$150 scholarships are available to MCC Dialysis Technologist Training Program alumni to cover the cost of optional post-graduation clinical experience (externship). To qualify applicants must:
 - Have graduated from MCC Dialysis Technologist Training Program within 90 days of scholarship application with the cumulative GPA (CGPA) above 3.0 and overall attendance percentage above 75%;
 - Have met registration requirements for Dialysis externship course and received Externship Department's clearance to participate in the clinical experience;
 - Submit a completed scholarship application form prior to the start of the clinical rotation. All fields must be completed;
 - Be in good academic, financial and conduct standing with the school at the time of scholarship application review.

The scholarship award will be applied to the student's account after the completion of at least 220 hours of the clinical rotation with Satisfactory (S) grade. Students who do not complete the required hours for the clinical rotation and/or do not receive Satisfactory (S) grade for the externship course will be charged the full tuition amount for the course as posted in the catalog with the payment due immediately.

- **Additional scholarships/discounts** are available to employees of MCC business partners. Please inquire with Business Office what employees qualify and at what discount.

CERTIFICATION EXAM REIMBURSEMENT POLICY

MCC will reimburse for the applicable certification exams once per exam. If a student has an open balance, any certification exam reimbursements will be applied directly towards student's open balance. To qualify for reimbursement a student must:

- Receive approval from the Program Director before applying for an exam;
- Receiving a passing score on the program exit or certification prep exam, if applicable;
- Attempt the certification exam no later than 180 days from the program completion date;
- Provide a copy of the certification exam results (passing or failing) to the Program Director within 14 calendar days of taking the exam or within 14 days of the receipt of the certification exam results if not available immediately;
- Be in good academic, financial and conduct standing with the school.

CANCELLATION POLICY AND STUDENT'S RIGHT TO CANCEL

All notices of cancellations must be made in writing to the Office of Admissions.

- The student has the right to cancel the Enrollment Agreement until midnight of the fifth (5th) business day after the date of admission but prior to the first (1st) day of class. All tuition and instructional fees, including the registration fee shall be refunded to the student.
- When notice of cancellation is given after midnight of the fifth (5th) business day following the date of admission but prior to the close of business on the student's first (1st) day of class attendance, the college will retain the registration fee.
- New students are subject to a 15-calendar-day evaluation period at the beginning of their first term, during which time the college will evaluate the student's readiness to engage in his or her academic program. In order to meet the 15-day requirements, a student must show acceptable levels of attendance, academic progress and completion of the enrollment process. In the event that the college determines that the student is not prepared to engage with his or her program of study, the student will be cancelled from all classes. Students cancelled by the college shall receive a refund of all tuition and instructional fees, other than fees for any instructional materials that are not returned. Refunds will be issued within 45 calendar days of the date of cancellation.
- Application fees are non-refundable.

REFUND POLICY

The following Refund Policy is applicable to all students unless otherwise noted in their Enrollment Agreement. Refunds are made within forty-five (45) days from the date of official or unofficial withdrawal. Refunds are made directly to the source of payment. Deposits or down payments shall become part of the tuition.

- When a notice of withdrawal is given within the first five (5) scheduled days of instruction, the college will refund full tuition and other instructional fees and retain the registration fee.
- When a notice of withdrawal is given after the first five (5) scheduled days of instruction, the college will retain the registration fee and shall refund a part of the tuition in accordance with the following schedule:

Percent of Term Completed	Percent of Tuition Refunded
1% -10%	90%
11%-20%	75%
21% - 50%	50%
51% and over	0%

A day of instruction is defined as any day in which a class is scheduled for the student's program of study.

Percentage of term completed is calculated by the number of calendar days between the official term start date and the student's last day of attendance divided by the total number of days between the official term start and end dates. The percentage is rounded to the nearest whole number.

- The college shall refund all tuition and instructional fees paid by the student in the following circumstances:
 - a. The college did not provide the prospective student with a copy of the student's Enrollment Agreement and the link to the catalog;
 - b. The college cancels or discontinues the program of study in which the student is enrolled without providing the student with a teach-out option. The student must be active in the program at the time of program cancellation.

In addition to the Refund Policy outlined above, the College shall use the "Return to Title IV Funds (R2T4) Policy" required by the U.S. Department of Education when performing R2T4 funds calculations.

TAX INFORMATION

1098-T TAX FORMS

The Taxpayer Relief Act of 1997 requires that all educational institutions provide U.S. citizens or permanent residents with a tax form detailing qualifying tuition and related expenses for the calendar year. This form is referred to as Form 1098-T. Educational institutions are not required to provide forms to non-resident aliens. As a result, you may not receive a form if you are a non-resident alien.

Form 1098-T will be mailed to the student using the address that is on record no later than January 31 of each year. It is imperative that the student keeps important information such as address and social security number up to date with the Financial Aid department, as this information is submitted to the IRS and ensures proper mailing of the form.

If Social Security numbers are not updated in our student database system, students will be required to submit a W-9 form along with a copy of their social security card or Taxpayer Identification Number (TIN) to ensure that the proper social security number or Taxpayer Identification Number (TIN) is reported to the IRS.

The deadline for this is March 1 of every year for the prior year's qualifying tuition.

Please note that under the Federal Privacy Act of 1974, Midwestern Career College is allowed to request Social Security Numbers (SSNs)/TINs from students for purposes of meeting this legal obligation and to fulfill the IRS tax requirement. Submitting a copy of the social security card or Taxpayer Identification Number (TIN) to update our student database is mandatory.

Incorrect names and or Social Security numbers or incorrect Taxpayer Identification Number (TIN) or a missing social security number or TIN must be resolved by the student before any 1098-T will be issued. In order to resolve this issue, a student must submit a copy of their Social Security card/TINs. Submitting a copy of their social security card or Taxpayer Identification Number (TIN) to update our student database when a conflict arises is mandatory.

Please consult with your tax preparer on filing appropriately, depending on your status. MCC is not responsible for student filing incorrectly with the IRS.

For additional information and instructions on Form 1098-T, please see IRS Publication 970 or www.irs.gov.

Student Financial Aid Tax Reporting – 61 U.S. Code § 6109 and IRS Form 1098T, Student Financial Aid Educational institutions must use student SSNs in reporting financial aid applicants to the IRS. Form 1098T uses the SSN as an identifier. Even if universities and colleges can determine a student's identity and eligibility for financial aid without the SSN, the institution will need to collect the SSN for IRS Form 1098T.

Academic Policies

ATTENDANCE POLICY

Class attendance is critical to students' academic success. MCC recognizes the correlation between attendance and both student retention and achievement. Any class session or activity missed, regardless of cause, reduces the opportunity for learning and may adversely affect a student's achievement in the course. Class attendance is required beginning with the first class session, and students are expected to attend all class sessions for which they are registered. It is the responsibility of the student to arrange to make up all course work missed because of legitimate class absences and to notify the instructor when an absence will occur. Students who are reported as never attending a course may be withdrawn from the class by the College. Funds may be adjusted or rescinded for students who are receiving financial aid or veterans' benefits.

ADDITIONAL ATTENDANCE REQUIREMENTS FOR STUDENTS RECEIVING GI BILL® BENEFITS

Minimum attendance requirement for students receiving GI Bill® benefits is 75%.

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 Web site at <https://www.benefits.va.gov/gibill>.

GRADING SYSTEM

A=90 or above

B=80-89

C=70-79

F=69 or below

Letter Grade	Definition	Description	GPA/CGPA Calculation
AU	Audit	The student has audited the previously passed course	Not calculated
I	Incomplete	Some coursework is outstanding	Not calculated
IP	In Progress	The grade was not available at the time the transcript was printed	Not calculated
S	Satisfactory	The student has taken the course on a pass/fail basis and earned credit	Not calculated
TC	Transfer Credit	The student received transfer credit from another program/institution	Not calculated
U	Unsatisfactory	The student has taken the course on a pass/fail basis and failed to earn credit	Not calculated
W	Withdrawal	The student withdrew from the course within add/drop period if defined for a program of study	Not calculated

GRADE CHANGES

In general, all grades submitted by Instructors at the end of the course are final and cannot be changed because of a student resubmitting the coursework or submitting additional coursework, unless pre-approved by the Instructor. (See Incomplete Policy). However, if an incorrect final grade was submitted to Registrar's Office due to Instructor's clerical/calculation error, it can be corrected within 30 days from the original grade submission deadline. If the student is aware of the incorrect grade issued for his or her coursework, it is the student's responsibility to contact the corresponding instructor or the Registrar's Office and to request the grade to be corrected before the grade change deadline. Once the 30-day mark has passed, all grades will become permanent.

GRADE APPEAL POLICY

The purpose of the Grade Appeal Policy is to allow students to dispute the cases of alleged academic injustice relating to a final grade. The grade appeal is appropriate only when there is alleged capricious and arbitrary behavior on the part of the instructor.

Arbitrary refers to a grading decision for which there is no sound academic reason or a decision based solely on preference or whim.

Capricious refers to a grading decision not resulting from a reasonable and announced grading policy and procedure.

GRADE APPEAL PROCEDURE

1. Grade Appeal form can be obtained in the Registrar's office.
2. The student must fill out a Grade Appeal form and submit to the Registrar's Office within 30 calendar days from the course end date.
3. The appeal will be reviewed by the Registrar's Office and the Director of Academic Operations within three business days.
4. The Registrar's Office will process all approved Grade Changes within two business days.
5. If grade appeal is denied, the grade appeal form with attached explanation will be submitted to Registrar's office by the Director of Academic Operations.
6. The student will be notified of the outcome by the Registrar's Office or designee.

INCOMPLETE GRADE POLICY

An I (Incomplete) grade is a temporary grade, which may be given at the instructor's discretion if the following criteria are met:

- The student's work to date is passing
- At least 70 percent of the required coursework is completed
- Required work may be reasonably completed within 30 days of the final grade due date
- The Incomplete grade is not given as a substitute for a failing grade
- Students who missed the final exam/quiz, but otherwise have a passing grade in all other grade book categories have 14 calendar days after grade submission deadline to complete the final exam if approved by the instructor.

Appropriate grades must be assigned in all other circumstances. A student who receives a grade of Incomplete must progress to the next course while simultaneously completing the outstanding work for the course with the grade of Incomplete. A grade of Incomplete cannot be awarded in place of a failing grade when a student is required to repeat a course to meet the prerequisite requirement. An Incomplete grade is not calculated toward a student's GPA/CGPA. Additionally, an Incomplete grade may not be considered a passing grade for purposes of determining academic standing, federal financial aid eligibility, or other purposes.

PROCEDURE FOR REQUESTING AN INCOMPLETE GRADE

1. The student contacts the course instructor and explains the need for an Incomplete
2. If the instructor grants the request, he or she completes an Incomplete Grade Contract Form
3. The instructor and the student sign the Incomplete Grade Contract Form

The purpose of the Incomplete Grade Contract Form is to list the coursework that must be completed by the student for the Incomplete to be removed and replaced with a grade. Both the instructor and the student are required to sign the form and retain a copy.

Once the coursework is completed and the instructor assigns the appropriate grade on a Change of Grade Form, it is submitted to the Associate Registrar for processing. The new grade will be included in the calculation of the GPA/CGPA.

The grade change will appear only on the student's transcript. The final grade roster and the grade book will continue to show the original grade submitted for the course.

SEMESTER CREDIT DEFINITION

The College follows semester credit system and uses the following definition of semester credit. A semester credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities.

SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY

The Satisfactory Academic Progress (SAP) policy applies to all students, both full-time and part-time, enrolled in all programs offered at MCC. All periods of a student's enrollment in the program of study, including those in which financial aid was not received, are used in determining Satisfactory Academic Progress.

EVALUATION POINTS

To determine overall satisfactory academic progress, MCC programs are divided into evaluation periods. The evaluation period is the period between two evaluation points.

The SAP is evaluated at the end of each payment period, which is equal to an academic term.

Satisfactory Academic Progress is measured by:

1. A student's cumulative grade point average (CGPA) – a qualitative component;
2. A student's cumulative pace of completion (progress toward the completion of their program, completion rate) – a quantitative component;
3. Maximum time frame – the ability of a student to complete the program within 150% of the program length in semester credits.

To be considered as making satisfactory academic progress, a student must achieve minimum requirements for both CGPA and cumulative pace of completion according to the minimum requirements listed below and be able to complete the program within 150% of the program length at each evaluation point.

At the end of the 1st term:

CGPA = 1.5 and cumulative completion rate = 50%

All consecutive terms:

CGPA = 2.00 and cumulative completion rate = 66.67%

CUMULATIVE GRADE POINT AVERAGE (CGPA) CALCULATION

CGPA is calculated by multiplying the grade points from each course by the credit hours assigned to that course, then adding products of each course and dividing by the total credits attempted.

A	Quality Points	4.00
B	Quality Points	3.00
C	Quality Points	2.00
F	Quality Points	0.00

For example:

Cumulative GPA = $[(4.0 \times 3) + (2.0 \times 2) + (3.0 \times 1)] / 6 = 3.1$

Course	Grade	Grade Points	Course Credit Hours
1	A	4.0	3
2	C	2.0	2
3	B	3.0	1

PACE OF COMPLETION CALCULATION

Cumulative pace of completion or completion rate is calculated by dividing the total of earned credits by the total of attempted credits in all the terms completed by the student.

SAP EVALUATION PROCEDURES

The following actions will occur at each SAP evaluation point:

1. Each student's CGPA is reviewed to determine if the student is meeting the minimum SAP standard
2. Each student's cumulative pace of completion is reviewed to determine if the student is meeting the minimum SAP standard

SAP WARNING

Students who are not meeting SAP for the first time will be placed on SAP Warning status until the end of the evaluation period. Students on SAP Warning who are receiving financial aid may continue to receive financial aid until the end of the payment period. A student may not be granted consecutive SAP warning statuses.

SAP Warning status is assigned without an appeal or other action needed by the student. Students will be notified within 10 business days of being placed on SAP Warning status. Students on SAP Warning are encouraged to participate in academic advising.

Students placed on SAP Warning and still failing to meet SAP standards at the next evaluation point will be academically suspended and must appeal to remain in school. Students receiving financial aid will also be placed to Financial Aid Suspension and will not be eligible receive additional FSA funds unless they appeal, and their appeal is approved. Students will be notified within 5 business days of being placed on Academic and, if applicable, FA Suspension statuses.

SAP APPEAL DUE TO MITIGATING CIRCUMSTANCES

A student may appeal the academic suspension and, if receiving Financial Aid, the loss of financial aid eligibility if extenuating circumstances interfered with student's ability to meet Satisfactory Academic Progress (SAP) standards.

The appeal letter addressed to SAP Committee must include an explanation of the circumstances that caused the student's unsatisfactory progress, as well as what has changed in the student's situation that would result in the improvement of progress. The student must be able to provide documentation to support mitigating circumstances.

Circumstances must meet one of the following criteria:

- Prolonged illness, medical condition, or injury to the student or an immediate family member
- Death of an immediate family member
- Other extenuating circumstances beyond the student's control

Documentation may include but is not limited to:

- Physician's letters and hospital records
- Death certificate or obituary
- Court or police documents
- Letters from third-party professionals on their letterhead

The appeal may not be based upon the lack of knowledge of SAP standards, the need for financial aid assistance or the lack of knowledge that the financial aid assistance or student's F-1 status was in jeopardy.

APPEAL PROCESS

All Academic Suspension Appeals must be submitted by the fifth business day of a term immediately following the suspension:

To appeal the student must:

1. Submit an appeal letter addressed to SAP Committee

2. Attach official documentation of the mitigating circumstances that affected the student's academic performance
3. Continue to attend regularly scheduled classes while the appeal is under review

If an appeal is not submitted by the fifth business day of a term immediately following the suspension, the student will be academically dismissed and must request readmission through standard admission procedures in addition to submitting an appeal.

All appeals will be reviewed within five business days of the appeal submission. MCC will provide notice to the student concerning the result of the student's appeal within three business days following the decision.

If the appeal is approved, the student will be placed on SAP Probation for one evaluation period. Students receiving financial aid will regain their financial aid eligibility for one payment period.

If the appeal is denied, the student will be no longer eligible to receive financial aid. (See Procedures for Reestablishing Satisfactory Academic Progress)

SAP PROBATION

SAP Probation is a Status assigned to a student who fails to make satisfactory academic progress and who has successfully appealed and has had his or her enrollment reinstated for one evaluation period. Students receiving financial aid will regain their financial aid eligibility for one payment period. Students on SAP Probation must participate in academic advising as deemed necessary by the College as a condition of their probation. Students placed on SAP Probation must meet SAP by the end of the evaluation period. Students who are not meeting SAP at the next evaluation point will be dismissed unless they had been previously placed on the Academic Recovery and are meeting the conditions of their Academic Recovery Plan.

ACADEMIC RECOVERY PLAN

Academic Recovery Plan is an individualized plan completed by the Director of Academic Operations and/or the Program Director or designee for a student placed on SAP probation in cases when it is mathematically impossible for a student to meet SAP requirements in one term. Students on Academic Recovery Plan can remain in the program and continue to be eligible for financial aid as long as they are meeting the conditions of the plan and MTF SAP requirement or until they meet SAP. Student's progress towards Academic Recovery Plan will be evaluated at the end of each term alongside SAP evaluation.

ACADEMIC ADVISING

Students on SAP Probation must participate in academic advising as deemed necessary by the school as a condition of their status.

Academic advising includes but is not limited to the following:

1. Students must meet with their Instructor and/or Program Director and/or Director of Academic Operations to complete an Academic Recovery Plan
2. Students may have to participate in tutoring if deemed necessary by the Instructor and/or Program Director and/or Director of Academic Operations to complete an Academic Recovery Plan.

PROCEDURES FOR RE-ESTABLISHING SATISFACTORY ACADEMIC PROGRESS

Students whose CGPA was meeting SAP standards at the moment of dismissal but whose pace of completion was below SAP standards may reestablish their Satisfactory Academic Progress. Students receiving financial aid may also reestablish their financial aid eligibility if they earn credit hours at another institution. Credits earned at another institution must be transferable to students' program of study at MCC and, when applied to MCC's Program of study, must result in a course completion rate that meets SAP standards (66.67% or higher). A student who pursues this option and whose pace of completion meets standards after the transfer credits are applied to the program of study will be eligible for readmission and can reapply for financial aid. Students who choose to pursue this option are advised to meet with the Director of Academic Operations or Designee in advance of enrolling in another institution to ensure that credits can be accepted, and the courses planned will apply to MCC's program of study.

MAXIMUM TIME FRAME

Students who fail to complete the program within 150 percent of the program length as measured in credits will be academically dismissed from MCC due to exceeding Maximum Time Frame (MTF) unless they submit an appeal and the appeal is approved.

SAP AND REPEAT GRADE AND GRADE FORGIVENESS POLICIES

All grades are considered when assessing both qualitative and quantitative components of a student's Satisfactory Academic Progress.

PROGRAM CHANGES

In the event of a program change, MCC will transfer all relevant courses successfully completed in the old program toward the new program of study. A grade of TC will be assigned to all transferred courses. Courses not accepted for transfer will not count toward CGPA or pace of completion in the new program. Students not meeting SAP at the time of the program change are allowed to change the programs and consequently "reset" SAP only one time during their continuous enrollment at MCC.

ADDITIONAL PROGRAMS

If a student graduates from one program and desires to earn an additional diploma in another program, MCC will transfer all relevant courses successfully completed in the previous program of study toward the new program. A grade of TC will be assigned to all transferred courses. Courses not accepted for transfer will not count toward CGPA or pace of completion in the new program.

INCOMPLETE

Classes with a grade of Incomplete are not calculated toward CGPA. They are calculated towards the pace of completion as attempted but not earned credits.

TRANSFER OF CREDITS

Transfer Credit Hours (indicated by TC grade on student's record) are treated as both attempted and completed hours in the determination of the student's pace of completion. Transfer credits are not included in CGPA calculation.

WITHDRAWAL FROM A COURSE

Course withdrawal is treated as attempted but not completed hours in the determination of the student's pace of completion. Withdrawals are not included in CGPA calculation.

REMEDIAL COURSES, NON-CREDIT COURSES

Remedial courses or non-credit courses are not included in the calculation of a student's CGPA and completion rate.

S/U COURSES

S/U courses are not included in the calculation of a student's CGPA but are calculated towards student's completion rate.

EXPERIENTIAL LEARNING, ADVANCED ACADEMIC STANDING, CREDIT BY EXAMINATION

No credit is given for experiential learning. MCC does not allow for testing for an advanced academic standing nor does it award credit by examination.

FINANCIAL AID SUSPENSION

Students on Financial Aid Suspension will not be eligible to receive further financial aid assistance unless they appeal, and their appeal is approved.

ACADEMIC DISMISSAL

Academic dismissal is dismissal from the school due to not meeting SAP requirements as defined in the MCC's Academic Catalog.

LEARNING ACTIVITIES WITH STUDENTS AS SUBJECTS

During their program of study, students may be required to participate in classroom, laboratory or clinical activities in which learning requires student subjects as part of training procedures, demonstrations, and/or experiments. As part of these learning activities students may be asked to perform specific skills or be asked to be a subject for specific skills practiced by other students. Learning activities that use student subjects will be conducted under the direct supervision of the instructor who has been assigned to teach the course. These experiences are essential to the learning process. An alternative experience may not provide as realistic an opportunity to practice and, therefore, may result in less effective learning.

Participation may create some anxiety for students. Some of the procedures may create minor physical discomfort. Specific learning activities and associated risks/discomforts will be explained by the instructor teaching the course.

Students have the right to withhold consent for participation and to withdraw consent after it has been given. However, without participating in the hands-on activities as required by the course, students will not be able to successfully complete the course and/or the program of study. If given, the consent will remain in force during the entire program enrollment period unless withdrawn in writing.

LABORATORY ACTIVITIES WITH VOLUNTEERS AS SUBJECTS

During their program of study, students may be required to participate in the laboratory activities with visiting volunteers acting as patients during clinical labs. Volunteers may be chosen from the student's friends and family members or are unknown to the student. Utilizing volunteers gives the instructor the opportunity to reiterate practical application of clinical skills with various subjects as patients. Volunteers may be used in general medical sonography and non-invasive cardiovascular sonography scanning, medical assisting lab, EGG, EKG, phlebotomy, and MRI venipuncture labs. Learning activities that use volunteer subjects will be conducted under the direct supervision of the instructor who has been assigned to teach the course.

All lab volunteers must be pre-approved by the Program Director or designee and must sign a consent form before participating in the lab activities. Children-volunteers must be at least 10 years of age and must be accompanied by a parent or a legal guardian for the entire duration of the lab. The parent or a legal guardian must sign Volunteer Parental/Guardian Consent Form.

EXTERNSHIP

Externship course is a work-based, non-paid, hands-on learning activity that provides students with the opportunity to earn academic credit while gaining essential work experience in the field. Students work in a supervised work-based environment to apply theoretical knowledge and skills learned in the classroom setting.

For some programs offered by the college, externship or clinical course(s) are an integral part of the program curriculum required for program completion.

The College has the right to assign a student to any available externship site within a 75-mile radius from the campus.

Please refer to Externship Handbook for information on externship related policies and procedures.

GRADUATION REQUIREMENTS

Students must meet the following minimum standards to be considered a Graduate from their program of study:

- Pass all the courses required by the program curriculum within 150% of the program maximum timeframe;
- Earn CGPA of 2.0 or above;
- Complete externship if required by the program of study;
- Meet program-specific graduation requirements if any;
- Fulfill all financial obligations to the College;

- Clear any administrative, financial or academic holds with the College;
- Complete Exit Counseling, if applicable.

Upon meeting graduation requirements, students will be issued a Certificate of Completion and an official transcript. Both documents will be mailed to the student's address on file with the College unless prior arrangements have been made in advance by the student.

TRANSCRIPT REQUESTS

Student's transcript is a copy of his or her permanent academic record at Midwestern Career College. MCC issues two types of transcripts:

1. Official transcripts, the content of which is signed by the Registrar or Associate Registrar with the official seal of MCC;
2. Unofficial transcripts notated as "Unofficial Transcript".

Official Transcripts will not be issued to current or former students with an outstanding balance.

Students may request their academic transcript at any time from the Registrar's Office in person, by emailing registrar@mcccollege.edu or by sending a mail request addressed to Midwestern Career College, Registrar's Office, 100 S Wacker Dr., LL1-50, Chicago IL, 60606.

Please refer to Administrative Fees Table at the end of the Catalog for current transcript request and urgent transcript request fees.

Transcript requests are processed within three to five (3-5) business days from the receipt of the request and confirmation of the fee payment. Urgent transcript requests are processed the next day from the receipt of the request and confirmation of the fee payment.

Transcripts can be either picked up by the student in person or mailed to the student's address on file with the College. Transcripts sent by mail will be delivered by standard ground USPS service. Urgent transcript requests will be delivered by next day USPS, UPS or FedEx service.

CERTIFICATE OF COMPLETION REQUESTS

Original Certificate of Completion (COC), Replacement Certificate of Completion or copies of Certificate of Completion will not be issued to students not meeting their financial obligations to the college.

Students may request their Certificate of Completion at any time from the Registrar's Office in person, by emailing registrar@mcccollege.edu or by sending a mail request addressed to Midwestern Career College, Registrar's Office, 100 S Wacker Dr., LL1-50, Chicago IL, 60606.

Design, wording, and signatures on the replacement Certificate of Completion will be those currently in use by the College and may be different from the ones printed on the original certificate.

Please refer to Administrative Fees Table at the end of the Catalog for current Certificate of Completion and urgent COC request request fees.

COC requests are processed within three to five (3-5) business days from the receipt of the request and confirmation of the fee payment. Urgent COC requests are processed the next day from the receipt of the request and confirmation of the fee payment.

Certificates of Completion can be either picked up by the student in person or mailed to the student's address on file with the College. COCs sent by mail will be delivered by standard ground USPS service. Urgent COC requests will be delivered by next day USPS, UPS or FedEx service.

Student Services Polices

NON-DISCRIMINATION POLICY

Midwestern Career College is committed to ensuring that all individuals have an equal opportunity to programs and facilities. No person shall be discriminated against because of race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, veteran status, ancestry or national or ethnic origin in the administration of its educational policies, admission policies, employment policies, scholarship and loan programs, and other college-administered programs and activities.

EQUAL OPPORTUNITY POLICY

The College is an equal opportunity educator and employer. It supports the goals of equal opportunity in its educational programs and activities.

ANTI-HARASSMENT, INCLUDING SEXUAL HARASSMENT POLICY

All students and all employees have a right to work in an environment free of verbal or physical harassment that is based on race, religion, color, ancestry, age, sex, national origin, citizenship, pregnancy, marital status, sexual orientation or sexual preference, unfavorable military discharge, military status, arrest record, disability, or any other legally protected characteristic. In keeping with this commitment, Midwestern Career College will not tolerate harassment of any student by anyone, including any employee, manager, co-worker, vendor, or student based on any of these legally protected characteristics.

Activities of this nature are unlawful and serve no legitimate purpose; they have a disruptive effect on the ability to perform academically, and they undermine the integrity of the College. Any discriminatory or harassing conduct or interference with the investigation of an alleged incident of discrimination or harassment will result in disciplinary action, up to and including termination. Sexual harassment is not permitted at MCC. Sexual harassment includes but is not limited to the following wrongful conduct:

- Unwelcome sexual advances, gestures, and requests for sexual acts or favors or other verbal or physical conduct of a sexual nature.
- Any statement or implication that an individual's submission to or rejection of such sexual conduct could be used as a condition of employment/enrollment or as the basis for any employment/enrollment decision affecting such individual.
- Any conduct, whether physical or verbal, which has the purpose or the effect of substantially interfering with an individual's academic performance or creating an intimidating, hostile, or offensive learning environment. This includes, but is not limited to: slurs, jokes, or degrading comments of a sexual nature; offensive sexual flirtation, sexual advances, gestures, or propositions; abuse of a sexual nature; graphic verbal comments about an individual's body; sexual innuendo or suggestive comments; sexually oriented "kidding" or "teasing"; unwanted physical touching, including patting or pinching another's body; the display of sexually suggestive printed or visual materials, clothing, objects, or pictures; and sexually suggestive, provocative, or lewd exposure or touching of one's self while at the College.

Every student must avoid any conduct that reasonably could be interpreted as discrimination or harassment under this policy, even if such conduct was not intended to be offensive. Conversely, students are expected and encouraged to inform campus authorities whenever conduct is unwelcome, offensive, or in poor taste. Only through such open communication, MCC can maintain the type of academic environment where everyone has an equal opportunity to flourish.

Students who wish to report an incident of sexual misconduct should contact MCC's Title IX Coordinator. The Title IX Coordinator is responsible for investigating any students reports of sexual misconduct and for assisting students in understanding the college's Sexual Misconduct Policy. Students who wish to speak to someone confidentially regarding matters related to sexual misconduct should contact MCC's Confidential Advisor. The Confidential Advisor

is trained to provide emergency and ongoing support to survivors of sexual misconduct. The Confidential Advisor can maintain confidentiality in many situations.

Title IX Coordinator
Mary Schmidt
100 S. Wacker Dr., LL1-50
Chicago, IL 60606
(312) 236-9000 Ext 1051
mschmidt@mccollege.edu

Deputy Title IX Coordinator
Trina Ellis-Childs
12840 Western Ave.,
Blue Island, IL 60406
(312) 236-9000 Ext 1050
tellis@mccollege.edu

Confidential Advisor:
Olia Sweiss
100 S. Wacker Dr., LL1-50
Chicago, IL 60606
(312) 236-9000 Ext 1033
osweiss@mccollege.edu

Anonymous reporting: <https://mccollege.edu/confidential-reporting/>

SERVICES AVAILABLE TO STUDENTS WITH DISABILITIES

Midwestern Career College recognizes and supports the role that Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws have in achieving academic success. Midwestern Career College is committed to making reasonable accommodations for students with qualified disabilities and to ensuring that its campuses and its facilities are made accessible as required by applicable law. The College cannot make accommodations that alter the nature of its programs, cause undue burdens on MCC, or create a direct threat to the health and the safety of students or others.

SECTION 504 COORDINATOR FOR STUDENTS

Tremayne Simpson
203 N. LaSalle St.,
Chicago, IL 60601
(312) 236-9000 Ext 1062
tsimpson@mccollege.edu

REQUESTS FOR ACCOMMODATIONS

A reasonable accommodation in the college setting is a modification or adjustment to a class or portion of the class that will enable a qualified person with a disability to participate in the program or class or to enjoy the rights and privileges offered by the college. Modifications that impose an undue burden or pose a health or safety risk are not considered reasonable.

The college is required to make modifications only to known and validated disabilities. The college or department will take steps necessary to ensure that qualified individuals with disabilities are not excluded, treated differently or segregated because of the absence of auxiliary aids or services. Each department will coordinate the provision of modifications with the Section 504 Coordinator, the Academic Manager on campus and/or the Director of Academic Operations.

SUBMISSION PROCEDURES

Accommodation Request Form can be requested through the Section 504 Coordinator and/or the Academic Manager and should be submitted back with the supporting documentation.

1. Students must submit the Accommodation Request Form a minimum of one week before the start of the term. Unless approved otherwise, the student must re-submit request for accommodations before the start of each term.
2. In addition to the Accommodation Request form, the student must submit documentation from a medical professional that explains the diagnosis and needs of the student. A form is included in the Documentation of Accommodation portion of the request form.

INDIVIDUAL ANALYSIS

The modification offered must be appropriate to the needs of the individual, thus, in each instance, an individualized analysis will occur. The Section 504 Coordinator and the Academic Manager will devise a modification plan for the student. After the Accommodation Request Form and supporting medical documentation are submitted, the Academic Manager or designee will review the information and schedule a meeting with the student to discuss potential accommodations. Once accommodations are approved, an accommodations letter will be provided to the student in writing. It is the student's responsibility to share this accommodations letter with the instructors for each class that they wish to use their accommodations.

COURSE LOAD MODIFICATIONS

The college is not required to eliminate academic requirements essential to the program of instruction or related to licensing requirements; however, reasonable modifications will be provided for qualified students with verified disabilities.

AUXILIARY AIDS AND SERVICES

This term refers to equipment or service providers that augment communication. Examples are sign language interpreters, note takers, readers, computer aided transcription devices, assistive listening devices, telecommunications devices for deaf persons (TDD's), and Braille materials. The college will pay for the reasonable cost of the auxiliary aid or service. If provision of a particular auxiliary aid or service would result in a fundamental alteration of the program or in an undue burden, i.e., significant difficulty or expense, MCC will attempt to provide an alternative auxiliary aid or service. The college does not need to provide attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature. The college will consider the requests of the affected disabled individuals but is not required to give the disabled person the auxiliary aid of his or her choice. If a question arises about what should be provided, the Director of Academic Operations will review the options available to the student.

FUNDAMENTAL PROGRAM ALTERATION

Midwestern Career College is not required to provide any aid or service or make any modification that would result in a fundamental alteration in the nature of the program. For example, where a course requirement is essential to the program of instruction taken by the student, the college is not required to waive the requirement. In evaluating whether the requested program modifications would require substantial program alteration or would fundamentally alter academic standards or programs, the Section 504 Coordinator and/or the Director of Academic Operations will consult with the Program Manager and consider the underlying academic reasons for the program components, the academic standards institutionalized in the program, how the challenged components are consistent with the program standards, and how the requested accommodations would be inconsistent with the academic goals and standards of the program.

