MIDWESTERN
CAREER COLLEGE

Academic Catalog
2026-2027



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 experience. 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 APPROVALS

ILLINOIS 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 Diagnostic Medical Imaging Radiography
- Associate of Applied Science in Business Administration
- Associate of Applied Science in Accounting
- Associate of Applied Science in Marketing
- Associate of Applied Science in Information Technology

OHIO STATE APPROVAL

Midwestern Career College - Cleveland Affiliate Campus is licensed and registered with the State of Ohio Board of Career Colleges and Schools, **School Registration NO. 2283.**

Midwestern Career College - Columbus Affiliate Campus is licensed and registered with the State of Ohio Board of Career Colleges and Schools, **School Registration NO. 2282.**

INSTITUTIONAL 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

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

Associate degrees:

- Associate of Applied Science in Business Administration
- Associate of Applied Science in Diagnostic Medical Imaging Radiography
- Associate of Applied Science in Diagnostic Medical Sonography
- Associate of Applied Science in Information Technology
- 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

Certificate-level Programs:

- Clinical Medical Assisting
- Electroneurodiagnostic (END) Technologist
- Licensed Practical Nursing (LPN)
- Medical Assisting
- Phlebotomy Technician
- Sterile Processing

English as a Second Language:

- English as a Second Language
- English for Academic Purposes
- Professional English
- English for Healthcare

EXTENSION OF THE MAIN CAMPUS

Midwestern Career College Chicago Downtown
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
Associate degrees:

- Associate of Applied Science in Accounting
- Associate of Applied Science in Business Administration
- Associate of Applied Science in Marketing

English as a Second Language:

- English as a Second Language
- English for Academic Purposes
- Professional English
- English for Healthcare

EXTENSION OF THE MAIN CAMPUS

Midwestern Career College Naperville
200 E. 5th Avenue, 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 Diagnostic Medical Imaging Radiography
- Associate of Applied Science in Diagnostic Medical Sonography
- Associate of Applied Science in Magnetic Resonance Imaging (MRI) Technology

EXTENSION OF THE MAIN CAMPUS

Midwestern Career College Evergreen Park
9730 S. Western Avenue
Evergreen Park, IL 60805
Phone: (312) 236-9000
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 Surgical Technology

Certificate-level programs:

- Clinical Medical Assisting
- Dental Assisting
- Medical Assisting
- Phlebotomy Technician
- Sterile Processing

AFFILIATE CAMPUS

Midwestern Career College Cleveland
7261 Engle Rd.,
Middleburg Heights, OH 44130
Tel: (216) 270-5080
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 Imaging Radiography

Diploma Programs:

- Sterile Processing

AFFILIATE CAMPUS

Midwestern Career College Columbus
2780 Airport Dr.
Columbus, Oh 43219
Tel: (614) 300-5710
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 Imaging Radiography

Administration

INSTITUTIONAL MANAGEMENT TEAM

D. Jeremy Oberfeld
CEO

Dr. Olga Gusak
Senior Vice President of Academic Affairs/PDSO

Izabela Shamanava
Vice President of Institutional Effectiveness/Registrar

MCC ADMINISTRATIVE TEAM

ACADEMIC DEPARTMENT

Joyce Gaa
Director of Academic Operations and Student Services

Sangeetha Gopalaseshan
Director of Allied Health Programs

Jennifer Green
Academic Manager

James Holland
Campus Administrator MCC - Cleveland

Jeff Edmister
Campus Administrator MCC - Columbus

Hannah Roche
Sr. Manager, Online Learning Technology

Olia Sweiss
Librarian & Instructional Technology Coordinator

Dr. Zahra Ali
Program Director, AAS DMS

Peter Bleka
Program Director, AAS NICVS

Danielle Dertz
Program Director, AAS MRI and AAS RAD

Dr. Catherine A. Schlosser
Program Director, LPN

Alexis Zaragoza
Interim Program Director, AAS ST

Balitha Greenfield
Associate Director, MA, CMA, and Phlebotomy

Dr. Angel Resto
Program Director, Business Programs

Ben Lobpries
Program Director, ESL

ADMISSIONS
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Erin Hughes
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STUDENT SERVICES
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Eric Valdez
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Shaudy Martinez
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Franklin Mays
Director of Business Development

Luo Yao
Externship Coordinator

Maya Payton
Externship Coordinator

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Monica Loayza
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Director of Financial Aid

Brenda Cochran
Financial Aid Coordinator

Hassel Hernandez
Financial Aid Coordinator

Ronda Rocquemore
Financial Aid Coordinator

Stephanie Crain
Business Office & Operations Associate

REGISTRAR'S OFFICE
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Marissa Soto
Associate Registrar

Anna Gurova
Associate Registrar

Zaira Guerra
Registrar Assistant

TECHNOLOGY AND OPERATIONS
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Eliberto Flores Jr.
Facility and Operations Manager

Yury Gurou
IT Support & Operations

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 Imaging Radiography	AAS RAD
Associate of Applied Science in Diagnostic Medical Sonography	AAS DMS
Associate of Applied Science in Information Technology	AAS IT
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
Clinical Medical Assisting	CMA
Dental Assisting	DNT
Electroneurodiagnostic (END) Technologist	END
Licensed Practical Nursing (LPN)	LPN
Medical Assisting	DMA
Phlebotomy Technician	PHL
Sterile Processing	STP
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	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)
Battista, Christine	LPN	MS Family and Consumer Sciences, Child Life – Illinois State University; BS in Nursing – Marquette University; Registered Nurse (RN)
Becerra, Rachel	AAS SUR	BS in Healthcare Services Management – University of Saint Francis, Fort Wayne, IN; AAS in Surgical Technology – Ivy Tech Community College, Valparaiso, IN; Certified Surgical Technologist (CST
Bland, Lavada	STP	AAS in Healthcare Business and Administration - Devry University, Chicago, IL; Sterile Processing Central Sterile Processing Certification - Chicago, IL; Surgical Technology Banner Institute of Surgical Technology - Chicago, IL; Emergency Medical Technician Basic Christ Hospital EMT-B Program - Oaklawn, IL; Medical Assisting and Phlebotomy Illinois School of Health Careers - Chicago, IL
Bleka, Peter	AAS NICVS	Master of Science, Biology – Northeastern Illinois University; Bachelor of Science, Biology- North Park University; Associate of Applied Science, Diagnostic Medical Sonography – Midwestern Career College; Certifications: Registered Diagnostic Medical Sonographer (RDMS) in Abdomen, Breast, and Obstetrics and Gynecology, Registered Vascular Technologist (RVT) - American Registry for Diagnostic Medical Sonography (ARDMS)
Dertz, Danielle	AAS MRI AAS RAD	Bachelor Administration – Colombia University, AAS Magnetic Resonance Imaging Technology and Diagnostic Medical Imaging Radiography- Midwestern Career College; Certification: Registered Technologist Magnetic Resonance Imaging (RT MR) - The American Registry of Radiologic Technologists (ARRT).
Foster, Christopher	AAS BUS AAS MKT	Bachelor of Fine Arts in Graphic Design, Drawing – Illinois State University, Normal, IL
Green, Jennifer	CMA DMA PHL	Master of Health Administration, Health Care Leadership – Capella University; Bachelor of Science, Health Care Leadership – National Louis University; Associate of Science – South Suburban College; Medical Assistant Diploma – Westwood College; Emergency Medical Technician Certificate -Malcolm X College
Greenfield, Balitha	CMA DMA PHL	Bachelor of Science in Business Management – Everest University South Orlando, FL. Professional Diploma in Medical Assisting – Robert Morris University, Chicago, IL
Gruenewald, Gary	AAS RAD	Masters in Health Services Administration – University of St. Francis Joliet, IL. Bachelors of Health Arts – College of St. Francis, Joliet, IL. Certificate Program – School of Radiologic Technology – Ravenswood Hospital, Chicago, IL. Certification: Radiography (R) - The American Registry of Radiologic Technologists (ARRT).
Mahmood, Amarra	AAS DMS	Associates of Applied Science in Diagnostic Medical Sonography – Rockford Career College, Rockford, IL.
Mahmood, Hamza	AAS IT	Bachelor of Science Cyber Security and Network Administration – Green River; Associate of Applied Science Information Technology Systems and Security – Green River College; College Certificate Information Technology Fundamentals – Green River College.

Mayes, Delicia	AAS MRI	AAS in MRI/CT Radiologic Technology – Lakeland Community College; AART
McMillan, Jenna	AAS ST	Associate of Applied Science in Surgical Technology – College of DuPage; Bachelor of Science in Healthcare Administration – Grand Canyon University; Certified Surgical Technologist (CST)
Meer, Arif	CMA, DMA, PHL	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 Health Career Association (NHA)
Mendelson, Shari	LPN	Bachelor of Science in Nursing – Rush University; Registered Nurse (RN); Certified Legal Nurse Consultant (CLNC)
Dr. Rafiq, Noshaba	AAS DMS	Bachelor of Medicine and Bachelor of Surgery (MBBS) – Rawalpindi Medical College, Pakistan; MCPS member of College of Physicians and Surgeons – Pakistan; Certified under Alliance for Physician Certification and Advancement – APCA, Registered Diagnostic Medical Sonographer (RDMS) in Abdomen, Obstetrics and Gynecology, and Breast, Registered Vascular Technologist (RVT) - American Registry for Diagnostic Medical Sonography (ARDMS)
Dr. Resto, Angel	AAS ACC AAS BUS AAS MKT	Ph.D. in Applied Management and Decision Sciences- Walden University, Minnesota; MBA in Finance- Interamerican University- Puerto Rico; Bachelor's in Economics- University of Puerto Rico, Puerto Rico, USA
Rucker, Keith	AAS ST	Associate of Science in Surgical Technology- Brown Mackie College, Michigan City, IN; CST – Certified Surgical Technologist
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)
Dr. Schlosser, Catherine	LPN	Associate of Applied Science in Nursing – Elgin Community College; Bachelor's of Science in Nursing – Olivet Nazarene University; Master's of Science in Nursing, Nursing Education - Olivet Nazarene University; Doctor of Nursing Practice, Nursing Education and Executive Leadership – Chamberlain University; Registered Nurse (RN)
Dr. Virani Shreya	AAS ACC AAS BUS AAS MKT	Ph.D. in Management Tilak Maharashtra – Vidyapeeth Pune; Master of Management Studies – Bharati Vidyapeeth Deemed University Pune; Diploma in Business Management – Shivaji University, Kolhapur; Bachelor of Commerce – University of Pune
Winding, Kuna	AAS ST, STP	AAS in Surgical Technology – Midwestern Career College; LPN Certification – Dawson Technical College; CST – Certified Surgical Technologist
Zaragoza, Alexis	AAS ST	Certified First Assistant – Meridian Institute of Surgical Assisting; Associate of Applied Science in Surgical Technology – Midwestern Career College; Certified Surgical Technologist (CST)
Zavala, Rigoberto	DNT	BS in Biology – Northern Illinois University, Chicago, IL; Illinois School of Health Careers - Dental Assistant, Chicago IL; Registered Dental Assistant (RDA) – American Medical Technologist (AMT)

PART TIME FACULTY – IL CAMPUSES

Acevedo, Jennifer	AAS NICVS	Non-Invasive Cardiology Technician – Medical Careers Institute, Chicago, IL; Advanced Cardiac Sonographer- Cardiovascular Credentialing International (CCI); Registered Diagnostic Cardiac Sonographer (RDCS) Fetal, Pediatric and Adult Echocardiography, American Registry of Diagnostic Medical Sonographer (ARDMS)
Dr. Aguilar-Diaz, Antonio	Gen Ed	Doctor of Philosophy (PhD)-School Psychology, Interamerican University, Puerto Rico; Graduate Certificate in Developmental Disabilities and Early Intervention, University of Puerto Rico; Master of Arts- Counseling and School Psychology, Interamerican University of Puerto Rico
Araica, Lester	AAS BUS AAS MKT	Master in Business Administration, Keller Graduate School of Management; BS in Business Administration/ Human Resources Management, Devry University
Armstrong, Chelanja	CMA, DMA	Bachelor of Health Science – Stratford University; Certificate in Medical Assisting – Olympia College; Registered Medical Assistant
Dr. Bhagwat, Deepika	Med Found, Gen Ed	Doctor of Medicine – Aureus University School of Medicine, Orangestad, Aruba; Bachelor of Science in Biology – University of Illinois
Borek, Paul	AAS MRI AAS RAD	Master in Business Administration, Healthcare Management – Loyola University, Chicago, IL.; Bachelor of Science in Imaging Sciences, Rush University Medical Center, Chicago, IL.; Associate of Applied Science in Diagnostic Medical Imaging – College of DuPage, Glen Ellyn, IL.; ARRT
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
Carswell Ragland, Courtney	AAS BUS	Master's in Business Administration (MBA), Organizational Leadership, Lewis University, Romeoville, IL; Bachelor of Arts (BA), Organizational Management, Concordia University, River Forest, IL
Dr. Cifuentes, Karla	LPN	Doctor of Nursing Practice (DNP) - Northern Kentucky University, Highland Heights, KY; Master of Science in Nursing (MSN) –Western Governors University, Millcreek, UT; Bachelor of Science in Nursing (BSN) – University of Illinois Chicago, Chicago, IL
Coleman, Tiffany	CMA, DMA	Associate Medical Assistant Degree, Westwood College, Chicago, IL
Croft, Tenisha	CMA, DMA	Certificate in Medical Assisting, Illinois School of Health Careers; Certified Clinical Medical Assistant (CCMA), National Healthcareer Association (NHA)
Cuela, Michael	Gen Ed	Master of Communication and Training – Governors State University, University Park, IL. Bachelor of Arts in Management Communication – Columbia College of Chicago, Chicago, IL. Associate of Applied Science in Business Management – Robert Morris University, Chicago, IL
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)
Doss, Ceray	AAS IT	Master of Business Administration – Case Western Reserve University; Bachelor of Arts in English Literature – Central State University
Dr. Drury, Benjamin	Gen ED	Doctorate in Curriculum, Advocacy and Policy – National-Louis University, Chicago, IL; Masters in Medical Sociology- Indiana University at Indianapolis, Indianapolis, IN

		Bachelor's in Sociology – Indiana University at Indianapolis, Indianapolis, IN Associate in Liberal Arts and Sciences – Ivy Tech Community College, Indianapolis, IN.
Dr. Dumas, Rebekah	AAS BUS	Doctor of Business Administration (DBA), International Business- Leadership, Walden University, Minneapolis, MN; Master of Business Administration (MBA) Marketing – St. Xavier University, Chicago, IL, PMP Certification, Project Management for Professionals, Northwestern University, Evanston, IL.
Eldridge, Jeanean	AAS BUS	MA, Master of Arts in Interdisciplinary Media Arts and Communication - Regis University, Denver, CO; Bachelor of Arts in Film and Video - Columbia College
Foster, Christopher	AAS BUS	BSA Graphic Design, Drawing – Illinois State University, Chicago, IL.
Foster, Desiree	AAS BUS	Master of Business Administration (MBA) - West Texas A&M University, Canyon, TX, Business Marketing; Minor Human Resource Management, Purdue University, Hammond, IN.
Galinski, James	AAS MRI AAS RAD	AAS in MRI – Midwestern Career College, Chicago, IL; Master's of Education in Curriculum Design – National-Louis University, Chicago, IL; B.A. in Chemistry - Northwestern University, Evanston, IL; ARRT
Harris, Amy	AAS BUS AAS MKT	MBA Degree, Business Management - Olivet Nazarene University, Bourbonnais, IL; BS, Business Administration - Roosevelt University, Chicago, IL
Hayes, Jennifer	AAS RAD	B.S. Radiologic Sciences - University of Saint Francis, Joliet, IL, Certificate of Radiologic Technology - Northwestern Memorial Academy, Chicago, IL. Registered Technologist in Radiography ARRT, Registered Technologist in Radiography (IEMA)
Herron, Tara	AAS MRI	Associates of Applied Science and Magnetic Resonance Imaging- East west University/ Midwestern Career College; American Registry of MRI Technologists (ARMRIT), Magnetic Resonance Imaging (MRI)
Hester, Christa	AAS BUS	Master of Business Administration - Walden University, Minneapolis, MN
Hurn, Tasha	AAS BUS	Master of Business Administration – University of Phoenix ; Bachelor of Science Early Childhood Education - Langston University
Howard, Victoria	AAS ACC AAS BUS	Master of Accounting and Financial Management – DeVry University, Bachelor of Science in Accounting – Roosevelt University
Jalili, Mehran Lead Instructor	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)
Kaur, Arvinder	AAS MRI Med Found	Bachelor of Biology – University of Wisconsin – Madison, Madison, Wisconsin; Certificate in MRI – Aquarius Institute School of Computer Science – Chicago, Illinois; ARMRIT
Dr. Khan, Maimoon	CMA, DMA	Medical Doctor of Medicine - Utesa, Santo Domingo, Distrito Nacional, Dominican Republic
Kowalkowska, Dorata	END	Certificate in Electroneurodiagnostic (END) Technologist – Midwestern Career College; Bachelor of Science – Saint Xavier University

Limon, Jessica	AAS MRI	Bachelor of Science – Resurrection University, Chicago, Il.; Associates in Radiologic Technology – Triton College, Chicago, IL; MRI Board Certification – Wilbur Wright College, Chicago, IL.; ARRT Certified in Radiology & MRI, IEMA credited
Loggins, David	AAS ACC AAS BUS AAS MKT	Master of Business Administration – University of Chicago; Bachelor of Arts Economics/Mathematics – University of Chicago, Chicago, IL.
Dr. Lyutykh, Elena	Gen Ed	Educationist Doctor Educational Psychology – Northern Illinois University (NEIU); Master of Science Adult and Continuing Education – Kansas State University; Master of Arts History and TESOL – Voronezh State University ; Bachelor of Arts History and TESOL - Voronezh State University; Certificate of Graduate Studies Social Foundations of Education, (NEIU)
Manning, Jessica	CMA, DMA	Certificate in Dialysis – Midwestern Career College, Chicago, IL.; Certified Clinical Hemodialysis Technician (CCHT); CNA
Nash, Jennifer	CMA, DMA	AAS in Health Science – Robert Morris University; Clinical Certified Medical Assistant (CCMA) – NHA
Nieves, Gladys	DNT	Master's in communication – Grand Canyon University, Phoenix AZ; BS Applied Management, Everest University; Certified Dental Assistant, Dental Assistant National Board Inc (DANB).
Dr. Pujari, Minakhi	Gen Ed	Doctor of Philosophy (Ph. D) in Physics - State University, SUNY at Albany, NY; Master of Science (M.S) in Physics - State University, SUNY at Albany, NY; Master of Science (M.S) in Physics with Electronics – Gangadhar Meher College, India.
Racine, Mica	Gen Ed	MFA, Creative Writing, Columbia College – Chicago, Illinois; BA, Communications, Sioux Falls College – Sioux Falls, SD.
Salas, Brian	Gen Ed	Master of Arts in History - University of Chicago; Bachelor of Arts in History - University of Arizona
Dr. Singh, Sanjay	END	Doctor of Philosophy in Neuroscience – Loyola University Medical Center, Chicago, IL.; Master of Science in Biology – Loyola University of Chicago, Chicago, IL.; Bachelor of Arts in Chemistry – Knox College, Galesburg, IL.
Stinson, Claudia	CMA, DMA	BA in Health Care Administration – Ashford University; AAS in Pharmacy Technician – Kennedy King College, Chicago, IL.; RMA, BNA
Syed, Sarah	AAS DMS	Bachelor of Science in Diagnostic Medical Sonography – Benedictine University; Certificate in Diagnostic Medical Sonography – Northwestern Memorial Hospital; Registered Diagnostic Medical Sonographer in Pediatric, Abdomen, Breast, and Obstetrics and Gynecology (ARDMS); Registered Vascular Technologist (ARDMS)
Thomas, Mary	AAS ACC AAS BUS AAS MKT	Master of Business Administration – Upper Iowa University; Bachelor of Science in Accounting and Financial Management – Upper Iowa University
Wallace, Leah	AAS BUS AAS MKT	Master of Business & Public Administration, Management - JFK University, Orinda, CA; B.A., Business-Economics, University of California, Los Angeles (UCLA), Los Angeles, CA; Harvard Bok Higher Education Teaching Certificate, Harvard University, Boston, MA; Certificate in Diversity & Inclusion, Cornell University, ILR, New York, NY
Warfield, Shana	Gen Ed	Master of Arts in English – University of Illinois, Chicago, IL. Master of Arts in Library and Information Science - Dominican University River Forest IL. Bachelor of Arts in English Writing & Philosophy – Dominican University River Forest Il. CELTA Certified by Teaching House - Chicago IL.

West, Thomas	Gen Ed	Master of Education - University of Illinois at Urbana-Champaign; Bachelor of Mathematics - University of Minnesota
Yancey, Danette	CMA, DMA	

PART TIME FACULTY – OH CAMPUSES

Evans, Abigail	AAS RAD	Certificate in Radiologic Technology – Cleveland Clinic School of Diagnostic Imaging; Bachelor of Science in Exercise Science – Slippery Rock University; Masters of Education in Health Professions Education – Cleveland State University; Certification: Radiography (R) - American Registry of Radiologic Technologists (ARRT)
Kubitza, Michael	AAS RAD	Bachelor of Science, in Healthcare Administration, Franklin University, Columbus, OH; Associates of Applied Science in Radiologic Technology, Kent State University, Salem, OH; Licensed Radiographer R.T. (R) (MR), The American Registry of Radiologic Technologists (ARRT).
Litten, Susan	AAS MRI	Masters of Health Administration and Education, University of Phoenix, Phoenix, AZ; Bachelor of Science Major in Health Administration, University of Phoenix, Phoenix, AZ; Certification: (R) Radiography, (MR) Magnetic Resonance Imaging, (CT) Computed Tomography - The American Registry of Radiologic Technologists (ARRT)
Stojanovic, Tamara	AAS RAD	Bachelor of Science – Youngstown State University, Youngstown, OH; Associate of Applied Science in Radiography - Cuyahoga Community College, Cleveland, OH

ESL FACULTY

FULL-TIME FACULTY

Lobpries, Benjamin Program Director	ESL	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
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
Huseby, Matthew	ESL	Master of Arts in Linguistics – Northeastern Illinois University, Chicago; Bachelor of Arts in History – Wheaton College, IL

PART TIME FACULTY

Charleston, Sharon	ESL	Master of Science – University of Saint Francis, Joliet, Illinois. Bachelor of Science – Governors State University, University Park, Illinois; Certification: Teaching English as a Foreign Language (TEFL), Gatehouse Awards, Dewsbury, England
Fiene, Patricia	ESL	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
Greskoviak, Cassidy	ESL	Master of Education in Bilingual-Bicultural Education and TESOL – DePaul University, Chicago, IL; Bachelor of Arts in Global Liberal Studies and French – New York University, New York, NY

Hendee, Rhonie	ESL	Master of Arts in Education – Roosevelt University, Chicago, IL; Bachelor of Arts in Communications, Bachelor of Arts in Spanish – Central Michigan University, Mount Pleasant, MI
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
Lowe, Amy	ESL	Bachelor of Arts in Theater/Music – Columbia College, Chicago, IL; Master of Arts in Interdisciplinary Arts – Columbia College, Chicago, IL; Certificate in Teaching English to Speakers of Other Languages/Teaching English as a Second Language/Teaching English as a Foreign Language (TESOL/TESL/TEFL) – Oxford Seminars, IL
Miller, Bonnie	ESL	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
Schulman, Adam	ESL	Master of Arts in Teaching English to Speakers of Other Languages (TESOL) — Tel Aviv University; Teaching English as a Foreign Language (TEFL) certificate — TEFL International, Corinth, Greece; BA in History — Cornell College, Mt. Vernon, IA
Small, Matthew	ESL	Bachelor of Arts in English – Ferris State University, Big Rapids, MI. Certification: Global Language Training, London, England

ACADEMIC CALENDARS

Future program and term start/end dates are subject to change.

2025-2028 CALENDAR FOR ALLIED HEALTH DEGREE PROGRAMS

- AAS in Diagnostic Medical Sonography
- AAS in Diagnostic Medical Imaging Radiography
- AAS in Magnetic Resonance Imaging (MRI) Technology
- AAS in Non-invasive Cardiovascular Sonography
- AAS in Surgical Technology

Allied Health Degree Programs are offered on an accelerated schedule with three 16-week terms per calendar year. New student orientation usually takes place one or two weeks before the start of the term. The college success course starts after orientation and ends the day before the term start date. New students should check with their admissions counselor for new student orientation and college success dates for their program

There is a one-week break between the Spring/Summer and Fall terms and a two to three-week break before the Winter term. There is no break in April for Spring Break, and there is no break between the Winter and Spring/Summer terms.

Course schedules are released 30 days prior to the start of each term. Final grades are submitted within seven days after the term ends. Student enrollment status changes are processed within 14 days of the final grade posting date.

Winter 2025	
Term Start	January 6, 2025
Term End	April 27, 2025
Spring/Summer 2025	
Term Start	April 28, 2025
Term End	August 17, 2025
Fall 2025	
Term Start	August 25, 2025
Term End	December 14, 2025
Winter 2026	
Term Start	January 5, 2026
Term End	April 26, 2026
Spring/Summer 2026	
Term Start	April 27, 2026
Term End	August 16, 2026
Fall 2026	
Term Start	August 31, 2026
Term End	December 20, 2026
Winter 2027	
Term Start	January 4, 2027
Term End	April 25, 2027
Spring/Summer 2027	

Term Start	April 26, 2027
Term End	August 15, 2027
Fall 2027	
Term Start	August 30, 2027
Term End	December 19, 2027
Winter 2028	
Term Start	January 3, 2028
Term End	April 23, 2028
Spring/Summer 2028	
Term Start	April 28, 2028
Term End	August 13, 2028
Fall 2028	
Term Start	August 28, 2028
Term End	December 17, 2028

2025-2028 CALENDAR FOR BUSINESS & IT DEGREE PROGRAMS

- Associate of Applied Science in Accounting
- Associate of Applied Science in Business Administration
- Associate of Applied Science in Information Technology
- Associate of Applied Science in Marketing

Business and IT Degree Programs are offered on a traditional semester schedule with two 16-week terms per calendar year. New student orientation usually takes place one or two weeks before the start of the term. The college success course starts after orientation and ends the day before the term start date. New students should check with their admissions counselor for new student orientation and college success dates for their program

The Spring/Summer term is optional for students already enrolled in the AAS in Accounting, Business Administration, IT, and Marketing programs. It is normally taken by new students joining the program in Spring/Summer, or current students enrolled in optional externship courses or course retakes. Current students who would like to enroll into the Spring/Summer term on FT or PT basis should check with the Registrar's office for course availability.

Course schedules are released 30 days prior to the start of each term. Final grades are submitted within seven days after the term ends. Student enrollment status changes are processed within 14 days of the final grade posting date.

Winter 2025	
Term Start	January 21, 2025
Term End	May 11, 2025
Spring/Summer 2025	
Term Start	May 19, 2025
Term End	August 10, 2025
Fall 2025	
Term Start	August 18, 2025
Term End	December 7, 2025
Winter 2026	

Term Start	January 20, 2026
Term End	May 10, 2026
Spring/Summer 2026	
Term Start	May 18, 2026
Term End	August 9, 2026
Fall 2026	
Term Start	August 24, 2026
Term End	December 13, 2026
Winter 2027	
Term Start	January 19, 2027
Term End	May 9, 2027
Spring/Summer 2027	
Term Start	May 17, 2027
Term End	August 8, 2027
Fall 2027	
Term Start	August 23, 2027
Term End	December 12, 2027
Winter 2028	
Term Start	January 18, 2028
Term End	May 7, 2028
Spring/Summer 2028	
Term Start	May 15, 2028
Term End	August 6, 2028
Fall 2028	
Term Start	August 21, 2028
Term End	December 10, 2028

2026-2027 CALENDAR FOR CERTIFICATE-LEVEL PROGRAMS

Certificate-level programs are offered on a cohort basis with terms ranging from 16 to 20 weeks.
New student orientation usually takes place one or two weeks before the start of the term. College success course starts after orientation and ends the day before the term start date. New students should check with their admissions counselor for new student orientation and college success for their program.

Course schedules are released 30 days prior to the start of each term. Final grades are submitted within seven days after the term ends. Student enrollment status changes are processed within 14 days of the final grade posting date.

LICENSED PRACTICAL NURSING (LPN)

MAIN CAMPUS

Licensed Practical Nursing (LPN) program is offered on an accelerated schedule with three 16-week terms per calendar year. There is a one-week break between the Spring/Summer and Fall terms and a two to three-week break before the Winter term. There is no break in April for Spring Break, and there is no break between the Winter and Spring/Summer terms.

Fall 2026	
Term Start	August 31, 2026
Term End	December 20, 2026
Winter 2027	
Term Start	January 4, 2027
Term End	April 25, 2027
Spring/Summer 2027	
Term Start	April 26, 2027
Term End	August 15, 2027
Fall 2027	
Term Start	August 30, 2027
Term End	December 19, 2027

CLINICAL MEDICAL ASSISTING FALL 2025
MAIN CAMPUS, EVERGREEN PARK

Term I	
Start Date	August 25, 2025
End Date	January 18, 2026
Term II	
Start Date	January 26, 2026
End Date	June 14, 2026
Term III	
Start Date	June 22, 2026
End Date	November 8, 2026

CLINICAL MEDICAL ASSISTING FALL 2025
MAIN CAMPUS, EVERGREEN PARK

Term I	
Start Date	October 27, 2025
End Date	March 15, 2026
Term II	
Start Date	March 23, 2026
End Date	August 9, 2026
Term III	
Start Date	August 17, 2026
End Date	January 3, 2027

CLINICAL MEDICAL ASSISTING WINTER 2026
EVERGREEN PARK

Term I	
Start Date	January 5, 2026

End Date	May 24, 2026
Term II	
Start Date	June 1, 2026
End Date	October 18, 2026
Term III	
Start Date	October 26, 2026
End Date	March 17, 2027

CLINICAL MEDICAL ASSISTING SPRING 2026
MAIN CAMPUS, EVERGREEN PARK

Term I	
Start Date	April 27, 2026
End Date	September 13, 2026
Term II	
Start Date	September 21, 2026
End Date	February 7, 2027
Term III	
Start Date	February 22, 2027
End Date	July 11, 2027

CLINICAL MEDICAL ASSISTING FALL 2026
MAIN CAMPUS, EVERGREEN PARK

Term I	
Start Date	August 31, 2026
End Date	January 17, 2027
Term II	
Start Date	January 25, 2027
End Date	June 13, 2027
Term III	
Start Date	June 21, 2027
End Date	November 7, 2027

CLINICAL MEDICAL ASSISTING FALL 2026
MAIN CAMPUS, EVERGREEN PARK

Term I	
Start Date	October 26, 2026
End Date	March 14, 2027
Term II	
Start Date	March 22, 2027
End Date	August 8, 2027
Term III	

Start Date	August 16, 2027
End Date	January 2, 2028

CLINICAL MEDICAL ASSISTING WINTER 2027
EVERGREEN PARK

Term I	
Start Date	January 4, 2027
End Date	May 23, 2027
Term II	
Start Date	May 31, 2027
End Date	October 17, 2027
Term III	
Start Date	October 25, 2027
End Date	March 12, 2028

DENTAL ASSISTING SPRING 2026
EVERGREEN PARK

Term I	
Start Date	April 27, 2026
End Date	September 13, 2026
Term II	
Start Date	September 21, 2026
End Date	February 7, 2027
Term III	
Start Date	February 22, 2027
End Date	November 7, 2027

ELECTRONEURODIAGNOSTIC (END) TECHNOLOGIST FALL 2025
MAIN CAMPUS

Term I	
Start Date	October 27, 2025
End Date	February 22, 2026
Term II	
Start Date	March 2, 2026
End Date	July 5, 2026
Term III	
Start Date	July 13, 2026
End Date	November 1, 2026

ELECTRONEURODIAGNOSTIC (END) TECHNOLOGIST SPRING 2026
MAIN CAMPUS

Term I

Start Date	April 13, 2026
End Date	August 9, 2026
Term II	
Start Date	August 17, 2026
End Date	December 20, 2026
Term III	
Start Date	January 4, 2027
End Date	April 25, 2027

MEDICAL ASSISTING WINTER 2026
EVERGREEN PARK

Term I	
Start Date	January 5, 2026
End Date	May 24, 2026
Term II	
Start Date	June 1, 2026
End Date	October 18, 2026

MEDICAL ASSISTING SPRING 2026
MAIN CAMPUS, EVERGREEN PARK

Term I	
Start Date	April 27, 2026
End Date	September 13, 2026
Term II	
Start Date	September 21, 2026
End Date	February 7, 2027

MEDICAL ASSISTING FALL 2026
MAIN CAMPUS, EVERGREEN PARK

Term I	
Start Date	August 31, 2026
End Date	January 17, 2027
Term II	
Start Date	January 25, 2027
End Date	June 13, 2027

MEDICAL ASSISTING FALL 2026
MAIN CAMPUS, EVERGREEN PARK

Term I	
Start Date	October 26, 2026
End Date	March 14, 2027
Term II	

Start Date	March 22, 2027
End Date	August 8, 2027

MEDICAL ASSISTING WINTER 2027
EVERGREEN PARK

Term I	
Start Date	January 4, 2027
End Date	May 23, 2027
Term II	
Start Date	May 31, 2027
End Date	October 17, 2027

PHLEBOTOMY TECHNICIAN FALL 2026
MAIN CAMPUS, EVERGREEN PARK

Term I	
Start Date	November 23, 2026
End Date	January 17, 2027

PHLEBOTOMY TECHNICIAN WINTER 2027
MAIN CAMPUS, EVERGREEN PARK

Term I	
Start Date	January 18, 2027
End Date	March 14 , 2027

PHLEBOTOMY TECHNICIAN WINTER 2027
EVERGREEN PARK

Term I	
Start Date	March 29, 2027
End Date	May 23, 2027

STERILE PROCESSING SPRING 2026
MAIN CAMPUS, EVERGREEN PARK

Term I	
Start Date	April 27, 2026
End Date	September 13, 2026
Term II	
Start Date	September 21, 2026
End Date	February 7, 2027

STERILE PROCESSING FALL 2026
MAIN CAMPUS, EVERGREEN PARK

Term I	
Start Date	October 26, 2026
End Date	March 14, 2027

Term II	
Start Date	March 22, 2027
End Date	August 8, 2027

2025-2027 CALENDAR FOR ENGLISH AS A SECOND LANGUAGE

English as a Second language program is offered on a quarter term schedule with three 11-week terms per calendar year and a summer break.

Course schedules are released 30 days prior to the start of each term. Final grades are submitted within seven days after the term ends. Student enrollment status changes are processed within 14 days of the final grade posting date.

Winter Term 2025	
Registration/Payment Deadline	January 6, 2025
New Student Orientation	January 6, 2025
Start Date	January 13, 2025
Add/Drop/Schedule Changes	January 24, 2025
Last day to Start	January 25, 2025
End Date	March 30, 2025
Spring Term 2025	
Registration/Payment Deadline	April 14, 2025
New Student Orientation	April 14, 2025
Start Date	April 21, 2025
Add/Drop/Schedule Changes	May 2, 2025
Last day to Start	May 2, 2025
End Date	July 6, 2025
Fall Term 2025	
Registration/Payment Deadline	September 8, 2025
New Student Orientation	September 8, 2025
Start Date	September 15, 2025
Add/Drop/Schedule Changes	September 26, 2025
Last day to Start	September 26, 2025
End Date	November 30, 2025

Winter Term 2026	
Registration/Payment Deadline	January 5, 2026
New Student Orientation	January 5, 2026
Start Date	January 12, 2026
Add/Drop/Schedule Changes	January 23, 2026
Last day to Start	January 23, 2026
End Date	March 29, 2026
Spring Term 2026	

Registration/Payment Deadline	April 13, 2026
New Student Orientation	April 13, 2026
Start Date	April 20, 2026
Add/Drop/Schedule Changes	May 1, 2026
Last day to Start	May 1, 2026
End Date	July 5, 2026
Fall Term 2026	
Registration/Payment Deadline	September 8, 2026
New Student Orientation	September 8, 2026
Start Date	September 14, 2026
Add/Drop/Schedule Changes	September 25, 2026
Last day to Start	September 25, 2026
End Date	November 29, 2026

Winter Term 2027	
Registration/Payment Deadline	January 4, 2027
New Student Orientation	January 4, 2027
Start Date	January 11, 2027
Add/Drop/Schedule Changes	January 21, 2027
Last day to Start	January 21, 2027
End Date	March 28, 2027
Spring Term 2027	
Registration/Payment Deadline	April 12, 2027
New Student Orientation	April 12, 2027
Start Date	April 19, 2027
Add/Drop/Schedule Changes	April 29, 2027
Last day to Start	April 29, 2027
End Date	July 4, 2027
Fall Term 2027	
Registration/Payment Deadline	September 7, 2027
New Student Orientation	September 7, 2027
Start Date	September 13, 2027
Add/Drop/Schedule Changes	September 23, 2027
Last day to Start	September 23, 2027
End Date	November 28, 2027

STUDENT HOLIDAY CALENDAR

There are no classes scheduled for the following holidays:

- New Year's Day, January 1
- Birthday of Martin Luther King, Jr., the third Monday in January
- Memorial Day, the last Monday in May

- Juneteenth National Independence Day, June 19
- Independence Day, July 4
- Labor Day, the first Monday in September
- Thanksgiving Day, the fourth Thursday in November
- Day after Thanksgiving
- Christmas Eve, December 24
- Christmas Day, December 25

College Admissions

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 or Michigan English Placement Test (ESL);
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.

MCC may deny application or re-application to prospective students who fail to complete admission process multiple times or prospective students who violate any Standards of the Student Conduct listed in the catalog.

ADMISSION REQUIREMENTS AND POLICIES

Must be at least 18 years of age.
Must hold a high school diploma or a recognized equivalent.
Must take an institutional entrance exam and achieve a minimum score required by the program, if applicable:

- AAS in DMS, AAS in MRI, AAS in NICVS, AAS in RADA: a minimum HESI score of 75% is required for acceptance consideration.
- Licensed Practical Nursing (LPN): Accuplacer Arithmetic and Reading Comprehension scores of 262
- For English language programs, applicants take the Michigan English Placement Test (A1-C2) to determine level placement.
- All other programs: Accuplacer Arithmetic score of 252 and Reading Comprehension scores of 246

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

ADDITIONAL ADMISSION REQUIREMENTS FOR MINORS

Midwestern Career College is an adult environment, and our students are normally 18 years old or above at the time they start classes. Occasionally the college admits students who are under the age of 18 years. In most cases this is a very temporary situation, as the student is approaching their eighteenth birthday. The College treats all its students as independent, mature individuals and expects them to have the necessary skills to study alongside people of all ages and from a variety of backgrounds. Students who are under the age of 18 years are treated in the same way.

Applicants who are not 18 years of age at the time of application will be considered for admission, provided that they have earned a high school diploma or a recognized equivalent before admission, have met other admission requirement as defined in the catalog, and will turn 18 within the first term of their program of study.

As a student who is under the age of 18 years may not be able to enter into legal contracts, MCC requires at least one of the student's parents or legal guardians to honor all obligations under any contractual agreements with the college that the student enters into prior to his or her 18th birthday. By co-signing the student's enrollment agreement with the college, the student's parent(s) or legal guardian(s) agree to this.

It is the MCC's standard policy that it deals directly with students and not with parents and this policy will also apply to students who are under the age of 18 years. Therefore, the college will correspond with students, not parents, about all the matters related to the student's application, admission, and enrollment at MCC.

The Family Educational Rights and Privacy Act of 1974, (FERPA) is a federal law that protects the privacy of students' education records. An "eligible student" under FERPA is a student who is 18 years of age or older or a student of any age who attends a postsecondary institution. Therefore, MCC considers an "eligible student" any student who is attending MCC or has attended MCC. It means that students under the age of 18 also have the privacy rights under FERPA, including their 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. Therefore, MCC will not disclose information contained in the student's education records to other persons, including student's parents, without student's specific written consent.

FERPA does not apply to MCC applicants who have been admitted, but who have not been in attendance.

INSTITUTIONAL ENTRANCE EXAM WAIVER

Effective May 2023
Institutional entrance exam waiver is not applicable to programs requiring HESI scores for admission.

MCC will waive the entrance exam requirement for students who have obtained and can provide official proof of associate-level or higher degree from an accredited American institution.
Applicants wishing to apply for the entrance exam waiver must inform their admission counselor and submit documentation demonstrating that they have associate-level or higher degree from an accredited US institution. Proof of higher education credential must be received before the student can advance to the next step of the admission process.

SELECTIVE ADMISSION CRITERIA FOR ALLIED HEALTH PROGRAMS

All associate-level and some certificate-level allied health programs at Midwestern Career College are considered selective admission programs with a limited number of openings each year. To be considered for acceptance in the program, applicants must meet program specific admission requirements, which may include an interview with a Program Director, an admission essay, a criminal background check, and passing scores on the institutional admission test.

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 BEEN CHARGED OR CONVICTED OF A MISDEMEANOR OR FELONY

A misdemeanor or 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 or licensing 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.

COMPLAINTS SUBMITTED BY PROSPECTIVE STUDENTS AND APPLICANTS

Individuals who are considering enrollment or who have submitted an application for admission to the college may submit a complaint regarding their experience with the college prior to enrollment. Prospective-student complaints may include, but are not limited to, concerns related to the admissions process, recruitment practices, accuracy of information provided by college representatives, application processing, financial aid information, tuition and fees, or interactions with college personnel.

Complaints submitted by prospective students will be reviewed and directed to the appropriate college department or administrative office for consideration and, if applicable, resolution. Complaints involving admissions decisions, financial aid determinations, discrimination, or other matters governed by separate college policies will be referred to the applicable review, appeal, or complaint process.

Prospective students submitting formal written complaints are expected to provide an accurate account of their personal experiences and circumstances in their own words. The use of generative artificial intelligence (AI) tools to generate, draft, compose, or substantially rewrite the substance of a formal complaint is not permitted. Students may use basic spelling, grammar, and proofreading tools; however, the content, facts, allegations, and personal experiences described must reflect the individual's own knowledge and account. Reasonable accommodations and authorized communication assistance will be allowed when appropriate.

The college will review prospective-student complaints in a fair, impartial, and timely manner. Individuals who submit complaints in good faith will not be subject to retaliation or adverse treatment for raising a concern. Submission of a complaint does not guarantee a particular outcome or establish eligibility for enrollment or admission.

This procedure does not replace any applicable admissions process, other applicable college complaint or review procedures, or external complaint and appeal rights available to prospective students.

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.

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 A GED OR OTHER HIGH SCHOOL EQUIVALENT

- Was the high school equivalent issued by the state from which it was granted?
- 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 US 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 the 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 the Registrar's Office for approval.

RESIDENCY REQUIREMENTS FOR AAS DEGREE PROGRAMS

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

RESIDENCY REQUIREMENTS FOR CERTIFICATE-LEVEL PROGRAMS

Students must take at least 51% of the program coursework at Midwestern Career College to earn a certificate of completion from the College.

TRANSFER CREDIT POLICY

Outside of existing articulation agreements, 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.

Transfer credit requests must be submitted prior to the start of the program. Once the program has begun, transfer credit will be considered only for courses that the student previously attempted and failed at MCC, in lieu of retaking those courses at MCC.

To have credits considered for transfer, a student must have an official transcript from his or her previous institution(s) sent directly to MCC. The College must receive official transcripts no later than two weeks prior to the program start date. Unofficial transcripts, hand carried transcripts in sealed envelopes, and copies of official transcripts are not accepted for transfer credit evaluation purposes.

To award transfer credits, MCC requires official transcripts from the institution where the credits were originally earned. MCC does not grant transfer credit based on transfer credits accepted and recorded by another institution.

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.

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.
MCC reserves the right to limit the transferability of credit based on the source of the credit, the method of instruction, or the duration of the term.
Programmatically accredited programs may limit transfer credits accepted to those received under the same programmatic accreditation.

The final determination on the transferability of credit is made by MCC and cannot be appealed.

TO BE CONSIDERED FOR TRANSFER

To be considered for transfer:

- The course must be comparable in nature, content, and credit level to an MCC course. Generally, MCC will not accept courses with a smaller credit load than the corresponding MCC course.
- MCC will accept general education courses completed within ten years of the transfer request with a grade of C or higher (70% or above).
- Business and information technology courses completed within five years of the transfer request with a grade of C or higher (70% or above) are also eligible for transfer.
- For Licensed Practical Training (LPN) program, beginning with the Winter 2027 program cohort, MCC will accept transfer credits for the medical foundation and general education psychology courses completed within two years of the transfer request with a grade of B or higher (80% or above)
- For all other Allied Health Certificate programs, MCC will accept transfer credits for the medical foundation and general education biology courses completed within five years of the transfer request with a grade of B or higher (80% or above).
- For Allied Health Associate's programs, MCC will accept transfer credits for medical foundation and general education biology courses completed within two years of the transfer request with a grade of B or higher (80% or above).
- For all other programs, MCC will accept transfer credits for general education biology courses completed within ten years of the transfer request with a grade of C or higher (70% or above).
- MCC may also award transfer credit for valid, active industry certifications or nationally recognized licensure examinations if the certification is deemed appropriate and applicable to the MCC program curriculum.
- Military training courses evaluated by the American Council on Education (ACE) may qualify for credit.
- CLEP (College Level Examination Program) test credits are accepted for transfer, provided they meet the institution's transfer credit criteria.

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

- Courses with Pass/Fail grades unless a minimum passing grade (C or higher) can be confirmed by the transcript.
- Remedial, retraining, or non-credit courses.
- Professional development, in-service education, continuing education, or similar courses designed for individuals seeking to upgrade occupational or professional skills, acquire new skills, or prepare for a proficiency examination.
- Life experience courses or similar courses with credits awarded based on life experience rather than traditional academic work.
- Internship, practicum, or fieldwork courses. Since these courses are often highly specific to the original institution's program, their eligibility for transfer credit is subject to approval by the Program Director.
- Developmental or pre-college level courses.
- Duplicate or repeated courses. MCC will not award transfer credit for the same course taken multiple times.
- Institution-specific orientation courses. Courses like "Freshman Orientation" or "Student Success" are often unique to the original institution and may not transfer.

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.

PROFESSIONAL LICENSURE OR CERTIFICATION DISCLOSURES

Midwestern Career College publishes professional licensure or certification disclosures in compliance with federal regulation 34 CFR §668.43

The detailed program disclosures are available at: https://mccollege.edu/professional-licensure-or-certification-disclosures/.

THE POLICY FOR DETERMINING THE STATE WHERE THE STUDENT IS LOCATED FOR THE DURATION OF THEIR PROGRAM ENROLLMENT

MCC determines the state where a student is located for the duration of their program enrollment as the state that the student provides as part of their address information on the Enrollment Agreement. If the student relocates to a different state during the course of their program enrollment, the student must notify the registrar's office by sending an email from their MCC student account to registrar@mccollege.edu.

Within 14 days of receiving email notification, MCC will provide the student with updated Professional Licensure or Certification Disclosure if:

- MCC is unable to determine whether completion of the student's program meets the new state's educational requirements for licensure or certification or
- If MCC determines that the program does not meet the requirements in the state where the student has relocated and
- The student is enrolled in the program at the time of relocation notification. The disclosure will be provided via email notification to the student's MCC email account.

If the student relocates to the state that is already included on the Professional Licensure or Certification Disclosure as the state where the program was determined to meet the educational requirements for licensure or certification for the program's occupational field, MCC will not provide the disclosure again.

The policy does not apply to the situations when a student relocates to a different state after withdrawing or graduating from their program of study. While MCC encourages former students to keep their address current with the college after exiting the program, MCC is not required to provide new Professional Licensure or Certification Disclosure to students who are no longer active in the program.

STUDENT ACKNOWLEDGMENTS AND RELEASES UPON ENROLLMENT

Upon enrolling in any program at Midwestern Career College students agree to the following policies:

Electronic Communication

Electronic communication is the primary communication method among students, faculty, staff, and administration of Midwestern Career College (MCC). MCC-assigned student email account is MCC's official and primary means of communication and students are responsible for reading all information sent to them via my school-assigned email account. If students choose to forward their MCC email account emails to their personal email inbox they are responsible for all information, including attachments, sent to any other email account.