Examples of Potential Reasonable and Unreasonable Accommodations:

Reasonable Accommodation	Unreasonable Accommodation
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Extended time or alternate location for exam	Less questions on an exam
Option for an oral exam	Exception from clinicals
Allowing student to tape record lectures	Fundamentally altering the nature of the program
Pairing with another student for peer notetaking	Receiving automatic pass on a test

DIRECT THREAT TO HEALTH OR SAFETY

The college is not required to permit an individual to participate in or benefit from an MCC program or service when that individual poses a direct threat to health or safety. Direct threat means a significant risk to health or safety that cannot be eliminated by modification of policies, practices, or procedures, or by the provision of auxiliary aids or services. In determining whether an individual poses a direct threat to health or safety, MCC will make an individualized assessment, based on reasonable judgment relying on current medical knowledge or the best available objective evidence to ascertain:

- The nature, duration, and severity of the risk;
- The probability that the potential injury will actually occur;
- Whether reasonable modification of policies, practices or procedures will mitigate the risk.

This standard will be applied to all individuals, not just disabled individuals.

UNDUE BURDEN

The college will not be able to make modifications or provide auxiliary aids or services if it constitutes an undue burden. In determining whether or not an undue burden exists, the factors considered are the nature and cost of the action needed in the context of the overall financial resources of the college.

MOST INTEGRATED SETTING

Programs and activities will be offered in the most integrated setting appropriate. In other words, there will not be a separate program for those with disabilities unless the disabled student cannot be accommodated in any other way. If a separate program is offered, the disabled student may still choose to utilize the non-separate program.

EVENTS

Events that are sponsored by MCC are covered by the provisions of the law and MCC will attempt to schedule them at accessible locations whenever possible.

STUDENT GRIEVANCE POLICY AND PROCEDURE

Students with a complaint or a grievance of a non-academic nature related to their experience at the school should follow the grievance process outlined below:

Step One: The student should first request a conference with the staff member who is directly involved in the matter. The student should discuss the issues and seek a resolution.

Step Two: If a mutually satisfactory resolution cannot be reached through a direct conference, the aggrieved party should request a conference with the employee's immediate supervisor.

Step Three: If, after all the above steps have been completed and the grievance is still not satisfactorily resolved, the aggrieved party may present all facts relevant to the grievance in writing to the Sr. Director of Institutional Effectiveness who will schedule a Grievance Committee Hearing and notify all parties concerned. The Committee will consist of the Sr. Director of Institutional Effectiveness or designee and two staff members not involved in the matter in question.

All persons directly involved, or their representatives must be present at the hearing. Both parties will be given the opportunity to discuss the grievance at that time. The Grievance Committee will then excuse the parties and immediately review and rule on the case. The decision of the Committee will be communicated to those involved in the grievance within five business days. The Committee's decision will be final.

Students with a complaint or a grievance of an academic nature should follow the grievance process outlined below:

Step One: The student should first request a conference with a faculty member who is directly involved in the matter. The student should discuss the issues and seek a resolution.

Step Two: If a mutually satisfactory resolution cannot be reached through a direct conference, the aggrieved party should request a conference with the Program Director.

Step Three: If it is an education matter and a conference with the Program Director fails to result in a resolution satisfactory to all concerned parties, the aggrieved party may seek a resolution from the Director of Academic Operations.

Step Four: If, after all the above steps have been completed and the grievance is still not satisfactorily resolved, the aggrieved party may present all facts relevant to the grievance in writing to the VP of Academic Affairs. VP of Academic Affairs will schedule a Grievance Committee Hearing and notify all parties concerned. The Committee will consist of the VP of Academic Affairs or designee and two staff members not involved in the matter in question. All persons directly involved, or their representatives must be present at the hearing. Both parties will be given the opportunity to discuss the grievance at that time. The Grievance Committee will then excuse the parties and immediately review and decide on the case. The decision of the Committee will be communicated to those involved in the grievance within five business days. The Committee's decision will be final.

At Midwestern Career College, a formal student complaint/grievance is defined as any nontrivial complaint, either academic or non-academic in nature. The complaint must be submitted formally in writing by a student to a member of College staff or faculty.

Examples of items which would be considered a formal complaint include but are not limited to:

- Discrimination (e.g., sexual, racial, gender) complaint against a faculty, staff or student of Midwestern Career College.
- Harassment (e.g., sexual, racial, gender) complaint against a faculty, staff or student of Midwestern Career College.
- Complaint about the failure of faculty or staff member to allow a student to pursue his/her rights to an appeal under college policies.
- Complaint about issues regarding payment and/or payment plans.
- Non-compliance with federal regulations and requirements such as ADA, Title IX, etc.

Examples of items which would be considered an informal complaint include but are not limited to:

- Classroom or building issues
- Delayed classroom start time
- Request for or concern regarding grade reports
- Inquiry regarding follow-up communication
- Inquiry regarding transcript requests
- Lack of supplies

Not every written communication from a student is considered a complaint. Examples of items which would not be considered a complaint include but are not limited to:

- Requests for exceptions to Midwestern Career College's policies (e.g., tuition, registration);
- Written letters expressing a dislike of personnel not connected to any of the complaint items listed above;
- Written letters expressing a general dislike of a policy not connected to any of the complaint items listed above;
- Letters from other people on a student's behalf;

While MCC does its best to resolve student complaints, students who remain unsatisfied after exhausting their remedies with MCC may elect to seek resolution with appropriate external bodies.

Complaints against this school may be registered with the Private Business and Vocational Schools Division, Illinois Board of Higher Education at 1 N. Old State Capitol Plaza, Suite 333, Springfield, IL, 62701; Phone (217) 782-2551 Fax (217) 782-8548; <http://complaints.ibhe.org/> or with the school's accrediting body Council on Occupational Education (COE) 7840 Roswell Road, Building 300, Suite 325, Atlanta, GA 30350, Telephone: 770-396-3898, Fax: 770-396-3790, www.council.org

STANDARDS OF STUDENT CONDUCT

Midwestern Career College strives to create an academic environment that is conducive to learning and that supports a safe and comfortable environment for all members of the MCC community. To create this environment, certain behaviors are not tolerated by MCC. The student's behavior may be subject to the corrective action whenever he or she commits or attempts to commit a violation of the Standards of Student Conduct on property belonging to or under control of the college, or at an activity, function or event sponsored or supervised by the college. In addition, if a student commits a violation of the Standards of Student Conduct while off-campus (including through technology or social media), the student's behavior may be subject to the corrective action if the behavior adversely affects:

- the mission or reputation of the college;
- the MCC community;
- the ability of an individual member of the MCC community to pursue his/her education and/or employment (including the creation of a hostile environment); or a function or operation of the college.

PROHIBITED CONDUCT

- Academic Dishonesty: any means of cheating, plagiarism, falsification or academic dishonesty.
- Alcohol: MCC is an alcohol-free campus. Therefore, sale, exchange, use, possession or consumption of alcoholic beverages on campus is prohibited.
- Destruction of Property and/or Vandalism: the intentional and/or reckless destruction of property; damaging, destroying, defacing, tampering, misuse, or abuse of college property or the property of individuals.
- Disruptive Conduct, Harassment, and Intimidation: conduct that is disorderly, unnecessarily disturbs others, and/or is disruptive to the standard practices and functions of the college. Behavior that is harassing, intimidating or threatening is prohibited.
- Disruptive Classroom Conduct: disruptive classroom conduct means engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities.
- Discrimination: Intentional discrimination against a person or group of people on the basis of race, color, religion, national origin, sex, age, disability, veteran status, or sexual orientation, gender identity, or gender expression except where such distinction is allowed by law.
- Disruption/Obstruction: obstructing or interfering with MCC functions or any MCC activity. Conduct that is disorderly, unnecessarily disturbs others, and/or is disruptive to the standard practices and functions of the college, including but not limited to, fighting, quarreling, excessive noise, a disruption by the use of all types of cameras, electronic tablets, cell phones, and/or communication devices.
- Driving under the influence: driving under the influence of alcohol or other controlled substance(s).
- Drugs: MCC is a drug-free zone, therefore, the sale, exchange, use, possession, or consumption of illegal drugs on campus is prohibited.
- Externship Violations: any violation of MCC externship policies, the externship site's policies, or dismissal from a clinical site due to conduct violations.
- Failure to Comply or Identify: willful obstruction and/or failure to comply with the legitimate oral or written directive of college staff and/or instructors acting in the performance of their prescribed duty or failing to identify oneself to these persons when requested to do so.

- False Complaint: Intentionally filing a false complaint.
- False Statements: being party to falsification; giving or providing false statements, written or oral; and/or providing false information during any college proceeding or to any college official.
- Falsification of Records: altering, tampering, forging, or knowingly using falsified documents or records.
- Indecent Exposure: Intentionally exposing genitals, buttocks, or breasts in a public place without college's authorization.
- Infliction of Harm: any act that results in the infliction of pain or injury to students, staff, instructors, and all other members of the MCC community.
- Misrepresentation. misrepresenting information or providing false information to a college official.
- Misuse of Technology: intentional or reckless interference with or disruption of college technology services or resources (e.g., computer disk storage, data, software, voice communications, network), unauthorized use, misuse, abuse, alteration, disclosure or destruction of college technology services or resources, improper access to college technology services/resources, violation of intellectual property (e.g., copyright) rights or restrictions of others, or any violations of MCC Internet and Wi-Fi Acceptable Use Policy.
- Photographing or Videotaping: photographing, videotaping, filming, digitally recording, or by any other means, secretly viewing with or without a device, another person without that person's consent in any location where the person has a reasonable expectation of privacy, or in a manner that violates a reasonable expectation of privacy. This section does not apply to lawful security surveillance filming or recording that is authorized by college officials.
- Public Intoxication: presenting a threat to oneself or others due to being under the influence of alcoholic beverages or other drugs.
- Retaliation: action taken by an accused individual or an action taken by a third party against any person because that person has reported a violation of the college's sexual misconduct or anti-discrimination policies or because that person has filed a complaint, served as a witness, assisted, or participated in an investigation or proceeding. This includes action taken against a bystander who intervened to stop or attempt to stop discrimination, harassment, or sexual misconduct. Retaliation includes intimidating, threatening, or coercing an individual because of the individual's complaint or participation.
- Sexual Misconduct: any violation of the MCC Sexual Misconduct Policy including, but not limited to, engaging in or attempting to engage in sexual assault, sexual exploitation, sexual intimidation, and/or sexual harassment.
- Smoking on Campus: smoking is not permitted on MCC campus.
- The Threat of Harm: any behavior that intimidates, harasses, or intends to inflict pain or injury to another person. This includes threats towards students, staff, instructors, and all other members of the MCC community.
- Theft: any theft or attempted theft of property belonging to the College or students, staff, instructors, and all other members of the MCC community.
- Unauthorized Presence: unauthorized presence on or use of college premises, facilities, or property.
- Violation of Laws or Policy: violation of any government laws or ordinances, or of any college rules, regulations, or policies.
- Weapons: use, possession, or transportation of weapons on campus including fireworks, firearms, knives, explosives, ammunition, or any item modified or adapted to be used as a weapon.

CORRECTIVE ACTION

If any portion of the Standards of Student Conduct is violated, corrective action will take place. In deciding which initial corrective action would be appropriate, the college will consider the seriousness of the infraction, the circumstances surrounding the matter, and the student's previous record.

Examples of corrective actions:

- Oral Warning – A meeting will be held with the student(s) and Academic Manager. The details of that conversation will include the policy(s) violated and the expectations moving forward.

- Written Warning – A meeting will be held with the student(s) and Academic Manager. The details of that conversation will include the policy(s) violated and the expectations moving forward. This conversation will be documented, and the student will receive a written copy of the conversation summary and sign a copy to be kept in their student record.
- Probation - A meeting will be held with the student(s) and Academic Manager. The details of that conversation will include the policy(s) violated, the expectations moving forward, and the length of time for the probationary period. This conversation will be documented, and the student will receive a written copy of the conversation summary and sign a copy to be kept in their student record. Should another violation occur while the student is on probation, the student will be dismissed from the college.
- Dismissal - A meeting will be held with the student(s) and the Director of Academic Operations. The details of that conversation will include the policy(s) violated and the previous discussions around the student's behavior. This conversation will be documented, and a copy will be kept in their student record.

Though committed to a progressive approach to corrective action, MCC may consider certain infractions and violations of standards of conduct as grounds for immediate dismissal from the College.

DISMISSAL APPEAL

Students who have been dismissed from the college due to a violation of standards of student conduct may appeal this decision by submitting an appeal letter within fourteen (14) calendar days of the dismissal. The appeal letter needs to be submitted in person or by email to the Academic Manager. The Academic Council will review the appeal within five business days of the appeal letter receipt. The decision of the Academic Council is final and may not be further appealed.

DRESS CODE POLICY

The College reserves the right to advise any student that his or her appearance is immodest, offensive, or otherwise distracting in the educational environment, and to require students to take immediate steps to comply with reasonable expectations. Refusal to observe reasonable decorum in appearance may be cause for disciplinary action.

DRESS CODE POLICY FOR ALLIED HEALTH PROGRAMS

- Students enrolled in Allied Health Programs are required to wear MCC uniform while in school or at a clinical site. The uniform consists of dark blue scrubs, top and bottom, with the Midwestern Career College logo and comfortable closed toe and heel shoes. Students can order uniforms from the Business Office or online at <https://mccollege.libguides.com/BusinessOffice/home>.
- Hair must also be neatly combed and pulled back so that it does not hang in the face when bending over. If beards are worn, they should be short and neat in appearance.
- No hats, caps, or hair coverings of any kind are to be worn on campus, with exception to those approved for medical or religious reasons, as would be allowed in a medical work setting.
- Body piercing (other than ears) should not be visible. Oral and facial jewelry is not permitted. Clear spacers to keep piercings open are permitted.
- Tattoos should be covered if practical. The visibility of tattoos should be kept at a minimum. Any tattoo that contains offensive language or symbols must be covered.
- Hands must always be clean and the fingernails neat and well maintained. Fingernails must never extend more than 1/8" beyond the fingertip, and only clear nail polish may be worn.
- Jewelry must be kept at a minimum.
- There may additional more stringent dress code requirements for some programs and at the clinical sites. Students can talk to their Program Director or Externship Coordinator if they have any questions.

STUDENT ID/ACCESS CARD POLICY

The purpose of the Student ID/ Access Card Policy is to provide reasonable security and privacy to the MCC community.

STUDENT IDENTIFICATION CARDS

Midwestern Career College Student Identification Cards (IDs) are the property of MCC and their use is governed by the College.

- Student IDs are issued only to active full- or part-time students at Midwestern Career College.
- Students must always carry and display their Student IDs while on College and externship site premises. Student IDs may also be required for admission or access to various College activities and facilities outside of College premises.
- Student IDs are non-transferable; lending the ID card to anyone for any purpose is prohibited and may result in a disciplinary action.
- Student ID cards must be surrendered to College officials upon request; failure to comply may result in a disciplinary action.

The first Student ID card is provided free of charge. Student ID card replacement fee is \$15.

BUILDING/FACILITIES ACCESS CARDS

All College building/facilities access cards (Access Cards) are the property of MCC and their use is governed by the College.

- When applicable, Access Cards are provided to students only for the period of enrollment and must be returned to College officials upon program completion or withdrawal from the College.
- Failure to return the Access Card upon program completion or withdrawal from the College will result in a \$50.00 charge to the student's account.
- Access Cards are non-transferable; lending the access card to anyone for any purpose is prohibited and may result in a disciplinary action.
- Access Cards must be surrendered to College officials upon request; failure to comply may result in disciplinary action.

The first Access Card is provided free of charge. The Access Card replacement fee is \$50.00.

CAMPUS VISITORS POLICY

Access to academic and laboratory facilities on the College campuses is generally limited to students, employees, and faculty for the purpose of study, work, teaching, and conducting other college-related business.

Visitors on College campuses who are not students, faculty, or staff are required to check-in at the campus front desk and must be accompanied by a staff member or a student at all times while on campus.

Visitors meeting a student on campus are required to wait at the front desk area. Visitors attempting to locate a student on campus are required to check-in at the campus front desk. College employees will attempt to contact the student but, otherwise, will not be able to confirm student's presence on campus. If the student cannot be contacted, visitors will not be allowed to walk around campus premises.

All visitors are required to conduct themselves in accordance with the law, as well as commonly accepted standards of behavior and safety. A visitor who does not conduct themselves accordingly will be asked to leave College premises immediately. The failure to leave College premises will result in law officers being called who will take appropriate law enforcement action. This policy does not require any College employee to take any action that would jeopardize the personal safety of any employee, student, visitor or other party.

Visitors are generally restricted to administrative and public areas of the campus. Access to the classrooms and laboratories is limited to those enrolled in the courses meeting there. On a case by case basis, the Program Director, Academic Manager, or designee may give permission to one or more visitors to be present in the classroom or laboratory if, in their judgement, such presence will not interfere with conducive learning environment.

Visitors, including children, are not allowed to accompany students at their clinical site.

Children are restricted to administrative and public areas of the campus and must be accompanied by a parent or a legal guardian at all times while on campus. Children are not allowed in the classrooms or laboratories, with the exception of those who have been pre-approved by the Program Director to participate as volunteers in one of the clinical labs. Children-volunteers must be accompanied by a parent or a legal guardian for the entire duration of the lab.

STUDENT HEALTH SERVICES

The College does not provide health services for students. In the event of a student medical emergency, an alerted staff or faculty member will dial 911 for medical services. Any costs incurred for medical services will be the student's responsibility.

STUDENT HOUSING

The College does not have dormitory facilities. It is the student's responsibility to find living accommodations.

TUTORING

Students who need academic assistance may request tutoring by filling out the form located at <http://mccollege.libguides.com/home/tutoring>.

Student classroom attendance of at least 70% is required to be eligible for the tutoring sessions.

STUDENT ADVISING

Students may experience educational, personal, or financial problems during their enrollment. The College welcomes the opportunity to assist students in working out solutions to these problems. Students experiencing difficulties in these areas are advised to contact the Program Director. Students requiring other types of professional assistance beyond that offered by the College will be referred to the appropriate agencies within the community.

LEARNING RESOURCE CENTER

The College considers learning resources as one of the vital parts of its educational programs. The Learning resource center (LRC) houses College library which consists of a collection of books, audio and video material relevant to the programs of instruction to assist students with completing class work including research assignments. The library also offers e-library resources, Gale Virtual Reference Library (GVRL) and LIRN. These resources are accessible from any computer that is equipped with internet access.

Hours of Operation:

Monday – Thursday from 9 a.m. – 6 p.m., Friday from 9:30 a.m. – 4 p.m.

LIBRARY

Online library resources are available to all students at <http://mccollege.libguides.com/home/libtools>

GVRL (GALE VIRTUAL REFERENCE LIBRARY)

Gale Virtual Reference Library (GVRL) is an electronic library to support student learning.

To access the GVRL database, click on <http://mccollege.libguides.com/home/databases>

Click on Gale Virtual Reference Library link

GVRL's password: student

LIBRARY AND INFORMATION RESOURCES NETWORK (LIRN)

Library and Information Resources Network is a consortium of educational institutions that have joined together to share access to information resources.

https://proxy.lirn.net/MidwesternCareerCollege?groupID=1&action=source&sourceID=ProQuest_pqcentral

Username: mccollege

Password: student

JOB PLACEMENT ASSISTANCE

Midwestern Career College is dedicated to assisting students in making informed decisions about their educational opportunities. The Career Services Department is available to provide one-on-one support to drive better career outcomes for students. The department offers individual counseling, professional development workshops, resume & cover letter writing, mock interviews, job search techniques, and career fairs.

However, the College does not guarantee employment either explicitly or implicitly. Every effort is made to provide students and recent graduates with leads, contacts, and the necessary resources to help them in finding employment in their respective fields. Although the school provides assistance, the student must assume the responsibility for securing employment. The College is not responsible for finding the student employment.

PLACEMENT, RETENTION AND GRADUATION RATES

The College's placement, retention, graduation, and completion rates are posted on the MCC's Consumer Information page <https://mccollege.edu/consumer-information/>.

TOBACCO POLICY

In keeping with the college's intent to provide a safe and healthful work environment, the use of tobacco products on and around a College campus is prohibited.

DRUG AND ALCOHOL RELATED POLICIES

Consistent with its mission as an institution of higher education, Midwestern Career College (MCC) is committed to educating students, faculty, and staff on the dangers of alcohol and drug abuse, and to maintaining an environment in which such behavior is prohibited.

DRUG AND ALCHOCOL ABUSE POLICY

While on campus or at any school-sponsored event, faculty, staff, and students may not possess, use, deliver, sell, or distribute any illegal substance. Further, faculty, staff, and students may not possess or consume alcoholic beverages on College property or at College-sponsored events, nor be present on College property or at College-sponsored events while visibly under the influence of alcohol or illegal substances.

Effective January 1, 2020 recreational cannabis (marijuana) has been legalized in the state of Illinois pursuant to the Cannabis Regulation and Tax Act. However, cannabis (marijuana) remains an illegal substance under Federal law and State law does not supersede Federal law in this area.

The physical presence of cannabis on the school property, while on clinical assignment or at any school-sponsored event remains banned in accordance with federal law.

MCC will not tolerate impaired students regardless of the legality or illegality of the intoxicating substance.

The College will impose disciplinary sanctions on students and may administratively withdraw from classes those who violate this policy. Students who fail drug test before or while the clinical rotation will be withdrawn from the clinical course and, consequently, from their program of study.

PENALTIES/DISCIPLINARY ACTIONS

Persons who violate this policy will be subject to disciplinary action by the College, with penalties up to and including the termination of enrollment/employment (dismissal). Individuals will also be subject to penalties and sanctions imposed by local, state, and federal laws. Students should be aware that substance abuse carries legal consequences, which may include imprisonment, fines, and/or loss of property. The drug abuse statutes for Illinois can be found at the following links:

Illinois Controlled Substances Laws: www.ilga.gov/legislation/ilcs

Illinois Laws Regarding Possession of Alcohol by Person Under 21 Years of Age:
www.illinois.gov/ilcc/Education/Pages/Under21Laws

DANGERS OF ADDICTION AND SUBSTANCE ABUSE

All students should be aware that substance abuse causes serious health risks, including altered moods, altered behavior, sleep disorders, distorted senses, and permanent damage to the liver, heart, and central nervous system. More information about addiction, the drugs and substances of “substance abuse,” and the health risks of substance abuse can be found at the following links:

National Institutes of Health - Facts about Addiction: www.addiction.com/a-z/national-institutes-of-health/

National Institutes of Health - The Drugs of Addiction: www.drugabuse.gov

Illinois Department of Human Services Alcoholism and Addiction Services: lifecenter.ric.org

REHABILITATION

MCC will encourage and assist employees with chemical dependencies to seek self-help or professional treatment and will provide students with information about local agencies and community resources to assist persons with dependency problems. There are local government and charitable agencies and resources available to assist individuals with dependency issues.

Some of these resources can be found at the following link: treatmentcenters.com/local/illinois.

ENFORCEMENT

All student disciplinary enforcement under this policy shall be at the discretion of the CEO and shall be based upon the severity of the offense and the actions of the student with regard to the incident. Employee disciplinary enforcement under this policy shall also be at the discretion of the CEO. MCC management shall be the sole judge of the sufficiency of the evidence in such matters.

Disciplinary and administrative decisions regarding this policy shall be made in a manner consistent with applicable law. MCC reserves the right to make referrals to law enforcement authorities and may permit law enforcement officials to conduct searches of MCC’s facilities at any time.

The College is committed to preventing the abuse of alcohol and the illegal use of drugs and alcohol by its students. The College prohibits illegal use of drugs and alcohol on or around the College campus or as part of activities sponsored by the College.

Under this policy, the possession and/or consumption of beer or other alcoholic beverages is not allowed on or around the College campus. All students must abide by this policy as a condition of enrollment. Continued enrollment following receipt of this policy constitutes acceptance of this policy by the student.

The following policy is established to meet this intent and to ensure compliance with both the Drug-Free Work Place Act and the Drug-Free Schools and Communities Act:

- The College strictly prohibits the unlawful manufacture, distribution, dispensation, possession or use of illegal drugs and alcohol in the workplace, on or around the college campus or as a part of college-sponsored activities. Violations of applicable local, state, and federal laws may subject a student to a variety of legal sanctions, including, but not limited to fines, incarceration, imprisonment and/or community service requirements.

- The College will impose disciplinary actions on students and may administratively withdraw students from classes who violate this policy.

VACCINATIONS POLICY

MCC does not require proof of vaccinations or immunizations prior to admission. However, students must be able to provide documentation proving immunity (natural or artificial) to Measles, Mumps, Rubella, Varicella, Tuberculosis, and Hepatitis B, or be vaccinated against these diseases prior to being registered for clinical (externship) courses in the Allied Health programs. Additional vaccinations and/or immunizations may be required for placement at certain clinical sites (Tdap, Flu vaccine etc.).

INFECTIOUS DISEASES POLICY

The purpose of this policy is to establish procedures to be followed when a college student is infected with a communicable disease. Such diseases include but are not limited to hepatitis, meningitis, mumps, AIDS, whooping cough, measles, diphtheria, chicken pox, and tuberculosis.

The College will comply with all federal and state laws applicable to students with communicable diseases.

The confidentiality of information regarding individuals infected with a communicable disease shall be respected. As long as a student with a communicable disease is able to pursue his or her education within the established academic standards and medical evidence indicates that his or her condition is not a threat to themselves or others, the student is to be treated consistently with other students.

Discrimination against or harassment of a student infected with a communicable disease is prohibited.

Individuals with a communicable disease are required to inform the Academic Manager. Failure to do so may cause a student to be administratively withdrawn from the College.

The College shall request from the student a medical report from a licensed physician.

The student may be administratively withdrawn from classes if it is determined on the basis of medical evidence that his/her continued attendance poses an unacceptable risk to himself/herself or to others.

REPORTING WORKPLACE HAZARDS

The College is committed to create and maintain a safe learning environment. The College administration, faculty, and staff conduct periodic inspections of the College campus to identify and evaluate workplace hazards and unsafe work practices. Means of correcting discovered hazards and/or protecting individuals from the hazards are determined and implemented promptly. The College encourages employees and students to report health and safety hazards to the management.

CRIME STATISTICS REPORTING

The College is adhering to The Campus Security Act (Public Law 102-26) that requires postsecondary institutions to disclose the number of instances in which certain specific types of crimes have occurred in any building or on any property owned or controlled by the College. In compliance with this law updated crime statistics document is distributed to the students, staff and faculty on the annual basis. A paper copy of the Campus Security Report is available upon request from the Registrar's Office and is published at <https://mccollege.edu/wp-content/uploads/2018/09/Campus-Security-Report-2018.pdf>

CLERY/CAMPUS SECURITY ACT

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, codified at 20 USC 1092 (f) as a part of the Higher Education Act of 1965, is a federal law that requires colleges and universities to disclose

certain timely and annual information about campus crime and security policies. All public and private institutions of postsecondary education participating in federal student aid programs are subject to the act.

The Clery Act, originally enacted by the U.S. Congress and signed into law by President George Bush in 1990 as the Crime Awareness and Campus Security Act of 1990, was championed by Howard & Connie Clery after their daughter Jeanne was murdered at Lehigh University in 1986. They also founded the non-profit Security On Campus, Inc. in 1987. Amendments to the Act in 1998 renamed it in memory of Jeanne Clery.

On May 17, 1996, the President of the United States signed Megan's Law into federal law. As a result, local law enforcement agencies in all 50 states must notify schools, day care centers, and parents about the presence of dangerous offenders in their area. Students and staff are advised that the best source of information on registered sex offenders in the community is the local Sheriff's Office or Police Department. The following link is a list of the most recent updated information regarding registered sex offenders by state and county:

<https://www.fbi.gov/scams-and-safety/sex-offender-registry>.

The full title of the Clery Act is the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. It has been amended several times, most recently by the Violence Against Women Reauthorization Act of 2013 (VAWA) enacted March 7, 2013. Among other provisions, VAWA requires institutions to compile statistics for certain crimes that are reported to campus security authorities or local police agencies, including incidents of sexual assault, domestic violence, dating violence, and stalking. These crime statistics must be reported to the Department through the web-based data collection. Schools must also include certain policies, procedures, and programs pertaining to these crimes in their annual security reports. Final regulations to implement these statutory changes to the Clery Act were published on October 20, 2014 and went into effect on July 1, 2015. See DCL GEN-15-15 for a summary of major changes to the Clery Act regulations.

HEA Sec. 485(f)

20 U.S.C. 1092(f)

34 CFR 668.46

VIOLENCE AT SCHOOL

Midwestern Career College strongly believes that all students and all employees should be treated with dignity and respect and will take appropriate action necessary to help ensure that MCC locations are and remain violence free. This policy is intended to ensure the highest standard of health and safety for all Midwestern Career College students, employees, and the general public.

Under no circumstances are the following items permitted on MCC property (including parking lots), vendor properties, or at any MCC sponsored event location:

- Any type of firearm or ammunition
- Dangerous chemicals
- Explosives
- Blasting caps or any ingredient of an explosive or incendiary nature
- Other weapons or any objects that could be used for injury or intimidation

Threatening, intimidating, coercing, harming, or interfering with the performance of employees, applicants, students, vendors, managers, or the general public is strictly prohibited. Based on reasonable supporting facts or witnesses, appropriate disciplinary action will be taken, up to and including program withdrawal, against any student who violates this policy or is aware of a violation of this policy and fails to report to campus administration.

CONSTITUTION AND CITIZENSHIP DAY POLICY

As per Department of Education regulations, each educational institution that receives Federal funds for a fiscal year shall hold an educational program on the United States Constitution on September 17 of such year for the students served by the educational institution. However, when September 17 falls on a Saturday, Sunday, or holiday, Constitution Day shall be held during the preceding or the following week. MCC will implement this policy by

conducting workshops and/or preparing and distributing Constitution and Citizenship Day related material to all the students in attendance on such date.

For information on Constitution Day, go to www.constitutionday.com

VOTER REGISTRATION

The Higher Education Act Amendments of 1998 require colleges to make a good faith effort to make voter registration forms available to students. Voter registration forms are available online at Illinois State Board of Elections Website below:

http://www.elections.state.il.us/downloads/votinginformation/pdf/illinois_voter_information.pdf

In addition, copies of Voter Registration Forms are available at the Registrar's Office.

FERPA (FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT) POLICY

The Family Educational Rights and Privacy Act of 1974, (FERPA) is a federal law that protects the privacy of students' education records. FERPA affords eligible students certain rights with respect to their education records.

An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution at any age, therefore MCC considers an "eligible student" any student who is currently attending MCC or has attended the College. FERPA does not apply to MCC applicants who have been admitted, but who have not been in attendance.

MCC fully complies with the Family Educational Rights and Privacy Act of 1974, as amended, in respecting the students' specific, protected rights regarding the release of their education records:

- The right to inspect and review the student's education records within 45 days of the day that MCC receives a written request for access.
- The right to request the amendment of the contents of an education record that the student believes is inaccurate, misleading, or otherwise in violation the student's privacy rights under FERPA. FERPA does not address issues involving assigned grades for academic work.
- The right to consent to disclosures of personally identifiable information (PII) contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
- The right to file with the Department of Education a complaint concerning alleged failures by MCC to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

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

MCC can disclose education records without a student's prior written consent under the FERPA exception of disclosure to school officials with legitimate educational interests.

A school official is typically a person employed by MCC in an administrative, supervisory, and academic, or support staff position, a person or company (vendor) with whom MCC has contracted as its agent to provide a service instead of using MCC's employees or officials (attorney, auditor, collection agency, IT service provider, etc.); an organization conducting studies for MCC for the purpose of assisting in accomplishing the MCC's mission; a volunteer serving MCC in a position requiring access to student records who performs an institutional service or function for which the college would otherwise use its own employees and who is under the direct control of the school with respect to the

use and maintenance of PII from education records (including but not limited to a student serving on an official committee or assisting another school official in performing his or her tasks).

A school official has a legitimate educational interest if the official needs access to an education record in order to fulfill his or her professional responsibilities.

Upon request, MCC may disclose education records without consent in the following cases:

- to officials of another school in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer;
- to appropriate persons in connection with an emergency if knowledge is necessary to protect the health or safety of a student or other persons;
- to accrediting organization(s) to carry out their accrediting functions;
- to federal, state or local education authorities as defined in FERPA regulations ("Federal and State Authorities") in connection with program evaluation, research, or data compilation of state or federally supported education programs;
- to organizations conducting studies for, or on behalf of, the school;
- in compliance with judicial order or lawfully issued subpoena, after MCC has made a reasonable effort to notify the student if the notification is not prohibited by the subpoena;
- in connection with a student's request for financial aid (to determine the student's eligibility and/or the amount/conditions of aid or to enforce terms or conditions of the aid);
- if a state law adopted before FERPA (November 19, 1974) requires disclosure and superseded FERPA.

DIRECTORY INFORMATION

Directory information is defined by the Family Educational Rights and Privacy Act of 1974 (FERPA) as information contained in a student's education record "that would not generally be considered harmful or an invasion of privacy" if disclosed. Each institution has the right to define, within the limits of FERPA regulations, the data that it considers directory information.

MCC has designated the following information as directory information:

- Student Name
- Student ID number (in the capacity of an electronic identifier or displayed on a student ID card)
- Student Address
- Telephone Number
- Email Address
- Current Enrollment Status (number of enrolled credit hours, full-time or part-time status)
- Program of Study
- Student Photograph
- Dates of Attendance (Dates of Enrollment)
- Certifications, honors, and other credentials received related to the program of study

The College follows FERPA regulations' definition of dates of attendance as the period during which a student attends or attended an institution. Examples of "dates of attendance" include start and end date of student enrollment period, an academic year or a specific quarter. The definition does not include specific daily records of a student's attendance at the College.