Authorization to Text

Upon signing enrollment agreement, students authorize MCC to send text messages to their cell phone number listed in the college's database(s) to convey information regarding admissions, student services, academic advising, and other important college-related information. It is student's responsibility to update their cell phone number with the college in the event that their cell phone number changes. Standard text messaging rates will apply, and students agree to not hold MCC liable for any electronic messaging charges or fees.

Records Release to Career Services

Career Services Department may be asked to provide unofficial transcripts and/or copies of certificates of completion to potential employers on the student behalf to assist in the employment process. By initialing and signing the records release to Career services as part of their enrollment agreement, students give the MCC Career Services

Department permission to request, access, and obtain those documents from the Registrar's Office to share with all potential employers for the purpose of facilitating employment opportunities, should it be requested.

Education and Employment Data Collection

MCC must be able to measure, track, and assess the career success of its students and graduates in order to properly calculate placement rates. To successfully perform this function, MCC needs student permission to confirm their employment and salary with your employer(s) and/or confirm any subsequent enrollment in another educational institution. By initialing this section in the enrollment agreement packet, students give MCC permission to access (a) their education records maintained by any other postsecondary education institution that they may attend following or before their graduation from MCC. For the purposes of this release, "education records" mean records related to the date of student enrollment and current enrollment status at that institution and (b) their employment records maintained by their employer(s) and/or the federal, state and local government. For the purposes of this release, "employment records" mean records confirming their employment, duration of employment, title, nature of duties performed, and salary.

Photo, Video, Recording Release

From time to time, MCC may take pictures, film, or otherwise record events, meetings, classes and other actions on campus or at college-sponsored or hosted activities. By attending these activities and by presence there students consent to be photographed, filmed, and/or otherwise recorded for any use in any and all media, including social media. In addition, students waive all claims to compensation or damages based on the use of their image or voice, or both, by the college. Students also waive any right to inspect or approve the finished photograph or video or audio recording. This consent is perpetual, binding on the student, thier heirs, and assigns and the students, their heirs, and assigns may not revoke it.

Video Release for Clinical Skills Evaluation

As part of learning activities and clinical skills evaluation students may be required to have their lab performance recorded on video. This experience is beneficial to the learning process because it allows students the opportunity to see themselves executing the skills learned in the program, to analyze their performance and make adjustments and corrections if necessary. By signing enrollment agreement, student give MCC the right to record their name, likeness, image, voice, and performance on video. Further, they grant the right to use that recording for the purposes of on-going classroom skills evaluation, facilitation of placement at the clinical externship site, and/or new externship site development. Further, students grant the right to use their name, likeness, image, voice, and performance on video for the purposes listed above in all forms and media, including composite or modified representations, and waive the right to inspect or approve versions used for publication or the written copy that may be used in connection with the images. Students will be consulted about the use of their name, likeness, image, voice, and performance on video for any purpose other than for the ones listed above. Students release MCC from any claims that may arise regarding the use of their name, likeness, image, voice, and performance on video, including but not limited to any claims of defamation, invasion of privacy, or infringement of moral rights, rights of publicity, or copyright.

Technology Requirements:

By signing enrollment agreement packet, students acknowledge that they understand that there are minimum technology requirements to allow them to access their program course(s) content and/or participate in the course(s). Prior to starting the program, they agree to review the minimum technology requirements located at https://mccollege.edu/consumer-information/technology-requirements. They also acknowledge their understanding of the requirement to have access to a functioning laptop that meets the outlined requirements for the duration of the program and that they will be required to use the personal laptop in the classroom.

Electronic Resources:

Students agree to access the electronic resource content provided to them through Midwestern Career College for their own personal educational use only. Students agree that the content cannot be shared with others, sold, or otherwise distributed.

TECHNICAL STANDARDS FOR ALLIED HEALTH PROGRAMS

The minimum technical standards listed below are generally required for all MCC Allied Health occupational programs. Program specific variations will be addressed separately during program information sessions and/or program director or faculty interview. If a student's inability to meet these technical standards with or without reasonable accommodation(s) results in the inability to meet identified student learning outcomes and/or program objectives, the student may not be able to successfully complete the course(s) and/or their program of study.

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. The college is required to make modifications only to known and validated disabilities. MCC 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. For the detailed process of requesting reasonable accommodation and other services available to students with disabilities, please refer to consumer information page located at https://mccollege.edu/consumer-information/. Any accommodations or waivers of the listed technical standards must be documented in writing by Program Director or designee.

Functional Abilities	Technical Standards	Examples
Physical Stamina, Gross Motor Skills	Exhibit and demonstrate strength including ability to move, sit, stand and walk safely and endure appropriate shifts.	Independently, without assisted devices be able to: – Lift and transfer 50 pounds and carry objects up to 25 pounds; – Bend, stoop one (1) inch from the floor, reach overhead to retrieve or place items; – Intermittently push objects over 100 pounds, stand or walk for 8-12 hours, maintain balance; – Move quickly from place to place, move freely in patient-care areas.
Fine Motor Skills	Perform tasks congruent with allied healthcare roles. Manipulate instruments, supplies, and equipment with speed, dexterity, and good eye-hand coordination.	Write legibly, grasp, pick up, manipulate small objects, change dressings, assemble equipment and troubleshoot etc.
Sensory	Sight: Distinguish color and visual images within normal range; ability to see and distinguish small objects.	Determine color changes during physical assessment, observe patients in hallways, read computer/monitoring screens, ability to see small objects like needles etc.
	Hearing: Hear, with or without aids, voice, sounds and monitoring alarms necessary for safe practice; hear and understand muffled communication without visualization.	Monitor blood pressures, hear patients speaking, respond to equipment alarms, auscultate lung sounds. Hear and understand muffled communication without visualization of the communicator's mouth/lips and within 20 feet.

	Olfactory: Detect odors, unusual smells or smoke.	Assess odors during physical assessment, detect odor or smoke.
	Tactile sensation: Interpret sensations, temperature, and environmental temperature.	Perform palpitation for monitoring or procedures, respond to environmental temperature changes.
Physical Health Status	Maintain physical health consistent with employment responsibilities and commitments.	The student will monitor and report own health needs, recognize personal illness, and maintain patient safety to prevent transmission of illness.
Immunizations Chemical Abuse	Be free of reportable communicable diseases and chemical abuse.	Demonstrate immunity (natural or artificial) to Measles, Mumps, Rubella, Varicella, Tuberculosis, and Hepatitis B, or be vaccinated against these diseases. Receive flu vaccine if required Be able to pass scheduled or random drug testing.
Mental Health Status	Maintain focus and emotional stability in stressful situations and respond to needs of others.	Manage own emotions, respond appropriately in crisis situations, adapt to changing environments and stress, focus on multiple tasks, provide patients with emotional support while maintaining professional boundaries.
Interpersonal and Communication Skills	Establish rapport with individuals, families, and groups, respect cultural differences in others, be able to handle conflict situations in a professional manner.	Be able to work with people from different socioeconomic, religious and cultural backgrounds, function as part of the team, show willingness to collaborate with others. Communicate and understand fluent English both verbally and in writing.
Transportation	Travel to and from clinical sites is required for programs with externship course(s).	Be able to travel multiple times per week to and from clinical site(s) located up to 75 miles from the student's campus.

Student Accounts

PAYMENT POLICY AND METHODS OF PAYMENT

Students must satisfy all their 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 and Certification exam(s) certification eligibility/recommendation letter(s) 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. Students may be charged with any and all collection fees incurred by Midwestern Career College in the attempt to collect an outstanding balance.

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's 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 a Financial Aid Offer 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 Business Administration
- Associate of Applied Science in Diagnostic Medical Imaging Radiography
- Associate of Applied Science in Diagnostic Medical Sonography
- Associate of Applied Science in Information Technology
- Associate of Applied Science in Magnetic Resonance Imaging (MRI)Technology
- Associate of Applied Science in Marketing
- Associate of Applied Science in Non-Invasive Cardiovascular Sonography
- Associate of Applied Science in Surgical Technology
- Clinical Medical Assisting
- Dental Assisting
- Electroneurodiagnostic (END) Technologist
- Licensed Practical Nursing (LPN)
- Medical Assisting
- Sterile Processing

A STUDENT MAY APPLY FOR FINANCIAL AID AT:

www.studentaid.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. Students should contact the Business Office if approved for this funding option or if they have questions about WIOA eligibility.

VA EDUCATION BENEFITS

VA education benefits can help eligible students pay tuition, choose a career, and more. If you are an active-duty service member or Veteran, a member of the National Guard or Reserves, or a qualified survivor or dependent, find out if you can get VA education benefits through the GI Bill®* and other educational assistance programs.

APPLICATION FEE WAIVER

MCC waives program application fee for all eligible service members, including eligible spouses.

GI BILL®

The Montgomery GI Bill® (MGIB-AD, Chapter 30) can help eligible students pay for education and training programs. If you have served at least 2 years on active duty, find out if you qualify for the MGIB-AD program. For additional information visit the U.S. Department of Veterans Affairs GI Bill® information website at https://www.va.gov/education/.

The Post 9/11 GI Bill® (Chapter33) can help eligible students pay for school or job training. If you have served on active duty after September 10, 2001, you may qualify for the Post-9/11 GI Bill® (Chapter 33). Find out if you can get this education benefit. For additional information visit the U.S. Department of Veterans Affairs GI Bill® information website at https://www.va.gov/education/.

Other VA Education and Training benefits may be available. Prospective and current students should speak with MCC's School Certifying Official or go to https://benefits.va.gov/gibill/ to help determine eligibility for the following education and training benefits:

- Chapter 30 – Montgomery GI Bill® (Active Duty)
- Chapter 31 – Vocational Rehabilitation Benefits
- Chapter 33 – Post 9/11 GI Bill®
- Chapter 35 – Survivors and Dependents Assistance
- Chapter 1606 – Reserve GI Bill®
- Chapter 1607 - Reserve Educational Assistance Program (REAP)

*GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at https://www.benefits.va.gov/gibill/.

VA PENDING PAYMENT COMPLIANCE POLICY

In compliance with 38 USC 3679(e), beginning August 1, 2019, and despite any policy to the contrary, Midwestern Career College will not take any of the four (4) following actions towards any student using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while their payment from the United States Department of Veterans Affairs is pending to the educational institution:

- Prevent their enrollment;

- Assess a late penalty fee to their account;
- Require they secure alternative or additional funding;
- Deny their access to any resources (access to classes, library, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA's Certificate of Eligibility by the first day of class;
- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

Students should see MCC's VA School Certifying Official if they have any questions about the requirements.

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.

OTHER AID OPTIONS

If eligible, students attending Midwestern Career College may also receive funds to meet educational costs from Social Security, Worker's Compensation, 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 or of they have any questions about eligibility.

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 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 the 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.

INSTITUTIONAL SCHOLARSHIPS

Students wishing to apply for institutional scholarships need to complete a scholarship application form available through the Financial Aid or Business Offices. 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 application form. All scholarships are applied directly towards the cost of tuition in the subsequent term and hold no cash value. The 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. Scholarship availability may vary by campus and program. Certain MCC scholarships are limited to full-time students.

Back to School Scholarship: Graduates of Midwestern Career College certificate-level (two terms at minimum) and associate-level programs are eligible for tuition discount of 6% when they return to MCC for another certificate or associate-level program. This discount cannot be combined with transfer credit tuition reductions and other tuition discounts. Inquire with your admissions representative when enrolling in MCC. Not applicable ESL programs or Medical Assisting graduates switching to Clinical Medical Assisting program.

Academic Excellence Scholarship: A select number of $250 scholarships may be available to students enrolled in the Allied Health Programs.

- 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, AAS in Information Technology, 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 one-time scholarships may be available to 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.

Pay It Forward Scholarship: A selected number one-time scholarships may be awarded to new applicants enrolling in selected healthcare programs.

Award Levels: $1,000 for associate-level and $750 for certificate-level programs indicated below.

To qualify applicants must:

- Be applicants that are new enrollees at MCC;
- Be applying to one of the following programs: AAS in Surgical Technology, Clinical Medical Assisting, Dental Assisting, and Sterile Processing programs;
- Be applying for full-time enrollment;
- Submit a completed scholarship application form by the published deadline. All fields must be completed;
- Must be accepted into the program, satisfy payment obligations for the first term, and have no administrative holds with the college;
- Be in good academic, financial and conduct standing with the school at the time of scholarship application review.

First Responders Family-Friendly Scholarship: First Responders Family-Friendly Scholarship is available to first responders and their spouses and dependents in the amount of $1,000 scholarship award towards an associate degree, or in the amount of $500 scholarship award toward Certificate program. Those eligible include:

- First Responders in active service including Law Enforcement Officers, Firefighters, Paramedics, and Emergency Medical Technicians.
- Spouses of First Responders indicated above.
- Dependents of First Responders indicated above.

Military Family-Friendly-Scholarship: The Military Family-Friendly Scholarship is available to active military personnel, veterans, and their spouses and dependents in the amount of $1,000 scholarship award towards an associate degree, or in the amount of $500 scholarship award toward Certificate program. Those eligible include:

- Military personnel, active service, or veterans.
- Spouses of service personnel or veterans.
- Dependents of service personnel or veterans.

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

CERTIFICATION EXAM REIMBURSEMENT POLICY

MCC will reimburse the cost of the certain certification once per certification attempt. Students should check with the Business Office for their program cohort eligibility.
To qualify for reimbursement students must:

- Receive written approval from the Program Director or designee before applying for the certification exam. Passing the program exit exam or certification preparation exam may be required to receive approval;
- 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 or designee within 14 calendar days of taking the exam or within 14 calendar days of the receipt of the certification exam results, if the results are not available immediately;
- Provide a copy of payment receipt to the Program Director or designee;
- Be in good academic, financial, and conduct standing with the college at the time of reimbursement.

If certification exam cost changes, MCC will reimburse the student up to the amount listed on this disclosure, but not higher than the actual cost of the certification exam as paid by the student. MCC will not reimburse the certification exam costs paid by third parties. If a student has an open balance with the college, the certification exam reimbursement will be applied directly towards the student's open balance. If a student does not have an open balance with the college, a check will be mailed to the student's address on file with the college, unless other arrangements are made in advance with the Business Office. The policy may change with or without notice.

PAST DUE ACCOUNT AND FINANCIAL HOLDS POLICY

Midwestern Career College requires students not fully covered by financial aid, military benefits, scholarships, or other forms of aid to enroll in a payment plan or pay their account balance by the payment deadline. The payment deadline is the date students are required to enroll in a payment plan or pay their balance in full for a term. Students who register for classes after the payment deadline are required to enroll in a payment plan or pay in full at the time of registration. If a student has a past due balance, a business office hold prohibiting course registration may be placed on their account. Additionally, late payment fees will continue to accrue on the unpaid balance.

REGISTRATION HOLDS

- Registration hold ("Business Office Hold") may be applied when a student has an outstanding balance ("debt") of $1000.00 or more for programs with term tuition of $5,000 and above, and $200 for programs with term tuition of less than $5,000.
- Holds will be implemented if the debt is not resolved within ten (10) business days from the payment due date.
- Students with a Business Office Hold may not attend any classes affected by the hold, regardless of course format. This includes on-campus, virtual/online, clinical/externship, and hybrid courses.
- Students with a Business Office Hold will not be eligible to participate in the commencement ceremony.
- The college may use a third-party vendor to facilitate payment collection and processing.
- Debt may be assigned to a third-party collection agency if the outstanding balance exceeds $100.00 and is not resolved within 90 days from the student's last day of attendance.
- Student accounts actively placed with a collection agency must be paid in full, including any collection fees, before a Business Office Hold will be lifted.

DIPLOMA AND CERTIFICATE HOLDS

Diplomas or Certificates will not be released to students with an outstanding balance of $5.00 or more until the balance is resolved and financial holds are cleared.

RELEASE OF TRANSCRIPTS TO STUDENTS WHO OWE A BALANCE

Midwestern Career College will issue an official transcript to a current or former student with an outstanding balance of $5.00 or more owed to the college if the request meets at least one of the criteria listed below:
a) Financial obligations have been met for the payment period(s). Effective July 1, 2024, the college will provide a current or former student who owes a debt with an official transcript that includes, at minimum, all the credit or clock hours for payment periods in which a student received Title IV funds and for which all institutional charges were paid or included in an agreement to pay at the time the request is made. b) Official transcript is required to complete a job application. c) Official transcript is requested to transfer from one institution of higher education to another. d)Official transcript is requested to apply for State, Federal, or institutional financial aid. e) Official transcript is requested to join the United States Armed Forces or Illinois National Guard. f) Official transcript is requested to pursue other postsecondary opportunities.

Current and former students with an outstanding balance who wish to request an official transcript should review instructions located on the Registrar's Office part of the student portal located at https://mccollege.libguides.com/registrar.

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.

TUITION REFUND POLICY

This tuition refund policy applies specifically to Illinois campuses. Students at the Cleveland and Columbus affiliate campuses should consult the Ohio Catalog Addendum and their Enrollment Agreement for the tuition refund policy applicable in Ohio.

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
10% or less	90%
11%-25%	50%
26% - 50%	25%
More than 50%	0%

Calculations are rounded.

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

The 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.

FORM 1098-T ELECTRONIC CONSENT

Midwestern Career College ("MCC") is required by the IRS to provide eligible students with a Form 1098-T for each calendar year in which payments are made for qualified tuition and related expenses. Federal regulation allows those eligible to receive Form 1098-T the option to receive an electronic copy. Students must provide consent to electronic delivery of Form 1098-T. As a result, students may consent to view and print their Form 1098-T through the Student Portal as forms become available.

- If you do not consent to receive the statement electronically, a paper copy will be mailed to the address on file.
- This consent will become effective immediately upon signature and will continue to stay in effect until enrollment ends unless consent is otherwise withdrawn.
- You may withdraw consent at any time prior to January 10th each year, by providing a written statement to the Business Office through email (businessoffice@mccollege.edu) or in person (100 S. Wacker Dr., LL1- 50, Chicago, IL 60606).
- You may still request and obtain a paper copy of Form 1098-T after providing Electronic Consent by contacting the Business Office (businessoffice@mccollege.edu).

- Electronic 1098-T Forms will be accessible to students for the duration of enrollment. If enrollment ends or is terminated for any reason, a paper copy of the form in the year enrollment ended, if applicable, will be mailed to the address on file. Past years' 1098-T Forms must be requested in writing from the Business Office (businessoffice@mccollege.edu).
- To access Form 1098-T electronically, you must have access to a computer with an internet connection, a PDF reader, as well as access to MCC's Student Portal. Statements may be viewed and printed.

When you provide consent, you may view the form as soon as it is available each January. When your Form 1098-T is ready, an email will be sent to your MCC-provided email account with instructions on how to access this form. To protect your privacy, the email will contain no information specific to you or your financial information.
Students that do not give consent will have the Form 1098-T mailed to the permanent address on file with MCC. It is each student's responsibility to update MCC with any address changes. To update the mailing address, please email the Registrar's Office (registar@mccollege.edu) from your MCC student account.

Academic Policies

LOCKSTEP PROGRAMS

MCC's Allied Health associate-level and certificate-level programs and AAS in Information Technology program are lockstep academic programs. It means that all courses within the program and the course sequence and schedule within each term of the program are pre-determined by the college. In lockstep programs:

- All program courses are required unless the student receives transfer credit, or the class is noted as elective or optional in the catalog.
- Because all courses are required and the course sequence is predetermined, students enrolled in the program generally cannot add or drop individual courses during their program's add/drop period.
- Students who decide to cease enrollment and formally request to withdraw from the program after the term has started, can drop all of their courses in the term. The grade for each of the dropped courses reflected on the final transcript will be determined based on the timing of the withdrawal request in accordance with the Add/Drop Policy.
- Students are generally required to pass all core courses in the term to move forward in the program.
- Students who fail any of the core program courses must contact their Program Director or Academic Dean to determine whether they can continue to remain enrolled in the program.

COHORT PROGRAMS

In addition to being lockstep, MCC's Allied Health certificate-level programs, with the exception of LPN, are cohort academic programs. A cohort program is one in which the students within that cohort all start and finish at the same time. In a cohort program, all students progress through the program together as a group, at the same pace. In cohort programs:

- All program courses are required unless the student receives transfer credit, or the class is noted as elective or optional in the catalog.
- Because all courses are required and the course sequence is predetermined, students cannot add or drop individual courses during their program's add/drop period.
- Students who decide to cease enrollment and formally request to withdraw from the program after the term has started, can drop all of their courses in the term. The grade for each of the dropped courses reflected on the final transcript will be determined based on the timing of the withdrawal request in accordance with the Add/Drop Policy.
- Students are generally required to pass all the courses in the term to move forward in the program with their cohort;
- Students who fail any of the courses within the term will be formally withdrawn from their program and will be required to re-enroll with a different cohort if they would like to continue in the program.

ADD/DROP PERIOD

Add/Drop period is the period at the beginning of each term when students can sign up for new courses and drop courses for which they were previously registered, if adding and dropping individual courses is allowed by their program of study. Adding and dropping individual courses is not allowed in lockstep and/or cohort-based programs.

Add/Drop period is also the period when students who are withdrawing from their program after starting the term, can drop all of their courses without receiving F/FD grades on their permanent record/transcript. The classes the student has not started will be removed from the student's record.

When a student is withdrawn from the program after starting the term:

- If a student requests to withdraw from the program within the add/drop period, the student will receive a grade of WD on the transcript for all the courses that they have started but have not completed in the term.
- If a student requests to withdraw from the program after the add/drop period, the student will receive a grade of FD on the transcript for all the courses that they have started but have not completed in the term.

- Students who cease attendance during the term without formally withdrawing from the program will be administratively withdrawn according to the college's withdrawal policy and will receive a grade of FD on the transcript for all the courses that they have started but have not completed in the term.

Add/Drop Period policy does not determine tuition and fees charged to the student's account in case of withdrawal from the program after starting the term. Tuition charges are determined by the number of credits that the student was enrolled in the term prior to requesting withdrawal. The tuition refund in case of withdrawal is determined by the Tuition Refund Policy.

Unless noted otherwise in the program's academic calendar, Add/Drop period is five (5) calendar days from the start of each term or, for the programs offered in modules, five (5) calendar days from the start of each module within the term. The deadline for adding courses ensures that students will not join a course too late in the term to complete it successfully. The deadline to withdraw from all courses in the term in case of program withdrawal is five (5) calendar days from the start of the term.

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. Students with course attendance below 70% are generally unlikely to pass the course.
Class attendance is expected on 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 in advance if an absence has to occur.
Students who are reported as never attending a course will be unregistered from that course by the college. Funds may be adjusted or rescinded for students who are receiving financial aid or veterans' benefits.

INSTRUCTIONAL MODES OF DELIVERY

The College offers courses in the following instructional formats:

- In-Person: All sessions are conducted face-to-face in a classroom setting on campus.
- In-Person/Hybrid: The majority of sessions are held face-to-face in a classroom setting on campus, with some sessions conducted in a synchronous remote (virtual classroom) environment.
- Online (Asynchronous): Courses are delivered entirely online with no scheduled class meetings; students complete coursework independently within established deadlines.
- Virtual (Synchronous): All sessions are conducted in real time through a remote virtual classroom.
- Virtual/Online: Courses combine synchronous virtual sessions with asynchronous online learning activities.
- In-Field: Learning takes place in professional settings through externships, internships, or clinical rotations completed for academic credit.

COURSE SCHEDULES

Course schedules are released 30 days prior to the start of each term. Students may access and review their individual schedules through the student portal. The College reserves the right to make changes to course schedules, including class times, instructors, and locations, as necessary.

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.

GRADING SYSTEM

Letter Grade	Definition	Description
AU	Audit	The student has audited the previously passed course
I	Incomplete	Some coursework is outstanding
IP	In Progress	The grade was not available at the time the transcript was printed
S	Satisfactory	The student has taken the course on a pass/fail basis and earned credit
TC	Transfer Credit	The student received transfer credit from another program/institution
U	Unsatisfactory	The student has taken the course on a pass/fail basis and failed to earn credit
W	Withdrawal	Administrative course withdrawal by the college
WD	Withdrawal Drop	The student withdrew from all the courses within the term during the add/drop period for their program of study
FD	Fail Drop	The student withdrew from all the courses within the term after the add/drop period for their program of study

WD and FD grades were added to the college grading system effective November 15, 2022.

GRADING SCALE

All MCC academic programs follow the institutional grading scale unless a separate program-specific grading scale has been published in the catalog.

Institutional grading scale
A=90% or above
B=80%-89.99%
C=70%-79.99%
F=69.99% or below

Licensed Practical Nursing (LPN)
A=93.00% or above
B=85.00-92.99%
C=78.00-84.99%
F= 77.99% or below

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 due to Instructor's clerical/calculation error, the correction can be requested up until the end of the following term. 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 correction deadline. Once the correction deadline has passed, all grades 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 it 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 Academic Manager or designee 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 Academic Manager or designee.
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 gradebookcategories 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.

COURSE AUDITS

MCC graduates of certificate and associate-level programs are eligible to audit courses at a reduced cost. Please refer to the Administrative Fees Table at the end of this catalog for the course audit fee information.
Graduates who wish to audit the course should contact the Registrar's Office to start the process.
No credit will be awarded for the Audited Courses. Externship courses cannot be audited.
All course audit requests are subject to class size availability and Program Director approval. Graduates auditing the course are responsible for any supply and book costs that may be associated with the courses.

SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY

The Satisfactory Academic Progress (SAP) policy applies to all students, both full-time and part-time, enrolled in all MCC programs that lead to a certificate or a degree. 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 equal to an academic term. The SAP is evaluated at the end of each academic term. For students receiving Title IV Financial Aid, it also means that their SAP is evaluated at the end of each payment period to determine their continuing Title IV FA eligibility.

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 cumulative GPA and cumulative pace of completion according to the minimum requirements listed below and be able to complete the program within 150% of the original program length at each evaluation point.

At the end of the 1st term:
Cumulative GPA = 1.5 and cumulative completion rate = 50%

All consecutive terms:
Cumulative GPA = 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 or FD	Quality Points	0.00

For example:
Cumulative GPA= [(4.0 X 3) + (2.0 X 2) + (3.0 X 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 competed by the student.

Letter Grade	GPA/CGPA Calculation	Pace of Completion Calculation
A	Calculated	Calculated
B	Calculated	Calculated
C	Calculated	Calculated
F	Calculated	Calculated
FD	Calculated	Calculated
AU	Not calculated	Not calculated
I	Not calculated	Calculated
IP	Not calculated	Not calculated
S	Not calculated	Calculated
TC	Not calculated	Calculated
U	Not calculated	Calculated
W	Not calculated	Calculated
WD	Not calculated	Calculated
FD	0.00 GPA points	Calculated

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 competed 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.
3. Each student's MTF is reviewed to determine that the student is able to complete the program within 150% of the original program length.

SAP WARNING

Students who are not meeting qualitative and/or quantitative SAP standards for the first time, but are still meeting MTF, 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 a warning status if at the evaluation point it is determined that they are not able to complete the program within 150% of the original program length.

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 by email 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 to receive additional FSA funds unless they appeal, and their appeal is approved. Students will be notified by email 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.

To appeal, students must write an appeal letter addressed to the SAP Committee. Email sent from the MCC student account is acceptable, provided it meets the requirements listed below.

The appeal letter 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

Students may appeal any of the SAP components, including MTF.

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 email notice to the student concerning the result of the student's appeal within three business days following the decision.

If their 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 no longer be eligible to receive financial aid. (See Procedures for Reestablishing Satisfactory Academic Progress).

FAILURE TO MEET SAP DUE TO DISRUPTIONS CAUSED BY THE COVID-19 PANDEMIC

Section 3509 of the CARES Act allows institutions to exclude from the quantitative component (pace measurement) of satisfactory academic progress (SAP) attempted credits a student was unable to complete as a result of the COVID-19 national emergency. It is not necessary for a student to fill out a formal SAP appeal for the college to exercise this flexibility. However, to exclude attempted credits from SAP, the college must be able to reasonably determine that the student's failure to complete those credits was the result of a COVID-19 related circumstance. A

college will ask the student to complete a form confirming their situation falls under COVID-19 related circumstance. Allowable circumstances include, but are not limited to, illness of the student or family member, need to become a caregiver or first responder, economic hardship, added work hours, loss of childcare, inability to continue with classes via distance education, inability to access wi-fi due to closed facilities.

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 unless they had been previously placed on the Academic Recovery Plan. Students who are not meeting SAP at the next evaluation point will be dismissed unless they had been previously placed on the Academic Recovery Plan and are meeting the conditions of their Academic Recovery Plan.

ACADEMIC RECOVERY PLAN

Academic Recovery Plan is an individualized plan completed by the Academic Manager 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 Academic Manager 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 Academic Manager 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 Academic Manager 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 their appeal is approved.

SAP 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. Once the letter grade is issued for the course, the grade will be counted in the SAP CGPA and the pace of completion calculation in the next evaluation period.

TRANSFER 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. Course withdrawals marked with W and WD grades are not included in CGPA calculation.

REMEDIAL COURSES
Midwestern Career College does not offer remedial courses as part of their programs of study.

NON-CREDIT COURSES
Non-credit courses are not included in the calculation of a student's CGPA and completion rate.

S/U COURSES (PASS/FAIL)
S/U courses that are graded on a pass/fail basis are not included in the calculation of a student's CGPA but are calculated towards student's completion rate.

COURSE REPEATS
All course attempts will be considered when assessing both qualitative and quantitative components of a student's Satisfactory Academic Progress.

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.

ESL SATISFACTORY ACADEMIC PROGRESS (ESL SAP) POLICY

For ESL students, SAP is determined by the student's term completion rate — the percentage of courses that the student passes each term. To make Satisfactory Academic Progress, an ESL student must pass more than 50 percent of his or her classes in a term. Any student who does not meet this requirement will receive an email warning from MCC via his or her MCC email account. The warning will state that the student is on SAP warning status.

ESL SAP WARNING STATUS

The following example shows a student who has been put on Academic Warning Status. The student failed 50 percent of his courses.

Student on Academic Warning Status

Fall Term	Final Grade
Beginner Grammar	80% B
Beginner Reading	60% F
Beginner Writing	72% C
Beginner Listening and Speaking	65% F

When a student is on SAP Warning status, the student must pass ALL of his or her courses the following term by earning 70 percent or more in each class. If the student meets this requirement, he or she is making ESL Satisfactory Academic Progress, and SAP Warning Status is over. (See the following example.)

Student off Academic Warning Status

Fall Courses	Grade	Winter Courses	Grade
Beginner Grammar	80% B	High Beginner Grammar	90%
Beginner Reading	60% F	Beginner Reading	79%
Beginner Writing	72% C	High Beginner Writing	80%
Beginner Listening and Speaking	65% F	Beginner Listening and Speaking	75%

If a student on Academic Warning Status does not earn 70 percent or more in each course, MCC will email the student via MCC email to say that he or she will be dismissed from the program (cannot take any more courses).

ESL SAP APPEAL

Students who want to appeal this decision — ask for permission to keep taking courses — must complete and submit a SAP Appeal form. The form is available in the ESL office (room 202) or from Benjamin Lobpries, ESL Program Director (blobpries@mccollege.edu). The student must send the completed form to blobpries@mccollege.edu within ten (10) business days of receiving the dismissal email.

A student may appeal academic suspension (dismissal from the program) if the student has mitigating circumstances — that is, serious problems that the student could not control; for example,

- a long illness, medical problem, or injury to the student or an immediate family member (mother or father, sister or brother, husband or wife, child).
- death of an immediate family member.
- other serious emergencies.

Lack of knowledge about SAP is not a reason for appeal. Students may not argue that they did not know about the SAP policy. The student must also give proof of the mitigating circumstance, such as a letter from a doctor or a hospital. Within seven (7) business days of the SAP Appeal deadline, a committee will review the student's appeal, proof of mitigating circumstance, and attendance record and grade record (whether the student did his or her

assignments and quizzes and exams as required). The committee will let the student know the results. The committee's decision is final.

- If a student's appeal is approved (the committee says "yes"), he or she will be placed on SAP Probation status for one term. To stay in the ESL program, students on SAP Probation Status must meet the requirements described in writing by the committee and sent to the student via MCC email.
- If the student does not meet the requirements described by the committee, he or she will be withdrawn from the ESL Program and can no longer take classes.
- If a student's appeal is denied (the committee says "no"), the student will be withdrawn from
- the ESL Program, and he or she can no longer take classes.

ACADEMIC DISHONESTY

Academic Dishonesty is a form of academic misconduct and is a violation of the standards of student conduct. It is defined in the catalog as any means of cheating, plagiarism, falsification, or academic dishonesty.

It includes, but is not limited to, cheating, plagiarism, unpermitted collaboration, forged attendance (when attendance is required), fabrication (e.g., use of invented information or falsification of research or other findings), using advantages not approved by the instructor (e.g., unauthorized review of a copy of an exam ahead of time), knowingly permitting another student to plagiarize or cheat from one's work, or submitting the same assignment in different courses without consent of the instructor.

The following examples can assist you in understanding Academic Dishonesty:

CHEATING

Cheating is defined as any attempt by a student to answer questions on a closed-book test, quiz, or assignment by means other than his or her own knowledge. Examples:

- Using the textbook or other materials, such as a notebook, is not authorized for use during an examination.
- Using technology (i.e., cell phones, laptop computers, social media, text messages, etc.) to aid in the completion of work when not permitted to do so.
- Observing the work of another student or allowing another student to plagiarize, copy, or observe your work.
- Using unauthorized material during a test, such as notes, formula lists, notes written on clothing, etc.
- Taking a quiz, exam, or similar evaluation in the place of another person.
- Providing or requesting assistance from another person in a manner prohibited by the instructor.
- Changing material on a graded exam and then requesting a change of grade regarding the exam.
- Acquiring unauthorized knowledge of an examination or any part of an examination.
- Submitting the same paper in two different courses without the knowledge and consent of instructors.

PLAGIARISM

Plagiarism is defined as the presentation of ideas or the writing of someone else as one's own. Examples:

- Reproducing another person's work, whether published or unpublished, including research papers or other materials from companies that sell research papers).
- Submitting as your own any academic exercise (written work, computer printout, sculpture) prepared totally or in part by another.
- Allowing another person to substantially alter or revise your work and submitting it as your own.
- Using another's written ideas or words without properly acknowledging the source. If a student uses the words of someone else, he or she must put quotation marks around the passage and cite its origin in documentation such as a footnote.

- Leaving the organization and content of a source intact and simply changing a word or two while failing to cite the source is plagiarism. Students should also take note that failure to acknowledge study aids such as Cliff's Notes, or common reference sources such as Wikipedia, constitutes plagiarism.
- Using AI tools to complete your coursework.

If a student is unsure about a question of plagiarism or cheating, he or she is obligated to consult his or her instructor on the matter before submitting the material.

CORRECTIVE ACTION

Students found responsible for academic misconduct may be subject to corrective action. Sanctions will be determined based on the severity and frequency of the violation and may escalate up to and including immediate dismissal from the program.

FIRST OFFENSE

Assignment

- A warning will be provided in student assignment feedback.
- Resubmission of work by a deadline designated by the instructor will be required with assignment grade reduced by 20%.
- Misconduct will be documented.

Exam or Quiz

- The student will receive a "0" grade for the exam or quiz without an option to resubmit.
- Misconduct will be documented.

SECOND OFFENSE:

Assignment

- The incident will be notated in student assignment feedback.
- The student will receive a "0" grade for the assignment without an option to resubmit.
- Misconduct will be documented.

Exam or Quiz

- The student will receive a "0" grade for the exam or quiz without an option to resubmit.
- The student may face corrective action at the administrative level.
- Misconduct will be documented.

THIRD OFFENSE:

Assignment, Exam, or Quiz

- The student will be automatically withdrawn from the course with a failing grade.
- The student will face corrective action at the administrative level (which may include suspension or probation).
- Misconduct will be documented.

LEARNING ACTIVITIES WITH STUDENTS AS SUBJECTS

Students are required to demonstrate competency in all skills identified in the course syllabus in order to successfully complete the course and progress in the program. A student who chooses not to participate in required hands-on skill activities may be unable to meet course objectives and, therefore, may not successfully complete the course and/or program.

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. All such activities are conducted under the direct supervision of the instructor assigned to the course. These hands-on experiences are essential components of the curriculum and are designed to support skill development and

competence. Alternative activities may not provide an equivalent educational experience and may result in less effective skill acquisition.

As part of these learning activities students may be asked to perform specific skills or be asked to be a subject (e.g., patient) for specific skills practiced by other students.

Students may experience some anxiety when participating in the role of a subject ("patient"). Certain procedures may involve minor physical discomfort. The instructor will explain the specific activities, expectations, and any associated risks or discomforts prior to participation.

Students have the right to decline or withdraw consent to serve as a subject ("patient") for specific learning activities. Withdrawal of consent must be submitted in writing to the Program Director and course instructor and will remain in effect for the duration of the course unless rescinded 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, paid, or 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 the program completion or for the program's Practical Learning Experience track.

The College has the right to assign a student to any available externship site within a 75-mile radius from the campus. Clinical days and hours may vary dependent upon clinical site and program options. Students should refer to the Externship Handbook for detailed 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 or the track within the program;
- 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.

COVID-19 ACADEMIC AMNESTY POLICY

Failing grades received during Fall 2020 and Winter 2021 will be excluded from GPA calculation for graduation requirements provided the student submits academic amnesty request stating they were affected by the COVID-19 pandemic. The college must be able to reasonably determine that the student's failure to complete those credits was the result of a COVID-19 related circumstance. A college will ask the student to complete a form confirming their situation falls under COVID-19 related circumstance. Allowable circumstances include, but are not limited to, illness of the student or family member, need to become a caregiver or first responder, economic hardship, added work hours, loss of childcare, inability to continue with classes via distance education, inability to access wi-fi due to closed facilities.

PROOF OF GRADUATION DOCUMENTS

GRADUATION PACKET

Upon meeting graduation requirements outlined in the catalog, students are issued their graduation documents within 45 days of their graduation date. Graduation Packet which includes student Diploma/certificate(s), one copy of official transcript, and one copy of unofficial transcript will be mailed to the student's address on file with the college unless prior arrangements have been made in advance by the student. It is the student's responsibility to ensure that their correct mailing address is on file with the college at all times. Students who do not update the mailing address on file with the collect prior to graduation packet being shipped will be charged a Diploma/Certificate replacement fee.

Graduation Packet includes the following documents:

- Diploma/certificate(s) of completion
- Official Transcript signed in a sealed envelope.
- Unofficial Transcript

Graduation Packet documents will not be released to students with an outstanding balance of $5.00 (five dollars) or more and/or to students with active administrative or academic holds until the balance is resolved and/or the holds are cleared.

Students with an outstanding balance should contact businessoffice@mccollege.edu to make the payment arrangements.

Students who have active administrative or academic holds should contact the department that issued a hold for the steps to release it.

Once the balance is paid and/or the hold is lifted, graduates can complete the Diploma/Certificate of Completion (COC) Request Form located on the Registrar's Office part of the student portal to expedite the release of their Graduation Packet. The graduation packet will be released within 45 days from the day the balance was resolved, and graduation requirements were paid to the address on file with the college.

TRANSCRIPT REQUESTS

A 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 signed by the Registrar, Associate Registrar, or designee. Paper transcripts also include the official college seal.
2. Unofficial transcripts notated as "Unofficial Transcript".

UNOFFICIAL TRANSCRIPT

Students can request a copy of their unofficial transcripts at any time from the Registrar's Office in person, by emailing registrar@mccollege.edu from their MCC student email account, or by sending a mail request addressed to Midwestern Career College, Registrar's Office, 100 S Wacker Dr., LL1-50, Chicago IL, 60606.

Unofficial Transcripts can be released upon request to students regardless of outstanding balance or administrative/academic holds. There is no charge to request an unofficial copy.

OFFICIAL TRANSCRIPT

Students can request and pay for their official transcripts online by going to Parchment MCC page located at https://www.parchment.com/u/registration/8669776/institution.

Transcript requests are processed within 10 business days from the receipt of the request and confirmation of the fee payment. Urgent transcript requests are processed within two (2) business days from the receipt of the request and confirmation of the fee payment.

Detailed instructions on how to request a transcript or a verification letter are available on the Registrar's Office part of the student portal located at https://mccollege.libguides.com/registrar.

RELEASE OF TRANSCRIPTS TO STUDENTS WHO OWE A BALANCE

Midwestern Career College will issue official transcript to a current or former student with an outstanding balance of $5.00 or more owed to the college if the request meets at least one of the criteria listed below:

a) Financial obligations have been met for the payment period(s).

Effective July 1, 2024, the college will provide a current or former student who owes a debt with official transcript that includes, at minimum, all the credit or clock hours for payment periods in which a student received Title IV funds and for which all institutional charges were paid or included in an agreement to pay at the time the request is made.

b) Official transcript is required to complete a job application.
c) Official transcript is requested to transfer from one institution of higher education to another.
d) Official transcript is requested to apply for State, Federal, or institutional financial aid.
e) Official transcript is requested to join the United States Armed Forces or Illinois National Guard.
f) Official transcript is requested to pursue other postsecondary opportunities.

Current and former students with outstanding balance should review instructions located on the Registrar's Office part of the student portal located at https://mccollege.libguides.com/registrar.

VERIFICATION LETTERS

The Registrar's Office will issue a verification letter confirming student's completion of the program for requests like job opportunities, scholarships, college applications, and more.

Former students should submit a verification letter request via Parchment. FERPA Release box must be checked out for a release to a third party.
Current students can request a Verification Letter from the Registrar's Office in person, by emailing registrar@mccollege.edu from their MCC student email account, via Parchment, or by sending a mail request addressed to Midwestern Career College, Registrar's Office, 100 S Wacker Dr., LL1-50, Chicago IL, 60606. FERPA Release form is required for the release to a third party.

REPLACEMENT DIPLOMAS/CERTIFICATES OF COMPLETION

Replacement and extra copies of the Diploma or Certificate of Completion will not be issued to students not meeting their financial or administrative obligations with the college.

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

The design, wording, and signatures on the replacement or extra copies will be those currently in use by the College and may be different from the ones printed on the original diploma or certificate.

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

Replacement/extra copy requests are processed within 15 business days from the receipt of the request and confirmation of the fee payment. Urgent replacement/extra copy requests are processed within 3 business days from the receipt of the request and confirmation of the fee payment.

Replacement/ extra copies of the Diploma or Certificate of Completion can be either picked up by the student in person or mailed to the student's address on file with the College. Documents sent by mail will be delivered by standard ground USPS service. Urgent orders will be delivered by the next business day USPS, UPS or FedEx service.

COPIES OF RECORDS FROM OTHER INSTITUTIONS

Documents received from other institutions or organizations and maintained by the college (e.g., transcripts, AP scores, CLEP scores, and similar records) are retained by the college and will not be reproduced or released. Individuals requesting copies of these documents must obtain them directly from the originating institution or organization (e.g., a previous high school, previous college, College Board for AP scores, or CLEP).

Student Services Polices

EQUAL OPPORTUNITY AND NON-DISCRIMINATION POLICIES

Midwestern Career College complies with federal and state laws that prohibit discrimination based on the protected categories listed below, including Title IX of the Education Amendments of 1972, which prohibits sex discrimination (including sexual misconduct) in the college's educational programs and activities. In addition, Midwestern Career College provides reasonable accommodations to qualified applicants, students, and employees with disabilities and to individuals who are pregnant.

EQUAL OPPORTUNITY POLICY

MCC is an Equal Opportunity Employer with a standing policy of nondiscrimination. MCC is committed to equal-employment principles and recognizes the value of committed employees who feel they are being treated in an equitable and professional manner. MCC strives to find ways to attract, develop, and retain the talent needed to meet business objectives, and to recruit and employ highly qualified individuals representing the diverse local communities.

NON-DISCRIMINATION STATEMENT

Midwestern Career College does not discriminate or permit discrimination by any member of its community against any individual on the basis of race, color, religion, creed, national origin, ethnicity, caste, sex, pregnancy, sexual orientation, gender identity, gender expression, parental status, marital status, age, disability, citizenship status, veteran status, genetic information, reproductive health decision making, or any other classification protected by law in matters of admissions, employment, or in the educational programs or activities it operates. Harassment, whether verbal, physical or visual, that is based on any of these characteristics is a form of discrimination.

TITLE IX NONDISCRIMINATION POLICY

Midwestern Career College does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX, including in admission and employment.

TITLE IX NOTICE OF NONDISCRIMINATION

Midwestern Career College (MCC) does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.

Inquiries about Title IX may be referred to MCC's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights or both.

MCC Title IX Coordinator
Ben Lobpries
100 S. Wacker Dr., LL1-50
Chicago, IL 60606
(312) 236-9000 x 1068
blobpries@mccollege.edu

U.S. Department of Education Office for Civil Rights
Lyndon Baines Johnson Department of Education Bldg.
400 Maryland Avenue, SW
Washington, DC 20202-1100
Telephone: 800-421-3481
FAX: 202-453-6012; TDD: 800-877-8339
OCR@ed.gov
Contact OCR | OCR (ed.gov)

MCC's nondiscrimination policy and grievance procedures can be located at the consumer information page of the MCC website located at https://mccollege.edu/consumer-information/.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to reporting options in the Title IX Sexual Misconduct Policy located at https://mccollege.edu/title-ix-sexual-misconduct-policies/.

Confidential reporting form is available at https://mccollege.edu/confidential-reporting/.

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 Title IX 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
Ben Lobpries
100 S. Wacker Dr., LL1-50
Chicago, IL 60606
(312) 236-9000 x 1068
blobpries@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 accommodation that will 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

Joyce Gaa
203 N. LaSalle Street
Chicago, IL 60601
(312) 236-9000 Ext 1006
jgaa@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 Program Director.

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.

DOCUMENTATION REQUIREMENTS

Students requesting disability-related accommodations are required to provide current (within the last five years) diagnostic documentation from a licensed clinical professional familiar with the history and functional implications of their respective disabilities.

Disability documentation must adequately verify the nature and extent of the disability in accordance with current professional standards and techniques, and it must clearly substantiate the need for all of the student's specific accommodation requests. IEPs are generally not considered appropriate documentation but can be used as supplemental information.

To request accommodation, must use the Accommodations Request form that can be obtained from the Section 504 Coordinator. All other documentation must be submitted on the official letterhead of the professional describing the disability. The accommodation request should be dated and signed and include the name, title, and professional credentials of the evaluator, including information about license or certification. In general, it is not acceptable for such documentation to include a diagnosis or testing performed by a member of the student's family.

Additionally, students requesting accommodations for the manifestations of multiple disabilities must provide evidence of all such conditions.

All Documentation Must Include:

- An identification of the disability(s).
- An assessment of how the disability(s) impair your functioning or participation.
- Recommendations as to how the disability(s) may be best accommodated.

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 accommodation. Once accommodation is 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 Academic Manager or designee 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 Academic Manager or designee 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
Extended time or alternate location for exam	Less questions on an exam
Option for an oral exam	Exception from clinicals
Allowing a 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.

ACCOMMODATIONS AVAILABLE TO PREGNANT STUDENTS

MCC will treat pregnancy, childbirth, false pregnancy, termination of pregnancy, and recovery therefrom the same as any other temporary disability with respect to any hospital or medical benefit, service, plan, or policy for students.

Students seeking pregnancy accommodation must complete Pregnancy Accommodation Request Form noting the requested reasonable adjustment and providing documentation supporting the requested adjustments. Specific adjustments will be handled on a case-by-case basis and will depend on medical need and academic requirements. Some examples include:

- a larger desk;
- breaks during class, as needed;
- rescheduling tests or exams;
- excusing absences due to pregnancy or related conditions;
- submitting work after a deadline missed due to pregnancy or childbirth;
- providing alternatives to make up missed work.

STUDENT COMPLAINTS POLICY AND PROCEDURE

1. Purpose and Scope

Midwestern Career College (MCC) is committed to providing students with an appropriate process for raising and resolving complaints concerning their experience at the College. This policy establishes the process for submitting, reviewing, and resolving student complaints. This policy applies to both academic and non-academic concerns unless the matter is governed by a separate College policy, procedure, or legally required process. When a concern falls under another applicable process, the College may refer the matter to that process and will follow the applicable requirements.

This policy applies to current students and former students submitting complaints concerning an event, action, decision, or condition that occurred during their enrollment at MCC.

Prospective students should follow the procedures described in the Admissions Policies section of the College catalog.

The College encourages students to communicate concerns promptly and, when appropriate, to work toward resolution through direct communication and informal resolution. However, informal resolution is not required when the nature of the complaint, applicable law or regulation, or another College policy requires a formal review or referral.