MCC may disclose appropriately designated "directory information" without student's written consent unless the student requests in writing that it be kept confidential. MCC does not release lists of students or name-and-address labels to businesses or agencies that do not fall within the scope of the definition of "school official with legitimate educational interest" listed above.

Students who do not want their directory information to be released without their prior written consent must notify the College in writing within 30 days of the program start date listed on their Enrollment Agreement or within 30 days of receiving annual FERPA notification statement. MCC refers to this action as "FERPA Block."

For any student, whose directory data is placed on "FERPA Block," MCC will:

- state, "We can provide no information on that person" to any request for information;
- refuse to release any information about the student to any non-institutional person or organization, including but not limited to family and relatives, current or future employers, insurance companies, media outlets, honor societies, etc.;
- omit student's name from any college publications or listings;
- give no financial aid or personal information over the phone.

A student should carefully consider FERPA Block request since it could have undesired results. MCC will honor the student's request to withhold directory information but cannot assume responsibility to contact the student for subsequent permission to release this information. Regardless of the effect upon the student, MCC assumes no liability because of honoring the student's written instructions that directory information be withheld. FERPA Block status remains in effect until the student notifies the College in writing to remove it.

FERPA AND DECEASED STUDENTS

FERPA's protection of personally identifiable information in a student's education records ends at the time of a student's death and is a matter of institutional policy. As a courtesy to the families of recently deceased students who were enrolled at the time of death, MCC generally will not release information from educational records of deceased students, unless required to do so by law or authorized to do so by the deceased student's spouse, parents, children, or executor of the deceased's estate.

APPROVED LEAVE OF ABSENCE (LOA)

A leave of absence (LOA) is a temporary interruption in a student's program of study.

During an approved LOA, a student is not considered withdrawn from the program of study and no calculation of the return of Title IV Financial Aid Funds is required.

Under normal circumstances, the student must apply for an LOA in advance allowing sufficient time for the Registrar's Office to review and process the request. A signed and dated LOA request must be completed by the student and submitted to the Registrar's Office before an LOA can be approved.

The request must detail temporary circumstances requiring leave from school and student's intent to return to the program of study at the end of an LOA period. When applicable, additional documentation may need to be provided to support the request.

The Registrar's Office will authorize a leave of absence only if there is a reasonable expectation that the student will return to the program of study. Multiple leaves of absences may be granted but must not exceed a total of 180 days in any 12-month period.

Reasons for granting a leave of absence may include, but are not limited to:

- Medical problems
- Jury duty
- Pregnancy
- Death of a family member
- Military duty

FINANCIAL AID/TUITION PAYMENT PLAN DURING LOA PERIOD

Students receiving Title IV financial aid will not receive federal financial aid disbursements during their leave of absence period. Students on a tuition payment plan are required to keep up with their monthly payments unless prior arrangements have been made with the Business Office.

RE-ADMISSION FOLLOWING A LEAVE OF ABSENCE

Upon return from a leave of absence, the student is required to meet with Registrar's Office. Students receiving Title IV financial aid must also meet with the Financial Aid Department to reinstate their funds.

For students enrolled in credit-hour term programs, a student returning from an LOA must complete the coursework that he or she began prior to the LOA. The student will not be charged any fee for the repeat of courses from which the student took leave or for re-entry from the leave of absence.

The date the student return to class is normally scheduled for the beginning of a term but may differ based on class schedule and availability.

FAILURE TO RETURN FROM A LEAVE OF ABSENCE

A student who fails to return from an LOA on or before the date indicated in the written request will be withdrawn from the program, and the College will invoke the refund policy. As required by federal statute and regulations, the student's last date of attendance prior to the approved LOA will be used to determine the amount of funds the College earned and make any refunds that may be required under federal, state, or College policy.

For students who have received federal student loans failure to return from an approved LOA, depending on the length of the LOA, may have an adverse effect on their loan repayment schedules. Federal loan programs provide students with a grace period that delays the students' obligation to begin repaying their loan debt for six months (180 days) from the last date of attendance. If a student takes a lengthy LOA and fails to return to school after its conclusion, some or all the grace period may be exhausted, forcing the student borrower to begin making repayments immediately.

WITHDRAWAL FROM THE COLLEGE

A student may withdraw from MCC at any time by completing the Student Program Withdrawal Form and submitting it to registrar@mccollege.edu or the Registrar's Office.

Withdrawing from the college and/or the program may have both academic and financial aid consequences. The students are encouraged to understand the consequences before deciding to withdraw. Students receiving financial aid are advised to contact the Financial Aid Office to discuss the consequences of a withdrawal.

The College will withdraw any student who fails to attend at least one scheduled course for a period of 14 calendar days (excluding scheduled breaks of five (5) calendar days or more). The college also reserves the right to dismiss any student whose attendance, conduct, and/or academic or financial standing does not meet the college's standards as outlined in the College Catalog, this agreement, student handbook, and externship handbook.

INTERNATIONAL STUDENT POLICIES

MAINTAINING F-1 STUDENT STATUS

To remain in F-1 status, a student is required to:

- Be a full-time student: ESL/VESL students must be scheduled for minimum 18 hours per week; student enrolled in all other programs must be enrolled for 12 credit hours per term.
- Maintain Satisfactory Academic Progress (SAP).
- Obtain proper employment authorization before beginning any work (if applicable).
- Report changes in address, legal name or program within 10 calendar days of the change to the DSO.
- Obtain the DSO approval before traveling outside of the U.S.
- Report any intention to transfer to another school, leave the country or change status to the DSO.

- Obtain an updated I-20 when a funding source changes.
- Obtain approval from the DSO before starting a leave of absence.
- Keep a valid passport and Form I-94 at all times. Expiring passports can be renewed in the United States through the Embassy of the student's home country.
- File timely request for practical training and other changes or additions.
- Students who fail to maintain their F-1 student status are considered to be "out of status" and are not eligible for any student status benefits such as on- and off-campus employment, practical training or registration for future courses. Out-of-status students must apply to USCIS to reinstate their F-1 status.
- Eligibility for student visa benefits can be regained if USCIS approves the reinstatement. For questions regarding the status reinstatement, students should contact the DSO.

SOCIAL SECURITY NUMBER REGULATIONS

Federal regulations prohibit international students with F-1 visas from receiving a valid Social Security Numbers for employment purposes unless the student receives on-campus or off-campus employment, curricular practical training (CPT), or optional practical training (OPT). To apply for a Social Security Number, students must see an International Admissions Coordinator, International Student Advisor/DSO who will explain the process based on the student's employment options.

The following documentation will need to be provided to Social Security Office:

- A completed Form SS-5
- An I-20 Form with page 2 completed and signed by DSO
- An I-94 Form
- A valid passport
- Evidence of employment (letter from the employer with employment start and end dates)
- Confirmation letter from the DSO verifying the employment offered
- Students who receive a Social Security Number must provide the number to the Registrar.

DRIVER'S LICENSE

To apply for or renew a driver's license, students should see the International Student Advisor/DSO.

F-1 STUDENT EMPLOYMENT OPPORTUNITIES

"Employment" is defined as the rendering of services on either a part-time or full-time basis for compensation, financial or otherwise. It is important to remember that the employment of F-1 international students is restricted and controlled by U.S. Citizenship and Immigration Services (USCIS) regulations. Failure to comply with USCIS regulations will result in termination of F-1 student status.

EMPLOYMENT ELIGIBILITY VERIFICATION FORM (I-9 FORM)

F-1 international students who are authorized for employment and their employers must complete the Employment Eligibility Verification Form (I-9 Form). The employer will retain the form. The I-9 Form must be updated each time a student receives a renewal of work permission. In general, F-1 students who have been in the U.S. less than five years may be exempt from Social Security (FICA) taxes. Student earnings are subject to applicable federal, state, and local taxes. Students must file a tax return on or before April 15th each year, which will determine if any of the withheld taxes can be refunded.

ON-CAMPUS EMPLOYMENT

F-1 international students, who are enrolled full-time, may be eligible to work on campus. According to USCIS regulations, international students may work on campus up to 20 hours per week while school is in session and up to 40 hours per week during scheduled vacation breaks if on-campus positions are available. On-campus employment is not permitted after graduation. Students who participate in on-campus employment are eligible to apply for Social Security Number. The International Student Advisor/DSO can help with the SSN application process.

OFF-CAMPUS EMPLOYMENT BASED ON ECONOMIC NECESSITY

F-1 international students may not work off-campus unless they receive permission from the U.S. Citizenship

and Immigration Services (USCIS). To qualify for work permission due to economic necessity students must have been in the U.S. on an F-1 visa for at least one academic year, be enrolled full-time, and be in good academic standing. In addition, students must prove to USCIS that their financial circumstances have changed unexpectedly and that they no longer have sufficient funds to remain in school. They must also prove that work will not interfere with their studies. When circumstances warrant, USCIS will grant that permission based on severe and unforeseen economic hardship.

PRACTICAL TRAINING

International students cannot engage in internships/externships, including volunteer positions, without approval from the U.S. Citizenship and Immigration Services (USCIS) and the College.

There are two types of Practical Training: Curricular Practical Training and Optional Practical Training.

CURRICULAR PRACTICAL TRAINING

F-1 students may engage in curricular practical training under certain conditions and only after receiving DSO approval.

To qualify for CPT, the student must:

- Continually maintain the F-1 student status in the U.S. and be active in SEVIS while applying. Students waiting for reinstatement, applicants wishing to transfer to the college with a terminated or a completed status, or those with a newly approved status change are not eligible for CPT.
- Be lawfully enrolled on a full-time basis for one academic year in the U.S. prior to CPT authorization.
- VESL and ESL students are not eligible for CPT.

CPT APPLICATION AND AUTHORIZATION PROCEDURES

Students who meet all eligibility requirements for CPT must submit the following paperwork:

- CPT Request Form;
- Completed externship packet.

If CPT request is approved, the student will receive a new I-20 Form with CPT authorization. Students may engage in CPT employment only after they have received the I-20 Form with CPT authorization from the DSO. Work authorization is valid only for the specific externship site and the time period as approved and recorded by the DSO as evidenced on the I-20 Form. Students can neither begin externship until the CPT has been approved, nor continue externship beyond the date listed on their I-20 Form.

MAINTAINING CPT AUTHORIZATION

To maintain the CPT authorization students must:

- Maintain full-time enrollment at all times while participating in CPT. CPT authorization will be voided if a student falls below the full-time status or is withdrawn from the program. Students authorized to take a leave of absence will not be eligible for CPT during the time of the leave.
- Maintain Satisfactory Academic Progress (SAP).
- Complete all externship requirements as prescribed by their program of study.
- Engage in externship only at the approved externship site and during the time period as authorized by the DSO on the I-20 Form.
- Immediately report any termination of externship to the Director of Clinical Externships and DSO.

OPTIONAL PRACTICAL TRAINING

Optional practical training is designed to permit international students to gain practical experience in their major field of study after graduation and up to 12 months. USCIS permits international students to gain this experience during the year following their graduation. Students who obtain permission to engage in practical training after graduation remain in F-1 student status and may work legally and earn a salary without attending the school.

USCIS requires international students to work in a position that is directly related to their major.

A job offer is not required to apply for practical training after graduation. USCIS permits students to search for jobs during the one year of practical training, but the students may only be unemployed 90 days out of one year of OPT. USCIS also permits students to work as volunteers or unpaid interns, as long as their work meets OPT requirements and does not violate any local labor laws.

To qualify for OPT, F-1 students must apply for Employment Authorization Document (EAD) within the following time period: no more than 90 days prior to graduation and no more than 60 days after graduation. Applications are completed by DSO, after which the student must send applications to USCIS for adjudication. Approval often takes two to three months, so students are encouraged to apply early.

REDUCTION IN COURSE LOAD

Students considering dropping below full-time enrollment for any reason must first receive DSO approval. Dropping below full-time course load without the DSO approval will jeopardize student's F-1 student status.

Students may be eligible for a reduction in course load in the following situations:

- **Academic Difficulties:** If a student is facing difficulties with the English language or reading requirements; is unfamiliar with the U.S. teaching pedagogy; or has been improperly placed in a course level, he or she should meet with the DSO who may authorize a reduction in course load. A reduced course load may not be available in some programs. The Code of Federal Regulations (CFR) states that a student must resume a full course of study at the next available term in order to maintain F-1 student status. According to the CFR, except as otherwise noted, a reduced course load must consist of at least nine clock hours a week.
- **Medical Conditions:** To authorize a reduction in course load due to a medical condition, students must provide medical documentation to the DSO.

TRAVEL

Students who plan to travel outside of U.S. including trips to Canada or Mexico must receive DSO approval and appropriate documentation before leaving the country, otherwise they may be denied re-entry into the U.S. To receive DSO approval, the students must submit the following documents at least two weeks before departure:

- Current I-20
- Copy of Passport (must be valid at least six months from the departure date)
- I-94 card
- Proof of travel documents.

TRANSFERRING OUT

Students planning to transfer to another school in the U.S. should first consult with the International Student Advisor/DSO on their transfer eligibility. To complete the transfer, the student must provide the following documents:

- A transfer form and acceptance letter
- Accepting institution's address and contact information
- Students must update their contact information before transferring out

In order to be transferred "in-status" students must be in good academic standing with the College. Transfer out requests take 5 – 10 business days to process. To avoid jeopardizing their F-1 status, students must check that their transfer out was completed upon arrival at the new school.

Financial Aid Policies

Midwestern Career College firmly believes that access to education beyond high school is the right of every individual. Lack of financial resources alone should not be a barrier to continuing one's education. Therefore, MCC is an eligible institution participating in federal financial aid programs. Financial Aid is available to those who qualify.

The purpose of financial aid is to assist those students who, without such aid, would be unable to attend MCC. The primary responsibility for meeting the costs of education rests with the individual students and their families.

FSA ID

The beginning point for all federal aid starts with a student applying for an FSA ID, made up of a username and password, to access certain U.S. Department of Education websites. Your FSA ID is used to confirm your identity when accessing your financial aid information and electronically signing your federal student aid documents. Students (and Parent(s), if the student is deemed dependent) can apply online through the Department of Education website at <https://fsaid.ed.gov/npas/index.htm>. A FSA ID is needed in order to complete the Free Application for Federal Student Aid (FAFSA®).

FAFSA®

To apply for federal student aid, such as federal grants, loans, and work-study, the prospective student will need to complete the Free Application for Federal Student Aid (FAFSA®) located at www.fafsa.ed.gov. Completing and submitting the FAFSA® is free and easier than ever and gives the prospective student access to the largest source of financial aid to pay for college or career school.

In addition, many states and colleges use FAFSA® information to determine the prospective student's eligibility for state and school aid, and some private financial aid providers may use the FAFSA® information to determine whether the prospective student is qualified for their aid.

TO BE ELIGIBLE TO RECEIVE FEDERAL STUDENT AID, A STUDENT MUST:

- Be a citizen or eligible non-citizen of the United States
- Have a valid Social Security Number (SSN). Federal law requires students and parents to provide their SSNs to confirm the identity for college and university loan eligibility, grants, and work assistance. An institution may not distribute title IV HEA funds to students until satisfied that SSN is accurate.
- Have a high school diploma or a General Education Development (GED) certificate or have completed homeschooling
- Be enrolled in an eligible program as a regular student seeking a degree or certificate
- Maintain satisfactory academic progress
- Not owe a refund on a federal student grant or be in default on a federal student loan
- Register (or already be registered) with Selective Service, if you are a male and not currently on active duty in the U.S. Armed Forces.
- Not have a conviction for the possession or sale of illegal drugs for an offense that occurred while you were receiving federal student aid (such as grants, loans, or work-study).

Many types of federal student aid, such as the Federal Pell Grant or subsidized loans where the government pays the interest while you are in college, also require you to have financial need.

Additionally, once a student has a bachelor's degree or a first professional degree, he/she is generally not eligible for Pell.

Other requirements may apply. Contact the Financial Aid Office for more information.

Eligibility for federal student aid does not carry over from one award year to the next. Therefore, students need to fill out the Free Application for Federal Student Aid (FAFSA®) for each award year in which you are or plan to be a student.

Your eligibility for financial aid can differ from year to year for various reasons, including your family's financial situation and the number of your family members enrolled in college.

Check fafsa.ed.gov/help.htm for more information.

TYPES OF AID

Midwestern Career College offers the following major Federal Aid programs:

GRANTS

Federal Pell Grants are usually awarded to undergraduate students who have not yet earned a bachelor's degree. The maximum Federal Pell Grant award for the 2018/2019 award year is \$6,095 and for the 2019/2020 award year it is \$6,195. However, the actual award depends on the student's financial need, the college's cost of attendance, the student's enrollment status, and the length of the academic year in which the student is enrolled. Students can receive the Federal Pell Grant for up to the equivalent of 12 semesters.

LOANS

Loans consist of money that the student borrows to help pay for college and must be repaid (plus interest). The U.S. Department of Education has two federal student loan programs.

MCC currently participates in the William D. Ford Federal Direct Loan (Direct Loan) Program which is the largest federal student loan program. Under this program, the U.S. Department of Education is your lender.

There are four types of Direct Loans available:

- Direct Subsidized Loans are loans made to eligible undergraduate students who demonstrate *financial need* to help cover the costs of higher education at a college or career school.
- Direct Unsubsidized Loans are loans made to eligible undergraduate, graduate, and professional students, but in this case, the student does not have to demonstrate financial need to be eligible for the loan.
- Direct PLUS Loans are loans made to graduate or professional students and parents of dependent undergraduate students to help pay for education expenses not covered by other financial aid.
- Direct Consolidation Loans allow you to combine all your eligible federal student loans into a single loan with a single *loan servicer*.

The William D. Ford Federal Direct Loan Program enables students and parents to borrow money at low interest rates directly from the federal government. A Federal Direct Loan may be subsidized or unsubsidized. Direct PLUS Loans are always unsubsidized.

Subsidized loans are based on financial need and are available only to undergraduate students. The federal government pays the interest on subsidized loans while the borrower is in college and during deferment.

Unsubsidized loans are based on the student's education costs and other aid received. The borrower must pay all accrued interest on unsubsidized loans.

EXPECTED FAMILY CONTRIBUTION (EFC)

The financial aid office will determine how much financial aid you are eligible to receive. Your eligibility for most federal student aid depends on a variety of factors, including your Expected Family Contribution (EFC), your year in college, your enrollment status, and the cost of attendance at the college you will be attending.

The EFC is not the amount of money your family will have to pay for college nor is it the amount of federal student aid you will receive. Think of the EFC as an index number used by your college to calculate how much financial aid you are eligible to receive. This number is used to determine your eligibility for federal student financial aid. This number results from the financial information you provide in your FAFSA[®], the application for federal student aid. Your EFC is reported to you on your *Student Aid Report* (SAR).

For more information, contact the financial aid office at your college or see *Funding Your Education: The Guide to Federal Student Aid*. *The Guide to Federal Student Aid* can be found at studentaid.ed.gov/sa/resources

REPAYMENT ESTIMATOR

The Repayment Estimator can also help you figure out which repayment plan is best for you. Results will show what your payments would be under each repayment plan. Go to the website listed below:

studentloans.gov/myDirectLoan/mobile/repayment/repaymentEstimator.action

To find out more about repayment options before receiving a Direct Loan, borrowers may contact the financial aid office or the Federal Student Aid Information Center at 1-800-4-FED-AID (1-800-433-3243).

You can also go to the Direct Loan Servicing Center website at studentloans.gov/myDirectLoan/index.action or call the center at 1-888-447-4460 for more information.

If you currently have a Direct Loan and would like the exact payment amount on your loan, you can find it out online at the website for the Direct Loan Servicing Center or you can call the center at 1-888-447-4460.

CALCULATORS TO HELP ESTIMATE AND MANAGE DEBT

Determine expenses and income to create a budget for college by going to the website below:

<http://www.youcandealwithit.com/borrowers/calculators-and-resources/calculators/budget-calculator.shtml>

CURRENT INTEREST RATES

The interest rate varies depending on the loan type and (for most types of federal student loans) the first *disbursement date* of the loan. The link below provides interest rates for Direct Loans

<https://studentaid.ed.gov/sa/types/loans/interest-rates>

FEDERAL STUDENT AID OMBUDSMAN NOTIFICATION

Students should contact the Financial Aid Director at the institution who is always ready to assist with any questions or concerns regarding Federal Family Education Subsidized or Unsubsidized Loans.

In addition, the U.S. Department of Education's Office of the Ombudsman for student loan issues is available. The ombudsman resolves disputes from a neutral and independent viewpoint. The Office of Student Financial Assistance Ombudsman will informally research borrower's issues and suggest solutions to resolve.

Student borrowers can contact the Office of the Ombudsman:

Via Email: fsaombudsman@ed.gov

Via Online Assistance: www.ombudsman.ed.gov

Via Toll-Free Telephone: 1.877.557.2575

Via Fax: 1.202.275.0549

Via Mail: U.S. Department of Education, FSA Ombudsman, 830 First Street N.E., Washington, D.C. 20202

CONFLICTING INFORMATION POLICY

The College's Financial Aid Director is required to resolve any discrepancies before disbursing aid. If any discrepancy is found the student will be required to submit additional documents in order to resolve the conflicting information. Award letters cannot be generated before resolving the conflicting information.

VERIFICATION POLICY

Verification is the process of checking the accuracy of the data supplied by the applicants. The following procedures will be followed at this College:

DEADLINE

ISIR must be in by the student's last day of attendance or by the date posted by USDE each year, whichever comes first. Students who are selected for verification must complete the verification process (submit all required forms and have the ISIR corrected) within 120 days of their last day of attendance or within 120 days of the date posted by USDE each year, whichever comes first. If the student does not complete verification within the timeframe, then the student will not qualify for Title IV at this College.

If students are selected for verification by CPS, there will be an asterisk * next to their EFC on the ISIR. MCC also may decide to select a student for verification and at their discretion, may require a student to verify any FAFSA® information and to provide any reasonable documentation in accordance with consistently applied school policies.

VERIFICATION ITEMS FOR 2018-2019 & 2019-2020

34 CRF 668.56

- Adjusted gross income (AGI)
- U.S. income tax paid
- Education credits
- Untaxed IRA distributions
- Untaxed pensions
- IRA deductions and payments
- Tax-exempt interest
- Other untaxed income
- Income earned from work
- Household size
- Number in college
- High school completion status
- Identity/statement of educational purpose

NOTIFYING STUDENTS OF VERIFICATION SELECTION

The College will notify the student of the items required in order to complete the verification process.

CORRECTION PROCEDURES

The College will send off electronically for corrections through FAA Access to CPS online.

NOTIFYING APPLICANTS OF AWARD CHANGE

If the student's award changes, the College will notify the students about the changes immediately.

REFERRING OVERPAYMENTS TO ED

If during the verification process the College discovers overpayment situations, the College should make every reasonable effort to collect the overpayment. If, however, the College is unable to collect the overpayment and the situation was not the result of an institutional error, the College must refer the overpayment case to ED. The College is to refer cases involving an overpayment of \$25 or more. The student will still owe an overpayment and

will continue to be ineligible for Federal student aid funds at any school. MCC will use the specific format for sending ED an overpayment by following the guidelines as outlined in the Federal Student Aid Handbook.

REFERRING FRAUD CASE

If we suspect that an applicant, employee, or other individual has misreported information and /or altered documentation for the purpose of increasing his or her student aid eligibility or fraudulently obtaining federal funds, we will report our suspicions (and provide evidence) to the Office of Inspector General (OIG) or to local law enforcement officials. Telephone numbers for the eight regional offices of the Inspector General are listed in the Verification Guide which can be found at <https://ifap.ed.gov/fsahandbook/attachments/1819FSAHbkAVG.pdf>

Signs of student aid fraud may include the following:

- Forged, falsified, or counterfeit documents
- Irregular signatures and certifications
- False or fictitious names, addresses, and SSNs
- Consistently misreported information
- False claims of dependency and/or citizenship status
- Offered and/or paid "kickbacks" to school staff
- Unreported or misreported receipt of student aid

ENTRANCE COUNSELING

The students must complete entrance counseling online at <https://studentloans.gov/myDirectLoan/index.action>. Students must submit proof of completion of Entrance Counseling to the Financial Aid Department. If a student fails to do so, the College will mail an Entrance Counseling Booklet on the last known address of the student.

The College requires all Financial Aid students to complete Entrance Counseling within 30 days of official admission.

EXIT COUNSELING

The College requires all financial aid students who have received any loans to complete Exit Counseling at the time of completion of their training program or at the time of official withdrawal at studentloans.gov/myDirectLoan. If a student fails to do so, the College will mail an Exit Counseling Booklet on the last known address of the student.

COST OF ATTENDANCE BUDGETS

The cost of attendance is the estimated full and reasonable cost of completing a full year as a full-time student. Cost of attendance may include:

- tuition and fees payable to the College
- books and supplies

PRIOR YEAR CHARGES

Following the Department's policy on "Prior Year Charges," the College uses current year funds for prior award year charges for tuition, fees, room and board for a maximum total of \$200.

Notes: If a student's aid package includes direct loan, the year is the loan period. If the student doesn't have the direct loan, the year is the award year.

DEPENDENCY OVERRIDES AND PROFESSIONAL JUDGMENT

The College's financial aid department handles dependency overrides and professional judgment matters on a case by case basis. Students interested in seeking further information on dependency overrides or professional judgments must see the Financial Aid Office.

STUDENT WITHDRAWAL AND R2T4 POLICY

All enrolled students are notified through the College Catalog about the withdrawal process and the student's rights and responsibilities; including how a student reports the intent to withdraw and how the student begins the withdrawal process.

HOW WITHDRAWING AFFECTS FINANCIAL AID & STUDENT LOANS

Students considering withdrawal from the program should be aware that Returns of Title IV financial aid funds are calculated according to applicable federal laws.

Federal regulations state that financial aid is earned by attending class. The student has not earned 100% of the financial aid until the student has attended beyond 60% of the term. If the student withdraws before this, a portion of his/her financial aid has not been earned, and the unearned portion must be returned. This may result in a balance on a student's account. The balance is the student's responsibility.

The unearned portion is equal to the percentage of the payment period remaining on the date of withdrawal. The student's financial aid and loan eligibility will be recalculated based on the student's actual period of attendance; therefore, the student may be required to repay a substantial portion of the financial aid. If the student stops attending class, he/she will be treated as an unofficial withdrawal, and the last date of attendance will be used to calculate any tuition adjustments. This may result in the student owing funds to the school.

RETURN OF TITLE IV FUNDS (R2T4)

Title IV funds are awarded to a student under the assumption that the student will attend the College for the entire period for which the assistance is awarded. When a student withdraws, the student may no longer be eligible for the full amount of Title IV funds that the student was originally scheduled to receive.

Regardless of any adjustment to student's charges, if he/she withdraws from the College, the student's financial aid may be adjusted based on the percentage of the term he/she completed before withdrawing. The law specifies how the College must determine the amount of Federal Financial Aid that the student earned if he/she withdraws from the College. In some cases, Federal Return of Title IV Funds (R2T4) regulations may require that aid be returned to the federal government for students who completely withdraw. The Federal Financial Aid programs that are covered by this law in which this College participates are: Federal Pell Grants and Federal Direct Loans.

When a student withdraws during a term, the amount of Federal Financial Aid earned by the student up to that point is determined on a pro-rata basis using R2T4 template worksheet developed by the Department of Education. If a student received less assistance than the amount that he/she earned, he/she may be able to receive those additional funds. If a student received more assistance than he/she earned, the excess funds must be returned by the College and/or the student.

The amount of assistance that the student has earned is determined on a pro-rata basis. For example, if a student completed 30% of the payment period, he/she earns 30% of the assistance he/she was originally scheduled to receive. Once a student has completed more than 60% of the payment period or period of enrollment, he/she earns all the assistance that he/she was scheduled to receive for that period.

If a student did not receive all of the funds that he/she earned, he/she may be due a Post-withdrawal disbursement. If the student's Post-withdrawal disbursement includes loan funds, the Financial Aid Department must get the student's permission before it can disburse them. The student may choose to decline some or all of the loan funds so that he/she doesn't incur additional debt.

The College may automatically use all or a portion of the student's Post-withdrawal disbursement of grant funds for tuition and fees. The College needs the student's permission to use the Post-withdrawal grant disbursement for all other College charges. If the student does not give his/her permission, he/she will be offered the funds.

However, it may be in the student's best interest to allow the College to keep the funds to reduce his/her debt at the College.

There are some Federal funds that a student was scheduled to receive that cannot be disbursed to him/her once he/she withdraws because of other eligibility requirements. If a student has received excess funds, the College must receive these funds back from the student and return a portion of the excess based on the Title IV Return of Funds calculated percent. The College must return a portion of the excess equal to the less of:

- Your institutional charges multiplied by the unearned percentage of your funds, or
- The entire amount of excess funds. The funds must be credited to outstanding loan balances of any amount awarded for the term in which a return is required in the following order:
 1. Federal Direct Unsubsidized (Unsub) Loan
 2. Federal Direct Subsidized (Sub) Loan
 3. Federal Parent PLUS Loan
 4. Federal Pell Grant

If the College is not required to return all of the excess funds, the student must return the remaining amount. Any loan funds that the student must return, he/she repays in accordance with the terms of his/her promissory note. That is if the student makes scheduled payments to the holder of the loan over a period of time.

Any amount of unearned grant funds that the student must return is called an overpayment. The maximum amount of a grant overpayment that he/she must repay is half of the grant funds he/she received or was scheduled to receive. The student does not have to repay a grant overpayment if the original amount of the overpayment is \$50 or less. The student must make arrangements with his/her school or the Department of Education to return the unearned grant funds. The requirements for Federal Financial Aid funds when a student withdraws are separate from the refund policy that the College has. A student may still owe funds to the College to cover unpaid institutional charges.

The College determines the earned and unearned portions of Title IV aid as of the date the student ceased attendance based on the amount of time the student spent in attendance. Up through the 60% point in each payment period or period of enrollment, a pro rata schedule is used to determine the amount of Title IV funds the student has earned at the time of withdrawal. After the 60% point in the payment period or period of enrollment, a student has earned 100% of the Title IV funds he or she was scheduled to receive during the period.

For a student who withdraws after the 60% point-in-time, there are no unearned funds. However, the College still determines whether the student is eligible for a post-withdrawal disbursement (PWD).

R₂T₄ CALCULATION

For Example: (The example shown below is only intended for the detailed explanation and it does not reflect any student withdrawal that may exist.)

A student withdrew on the 45th calendar day of a 115th calendar day payment period.

MCC College Charges:

Tuition Fee:	\$ 6,300.00
Registration Fee:	60.00
Books:	<u>325.00</u>
Total Tuition Fee:	\$ 6,685.00

Financial Aid:

Federal Pell Grant:	\$ 2,865.00
Federal Direct Sub:	1,732.00

Federal Direct Unsub: 2,672.00
Total Financial Aid Disbursed: \$ 7,269.00

Earned Aid:

- Percentage of Title IV Aid Earned based on Date of Withdrawal: $45/115 = 39\%$
- Amount of Federal Financial Aid Earned: $\$7,269.00 \times 39\% = \$2,834.91$
- 61% of the term not attended (100%-29%)

Unearned Aid:

- Amount of Federal Financial Aid Unearned: $\$7,269.00$ (total FA) - $\$2,834.91$ (earned aid) = $\$4,434.09$

Amount of Unearned Charges:

- $\$6,685.00$ (tuition fee) $\times 61\%$ (percent of term not attended) = $\$4,077.85$

Amount to school to return to Department of Education = $\$4,077.85$

The College is responsible for returning the lesser unearned Title IV aid $\$4,077.85$ or the unearned tuition fee charges ($\$6,685.00 \times 61\% = \$4,077.85$). The College will return the financial aid as follows:

Federal Direct Unsub:	\$2,672.00
<u>Federal Direct Sub:</u>	<u>\$ 519.15</u>
Total:	\$4,077.85

OFFICIAL WITHDRAWAL

A student may give notice of withdrawal from the program by filling out the Student Program Withdrawal Form and submitting it in person or by email to the Registrar's Office at registrar@mccollege.edu. The date listed on the form will be used as the official date of withdrawal.

UNOFFICIAL WITHDRAWAL

The last date of attendance will be used as an unofficial date of withdrawal if a student stops attending school and does not notify the school in writing. This also applies to students who are dismissed or removed for academic or disciplinary reasons. In this instance, a student will be administratively dropped from his/her courses on the 14th calendar day from the last day of attendance.

DATE OF DETERMINATION (DOD)

The date of determination (DOD) is the date MCC determines that a student will not return to class. Students who stop attending all of their classes without notifying MCC, will be administratively withdrawn on the 14th calendar day of non-attendance.

POST-WITHDRAWAL DISBURSEMENTS

In the event a student is eligible for a post-withdrawal disbursement based on the student's budget, awarded financial aid and Title IV funds and R2T4 calculations, a post-withdrawal disbursement must be made only after the following conditions are met.

Student and parents were verbally notified of the availability of post-withdrawal disbursements by the Office of Financial Aid within one week from the date of R2T4 calculation was performed.

In most cases, students and parents verbally notified the Office of Financial Aid within a reasonable time indicating their acceptance of available post-withdrawal disbursement amounts. The reasonable time refers to allowing sufficient time to the College to process a post-withdrawal disbursement within the deadlines set by the Department of Education.

The student has outstanding institutional charges that are due and wants to pay off those charges by applying his/her post-withdrawal disbursement. Student/Parents completed all necessary paperwork related to such post-withdrawal disbursement within a reasonable time.

The Office of Financial Aid must track the notification and authorization to make the disbursement and meet deadlines as prescribed by ED. The College must process Title IV aid within 180 days from the last day of the enrollment period.

The post-withdrawal disbursement must be applied to outstanding institutional charges before being paid directly to the student.