Students may request formal resolution without first completing the informal resolution steps. The College may also determine that immediate formal review, investigation, or referral is necessary. The College reserves the right to determine the appropriate level of review based on the circumstances and applicable requirements.

This policy does not replace or limit any rights or complaint procedures available under applicable federal or state law, regulation, or accreditation requirements.

2. Definitions

Student: An individual currently enrolled at the College or a former student raising a concern related to their enrollment or educational experience that occurred while they were enrolled at the College.

Prospective Student: An individual who has expressed interest in attending the College but has not yet enrolled.

Complaint: A written communication from a current or former student that identifies a specific concern, allegation, or dissatisfaction involving action, decision, service, process, policy, practice, or experience related to the student's enrollment or educational experience at the College. A complaint should provide sufficient information to allow the College to understand the concern and determine an appropriate response.

A complaint may be submitted by email or another College-designated written submission method. The fact that a complaint is submitted in writing, addressed to a particular employee or administrator, or described by the student as

"formal" does not, by itself, determine whether the matter will be handled through informal resolution or the formal complaint resolution process.

Written Communication That Is Not a Complaint: A written communication that does not identify a specific concern or allegation about an action, decision, service, process, policy, practice, or experience at the College. Examples may include routine questions, requests for information, requests for exceptions, general comments, expressions of dissatisfaction without a specific underlying concern, or disagreements with a policy that do not identify a concern about its application or compliance.

The College may respond to these communications through its ordinary administrative processes. If the communication identifies a substantive concern that meets the definition of a complaint, the College may treat it as a complaint regardless of the terminology used by the student.

Informal Resolution: A process through which the College and the student attempt to address and resolve a complaint without referral to the Grievance Committee. Informal resolution may include direct communication, clarification, consultation, administrative review, corrective action, or another appropriate response.

Formal Complaint Resolution Process: The College's process for administrative review and, when warranted or required, review by the Grievance Committee. The formal complaint resolution process may include an initial assessment by the responsible administrator to determine the appropriate method of review. Referral to the Grievance Committee is not automatic and is based on the circumstances of the complaint, whether it remains unresolved, and whether Grievance Committee review is appropriate or required.

Complainant: A current or former student who submits a complaint.

Respondent: The individual, department, or office whose action, decision, service, or conduct is identified in the complaint.

Business Day: A day on which the College is open for regular business, excluding Saturdays, Sundays, and College-recognized holidays or closures.

Grievance Committee: A group of college employees and/or faculty members appointed by the College on a case-by-case basis to review complaints referred for Committee consideration under this policy. Committee membership may vary depending on the nature and circumstances of the complaint.

3. Matters That May Be Addressed Under This Policy

A complaint may concern, but is not limited to:

- An alleged inconsistent, unfair, or improper application of a college policy or procedure.
- A failure to provide an applicable appeal or review opportunity.
- Billing, tuition, or student account matters when no separate appeal or resolution process applies.
- The availability or delivery of college resources or services.
- Other concerns regarding the student's educational experience or the College's administration or operations.

The College will determine whether a complaint is appropriately addressed under this policy or should be referred to another applicable process.

4. Matters Generally Not Considered Complaints Under This Policy

The following communications are generally not considered complaints under this policy unless they identify a separate, specific concern involving College's action, decision, service, process, policy, practice, or experience:

- A request for an exception to a college policy or requirement, without an allegation of error, unfair treatment, policy violation, or other substantive concern.

- Dissatisfaction with an employee that does not identify alleged improper conduct, a policy violation, or another substantive concern.
- General disagreement with a college policy, without a specific concern about how the policy was applied, administered, or followed.
- Routine requests for information, clarification, assistance, or follow-up.
- Grade disputes or requests to change a grade, which can be addressed through the applicable academic or grade appeal process.

Examples of routine matters that may ordinarily be addressed through direct communication or the College's regular administrative processes include:

- Routine classroom or building concerns.
- A delayed class start or other scheduling issue.
- Questions or concerns about receiving a grade report.
- Requests for follow-up communication.
- Transcript inquiries.
- Requests for classroom supplies, equipment, or other resources.

These examples are not intended to prevent a student from submitting a complaint when a routine matter reflects a more substantive concern. The College will consider the substance of the communication rather than relying solely on its label or the example under which it may appear to fall.

5. Submitting a Complaint

5.1 Written Submission Requirement

Complaints under this policy must be submitted in writing. Email is an acceptable method of submission.
To help verify the complainant's identity and maintain accurate student records when a complaint is submitted by email:

- Current students must submit complaints using their MCC-issued email account.
- Former students may submit complaints using a personal email address, provided the address matches the personal email address on file with the College.

If the College cannot reasonably verify the identity of the complainant or the email address does not match the information on file, the College may request additional information or verification before proceeding.

If a student copies other students or individuals on a complaint submission, the College will direct its acknowledgment, requests for additional information, updates, and response only to the student who submitted the complaint.

A complaint may be submitted to the appropriate faculty member, department, supervisor, administrator, or College-designated complaint contact, depending on the nature of the concern and the applicable resolution steps.

A written complaint may be submitted at the beginning of the process or after the student has attempted informal resolution. Submitting a complaint in writing does not automatically initiate formal Committee review. The College will determine the appropriate resolution path in accordance with this policy.

5.2 Complaint Submission Deadline

Students should submit complaints as soon as reasonably possible after the event or issue that is the subject of the complaint.

Unless another College policy or applicable requirement establishes a different deadline, a complaint should be submitted within sixty (60) calendar days of the event or issue being reported, or within sixty (60) calendar days after the student knew or reasonably should have known about the event or issue, whichever is later. For complaints

involving an ongoing condition or repeated events, the College may consider the date of the most recent occurrence when determining whether the complaint was submitted within the applicable period.

The College may, at its discretion, consider a complaint submitted after this period when circumstances warrant review. The College may consider the reason for the delay, the availability of relevant information, the nature of the concern, and any applicable legal, regulatory, or accreditation requirements.

This internal submission period does not change or extend any filing deadline established by an external agency, accrediting body, or applicable law or regulation.

5.3 Information to Include
A complaint should include enough information for the College to understand the concern and determine an appropriate response. To the extent applicable, the written submission should include:

- The complainant's full name and contact information.
- A description of the concern and the events or circumstances that led to it.
- Relevant dates or approximate time periods.
- The names or positions of individuals involved, if known.
- Any steps already taken to address the concern and the outcome of those efforts.
- The resolution or outcome the student is seeking, if known.
- Copies of relevant supporting documents or communications, if available.

The College may request clarification or additional information when necessary. If the information provided is insufficient to understand or review the concern, the College may ask the student to provide additional details. If the student does not provide requested information within a reasonable period, the College may proceed based on the information available or close the matter if meaningful review is not possible. The College may also determine that a complaint should be referred to another College process or office.

6. Complaint Authorship and Communication Requirements
To support an authentic and meaningful complaint process, students are expected to communicate their concerns in their own words and accurately represent their own experiences, observations, and perspectives.

Complaints must be submitted directly by the current or former student whose experience, concern, or alleged issue is the subject of the complaint. A parent, spouse, partner, friend, or other third party may not submit a complaint on a student's behalf, even with the student's knowledge or permission. A student may not submit a complaint on behalf of another student or present another student's experiences, concerns, or allegations as their own.

A student may provide information as a witness or identify a concern involving another student; however, this does not replace the requirement that the affected student submit their own complaint.

The College may consider related complaints together when appropriate, provided each affected student independently submits a complaint.

Students may not use artificial intelligence tools, paid complaint-writing services, or other third-party writing services to generate, draft, or substantially rewrite the substantive content of complaint-related communications submitted under this policy. This restriction applies whether the communication is submitted during informal resolution or as part of the formal complaint resolution process.

This restriction does not prohibit basic spelling, grammar, and proofreading assistance; translation or language assistance that accurately conveys the student's own account; or assistance provided as part of an approved disability accommodation or other authorized communication support.

The College may request clarification or additional information if there is a reasonable concern about the authorship, authenticity, or accuracy of a complaint-related communication.

7. Complaint Resolution Process
The College uses a flexible, two-level resolution approach: informal resolution and the formal complaint resolution process. The appropriate approach depends on the nature and seriousness of the concern, the circumstances of the matter, whether informal resolution has been attempted, and whether formal review or another process is required.

The College encourages students to attempt informal resolution when appropriate. However, students may request formal resolution without completing the informal steps. The College may also determine that informal resolution is appropriate even when a student has requested formal resolution, provided that doing so is permissible and appropriate under the circumstances.

The College retains responsibility for determining the appropriate process for addressing a complaint. A student's decision to submit a written complaint, identify it as formal, or send it directly to a senior administrator does not automatically require Grievance Committee review.

Nothing in this section permits the College to use informal resolution to avoid an investigation, review, reporting obligation, or other action required by law, regulation, accreditation standards, or another College policy.

7.1 Informal Resolution
Informal resolution is intended to provide an opportunity to address and resolve concerns promptly and at the level closest to the matter, when appropriate.

A student may raise a concern verbally or in writing during informal resolution. However, a complaint submitted for review under this policy must be in writing, as described in Section 5.1. The use of email or another written communication method does not make a complaint formal or automatically initiate the formal complaint resolution process.

The following steps are the College's usual informal resolution sequence:
Step 1: Direct Communication
When appropriate, the student is encouraged to first discuss the concern with the individual most directly involved, such as the faculty member, staff member, or department representative.

The purpose of this step is to clarify the concern, exchange relevant information, and attempt to resolve the matter directly. Direct communication is not required when the student reasonably believes it would be inappropriate, harmful, or otherwise unsuitable under the circumstances.

Step 2: Supervisor or Department-Level Review
If the concern is not resolved through direct communication, or direct communication is not appropriate, the student may raise the concern with the involved individual's immediate supervisor or the appropriate department or program administrator.

The supervisor or administrator may communicate with the student, consult with relevant individuals, review available information, and attempt to resolve the concern. The College may determine that another administrator or office is better suited to address the matter based on the subject of the complaint or the individuals involved.

Completion of Steps 1 and 2 is encouraged when appropriate but is not a prerequisite to requesting formal resolution.

7.2 Formal Complaint Resolution Process
Step 3: Administrative Review

A student who is not satisfied with the outcome of informal resolution, or who wishes to request formal resolution without first attempting informal resolution, may submit or direct a written complaint to the appropriate senior administrator identified below.

The appropriate administrator will review the complaint and determine the next steps. This initial administrative review may include:

- Reviewing the complaint and available supporting information.
- Requesting clarification or additional information from the student.
- Communicating with relevant College personnel.
- Determining whether another College policy or specialized process applies.
- Determining whether the matter may appropriately be addressed through further informal resolution.
- Determining whether referral to the Grievance Committee or another formal review process is warranted or required.

The administrator may attempt to resolve the complaint directly when appropriate and permissible. If the complaint is resolved at this stage, referral to the Grievance Committee may not be necessary.

If the complaint remains unresolved and the administrator determines that Grievance Committee review is appropriate, or if Committee review is otherwise required, the administrator will refer the complaint to the Grievance Committee. The administrator may also determine that another appropriate administrative action or referral is warranted.

Non-Academic Complaints
For complaints involving non-academic matters, the student should submit or direct the written complaint to the Vice President of Institutional Effectiveness. The Vice President of Institutional Effectiveness, or designee, will conduct the initial administrative review and determine the appropriate next steps, including whether the matter should be addressed through further informal resolution, referred to another process, or submitted to the Grievance Committee.

Academic Complaints
For complaints involving academic matters, the student should submit or direct the written complaint to the Senior Vice President of Academic Affairs. The Senior Vice President of Academic Affairs, or designee, will conduct the initial administrative review and determine the appropriate next steps, including whether the matter should be addressed through further informal resolution, referred to another process, or submitted to the Grievance Committee.

7.3 Grievance Committee Review
When a complaint is referred for Committee review, the College will appoint a Grievance Committee to review the complaint and relevant information. The Grievance Committee will serve as the final decision-making body for the formal complaint resolution process, subject to the complainant's right to appeal as provided in this policy.
The Committee will generally consist of three (3) College employees and/or faculty members who are not directly involved in the matter and who can review it impartially.

The College will make reasonable efforts to ensure that Grievance Committee members do not have a personal or professional conflict of interest that would prevent impartial consideration of the complaint. If a potential conflict exists, the College may appoint an alternate member.

The Grievance Committee may:

- Review the written complaint and supporting documentation.
- Request additional information from the complainant, respondent, or other relevant individuals.
- Consult with appropriate College personnel.
- Conduct interviews or obtain written statements when necessary.

- Review relevant College policies, procedures, records, and practices.
- Consider other information reasonably necessary to evaluate the complaint.

The Committee is not required to conduct a formal hearing. The Committee may determine the appropriate method of review based on the nature and circumstances of the complaint.

If a complainant, respondent, or other relevant individual does not provide requested information or participate in the review, the Committee may proceed based on the information available.

The Committee will review the information presented and determine whether the complaint is supported, whether applicable College policies and procedures were followed, and whether further action or corrective measures are appropriate.

The Grievance Committee's written determination will constitute the College's final decision on the complaint unless the complainant submits an appeal in accordance with Section 12 of this policy. The Committee will communicate its written determination to the complainant within five (5) business days after reaching its decision. The determination may include findings, corrective action, or other appropriate measures consistent with college policy and applicable requirements.

8. Acknowledgment, Review, and Response Timeframes
The College will make reasonable efforts to acknowledge receipt of a complaint submitted for formal complaint resolution within five (5) business days.

The College will make reasonable efforts to complete its review and communicate an outcome within thirty (30) business days after receiving sufficient information to evaluate the complaint. If the review cannot reasonably be completed within that period, the College will make reasonable efforts to provide the complainant with a status update and an estimated timeframe for further communication.

When a review remains pending beyond the initial response period, the College will make reasonable efforts to provide additional status updates as appropriate.

The timeframes above are general targets and may be extended when additional information is needed, relevant individuals are unavailable, the matter is complex, another process applies, or other circumstances reasonably require additional time. The College may continue to address a complaint while requesting additional information.

A complaint does not automatically suspend or stay an academic, administrative, financial, or other College action, decision, or deadline unless the College determines otherwise or applicable law, regulation, or college policy requires it.

9. Referral to Other College Policies or Processes
Certain concerns may be governed by separate College policies, procedures, or legally required processes. Examples include, but are not limited to:

- Title IX concerns, including sexual harassment or sexual misconduct.
- Discrimination, harassment, or retaliation concerns.
- Disability accommodation requests or disputes.
- Student conduct matters.
- Academic appeals, including grade appeals.
- Financial Aid matters subject to separate review or appeal procedures.

When a complaint raises an issue governed by another policy or process, the College may refer the matter to the appropriate office, administrator, or procedure. The College will follow the applicable requirements and timelines for that process.

A student does not need to submit the same concern through multiple College procedures when the matter is appropriately being addressed through a designated process. However, the College may coordinate applicable processes when a complaint involves multiple issues.

The College may also determine that a matter includes both a complaint under this policy and an issue subject to another process. In such cases, the College may address the issues separately or coordinate their review as appropriate.

10. Retaliation Prohibited
The College prohibits retaliation against any student or other individual for submitting a complaint in good faith, participating in a complaint review, providing information, or otherwise exercising rights under this policy. Retaliation includes adverse action or conduct intended to intimidate, threaten, coerce, or punish an individual for participating in the complaint process.

Any allegation of retaliation will be referred to the appropriate College administrator or process for review. Retaliation may result in corrective or disciplinary action consistent with applicable College policies.

This provision does not prohibit the College from taking appropriate action regarding knowingly false statements, misconduct, or other conduct that violates College policy. A complaint will not be considered knowingly false merely because it is not substantiated.

11. Confidentiality and Records
The College will handle complaints and related information as discreetly as reasonably possible. Information will be shared with individuals who have a legitimate need to know for purposes of reviewing, investigating, responding to, or resolving the complaint, or as otherwise required by law or applicable College policy.

The College cannot guarantee complete confidentiality because review and resolution may require communication with individuals involved in the matter or disclosure of information as required by law, regulation, or other applicable obligations.

The College will maintain complaint records in accordance with its record-retention requirements and applicable legal, regulatory, and accreditation standards.

Complaint records may include the written complaint, supporting documentation, communications, review notes, findings or determinations, and any resolution or corrective action.

12. Appeal of a Complaint Determination
A complainant who believes that the complaint process was materially affected by a procedural error, that relevant new information has become available that could not reasonably have been provided earlier, or that a conflict of interest materially affected the review may submit a written appeal.

An appeal must be submitted within ten (10) business days of the date the College communicates its final complaint determination.

The appeal must identify the specific basis for the appeal and include any relevant supporting information.

Disagreement with the outcome, without a qualifying basis for appeal, is not sufficient by itself.

The appeal will be reviewed by the CEO or designee who was not directly involved in the original review, when practicable.

The CEO or designee may:

- Affirm the original determination.

- Modify the determination when appropriate.
- Return the matter for additional review or consideration.
- Direct another appropriate action consistent with college policy and applicable requirements.

The College will communicate the appeal decision to the complainant. The appeal decision represents the College's final internal determination under this policy.

13. External Complaint Options
While MCC makes reasonable efforts to resolve student complaints, students and former students may have the right to seek resolution through appropriate external agencies. Complaints against this school may be registered with the following agencies:

Illinois Board of Higher Education (IBHE)
1 N. Old State Capitol Plaza, Suite 333
Springfield, IL 62701
Phone: (217) 782-2551
Fax: (217) 782-8548
TTY: (888) 261-2881
https://complaints.ibhe.org/

Ohio State Board of Career Colleges and Schools
30 East Broad Street, Suite 2481
Columbus, OH 43215
Phone: (614) 466-2752
https://scr.ohio.gov/information-for-students/file-a-complaint

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

14. Policy Administration and Review
The College reserves the right to interpret and administer this policy consistent with applicable law, regulation, accreditation requirements, and other College policies and procedures. The College may modify the process used to address a complaint when circumstances warrant, provided that the modification is consistent with applicable requirements and does not improperly restrict a student's rights.

This policy will be reviewed periodically and revised as necessary to maintain compliance and support fair, effective, and consistent complaint resolution.

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. Swearing directed at others 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: participating in falsification; making or providing false statements, whether written or oral; and/or giving false information during any college proceeding, including the grievance process, 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's Title IX 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 in any form, including vaping, 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 Policies: violating any local, state, or federal laws or ordinances, college rules or policies, or the rules and policies of any externship or clinical site.
- 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 or designee. 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 or designee. 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 or designee. 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 Academic Manager or designee. 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 be 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 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

Visitors are generally restricted to public areas of the campus, such as the front desk area.
Visitors who are not students, faculty, or staff must check in at the campus front desk. They must be accompanied by a staff member or a designated student at all times while on campus. Visitors meeting a student on campus must wait in the front desk area.

Limited Access Areas
Academic facilities (classrooms, laboratories, and the Learning Resource Center) and administrative offices are considered limited access areas. Access is typically restricted to students, employees, and faculty for purposes related to study, work, teaching, or conducting college-related business. Only students enrolled in a course are allowed in that course's classrooms or laboratories. Visitors are not permitted to accompany students at clinical sites.

Locating a Student on Campus
Visitors attempting to locate a student on campus must check in at the campus front desk. College employees will attempt to contact the student but cannot confirm their presence or absence on campus. If the student cannot be reached, visitors will not be permitted to walk around campus.

Behavior and Conduct Expectations
All visitors must follow the law and adhere to commonly accepted standards of behavior and safety. Visitors who fail to comply will be asked to leave immediately. If a visitor refuses to leave, law enforcement may be called to take appropriate action.
This policy does not require any college employee to take actions that could compromise their personal safety or the safety of students, staff, or visitors.

Health and Safety Exception
In cases of an active health or safety emergency, such as a fire, on-campus shooting, medical emergency, or other critical incidents, visitor restrictions are lifted as necessary to ensure safety and emergency response efforts.

Classroom and Laboratory Access Exceptions
In certain cases, the Program Director, Academic Manager, or their designee may allow visitors in a classroom or laboratory if their presence does not disrupt the learning environment.

Children on Campus
Children are restricted to administrative and public areas and must be accompanied by a parent or legal guardian at all times. They are not allowed in classrooms or laboratories, except those pre-approved by the Program Director as volunteers in a clinical lab. Child volunteers must be accompanied by a parent or legal guardian for the entire duration of the lab. Children are not permitted to accompany students at clinical sites.

CAMPUS ACCESS POLICY DURING UNSUPERVISED HOURS

Students are not permitted to remain on campus if no instructor or administrative staff is present. This policy is in place to ensure the safety and well-being of all students. Those who plan to be on campus outside of published hours should contact campus administration in advance to confirm staff availability.

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 (GRVL) 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 https://mccollege.libguides.com/home

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.

MCC will not tolerate alcohol- or substance-impaired students, employees, or visitors while on campus, clinical/externship assignment, or at any college-sponsored event, regardless of the legality or illegality of the intoxicating substance.

The MCC's complete Illegal Drug and Alcohol Abuse Prevention Policy, including the description of standards of conduct, MCC's disciplinary sanctions, penalties and sanctions imposed by federal, state, and local laws, health risks associated with alcohol and controlled substance abuse, and rehabilitation resources can be found on MCC's consumer information page at https://mccollege.edu/consumer-information/.

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.

In addition to being posted on the school website at https://mccollege.edu/consumer-information/, Illegal Drug and Alcohol Prevention policy is provided annually to all students and employees alongside with campus security report distribution.

STANDARDS OF CONDUCT

Students and employees (faculty, staff or any other individual receiving a salary, wage, or other compensation) of Midwestern Career College (MCC) are expected to abide by local, state, and federal laws relating to the use of alcohol and other drugs, including State of Illinois underage drinking laws. The college prohibits the unlawful manufacture, possession, use, or distribution of illicit drugs and alcohol and the misuse of prescription drugs by students and employees while on college property, while representing the college, or while participating in college-sponsored activities, regardless of whether they are on or off the college property. The college supports the enforcement of all Federal and State drug laws. MCC reserves the right to make referrals to law enforcement authorities and may permit law enforcement officials to conduct searches of college facilities.

While on campus, at clinical/externship assignment, or at any college-sponsored event, faculty, staff, students, and visitors may not:

- possess, use, deliver, sell, or distribute any illegal substance;
- possess or consume alcoholic beverages (unless allowed in advance in writing by college administration);
- be under the influence of alcohol or illegal substances.

USE OF RECREATIONAL CANNABIS (MARIJUANA)

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.

MCC prohibits the presence, use and distribution of cannabis (marijuana) on any of its campuses and office spaces or as part of any college activity. In addition, the college's marijuana prohibition applies to both recreational and medical use. That means having a medical marijuana registry identification card under the Illinois Compassionate Use of Medical Cannabis Program Act does not allow students, employees, or visitors to use or possess marijuana on college property (this includes but is not limited to outdoor spaces, classrooms, and office and community spaces) or as part of any college activity.

AUTHORIZED USE OF PRESCRIBED MEDICINE

Students or employees undergoing prescribed medical treatment with any drug or controlled substance which may interfere with student or work activity must report such treatment to the Campus Manager, Academic Dean or Academic Manager or designee; students on clinical/externship assignment – to the Externship Department; staff and faculty members – to the immediate supervisor and HR Director. Prescribed medicine should be kept in its original container, which identifies the drug, date of prescription, prescribing doctor, and the person for whom the drug is prescribed.

VACCINATION POLICY

Some programs at MCC may require proof of certain vaccinations or immunizations as part of the admission process. In addition, students in Allied Health programs must be able to provide documentation proving immunity (natural or artificial) to Measles, Mumps, Rubella, Varicella, Tuberculosis, and Hepatitis B, and/or be vaccinated against these diseases prior to being registered for clinical (externship) courses. Additional vaccinations and/or immunizations (Tdap, Flu vaccine, COVID-19 vaccine etc.) may be required for placement at certain clinical sites.

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 or designee. 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 HEALTH AND SAFETY 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 facilities to identify and evaluate potential health and safety hazards and unsafe 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.

HAZING POLICY

Midwestern Career College (MCC) does not condone any acts of hazing. MCC Standards of Student Conduct policy prohibits hazing by college groups, organizations, and/or individuals. Any person or organization that, in the course of an individual's initiation or affiliation into an organization, intentionally or recklessly engages in conduct that creates a risk of physical injury or mental distress to that individual or group of individuals will be in violation of the MCC Standards of the Student Conduct.

Reporting Hazing
Any person suffering from an incident of hazing, witnessing an incident of hazing, or has knowledge of an incident of hazing should report the incident to the Student Services Department.
Email: StudentServices@mccollege.edu
Phone: 312-236-9000 Ext. 1102
Report Online: Hazing Reporting Form

Hazing Definition
MCC has adopted the following definition for "hazing":
Hazing means any intentional, knowing, or reckless act committed by a person (whether individually or in concert with other persons) against another person or persons regardless of the willingness of such other person or persons to participate, that:

- is committed in the course of an initiation into, an affiliation with, or the maintenance of membership in, a student organization; and
- causes or creates a risk, above the reasonable risk encountered in the course of participation in the institution of higher education or the organization (such as the physical preparation necessary for participation in an athletic team), of physical or psychological injury including -
    - whipping, beating, striking, electronic shocking, placing of a harmful substance on someone's body, or similar activity;
    - causing, coercing, or otherwise inducing sleep deprivation, exposure to the elements, confinement in a small space, extreme calisthenics, or other similar activity;
    - causing, coercing, or otherwise inducing another person to consume food, liquid, alcohol, drugs, or other substances;
    - causing, coercing, or otherwise inducing another person to perform sexual acts;
    - any activity that places another person in reasonable fear of bodily harm through the use of threatening words or conduct;
    - any activity against another person that includes a criminal violation of local, State, Tribal, or Federal law; and

- any activity that induces, causes, or requires another person to perform a duty or task that involves a criminal violation of local, State, Tribal, or Federal law.

A student organization is defined as "an organization at an institution of higher education (such as a club, society, association, varsity or junior varsity athletic team, club sports team, fraternity, sorority, band, or student government) in which two or more of the members are students enrolled at the institution of higher education, whether or not the organization is established or recognized by the institution"

Examples of Prohibited Hazing

Examples of hazing include but are not limited to the following prohibited acts:

- The threat to inflict bodily harm or the action of inflicting bodily harm to an individual as part of an initiation rite.
- The forced purchase or consumption of alcohol or drugs as part of an initiation rite.
- The forced participation in any kind of sexual activity as a condition for affiliation or as part of an initiation rite.
- The creation of excessive fatigue or prevention of individuals from participating in classroom activities or interacting with fellow students as part of any initiation rite.
- Passive hazing, including the forced performance of menial tasks or personal errands (such as fetching food) for others, often under the guise of tradition or bonding.
- Any student who willingly participates in any acts of hazing will also be in violation and subject to disciplinary proceedings.

Illinois State Hazing Law

Citation: § 720 ILCS 5/12C-50. Hazing

Definition: A person commits hazing when he or she knowingly requires the performance of any act by a student or other person in a school, college, university or other educational institution of this State, for the purpose of induction or admission into any group, organization or society associated or connected with that institution, if: the act is not sanctioned or authorized by that educational institution; and the act results in bodily harm to any person.

Ohio Revised Code

Citation: Section 2903.31 | Hazing

Definition: "Hazing" means doing any act or coercing another, including the victim, to do any act of initiation into any student or other organization or any act to continue or reinstate membership in or 2affiliation with any student or other organization that causes or creates a substantial risk of causing mental or physical harm to any person, including coercing another to consume alcohol or a drug of abuse, as defined in section 3719.011 of the Revised Code.

Campus Hazing Transparency Reports

In accordance with institutional policy and the Stop Campus Hazing Act, MCC will publish biannual hazing statistics reports on the consumer information page located at https://mccollege.edu/consumerinformation/. These statistics are part of our ongoing commitment to transparency and student safety.

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. In addition, copies of Voter Registration Forms are available at the Registrar's Office. Students can obtain Voter registration information on college's consumer information page located at https://mccollege.edu/consumer-information/.

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 RELEASE FORM

Students can access electronic FERPA release form on the Registrar's Office page of the Student Portal or request the form by emailing registrar@mccollege.edu from their MCC student account. Paper forms are available for in-person pick up at the Registrar's Office located at 100 S Wacker Sr, LL1-50, Room 204, Chicago, IL 60606; registrar@mccollege.edu; 312-236-9000 ext. 1082.

POSSIBLE FEDERAL AND STATE DATA COLLECTION AND USE

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expanded the circumstances under which the student's education records and personally identifiable information (PII) contained in such records — including student's Social Security Number, grades, or other private information — may be accessed without student's consent.

First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to education records and PII without student's consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution.

Second, Federal and State Authorities may allow access to education records and PII without student's consent to researchers performing certain types of studies, in certain cases even when the institution objects to or does not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive student's PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without student's consent PII from education records, and they may track student's participation in education and other programs by linking such PII to other personal information about a student that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

United States Citizenship and Immigration Services (USCIS) requires international students attending an educational institution under an F-1 visa to sign the Form I-20. Form I-20 contains a consent provision allowing for the disclosure of information to USCIS. The consent provision states that "I authorize the named school to release any information from my records which is needed by USCICS pursuant to 8 C.F.R.214.3(g) to determine my nonimmigrant status.

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.

LEAVE OF ABSENCE (LOA)

A leave of absence (LOA) is a temporary interruption in a student's program of study.
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 the student's intent to return to the program of study at the end of an LOA period. If 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 leave of absence 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, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom
- Death of a family member
- Military duty

An academic leave of absence (LOA) and an Approved LOA for Title IV financial aid purposes are separate processes with different requirements. While a student may be granted an academic LOA, this does not automatically apply to Title IV financial aid. If a student takes an academic LOA, they may be considered withdrawn for financial aid purposes, which could result in the loss of Title IV funding and potential return of funds to the U.S. Department of Education.
Students should consult with both the Financial Aid Office and the Registrar's Office before requesting an LOA to understand the potential impact on their financial aid status and program enrollment status.

APPROVED LOA FOR FA PURPOSES

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.

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 the 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 returns 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 periods may be exhausted, forcing the student borrower to begin making repayments immediately.

WITHDRAWAL FROM THE COLLEGE

STUDENT-REQUESTED WITHDRAWAL (OFFICIAL WITHDRAWAL)

A student may withdraw from MCC at any time by completing the Withdrawal Form and submitting it to registrar@mccollege.edu by mail or email or in person at the Registrar's Office located at 100 S Wacker Dr., LL1-50, Chicago IL, 60606.

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

WITHDRAWAL DUE TO LACK OF ATTENDANCE (UNOFFICIAL 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).

WITHDRAWAL DUE TO CONDUCT

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, enrollment agreement, program handbook, and/or externship handbook.

WITHDRAWAL DUE TO PHYSICAL OR FINANCIAL HARDSHIP

In case when a student is unable to complete their program of study due to extenuating circumstances that are beyond the student's control, the college will attempt to assist the student to limit debt owed and assist the student if they choose to re-enroll. Types of hardship include, but are not limited to:

- Serious injury or illness;
- Chronic illness;
- A medical issue of a family member in which the student must become a part-time or full-time caretaker of that family member;
- A mental health condition;
- A sudden and consistent lack of transportation issues;
- A significant cost of living increase.

Proper documentation must be provided to support the extenuating circumstance. Acceptable forms of supporting documentation may include medical verification, eviction notice, obituary, or counselors note.
A personal statement is also required.

Students who withdrew under approved physical or financial hardship and have outstanding debt may be eligible to re-enroll under a payment arrangement. The college will attempt to work with returning students to create a

manageable repayment plan that supports student success and program completion. For eligible students, the college will require a down payment of 20% of the outstanding debt, with the remaining balance distributed in installments over the duration of the program.

For more information, please contact businessoffice@mccollege.edu.

INTERNATIONAL STUDENT POLICIES

MAINTAINING F-1 STUDENT STATUS

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

- Be a full-time student unless authorized otherwise by the DSO Office. Students enrolled in the language study programs must be scheduled for a minimum of 18 hours per week; students enrolled in associate-level programs must be enrolled in minimum 12 credit hours per term. For F-1 students enrolled in associate-level programs, no more than the equivalent of one online class or three credit hours per term is allowed to be counted towards the full course of study requirement. For F-1 students enrolled in the language study programs, no online classes will be counted towards a student's full course of study requirement.
- Meet program registration requirements every 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 (CPT) and Optional Practical Training (OPT).

CURRICULAR PRACTICAL TRAINING (CPT)

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.
- 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 (OPT)

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 www.studentaid.gov. An 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.studentaid.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
  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 www.studentaid.gov for more information.

TYPES OF AID

Midwestern Career College offers the following major Federal Aid programs:

FEDERAL PELL GRANT

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 2025/2026 award year is $7,395. 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.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT

The Federal Supplemental Educational Opportunity Grant (FSEOG) is an additional grant available to undergraduate students with exceptional financial need and gives priority to students who receive Federal Pell Grants and whose Expected Family Contribution (EFC) is a zero. The FSEOG does not need to be repaid.

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.

STUDENT AID INDEX (SAI)

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 Student Aid Index (SAI), your year in college, your enrollment status, and the cost of attendance at the college you will be attending.

Your Student Aid Index (SAI) is a formula-based index number ranging from –1500 to 999999. Where your SAI falls within the SAI range helps your school determine how much financial support you may need.
A negative SAI indicates you have a higher financial need. For example, if you have an SAI of –1500, you'll qualify for a maximum Pell Grant award assuming you have not exhausted your lifetime amounts and meet all student eligibility requirements. Learn how the SAI is calculated.

Your SAI **is not**

- a dollar amount of aid you'll receive,
- what your family is expected to provide, or
- your final financial aid offer.

Your SAI is an index number used by financial aid professionals when creating an aid offer. Your SAI is calculated using information that you (and other contributors, if required) provide on the Free Application for Federal Student Aid (FAFSA®) form.

During your aid process, you will see the following:

- an estimated SAI on the confirmation page of your FAFSA form
- an official SAI within your FAFSA Submission Summary (after your FAFSA form is processed)

Follow these steps to find your SAI:

1. Log in to StudentAid.gov using your account username and password.
2. Select your processed FAFSA submission.
3. Select "View FAFSA Submission Summary."
4. Select the "Eligibility Overview" tab.

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.gov/understand-aid/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. Financial Aid Offer Letter 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 2026-2027

34 CRF 668.56

Tax filers (student, student' spouse, parent, and parent's spouse/partner, as applicable) must verify the following:

- Adjusted gross income
- Income earned from work
- U.S. income tax paid
- Untaxed portions of IRA distributions
- Untaxed portions of pensions
- IRA deductions and payments
- Tax exempt interest income
- Education Credits
- Foreign income exempt from federal taxation
- Family size
- Identity

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.
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 classes. The student has not earned 100% of the financial aid in the payment period unless one of the R2T4 exceptions are met. To meet the R2T4 exception a student must successfully complete one module or a combination of modules that when combined contain 49% or more of the number of days in the payment period or successfully completed coursework equal to or greater than the coursework required for the institution's definition of half-time for the student's payment period.

If none of these exceptions are met, then R2T4 calculations are completed to determine the amount of earned aid. Once a student has completed at least 60% of the payment period they are considered to have earned 100% of their financial aid.

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 students' 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 based on meeting one of the Federal R2T4 Exceptions or 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 has 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.

If a student received more assistance than he/she earned, the excess funds must be returned by the college and or the student.

If a student did not receive all 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 does not 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
    5. Federal Supplemental Educational Opportunity Grant (FSEOG)

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.

If an R2T4 calculation is needed the College determines the earned and unearned portion of Title IV aid as of the students last date of attendance. A pro rata schedule is used to determine the amount of Title IV funds the student has earned at the time of withdrawal.
After meeting one of the R2T4 exceptions or completing at least 60% of the payment period, a student has earned 100% of the Title IV funds he or she was eligible to receive during the payment period. However, the college still determines whether the student is eligible for a post-withdrawal disbursement (PWD) or if the college needs to perform a Pell recalculation.

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:	325 .00

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 x 39%= $ 2,834.91
- 61% of the term not attended (100%-39%)

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) x 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 of unearned Title IV aid $4,434.09 or the unearned tuition fee charges ($6,685.00 x 61% = $ 4,077.85). The College will return the financial aid as follows:

Federal Direct Unsub: $2,672.00
Federal Direct Sub: $ 519.15
Total: $4,077.85

OFFICIAL WITHDRAWAL

A student may give notice of withdrawal from the program by filling out the Withdrawal Form and submitting it in person or by email to the Registrar's Office at registrar@mccollege.edu.

UNOFFICIAL WITHDRAWAL

If a student stops attending school and does not notify the school in writing, the student will be administratively withdrawn from the program on the 14th calendar day from the last day of attendance, excluding scheduled breaks of five (5) days or longer.

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.
For students who request to be withdrawn, the date listed on the withdrawal form will be used as the date of determination.
For students who are dismissed from the program for academic or disciplinary reasons, the date of determination is the date the college made the decision to dismiss the student.

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 for 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	52.0301
Associate of Applied Science in Business Administration	52.0201
Associate of Applied Science in Diagnostic Medical Sonography	51.0910
Associate of Applied Science in Diagnostic Medical Imaging Radiography	51.0911
Associate of Applied Science in Information Technology	11.1005
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
Clinical Medical Assisting	51.0801
Dental Assisting Program	51.0601
Electroneurodiagnostic (END) Technologist	51.0903
Licensed Practical Nursing (LPN)	51.3901
Medical Assisting	51.0801
Phlebotomy Technician	51.1009
Sterile Processing	51.1012
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

Associate of Applied Science in Diagnostic Medical Imaging Radiography

PROGRAMMATIC ACCREDITATION AND RECOGNITION

Midwestern Career College's Associate of Applied Science in Diagnostic Medical Imaging Radiography is recognized by the American Registry of Radiologic Technologists (ARRT): https://www.arrt.org/about-the-profession/learn-about-the-profession/recognized-educational-programs.

PROGRAM DESCRIPTION

The Associate of Applied Science in Diagnostic Medical Imaging Radiography program is designed for students who plan to learn more about radiography and become a professional in the health care field. It delves into the intricacies of biology, radiation safety, radiation protection, proper patient positioning, patient safety, equipment, image analysis, anatomy, and pathology. Through coursework and externship, students will become knowledgeable in the use of diagnostic medical imaging radiography for the purpose of helping physicians diagnose illness and pathology. Upon completion of the program, graduates will be prepared to take the American Registry of Radiologic Technologists (ARRT) certification and enter the workforce as an entry-level radiologic technologist.

PROGRAM MISSION STATEMENT

The mission of the Associate of Applied Science in Diagnostic Medical Imaging Radiography program is to provide premier career-focused education in radiographic medical imaging, preparing competent entry-level radiographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

PROGRAM INFORMATION

Program Length: **80 weeks**
Clock Hours: **1680**
Semester Credit Hours: **73**

Eligibility to sit for the American Registry of Radiologic Technologists (ARRT) certification upon program completion.

PROGRAM OBJECTIVES

The Associate of Applied Science in Diagnostic Medical Imaging Radiography prepares students to:

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

PROGRAM GOALS

The Associates of Applied Science in Diagnostic Medical Imaging Radiography Program prepares competent entry-level radiographers 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 radiography setting.

Psychomotor

- Demonstrate knowledge and skill level to select appropriate protocols and parameters needed to perform successful radiographic 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 Diagnostic Medical Imaging Radiography program using the recommendations and guidelines set forth by 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
BIO101 Introduction to Biology	3
RAD104 Principles of Radiography I	3
RAD105 Patient Care in Radiography	3
RAD112 Radiographic Anatomy	3
RAD114 Principles of Radiography II	3
RAD121 Radiographic Positioning and Procedures I	3
RAD125 Radiation Health and Safety	3
RAD120 Law and Ethics in Imaging Sciences	1
RAD122 Radiographic Positioning and Procedures II	3
RAD140 Radiographic Pathology	2
RAD161 Clinical Education I	6
SYC114 Introduction to Psychology	3
ENG118 Introduction to Communication & Composition	3
HUM115 Introduction to Humanities	3
RAD123 Specialized Procedures in Radiography	3
RAD145 Radiographic Image Analysis	2
RAD162 Clinical Education II	6
PRO115 Professional Development for Medical Imaging	3
MTH113 General Education Mathematics	3
RAD155 DMIR Registry Review	3
RAD163 Clinical Education III	6

Associate of Applied Science in Diagnostic Medical Sonography

PROGRAMMATIC ACCREDITATION

The Diagnostic Medical Sonography program – Abdomen Extended is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS). Commission on Accreditation of Allied Health Education Programs, 9355 113th St. N, #7709, Seminole, FL 33775, 727-210-2350.

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**

Graduates of the program are eligible to sit for the Registered Diagnostic Medical Sonographer (Abdomen) certification exam, RDMS (AB), through the American Registry for Diagnostic Medical Sonography (ARDMS); (prerequisite 2).

The program provides eligibility for the Sonography Principles & Instrumentation (SPI) Examination through the American Registry for Diagnostic Medical Sonography (ARDMS) after successful completion of Sonographic Physics and Instrumentation I and II courses.

The program provides eligibility for the Sonography Certification through the American Registry of Radiologic Technologists (ARRT) with the completion of required competencies.

The program provides pathways to Registered Diagnostic Medical Sonographer (RDMS) certification exam eligibility in OBGYN and RVT specialties 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 in OBGYN and RVT specialties 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 is designed to prepare competent entry-level sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains for the abdominal-extended sonography concentration.

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
DMS101 Abdomen/Superficial Structures I	4
DMS116 Scanning Principles and Protocols I	3
PHY125 Sonographic Physics and Instrumentation I	4
ALH130 Patient Care, Law & Ethics in Sonography	2
DMS120 Abdomen/Superficial Structures II	3
DMS126 Scanning Principles and Protocols II	2
PHY126 Sonographic Physics and Instrumentation II	4
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
ENG118 Introduction to Communication & Composition	3
PHY101 Introduction to Physics	3
MTH113 General Education Mathematics	3
SYC114 Introduction to Psychology	3
HUM115 Introduction to Humanities	3

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

PROGRAMMATIC ACCREDITATION AND RECOGNITION

Midwestern Career College's Associate of Applied Science in Magnetic Resonance Imaging (MRI) Technology is programmatically accredited by the Commission on Accreditation of 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 Listing: http://www.armrit.org/schools.php

The program is also recognized by the American Registry of Radiologic Technologists (ARRT): https://www.arrt.org/about-the-profession/learn-about-the-profession/recognized-educational-programs.

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.

IL Campuses only:
Eligibility for Phlebotomy Certification 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.

Eligibility for Phlebotomy Certification through National Center for Competency Testing (NCCT) and 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.

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
MRI115 MRI Physics and Instrumentation	3
MRI125 Patient Care and Safety in MRI	4
ALH125 Venipuncture for Imaging Professionals	3
MRI135 Sectional Anatomy I	3
MRI151 MRI Clinical Positioning Sim I	3
MRI119 Laws and Ethics in Imaging Sciences	2
MRI152 MRI Clinical Positioning Sim II	3
MRI136 Sectional Anatomy II	2
MRI153 MRI Clinical Positioning Sim III	3
MRI249 Medical Imaging Pathology	2
PRO115 Professional Development for Medical Imaging	3
MRI265 MRI Registry Review	3
MRI144 MRI Clinical I	6
MRI145 MRI Clinical II	6
MRI146 MRI Clinical III	6

SYC114 Introduction to Psychology	3
HUM115 Introduction to Humanities	3
BIO101 Introduction to Biology	3
ENG118 Introduction to Communication & Composition	3
MTH113 General Education Mathematics	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).

RCS CCI Program Track: Provides pathway to Registered Cardiac Sonographer (RCS) certification exam eligibility through Cardiovascular Credentialing International (CCI) with the completion of 800 clinical hours. Students seeking to complete 800 clinical hours must apply through the Externship Department. Approval is subject to compliance with externship policies and the availability of clinical sites.

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-SPECIFIC GRADUATION REQUIREMENTS

RCS CCI Track Graduation Requirements: students enrolled in RCS CCI program track must complete 800 clinical hours as part of their program graduation requirements.

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
CVS120 Introduction to Echocardiography	3
CVS124 Systolic Function	2
ALH130 Patient Care, Law & Ethics in Sonography	2
CVS123 Cardiac Hemodynamics	2
PHY125 Sonographic Physics and Instrumentation I	4
PHY126 Sonographic Physics and Instrumentation II	4
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
CVS248 Echo Externship III (RCS CCI Program Track)	5
MTH113 General Education Mathematics	3
ENG118 Introduction to Communication & Composition	3
SYC114 Introduction to Psychology	3
HUM115 Introduction to Humanities	3
BIO101 Introduction to Biology	3

Associate of Applied Science in Surgical Technology

PROGRAMMATIC ACCREDITATION

Midwestern Career College's Associate of Applied Science in Surgical Technology program 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 120 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
SUR106 Surgical Technology Lab I	3
ALH107 Microbiology for Healthcare Professionals	1
SUR105 Perioperative Procedures	4
SUR150 Sterile Processing	2
SUR107 Surgical Technology Lab II	3
SUR170 Minor Surgical Procedures	4
ALH123 Introduction to Pharmacology & Anesthesia	2

SUR108 Surgical Technology Lab III	4
SUR175 Major Surgical Procedures	4
ALH106 Pathophysiology	2
PRO100 Professional Development	2
SUR162 Certification Review	5
SUR168 Surgical Technology Clinicals	6
ENG118 Introduction to Communication & Composition	3
BIO101 Introduction to 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: **120 calendar weeks / 80 instructional weeks**
Clock Hours: **Min. 915**
Semester Credit Hours: **Min. 60**

PROGRAM OBJECTIVES

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

- Understand and apply accounting knowledge such as taxation, payroll, budgeting, auditing in performing accounting and bookkeeping functions.
- Apply essential content regarding managing self, others, and organizations.
- Apply critical-thinking, decision-making, and analytical problem-solving skills in an accounting environment.
- Proficiently use computer applications and accounting software to perform basic bookkeeping/accounting and prepare basic accounting and management reports.
- Perform as an effective team member in a professional environment.
- Demonstrate ethical decision-making that is relevant in the profession.

PROGRAM-SPECIFIC GRADUATION REQUIREMENTS

Completion of at least 60 semester credits in the following course categories:

- Min. three (3) Business Foundation courses
- Min. ten (10) Core courses
- Min. five (5) General Education courses
- Min. two (2) Elective courses
- Min. one (1) Externship course. Students enrolled in the Practical Learning Experience program track must successfully complete at least one externship course (3 credits) as part of their program graduation requirements. To earn 3 semester credits, students must complete a minimum of 135 hours of externship activities. Students engaged in a multi-term externship must register for the externship course each semester of participation. Students who enroll in the Practical Learning Experience program track but do not successfully complete the required externship course or courses by the end of their program of study will not meet the graduation requirements for the program.

PROGRAM COURSES

Courses	Semester Credit Hours
Business Foundation Courses	
BCOM101 Computer Applications for Business	3
COMM120 Business Communication	3
MGMT120 Principles of Management	3
Core Courses	
ACCT100 Financial Accounting	3
ACCT120 Intermediate Accounting	3
ACCT130 Managerial Accounting	3
ACCT140 Auditing	3
ACCT150 Fundamentals of Payroll Accounting	3
ACCT160 Personal Finance	3
ACCT180 Data Visualization	3
BUSN160 Business Ethics	3
CSIT120 Quick Books	3
FNCE101 Principles of Finance	3
General Education Courses	
ENG115 Introduction to Speech Communications	3
ENG114 English Composition I	3
ENG118 Introduction to Communication & Composition	3
BIO101 Introduction to Biology	3
MTH113 General Education Mathematics	3
SYC114 Introduction to Psychology	3
HUM115 Introduction to Humanities	3
Practical Learning Experience Track	
EXT105 Externship	3
EXT110 Externship	3
Elective Courses	
ADV100 Advertising and Promotions	3
BUSN133 Organizational Leadership	3
BUSN135 Human Resources Management	3
BUSN150 Business Operations	3
BUSN180 Entrepreneurship and Small Business Management	3
CNBV100 Consumer Behavior	3
FTAX100 Individual Income Tax Fundamentals	3
HLDR115 Event Planning and Management	3
MGMT250 Project Management	3
MKTG138 Strategic Business Marketing	3
MKTG110 Principles of Marketing	3
MKTG130 Global Business Perspectives	3
MKTG133 Services Marketing	3
MKTG135 Personal Selling	3
MKTG140 Internet Marketing	3
MKTG143 Brand Storytelling	3

MKTG150 Marketing Research & Behaviors	3
MKTG153 International Marketing	3
MKTG160 Supply Chain Management and Logistics	3
PRDV110 Career Development	3

Associate of Applied Science in Business Administration

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: **120 calendar weeks / 80 instructional weeks**
Clock Hours: **Min. 915**
Semester Credit Hours: **Min. 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-SPECIFIC GRADUATION REQUIREMENTS

Completion of at least 60 semester credits in the following course categories:

- Min. three (3) Business Foundation courses
- Min. ten (10) Core courses
- Min. five (5) General Education courses
- Min. two (2) Elective courses
- Min. one (1) Externship course. Students enrolled in the Practical Learning Experience program track must successfully complete at least one externship course (3 credits) as part of their program graduation requirements. To earn 3 semester credits, students must complete a minimum of 135 hours of externship activities. Students engaged in a multi-term externship must register for the externship course each semester of participation. Students who enroll in the Practical Learning Experience program track but do not successfully complete the required externship course or courses by the end of their program of study will not meet the graduation requirements for the program.