A student may give notice of cancellation/withdrawal to the College in writing. The unexplained absence of a student from a College for more than 14 scheduled days of class shall constitute constructive notice of withdrawal from the College. For these purposes, the date of withdrawal shall be the last day of attendance.

TIME FRAME FOR RETURN OF TITLE IV PROGRAM FUNDS

In the event of any official or unofficial withdrawals, R2T4 refund must be done within 45 days from the date of determination of such withdrawal.

STUDENT/PARENT RIGHT-TO-CANCEL POLICY (DIRECT LOANS)

The Direct Loan borrowers' have right to cancel all or a portion of the loan or loan disbursement (which will result in the loan proceeds being returned to the holder of the loan), and the procedures and time frame in which the borrower must notify the school to cancel the loan or loan disbursement.

If the borrower wishes to cancel a loan or loan disbursement, the borrower must inform the College. The school then must return any loan proceeds it has not directly disbursed to the student or parent to the holder of the loan, cancel the loan, or both, if the school receives the cancellation request within 14 days.

If the borrower informs the College after either of these deadlines, the College may still honor the student's or parent's request for loan cancellation, but the College is not required to do so. Regardless of when the College receives the request, the College must inform the student or the parent, in writing or by electronic means, of the outcome of the request.

NON-AFFIRMATIVE CONFIRMATION

Non-affirmative confirmation informs students of the types and loan amounts of Title IV loans and does not require written confirmation. Then the school must provide current cancellation notice within a shorter period of time (no earlier than 30 days before, but no later than 7 days after it credits the loan funds to the student's account). The school must also give the student 30 days to cancel all or part of the loan or loan disbursement.

CREDIT BALANCE/REIMBURSEMENT POLICY

The College will disburse an FSA credit balance to a student within 14 days of the date it was created. The disbursements of such funds will be made upon receipt of funds only from the U.S. Department of Education (USDE) and completion of the processing by the College. Since the school's program start dates are on rolling basis, the dates for credit balance disbursement vary by program. Also, payment of funds may be delayed for a particular student if the USDE requests additional documents from the Student or from the College.

If a student's account credit balance is related to non-Title IV Federal Student Aid funds (for example, external scholarships, grants, or private loans) the credit balance in the account may be reduced, returned to the source, or refunded to the student, depending on the specifics of the situation and the conditions of the award. Similarly, the disbursements of such funds will be made after the receipt of funds and upon completion of the processing by the College, which is expected within a reasonable period, often possible within a few weeks.

SPECIAL PROVISIONS FOR BOOKS AND SUPPLIES POLICY

34 CFR 668.164(l)(3)

In order to academically succeed in a program, a student must be able to purchase books and supplies at the beginning of the academic period. Therefore, by the seventh day of a payment period, a school must provide a way for a student who is eligible for a Federal Pell Grant to obtain or purchase the books and supplies required for the payment period if:

- Ten days before the beginning of the payment period, the school could have disbursed FSA funds to the student; and
- Disbursement of those funds would have created an FSA credit balance.

A school must consider all the FSA funds a student is eligible to receive at the time it makes the determination, but the school does not need to consider aid from non-FSA sources.

A student has the right to decline to participate in the process the College provides for the student to obtain or purchase books.

Academic Programs

CIP CODES

Associate of Applied Science in Accounting	52.0305
Associate of Applied Science in Business Administration	52.0201
Associate of Applied Science in Diagnostic Medical Sonography	51.0910
Associate of Applied Science in Magnetic Resonance Imaging (MRI) Technology	51.0920
Associate of Applied Science in Marketing	52.1401
Associate of Applied Science in Non-Invasive Cardiovascular Sonography	51.0901
Associate of Applied Science in Surgical Technology	51.0909
Dialysis Technologist Training Program	51.1011
Electroneurodiagnostic (END) Technologist	51.0903
Magnetic Resonance Imaging (MRI) Technologist	51.0920
Medical Assisting	51.0801
Vocational English as a Second Language	32.0109
English as a Second Language	32.0109

CIP AND SOC CODES RELATIONSHIP

The 2010 Classification of Instructional Programs (CIP) is a taxonomic coding scheme of instructional programs. Its purpose is to facilitate the organization, collection, and reporting of fields of study and program completions activity. The CIP was originally developed in 1980 by the National Center for Education Statistics (NCES) in the U.S. Department of Education. For more information on CIP codes, please visit <https://nces.ed.gov/ipeds/cipcode/default.aspx?y=55>

The 2010 Standard Occupational Classification (SOC) system is used by Federal statistical agencies to classify workers into occupational categories to collect, calculate, or disseminate data. All workers are classified into one of 840 detailed occupations according to their occupational definition. To facilitate classification, detailed occupations are combined to form 461 broad occupations, 97 minor groups, and 23 major groups. For more information on SOC codes, please visit <http://www.bls.gov/soc/classification.htm>

Relationships between CIP and SOC may be one-to-one, one-to-many, many-to-one, or many-to-many. Since SOC codes tend to be more specific than CIP codes, it is likely that one CIP code will map to multiple SOC codes. This is in part because the CIP codes describe instructional programs that will often provide training that can be applied to multiple occupations.

It is possible that there may be no direct correspondence between a CIP Code and a SOC code. This may occur because the CIP program code is not career related, because an insufficient number of institutions offer the program, to justify having a CIP-SOC code crosswalk, or because program CIP contains "other" program code (These are codes ending in "99" code format: XX.XX99 or xx.9999), and the title ends in "Other." Where the scope of the group containing an "other" CIP is broader, it may not be possible to identify SOC codes for which the CIP program provides direct preparation. This is true, in part, because the CIP provides little or no guidance or information about what specialties are classified in the "other" CIP code, and the CIP classification allows for variation by the state as to what is classified as "other." For more information on the CIP-SOC crosswalk, please visit <https://nces.ed.gov/ipeds/cipcode/resources.aspx?y=55>

Dialysis Technologist Training Program

Certificate Level

PROGRAM DESCRIPTION

The Dialysis Technologist Training Program offers students an overview of important theoretical and practical skills required to perform the duties of a dialysis technician. Under the supervision of a nurse or a physician, dialysis technicians offer vital care to patients with renal failure; the Dialysis Technologist Training Program equips students to become responsible, caring, and well-practiced professionals with a solid foundation of practical experience.

The Dialysis Technologist Training Program includes instruction in physiology, anatomy, principles of dialysis, vascular accesses, renal dialysis procedures, reprocessing, and water treatment.

PROGRAM MISSION STATEMENT

The mission statement of Midwestern Career College's Dialysis Technologist Training Program is to provide premier career-focused education in dialysis technology to prepare competent entry-level dialysis technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

PROGRAM INFORMATION

Program Length: **40 weeks**

Clock Hours: **600**

Course Prep Hours: **95**

Semester Credit Hours: **24**

Approved by the Board of Nephrology Examiners, Nursing & Technology (BONENT)

PROGRAM OBJECTIVES

The Dialysis Technologist Training Program prepares students to:

- Demonstrate the principles of dialysis and skills necessary to provide safe and effective care to the individuals undergoing dialysis treatments;
- Understand the process of operating dialysis equipment and alternate dialysis procedures;
- Assess any complications with an understanding of the problems and techniques to address the concern;
- Demonstrate critical thinking skills;
- Demonstrate an understanding of ethical and legal conduct;
- Effectively document and report dialysis treatment interventions and outcomes;
- Deliver patient education in support of overall treatment goals;
- Understand basic chemistry of body fluids and electrolytes related to dialysis;
- Understand and explain the importance of infection control in the dialysis setting.

PROGRAM GOALS

The Dialysis Technologist Training Program prepares competent entry-level dialysis technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

Cognitive

- Learn important medical terminologies and anatomy and physiology which is the underlying support and foundation for any healthcare procedures like dialysis;
- Learn important chemistry involved in blood electrolytes, body fluids, and principles of dialysis;
- Learn how to initiate and terminate safe dialysis treatments in different dialysis patient accesses.

Psychomotor

- Demonstrate high levels of critical thinking, assess the manifestations of different dialysis complications and learn different methods of hemodialysis troubleshooting techniques;
- Perform proper techniques of infection control and health and safety procedures in the dialysis setting (e.g., water check, machine set up, patient care, and disposal of medical waste products).

Affective

- Understand ethical and legal conduct in dialysis professions and demonstrate a high standard of professionalism;
- Understand medical documentation for dialysis treatments.

PROGRAM COURSES

Courses	Semester Credit Hours
ALH120 Medical Terminology & Anatomy & Physiology	3
DIA100 Introduction to Dialysis Profession	2
DIA130 Dialysis Procedures	3
DIA140 Dialysis Procedures Clinical Lab I	5
DIA146 Electronic Health Records	2
PHL115 Phlebotomy Technician	4
DIA153 Dialysis Complications	2
DIA155 Dialysis Procedures Clinical Lab II	3

Electroneurodiagnostic (END) Technologist

Certificate Level

PROGRAM DESCRIPTION

Electroneurodiagnostic (END) Technologist program prepares students to study and record electrical activity in the brain and nervous system for purposes of patient monitoring and supporting diagnoses. The program includes instruction in patient communication and care; taking and abstracting patient histories; application of recording electrodes; EEG and EP equipment operation and procedural techniques; and data recording and documentation. The program will prepare students to record and study the electrical activity of the brain and nervous system. The training provides comprehensive and rigorous classroom instruction in addition to practical hands-on experience in a clinical lab setting. The Electroneurodiagnostic Technician may be specialized in one or more neurodiagnostic procedures which give the opportunity to work in many areas such as neurology, surgery, and sleep laboratories. This program follows the guidelines of the American Board of Registry of Electroneurodiagnostic Technologists (ABRET).

PROGRAM MISSION STATEMENT

The mission statement of Midwestern Career College's Electroneurodiagnostic (END) Technologist program is to provide premier career-focused education in Electroneurodiagnostic (END) technology to prepare competent entry-level electroneurodiagnostic (END) technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

PROGRAM INFORMATION

Program Length: **51 weeks**

Clock Hours: **1180**

Course Prep Hours: **75**

Semester Credit Hours: **45**

Eligibility to sit for the American Board of Registration of Electroencephalographic and Evoked Potential Technologists (ABRET) examination after completion of the program and the minimum of 100 documented cases

PROGRAM OBJECTIVES

The Electroneurodiagnostic (END) Technologist Program prepares students to:

- Demonstrate the knowledge and principles of neuroimaging and to be a competent Electroneurodiagnostic/Electroencephalograph (END) Technologist in a variety of healthcare facilities;
- Develop critical thinking and problem-solving skills to be able to analyze data during the recording, ensuring the information obtained is valid and interpretable;
- Demonstrate professionalism and ethical behavior;
- Develop proper communication skills within the healthcare environment;
- Promote professional growth within the field and continued life-long learning.

PROGRAM GOALS

The Electroneurodiagnostic (END) Technologist prepares competent entry-level *electroneurodiagnostic (END)* technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

Cognitive

- Demonstrate the knowledge and principles of Electroneurodiagnostic recording;
- Gather pertinent data and assess a patient's history and correlate the appropriate END test for the patient;
- Select appropriate settings and parameters for the END tests;

- Complete and review all tests performed to be presented to the interpreting neurologist to facilitate patient diagnosis;
- Maintain optimal function of END equipment.

Psychomotor

- Measure patients' heads accurately and prepare them for electrode attachment;
- Attach electrodes and monitor central and peripheral nervous system generators;
- Maintain, assemble, disassemble and navigate or move the END equipment through the facility;
- Manipulate parameters and design different modalities on the END instruments to obtain optimal tracings.

Affective

- Demonstrate professionalism in a healthcare setting;
- Provide patient care ethically and by the healthcare facility's policies;
- Promote professional growth within the field;
- Display commitment to continued lifelong learning.

PROGRAM COURSES

Courses	Semester Credit Hours
END116 Electroneurodiagnostic Technology I	4
END117 Electroneurodiagnostic Technology Lab I	3
END115 Neuroanatomy	5
ALH115 Patient Care, Law, and Ethics	1
END118 Neurological Disorders	4
END126 Electroneurodiagnostic Technology II	4
END127 Electroneurodiagnostic Technology Lab II	3
END130 Evoked Potential	4
END131 Evoked Potential Lab	3
END132 ABRET Registration Exam Prep	2
END141 Externship I	6
END142 Externship II	6

Magnetic Resonance Imaging (MRI) Technologist

Certificate Level

The program is not accepting new students.

PROGRAM DESCRIPTION

Magnetic Resonance Imaging (MRI) Technologist program focuses on theoretical and hands-on instruction in Magnetic Resonance Imaging. Concepts covered in the program include, but are not limited to: relevant medical terminology, anatomy, patient care, patient safety, MRI equipment, pharmacology, and medical imaging pathology. Upon successful completion of the programs, students will be able to sit for the National Certification Examination in Magnetic Resonance Imaging and become a Certified MRI Technologist.

PROGRAM MISSION STATEMENT

The mission statement of Midwestern Career College's Magnetic Resonance Imaging (MRI) Technologist program is to provide premier career-focused education in Magnetic Resonance Imaging (MRI) technology to prepare competent entry-level Magnetic Resonance Imaging technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

PROGRAM INFORMATION

Program Length: **80 weeks**

Clock Hours: **1778**

Course Prep Hours: **194**

Semester Credit Hours: **58**

Eligibility to sit for the MRI Technologist examination through American Registry of Magnetic Resonance Imaging Technologists (ARMRIT)

PROGRAM OBJECTIVES

The Magnetic Resonance Imaging (MRI) Technologist Program prepares students to:

- Demonstrate knowledge and clinical competency to perform the duties of an entry-level MRI technologist;
- Communicate effectively and professionally as a member of the healthcare team;
- Demonstrate problem-solving and critical thinking skills;
- Demonstrate professional and ethical conduct.

PROGRAM GOALS

The Magnetic Resonance Imaging (MRI) Technologist Program prepares competent entry-level Magnetic Resonance Imaging technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

Cognitive

- Recognize the difference between normal anatomy and pathology;
- Understand how to adjust protocols per exam;
- Develop critical thinking in a high paced MRI setting.

Psychomotor

- Demonstrate knowledge and skill level to select appropriate protocols and parameters needed to perform successful MRI exams;
- Demonstrate proper patient positioning procedures.

Affective

- Recognize the importance of proper patient care and safety in a challenging environment;
- Learn the value of patient understanding, empathy, and sympathy;
- Provide patient care and instructions specific to exam procedures.

MRI CURRICULUM DEVELOPMENT

The MRI Curriculum development team at Midwestern Career College has developed the curriculum using the MRI Curriculum Guidelines developed by the American Society of Radiologic Technologists (ASRT), a joint committee of the Association of Educators in Radiological Sciences (AERS) and the Section for Magnetic Resonance Technologists (SMRT).

PROGRAM COURSES

Courses	Semester Credit Hours
ALHT101 Medical Terminology	4
ALHT102 Anatomy and Physiology	4
MRIT111 MRI Physics and Instrumentation I	2
MRIT112 MRI Physics and Instrumentation II	2
ALHT121 Venipuncture for Imaging Professionals	3-5
MRIT121 Laws and Ethics in Imaging Sciences	2
MRIT122 Patient Care and Safety in MRI	2
MRIT123 Sectional Anatomy I	4-5
MRIT231 MRI Positioning and Procedures I	2
MRIT232 MRI Positioning and Procedures II	2
MRIT233 Sectional Anatomy II	4-5
MRIT234 Advanced Imaging Techniques	2
MRIT236 MRI Clinical I	5
MRIT241 MRI Positioning and Procedures III	2
MRIT248 MRI Registry Review	2
MRIT243 Medical Imaging Pathology	3
MRIT246 Introduction to Pharmacology	1
MRIT244 MRI Clinical II	5
MRIT245 MRI Clinical III	5-5

Medical Assisting

Certificate Level

PROGRAM DESCRIPTION

The Medical Assisting program prepares students in attaining theoretical and practical knowledge in the realm of medical assisting. The program focuses on clinical and administrative duties performed by medical assistants, which include phlebotomy, EKG, and patient care. Upon successful completion of the program students will be familiar with medical terminology, medical procedures, as well as be equipped to perform administrative capabilities within a medical facility.

PROGRAM MISSION STATEMENT

The mission statement of Midwestern Career College's Medical Assisting program is to provide premier career-focused education in medical assisting to prepare competent entry-level Medical Assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

PROGRAM INFORMATION

Program Length: **40 weeks**

Clock Hours: **600**

Course Prep Hours: **115**

Semester Credit Hours: **29**

Eligibility for Phlebotomist, EKG, and Medical Assistant Certifications through National Center for Competency Testing (NCCT).

Eligibility for the Registered Phlebotomy Technician (RPT) exam through American Medical Technologists (AMT) after completing 25 additional venipunctures draws (total of 50) and 10 skin punctures not provided by MCC.

Pathway to the eligibility for the Registered Medical Assistant (RMA) exam through American Medical Technologists (AMT) after completion of 160 hours of optional clinical externship.

Optional externship experience is not guaranteed by MCC as part of the Medical Assisting program. It is contingent on the student meeting all externship registration requirements as defined by the Externship Handbook and is subject to site availability.

PROGRAM OBJECTIVES

The Medical Assisting program prepares students to:

- Provide knowledge and comprehensive training in Anatomy and Physiology of the body structures;
- Demonstrate knowledge of Pathological conditions and skills in performing routine clinical procedures;
- Perform entry-level medical assisting with both clinical and administrative duties;
- Demonstrate the knowledge and skills in Electronic Health Records and Medical Insurance, Billing and Coding;
- Develop working knowledge in CLIA waived Laboratory procedures such as infection control, sterilization processes, Phlebotomy, Pharmacology;
- Prepare patients and help physicians with diagnostic procedures and minor surgical procedures performed in clinics;
- Demonstrate professionalism and effective communication in a healthcare setting;
- Provide patient care in accordance with laws, policies, and regulations;
- Demonstrate effective critical thinking skills.

PROGRAM GOALS

The Medical Assisting Program prepares competent entry-level surgical technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

Cognitive

- Learn medical terminology and anatomy and physiology of the body structures;
- Demonstrate knowledge of pathological conditions and skills in performing routine clinical procedures;
- Perform entry-level medical assisting duties in clinical and administrative areas;
- Demonstrate the knowledge and skills in Electronic Health Records and Medical Insurance, Billing and Coding;
- Demonstrate effective critical thinking skills.

Psychomotor

- Develop working knowledge in CLIA waived Laboratory procedures such as infection control, sterilization processes, phlebotomy, and pharmacology;
- Prepare patients and help physicians with diagnostic procedures and minor surgical procedures performed in clinics.

Affective

- Demonstrate professionalism and effective communication in a healthcare setting;
- Provide patient care by law, policies, and regulations.

PROGRAM COURSES

Courses	Semester Credit Hours
DMA110 Introduction to Technology and Healthcare	2
ALHT108 Medical Terminology	3
ALHT120 Anatomy & Physiology	3
PHL115 Phlebotomy Technician	4
EKG115 EKG Technician	3
ALHT117 Pathophysiology	3
DMA133 Patient Communication and E.H.R.	3
DMA134 Medical Insurance, Billing, and Coding	3
DMA135 Clinical Medical Assisting	5

Associate of Applied Science in Magnetic Resonance Imaging (MRI) Technology

PROGRAMMATIC ACCREDITATION

Midwestern Career College's Associate of Applied Science in Magnetic Resonance Imaging (MRI) Technology is programmatically accredited by the American Registry of Magnetic Resonance Imaging Technologists (ARMRIT). Mailing address: 2444 NW 8th Street Delray Beach, FL 33445. Phone: 561-450-6880, Email: armrit@msn.com, fax: 561-265-5045.

PROGRAM DESCRIPTION

Associate of Applied Science in Magnetic Resonance Imaging (MRI) Technology program prepares students with the general education, applied knowledge, technical skills, and work habits required for entry-level positions in the Magnetic Resonance Imaging (MRI) Technology field. The Magnetic Resonance Imaging Technologist utilizes the resonant frequency properties of atoms within a magnetic field to image anatomic and/or physiologic conditions of the body to assist physicians in the diagnosis and treatment of disease.

PROGRAM MISSION STATEMENT

The mission of Midwestern Career College's Associate of Applied Science in Magnetic Resonance Imaging (MRI) Technology program is to provide premier career-focused education in Magnetic Resonance Imaging (MRI) technology to prepare competent entry-level Magnetic Resonance Imaging technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

PROGRAM INFORMATION

Program Length: **80 weeks**

Clock Hours: **1840**

Semester Credit Hours: **72**

Eligibility to sit for the American Registry of Radiologic Technologists (ARRT) and the American Registry of Magnetic Resonance Imaging Technologists (ARMRIT) certifications upon program completion.

PROGRAM OBJECTIVES

The Associate of Applied Science in Magnetic Resonance Imaging (MRI) Technology Program prepares students to:

- Demonstrate knowledge and clinical competency to perform the duties of an entry-level MRI technologist;
- Communicate effectively and professionally as a member of the healthcare team;
- Demonstrate problem-solving and critical thinking skills;
- Demonstrate professional and ethical conduct.

PROGRAM GOALS

The Associates of Applied Science in Magnetic Resonance Imaging (MRI) Technology Program prepares competent entry-level Magnetic Resonance Imaging technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

Cognitive

- Recognize the difference between normal anatomy and pathology;
- Understand how to adjust protocols per exam;
- Develop critical thinking in a high paced MRI setting.

Psychomotor

- Demonstrate knowledge and skill level to select appropriate protocols and parameters needed to perform successful MRI exams;
- Demonstrate proper patient positioning procedures.

Affective

- Recognize the importance of proper patient care and safety in a challenging environment;
- Learn the value of patient understanding, empathy, and sympathy;
- Provide patient care and instructions specific to exam procedures.

CURRICULUM DEVELOPMENT

Midwestern Career College has developed its curriculum for the AAS in MRI Technology program using the recommendations and guidelines set forth by the American Registry of Magnetic Resonance Imaging Technologists (ARMRIT), American Registry of Radiologic Technologists (ARRT), the American Society of Radiologic Technologists (ASRT), and by the American College of Radiology (ACR).

PROGRAM COURSES

Courses	Semester Credit Hours
ALH102 Anatomy and Physiology	3
ALH104 Medical Terminology	2
MRI101 MRI Physics and Instrumentation I	3
MRI102 MRI Physics and Instrumentation II	3
MRI122 Patient Care and Safety in MRI	2
MRI121 Laws and Ethics in Imaging Sciences	2
MRI123 Sectional Anatomy I	4
MRI233 Sectional Anatomy II	4
ALH112 Venipuncture for Imaging Professionals	3
MRI131 MRI Positioning and Procedures I	1
MRI132 MRI Positioning and Procedures II	1
MRI251 MRI Positioning and Procedures III	2
MRI250 Advanced Imaging Techniques	3
MRI249 Medical Imaging Pathology	2
MRI252 MRI Registry Review	2
MRI261 MRI Clinical I	5
MRI262 MRI Clinical II	5
MRI263 MRI Clinical III	5
MRI264 MRI Clinical IV	5
BIO100 General Biology	3
MTH113 General Education Mathematics	3
ENG114 English Composition I	3
SYC114 Introduction to Psychology	3
HUM115 Introduction to Humanities	3

Associate of Applied Science in Diagnostic Medical Sonography

PROGRAM DESCRIPTION

Associate of Applied Science in Diagnostic Medical Sonography program prepares students with the general education, applied knowledge, technical skills, and work habits required for entry-level positions in the Diagnostic Medical Sonography field. The Diagnostic Medical Sonographer utilizes medical ultrasound techniques to gather Sonographic data used to diagnose a variety of conditions and diseases.

PROGRAM MISSION STATEMENT

The mission of Midwestern Career College's Associate of Applied Science in Diagnostic Medical Sonography program is to provide premier career-focused education in diagnostic medical sonography to prepare competent entry-level ultrasound sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

PROGRAM INFORMATION

Program Length: **80 weeks**

Clock Hours: **1685**

Semester Credit Hours: **74**

Eligibility for the Sonography Certification through the American Registry of Radiologic Technologists (ARRT) with the completion of required competencies.

Eligibility for the Sonography Principles & Instrumentation (SPI) Examination through the American Registry for Diagnostic Medical Sonography (ARDMS).

Provides pathways to Registered Diagnostic Medical Sonographer (RDMS) certification exam eligibility through American Registry for Diagnostic Medical Sonography (ARDMS).

A graduate of Associate of Applied Science in Diagnostic Medical Sonography program may qualify to sit for Registered Diagnostic Medical Sonographer (RDMS) certification through ARDMS if prior to admission into this program he or she has graduated from:

- a two-year allied health educational program that is patientcare related (prerequisite 1). Allied health occupations include, but are not limited to, diagnostic medical sonographer, radiologic technologist, respiratory therapist, physical therapist, and registered nurse;
- or with a bachelor's degree in any major (prerequisite 3A);
- or after working for one year in the Ultrasound field from the date of graduation from MCC's AAS in Diagnostic Medical Sonography program (prerequisite 1);
- or after earning the Sonography Certification through the American Registry of Radiologic Technologists (ARRT) (prerequisite 5).

Per ARDMS General Prerequisites guide, "prerequisite requirements are subject to change at any time and from time to time. Applicants must meet current prerequisite requirements at the time of application." For detailed prerequisite information students should refer to ARDMS.org.

PROGRAM OBJECTIVES

The Applied Science in Diagnostic Medical Sonography Program prepares students to:

- To provide education and training to students so that the students possess the knowledge and skills required for employment as entry-level Sonographer;

- Provide individuals with didactic and hands-on lab education regarding the clinical skills in patient care, medical imaging procedures, patient positioning techniques, scanning principles, protocols, and procedures;
- Prepare students to take and pass either the ARDMS or ARRT certification examinations;
- Prepare students to perform effectively as skilled allied health professionals with the skills needed to meet the demand for quality employees.

PROGRAM GOALS

The Associate of Applied Science in Diagnostic Medical Sonography Program prepares competent entry-level ultrasound sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

Cognitive

- Obtain, review and integrate pertinent patient data to facilitate optimum diagnostic results;
- Demonstrate critical thinking skills during the performance of sonographic procedures to provide optimum diagnostic services.

Psychomotor

- Perform sonographic procedures appropriately and accurately;
- Record all anatomic and physiologic information for interpretation by a physician;
- Document and present complete and accurate sonographic findings to the interpreting physician to facilitate patient diagnosis;
- Maintain optimal function of the sonographic equipment;
- Assist physician during invasive ultrasound-guided procedures.

Affective

- Demonstrate effective communication skills with patients and all members of the healthcare team;
- Provide compassionate patient care and education to promote overall well-being;
- Act professionally within recognized ethical and legal standards;
- Demonstrate a commitment to lifelong learning.

CURRICULUM DEVELOPMENT

Associate of Applied Science in Diagnostic Medical Sonography program follows the recommendations set forth by the American Society of Radiologic Technologists (ASRT) Cardiac-Interventional and Vascular- Interventional Curriculum Guide, joint committee of the Association of Educators in Imaging and Radiological Sciences (AEIRS), addresses the topics listed in the American Registry for Diagnostic Medical Sonography (ARDMS) outline for the Sonography Principles and Instrumentation examination, and follows the rules and regulations of the American College of Radiology (ACR).

PROGRAM COURSES

Courses	Semester Credit Hours
ALH104 Medical Terminology	2
ALH102 Anatomy and Physiology	3
DMS110 Abdomen/Superficial Structures I	3
DMS116 Scanning Principles and Protocols I	3
PHY121 Sonographic Physics and Instrumentation I	3
ALH130 Patient Care, Law & Ethics in Sonography	2
DMS120 Abdomen/Superficial Structures II	3
DMS126 Scanning Principles and Protocols II	2

PHY122 Sonographic Physics and Instrumentation II	3
DMS231 Abdomen/Superficial Structures III	3
DMS236 Scanning Principles and Protocols III	2
DMS233 OB/GYN I	3
DMS234 Scanning Principles and Protocols OB/GYN I	2
DMS240 OB/GYN II	3
DMS247 Scanning Principles and Protocols OB/GYN II	2
VAS100 Vascular Ultrasound	3
VAS101 Scanning Principles and Protocols for Vascular Course	2
DMS249 Scanning Principles and Protocols IV	2
DMS255 Board Exam Prep	2
DMS235 Diagnostic Medical Sonography Clinicals	8
ENG114 English Composition I	3
ENG115 Introduction to Speech Communication	3
BIO100 General Biology	3
MTH113 General Education Mathematics	3
SYC114 Introduction to Psychology	3
HUM115 Introduction to Humanities	3

Associate of Applied Science in Non-Invasive Cardiovascular Sonography

PROGRAM DESCRIPTION

Associate of Applied Science in Non-Invasive Cardiovascular Sonography program prepares students with the general education, applied knowledge, technical skills, and work habits required for entry-level positions in the Cardiovascular Sonographer field. The Cardiovascular Sonographer performs noninvasive and peripheral examinations of the cardiovascular system at the request of physicians to aid in diagnoses and therapeutic treatments.

PROGRAM MISSION STATEMENT

The mission statement of Midwestern Career College's Associate of Applied Science in Non-Invasive Cardiovascular Sonography program is to provide premier career-focused education in non-invasive cardiovascular medical sonography to prepare competent entry-level ultrasound sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

PROGRAM INFORMATION

Program Length: **80 weeks**

Clock Hours: **1680**

Semester Credit Hours: **78**

Eligibility to become Certified Cardiographic Technician (CCT) through Cardiovascular Credentialing International (CCI).

Provides pathway to Registered Cardiac Sonographer (RCS) certification exam eligibility through Cardiovascular Credentialing International (CCI) with the completion of additional 350 clinical hours not provided by MCC.

Eligibility for the Sonography Principles & Instrumentation (SPI) Examination through the American Registry for Diagnostic Medical Sonography (ARDMS).

Provides pathway to Registered Diagnostic Cardiac Sonographer (RDCS) certification exam eligibility through American Registry for Diagnostic Medical Sonography (ARDMS).

A graduate of MCC's Associate of Applied Science in Non-Invasive Cardiovascular Sonography program may qualify to sit for Registered Diagnostic Cardiac Sonographer (RDCS) certification through ARDMS if prior to admission into this program he or she has graduated from:

- a two-year allied health educational program that is patientcare related (prerequisite 1). Allied health occupations include, but are not limited to, diagnostic medical sonographer, radiologic technologist, respiratory therapist, physical therapist, and registered nurse;
- or with a bachelor's degree in any major (prerequisite 3A);
- or after working for one year in the Ultrasound field from the date of graduation from MCC's AAS in Non-Invasive Cardiovascular Sonography program (prerequisite 1);
- or after earning Registered Cardiac Sonographer (RCS) certification through Cardiovascular Credentialing International (CCI) (prerequisite 5).

Per ARDMS General Prerequisites guide, "prerequisite requirements are subject to change at any time and from time to time. Applicants must meet current prerequisite requirements at the time of application." For detailed prerequisite information students should refer to ARDMS.org.

PROGRAM OBJECTIVES

The Applied Science in Non-Invasive Cardiovascular Sonography Program prepares students to:

- To provide education and training to students so that the students possess the knowledge and skills required for employment as entry-level cardiovascular Sonographer;
- To provide sufficient didactic and hands-on lab education regarding Non-Invasive Cardiovascular Sonographer tasks in a cardiac lab, medical center, technology center or hospital;
- To discuss clinical activities in which the student will apply critical thinking skills;
- To provide an understanding of patient care procedures in the cardiac field;
- To provide hands-on training to perform diagnostic tests like EKG/ECG and Stress EKG;
- To provide an understanding and performing Holter Monitoring;
- To prepare students to take and pass the Certified Cardiographic Technician (CCT) examination;
- Prepare students to perform effectively as skilled allied health professionals with the skills needed to meet the demand for quality employees.

PROGRAM GOALS

The Applied Science in Non-Invasive Cardiovascular Sonography Program prepares competent entry-level ultrasound sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

Cognitive

- Obtain, review, and integrate pertinent patient data to facilitate optimum diagnostic results;
- Demonstrate critical thinking skills during the performance of sonographic procedures to provide optimum diagnostic services.

Psychomotor

- Perform sonographic procedures appropriately and accurately;
- Record all anatomic and physiologic information for interpretation by a physician;
- Document and present complete and accurate sonographic findings to the interpreting physician to facilitate patient diagnosis;
- Maintain optimal function of the sonographic equipment;
- Assist physician during invasive ultrasound-guided procedures.

Affective

- Demonstrate effective communication skills with patients and all members of the healthcare team;
- Provide compassionate patient care and education to promote overall well-being;
- Act professionally within recognized ethical and legal standards;
- Demonstrate a commitment to lifelong learning.

CURRICULUM DEVELOPMENT

Associate of Applied Science in Non-Invasive Cardiovascular Sonography program follows the recommendations set forth by the American Society of Radiologic Technologists (ASRT) Cardiac-Interventional and Vascular-Interventional Curriculum Guide, joint committee of the Association of Educators in Imaging and Radiological Sciences (AEIRS), addresses the topics listed in the Cardiovascular Credentialing International outline for the Certified Cardiographic Technician (CCT) examination, and follows the rules and regulations of the American College of Radiology (ACR).

PROGRAM COURSES

Courses	Semester Credit Hours
ALH102 Anatomy and Physiology	3
ALH104 Medical Terminology	2
CCT104 Cardiology I	3
CCT105 Cardiology II	3
CCT103 Cardiology Lab	1
CVS121 Introduction to Echocardiography	2
CVS124 Systolic Function	2
ALH130 Patient Care, Law & Ethics in Sonography	2
CVS123 Cardiac Hemodynamics	2
PHY121 Sonographic Physics and Instrumentation I	3
PHY122 Sonographic Physics and Instrumentation II	3
CVS131 Cardiac Diseases I	2
CVS132 Cardiac Diseases II	2
CVS141 Echocardiography Protocol I	3
CVS142 Echocardiography Protocol II	3
CVS143 Echocardiography Protocol III	3
CVS144 Echocardiography Protocol IV	2
VAS100 Vascular Ultrasound	3
VAS101 Scanning Principles & Protocols for Vascular Course	2
CVS239 Echo Modalities	2
CVS240 Board Exam Prep	2
CVS246 Echo Externship I	5
CVS247 Echo Externship II	5
MTH113 General Education Mathematics	3
ENG114 English Composition I	3
ENG115 Introduction to Speech Communication	3
SYC114 Introduction to Psychology	3
HUM115 Introduction to Humanities	3
BIO100 General Biology	3

Associate of Applied Science in Surgical Technology

PROGRAMMATIC ACCREDITATION

Midwestern Career College's Associate of Applied Science in Surgical Technology is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting. (Commission on Accreditation of Allied Health Education Programs. 25400 US Highway 19 North, Suite 158, Clearwater, FL 33763. 727-210-2350 www.caahep.org)

PROGRAM DESCRIPTION

The Associate of Applied Science in Surgical Technology program prepares students to take up a position as a Surgical Technologist in the several different specialties like General, Orthopedic, Cardiovascular, Thoracic, OB, etc. Students will be trained to perform the skills expected of them for an entry-level Surgical Technologist knowing the various instruments that are commonly used in the field and maintain a sterile field during the procedure. Concepts covered in the courses include temporary and permanent hemostasis, layered wound closure, surgical procedures, instrumentation identification, equipment sterilization and proper handling, surgical supplies management, patient prep, scrubbing, and gowning, gloving self as well as team members.

PROGRAM MISSION STATEMENT

The mission statement of Midwestern Career College's Associate of Applied Science in Surgical Technology program is to provide premier career-focused education in surgical technology to prepare competent entry-level surgical technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

PROGRAM INFORMATION

Program Length: **80 weeks**

Clock Hours: **1380**

Semester Credit Hours: **69**

Eligibility for the Certified Sterile Processing Tech certification through CBSPD (Certification Board for Sterile Processing and Distribution)

Eligibility for the Certified Surgical Technologist (CST) certification through National Board of Surgical Technology and Surgical Assisting (NBSTSA)

PROGRAM OBJECTIVES

The Surgical Technology Program prepares students to:

- Communicate and interact as effective members of the surgical team;
- Demonstrate the ability to practice independent clinical judgments under the supervision of the surgeon or registered nurse;
- Demonstrate a knowledge base in surgical technology to function as an entry-level surgical technologist;
- Pass the certification examination;
- Assume responsibility for lifelong learning following graduation;
- Demonstrate professional, ethical and legal principles of surgical technology practice;
- Demonstrate knowledge of pre-operative, intra-operative, and post-operative surgical case management in the role of surgical technologist;
- Assume a sense of responsibility, self-discipline, pride, teamwork and enthusiasm;
- Incorporate learned competencies to assemble and operate instrument, equipment and supplies for the delivery of patient care as an entry-level practitioner during basic surgical procedures;

- Demonstrate the application of the principles of asepsis and surgical conscience in a knowledgeable manner that provides optimal patient care in the operating room.

PROGRAM GOALS

The Surgical Technology Program prepares competent entry-level surgical technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

Cognitive

- Prepare students to successfully complete the Surgical Technology Certifying Examination;
- Correlate the knowledge of anatomy, physiology, and microbiology to the student's role as surgical technologists;
- Prepare students to function in the role of an entry level surgical technologists in a professional, caring and ethical manner when providing patient care.

Psychomotor

- Discuss, demonstrate and apply appropriate surgical technology protocols and procedures in various situations within the healthcare setting;
- Demonstrate safe practical techniques in perioperative routine, patient transportation, positioning and emergency procedures;
- Demonstrate, and apply principles of surgical asepsis as part of the perioperative setting;
- Provide the community with professional, and competent employees in the role of entry-level surgical technologists.

Affective

- Promote life-long learning fostering the development of professional and personal growth, critical thinking and leadership;
- Practice professional, ethical principles, legal standards, value directed actions based on didactic and clinical knowledge as members of the surgical team.

PROGRAM-SPECIFIC GRADUATION REQUIREMENTS

In addition to meeting college's graduation requirements, students enrolled in AAS in Surgical Technology program must complete a minimum of 140 clinical cases as outlined in the Surgical Technology Student Handbook. If a student does not meet the clinical case requirements, the student will be withdrawn from the program.

PROGRAM COURSES

Courses	Semester Credit Hours
ALH104 Medical Terminology	2
ALH108 Human Anatomy and Physiology I	3
ALH109 Human Anatomy and Physiology II	3
ALH110 Patient Care, Law and Ethics	2
SUR101 Introduction to Surgical Technology	2
SUR100 Surgical Technology Lab I	2
ALH107 Microbiology for Healthcare Professionals	1
SUR103 Surgical Instrumentation	1
SUR105 Perioperative Procedures	4
CIS101 Computer Applications	2
SUR150 Sterile Processing	3

ALH113 Introduction to Pharmacology	2
SUR118 Surgical Technology Lab II	2
SUR151 Surgical Procedures for General, GYN, GU, and Plastic/Reconstructive cases	2
SUR152 Surgical Procedures for Eyes, Ears, Nose, and Throat Cases	2
SUR153 Surgical Procedures for Ortho, Spine, and Neuro cases	2
SUR154 Surgical Procedures Cardio, Thoracic, Peripheral, and Vascular Cases	2
SUR146 Surgical Technology Lab III	2
ALH106 Pathophysiology	2
PRO100 Professional Development	2
SUR148 Surgical Technology Lab IV	1
SUR149 Surgical Anesthesia	2
SUR160 Certification Review	2
SUR166 Surgical Technology Clinicals I	3
SUR167 Surgical Technology Clinicals II	3
ENG114 English Composition I	3
BIO100 General Biology	3
MTH113 General Education Mathematics	3
SYC114 Introduction to Psychology	3
HUM115 Introduction to Humanities	3

Associate of Applied Science in Accounting

PROGRAM DESCRIPTION

The AAS in Accounting program is designed to meet the needs of business and the industry for qualified entry-level accountants. Students will receive instruction to gain mastery of the principles, methods, procedures, techniques, concepts, and operations of accounting and computerized accounting systems.

Students will be introduced to general business concepts and skills as they relate to accounting principles and theory, financial accounting, managerial accounting, cost accounting, budget control, tax accounting, legal aspects of accounting, auditing, reporting procedures, financial statement analysis, business information systems, accounting research methods, professional standards and ethics.

PROGRAM MISSION STATEMENT

The Associate of Applied Science in Accounting aims at providing premier career-focused education to empower students with academic training, technical expertise, and professional support to launch or advance their successful careers in the accounting industry. The emphasis is on mastery of the concepts and their practical applications.

PROGRAM INFORMATION

Program Length: **80 weeks**

Clock Hours: **915**

Semester Credit Hours: **60**

PROGRAM OBJECTIVES

The Associate of Applied Science in Accounting Program prepares students to:

- Demonstrate knowledge base in accounting principles and practices, financial markets, banking, analysis and reporting of financial data.
- Utilize computer applications such as QuickBooks and Excel in business management.
- Exhibit the skill set of effectively engaging in decision-making in business with the use of generated data.
- Proficiently use computer applications to prepare accurate and timely financial information in accordance with established standards.
- Evaluate the financial health of a company utilizing ratio analysis.
- Exhibit problem solving skills.
- Demonstrate the ability to function well in a team-oriented environment.

PROGRAM COURSES

Courses	Semester Credit Hours
CSIT100 Computer Applications	3
CSIT120 QuickBooks I	3
ACCT110 Principles of Accounting	3
COMM420 Business Communication	3
BUSN130 Customer Relationship Management	3
ACCT120 Intermediate Accounting	3
CSIT110 Intermediate Excel	3
AUD100 Auditing	3
CSIT130 QuickBooks II	3
FNCE100 Introduction to Finance	3
PRDV110 Career Development	3
ACCT130 Cost Accounting	3
FTAX100 Federal Income Taxation	3

BUNS160 Business Ethics	3
ENG115 Introduction to Speech Communications	3
ENG114 English Composition I	3
BIO100 General Biology	3
MTH113 General Education Mathematics	3
SYC114 Introduction to Psychology	3
HUM115 Introduction to Humanities	3

Associate of Applied Science in Business Administration

This program does not qualify for Title IV financial aid assistance.

PROGRAM DESCRIPTION

The AAS in Business Administration program is designed for students who plan to learn more about business and become professionals in the field. It delves into the intricacies of business planning, functions and the essential process of entrepreneurship. Through coursework and optional externship opportunities, students will become knowledgeable in practice in management theories, business ethics, accounting, finance, marketing, management, and business operations. Additionally, students will actively engage in practical business decision-making and gain essential knowledge in project management as well as business analysis. The emphasis is on mastery of the concepts and their practical applications.

PROGRAM MISSION STATEMENT

The Associate of Applied Science in Business Administration aims at providing premier career-focused education to empower students with academic training, technical expertise, and professional support to launch or advance their successful careers in the business industry. The emphasis is on mastery of the concepts and their practical applications.

PROGRAM INFORMATION

Program Length: **80 weeks**

Clock Hours: **915**

Semester Credit Hours: **60**

PROGRAM OBJECTIVES

The Associate of Applied Science in Business Administration Program prepares students to:

- Demonstrate a knowledge base in business administration;
- Demonstrate mastery of the concepts in business administration and their practical applications;
- Demonstrate knowledge in accounting, management theory, and marketing;
- Communicate and interact as productive members of the administration team;
- Demonstrate the ability to think critically;
- Effectively engage in decision-making in business;
- Demonstrate professional ethical practice.

PROGRAM COURSES

Courses	Semester Credit Hours
BUSN110 Introduction to Business Administration	3
MGMT120 Principles of Management	3
BUSN112 Organizational Theory and Behavior	3
CSIT100 Computer Applications	3
ACCT110 Principles of Accounting	3
BUSN130 Customer Relationship Management	3
MKTG110 Principles of Marketing	3
BUSN140 Social Media Marketing	3
FNCE100 Introduction to Finance	3
BUSN150 Business Operations	3
BUSN160 Business Ethics	3
PRDV110 Career Development	3

COMM130 Marketing Communications	3
BUSN170 Fundamentals of Business Analysis	3
MGMT250 Project Management	3
ENG114 English Composition I	3
BIO100 General Biology	3
MTH113 General Education Mathematics	3
SYC114 Introduction to Psychology	3
HUM115 Introduction to Humanities	3

Associate of Applied Science in Marketing

This program does not qualify for Title IV financial aid assistance.

PROGRAM DESCRIPTION

The Associate of Applied Science in Marketing provides preparation for entry-level positions in marketing for a wide range of organizations and across many business environments. It includes basic instruction in the marketing of goods, social media marketing, principles of marketing, services, branding, advertising marketing and entrepreneurial marketing, as well as a broad knowledge of a range of business disciplines.

PROGRAM MISSION STATEMENT

The Associate of Applied Science in Marketing aims at providing premier career-focused education to empower students with academic training, technical expertise, and professional support to launch or advance their successful careers in the marketing industry.

PROGRAM INFORMATION

Program Length: **80 weeks**

Clock Hours: **915**

Semester Credit Hours: **60**

PROGRAM OBJECTIVES

The Associate of Applied Science in Marketing Program prepares students to:

- Demonstrate knowledge of the impact of competitors on companies and organizations through SWOT analysis.
- Exhibit strong knowledge of marketing strategies and tactics, product demonstration, sales techniques, and sales control systems.
- Demonstrate mastery of all the concepts in Marketing and their practical applications, including the ability to create full marketing plan.
- Conduct research on consumer data and create an enthusiastic brand message that will resonate with the target market.
- Conduct commercial surveys to identify potential markets for products or services.
- Initiate market research studies, analyze their findings, exhibit the ability to make business decisions.
- Demonstrate the ability to utilize marketing tools such as social media and analytical software.

PROGRAM COURSES

Courses	Semester Credit Hours
CSIT100 Computer Applications	3
MKTG110 Principles of Marketing	3
CPRL 100 Copyright Law	3
CNBV100 Consumer Behavior	3
BUSN140 Social Media Marketing	3
BCOM100 Business Computer Skills	3
ADV100 Introduction to Advertising	3
MKTG120 Brand Marketing	3
MTKTG150 New Media and Technology in Marketing	3
PRE100 Introduction to Public Relations	3
MCOM100 Effective Management Communication	3
BUSN101 Introduction to Small Business Administration	3
MKTG130 Global Business Perspectives	3

MKTG140 Interactive Marketing	3
ENG115 Introduction to Speech Communications	3
ENG114 English Composition I	3
BIO100 General Biology	3
MTH113 General Education Mathematics	3
SYC114 Introduction to Psychology	3
HUM115 Introduction to Humanities	3

Vocational English as a Second Language

This program does not qualify for Title IV financial aid assistance.

PROGRAM DESCRIPTION

MCC's Vocational English as a Second Language program is for students who have necessary workplace skills and experience but require additional English language skills, including those specific to the workplace. Students will develop communication-related workplace skills by reading and discussing a wide array of workplace situations. The program helps students gain the vocabulary, fluency, and confidence necessary to work with English speakers and pursue professional goals.

The VESL Program is designed for students whose knowledge of the English language allows them to score C1 on the Michigan English Placement Test (Michigan EPT).

PROGRAM INFORMATION

Clock Hours: **1080**

Semester Credit Hours: **72**

PROGRAM OBJECTIVES

Each student will leave class not only with communicative skills for the workplace but with materials they can use immediately as they begin or advance their careers. Students will also practice job search skills and produce documents (resumes and cover letters) ready for immediate use.

Demonstrate improved reading, writing, speaking, and listening skills to better communicate in the workplace

- Demonstrate improved reading, writing, speaking, and listening skills to better communicate in the workplace
- Participate in appropriate interpersonal, cross-cultural, and workplace communication
- Apply critical thinking skills to workplace situations
- Effectively complete a variety of business-related written tasks, including emails, memos, agendas, minutes, summaries and proposals.
- Promote one's own skills and professional assets in written documents and oral interviews

Courses	Semester Credit Hours
ESL071 Professional English	12
ESL070 Integrated Communication Skills in English	12
ESL076 Presentation Skills for English Language Learners	12
ESL073 English Skills for Success	12
ESL072 Interpersonal Communication in the United States	12
ESL078 Workplace Writing English for English Language Learners	12

English Skills for Success

This program does not qualify for Title IV financial aid assistance.

PROGRAM/COURSE DESCRIPTION

This course aims to develop the learner's ability to seek out and work for English-speaking companies and organizations. The course teaches the skills necessary to prepare students to make a career decision, prepare for a future job search, or change careers. Students will learn how to create career paths that require them to research possible job options and potential employers. Special emphasis is placed on the job interview process.

PROGRAM INFORMATION

Clock Hours: **180**

Semester Credit Hours: **12**

Interpersonal Communication in the United States

This program does not qualify for Title IV financial aid assistance.

PROGRAM/COURSE DESCRIPTION

Interpersonal Communication Skills in the United States is designed to help students develop the face-to-face communication skills that business professionals need to succeed with U.S. clients or in U.S. businesses. A feature of the class is analysis and discussion of cultural differences in interpersonal communication norms. Topics include interpersonal relationships at work, intercultural communication inside and outside the workplace, the dynamics of small-group communication, the tone of messages (assertive, aggressive, and passive), and a problem-solving process with workplace applications.

PROGRAM INFORMATION

Clock Hours: **180**

Semester Credit Hours: **12**

English for Healthcare

This program does not qualify for Title IV financial aid assistance.

PROGRAM/COURSE DESCRIPTION

English for Healthcare is designed for non-native medical professionals or aspiring medical professionals who require English language skills specific to the health-care field. The purpose of the course is to help students build vocabulary, listening, and speaking skills essential to success in English-speaking health-care organizations. Students will study key medical terminology and practice using it in speech and writing. Through readings, role-plays, listening activities, and discussion, students will learn how to communicate effectively with patients and coworkers in English-speaking hospital or clinical settings.

PROGRAM INFORMATION

Clock Hours: **180**

Semester Credit Hours: **12**

Presentation Skills for English Language Learners

This program does not qualify for Title IV financial aid assistance.

PROGRAM/COURSE DESCRIPTION

In this course, students will develop the skills and confidence to communicate their ideas in English. Students will learn how to prepare and deliver engaging public speeches in front of an audience. All phases of the public speaking process will be addressed. Students will learn how to choose topics, organize their ideas, and deliver compelling speeches in English.

PROGRAM INFORMATION

Clock Hours: **180**

Semester Credit Hours: **12**

Workplace Writing English for English Language Learners

This program does not qualify for Title IV financial aid assistance.

PROGRAM/COURSE DESCRIPTION

Workplace Writing for English Language Learners helps non-native speakers develop writing skills in English as they learn basic forms and functions of business writing. Students will learn how to analyze audience and purpose; organize routine, good-news, and bad-news messages; and edit for style as well as grammar, mechanics, and usage. Types of business writing include emails, blogs, letters, summaries, and reports. An emphasis of the course is writing as a recursive process that involves editing and revision, and the role of peer feedback in that process.

PROGRAM INFORMATION

Clock Hours: **180**

Semester Credit Hours: **12**

Professional English

This program does not qualify for Title IV financial aid assistance.

PROGRAM/COURSE DESCRIPTION

The Professional English course is for students who possess basic workplace skills but require additional English language skills specific to the workplace. This course provides an overview of business topics discussed and vocabulary used in English-speaking companies and organizations. Students will encounter a wide range of workplace situations and have opportunities for discussion and for the development of vocabulary, fluency, and confidence-building.

PROGRAM INFORMATION

Clock Hours: **180**

Semester Credit Hours: **12**

Integrated Communication Skills in English

This program does not qualify for Title IV financial aid assistance.

PROGRAM/COURSE DESCRIPTION

This course explores common constructions in English to help students build practical English language skills. Through integrated listening, speaking, reading, and writing activities, students will apply grammatical concepts and functional language to understand and respond to spoken and written exchanges. This intensive class includes both group and individualized instruction.

PROGRAM INFORMATION

Clock Hours: **180**

Semester Credit Hours: **12**

English as a Second Language

This program does not qualify for Title IV financial aid assistance.

ACCREDITATION

Midwestern Career College's English as a Second Language program is accredited by the Commission on English Language Program Accreditation for the period August 2018 through August 2023 and agrees to uphold the CEA Standards for English Language Programs and Institutions. CEA is recognized by the U.S. Secretary of Education as a nationally recognized accrediting agency for English language programs and institutions in the U.S. For further information about this accreditation, please contact CEA, 1001 N. Fairfax Street, Suite 630, Alexandria, VA 22314, (703) 665-3400, www.cea-accredit.org. The program is not accredited by the Commission of the Council on Occupational Education.

PROGRAM DESCRIPTION

MCC's English as a Second Language program is designed for students who want to become proficient in the English language to pursue higher education in a U.S. college or university or to further themselves professionally in their home country. Students will build academic skills and knowledge of U.S. culture as they develop their knowledge of English. By focusing on the four primary skill sets — reading, writing, listening and speaking, and grammar — students will gain the vocabulary, fluency, and confidence necessary to succeed in academic settings in the U.S. or to work with English-speaking clients in their home countries.

PROGRAM MISSION STATEMENT

The mission of the ESL program is to provide non-native speakers of English with the English language, academic, and cultural skills that will enable them to further their education in U.S. colleges or universities and/or gain employment in their native countries.

PROGRAM OBJECTIVES

- Apply major rules of grammar and usage in speech and writing.
- Demonstrate an understanding of U.S. interpersonal and cultural norms.
- Write clear, focused, logically organized academic essays and workplace emails.
- Use reading strategies to understand the text, and critical thinking skills to analyze, synthesize, and evaluate arguments.
- Take notes on lectures in English and answer various types of questions often asked on quizzes and tests in the U.S.
- Give clear, focused digital presentations and collaborate with peers to complete projects.

ESL LEVEL PLACEMENT

Before enrolling in the ESL program, students must take a placement test, the Michigan English Placement Test (Michigan EPT), which is a 60-minute standardized computer-based multiple-choice placement test that evaluates students' skills in grammar, usage, listening, and reading. Based on the student's score, the student is placed into an appropriate program level. The ESL Program is designed for students whose knowledge of the English language allows them to score within a range of A1 to C2 on the test.

Test Score Placement by Level

Beginner	A1
High Beginner	A2
Low Intermediate	B1
Intermediate	B2
High Intermediate	C1
Advanced	C2

Courses	Semester Credit Hours
ESL010R Beginner Reading	3
ESL010W Beginner Writing	3
ESL010L Beginner Listening and Speaking	3
ESL010G Beginner Grammar	3
ESL020R High Beginner Reading	3
ESL020W High Beginner Writing	3
ESL020L High Beginner Listening and Speaking	3
ESL020G High Beginner Grammar	3
ESL030R Low Intermediate Reading	3
ESL030W Low Intermediate Writing	3
ESL030L Low Intermediate Listening and Speaking	3
ESL030G Low Intermediate Grammar	3
ESL040R Intermediate Reading	3
ESL040W Intermediate Writing	3
ESL040L Intermediate Listening and Speaking	3
ESL040G Intermediate Grammar	3
ESL050R High Intermediate Reading	3
ESL050W High Intermediate Writing	3
ESL050L High Intermediate Listening and Speaking	3
ESL050G High Intermediate Grammar	3
ESL060R Advanced Reading	3
ESL060W Advanced Writing	3
ESL060L Advanced Listening and Speaking	3
ESL060G Advanced Grammar	3

Professional English

This program does not qualify for Title IV financial aid assistance.

ACCREDITATION

Midwestern Career College's English as a Second Language program is accredited by the Commission on English Language Program Accreditation for the period August 2018 through August 2023 and agrees to uphold the CEA Standards for English Language Programs and Institutions. CEA is recognized by the U.S. Secretary of Education as a nationally recognized accrediting agency for English language programs and institutions in the U.S. For further information about this accreditation, please contact CEA, 1001 N. Fairfax Street, Suite 630, Alexandria, VA 22314, (703) 665-3400, www.cea-accredit.org. The program is not accredited by the Commission of the Council on Occupational Education.

PROGRAM DESCRIPTION

Professional English is designed for advanced (C2) English language learners who wish to develop language and communication skills needed to work effectively with English-speaking clients or in English-speaking workplaces. Students will acquire workplace vocabulary; an understanding of US workplace communication norms; speaking clarity and fluency in formal and informal exchanges; collaboration skills; and the ability to compose common types of business writing. Through reading and discussion, role plays, presentations, writing and collaborative projects, and the creation of portfolios, students will gain the vocabulary as well as the reading, writing, speaking, listening, and cultural skills necessary to pursue English language-related professional goals.

PROGRAM OBJECTIVES

Students will build English workplace vocabulary and language skills enabling them to speak confidently as well as accurately write and interpret written and oral business-oriented English. More specifically, students will:

- Demonstrate English reading, writing, speaking, and listening skills at a level sufficient to communicate effectively with English speakers in work situations.
- Apply principles of effective interpersonal, cross-cultural, and nonverbal communication.
- Collaborate effectively with classroom work partners and in classroom work groups.
- Use clear and correct English to complete a variety of business-related written tasks, including emails, memos, agendas, minutes, summaries, and proposals.
- Promote one's own skills and professional assets in documents written in English and oral interviews conducted in English.

To take Professional English courses, students must complete ESLo6o Advanced Grammar, Reading, Listening and Speaking, and Writing courses or earn a minimum total score of C2 Advanced on the Michigan EPT.

Courses	Semester Credit Hours
ESLo81 Professional English	6
ESLo83 English Skills for Success	6
ESLo86 Presentation Skills for English Language Learners	6
ESLo82 Interpersonal Communication Skills in the United States	6
ESLo88 Business Writing for English Language Learners	6
ESLo84 Professional English for Marketing	6

English for Academic Purposes

This program does not qualify for Title IV financial aid assistance.

ACCREDITATION

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PROGRAM DESCRIPTION

English for Academic Purposes is designed for advanced (C2) ESL students who wish to further develop their academic skills and understanding of US culture in preparation for admission to or study in US colleges and universities. Through wide reading of various types of texts; listening to and taking notes on lectures; building academic report-writing and research skills; and discussion of US values and eras, students will strengthen their ability to succeed in institutions of higher learning in the U.S.

PROGRAM OBJECTIVES

The goals of this program are to help students to:

- Understand and annotate college-level texts
- Recognize typical lecture structures and learn systems for lecture note-taking
- Find reliable sources of information and cite them correctly
- Organize, write, and edit research-based reports
- Practice answering the types of questions typically asked on English-language proficiency exams
- Learn the origins of shared US cultural values and systems of government

To take English for Academic Purposes courses, students must complete ESL060 Advanced Grammar, Reading, Listening and Speaking, and Writing courses or earn a minimum total score of C2 Advanced on the Michigan EPT.

Courses	Semester Credit Hours
ESL140 TOEFL iBT Preparation	6
ESL141 Understanding US Culture	6
ESL142 Academic Writing from Sources	6
ESL143 Critical Reading and Thinking Skills in English: US Fiction	6
ESL144 Critical Reading and Thinking in English: US Nonfiction	6
ESL 145 IELTS Test Preparation	6

Course Descriptions

DIALYSIS TECHNOLOGIST TRAINING PROGRAM

ALH120 Medical Terminology & Anatomy & Physiology

Course Prerequisite: none

Credit Hours: 3

This course is an introduction to basic Medical Terminology and Anatomy and Physiology; students are introduced to the medical language for allied healthcare professionals. The major focus of this course is to explain the medical terms in the context of how the body works in health and disease; students will learn how to relate terms to the structure and function of the human body.

DIA100 Introduction to Dialysis Profession

Course Prerequisite: none

Credit Hours: 2

The course provides the student with the background of dialysis including history, use, and theory. The course will define dialysis as well as the mechanics and theory of dialysis. Causes of end-stage renal failure and its signs and symptoms are also identified. Specific renal A & P is also covered as well as A-V access and problems unique to the ESRD patient. The course will also provide the background and education needed for the student to perform basic medical testing within the environment of the dialysis clinic. Also, it will cover specimen handling, OSHA standards, HIPPA regulations, first aid, and CPR. Writing assignments, as appropriate to the discipline, are part of the course.

DIA130 Dialysis Procedures

Course Prerequisite: DIA100

Credit Hours: 3

Dialysis equipment, and machine assembly, bloodlines, side ports and monitors, blood pump, air bubble detector, types of dialyzers, dialysis solution circuit and monitors. Individual versus central dialysate proportioning system, conductivity meter, machine preparation for operation, safety checks for dialysis machine, safety monitors and safety alarms, machine disassembly, internal and external machine disinfection, water treatment (deionization and reverse osmosis), patient education on the use of medication, coagulation mechanisms, anticoagulation, heparinization and heparin pump and heparin free dialysis. Writing assignments, as appropriate to the discipline, are part of the course.

DIA140 Dialysis Procedures Clinical Lab I

Course Prerequisite: DIA100, DIA130

Credit Hours: 5

This course provides instruction to ways of safely handling the dialysis equipment used to treat patients suffering from kidney failure. The main topics covered include safety on the dialysis floor, setting up the dialysis equipment, Water treatment and dialyzer reprocessing as well as the procedures of starting and terminating the dialysis treatment, and disconnecting the patient from the machine.

Clinical experiences such as volunteering in health screenings and clinical observation for a dialysis facility may be a part of this course in order to give context and relevance to classroom learning.

DIA146 Electronic Health Records

Course Prerequisite: none

Credit Hours: 2

This course focuses on skills related to health information management, billing, coding, and health insurance reimbursement. Topics include medical records management, patient scheduling, and charting, procedural and diagnostic coding, applying managed care policies and procedures, calculating deductibles, completing insurance claim forms, and billing and collecting for healthcare services.

PHL115 Phlebotomy Technician

Course Prerequisite: none

Credit Hours: 4

This course consists of comprehensive and relevant coverage of phlebotomy, the role of a phlebotomist, and clinical techniques used in healthcare field. The emphasis of this course is on methods of blood drawing and proper techniques. This course also covers topics of non-blood specimen collection, labeling processing, universal precautions, as well as requirements of appropriate national certification exams.

DIA153 Dialysis Complications

Course Prerequisite: DIA100

Credit Hours: 2

This course provides students with an understanding of the main complications of Dialysis. This course will cover both patient complications as well as technical complications. Complications associated with initiation of dialysis are also discussed. Consideration of each complication commences with a description of its characteristics, clinical features along with a presentation of recognized treatment options and recommendations for management.

DIA150 Dialysis Procedures Clinical Lab II

Course Prerequisite: DIA140

Credit Hours: 3

This course is a continuation of DIA 140 Dialysis Procedures Clinical Lab I, and it is a very in-depth application of the skills and knowledge gained during the study of dialysis procedures. This Clinical Lab will cover vascular access, cannulation techniques, catheter care, as well as demonstrating the ability to run a dialysis treatment. Clinical experiences such as volunteering in health screenings and clinical observation for a dialysis facility may be a part of this course in order to give context and relevance to classroom learning.

DIA125 Externship

Course Prerequisite: DIA130, DIA140

Credit Hours: 4-5

The externship course is an optional course for students enrolled in Dialysis Technologist Training Program who would like to have the opportunity to apply and integrate knowledge acquired through coursework. In clarifying and broadening career goals, the optional externship experience assists students in discovering, developing, and refining necessary competencies and skills for their proposed career objectives.

ELECTRONEURODIAGNOSTIC (END) TECHNOLOGIST**END116 Electroneurodiagnostic Technology I**

Course Prerequisite: none

Credit Hours: 4

This course will introduce students to the theory and concepts of Electroneurodiagnostic technology and its importance in medicine and surgery. It is designed to develop the student's knowledge of the theory and science of Electroneurodiagnostic technology with an emphasis on recognizing electroencephalographic patterns.

END117 Electroneurodiagnostic Technology Lab I

Course Prerequisite: none

Credit Hours: 3

This course will give students the hands-on experience and concept of Electroneurodiagnostic technology and its importance in medicine and surgery. It is designed to develop the student's knowledge and dexterity in measurement and electrode application in addition to recognition of basic EEG patterns. This course complements the theoretical underpinning of the introductory course END116 Electroneurodiagnostic Technology I. The students will work their way towards doing a complete EEG on their own.

END115 Neuroanatomy

Course Prerequisite: none

Credit Hours: 5

This course consists of comprehensive and relevant coverage of the anatomy and physiology of the nervous system. Students will learn about the neuroanatomical and neurophysiological aspects of the nervous system.

ALH115 Patient Care, Law, and Ethics

Course Prerequisite: none

Credit Hours: 1

This course will introduce students to ethics and healthcare laws in the healthcare profession. It also introduces students to legal terminology and the importance of proper documentation.

END118 Neurological Disorders

Course Prerequisite: none

Credit Hours: 4

This course provides students the foundational neurobiological and clinical aspects of some of the most prevalent neurological disorders and diseases concerning the cerebrovascular system, the functioning of the motor system, and the degeneration of cognitive and behavioral functions in relation to the essential components of EEG in clinical practice.

END126 Electroneurodiagnostic Technology II

Course Prerequisite: END116

Credit Hours: 4

This course will further enhance students' knowledge of the theory and concepts of Electroneurodiagnostic technology. It is designed to develop a more advanced understanding of the theory and science of Electroneurodiagnostic technology by focusing on normal variants, focal and diffuse abnormal EEG patterns, focal and generalized epilepsy, pediatric and neonatal EEG patterns.

END127 Electroneurodiagnostic Technology Lab II

Course Prerequisite: END117

Credit Hours: 3

The students will further improve their knowledge, skills, attitude, and values in Electroneurodiagnostic Technology through a hands-on and practical laboratory class. This course complements the theoretical underpinnings of the advance course Electroneurodiagnostic Technology II. The students will work their way towards doing a complete EEG on their own. In this course, the students will develop professionalism, as well as self-confidence, while practicing techniques of electroencephalography (EEG). In addition, the course will endeavor to prepare and train students for clinical practicum.

END130 Evoked Potential

Course Prerequisite: ALH114, END116

Credit Hours: 4

This course will introduce students to the theory and concepts of Evoked Potential and its importance in medicine and surgery. It is designed to develop the student's Knowledge of the theory and science of electroneurodiagnostic technology with an emphasis on Evoked Potentials. The focus would be on the theory and practicum of all 3 modalities of EP, SSEP somatosensory Evoked Potentials, AEP Auditory Evoked Potentials, and VEP Visual Evoked Potentials. Techniques on intraoperative Evoked Potentials and EEG recording will also be covered.

END131 Evoked Potential Lab

Course Prerequisite: ALH114, END117

Credit Hours: 3

The students will further improve their knowledge, skills, attitude, and values in Evoked Potential through a hands-on and practical laboratory class. This course complements the theoretical underpinnings of the Evoked Potential course. The students will work their way towards doing a complete EPs on their own. In this course, the students will develop professionalism, as well as self-confidence, while practicing techniques of Evoked Potentials (EPs). In addition, the course will endeavor to prepare and train students for clinical practicum.

END132 ABRET Registration Exam Prep

Course Prerequisite: END126

Credit Hours: 2

This course is designed to prepare students for the ABRET board exam in EEG. The student will have exposure to practice exams similar to the registration exam by ABRET.