PROGRAM COURSES

Courses	Semester Credit Hours
Business Foundation Courses	
BCOM101 Computer Applications for Business	3
COMM120 Business Communication	3
MGMT120 Principles of Management	3
Core Courses	
ACCT100 Financial Accounting	3
BUSN133 Organizational Leadership	3
BUSN135 Human Resources Management	3
BUSN150 Business Operations	3
BUSN160 Business Ethics	3
BUSN180 Entrepreneurship and Small Business Management	3
MGMT250 Project Management	3
MKTG110 Principles of Marketing	3
MKTG130 Global Business Perspectives	3
MKTG135 Personal Selling	3
General Education Courses	
ENG115 Introduction to Speech Communications	3
ENG114 English Composition I	3
ENG118 Introduction to Communication & Composition	3
BIO101 Introduction to Biology	3
MTH113 General Education Mathematics	3
SYC114 Introduction to Psychology	3
HUM115 Introduction to Humanities	3
Practical Learning Experience Track	
EXT105 Externship	3
EXT110 Externship	3
Elective Courses	
ACCT120 Intermediate Accounting	3
ACCT130 Managerial Accounting	3
ACCT140 Auditing	3
ACCT150 Fundamentals of Payroll Accounting	3
ACCT160 Personal Finance	3
ACCT180 Data Visualization	3
ADV100 Advertising and Promotions	3
CNBV100 Consumer Behavior	3
CSIT120 Quick Books	3
FNCE101 Principles of Finance	3
FTAX100 Individual Income Tax Fundamentals	3
HLDR115 Event Planning and Management	3
MKTG133 Services Marketing	3
MKTG138 Strategic Business Marketing	3
MKTG140 Internet Marketing	3
MKTG143 Brand Storytelling	3

MKTG150 Marketing Research & Behaviors	3
MKTG153 International Marketing	3
PRDV110 Career Development	3

Associate of Applied Science in Marketing

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: **120 calendar weeks / 80 instructional weeks**
Clock Hours: **Min. 915**
Semester Credit Hours: **Min. 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-SPECIFIC GRADUATION REQUIREMENTS

Completion of at least 60 semester credits in the following course categories:

- Min. three (3) Business Foundation courses
- Min. ten (10) Core courses
- Min. five (5) General Education courses
- Min. two (2) Elective courses
- Min. one (1) Externship course. Students enrolled in the Practical Learning Experience program track must successfully complete at least one externship course (3 credits) as part of their program graduation requirements. To earn 3 semester credits, students must complete a minimum of 135 hours of externship activities. Students engaged in a multi-term externship must register for the externship course each semester of participation. Students who enroll in the Practical Learning Experience program track but do not successfully complete the required externship course or courses by the end of their program of study will not meet the graduation requirements for the program.

PROGRAM COURSES

Courses	Semester Credit Hours
Business Foundation Courses	
BCOM101 Computer Applications for Business	3
COMM120 Business Communication	3
MGMT120 Principles of Management	3
Core Courses	
ADV100 Advertising and Promotions	3
CNBV100 Consumer Behavior	3
MKTG110 Principles of Marketing	3
MKTG133 Services Marketing	3
MKTG135 Personal Selling	3
MKTG138 Strategic Business Marketing	3
MKTG140 Internet Marketing	3
MKTG143 Brand Storytelling	3
MKTG150 Marketing Research & Behaviors	3
MKTG153 International Marketing	3
General Education Courses	
ENG115 Introduction to Speech Communications	3
ENG114 English Composition I	3
ENG118 Introduction to Communication & Composition	3
BIO101 Introduction to Biology	3
MTH113 General Education Mathematics	3
SYC114 Introduction to Psychology	3
HUM115 Introduction to Humanities	3
Practical Learning Experience Track	
EXT105 Externship	3
EXT110 Externship	3
Elective Courses	
ACCT100 Financial Accounting	3
ACCT120 Intermediate Accounting	3
ACCT130 Managerial Accounting	3
ACCT140 Auditing	3
ACCT150 Fundamentals of Payroll Accounting	3
ACCT160 Personal Finance	3
ACCT180 Data Visualization	3
BUSN133 Organizational Leadership	3
BUSN135 Human Resources Management	3
BUSN150 Business Operations	3
BUSN160 Business Ethics	3
BUSN180 Entrepreneurship and Small Business Management	3
CSIT120 Quick Books	3
FNCE101 Principles of Finance	3
FTAX100 Individual Income Tax Fundamentals	3

HLDR115 Event Planning and Management	3
MGMT250 Project Management	3
MKTG130 Global Business Perspectives	3
PRDV110 Career Development	3

Associate of Applied Science in Information Technology

PROGRAM DESCRIPTION

The Associate of Applied Science in Information Technology program is tailored to prepare students for dynamic careers in the rapidly evolving IT field. The program's primary focus is to establish a well-known foundation in computer science and information systems while emphasizing practical skills crucial for working with technology and effectively managing IT resources. Its comprehensive curriculum covers a broad spectrum of subjects, including computer concepts, Java programming, database SQL, product management, team collaboration, and manual/automation quality assurance (QA). The overarching goal of the Information Technology program is to equip students with versatile knowledge and skills essential for thriving in the ever-changing IT industry, ensuring they are prepared to meet industry demands and collaborate effectively in a team-oriented environment.

PROGRAM MISSION STATEMENT

The Associate of Applied Science in Information Technology 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 IT industry.

PROGRAM INFORMATION

Program Length: **120 calendar weeks / 80 instructional weeks**
Clock Hours: **Min. 1080**
Semester Credit Hours: **Min. 60**
Eligibility for the following professional certifications upon successful completion of the program courses:

Program Courses	Certificate Name	Certification Provider
Software QA Testing & IT Quality Assurance and Certifications	Agile Tester (ISQTB)	American Software Qualifications Board
Introduction to Java Programming I & Introduction to Java Programming II	Java SE 11 Oracle Certified Associate (OCA) certification	Oracle University
Agile Scrum Master	Professional Scrum Master (PSM) Certification	Scrum.org
Web Page Design & Intro to Java Script	JSE – Certified Entry-Level JavaScript Programmer	JS Institute

PROGRAM OBJECTIVES

Upon successful completion of the Associate of Applied Science program, the students will:

- Master quality assurance automation testing;
- Secure Java development skills;
- Develop project management skills;
- Develop proficiency in Scrum Master.

PROGRAM-SPECIFIC GRADUATION REQUIREMENTS

Completion of at least 60 semester credits in the following course categories:

- At least 45 credits of the core Information Technology coursework
- At least five (5) General Education courses
- Min one (1) Externship course. Students enrolled in the Practical Learning Experience program track must successfully complete at least one externship course (3 credits) as part of their program graduation requirements. To earn 3 semester credits, students must complete a minimum of 135 hours of externship activities. Students engaged in a multi-term externship must register for the externship course each

semester of participation. Students who enroll in the Practical Learning Experience program track but do not successfully complete the required externship course or courses by the end of their program of study will not meet the graduation requirements for the program.

PROGRAM COURSES

Courses	Semester Credit Hours
Core Courses	
CST101 Computer Analytics	3
CST102 Web Page Design	3
CST103 Into to Java Script	3
CST120 Manual QA Testing	3
CST121 Test Automation	3
CST125 IT Quality Assurance and Certifications	3
CST106 Databases and SQL	3
CST107 Introduction to Java Programming I	3
CST108 Introduction to Java Programming II	3
CST119 Agile Scrum Master	3
CST126 Introduction to Python Programming	3
CST117 Introduction to Artificial Intelligence with Python	3
CST112 Project Management I	3
CST122 Project Management II	3
CST123 Introduction to Cybersecurity	3
General Education Courses	
ENG115 Introduction to Speech Communications	3
ENG114 English Composition I	3
ENG118 Introduction to Communication & Composition	3
BIO101 Introduction to Biology	3
MTH113 General Education Mathematics	3
SYC114 Introduction to Psychology	3
HUM115 Introduction to Humanities	3
ENG115 Introduction to Speech Communications	3
Practical Learning Experience Track	
EXT105 Externship	3
EXT110 Externship	3
Elective Courses	
MCC courses offered as part of AAS in Business Administration, Accounting and Marketing programs are accepted toward AAS in Information Technology as elective courses.	

Clinical Medical Assisting

Certificate Level

PROGRAM DESCRIPTION

The Clinical 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 Clinical Medical Assisting Program is to provide premier career-focused education in medical assisting to prepare competent entry-level medical assistant in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

PROGRAM INFORMATION

Program Length: **60 weeks**
Clock Hours: **930**
Semester Credit Hours: **42**

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.

Eligibility for Phlebotomy Certification through National Center for Competency Testing (NCCT) and 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.

Eligibility for the Registered Medical Assistant (RMA) exam through American Medical Technologists (AMT).

Eligibility for the Certified Medical Assistant (CMA) exam through American Association of Medical Assistants (AAMA).

Eligibility to sit for Phlebotomy Technician (CPT), EKG Technician (CET), and Certified Clinical Medical Assistant (CCMA) exam through National Healthcareer Association (NHA).

PROGRAM OBJECTIVES

The Clinical 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 Clinical Medical Assisting Program prepares competent entry-level Medical Assistants 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
CSC101 Student Success	1
DMA100 Introduction to Technology and Healthcare	1
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
ALHT130 Introduction to Pharmacology	3
ALHT135 Professionalism in Healthcare	3.5
DMA130 Medical Assisting Externship	3.5
DMA140 Medical Assistant Comprehensive Review	3

Dental Assisting

Certificate Level

PROGRAM DESCRIPTION

The dental assisting program prepares dental assistants to perform a variety of duties in the dental field while under the supervision of a dentist or dental hygienist. Duties include but are not limited to therapeutic communication, dental charting, infection control procedures, exposure of radiographs, taking of impressions, use of dental materials, implementation of medical and dental emergency procedures, chairside oral evacuation and instrument transfer, equipment safety, application of law and ethics to oral health care, patient reception, and dental office management. The dental assistant is required to have knowledge regarding multicultural interaction, psychology, oral anatomy, restorative procedures, endodontics, periodontics, oral and maxillofacial surgery, pediatrics, prosthodontics, orthodontics, pharmacology, and pain control.

PROGRAM MISSION STATEMENT

The mission statement of Midwestern Career College's Dental Assisting Program is to provide premier career-focused education in oral health care to prepare competent entry-level dental assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

PROGRAM INFORMATION

Program Length: **60 weeks**
Clock Hours: **1155**
Semester Credit Hours: **45**

Eligibility for the Registered Dental Assistant (RDA) exam through American medical Technologists (AMT).

PROGRAM OBJECTIVES

The Dental Assisting Program prepares students to take dental radiographs, prepare patients and equipment for dental procedures, discharge office administrative functions and medical record-keeping, maintain equipment and sterilization, and provide chairside assisting and impressions.

Graduates from this program will:

- Demonstrate clinical competencies under the supervision of a dentist or dental hygienist related to providing oral health care to clients with complex health care problems.
- Demonstrate competencies related to office management.
- Demonstrate ethical and moral professional practice when providing care for clients.
- Provide care that is consistent with values, beliefs, and cultural traditions when caring for clients with complex health needs.

PROGRAM GOALS:

- The dental assisting program provides an education based on required skills in the social, behavioral, and biological sciences.
- The curriculum provides entry-level theory and hands-on training in basic and routine clinical and office tasks.
- Emphasis is placed on the application of current theory to the provision of comprehensive oral health care.
- The application of ethical and moral competencies is emphasized during the provision of oral health care for all patients regardless of age, ethnicity, socioeconomic status, or physical condition.

PROGRAM COURSES

Courses	Semester Credit Hours
DNT101 Dental Assisting I	4
DNT115 Dental Infection Control	4
DNT110 Chairside Dental Assisting I	4
DNT130 Dental Materials I	4
DNT105 Dental Assisting II	4
DNT140 Dental Materials II	4
DNT150 Dental Radiography	4
DNT160 Dental Records and Communications	4
DNT120 Chairside Dental Assisting II	4
DNT190 Dental Clinical Externship	6
DNT180 Dental Assisting Comprehensive Review	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**
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

Licensed Practical Nursing (LPN)

Certificate Level

PROGRAM-SPECIFIC APPROVALS

The Licensed Practical Nursing (LPN) Program at Midwestern Career College is approved by the Illinois Board of Nursing, Illinois Department of Financial and Professional Regulation (IDFPR).

PROGRAM DESCRIPTION

The Midwestern Career College Licensed Practical Nursing (LPN) program centers around the need to educate Practical Nursing students to develop strong clinical skills and being competent in using clinical judgement to provide safe, quality, effective nursing care. The curriculum emphasizes the practical application of theory acquired in the skills lab and classroom to real-world patient care in a variety of clinical settings and simulation labs. The program's goal is to get students ready to take the NCLEX-PN® and become safe, competent licensed practical nurses within the nursing profession. The curriculum is designed for students to achieve the end-of-program student learning outcomes (EPSLO's) and competencies.

PROGRAM MISSION STATEMENT

The Licensed Practical Nursing (LPN) program functions within the framework of the mission and goals of Midwestern Career College. The mission of the Licensed Practical Nursing (LPN) program at Midwestern Career College 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. The goals of the Licensed Practical Nursing Program align with those of the college.

PROGRAM INFORMATION

Program Length: **48 weeks**
Clock Hours: **1200**
Semester Credit Hours: **54**

Graduates of the program are eligible to sit for the National Council Licensure Examination for Practical Nurses (NCLEX-PN), administered by the National Council of State Boards of Nursing (NCSBN).

Upon successful completion of the NCLEX-PN, graduates are eligible to apply for Licensed Practical Nurse (LPN) licensure through the applicable State Board of Nursing, in accordance with state regulations.

END OF PROGRAM STUDENT LEARNING OUTCOMES

The following are the five end of program student learning outcomes (EPSLO's) for Midwestern Career College Licensed Practical Nursing (LPN) program.

1. Implement the nursing process to provide safe, quality care for patients across their lifespan with common, well-defined healthcare needs with predictable outcomes
2. Use clinical judgement in a systematically formalized way to make quality patient care decisions.
3. Safely perform and coordinate quality patient-centered care decisions
4. Collaborate with all members of the healthcare team
5. Effectively use various methods of communication with members of the healthcare team, including the patient.

PROGRAM GOALS

- The overarching goal of all components of the program is to ensure students achieve the established end-of-program student learning outcomes (EPSLO's) and competencies. The program is designed to provide comprehensive, career-focused nursing education that equips students with knowledge, clinical skills and attitudes. Graduates will be prepared to deliver safe, evidence-based care as entry-level practical nurses, and to support career advancement within the nursing profession.

- The program will maintain a faculty of qualified nursing professionals who demonstrate current clinical expertise, effective teaching skills, and a commitment to fostering student success through mentorship, evidence-based instruction, and ongoing professional development.
- The program will deliver a current, evidence-based curriculum that meets or exceeds the standards of the Illinois State Board of Nursing and national accreditation bodies, ensuring graduates are fully prepared for licensure and competent entry-level practice.
- The program will provide extensive hands-on clinical and laboratory experiences that build practical nursing skills, promote critical thinking, and clinical judgment that instill the confidence necessary for graduates to deliver safe, competent patient care in diverse healthcare settings.
- The program will ensure students have access to well-equipped classrooms, modern nursing laboratories, and diverse clinical externship sites that support the achievement of program objectives.
- The program will offer diverse, and instructor supervised clinical opportunities that immerse students in real-world healthcare environments, enabling them to apply classroom knowledge, refine lab and clinical skills, and develop professional confidence for entry-level practice.
- The program will maintain a culture of academic excellence by meeting and exceeding institutional benchmarks for student performance, licensure pass rates, and graduate success, ensuring continuous improvement in program quality and outcomes
- The program will support career success by offering placement assistance, including job search resources, employer networking, and interview preparation, to help graduates secure employment in the nursing field.

PROGRAM COURSES

Courses	Semester Credit Hours
NUR105 Nursing Fundamentals	8
NUR108 Clinical Judgement	3
ALHT122 Anatomy & Physiology	6
ALHT108 Medical Terminology	3
NUR115 Medical Surgical Nursing I	7
NUR122 Maternal and Child Nursing	5
NUR118 Pharmacology	5
NUR125 Medical Surgical Nursing II	7
NUR127 Mental Health Nursing	4
NUR130 PN Role Transition	3
SYC114 Introduction to Psychology	3

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**
Semester Credit Hours: **29**

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

Eligibility to sit for Phlebotomy Technician (CPT) and EKG Technician (CET) exams through National Healthcareer Association (NHA).

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.

Eligibility for Phlebotomy Certification through National Center for Competency Testing (NCCT) and 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.

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 Medical Assistants 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
CSC101 Student Success	1
DMA100 Introduction to Technology and Healthcare	1
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

Phlebotomy Technician

Certificate Level

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

PROGRAM DESCRIPTION

This program consists of comprehensive and relevant coverage of phlebotomy, the role of the phlebotomist, medical laws and ethics, and clinical techniques used in the healthcare field. The student receives instruction utilizing a variety of methods to draw blood with an emphasis on proper technique. Topics include non-blood specimen collection, labeling processing, universal precautions, and requirements of appropriate national certification exams.

PROGRAM INFORMATION

Program Length: **8 weeks**
Clock Hours: **120**
Semester Credit Hours: **4**

Eligibility for Phlebotomy Certification 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.

PROGRAM OBJECTIVES

The Phlebotomy Technician program prepares students to:

- Learn the proper techniques of Asepsis;
- Perform Venipuncture Techniques by using Multisampling Needles, Winged Infusion Sets,
- and a Syringe;
- Identify different types of Blood Collecting Tubes and the Additives and their functions;
- Discuss components of blood and use of blood specimens in the laboratory;
- Discuss the different departments of the Laboratory and the tests performed;
- Explain the collection techniques of different types of Urine specimens; and
- Learn the techniques of Dermal punctures and Point of Site Testing.

PROGRAM COURSE

Courses	Semester Credit Hours
PHL115 Phlebotomy Technician	4

Sterile Processing

Certificate Level

PROGRAM DESCRIPTION

Sterile Processing program is designed to present the advanced concepts and principles for developing skills and competencies required for infection prevention and control in the sterile processing department in a healthcare facility. The program offers knowledge in cleaning, disinfecting, decontamination, sterilization, standard precautions, and universal precautions. The program also introduces students to the concepts of hemostasis, packaging, distributing, storing and inventory control of sterile goods, instruments, trays, and equipment. Upon successful completion of the program, the students will be eligible to sit for a national certification exam with CBSPD (Certification Board for Sterile Processing and Distribution).

PROGRAM INFORMATION

Program Length: **40 weeks**
Clock Hours: **630**
Semester Credit Hours: **28**

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

PROGRAM OBJECTIVES

The Sterile Processing program prepares students to:

- Apply the principles of infection control in the decontamination, packaging, and sterilization of instruments and equipment;
- Perform decontamination procedures and practices for patient care equipment and surgical instruments;
- Prepare and assemble sterile packaging of instruments and patient care equipment;
- Demonstrate knowledge of the concepts, techniques, and processes of sterilization;
- Demonstrate knowledge of inventory control and distribution of supplies;
- Perform roles and responsibilities in a competent, professional, and ethical manner.

PROGRAM COURSES

Courses	Semester Credit Hours
ALH101 Medical Terminology	3
STP111 Fundamentals of Sterile Processing	4
STP112 Principles of Aseptic Techniques	4
STP113 Sterile Processing Technology I	4
PRO110 Professional Development	2
STP115 Sterile Processing Technology II	3
STP116 Quality Assurance, Inventory Management, and Recordkeeping	3
STP117 Sterilization Practices	4
STP118 Sterile Processing Technology III	1

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 2033 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 for students who want to learn English to fulfill their personal goals, to attend a U.S. college or university, or to work with English-speaking co-workers or clients. Students will build academic skills and knowledge of U.S. culture as they develop their knowledge of English. By focusing on the primary skill sets — reading, writing, listening and speaking, and application of 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 or the U.S.

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 or the U.S.

PROGRAM COURSE CONCENTRATIONS

The ESL Program offers four concentrations of courses: Beginner – Advanced (levels 1 – 6); English for Healthcare (level 5), English for Academic Purposes (Post-Advanced, level 7); Professional English (Post-Advanced, Level 7).

PROGRAM OBJECTIVES

- Apply major rules of English 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 in English.
- Use reading strategies to understand common types of popular, academic, and workplace texts in English, and critical thinking skills to analyze, synthesize, and evaluate arguments.
- Take notes on spoken English in different media (face-to-face, audio, multimedia) and answer various types of listening questions often asked on U.S. quizzes and tests.
- Give clear presentations supported by visual aids and collaborate with peers to complete projects.

ESL LEVEL PLACEMENT

Before enrolling in the ESL program, students must take 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

ESL010 Beginner	A1	ESL040 Intermediate	B2
ESL020 High Beginner	A2	ESL050 High Intermediate	C1
ESL030 Low Intermediate	B1	ESL060 Advanced	C2

BEGINNER – ADVANCED

DESCRIPTION

MCC's Beginner – Advanced levels are for students who wish to learn English in order to fulfill their personal, academic, or professional goals. The intensive, sequenced courses focus on the four English-language skill areas: listening and speaking, reading, writing, and application of grammar. Instructors use a variety of activities—interviews, dialogues, role-plays, language-games, and others — to give students opportunities to develop and use their English-language skills.

OBJECTIVES

- Apply major rules of English grammar and usage in speech and writing.
- Demonstrate an understanding of US interpersonal and cultural norms.
- Write clear, focused, logically organized essays, responses, and summaries in English.
- Use reading strategies to understand popular and academic texts in English, and critical thinking skills to analyze, synthesize, and evaluate arguments and other types of texts.
- Take notes on videos, lectures, and conversations in English and answer various types of listening questions often asked on US quizzes and tests.
- Give clear presentations supported by visual aids and collaborate with peers to complete projects.

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

ENGLISH FOR ACADEMIC PURPOSES

DESCRIPTION

English for Academic Purposes concentration 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.

OBJECTIVES

- Understand and annotate college-level texts
- Recognize typical lecture structures and learn systems for lecture notetaking
- 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 Skills in English: US Nonfiction	6
ESL 145 IELTS Test Preparation	6

PROFESSIONAL ENGLISH

DESCRIPTION

Professional English concentration 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.

OBJECTIVES

- 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 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
ESL089 Professional English	6
ESL083 English Skills for Success	6
ESL086 Presentation Skills for English Language Learners	6
ESL082 Interpersonal Communication Skills in the United States	6
ESL088 Business Writing for English Language Learners	6
ESL084 Professional English for Marketing	6

ENGLISH FOR HEALTHCARE

DESCRIPTION

English for Healthcare concentration is a track of the ESL program designed for non-native speakers of English who have a background in the medical field but require additional English language skills specific to the medical field. The program is also intended for students who wish to improve their language skills to pass Occupational English Test (OET) for Healthcare Professionals. The program courses aim to help students grow their capacity to communicate in a healthcare setting by focusing on English reading, writing, speaking, and listening skills. Through readings, role-plays, listening activities, and discussions, students will learn and practice using key medical terminology needed to communicate effectively with patients and allied healthcare workers. The courses will also cover vocabulary and language structures related to basic medical terminology, medical law and ethics, and human health and disease conditions.