END141 Externship I

Course Prerequisite: all didactic courses in Term I and II

Credit Hours: 6

The externship course provides an opportunity to apply and integrate knowledge acquired through coursework. The externship experience assists students in practicing competencies and skills acquired during the END Program.

END142 Externship II

Course Prerequisite: Course Prerequisite: all didactic courses in Term I and II

Credit Hours: 6

The externship course provides an opportunity to apply and integrate knowledge acquired through coursework. The externship experience assists students in practicing competencies and skills acquired during the END Program.

MAGNETIC RESONANCE IMAGING (MRI) TECHNOLOGIST

ALHT101 Medical Terminology

Course Prerequisite: none

Credit Hours: 4

This course introduces students to Medical terminology: suffixes, prefixes, basic word structure, root words, abbreviations and applying the word building process for analyzing medical terms. Emphasis will be placed on defining and spelling anatomic structures and medical terminology related to Body Systems.

ALHT102 Anatomy and Physiology

Course Prerequisite: none

Credit Hours: 4

This course consists of comprehensive and relevant coverage of the Anatomy and Physiology of Human Body Systems. Students learn about Human body structures and location, body cavities, terms of reference, human organization. Students learn a different type of tissues their functions and location in the body. Coursework includes the Anatomy and physiology of the human body systems and discusses the Integumentary system, Skeletal and Muscular System, Cardiovascular, Digestive, Respiratory, Urinary, Endocrine, Nervous, Blood and Lymphatic, Reproductive System, with an emphasis on the Diseases of the body system and surgical and diagnostic procedures.

MRIT111 MRI Physics and Instrumentation I

Course Prerequisite: none

Credit Hours: 2

The course provides an in-depth history of magnetic resonance imaging and clinical practice and an understanding of the principles of this technology. Topics include the physical principles of magnetic resonance imaging, its physics to include electromagnetism, radio frequency system, gradient system, nuclear magnetism, tissue characteristics, instrumentation and clinical indicators for utilization of magnetic resonance imaging.

MRIT112 MRI Physics and Instrumentation II

Course Prerequisite: MRIT111

Credit Hours: 2

This course is designed to maximize MR image quality through the understanding of the fundamentals, concepts, and processes of MR imaging. Topics include the concepts of pulse sequencing, image parameters and artifact reduction techniques. Other topics presented include pulse sequences, contrast media, artifacts and artifact reduction techniques, imaging parameters/options, special applications and quality assurance.

ALHT121 Venipuncture for Imaging Professionals

Course Prerequisite: ALHT101

Credit Hours: 3.5

This course provides the student with comprehensive and relevant coverage of phlebotomy, medical law, and ethics and legal concepts. Other topics include patient confidentiality (HIPAA), OSHA and safety, standard precautions, isolation procedures, equipment, venipuncture complications and specimen handling and transport.

MRIT121 Laws and Ethics in Imaging Sciences

Course Prerequisite: none

Credit Hours: 2

This course is designed to provide a fundamental background in ethics and healthcare laws in the imaging profession. The course also provides the historical and philosophical basics of ethics, the elements of ethical behavior and ethical issues and dilemmas. Topics include an introduction to legal terminology, concepts and principles, misconduct, malpractice, legal and professional standards, and an emphasis on the importance of proper documentation and informed consent. Other topics include the basic concepts of patient information management, medical records management including privacy and regulatory issues and the role of the technologist in the management of patient information (HIPAA).

MRIT122 Patient Care and Safety in MRI

Course Prerequisite: none

Credit Hours: 2

This course covers the basic concepts of patient care, including personal and physiological needs of the patient, diversity, age-specific patient care and communication and communication with family members. Topics include routine and emergency care procedures, patient assessment, medication information and administration, standard and universal precautions and infection control concepts. Other topics include fire and workplace safety.

MRIT123 Sectional Anatomy I

Course Prerequisite: ALHT101, ALHT102

Credit Hours: 4.5

This course offers the student an introduction to cross-sectional anatomy, anatomic positions, body planes and cavities, terminology, landmarks and other imaging planes relevant to demonstrating anatomy on MR images. Other topics include the cross-sectional anatomy of the cranium and facial bones, brain, the spine and spinal cord, soft tissue of the neck and the endocrine system.

MRIT231 MRI Positioning and Procedures I

Course Prerequisite: MRIT123

Credit Hours: 2

This course will provide the student with anatomy, position, imaging techniques and suggested protocols related to the head, spine, spinal cord and soft tissue structures of the neck. Other topics covered are anatomical structures and the plane that best demonstrates the anatomy, coils and scan sequencing.

MRIT232 MRI Positioning and Procedures II

Course Prerequisite: MRIT231

Credit Hours: 2

This course provides the student with the patient positioning and imaging techniques related to the upper and lower extremities and the pelvic girdle. Other topics include clinical applications such as coils; scan sequencing, protocols, positioning criteria, signal characteristics of normal and abnormal structures and the plane that best demonstrates the anatomy in the production of high-quality images.

MRIT233 Sectional Anatomy II

Course Prerequisite: MRIT123

Hours: 4.5

This is a study of human anatomy as seen in axial, sagittal, and coronal planes. Other imaging planes are studied when relevant for a demonstration of anatomy in specific regions. Correlation to MR images is practiced in this course. A study of normal anatomy and normal variations and its appearance in planes enables the student to better recognize abnormal conditions and thus make the associated changes in imaging requirements to adequately demonstrate the patient's anatomy and pathology. Topics include the thorax and abdomen. Pelvis and the musculoskeletal system will be discussed in this course.

MRIT234 Advanced Imaging Techniques

Course Prerequisite: MRIT111, MRIT112

Credit Hours: 2

This course will provide the student with an update on fundamental and advanced sequence protocols when imaging the different regions of the body. Comprehensive coverage of MRI signal of normal tissue will give the preliminary basis for the diagnosis of diseases within the human anatomy. The student will focus on imaging strategies, recent developments, and specific MRI findings to characterize congenital, inflammatory, benign and malignant diseases. The course will provide a combination of lectures and case-based interactive teaching in a classroom setting.

MRIT236 MRI Clinical I

Course Prerequisite: MRI231

Credit Hours: 5

This course provides a supervised clinical experience at a clinical site. Included are application of equipment operation, MR safety, medico legal and ethical protocols, record keeping and patient care. Head and neck techniques and procedures as well as spine and extremity work will be performed. Additionally, the student will develop and demonstrate a professional work ethic and at the same time learn the necessary skills needed to function as an MRI Technologist in the clinical environment.

MRIT241 MRI Positioning and Procedures III

Course Prerequisite: MRI232

Credit Hours: 2

This course provides the student with the patient positioning and imaging techniques related to the abdomen and its related structures and organs, pelvis and the male and female reproductive systems. Other topics include clinical applications such as coils, scan sequencing, protocols, positioning criteria, signal characteristics of normal and abnormal structures, and the plane that best demonstrates the anatomy in the production on high-quality images.

MRIT248 MRI Registry Review

Course Prerequisite: none

Credit Hours: 2

This course will provide examination preparation and review of the important topics in relation to the American Registry of Magnetic Resonance Imaging Technologists (ARMRIT) national certification.

MRIT243 Medical Imaging Pathology

Course Prerequisite: MRI123, MRI233

Credit Hours: 3

This course will familiarize the students with the common pathologies as seen in magnetic resonance imaging. Case studies and images of the pathologies will be used to reinforce the lectures. Technologists doing magnetic resonance imaging must be able to recognize the general appearance of pathology and recognize the need for additional sequences, changes in protocols and the need for contrast studies based upon the recognition of pathological changes.

MRIT246 Introduction to Pharmacology

Course Prerequisite: none

Credit Hours: 1

This module provides an introduction to technical and practical pharmaceutical knowledge. It offers basic academic training in prescription order processing, inventory activities, over-the-counter drug sales, recordkeeping, product prepackaging, bulk compounding and manufacturing, computer operations and related tasks.

MRIT244 MRI Clinical II

Course Prerequisite: MRI231

Credit Hours: 5

This course provides a supervised clinical experience at a clinical site. Included are application of equipment operation, MR safety, medicolegal and ethical protocols, record keeping and patient care. Neurological and extremity procedure work will continue with introductory clinical experience in thoracic and abdominal scanning. Additionally, the student will continue to develop and demonstrate a professional work ethic and at the same time learn the necessary skills needed to function as an MRI Technologist in the clinical environment.

MRIT245 MRI Clinical III

Course Prerequisite: MRI231

Credit Hours: 5.5

This course provides a supervised clinical experience at a clinical site. Included are application of equipment operation, MR safety, medicolegal and ethical protocols, record keeping and patient care. Neurological, extremity, thoracic, and abdominal procedure work will continue with introductory clinical experiences in breast MR, and advanced scanning applications such as cardiac, functional, and spectroscopy MR. Additionally, the student will continue to develop and demonstrate a professional work ethic and at the same time learn the necessary skills needed to function as an MRI Technologist in the clinical environment.

MEDICAL ASSISTING

DMA110 Introduction to Technology and Healthcare

Course Prerequisite: none

Credit Hours: 2

The Introduction to Technology and Health care course is designed to introduce students to the Learning management system of MCC, Use of Computers and Microsoft office (Word, Power point and Excel). The course provides an understanding of role and responsibilities of Medical Assistants in Health care team and introduces to the Medical law and ethics.

ALHT108 Medical Terminology

Course Prerequisite: none

Credit Hours: 3

This course introduces students to Medical terminology: suffixes, prefixes, basic word structure, root words, abbreviations and applying the word building process for analyzing medical terms. Emphasis will be placed on defining and spelling anatomic structures and medical terminology related to Body Systems.

ALHT120 Anatomy & Physiology

Course Prerequisite: none

Credit Hours: 2.5

This course consists of comprehensive and relevant coverage of the Anatomy and Physiology of Human Body Systems. Students learn about Human body structures and location, body cavities, terms of reference, human organization. Students learn a different type of tissues their functions and location in the body. Coursework includes the Anatomy and physiology of the human body systems and discusses the Integumentary system, Skeletal and Muscular System, Cardiovascular, Digestive, Respiratory, Urinary, Endocrine, Nervous, Blood and Lymphatic, Reproductive System, with an emphasis on the Diseases of the body system and surgical and diagnostic procedures.

PHL115 Phlebotomy Technician

Course Prerequisite: none

Credit Hours: 4

This course consists of comprehensive and relevant coverage of phlebotomy, the role of the phlebotomist, medical laws and ethics and clinical techniques used in the health care field. The student received instruction utilizing a variety of methods to draw blood with an emphasis on proper technique. Other topics include non-blood specimen collection, labeling processing, universal precautions and requirements of appropriate national certification exams.

EKG115 EKG Technician

Course Prerequisite: none

Credit Hours: 3

This course provides instruction in EKG unit operation and troubleshooting, lead placement utilizing 12-lead EKG, use, and understanding of EKG grid paper, recognizing normal and abnormal EKG patterns in all 12-leads, plotting EKG axis. It is designed to enhance the skills of people currently working in a medical office. Major topics include anatomy and physiology of the heart, the electrical system of the heart, attachment of the leads, vector concepts, predicting the wave shape of the 12-Lead EKG, characteristic of the T-wave, and characteristic of the ST-segment. Development of the Patterns of the Following: Aberrant Conduction, Wave shapes Distortion due to LVH, Concept of Sensitivity, and Hypertrophy Criteria Relating to Age of Patient, and Systematic approach to 12-lead Analysis.

ALHT117 Pathophysiology

Pre-requisite: ALHT108, ALHT120

Credits: 3

This course provides an in-depth study of human pathological processes and their effects on homeostasis. Emphasis is on interrelationships among organ systems in deviations from and complications of commonly occurring diseases and their management, Common disease categories and terminology, diagnostic methodology, Clinical characteristics and effects of inflammation, Basic Immunology, hypersensitivity, and autoimmune disorders, Etiology and diagnosis of neoplastic diseases, Pathogenesis of cardiovascular and circulatory diseases, lymphatic, pulmonary, Gastrointestinal, endocrine, musculoskeletal, urinary, neurological, and reproductive system disorders.

DMA133 Patient Communication and E.H.R

Course Prerequisite: none

Credit Hours: 3

This course is designed to give the student a working knowledge of the administrative medical office management duties including oral and written communication skills, legal concepts, patient instruction, computers, equipment operation and maintenance, organizational skills, cultural awareness. Students work on Stimulated Electronic Health Records, learn Managing Medical record keeping and schedule management.

DMA134 Medical Insurance, Billing, and Coding

Course Prerequisite: none

Credit Hours: 3

This course is designed to provide the student basic knowledge of Insurance terminology, managed care plans, insurance plans (private and government plans), Claims process, transmitting electronic claims, Patient

collections and Financial management, basic accounting, basic procedural and diagnostic coding for reimbursement. The course includes an overview of EHR - ICD-10- CM codes, Coding guidelines, and Health status codes, maintain ICD-10 Database, Procedural coding, CPT guidelines and EHR - using CPT codes, maintaining the CPT database on HER.

DMA135 Clinical Medical Assisting

Course Prerequisite: ALHT108, ALHT120

Credit Hours: 5

This course is comprehensive coverage of medical assisting clinical procedures. The coursework includes hands-on training on the following: foundations and principles of medical assisting, the medical office environment, assisting with patients, specialty practices and medical emergencies and physician's office laboratory procedures.

DMA130 Medical Assisting Externship

Course Prerequisite: PHL115, EKG115, DMA135

Credit Hours: 3.5

The externship course is an optional course for students who would like to have the opportunity to apply and integrate knowledge acquired through coursework. In clarifying and broadening career goals, the optional externship experience assists students in discovering, developing, and refining necessary competencies and skills for their proposed career objectives.

VOCATIONAL ENGLISH AS A SECOND LANGUAGE

ESL 071 Professional English

Course Prerequisite: none

Credit Hours: 12

The Professional English course is for students who possess basic workplace skills but require additional English language skills specific to the workplace. This course provides an overview of business topics discussed and vocabulary used in English-speaking companies and organizations. Students will encounter a wide range of workplace situations and have opportunities for discussion and for the development of vocabulary, fluency, and confidence-building.

ESL 070 Integrated Communication Skills in English

Course Prerequisite: none

Credit Hours: 12

This course explores common constructions in English to help students build practical English language skills. Through integrated listening, speaking, reading, and writing activities, students will apply grammatical concepts and functional language to understand and respond to spoken and written exchanges. This intensive class includes both group and individualized instruction.

ESL 076 Presentation Skills for English Language Learners

Course Prerequisite: none

Credit Hours: 12

In this course, students will develop the skills and confidence to communicate their ideas in English. Students will learn how to prepare and deliver engaging public speeches in front of an audience. All phases of the public speaking process will be addressed. Students will learn how to choose topics, organize their ideas, and deliver compelling speeches in English.

ESL073 English Skills for Success

Course Prerequisite: none

Credit Hours: 12

This course aims to develop the learner's ability to seek out and work for English-speaking companies and organizations. The course teaches the skills necessary to prepare students to make a career decision, prepare for a

future job search, or change careers. Students will learn how to create career paths that require them to research possible job options and potential employers. Special emphasis is placed on the job interview process.

ESLo72 Interpersonal Communication in the United States

Course Prerequisite: none

Credit Hours: 12

Interpersonal Communication Skills in the United States is designed to help students develop the face-to-face communication skills that business professionals need to succeed with U.S. clients or in U.S. businesses. A feature of the class is analysis and discussion of cultural differences in interpersonal communication norms. Topics include interpersonal relationships at work, intercultural communication inside and outside the workplace, the dynamics of small-group communication, the tone of messages (assertive, aggressive, and passive), and a problem-solving process with workplace applications.

ESLo78 Workplace Writing English for English Language Learners

Course Prerequisite: none

Credit Hours: 12

Workplace Writing for English Language Learners helps non-native speakers develop writing skills in English as they learn basic forms and functions of business writing. Students will learn how to analyze audience and purpose; organize routine, good-news, and bad-news messages; and edit for style as well as grammar, mechanics, and usage. Types of business writing include emails, blogs, letters, summaries, and reports. An emphasis of the course is writing as a recursive process that involves editing and revision, and the role of peer feedback in that process.

ENGLISH AS A SECOND LANGUAGE

ESLo10R Beginner Reading

Course Prerequisite: none

Credit Hours: 3

This course is an introduction to reading nonfiction articles in English. The course focuses on the reading of short informational articles; on thinking skills; on vocabulary building; and on the use of basic before-, during-, and after-reading strategies to understand texts. Through instruction and practice, students will develop their ability to understand short nonfiction texts written at beginner levels in English and will increase their English vocabulary.

ESLo10W Beginner Writing

Course Prerequisite: none

Credit Hours: 3

This course is designed to help students communicate personal thoughts, feelings, and ideas in beginner-level written English. Students will respond to prompts about familiar topics and everyday things by writing and editing simple and compound sentences in the present and present progressive. To that end, the course introduces students to the grammar, mechanics, and usage principles needed to create original sentences in English, emphasizing the functions and forms of English parts of speech, common patterns of sentences, and basic capitalization and spelling conventions.

ESLo10L Beginner Listening and Speaking

Course Prerequisite: none

Credit Hours: 3

This course is a basic introduction to listening and speaking skills in English. Students will hold short interviews, conversations, and discussions and learn the etiquette of U.S. conversations. Students will also listen for important ideas and take notes. Through focused practice, students will build vocabulary, speaking skills, and confidence in their ability to understand basic spoken messages in different media in English.

ESLo10G Beginner Grammar

Course Prerequisite: none

Credit Hours: 3

This course is an introduction to basic English grammar. The course focuses on parts of speech and their functions and forms as well as on the structure of statements and questions in the present and present progressive.

ESLo2oR High Beginner Reading

Course Prerequisite: none

Credit Hours: 3

This course builds foundational reading skills. The course focuses on the reading of short informational articles in English; on the use of before-, during-, and after-reading strategies; and on vocabulary building through collocation, word analysis, and oral and written practice of new vocabulary. Through instruction and practice, students will develop their ability to understand short nonfiction texts written at high beginner levels and will expand their English vocabulary.

ESLo2oW High Beginner Writing

Course Prerequisite: none

Credit Hours: 3

In this course, students will write and edit simple, compound, and complex sentences in the past, present, present progressive, and future. To that end, the course introduces students to the grammar and usage principles needed to create original sentences in English, emphasizing the functions and forms of English parts of speech, common patterns of sentences, and basic comma use in compound and complex sentences, with special focus on common sentence errors such as fragments.

ESLo2oL High Beginner Listening and Speaking

Course Prerequisite: none

Credit Hours: 3

This course builds on foundational listening and speaking skills in English. Students will practice conversation skills, including asking for clarification, expressing agreement and disagreement, and keeping a conversation going. Students will also take part in short discussions and small-group presentations as well as practice taking key-word notes while listening and viewing. Through a variety of communicative activities, students will build vocabulary, speaking skills, and confidence in their ability to understand simple spoken messages in different media in English.

ESLo2oG High Beginner Grammar

Course Prerequisite: none

Credit Hours: 3

This course builds foundational English grammar skills. The course focuses on adjectives and adverbs, common modals, and the simple past, past progressive, and future.

ESLo3oR Low Intermediate Reading

Course Prerequisite: none

Credit Hours: 3

This course focuses on the reading of informational articles in English; on the use of before-, during-, and after-reading strategies, and on vocabulary building through the study of collocations, synonyms, and contextualized definitions. Students will practice answering different types of comprehension questions, analyzing text features and structures, and interpreting graphic aids. Through instruction and practice, students will develop their ability to understand nonfiction texts written at low-intermediate levels and will increase their English vocabulary.

ESLo3oW Low Intermediate Writing

Course Prerequisite: none

Credit Hours: 3

This course builds skills in writing paragraphs in English by focusing on planning and composing paragraphs; on basic paragraph parts, organization, and types; on features of good paragraphs (i.e., qualities that U.S. writing teachers often look for when evaluating paragraphs); on common uses of the comma; on peer editing, with a special emphasis on common verb and sentence-structure errors.

ESLo3oL Low Intermediate Listening and Speaking

Course Prerequisite: none

Credit Hours: 3

This course develops listening and speaking skills in English, with a focus on building fluency. Students will practice speaking about familiar topics in pairs and small groups and will learn gambits for asking for and giving clarification, making suggestions, giving advice, and keeping a conversation going. Students will also identify main ideas and supporting details of spoken messages and take key-word notes while listening and viewing. Through a variety of communicative activities, students will build vocabulary, speaking skills, and confidence in their ability to understand simple spoken messages in different media in English.

ESLo3oG Low Intermediate Grammar

Course Prerequisite: none

Credit Hours: 3

This course reviews and builds on foundational principles of English grammar. The course focuses on parts of speech and their uses, forms, and positions in spoken and written sentences. Students will review count and non-count nouns and the use of determiners with them; common verb tenses and aspects; and forms, uses, and correct placement of describing words, prepositions, and pronouns in simple and compound sentences.

ESLo4oR Intermediate Reading

Course Prerequisite: none

Credit Hours: 3

This course focuses on the reading of informational articles in English; on the use of before-, during-, and after-reading strategies; and on vocabulary building through collocation, word analysis, and oral and written practice of general and academic vocabulary. Students will practice answering different types of questions, including critical-thinking questions; and will analyze and use text structures and features, including graphic aids, to increase comprehension. Through instruction and practice, students will develop their ability to understand nonfiction texts written at intermediate levels and increase their English vocabulary.

ESLo4oW Intermediate Writing

Course Prerequisite: none

Credit Hours: 3

This course builds foundational skills in writing descriptive, narrative, and basic expository essays in English by focusing on planning and composing essays; on basic essay parts, organization, and types; on features of well-written essays (i.e., qualities that U.S. writing teachers often look for when evaluating these types of essays); and on peer editing, with a special emphasis on common verb, pronoun, and sentence-structure errors.

ESLo4oL Intermediate Listening and Speaking

Course Prerequisite: none

Credit Hours: 3

This course develops listening and speaking skills in English, with an increasing focus on academic topics and activities. Students will take part in conversations and discussions about general interest and academic topics and will learn techniques for notetaking, critical thinking, collaborating, and speaking to groups. Through guided and free practice, students will build vocabulary, speaking skills, and confidence in their ability to understand spoken and visual messages in different media in English.

ESLo4oG Intermediate Grammar

Course Prerequisite: none

Credit Hours: 3

This course builds on principles of low intermediate grammar. The course focuses on the construction of simple, compound, and complex sentences and on the forms and uses of English verbs, including verbals. Students will also practice using common phrasal verbs and using modals to express necessity, prohibition, and expectation.

ESLo5oR High Intermediate Reading

Course Prerequisite: none

Credit Hours: 3

This course helps students become proficient readers in English. The course focuses on the reading of longer and more complex nonfiction texts in English; on the use of before-, during-, and after-reading strategies; on vocabulary building through collocation, the study of multiple-meaning words, word analysis, and oral and written practice of general and academic vocabulary; and on the development of critical-thinking skills.

ESLo5oW High Intermediate Writing

Course Prerequisite: none

Credit Hours: 3

This course builds skills in writing different types of essays and responses to texts in English. The course focuses on planning and writing essays; on features of well-written narrative, expository, and argumentative essays (i.e., qualities that U.S. writing teachers often look for when evaluating these types of essays); on writing summaries and self-evaluations; and on peer editing, with a special emphasis on the use of various types of transitions and on sentence variety and tone.

ESLo5oL High Intermediate Listening and Speaking

Course Prerequisite: none

Credit Hours: 3

This course develops listening and speaking skills in English with an increasing focus on academic topics and activities. Students will work on developing fluency in longer discussions about general interest and academic topics; will make longer, research-based presentations; and will use graphic organizers to group and convey information. Academic skills include critical thinking, taking notes on short lectures and documentaries, and collaborating in groups. Through guided and free practice, students will build vocabulary, speaking skills, and confidence in their ability to understand spoken and visual messages in different media in English.

ESLo5oG High Intermediate Grammar

Course Prerequisite: none

Credit Hours: 3

This course helps students build proficiency in English grammar. The course focuses on verb tenses and aspects, with special emphasis on the perfect, progressive, and future; and on more advanced principles governing subject-verb agreement and the use of articles and other determiners, verbals, and modals.

ESLo6oR Advanced Reading

Course Prerequisite: none

Credit Hours: 3

This course helps students work toward full proficiency in reading English nonfiction texts. The course focuses on the reading of longer, more complex informational texts in English; on the use of before-, during-, and after-reading and study strategies; and on the development of critical-thinking skills, including evaluation of arguments. Students will also further develop their general and academic vocabulary through the study of collocations, word analysis, and word families as well as oral and written practice of new vocabulary.

ESLo6oW Advanced Writing

Course Prerequisite: none

Credit Hours: 3

This course builds skills in writing different kinds of essays often assigned in U.S. colleges and universities. The course provides practice in using a writing process; on researching, evaluating, and citing sources of information; on writing summaries, syntheses, arguments, and research papers; and on peer editing.

ESLo6oL Advanced Listening and Speaking

Course Prerequisite: none

Credit Hours: 3

This course develops listening and speaking skills in English with a special emphasis on academic topics and activities. Students will work on developing full fluency by participating in extended pair and group discussions as well as by making longer, research-based presentations. Students will also practice listening to longer and more complex lectures, will practice taking notes on them, and will use the notes to answer questions about the texts.

ESLo6oG Advanced Grammar

Course Prerequisite: none

Credit Hours: 3

This course helps students work toward full proficiency in English grammar. The course focuses on advanced sentence structures, including use of the passive voice and of different types of clauses to combine ideas as well as the use of conditionals and common phrasal verbs.

ESLo6oL Advanced Listening and Speaking

Course Prerequisite: none

Credit Hours: 3

This course develops listening and speaking skills in English with a special emphasis on academic topics and activities. Students will work on developing full fluency by participating in extended pair and group discussions as well as by making longer, research-based presentations. Students will also practice listening to longer and more complex lectures, will practice taking notes on them, and will use the notes to answer questions about the texts.

ESLo6oG Advanced Grammar

Course Prerequisite: none

Credit Hours: 3

This course helps students work toward full proficiency in English grammar. The course focuses on advanced sentence structures, including use of the passive voice and of different types of clauses to combine ideas as well as the use of conditionals and common phrasal verbs.

PROFESSIONAL ENGLISH

ESLo81 Professional English

Course Prerequisite: ESLo6oG, ESLo6oL, ESLo6oR, ESLo6oW; or minimum total score of C2 Advanced on the Michigan ELP

Credit Hours: 6

Professional English is designed for students who wish to build English language skills specific to the workplace. The course provides an overview of contemporary business topics such as branding, advertising and marketing, and finance to create a framework for experiential language learning. Using an integrated approach to business English, the course includes the reading and discussion of business articles and case studies, listening activities, collaborative small-group projects, and role plays. Students will encounter a wide range of workplace situations that will enable them to develop English vocabulary and fluency as well as communication confidence.

ESLo83 English Skills for Success

Course Prerequisite: ESLo6oG, ESLo6oL, ESLo6oR, ESLo6oW; or minimum total score of C2 Advanced on the Michigan ELP

Credit Hours: 6

English Skills for Success combines instruction in spoken and written English with instruction in career building and job-search skills. Students will learn how to match personality traits, personal preferences, and goals to career choices; use social media and other forums to create professional networks; and research career information and job openings using digital and print media. Features of the class include the development of career- and work-related English vocabulary; a review of English grammar, usage, and writing through journaling and the composition of U.S.-style résumés and cover letters; and the improvement of pronunciation and fluency skills through mock face-to-face and telephone interviews.

ESLo86 Presentation Skills for English Language Learners

Course Prerequisite: ESLo6oG, ESLo6oI, ESLo6oR, ESLo6oW; or minimum total score of C2 Advanced on the Michigan ELP

Credit Hours: 6

Presentation Skills for English Language Learners focuses on helping students develop skills that will enable them to communicate effectively to groups of English-speaking clients and co-workers. All phases of the public-speaking process are addressed, including how to analyze audiences and use analyses to tailor messages, how to organize ideas presented orally, how to use visuals to enhance messages, and how to project confidence and energy nonverbally. Through feedback on pronunciation of English and use of English grammar, students will uncover fossilized errors and work to overcome them.

ESLo82 Interpersonal Communication Skills in the United States

Course Prerequisite: ESLo6oG, ESLo6oI, ESLo6oR, ESLo6oW; or minimum total score of C2 Advanced on the Michigan ELP

Credit Hours: 6

Interpersonal Communication Skills in the United States is designed to help students develop the face-to-face communication skills that business professionals need to succeed with U.S. clients or in U.S. businesses. A feature of the class is analysis and discussion of cultural differences in interpersonal communication norms. Topics include interpersonal relationships at work, intercultural communication inside and outside the workplace, the dynamics of small-group communication, the tone of messages (assertive, aggressive, and passive), and a problem-solving process with workplace applications.

ESLo88 Business Writing for English Language Learners

Course Prerequisite: ESLo6oG, ESLo6oI, ESLo6oR, ESLo6oW; or minimum total score of C2 Advanced on the Michigan ELP

Credit Hours: 6

Business Writing for English Language Learners helps non-native speakers develop writing skills in English as they learn basic forms and functions of business writing. Students will learn how to analyze audience and purpose; organize routine, good-news, and bad-news messages; and edit for style as well as grammar, mechanics, and usage. Types of business writing include emails, letters, summaries, and reports. An emphasis of the course is writing as a recursive process that involves editing and revision, and the role of peer feedback in that process.

ESLo84 Professional English for Marketing

Course Prerequisite: ESLo6oG, ESLo6oI, ESLo6oR, ESLo6oW; or minimum total score of C2 Advanced on the Michigan ELP

Credit Hours: 6

Professional English for Marketing focuses on helping non-native speakers learn English vocabulary related to marketing as they discuss basic marketing topics and learn basic marketing techniques. Through critical thinking and discussion, small-group and individual projects, role plays, and presentations, students will learn how to collaborate in teams to complete projects and how to use English-language marketing vocabulary as they create products and marketing plans, brand, rebrand, and do pitches.

ENGLISH FOR ACADEMIC PURPOSES

ESL140 TOEFL iBT Preparation

Course Prerequisite: ESLo6oG, ESLo6oI, ESLo6oR, ESLo6oW; or minimum total score of C2 Advanced on the Michigan ELP

Credit Hours: 6

TOEFL iBT Preparation is designed for students who plan to take the Internet-based Test of English as a Foreign Language, the exam widely used by US and Canadian colleges and universities to measure the English language skills of non-native speakers of English. The course focuses on the four skills covered on the TOEFL iBT — reading, listening, speaking, and writing — with special emphasis on the types of questions and activities included on the test. Through practice with TOEFL iBT-type questions and activities, students will become familiar with the format and time limits of the test; learn techniques for correctly answering oral and written TOEFL questions; and understand how to compose successful integrated and independent writing tasks.

ESL141 Understanding US Culture

Course Prerequisite: ESLo6oG, ESLo6oI, ESLo6oR, ESLo6oW; or minimum total score of C2 Advanced on the Michigan ELP

Credit Hours: 6

Understanding US Culture focuses on six fundamental shared US values — individual freedom, self-reliance, equality of opportunity, competition, material wealth, and hard work — and ways in which US history has helped shape those values. Topics include the colonial roots of religious freedom in the US; the US frontier heritage and the myth of the Old West; the checks and balances in the three branches of US government; the historical tensions between federal and state levels of government; and the history and evolution of ethnic and racial diversity in the US. Through reading and discussion, research, projects, and presentations, students will deepen their understanding of US culture and their own cultures.

ESL142 Academic Writing from Sources

Course Prerequisite: ESLo6oG, ESLo6oI, ESLo6oR, ESLo6oW; or minimum total score of C2 Advanced on the Michigan ELP

Credit Hours: 6

Academic Writing from Sources takes students step by step through the process of composing research-based writing in English — from framing research questions, researching to answer questions, comprehending academic sources, and taking notes; to organizing ideas, integrating outside sources in one's own writing, and documenting sources correctly. Through work in and out of class, peer and instructor feedback, and revision, students will complete two research-based papers in English as well as a variety of shorter writing tasks, such as paraphrases, summaries, and responses to prompts. Students will also analyze problems they have in English grammar, usage, and mechanics; look for patterns in the errors they make; and work to correct — and avoid — the errors.

ESL143 Critical Reading and Thinking Skills in English: US Fiction

Course Prerequisite: ESLo6oG, ESLo6oI, ESLo6oR, ESLo6oW; or minimum total score of C2 Advanced on the Michigan ELP

Credit Hours: 6

Through close readings and discussions of US short stories and novels, students in Critical Reading and Thinking Skills in English: US Fiction will build reading comprehension and fluency as well as skills in interpreting, analyzing, synthesizing, and evaluating text. The course reviews literary elements such as narrative point of view, character development, plot, setting, conflict, and theme and helps students examine how these and other literary elements and techniques shape individual works of fiction. Included are well-known works from diverse and distinguished US authors, providing opportunities for students to build knowledge of US culture and historical eras.

ESL144 Critical Reading and Thinking Skills in English: US Nonfiction

Course Prerequisite: ESLo6oG, ESLo6oI, ESLo6oR, ESLo6oW; or minimum total score of C2 Advanced on the Michigan ELP

Credit Hours: 6

Through close readings and discussions of informational nonfiction and literary nonfiction, students in Critical Reading and Thinking Skills in English: US Nonfiction will build reading comprehension and fluency as well as skills in interpreting, analyzing, synthesizing, and evaluating text. The first half of each session reviews strategies for comprehending and remembering information in advanced-level textbooks in English, including study systems. The second half reviews elements of literary nonfiction such as people, plot, setting, conflict, and theme and helps students examine how these and other literary elements and techniques shape individual works of nonfiction. Included are well-known autobiographies and memoirs from diverse and distinguished US authors, providing opportunities for students to build knowledge of US culture and historical eras.

ESL145 IELTS Test Preparation

Course Prerequisite: ESLo6oG, ESLo6oI, ESLo6oR, ESLo6oW; or minimum total score of C2 Advanced on the Michigan ELP

Credit Hours: 6

IELTS Test Preparation is designed for students who plan to take the International English Language Testing System, or IELTS, widely used by colleges and universities in the UK, Australia, Canada, New Zealand, and other countries to measure the English language skills of non-native speakers of English. The course focuses on the four skills covered on the Academic Module of the IELTS — reading, writing, listening, and speaking — with special emphasis on the types of questions and activities included on the exam. Through practice with IELTS-type questions and activities, students will become familiar with the format and time limits of the test; learn techniques for correctly answering oral and written IELTS questions; and understand how to compose successful IELTS writing tasks.

ASSOCIATE OF APPLIED SCIENCE IN MAGNETIC RESONANCE IMAGING (MRI) TECHNOLOGY

MRI121 Laws and Ethics in Imaging Sciences

Course Prerequisite: none

Credit Hours: 2

This course is designed to provide a fundamental background in ethics and healthcare laws in the imaging profession. The course also provides the historical and philosophical basics of ethics, the elements of ethical behavior and ethical issues and dilemmas. Topics include an introduction to legal terminology, concepts and principles, misconduct, malpractice, legal and professional standards, and an emphasis on the importance of proper documentation and informed consent. Other topics include the basic concepts of patient information management, medical records management including privacy and regulatory issues and the role of the technologist in the management of patient information (HIPAA).

ALH112 Venipuncture for Imaging Professionals

Course Prerequisite: none

Credit Hours: 3

This course provides the student with comprehensive and relevant coverage of phlebotomy, medical law and ethics and legal concepts. Other topics include patient confidentiality (HIPAA), OSHA and safety, standard precautions, isolation procedures, equipment, venipuncture complications and specimen handling and transport.

MRI122 Patient Care and Safety in MRI

Course Prerequisite: none

Credit Hours: 2

This course covers the basic concepts of patient care, including personal and physiological needs of the patient, diversity, age specific patient care and communication and communication with family members. Topics include routine and emergency care procedures, patient assessment, medication information and administration, standard and universal precautions and infection control concepts. Other topics include fire and workplace safety.

MRI101 MRI Physics and Instrumentation I

Course Prerequisite: none

Credit Hours: 3

The course provides an in-depth history of magnetic resonance imaging and clinical practice and an understanding of the principles of this technology. Topics include the physical principles of magnetic resonance imaging, its physics to include electromagnetism, radio frequency system, gradient system, nuclear magnetism, tissue characteristics, instrumentation and clinical indicators for utilization of magnetic resonance imaging.

ALH102 Anatomy and Physiology

Course Prerequisite: none

Credit Hours: 3

This course consists of comprehensive and relevant coverage of the Anatomy and Physiology of Human Body Systems. Students learn about Human body structures and location, body cavities, terms of reference, human organization. Students learn a different type of tissues their functions and location in the body. Coursework includes the Anatomy and physiology of the human body systems and discusses the Integumentary system, Skeletal and Muscular System, Cardiovascular, Digestive, Respiratory, Urinary, Endocrine, Nervous, Blood and Lymphatic, Reproductive System, with an emphasis on the Diseases of the body system and surgical and diagnostic procedures.

ALH104 Medical Terminology

Course Prerequisite: none

Credit Hours: 3

This course introduces students to Medical terminology: suffixes, prefixes, basic word structure, root words, abbreviations and applying the word building process for analyzing medical terms. Emphasis will be placed on defining and spelling anatomic structures and medical terminology related to Body Systems.

MRI102 MRI Physics and Instrumentation II

Course Prerequisite: MRI101

Credit Hours: 3

This course is designed to maximize MR image quality through the understanding of the fundamentals, concepts, and processes of MR imaging. Topics include the concepts of pulse sequencing, image parameters and artifact reduction techniques. Other topics presented include pulse sequences, contrast media, artifacts and artifact reduction techniques, imaging parameters/options, special applications and quality assurance.

MRI131 MRI Positioning and Procedures I

Course Prerequisite: MRI101

Credit Hours: 1

This course will provide the student with anatomy, position, imaging techniques and suggested protocols related to the head, spine, spinal cord and soft tissue structures of the neck. Other topics covered are anatomical structures and the plane that best demonstrates the anatomy, coils and scan sequencing.

MRI123 Sectional Anatomy I

Course Prerequisite: ALH101, ALH102

Credit Hours: 4

This course offers the student an introduction to cross-sectional anatomy, anatomic positions, body planes and cavities, terminology, landmarks and other imaging planes relevant to demonstrating anatomy on MR images. Other topics include the cross-sectional anatomy of the cranium and facial bones, brain, the spine and spinal cord, soft tissue of the neck and the endocrine system.

MRI132 MRI Positioning Procedures II

Course Prerequisite: MRI131

Credit Hours: 1

This course provides the student with the patient positioning and imaging techniques related to the upper and lower extremities and the pelvic girdle. Other topics include clinical applications such as coils; scan sequencing,

protocols, positioning criteria, signal characteristics of normal and abnormal structures and the plane that best demonstrates the anatomy in the production of high-quality images.

MRI251 MRI Positioning and Procedures III

Course Prerequisite: MRI132

Credit Hours: 2

This course provides the student with the patient positioning and imaging techniques related to the abdomen and its related structures and organs, pelvis and the male and female reproductive systems. Other topics include clinical applications such as coils, scan sequencing, protocols, positioning criteria, signal characteristics of normal and abnormal structures, and the plane that best demonstrates the anatomy in the production on high-quality images.

MRI252 MRI Registry Review

Course Prerequisite: MRI101, MRI102, MRI123

Credit Hours: 2

This course will provide examination preparation and review of the important topics in relation to the American Registry of Radiologic Technologists (ARRT) and/or American Registry of Magnetic Resonance Imaging Technologists (ARMRIT) national certification.

MRI249 Medical Imaging Pathology

Course Prerequisite: MRI123

Credit Hours: 2

This course will familiarize the students with the common pathologies as seen in magnetic resonance imaging. Case studies and images of the pathologies will be used to reinforce the lectures. Technologists doing magnetic resonance imaging must be able to recognize the general appearance of pathology and recognize the need for additional sequences, changes in protocols and the need for contrast studies based upon the recognition of pathological changes.

MRI233 Sectional Anatomy II

Course Prerequisite: MRI123

Credit Hours: 4

This is a study of human anatomy as seen in axial, sagittal, and coronal planes. Other imaging planes are studied when relevant for a demonstration of anatomy in specific regions. Correlation to MR images is practiced in this course. A study of normal anatomy and normal variations and its appearance in planes enables the student to better recognize abnormal conditions and thus make the associated changes in imaging requirements to adequately demonstrate the patient's anatomy and pathology. Topics include the thorax-abdomen. Pelvis and the musculoskeletal system will be discussed in this course.

MRI250 Advanced Imaging Techniques

Course Prerequisite: MRI101, MRI102

Credit Hours: 2

This course will provide the student with an update on fundamental and advanced sequence protocols when imaging the different regions of the body. Comprehensive coverage of MRI signal of normal tissue will give the preliminary basis for the diagnosis of diseases within the human anatomy. The student will focus on imaging strategies, recent developments, and specific MRI findings to characterize congenital, inflammatory, benign and malignant diseases. The course will provide a combination of lectures and case-based interactive teaching in a classroom setting.

MRI261 MRI Clinical I, MRI262 MRI Clinical II, MRI263 MRI Clinical III, MRI264 MRI Clinical IV

Course Prerequisite: MRI131

Credit Hours: 5 each

This course provides a supervised clinical experience at a clinical site. Included are application of equipment operation, MR safety, medicolegal and ethical protocols, record keeping and patient care. Head and neck techniques and procedures, as well as spine and extremity work, will be performed. Additionally, the student will develop and demonstrate a professional work ethic and at the same time learn the necessary skills needed to function as an MRI Technologist in the clinical environment.

ASSOCIATE OF APPLIED SCIENCE IN DIAGNOSTIC MEDICAL SONOGRAPHY

ALH104 Medical Terminology

Course Prerequisite: none

Credit Hours: 2

Medical terminology is the language of medicine. In this course students are introduced to prefixes, suffixes, and word roots so that they can recognize, define, spell and pronounce medical terms accurately.

ALH102 Anatomy and Physiology

Course Prerequisite: none

Credit Hours: 2

Students are introduced to human anatomy and physiology, the different cells, tissues, organs and organ systems of the body, their functions and how they work together.

DMS110 Abdomen/Superficial Structures I

Course Prerequisite: none

Credit Hours: 3

The course introduces the student to the anatomy and physiology of the vascular system, liver, gallbladder and biliary systems and breast. Other topics include abdominal Doppler techniques, sonographic evaluation of the organs covered in this course, pathology and clinical symptoms.

DMS116 Scanning Principles and Protocols I

Course Prerequisite: none

Credit Hours: 3

In this course, the student gains knowledge in the anatomy and physiology of the abdominal aorta, inferior vena cava, liver, gallbladder and biliary tract, pancreas, and the breast. Other topics include patient preparation, positioning, breathing techniques, proper techniques in manipulating the transducer probe and the identification of organ systems and surrounding anatomy or ultrasound images. Students will demonstrate various hands-on scanning techniques on fellow students under the supervision of the instructor.

PHY121 Sonographic Physics and Instrumentation I

Course Prerequisite: none

Credit Hours: 3

Introduction to physics of acoustics and sonographic instrumentation. Description of different types of sound waves. Demonstration of propagation of ultrasound through tissues, transducers, pulse-echo instrumentation, two-dimensional imaging, real-time imaging and display methods.

DMS121 Patient Care, Law and Ethics in Sonography

Course Prerequisite: none

Credit Hours: 2

This course consists of comprehensive and relevant coverage of the origin and evaluation of diagnostic medical sonography, patient care, principles of medical law and ethics, types of isolation, ergonomics, and types of work-related injuries. Other topics include transitioning from classroom to the clinical setting, communication skills, confidentiality (HIPAA), infection control, liability, vital signs, informed consent, and professional development within the ultrasound profession.

DMS120 Abdomen/Superficial Structures II

Course Prerequisite: DMS110

Credit Hours: 3

This course provides the students with the knowledge of the anatomy and physiology of the pancreas, urinary system, spleen, thyroid and parathyroid glands. Other topics presented are a pathology of renal pancreas pathology, including cystic disease, renal failure, renal infarction, as well as diseases of the spleen. Additional topics include the pathology of the thyroid and parathyroid glands and the sonographic evaluation of the urinary system, the spleen, as well as the thyroid and parathyroid glands.

DMS126 Scanning Principles and Protocols II

Course Prerequisite: DMS116

Credit Hours: 2

The student gains the knowledge of location, anatomy and physiology, patient positioning, selecting proper transducer frequency and breathing techniques of renal, spleen, thyroid gland and parathyroid gland procedures. Other topics include patient prep for the procedure, scanning protocols, and normal variants. The students, under the supervision of the instructor, perform hands-on scanning techniques in the lab to identify the organ system discussed in this course and learn the proper techniques in manipulating the transducer to acquire sonographic images.

PHY122 Sonographic Physics and Instrumentation II

Course Prerequisite: PHY121

Credit Hours: 3

This course further enhanced the students understanding of the fundamentals and principles of diagnostic ultrasound physics. Topics include harmonics, contrast agents, hemodynamics, Doppler, transducers, artifacts, and optimization of Doppler images. Other topics include quality assurance, medical and bio-ethic principles, informed consent, patient interaction, Standard Precautions and bio-effects.

DMS231 Abdomen/Superficial Structures III

Course Prerequisite: DMS120

Credit Hours: 3

In this course, the students develop the understanding of anatomy and physiology of the male pelvis, scrotal pathology, including infection, trauma, fluid collection, patient positioning, technical considerations, and scanning protocols. Other topics include vascular supply, extra testicular and benign masses, hydrocele, pyocele, hematocele, malignant testicular masses, and congenital anomalies. They will also learn about the normal anatomy of the abdominal wall, peritoneal and retroperitoneal organs and sonography finding of the peritoneal cavity.

DMS236 Scanning Principles and Protocols III

Course Prerequisite: DMS126

Credit Hours: 2

In this course, the student will acquire the knowledge of scanning protocols for the prostate gland, scrotum, and penis. Other topics include patient positioning, patient prep, transducers used to acquire sonographic images of the prostate gland, scrotum, and the penis. They will also learn about the normal anatomy and sonographic evaluation of the abdominal wall, peritoneal and retroperitoneal organs and the peritoneal cavity. They will also learn the role of sonography in the assessment of blunt trauma.

DMS233 OB/GYN I

Course Prerequisite: DMS120

Credit Hours: 3

This course provides the student with knowledge of the anatomy and pathology of the female pelvis. Topics include pelvic landmarks and vasculature, patient preparation and history, endometriosis, endometritis, interventional and postoperative use of ultrasound and sonographic evaluation of the pelvis and associated anatomy.

DMS237 Scanning Principles and Protocols OB/GYN I

Course Prerequisite: DMS126

Credit Hours: 2

In this course, the student will learn scanning protocols for the female pelvis, ovaries, vagina, uterus, and pelvic cavity. The exam protocols presented will provide the student with the knowledge to produce sonographic images of the anatomy discussed using different planes and approaches. Other topics include anatomy and physiology of the pelvis, patient positioning, patient prep, proper transducer frequency, and breathing technique.

DMS240 OB/GYN II

Course Prerequisite: DMS233

Credit Hours: 3

In this course, the student will be provided with knowledge of first, second and third trimesters of pregnancy relating to the fetus to include fetal abnormalities, complications, and congenital anomalies. Other topics include the role of the sonographer in obstetrics, taking patient histories, morality and ethics, multiple gestation pregnancies, amniotic fluid, high-risk pregnancy and sonographic evaluation of the anatomy discussed in the course.

DMS247 Scanning Principles and Protocols OB/GYN II

Course Prerequisite: DMS237

Credit Hours: 2

In this course, the student will learn obstetrical scanning protocols for imaging during the first, second and third trimesters. The protocols discussed will provide the student with the knowledge to produce sonographic images of this anatomy. Other topics include material anatomy, fetal anatomy, patient prep, patient positioning, proper transducer frequency, and breathing technique.

DMS2349 Scanning Principles and Protocols IV

Course Prerequisite: DMS236

Credit Hours: 2

In this course, the student will acquire the knowledge of scanning protocols for emergent ultrasound procedures. Other topics include patient positioning, patient prep, transducers used to acquire sonographic images of emergent ultrasound procedures. They will also learn the role of sonography in the assessment of blunt trauma.

DMS255 Board Exam Prep

Course Prerequisite: DMS110, 120, 121, 231, 233, 240, VAS100, PHY 121, 122

Credit Hours: 2

The purpose of the course is to review of all the courses taken in the DMS program, including simulated certification exams and classroom discussions/open forum. Review for SPI exam, ARRT exam and ARDMS exam

VAS100 Vascular Ultrasound

Course Prerequisite: DMS231

Credit Hours: 3

In this course, the student will learn the principles of vascular ultrasound, including Doppler and color duplex scanning of the carotid, venous and peripheral arteries and veins of the lower extremities. Other topics include Continuous Wave (CW) and Pulsed Wave (PW) Doppler, venous and arterial anatomy and hemodynamics, bypass grafts and stents and vascular occlusions.

VAS101 Scanning Principles and Protocols for Vascular Course

Course Prerequisite: DMS236

Credit Hours: 2

In this course, the student will learn scanning protocols for imaging of the cerebrovascular duplex, peripheral arterial and venous duplex of the lower extremity. The protocols discussed will provide the student with the

knowledge to produce sonographic images of this anatomy. Other topics include the anatomy of physiology of this part of the human body, patient positioning, patient prep, proper transducer frequency, and breathing techniques.

DMS235 Diagnostic Medical Sonography Clinicals

Course Prerequisite: DMS115, DMS124, DMS232, DMS234

Clock Hours: 380 Credit Hours: 8

The student is orientated to the clinical environment and provided with experience in the basic skills necessary to the role of Diagnostic Medical Sonographer. The student will utilize the classroom knowledge of the principles of diagnostic principles and scanning techniques learned to this point to observe and assist to perform various patient imaging procedures under supervision. These procedures may include abdominal, superficial structures, obstetrical and gynecologic imaging procedures. Emphasis will be placed on clinical skills, professionalism, and correct hospital procedures and policies.

ASSOCIATE OF APPLIED SCIENCE IN NON-INVASIVE CARDIOVASCULAR SONOGRAPHY

ALH104 Medical Terminology

Course Prerequisite: none

Credit Hours: 2

Medical Terminology is the language of medicine. In this course students are introduced to prefixes, suffixes, and word roots so that they can recognize, define, spell and pronounce medical terms accurately.

ALH102 Anatomy and Physiology

Course Prerequisite: none

Credit Hours: 3

Students are introduced to human anatomy and physiology, the different cells, tissues, organs and organ systems of the body, their functions and how they work together.

CCT104 Cardiology I

Course Prerequisite: none

Credit Hours: 3

This course will provide the student with the knowledge of coronary anatomy and physiology and the different rhythms found in the heart. The main topics include electrophysiology, lead morphology and placement, technical aspects of the EKG, and interpreting of the rhythm strip.

CCT105 Cardiology II

Course Prerequisite: CCT104

Credit Hours: 3

This course provides the student with the knowledge of stress testing, 12 lead EKG interpretation, and Holter monitoring. Topics include stress testing techniques and the interpretations of the stress test, ECG, ergometers, concepts of Holter monitoring and interpretation of rhythm strips when cardiac medications are used.

CCT103 Cardiology Lab

Course Prerequisite: none

Credit Hours: 1

This course is going to focus on lab time allowing the student actual "hands-on" training. This course will provide operating knowledge and hands-on practice for EKG, Stress Test, and Holter Monitor tasks generally performed in cardiac labs, medical centers, or hospitals.

PHY121 Ultrasound Physics and Instrumentation I

Course Prerequisite: none

Credit Hours: 3

This course will provide an introduction to physics of acoustics and sonographic instrumentation and description of different types of sound waves. Demonstration of propagation of ultrasound through tissues, transducers, pulse-echo instrumentation, two-dimensional imaging, real-time imaging and display methods.

CVS121 Introduction to Echocardiography

Course Prerequisite: ALH104

Credit Hours: 2

This course provides information on; duties and responsibilities of an echocardiographer, general standards, policies and procedures and universal precautions in healthcare environment, cardiac anatomy and physiology, hemodynamics, medical terminologies and medical abbreviations, limited history and physical assessment, M-mode theory and application, and basic color Doppler theory and application, in echocardiography.

CVS123 Cardiac Hemodynamics

Course Prerequisite: CVS121

Credit Hours: 2

This course will provide students a deeper understanding and instruction on fetal cardiopulmonary development as well as the hemodynamic variations during cardiac development. Formation of vascular tubes, sinus venosus, cardiac loop, valve formation, comparison of fetal and post-natal intra-cardiac communication such as atrial septal defect, ventricular septal defect, patent ductus arteriosus, and atrio-ventricular septal defect, Epstein's Anomaly, Tetralogy of Fallot, Pentalogy of Fallot, Marfan's Syndrome. Intracardiac fetal pressures and oxygen saturation within the cardiopulmonary system. Congenital defects and their effect on cardiac hemodynamics. Relationship between cardiac pressures and velocities; pressure gradient, viscosity, hematocrit, blood components, frictional energy, right atrial pressure estimation and potential sites of measurements in 2D.

CVS141 Echocardiography Protocol I

Course Prerequisite: none

Credit Hours: 3

This course will serve as the main foundation of cardiac ultrasound scanning. It contains theory and application to acquire tomographic images from different transthoracic acoustic windows. Placement and role of 3 lead EKG, patient position, the introduction of basic ultrasound equipment control, application of 2D imaging, M-mode and Color Doppler application, archiving methods, respiratory control and echocardiography protocol views acquisition PARASTERNAL and APICAL.

CVS124 Systolic Function

Course Prerequisite: CVS121

Credit Hours: 2

This course provides a different method of how ejection fraction is estimated visually or quantitatively; Simpson's Method, Stroke Volume, Fractions Shortening Formula, Myocardial Contractility, Preload and afterload, Ventricular Systolic Function and Diastolic Function.

PHY122 Ultrasound Physics & Instrumentation II

Course Prerequisite: PHY121

Credit Hours: 2

This course further enhanced the students understanding of the fundamentals and principles of diagnostic ultrasound physics. Topics include harmonics, contrast agents, hemodynamics, Doppler, transducers, artifacts, and optimization of Doppler images. Other topics include quality assurance, medical and bio-ethics principles, informed consent, patient interaction, Standard Precautions and bio-effect.

CVS131 Cardiac Diseases I

Course Prerequisite: CVS123, CVS124

Credit Hours: 2

This course will expose students to the various congenital abnormalities of aorta, including the recognition and echo classification of bicuspid aortic valve. Imaging and evaluation of valvular stenosis and regurgitation. Prosthetic aortic and mitral valve evaluation; types of prosthetic valves and prosthetic valve thrombosis assessment. Videos will be used during lecture to exemplify various cardiac pathologies and conditions.

CVS132 Cardiac Diseases II

Course Prerequisite: CVS131, CVS142

Credit Hours: 2

This course expands onto the various adult cardiac conditions. Pericardial and plural effusions, tamponade; pericarditis. Dilated, ischemic, hypertrophic, restrictive and left ventricular non-compaction cardiomyopathies; Pulmonary hypertension and pulmonary embolism; left and right ventricular systolic dysfunction evaluation, cardiac chamber dilation; cardiac thrombi, tumors and masses; types and principles of stress echocardiography. Videos will be used during lecture to exemplify various cardiac pathologies and conditions.

CVS142 Echocardiography Protocol II

Course Prerequisite: CVS141

Credit Hours: 3

This course will advance by adding the following portion of Echocardiography Protocol. PLAX with Color Doppler, PSAX views with Color Doppler, Acquisition of AP₄CH, AP₅CH, AP₂CH, AP₃CH and Color Doppler Application on all Apical Views. Acquisition and Demonstration of Right Ventricular Inflow View, Right Ventricular Outflow View, Application of Calculation Packages of M-mode Calculation Package in Parasternal Views, Application of Pulse Wave Doppler, Continuous Wave Doppler in all Apical Views and Application of Doppler Calculation Package.

CVS239 Echo Modalities

Course Prerequisite: CVS132, CVS142

Credit Hours: 2

In this course, students will learn about advanced echocardiographic modalities, standard protocol, and tomographic views and risks factors involved during the procedure. Other topics include clinical indications and protocols for ventricular systolic function, diastolic dysfunction, classifications of diastolic dysfunction, ischemic cardiac disease, stress echocardiography, cardiomyopathies, hypertensive and pulmonary heart disease, pericardial disease, mitral and aortic stenosis, aortic and mitral regurgitation, prosthetic valves, and endocarditis. The other part of the course is a review of all the courses taken in NICVS program including simulated certification exams and classroom discussions/open forum.

CVS143 Echocardiography Protocol III

Course Prerequisite: CVS142

Credit Hours: 3

This course serves as the standard echocardiography protocol what will be used by students graduating from this program. This will include a repetitive acquisition, demonstration, and application of M-mode and Doppler studies on parasternal, apical, subcostal and suprasternal views.

ALH130 Patient Care, Law & Ethics in Sonography

Course Prerequisite: none

Credit Hours: 2

This course consists of comprehensive and relevant coverage of the origin and evaluation of diagnostic medical sonography, patient care, principles of medical law and ethics, types of isolation, ergonomics and types of work-related injuries. Other topics include transitioning from classroom to the clinical setting, communication skills, confidentiality (HIPAA), infection control, liability, vital signs, informed consent, and professional development within the ultrasound profession.

VAS100 Vascular Ultrasound

Course Prerequisite: none

Credit Hours: 3

In this course, the student will learn the principles of vascular ultrasound, including Doppler and color duplex scanning of the carotid, venous and peripheral arteries and veins of the lower extremities. Other topics include Continuous Wave (CW) and Pulsed Wave (PW) Doppler, venous and arterial anatomy and hemodynamics, bypass grafts and stents and vascular occlusions.

VAS101 Scanning Principles and Protocols for Vascular Course

Prerequisite: none

Credit Hours: 2

In this course, the student will learn scanning protocols for imaging of the cerebrovascular duplex, peripheral arterial and venous duplex of the lower extremity. The protocols discussed will provide the student with the knowledge to produce sonographic images of this anatomy. Other topics include the anatomy of physiology of this part of the human body, patient positioning, patient prep, proper transducer frequency, and breathing techniques.

CVS240 Board Exam Prep

Course Prerequisite: CVS143

Credit Hours: 2

The purpose of the course is to review of all the courses taken in the NICVS program, including simulated certification exams and classroom discussions/open forum. Review for SPI exam, RCS exam and ARDMS exam

CVS144 Echocardiography Protocol IV

Course Prerequisite: CVS143

Credit Hours: 2

This course serves as the standard echocardiography protocol what will be used by students graduating from this program. This will include a repetitive acquisition, demonstration, and application of M-mode and Doppler studies on parasternal, apical, subcostal and suprasternal views.

CVS246 Echo Externship I

Course Prerequisite: PHY122, CVS142

Credit Hours: 5

Students are assigned to a clinical site where they observe and learn under a supervised environment, hands-on training on how to register a patient, perform required scans, all in a professional manner. The student will utilize the classroom knowledge of the principles of diagnostic principles and scanning techniques learned at this point to observe and assist to perform various patient imaging procedures under supervision. Emphasis will be placed on clinical skills, professionalism, and correct hospital procedures and policies.

CVS247 Echo Externship II

Course Prerequisite: PHY122, CVS142

Credit Hours: 5

Students are assigned to a clinical site where they observe and learn under a supervised environment, hands-on training on how to register a patient, perform required scans, all in a professional manner. The student will utilize the classroom knowledge of the principles of diagnostic principles and scanning techniques learned at this point to observe and assist to perform various patient imaging procedures under supervision. Emphasis will be placed on clinical skills, professionalism, and correct hospital procedures and policies.

ASSOCIATE OF APPLIED SCIENCE IN SURGICAL TECHNOLOGY**SUR101 Introduction to Surgical Technology**

Course Prerequisite: none

Credit Hours: 2

This course is designed to provide the student with the knowledge of how to function in the healthcare setting. Students will gain knowledge of the global aspect of health care as it pertains to the surgical technologist.

SUR100 Surgical Technology Lab I

Course Prerequisite: none

Credit Hours: 1

This course provides theoretical knowledge and hands-on training for the application of essential skills and the role of a Surgical Technologist during case management. Topics include but not limited to the aseptic technique, basic procedure set-up, instrumentation and special considerations for the Surgical Technologist in the Operating Room.

ALH104 Medical Terminology

Course Prerequisite: none

Credit Hours: 2

This course introduces student to medical terminology as it pertains to Health Care. This course will discuss the suffixes, prefixes, basic word structure, root words, abbreviations, and the ability to apply the word building process for analyzing medical terms. Emphasis will be placed on defining and proper spelling of anatomic structures and other medical terms as it is related to body systems.

ALH108 Human Anatomy and Physiology I

Course Prerequisite: None

Credit Hours: 3

This course provides fundamental principles of the anatomy and physiology and the relationship with proper body functions. This course is focuses on the basic study of the structure and function of the human body. Topics include basic study and understanding of the body systems as well as an introduction to cells, tissue, nutrition, acid-balance, electrolytes and body function hemostasis.

ALH107 Microbiology for Healthcare Professionals

Course Prerequisite: none

Credit Hours: 1

This course provides an introduction to the study of microorganisms as it pertains to Health Care. Topics include structure of organisms, function, metabolism, growth, and genetic makeup of organisms. This course will discuss the relationship between the microbes, antimicrobial agents, and the immune system within the human body.

CIS101 Computer Applications

Course Prerequisite: None

Credit Hours: 2

This course covers computer concepts and internet skills and uses a software suite which includes word processing, spreadsheet, database, and presentation software to demonstrate skills.

SUR150 Sterile Processing

Course Prerequisite: none

Credit Hours: 3

This course introduces students to the concept of sterilization and the principles of sterile and aseptic technique. Topics include rules and regulations, standards of practice, pertaining to the sterilization process of medical devices and instrumentation, methods of sterilization, safety, monitoring, quality assurance, principles of decontamination, preparation and storage, classification, care and handling of surgical instrumentation and surgical tray sets.

ALH113 Introduction to Pharmacology

Course Prerequisite: ALH104, ALH108

Credit Hours: 2

This course introduces the student to the fundamentals of surgical pharmacology and provides an introduction to technical and practical pharmaceutical knowledge. Other topics include weights and measurements, drug

conversions, interpretation of drug orders, the role of the surgical technologist in medication administration and the legal aspects of drug administration, intraoperative diagnostic agents, medication agents, patient monitoring, and the fundamentals of local, regional, and general anesthesia.

ALH109 Human Anatomy and Physiology II

Course Prerequisite: ALH104, ALH108

Credit Hours: 3

This course provides a comprehensive study of the anatomy and physiology of the human body. It is about an in-depth understanding of the principles of anatomy and physiology and their interrelationships focusing on body organization and various systems of the body and its functions

SUR105 Perioperative Procedures

Course Prerequisite: ALH104, ALH108

Credit Hours: 2

Apply knowledge of anatomy and physiology and medical terminology within the surgical environment related to preoperative, intraoperative, and postoperative procedures in surgical case management.

SUR103 Surgical Instrumentation

Course Prerequisite: none

Credit Hours: 1

Expertise in surgical instrumentation is one of the most important roles as well as one of the most difficult educational requirements of the surgical technologists, this course will help the learner gain vital core knowledge on instrumentation.

SUR118 Surgical Technology Lab II

Course Prerequisite: SUR100

Credit Hours: 2

This course introduces the student to necessary skills needed to assume the role of the Surgical Technologist as a member of the surgical team. Students will master necessary competencies needed in preparation to be placed at externship site.

SUR151 Surgical Procedures for General, GYN, GU, and Plastic/Reconstructive Cases

Course Prerequisite: SUR105

Credit Hours: 2

This course provides theoretical and hands-on training including the set-up, instrumentation, and other Surgical Technology considerations in the OR focusing on General, Obstetrics, Gynecology, Genitourinary, and Plastic/Reconstructive cases.

SUR152 Surgical Procedures for Eyes, Ears, Nose, and Throat Cases

Course Prerequisite: SUR105

Credit Hours: 2

This course provides theoretical and hands-on training including the set-up, instruments, and other Surgical Tech considerations in the OR focusing on Eyes, Ears, Nose, and Throat cases.

SUR153 Surgical Procedures for Ortho, Spine, and Neuro Cases

Course Prerequisite: SUR105

Credit Hours: 2

This course provides theoretical and hands-on demonstration and evaluation focusing on Orthopedic, Spine, and Neurosurgical specialties. This course provides detail explanation and understanding of Orthopedic, Spine, and Neurosurgical procedures. This course details the OR set up of procedures, specific specialty instrumentation, and any special consideration for the Surgical Technologist in the Scrub Role.

SUR154 Surgical Procedures Cardio, Thoracic, Peripheral, and Vascular Cases

Course Prerequisite: SUR105

Credit Hours: 2

This course provides theoretical and hands-on training including the set-up, instruments, and other Surgical Tech considerations in the OR focusing on Cardiovascular, Thoracic, and Peripheral cases.

SUR146 Surgical Technology Lab III

Course Prerequisite: SUR118

Credit Hours: 2

This course provides theoretical knowledge and hands-on training for the application of essential skills and the role of a surgical tech when it pertains to surgical procedures. Topics include surgical procedures in the General, Gynecology, Genitourinary, Plastics, ENT, Orthopedic, Spine, Neurosurgical, Cardiovascular, Thoracic, and Peripheral Vascular specialties.

ALH106 Pathophysiology

Course Prerequisite: ALH104, ALH108

Credit Hours: 2

This course provides students with the concepts of human diseases, including the relationship between cell pathology and disease and examines hemodynamic disorders, inflammation, and infection. Recognize various pathologies, diseases, and disorders associated with each body systems, signs, symptoms, etiology, diagnosis, treatment and prevention.

ALH110 Patient Care, Law and Ethics

Course Prerequisite: none

Credit Hours: 2

This course consists of comprehensive and relevant coverage of the origin and evaluation, patient care, principles of medical law and ethics, types of isolation, ergonomics, and types of work-related injuries. Other topics include transitioning from classroom to the clinical setting, communication skills, confidentiality (HIPAA), infection control, liability, vital signs, informed consent.

PRO100 Professional Development

Course Prerequisite: none

Credit Hours: 2

The Professional Development course is designed to improve the soft skills of the students. Students will learn how to create career paths that require them to research career options and potential employers. The course will help them to prepare a developmental roadmap that will lead them to success within the profession.

SUR148 Surgical Technology Lab IV

Course Prerequisite: SUR146

Credit Hours: 2

Students will build upon the skills learned in order to reinforce the skills needed to assume the role of a surgical technologist as a member of the surgical team. Students will master the fundamental skills and competencies needed in real life surgical environment.

SUR149 Surgical Anesthesia

Course Prerequisite: SUR151, ALH113

Credit Hours: 2

Course analyzes the principles of anesthesia, explains anesthesia interventions and complications, as well as compare and contrast methods, agents, and techniques of anesthesia administration and preparation.

SUR160 Certification Review

Course Prerequisite: SUR166, SUR167

Credit Hours: 2

This course will provide preparation and review of all material provided to the student during the course of the program in accordance with the Association of Surgical Technologist (AST) Core Curriculum. The course will provide students with techniques to master standardize test taking skills and critical thinking problem solving. At the end of the course, student will be eligible to take the Certification Exam in accordance to the College Accreditation.

SUR166 Surgical Technology Clinical I

Course Prerequisite: SUR100, SUR118

Credit Hours: 3

Students will demonstrate their knowledge of aseptic technique, duties of the primary scrub and knowledge of operating room procedures while in the clinical setting.

SUR167 Surgical Technology Clinical II

Course Prerequisite: SUR100, SUR118

Credit Hours: 3

Students will demonstrate their knowledge of aseptic technique, infection control principles, surgical instrumentation, primarily in the first scrub role.

ASSOCIATE OF APPLIED SCIENCE IN ACCOUNTING**ACCT110 Principles of Accounting**

Course Prerequisite: None

Credit Hours: 3

This course focuses on exposing students to the basic principles of business accounting. Concepts studied include balancing a budget, value, inventory, cash flow statements, and income statements. Upon successful completion of the course, students will be able to decipher basic accounting principles, and apply them to core business functions.

CSIT100 Computer Applications

Course Prerequisite: None

Credit Hours: 3

This course serves as a basic introduction to relevant computer applications for a participant of the business community. Students will engage in a hands-on practice with pertinent computer programs, such as Microsoft Word, Microsoft Excel, and Microsoft PowerPoint. Upon successful completion of the course, students will be able to utilize the programs for entry-level office functions in a business environment.

BUNS 160 Business Ethics

Course Prerequisite: None

Credit Hours: 3

This course centers on the discussion of contemporary business ethics. Students explore issues and debates of the contemporary business community from an ethical standpoint and focus on applying ethical principles to the resolutions of business problems.

COMM420 Business Communication

Course Prerequisite: None

Credit Hours: 3

This course engages students in business communication, including written, spoken, and interpersonal approaches. Through hands-on applications, students gain a foundational understanding on communication in today's digital business society, and, upon a successful completion of the course, will be able to successfully participate in the said world.

FNCE100 Introduction to Finance

Course Prerequisite: None

Credit Hours: 3

This course serves as an introduction to finance and the practical application of the concepts in financial aspect of entrepreneurship, valuation of new ventures, cashflow management, time value of money, securities structures, the use of financial statements, development of a new business, and financing new venture.

CSIT110 Intermediate Excel

Course Prerequisite: None

Credit Hours: 3

This course focuses on developing practical and technical skills. This is a hands-on introduction to spreadsheet concepts and Microsoft Excel. Students will complete training exercises as well as independently produced projects. Students will create formulas, add formatting attributes, create charts and templates, from multi workbooks. Additional skills coverage includes working with financial formulas and functions, managing workbooks, automating worksheet tasks. With the completion of this course students will be able to be Microsoft Excel specialist.

ACCT120 Intermediate Accounting

Course Prerequisite: None

Credit Hours: 3

The accounting cycle will be reviewed including partnership accounting and accounting for corporations. The student will gain an understanding of computerized accounting topics that include stockholder's equity, long-term liabilities (bonds, investments), cash flow, inventory valuation, accounting for property, plant and equipment, preparation and analysis of partnership and corporate financial statements. Managerial aspects of accounting, such as manufacturing statements and job order and process cost systems will be introduced.

CSIT120 QuickBooks I

Course Prerequisite: None

Credit Hours: 3

This course provides an introduction to accounting with QuickBooks software. Students will learn how the double entry system of bookkeeping is implemented through QuickBooks' system of document preparation. Students will enter sales, receivables, payables and purchases for a service business. Students will become proficient at using QuickBooks Navigators, Menus and Registers.

CSIT130 QuickBooks II

Course Prerequisite: None

Credit Hours: 3

Additional practice and proficiency in QuickBooks are the course's goal. Students will apply QuickBooks skills to a merchandising company. Other topics covered include preparing payroll, reconciling bank accounts and working with the numerous reports QuickBooks offers. Integrating QuickBooks with Excel, Word and online services will be presented.

FTAX100 Federal Income Taxation

Course Prerequisite: None

Credit Hours: 3

This course provides the student with an understanding of the fundamental principles, methods, and procedures of Federal individual income tax. Topics will include, filing requirement; gross income, adjusted gross income, deductions, gains & losses; and taxes and credits.

ACCT130 Cost Accounting

Course Prerequisite: None

Credit Hours: 3

This course presents cost accounting methods, concepts and procedures used by management in their decision-making process. Topics covered include cost accumulation techniques, budgeting and breakeven analysis.

AUD100 Auditing

Course Prerequisite: None

Credit Hours: 3

This course introduces students to the audit process. The student will gain an understanding of the basic principles and procedures of internal control, evidence and maintaining audit work papers and reports.

PRDV110 Career Development

Course Prerequisite: None

Credit Hours: 3

This course is a professional development course that focuses on aiding students in crafting their career paths, finding pertinent routes of support, and information for research. Students will gain a clearer understanding of vital resources, as well as craft their own materials in the pursuit of their career goals.

BUSN130 Customer Relationship Management

Course Prerequisite: None

Credit Hours: 3

This course centers on the most vital part of business operations: customer service management. In this course, students will engage in the study of customer behavior and pertinent communication strategies.

EXT101 Externship

Course Prerequisites: Complete 12 credit hours of the program

Credit Hours: 3

The externship course is an optional course for students who would like to have the opportunity to apply and integrate knowledge acquired through coursework. In clarifying and broadening career goals, the optional externship experience assists students in discovering, developing, and refining necessary competencies and skills for their proposed career objectives.

ASSOCIATE OF APPLIED SCIENCE IN BUSINESS ADMINISTRATION

BUSN110 Introduction to Business Administration

Course Prerequisite: None

Credit Hours: 3

Introduction to Business Administration is designed to be a survey of the functions and operations of the contemporary business. Students are exposed to the decision-making process of business and explore the effects of these decisions on society. The course surveys multiple business areas and allows students to be exposed to a multitude of career fields.

MGMT120 Principles of Management

Course Prerequisite: None

Credit Hours: 3

This course is a survey course that focuses on the major functions of management. Emphasis is placed on planning, organizing, and directing. Students are also exposed to vital elements of business communication. Upon successful completion of the course, students will understand their role as a team member of a business team.

BUSN112 Organizational Theory and Behavior

Course Prerequisite: None

Credit Hours: 3

This course focuses on both the theory and function of human behavior in a business context. Students will examine both qualitative and quantitative research, with a focus on a theoretical and empirical foundation of

studies. The course takes students from studying the structural variations of the business in addressing the dynamic aspects of organizational behavior. The focus is placed on leadership, motivation, and communication. The studies are supplemented with a cultural and ethical perspective on organizational behavior.

CSIT100 Computer Applications

Course Prerequisite: None

Credit Hours: 3

This course serves as a basic introduction to relevant computer applications for a participant of the business community. Students will engage in hands-on practice with the Microsoft Word, Microsoft Excel, and Microsoft PowerPoint. Upon successful completion of the course, students will be able to utilize the programs for entry-level office functions in a business environment.

ACCT110 Principles of Accounting

Course Prerequisite: None

Credit Hours: 3

This course focuses on exposing students to the basic principles of business accounting. Concepts studied include: balancing a budget, value, inventory, cash flow statements, and income statements. Upon successful completion of the course, students will be able to decipher basic accounting principles and apply them to core business functions.

BUSN130 Customer Relationship Management

Course Prerequisite: None

Credit Hours: 3

This course centers on the most vital part of business operations: customer service management. In this course, students will engage in the study of customer behavior and appropriate communication strategies.

MKTG110 Principles of Marketing

Course Prerequisite: None

Credit Hours: 3

This course introduces students to the basic marketing concepts and theories. Students will be exposed to marketing strategies, based on real-world examples from successful companies. Students will also be advised as to how the marketing strategies contribute to the overall business plan strategies and are encouraged to practice the studies principles in hands-on projects and exercises.

BUSN140 Social Media Marketing

Course Prerequisite: None

Credit Hours: 3

This course dovetails the Intro to Marketing course by offering a more in-depth look at how social media marketing strategies contribute to the overall marketing plan. Students will be exposed to marketing strategies within appropriate Social Media channels, including, but not limited to: Twitter, Facebook, Pinterest, and Instagram. Students will get an opportunity to practice Social Media marketing strategies through hands-on projects and assignments.

FNCE100 Introduction to Finance

Course Prerequisite: None

Credit Hours: 3

This course serves as an introduction to the basics of financial accounting. The focus of the course is on the assets column of a traditional balance sheet. Topics covered include inventory, accounts receivable, investments, and equity.

BUSN150 Business Operations

Course Prerequisite: None

Credit Hours: 3

This course focuses on the fundamentals of business operations. Topics covered include basic business operations, the source of supply, purchasing, technology, and enterprise resource planning systems. Pertinent management skills will also be covered.

BUSN160 Business Ethics

Course Prerequisite: None

Credit Hours: 3

This course centers on the discussion of contemporary business ethics. Students explore issues and debates of the contemporary business community from an ethical standpoint and focus on applying ethical principles to the resolutions of business problems.

PRDV110 Career Development

Course Prerequisite: None

Credit Hours: 3

This course is a professional development course that focuses on aiding students in crafting their career paths, finding pertinent routes of support, and information for research. Students will gain a clearer understanding of vital resources, as well as craft their own materials in the pursuit of their career goals.

COMM130 Marketing Communications

Course Prerequisite: None

Credit Hours: 3

This course's central focus is the communication principles of marketing strategies. Applying the knowledge of consumer behavior, students will employ marketing strategies in communicating with the customers. Emphasis will be placed on written communication, as well as written communication in a digital context.

BUSN170 Fundamentals of Business Analysis

Course Prerequisite: None

Credit Hours: 3

This course introduces students to the basic concepts of business analysis. Topics covered include the lifecycle of a business, formation and transformation requirements, basic analytical functions.

MGMT250 Project Management

Course Prerequisite: None

Credit Hours: 3

The course explores the fundamentals of project management with a special focus on relevant resources, concepts, tools, and best practices. Students will gain knowledge of project management theories, by practicing the principles with the projects and assignments in the course.

EXT100 Externship

Course Prerequisite: Successful completion of at least 12 program credit hours

Credit Hours: 3

The externship course is an optional course for students enrolled in Associate of Applied Science in Business Administration Program who would like to have the opportunity to apply and integrate knowledge acquired through coursework. In clarifying and broadening career goals, the optional externship experience assists students in discovering, developing, and refining necessary competencies and skills for their proposed career objectives.

ASSOCIATE OF APPLIED SCIENCE IN MARKETING

CSIT100 Computer Applications

Course Prerequisite: None

Credit Hours: 3

This course serves as a basic introduction to relevant computer applications for a participant of the business community. Students will engage in a hands-on practice with pertinent computer programs, such as Microsoft

Word, Microsoft Excel, and Microsoft PowerPoint. Upon successful completion of the course, students will be able to utilize the programs for entry-level office functions in a business environment.

MKTG110 Principles of Marketing

Course Prerequisite: None

Credit Hours: 3

This course introduces students to the basic marketing concepts and theories. Students will be exposed to marketing strategies, based in real-world examples from successful companies. Students will also be advised as to how the marketing strategies contribute to the overall business plan strategies and be encouraged to practice the studies principles in hands-on projects and exercises.

PREL100 Introduction to Public Relation

Course Prerequisite: None

Credit Hours: 3

This course introduces principles of public relations. Content includes practices, theories, ethics, issues, and problems, as well as integration of practical applications. Combining marketing fundamentals with PR principles to acquire sponsorship, organize and promote a special event, use the Internet, and handle crisis communication. Focus is on the expanded role of today's PR professional, including various components of integrated marketing.

ADV100 Introduction to Advertising

Course Prerequisite: None

Credit Hours: 3

Students study the principles of advertising in relation to the overall marketing process. The course includes an in-depth examination of all the major mass media used in the communication process and the development of an advertising plan, including situation analysis, advertising objectives, media strategies/ tactics and creative strategies/executions.

BCOM100 Business Computer Skills

Course Prerequisite: None

Credit Hours: 3

This course will develop practical computer skills needed to evaluate and help solve business problems. Students will learn how to use software commonly used in businesses to access, organize and analyze information and present it professionally in presentations and reports.

BUSN101 Introduction to Small Business Administration

Course Prerequisite: None

Credit Hours: 3

Small Business Management Course presents the principles and problems of organizing a small business. Content includes analysis of entrepreneurial qualifications and skills; capital resources and requirements; forms of ownership; and financial analysis and planning. Focus is on tax and legal considerations; staffing and learning to identify profit opportunities using market analysis; bringing products to market through effective advertising, personal selling and distribution methods and practices.

MKTG140 Interactive Marketing

Course Prerequisite: None

Credit Hours: 3

This course focuses on the integration interactive technologies into the design and implementation of marketing programs for the new millennium. Students will research marketing strategies and utilize appropriate design principles as they develop a brand identity for a business. Productivity tools will be utilized to create assets and build customer relations through electronic marketing techniques.

BUSN140 Social Media Marketing

Course Prerequisite: None

Credit Hours: 3

This course dovetails the Intro to Marketing course, by offering a more in-depth look at how social media marketing strategies contribute to the overall marketing plan. Students will be exposed to marketing strategies within pertinent Social Media channels, including, but not limited to: Twitter, Facebook, Pinterest, and Instagram. Students will get an opportunity to practice Social Media marketing strategies through hands-on projects and assignments.

CPRL100 Copyright Law

Course Prerequisite: None

Credit Hours: 3

This course covers marketing copyright in detail. Students will study the history of intellectual law in the United States, as well as international. Also, this course is an introduction to copyright law and American law in general. Topics covered include structure of federal law; basics of legal research and legal citations.

MKTG130 Global Business Perspectives

Course Prerequisite: None

Credit Hours: 3

This course is designed to develop administrative professional skills and attitudes needed in today's global business environment. Topics include communicating in a business environment, making ethical decisions, working independently and as a team member, and managing time. Course familiarizes students with concepts of corporate citizenship and sustainability by focusing on the scope and consequences of corporate decision making and its impact on its various constituencies in a global setting.

CNBV100 Consumer Behavior

Course Prerequisite: None

Credit Hours: 3

Consumer Behavior Course reviews and analyzes areas of consumer and organizational buying behavior that guide marketing management decisions. Content focus is on recognizing and applying consumer behavior theories to marketing strategies in a diverse marketplace. Recommended: Hands-on experience using word processing, the Internet, and e-mail.

MCOM100 Effective Management Communication

Course Prerequisite: None

Credit Hours: 3

Effective Management Communications Course integrates concepts and research from several disciplines including business communication and organizational behavior. Content includes examination of the communication process and its importance in the business environment including both theories and practice, various forms of communication used in business including writing for managerial communications, oral communications including individual and group oral presentations, use of the internet and other methods of modern business communication, and communicating in the job search process.

MKTG150 New Media and Technology in Marketing

Course Prerequisite: MKTG110

Clock Hours: 45 Credit Hours: 3

Course examines progress, potential and impact of the Internet, World Wide Web, and other forms of computing and telecommunications technology for online marketing of goods and service across a wide range of product categories. Content includes investigation of the Internet as a business tool to increase effectiveness, efficiency, competitiveness, and to create new business models. Students research current methods of online marketing, and then develop a site with marketing and maintenance plan for further development of business models and segments.

MKTG120 Brand Marketing

Course Prerequisite: None

Credit Hours: 3

Course emphasizes importance of brand identity in the integrated marketing communications strategy. Content includes how to build a “value-added” brand in today’s competitive marketplace; use of name, logo and corporate identity to create and market brand equity for a company. Students develop a brand building advertising plan incorporating traditional and new digital technologies.

EXT102 Externship

Course Prerequisite: Complete 12 credit hours of the program

Credit Hours: 3

The externship course is an optional course for students who would like to have the opportunity to apply and integrate knowledge acquired through coursework. In clarifying and broadening career goals, the optional externship experience assists students in discovering, developing, and refining necessary competencies and skills for their proposed career objectives.

GENERAL EDUCATION COURSE DESCRIPTIONS**ENG114 English Composition I**

Course Prerequisite: None

Credit Hours: 3

This course provides students with rhetorical foundations that prepare them for the demands of academic and professional writing. Accordingly, class discussion and readings will address the function of rhetoric and of composing processes in a variety of contexts, with attention to various audiences. Throughout the course, while engaged in a diversity of composing endeavors, students will learn to respond constructively to their peers’ texts and to use peer responses with extensive instructor feedback to improve the quality of their own work

ENG115 Introduction to Speech Communication

Course Prerequisite: None

Credit Hours: 3

This course will introduce interpersonal skills (perception, listening, verbal and nonverbal communication); public speaking (organization, delivery, and basic speech writing); and small group communication (leadership, assertiveness and listening) with emphasis is on the application of these basic concepts in the personal, academic and professional lives of students.

SYC114 Introduction to Psychology

Course Prerequisite: None

Credit Hours: 3

This is a general overview course focusing on the scientific study of both the behavioral and mental processes of human beings and animals. More specifically, we will be covering: a history of psychology and scientific thought, biological basis of behavior, research methodology, statistics, sensation and perception, states of consciousness, memory, language and intelligence, developmental psychology, personality, and learning.

PHY101 Introduction to Physics

Course Prerequisite: None

Lecture Credit Hours: 3

This course has a classroom lecture & theory component that is composed of two (2) credit hours, and a laboratory component that is composed of one (1) semester hour. The classroom lecture & theory component of the course provides a conceptual study of laws of motion, forces, energy and momentum, properties and states of matter, heat and thermodynamics, wave motion, sound light, and electricity and magnetism. This course’s coverage includes systems of units, scientific method, scientific mathematics (including basic trigonometric functions), vectors, friction, forces and translational equilibrium, torques and rotational equilibrium, uniformly accelerated motion, Newton’s Laws, work, energy, power. The laboratory component emphasizes conducting laboratory experiments to enhance problem-solving and critical thinking skills including description, organization, analysis, summarization (report writing), and criticism in accordance with the scientific method.

HUM115 Introduction to Humanities

Course Prerequisite: None

Credit Hours: 3

An interdisciplinary, multi-perspective assessment of cultural, political, philosophical, and aesthetic factors critical to the formulation of values and the historical development of the individual and of society.

MTH113 General Education Mathematics

Course Prerequisite: None

Credit Hours: 3

This course focuses on mathematical reasoning and solving real-life problems. Three topics are to be studied in depth, chosen from the following list: counting techniques and probability, game theory, geometry, graph theory, linear programming, logic/set theory, and statistics. Mathematical modeling must be integrated into any combination of topics selected. Applications involving problem-solving skills are emphasized throughout the course.

BIO100 General Biology

Course Prerequisite: None

Credit Hours: 3

An introduction to the principles and fundamental concepts in Biology of how they relate to living organisms. Topics include: Structure of DNA, DNA replication, Central Dogma, and Mendelian genetics. The course has a lab component and will emphasize topics covered in lecture.

Tuition and Fees Breakdown

ADMINISTRATIVE FEES

The college reserves the right to revise any administrative fees without notice, except for tuition and fees defined in the student's Enrollment Agreement. The administrative fees are generally non-refundable unless specified otherwise. Any refunds of administrative fees will be applied directly towards student's open balance if any. If the refund results in a credit balance on the student's account, the refund will be issued to the student in the same form of payment. Students may be held responsible for damage to facility, equipment or any other MCC property and will be required to pay any charges or fees associated with the services, repairs and/or replacements.

Application fee for F-1 transfer students	\$100
Late registration fee for VESL/ESL programs	\$100
COS processing fee for F-1 applicants	\$500
Reinstatement processing fee for F-1 applicants	\$200
Abroad application processing fee for F-1 applicants	\$250
Late payment fee	\$100
Incoming wire fee (domestic/international)	\$15
Externship placement fee for programs with optional externship course	\$150 per course effective 2/1/2019
Externship extension fee (monthly)	\$250
CPR Exam fee (includes CPR book)	\$60
Student ID card replacement fee	\$15
Building key card replacement fee	\$50
Graduation fee (includes cap, gown, and commencement ceremony tickets)	\$75
Certificate of Completion (COC) copy/replacement fee (per copy)	\$45
Transcript request fee (per copy)	\$10
Urgent (next day) transcript/COC request fee	Additional \$25
Returned check/failed transaction fee/check reissuance	\$35
Refund or reimbursement check reissuance or cancellation	\$35
Criminal background check fee	\$20
Payment Plan Fee	\$100
Uniform Scrub Set	\$36
Uniform Exchange Fee	\$10
Online Accuplacer Placement Test	\$25

EXTERNAL FEES

External fees are outside of the College control and may change without warning or the college's knowledge.

GENERAL EDUCATION COURSES COST PER CREDIT FOR MCC GRADUATES

MCC graduates who wish to take select General Education classes after completing a certificate or associate level program at MCC will be charged \$250 per credit hour. The discount does not apply to students who completed ESL or VESL programs.

ASSOCIATE-LEVEL PROGRAMS

Associate of Applied Science in Accounting

Non-Refundable Application fee: \$60

Program tuition: \$11,000

Tuition per term :

FT 12+ credits: \$2,200

PT 11-6 credits: \$1,800

PT 5 or fewer credits: \$185 per attempted credit

Optional Externship: \$150 per course

Program book cost (estimated):

Option 1: \$240 (Cengage Unlimited E-books, 2-year access)

Option 2: \$180 per year (Cengage Unlimited E-books, 1-year access)

Option 3: \$1,742 (hard copies)

Associate of Applied Science in Business Administration

Non-Refundable Application fee: \$60

Program tuition: \$11,000

Tuition per term :

FT 12+ credits: \$2,200

PT 11-6 credits: \$1,800

PT 5 or fewer credits: \$185 per attempted credit

Optional Externship: \$150 per course

Program book cost (estimated):

Option 1: \$240 (Cengage Unlimited E-books, 2-year access)

Option 2: \$180 per year (Cengage Unlimited E-books, 1-year access)

Option 3: \$1,742 (hard copies)

Associate of Applied Science in Diagnostic Medical Sonography

Non-Refundable Application fee: \$60

Program tuition: \$34,600

Tuition per term 1-4:

FT 12+ credits: \$7,900

PT 11-9 credits: \$7,250

PT 8-6 credits: \$6,000

PT 5 or fewer credits: \$658 per attempted credit

Tuition term 5:

FT 12+ credits: \$3000

PT 11-9 credits: \$2,500

PT 8-6 credits: \$2,000

PT 5 or fewer credits: \$329 per attempted credit

Program book cost (estimated):

Option 1: \$1,484.00 (hard copies)

Option 2: \$939.00 (Cengage Unlimited E-books, 2-year access \$240.00 and hard copies \$699.00)

*Additional fees:

Malpractice Insurance: \$40

Cost of physical exam: varies

Cost of immunizations: varies

Criminal background check: \$20
CPR training: \$60
ARDMS SPI: \$225
ARDMS Specialty: \$250
ARRT: \$200

Associate of Applied Science in Magnetic Resonance Imaging (MRI) Technology

Non-Refundable Application fee: \$60

Program tuition: \$34,600
Tuition per term :
FT 12+ credits: \$7,900
PT 11-9 credits: \$7,250
PT 8-6 credits: \$6,000
PT 5 or fewer credits: \$658 per attempted credit
Externship (clinical): \$3,000 (\$750 per 250-hour course with 1000 clinical hours required for program completion)

Program book cost (estimated):

Option 1: \$1,375.00 (hard copies)

Option 2: \$995.00 (Cengage Unlimited E-books, 2-year access \$240.00 and hard copies \$755.00)

*Additional fees:

Malpractice Insurance: \$40
Cost of physical exam: varies
Cost of immunizations: varies
Criminal background check: \$20
CPR training: \$60
ARRT: \$200
ARMRIT: \$300
NCCT NCPT: \$90

Associate of Applied Science in Marketing

Non-Refundable Application fee: \$60

Program tuition: \$11,000
Tuition per term :
FT 12+ credits: \$2,200
PT 11-6 credits: \$1,800
PT 5 or fewer credits: \$185 per attempted credit

Optional Externship: \$150 per course

Program book cost (estimated):

Option 1: \$240 (Cengage Unlimited E-books, 2-year access)

Option 2: \$180 per year (Cengage Unlimited E-books, 1-year access)

Option 3: \$1,742 (hard copies)

Associate of Applied Science in Non-Invasive Cardiovascular Sonography

Non-Refundable Application fee: \$60

Program tuition: \$30,600

Tuition per term 1-4:

FT 12+ credits: \$6,900

PT 11-9 credits: \$6,300
PT 8-6 credits: \$5,500
PT 5 or fewer credits: \$575 per attempted credit

FT 12+ credits: \$3000
PT 11-9 credits: \$2,500
PT 8-6 credits: \$2,000
PT 5 or fewer credits: \$288 per attempted credit

Tuition term 5:
Program book cost (estimated):
Option 1: \$1,105.00 (hard copies)
Option 2: \$708.00 (Cengage Unlimited E-books ,2-year access \$240.00, and hard copies \$468.00)

*Additional fees:
Malpractice Insurance: \$40
Cost of physical exam: varies
Cost of immunizations: varies
Criminal background check: \$20
CPR training: \$60
ARDMS SPI: \$225
ARDMS Specialty: \$250
CCI (CCT): \$175
CCI (RCS): \$350

Associate of Applied Science in Surgical Technology

Registration fee: \$60
Registration fee covers the set-up costs associated with the 1st term.

Program tuition: \$29,400
Tuition per term 1-4:
FT 12+ credits: \$6,900
PT 11-9 credits: \$6,300
PT 8-6 credits: \$5,500
PT 5 or fewer credits: \$575 per attempted credit

Tuition term 5:
FT 12+ credits: \$1,800
PT 11-9 credits: \$1,500
PT 8-6 credits: \$1,200
PT 5 or fewer credits: \$288 per attempted credit

Program book cost (estimated):
Option 1: \$1,656.00 (hard copies)
Option 2: \$588.00 (Cengage Unlimited E-books, 2-year access \$240.00 and hard copies \$348.00)

*Additional fees:
Malpractice Insurance: \$40
Cost of physical exam: varies
Cost of immunizations: varies
Criminal background check: \$20
CPR training: \$60
Trajecys clinical software access: \$75 (up to 4 months)
CBSPD (SPD): \$125
AST Gold Bundle: \$247.00 (includes AST membership, CST Exam and review book)

CERTIFICATE-LEVEL PROGRAMS

Dialysis Technologist Training Program

Registration fee: \$20
Registration fee covers the set-up costs associated with the 1st term.

Program tuition: \$11,400

Tuition per term :
FT 12+ credits: \$5,700
PT 11-9 credits: \$5,200
PT 8-6 credits: \$4,700
PT 5 or fewer credits: \$475 per attempted credit

Optional Externship: \$150 for 220-hour course

Program book cost (estimated – paid by MCC):
\$380 (hard copies)

*Additional fees:

Malpractice Insurance: \$40
Cost of physical exam: varies
Cost of immunizations: varies
Criminal background check: \$20
CPR training: \$60
BONENT (CHT): \$225
NCCT NCPT: \$90

Electroneurodiagnostic (END) Technologist

Non-Refundable Application fee: \$60

Program tuition: \$18,900
Tuition per term 1-2 :
FT 12+ credits: \$6,500
PT 11-9 credits: \$5,900
PT 8-6 credits: \$5,300
PT 5 or fewer credits: \$540 per attempted credit
Externship (clinical): \$5,900 (\$2,950 per 275-hour course with 550 clinical hours required for program completion)

Program book cost (estimated):
Option 1: \$355.00 (hard copies)
Option 2: \$340.00 (hard copy \$180.00 and LWW E-book \$160.00)

*Additional fees:

Malpractice Insurance: \$40
Cost of physical exam: varies
Cost of immunizations: varies
Criminal background check: \$20
CPR training: \$60
ABRET: \$700

English as a Second Language

Program tuition: 1,400 per term
Lab Fee: \$90
Program book cost (estimated): \$180-200 per term paid by MCC

English for Academic Purposes

Program tuition: 1,400 per term
Lab Fee: \$90
Program book cost (estimated): \$180-200 per term paid by MCC

Medical Assisting

Registration fee: \$20

Registration fee covers the set-up costs associated with the 1st term.

Program tuition: \$11,400

Tuition per term :

FT 12+ credits: \$5,700

PT 11-9 credits: \$5,200

PT 8-6 credits: \$4,700

PT 5 or fewer credits: \$475 per attempted credit

Optional Externship: \$150 for 160-hour course

Program book cost (estimated – paid by MCC):

\$380 (Cengage Unlimited E-books, 1-year access \$180.00 and *Laptop, \$200.00)

*Additional fees:

Malpractice Insurance: \$40

Cost of physical exam: varies

Cost of immunizations: varies

Criminal background check: \$20

Stethoscope: \$20

Blood pressure cuff: \$40

CPR training: \$60

NCCT NCPT: \$90

NCCT NCET: \$90

NCCT NCMA: \$90

AMT (RMA): \$120

RPT: \$120

Magnetic Resonance Imaging (MRI) Technologist

The program is not accepting new students.

Registration fee: \$60

Registration fee covers the set-up costs associated with the 1st term.

Program tuition: \$26,000

Tuition per term :

FT 12+ credits: \$6,500

PT 11-10 credits: \$6,000

PT 9-8 credits: \$6,000

PT 7 or fewer credits: \$5000

Program book cost (estimated): \$920

*Additional fees:

Physical Exam: \$175

Malpractice Insurance: \$40

Cost of immunizations: varies

Criminal background check: \$20

CPR training: \$60

ARMRIT: \$300

NCCT NCPT: \$90

Professional English

Program tuition: 1,400 per term

Lab Fee: \$90

Program book cost (estimated): \$180-200 per term paid by MCC

Vocational English as a Second Language

Program tuition: 1,400 per term

Lab Fee: \$90

Program book cost (estimated): \$180-200 per term paid by MCC

*Additional fees are not paid directly to MCC. All costs are estimated and prices are subject to change without notice or MCC's knowledge. Estimates do not include costs for travel to and from school and clinical education site, site-specific vaccination and drug screening requirements, site-specific uniform costs, or any other additional costs imposed by clinical sites, certification or credentialing agencies etc.

*Laptop – Student enrolled in a Certificate-level program Medical Assisting and Dialysis Technologist Training Program are eligible to receive a laptop from the college free of charge with the condition that the student completes the program. Students will be charged with \$275 for the laptop expense if student withdraws from the program.

Institutional Disclosures Reporting Table

Institution Name: Midwestern Career College
July 1, 2017 - June 30, 2018

The following information must be submitted to the Board annually; failure to do so is grounds for immediate revocation of the permit of approval.

Disclosure Reporting Category	Dialysis Technologist Training Program	Electroneurodiagnostic (END) Technologist	English as a Second Language	Medical Assisting	Surgical Technologist Training Program	Vocational English as a Second Language
	Program Name CIP* SOC*	51.1011 29-2099.00	51.0903 29-2099.01	32.0109 N/A	51.0801 31-9092.00	51.0909 29-2055.00
A) For each program of study, report:						
1) The number of students who were admitted in the program or course of instruction* as of July 1 of this reporting period.	48	7	0	53	114	162
2) The number of additional students who were admitted in the program or course of instruction during the next 12 months and classified in one of the following categories:						
a) New starts	50	9	126	107	34	256
b) Re-enrollments	0	0	0	1	1	1
c) Transfers into the program from other programs at the school	0	0	3	0	0	9
3) The total number of students admitted in the program or course of instruction during the 12-month reporting period (the number of students reported under subsection A1 plus the total number of students reported under subsection A2).	98	16	129	161	149	428
4) The number of students enrolled in the program or course of instruction during the 12-month reporting period who:						
a) Transferred out of the program or course and into another program or course at the school	0	0	9	0	0	3
b) Completed or graduated from a program or course of instruction	26	7	3	64	68	0
c) Withdrew from the school	40	2	26	12	35	137
d) Are still enrolled	32	7	91	85	46	288
5) The number of students enrolled in the program or course of instruction who were:						
a) Placed in their field of study	13	6	N/A	19	27	N/A
b) Placed in a related field	2	0	N/A	8	2	N/A
c) Placed out of the field	4	0	N/A	4	4	N/A
d) Not available for placement due to personal reasons	2	0	N/A	4	3	N/A
e) Not employed	5	1	N/A	29	32	N/A
B1) The number of students who took a State licensing examination or professional certification examination, if any, during the reporting period.	7	1	N/A	76	19	N/A
B2) The number of students who took and passed a State licensing examination or professional certification examination, if any, during the reporting period.	4	1	N/A	49	13	N/A
C) The number of graduates who obtained employment in the field who did not use the school's placement assistance during the reporting period; such information may be compiled by reasonable efforts of the school to contact graduates by written correspondence.	10	3	N/A	7	17	N/A
D) The average starting salary for all school graduates employed during the reporting period; this information may be compiled by reasonable efforts of the school to contact graduates by written correspondence.	\$15	\$23	N/A	\$17	\$20	N/A

Employment Placement Data is provided as of June 25, 2019.

"N/A" for the Employment Placement reporting categories means that there were no graduates/completers in the program in the reporting period or the program does not prepare for placement (English as a Second language)

"N/A" for Average Starting Salary reporting category means that there were no graduates/completers in the program in the reporting period or the program does not prepare for placement (English as a Second language).

For graduates that provided an hourly rate, the average wages for each program was calculated by adding together the hourly rates then dividing this number by the number of respondents. To provide a more accurate picture of the average rate, any high or low value outliers were removed from the average rate calculation.

"N/A" for Took Professional Certification, Passed Professional Certification reporting categories means that either there were no graduates/completers in the program in the reporting period or the program does not prepare for any required professional certifications.



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