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

OBJECTIVES

After successfully completing this program/course, students should be able to:

- Improve their reading, writing, speaking, and listening skills to better communicate in the healthcare industry.
- Effectively communicate with a patient or a patient's relative or caregiver, and obtain information related to the patient's current and past medical history.
- Use target language skills to promote one's own competences and professional assets in the medical field through oral interviews and written documents.
- Develop effective and appropriate interpersonal, cross-cultural, and workplace communication skills.
- Effectively use target terminology used in the study of human diseases in order to communicate with the patient.

Courses	Semester Credit Hours
ESL051H Medical Law and Ethics for English Language Learners	6
ESL052H Communicating Health and Human Diseases in English	6
ESL053H Interpersonal Communication in the Healthcare Industry	6
ESL054H Behavioral Health Vocabulary and Communication	6
ESL055H Occupational English Test Preparation	6
ESL056H Medical Terminology for English Language Learners	6

Course Descriptions

CLINICAL MEDICAL ASSISTING

CSC101 Student Success
Course Prerequisite: none
Credit Hours: 1
This course is designed to enhance student success and transition into college. It emphasizes self-assessment, goalsetting, effective study habits, campus resources and education planning. Additional topics include diversity, critical thinking, networking, academic honesty, career development, and the use of online tools to aid in academic success.

DMA100 Introduction to Technology and Healthcare
Formerly DMA110
Course Prerequisite: none
Credit Hours: 1
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: 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.

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.

ALHT130 Introduction to Pharmacology
Course Prerequisite: ALHT108, ALHT120
Credit Hours: 3
This course will focus on basic mathematical skills related to medical field. The principles of pharmacology, including legal aspects of drug administration will be discussed. Emphasis will be placed on drug classifications, dosage calculations, methods of administration, weights and measurements, prescription management utilizing technology, and medical abbreviations utilized in pharmacology.

DMA140 Medical Assistant Comprehensive Review
Course Prerequisite: PHL115, EKG115, DMA135
Credit Hours: 3
This course will prepare students for the various certifications offered to the Medical Assistant, such as NCCT, NHA, AMT and AAMA. The course topics to be covered are pertaining to the clinical and administrative duties of the Medical Assistant introduced in the program curriculum. In addition, this course will prepare students to apply theory to practice upon entering an affiliated externship site. The 160 clinical hours of work-based activities allowing students to utilize clinical skills, including medical office management.

ALHT135 Professionalism in Healthcare
Credit Hours: 3.5
This course is designed to prepare students for the career path with a focus on professional standards in the healthcare environment. The course will assist in improving soft skills, communication techniques, including electronically, and demonstrate a professional demeanor, to include attitude, behavior, and work ethic.

DMA130 Medical Assisting Externship
Course Prerequisite: PHL115, EKG115, DMA135
Credit Hours: 3.5
The externship course provides students with an 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. Participation in and completion of the externship course is contingent on the student meeting all externship registration and participation requirements as defined by the Externship Handbook and is subject to site availability.

DENTAL ASSISTING

DNT101 Dental Assisting I
Credit Hours: 4
Introductory course to dental assisting. Tooth anatomy, both primary and permanent teeth, are included as well as a survey of head and neck anatomy. Bones, muscles, glands, blood vessels and nerves are studied as they relate to the functional dentition and the jaw joint. Fetal development of the face is included. A limited microbiology section is also included. The lab includes crown carving, myofunctional theories and cephalometric tracings.

DNT130 Dental Materials I
Credit Hours: 4
This course deals with the chemical, physical and mechanical concepts of gypsum, hydrocolloids, dental filling materials and periodontal packs. Emphasis will be placed on developing manipulative skills necessary to carry out laboratory and chairside procedures.

DNT115 Dental Infection Control
Credit Hours: 4
This course is designed for the dental assisting major and will cover methods used for disinfection, sterilization, prevention of cross-contamination and techniques used to prevent personnel infection. Heavy emphasis will be placed on the use of equipment and chemicals. Methods to sterilize individual groups of instruments will be studied.

DNT150 Dental Radiography
Credit Hours: 4
Techniques involved in exposing, processing, and mounting dental x-rays. Two techniques are taught: the paralleling and the bisecting angle. Stress is placed upon radiation safety for the operator and patient. Anatomy of the bony structures radiographed as well as history and physics of radiography will be covered. All work will be completed on manikins.

DNT110 Chairside Dental Assisting I
Credit Hours: 4
Practical experience is given in chairside procedures of general dentistry. Procedures for tooth restoration and cleaning are covered. Skills taught include equipment use and care, aseptic techniques, charting, saliva control, instrument transfer, sharpening, and identification.

DNT105 Dental Assisting II
Course Prerequisite: DNT101
Credit Hours: 4
Presents concepts of first aid, community dentistry, dental pathology, and pharmacology including: Diet and nutrition, fluoridation, and patient education. First aid as it applies to the dental office is also stressed.

DNT140 Dental Materials II
Course Prerequisite: DNT130
Credit Hours: 4
This course is a continuation of Dental Materials I. Concepts applied to prosthetic dental impression materials are covered as well as acrylic materials and metals. Emphasis will be placed on manipulative techniques and their use in general dentistry.

DNT160 Dental Records and Communications
Credit Hours: 4
The policies and procedures for all dental office clinical and financial records are discussed. Compilation and recording of data, correspondence with responsible third parties, and filing and storage of records are included. Appointments, bookkeeping procedures, inventory control, telephone techniques, banking procedures, and financial arrangements are covered. Also included are: Interviewing skills, health and grooming, ethics, and history of dentistry. A major part of the course includes effective patient communication.

DNT120 Chairside Dental Assisting II
Course Prerequisite: DNT110
Credit Hours: 4
In-depth classroom and laboratory experiences in chairside dental assisting procedures for the specialties of dentistry. Endodontics, Oral and Maxillofacial Surgery, Orthodontics, Pediatric Dentistry, and Periodontics will be emphasized.

DNT190 Dental Clinical Externship
Course Prerequisite: DNT101, DNT115, DNT110, DNT130, DNT105, DNT140, DNT150, DNT160.
Credit Hours: 6
Application of theories and skills taught in the classroom to clinical surroundings of two general practice offices. Student affiliations can include oral and maxillofacial surgery, orthodontics, periodontics, and pediatric dentistry.

DNT180 Dental Assisting Comprehensive Review
Credit Hours: 3
This course is a review course for the whole program and serves as a preparatory step to sit for the certification exam.

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 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
Neuroanatomy is designed to give students the fundamental knowledge about the human nervous system including anatomy of the cerebral cortex, sub-cortical structures, thalamus, brainstem, and spinal cord. Initially, the electrophysiology of neurons, sensory transduction, and muscle physiology will be discussed. Thereafter, anatomy of the nervous system from the cerebral cortex to the peripheral nervous system will be systematically presented. Neural pathways of major importance and their functions will be discussed; in addition, the visual, auditory, and olfactory, or the "special senses" systems will be described is some detail. The integration of basal ganglia and cerebellar information to produce motor output via the motor pathways will be explained. Given the importance of the vasculature and cerebrospinal fluid to the neural structures, the course ends with descriptions of the blood supply and formation of the cerebrospinal fluid.

ALH115 Patient Care, Law, and Ethics
Course Prerequisite: none
Credit Hours: 1
Patient Care Law and Ethics is designed to provide the student with knowledge about the source for medical law, ethics, and morals as it relates to the health care professions. Students will learn about patient-physician relationships and the rights of each in that relationship. The Hippocratic Oath and the consent from patients are integral part of medical practice and important for students to understand. Medical malpractice and how to avoid malpractice will be discussed using case studies and readings. The medical record and privacy of information (HIPAA), a fundamental Constitutional right, will be covered to avert breaches in privacy. The course ends with bioethical issues of genetic engineering and organ transplantation as well as ethical issues regarding life and death.

END118 Neurological Disorders
Course Prerequisite: none
Credit Hours: 4
Neurological Disorders gives students an understanding of the common neuropathology including disorders of senses, motor dysfunction, & peripheral & autonomic lesions. In addition, students will have an understanding of disorders of consciousness and epilepsy, sequela of head trauma, cerebrovascular accidents, & disorders of cognition & dementia. Case studies of patients presenting with various neuropathology helps students better appreciate complexities of neurological events and diseases.

END126 Electroneurodiagnostic Technology II
Course Prerequisite: END115, END116, END118
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 od electroencephalography (EEG). In addition, the course will endeavor to prepare and train students for clinical practicum.

END130 Evoked Potential
Course Prerequisite: END115, END116, END118
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: END115, 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.

MEDICAL ASSISTING

CSC101 Student Success

Course Prerequisite: none
Credit Hours: 1
This course is designed to enhance student success and transition into college. It emphasizes self-assessment, goalsetting, effective study habits, campus resources and education planning. Additional topics include diversity, critical thinking, networking, academic honesty, career development, and the use of online tools to aid in academic success.

DMA100 Introduction to Technology and Healthcare
(Previously DMA110 Introduction to Technology and Healthcare)
Course Prerequisite: none
Credit Hours: 1
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: 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.

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.

LICENSED PRACTICAL NURSING (LPN)

NUR105 Nursing Fundamentals
Course Prerequisite: none
Credit Hours: 8
An introduction to the basic nursing practice utilizing evidence-based practice and patient centered care. Students will apply these practices to diverse patients with well-defined healthcare needs with predictable outcomes. Fundamental nursing care theory, skills and clinical judgment are applied in the nursing skills laboratory, simulation laboratory, and a variety of clinical settings.

NUR108 Clinical Judgement
Course Prerequisite: none
Credit Hours: 3

This course introduces the nursing process and clinical judgment set in an organized framework which represents the thinking behind the nursing process. This course will also teach students about time management, study skills and test taking strategies. Emphasis is placed on critical thinking, decision-making, and the application of the nursing process in diverse healthcare settings. Students will learn to assess patient needs, prioritize care, recognize changes in condition, and respond with safe, evidence-based interventions. Case studies will be used to strengthen problem-solving skills, promote reflective practice, and enhance students' ability to make timely and appropriate clinical decisions. Upon completion, students will demonstrate beginning proficiency in applying clinical judgment across the curriculum to support safe, patient-centered care.

ALHT122 Anatomy & Physiology
Course Prerequisite: none
Credit Hours: 6
This course introduces the structure and function of the human body, with an emphasis on concepts essential to practical nursing. Students learn anatomical terminology, body organization, and the physiology of organ systems, focusing on how they work together to maintain homeostasis. Through lectures, assignments, and classroom activities, students apply their knowledge of anatomy and physiology to clinical examples relevant to nursing practice.

ALHT108 Medical Terminology
Course Prerequisite: none
Credit Hours: 3
This course introduces the structure and use of medical terminology based on the organization of human body systems. Students learn to define, spell, and pronounce medical terms by analyzing prefixes, suffixes, and root words. The terminology for each body system is examined in connection with its anatomy, physiological functions, and related diseases or disorders. Emphasis is placed on understanding and applying medical vocabulary accurately in nursing communication, clinical documentation, and patient care settings.

NUR115 Medical Surgical Nursing I
Course Prerequisite: ALHT122, NUR108, NUR105
Credit Hours: 7
Nursing 115 applies the safe nursing care learned in Semester 1 to the care of adult patients of all ages with stable acute and chronic illnesses. The course teaches the needs of elderly patients. Adult nursing care theory, skills, and clinical judgment are applied in the nursing skills laboratory, the simulation laboratory, and various clinical settings.

NUR122 Maternal and Child Nursing
Course Prerequisite: ALHT122, NUR108, NUR105
Credit Hours: 5
Nursing 122 applies the safe nursing care learned in Semester 1 to the care of the reproducing family and children. Family and pediatric nursing care theory, skills, and clinical judgment are applied in various lab, simulation and clinical settings.

NUR118 Pharmacology
Course Prerequisite: ALHT122, NUR108, NUR105
Credit Hours: 5
This course introduces nursing students to pharmacologic principles and safe medication administration. Students will explore drug classifications, mechanisms of action, therapeutic and adverse effects, dosage calculations, and safe administration practices. Emphasis is placed on integrating pharmacology knowledge with the nursing process and clinical judgment framework to deliver safe, individualized, patient-centered care. Legal, ethical, cultural, and communication considerations are also incorporated, preparing students to safely manage medications across diverse adult patient populations. Medications for maternity, pediatric and mental health patients are also discussed. Theory, skills, and clinical judgment are applied in various labs, simulation and clinical settings.

NUR125 Medical Surgical Nursing II
Course Prerequisite: NUR118, NUR122, NUR115
Credit Hours: 7
Nursing 125 is the second of two courses that teach nursing care of adults with stable acute and chronic illnesses. The course expands on the safe nursing care learned in Semesters 1 and 2 and continues to emphasize the needs of elderly patients. Adult nursing care theory, skills, and clinical judgment are applied in the simulation, laboratory and various clinical settings.

NUR127 Mental Health Nursing
Course Prerequisite: NUR118, NUR122, NUR115
Credit Hours: 4
Nursing 127 builds on the safe nursing care learned in Semester 1 and 2 applied to patients with mental health challenges. Basic mental health nursing theory including therapeutic communication and clinical judgment are the focus of care applied in the clinical and simulation setting.

NUR130 PN Role Transition
Course Prerequisite: NUR118, NUR122, NUR115
Credit Hours: 3
This capstone-style course integrates nursing knowledge and skills gained throughout the program and applies them to diverse patient scenarios across the lifespan. Students assess their own strengths and areas for growth as they prepare to transition into Practical Nursing practice. Emphasis is placed on refining clinical reasoning and utilizing effective strategies to promote success on the NCLEX-PN®. Competency exam and Comprehensive exam are required. A review of PN-NCLEX will be provided. Simulation will be utilized.

SYC114 Introduction to Psychology
Course Prerequisite: none
Credit Hours: 3
An introduction to fundamental concepts in psychology. Topics include: the history of psychology, current theoretical psychological domains and perspectives, the scientific method, the biological bases of thoughts and behaviors, sensation and perception, learning, consciousness, cognition, motivation and emotion, personality and individual differences, mental health disorders and treatments for mental health disorders.

STERILE PROCESSING

ALHT101 Medical Terminology
Course Prerequisite: none
Credit Hours: 3
This course introduces students to medical terminology: suffixes, prefixes, basis 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.

STP111 Fundamentals of Sterile Processing
Previously STP101
Course Prerequisite: none
Credit Hours: 4
This course is designed for students interested in a health-related career. Foundational Anatomy and Physiology and basic principles of microbiology will be presented. Course competencies include decontamination, preparation and packaging for sterilization, sterilization process, and sterile storage. Basic surgical instrumentation and medical terminology that is necessary for this area of employment in the healthcare setting will also be presented.

STP112 Principles of Aseptic Techniques
Previously STP102

Course Prerequisite: none
Credit Hours: 4
The fundamental principle of an aseptic technique/ANTT incorporates protecting key elements of the equipment that should remain free from micro-organisms, for example, the inside of a sterile dressing or the barrel of a sterile needle. During the course, the students will be introduced to the aseptic technique that consists of the following set of processes: creating a microorganism-free environment (sterile field), use of sterilized instruments and dressings, maintaining sterility of sterile field and instruments by preventing microbial contamination by contact with non-sterile objects, such as the patient's body, the care provider body, non-sterile instruments, equipment, body fluids, etc., and finally antisepsis of point of entry and hands of task performer.

STP113 Sterile Processing Technology I
Previously STP104
Course Prerequisite: none
Credit Hours: 4
This course is designed to introduce students to industry regulations and established practices used for central sterile processing which include federal agencies, professional organizations and critical roles and responsibilities associated with sterile processing technicians in healthcare settings. Sterile processing technicians play a crucial role in maintaining the integrity of medical equipment, ensuring patient safety, and preventing the spread of infections. This course will cover key aspects of the profession, including industry standards, best practices, and the essential skills required for success in the field.

PRO110 Professionalism in Healthcare
Course Prerequisite: none
Credit Hours: 2
This course is designed to prepare students for the career path with a focus on professional standards in the healthcare environment. The course will assist in improving soft skills, communication techniques, including electronically, and demonstrate a professional demeanor, to include attitude, behavior, and work ethic.

STP115 Sterile Processing Technology II
Previously STP105 (2.5 credits)
Course Prerequisite: ALH101, STP113
Credit Hours: 3
This course is designed to introduce students to industry regulations and established practices used for decontamination practices for point of-use preparation and equipment transport; cleaning, decontamination, and disinfection practices for common instrumentation and equipment; equipment and tools used for the decontamination process; identification of standard and complex surgical instruments. Basic surgical instrumentation and medical terminology that is necessary for this area of employment in the healthcare setting will also be presented.

STP116 Quality Assurance, Inventory Management, and Recordkeeping
Previously STP106
Course Prerequisite: ALH101
Credit Hours: 3
This course is designed to introduce students to monitoring and recordkeeping practices; established quality assurance practices for sterile processing operations; importance of inventory management; common inventory replenishment systems; the role of the central service department in supporting ancillary departments; management of patient care equipment; the use of information management systems in central service departments. Additional topics covered include; workplace safety and disaster preparedness; essentials of workplace communication, human relations, diversity, team collaboration, and customer service skills; importance of personal and professional development. Basic surgical instrumentation and medical terminology that is necessary for this area of employment in the healthcare setting will also be presented.

STP117 Sterilization Practices

Previously STP107
Course Prerequisite: ALH101
Credit Hours: 4
This course is designed to introduce students to assembly and packaging guidelines and procedures; point-of-use processing standards and recommended practices; high temperature sterilization procedures; types of steam sterilizers used; low-temperature sterilization requirements; sterile storage and transportation guidelines. Additional topics include; review of standard calculations and solving simple equations encountered in entry-level technical positions. Students will be introduced to measurement systems and conversion concepts related to temperature and volume, English and Metric systems, and converting within and between systems. Basic surgical instrumentation and medical terminology that is necessary for this area of employment in the healthcare setting will also be presented.

STP118 Sterile Processing Technology III
Course Prerequisite: ALH101, STP115
Credit Hours: 1
This course is designed to expand students' exposure to more industry regulations and established practices used for decontamination practices for point of-use preparation and equipment transport; cleaning, decontamination, and disinfection practices for common instrumentation and equipment; equipment and tools used for the decontamination process; identification of standard and complex surgical instruments.

ENGLISH AS A SECOND LANGUAGE
BEGINNER – ADVANCED

ESL010R 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.

ESL010W 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.

ESL010L 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.

ESL010G 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.

ESL020R 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.

ESL020W 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.

ESL020L 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.

ESL020G 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.

ESL030R 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.

ESL030W 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.

ESL030L 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.

ESL030G 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.

ESL040R 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.

ESL040W 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.

ESL040L 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.

ESL040G 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.

ESL050R 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.

ESL050W 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.

ESL050L 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.

ESL050G 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.

ESL060R 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.

ESL060W 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.

ESL060L 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. A final emphasis of this course is on critical-thinking skills, including evaluation of sources of information and of arguments.

ESL060G 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

ESL089 Professional English
Course Prerequisite: ESL060G, ESL060L, ESL060R, ESL060W; or minimum total score of C2 Advanced on the Michigan EPT
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, 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 confidence in their ability to communicate.

ESL083 English Skills for Success
Course Prerequisite: ESL060G, ESL060L, ESL060R, ESL060W; or minimum total score of C2 Advanced on the Michigan EPT
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.

ESL086 Presentation Skills for English Language Learners
Course Prerequisite: ESL060G, ESL060L, ESL060R, ESL060W; or minimum total score of C2 Advanced on the Michigan EPT
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.

ESL082 Interpersonal Communication Skills in the United States
Course Prerequisite: ESL060G, ESL060L, ESL060R, ESL060W; or minimum total score of C2 Advanced on the Michigan EPT
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.

ESL088 Business Writing for English Language Learners
Course Prerequisite: ESL060G, ESL060L, ESL060R, ESL060W; or minimum total score of C2 Advanced on the Michigan EPT
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.

ESL084 Professional English for Marketing
Course Prerequisite: ESL060G, ESL060L, ESL060R, ESL060W; or minimum total score of C2 Advanced on the Michigan EPT
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 marketing plans, brand, rebrand, and do pitches.

ENGLISH FOR ACADEMIC PURPOSES

ESL140 TOEFL iBT Preparation
Course Prerequisite: ESL060G, ESL060L, ESL060R, ESL060W; or minimum total score of C2 Advanced on the Michigan EPT
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: ESL060G, ESL060L, ESL060R, ESL060W; or minimum total score of C2 Advanced on the Michigan EPT
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: ESL060G, ESL060L, ESL060R, ESL060W; or minimum total score of C2 Advanced on the Michigan EPT
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: ESL060G, ESL060L, ESL060R, ESL060W; or minimum total score of C2 Advanced on the Michigan EPT
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: ESL060G, ESL060L, ESL060R, ESL060W; or minimum total score of C2 Advanced on the Michigan EPT
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 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: ESL060G, ESL060L, ESL060R, ESL060W; or minimum total score of C2 Advanced on the Michigan EPT
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.

ENGLISH FOR HEALTHCARE

ESL051H Medical Law and Ethics for English Language Learners
Credit Hours: *6*
This course enhance students' reading, writing, listening, and speaking skills in English through a study of texts, videos, and case studies related to medical law and ethics. Students will read, listen to, and debate bioethical case studies, build their lexicon of legal terminology, and practice discussing legal situations and controversial ethical issues.

ESL052H Communicating Human Health and Diseases in English
Credit Hours: *6*
This course is intended to enable students to communicate a patient's health and disease conditions effectively in a professional English-speaking environment. To learn to communicate confidently and effectively with other healthcare providers, patients, and patients' relatives, students will complete listening and speaking activities with their classmates as well as reading and writing exercises on their own. Students will use English to discuss healthcare principles, review medical knowledge, and communicate about common diseases and their symptoms, diagnostic tests, and prognoses.

ESL053H Interpersonal Communication in the Healthcare Industry
Credit Hours: *6*
This course is tailored to meet the needs of non-native English speakers who are interested in working in the healthcare industry. Emphasis is placed on effective intrapersonal and interpersonal communication skills in healthcare settings. The course will help students build cultural competence and patient interviewing and consulting skills, leading to better provider-patient relationships.

ESL054H Behavioral Health: Vocabulary and Communication
Credit Hours: *6*
This course utilizes text analysis, role playing, and other activities to build confidence and fluency in listening, speaking, reading, and writing in English-speaking healthcare environments. Emphasis is placed on the ability to understand and describe psychodynamic and behavioral factors, behavioral responses to stress and illness, and disorders related to psychosis, anxiety, and mood.

ESL055H Occupational English Test Preparation
Credit Hours: *6*
OET Preparation is designed for students who plan to take the Occupational English Test, which was developed to test healthcare professionals' English communication abilities. The course focuses on the four skills covered on the OET — listening, reading, writing, and speaking — with special emphasis on the types of questions and activities included on the test. Through practice with OET-type questions and activities, students will become familiar with the format and time limits of the test and learn techniques for correctly responding to oral and written OET questions and prompts.

ESL056H Medical Terminology for English Language Learners
Credit Hours: *6*
This course is tailored to meet the needs of non-native English speakers who are interested in the healthcare industry. Through this course, students will learn the basic medical terminology to communicate patients' health and disease conditions with patients, their relatives, and other healthcare providers in an English-speaking professional environment. The course includes role playing and other activities to build confidence and fluency in listening, speaking, reading, and writing in English. Emphasis is placed on understanding medical terminology

related to various human diseases in order to screen the patient and understand the communicated symptoms, explain the differences between diagnostic tests, and offer the prognosis of the condition to the patient.

ASSOCIATE OF APPLIED SCIENCE IN DIAGNOSTIC MEDICAL IMAGING RADIOGRAPHY

ALH102 Anatomy and Physiology
Course Prerequisite: none
Credit Hours: 3
This course introduces the structure and function of the human body, with an emphasis on concepts essential to allied health students. Students learn anatomical terminology, body organization, and the physiology of organ systems, focusing on how they work together to maintain homeostasis. Through lectures, assignments, and online activities, students apply their knowledge of anatomy and physiology to clinical examples relevant to clinical practice.

ALH104 Medical Terminology
Course Prerequisite: none
Credit Hours: 2
This course introduces the structure and use of medical terminology organized by human body systems. Students learn to define, spell, and pronounce medical terms by analyzing prefixes, suffixes, and root words. The terminology for each body system is examined in connection with its anatomy, physiological functions, and related diseases or disorders. Emphasis is placed on understanding and applying medical vocabulary accurately in communication, clinical documentation, and patient care settings.

PRO115 Professional Development for Medical Imaging
Course Prerequisite: none
Credit Hours: 2
The Professional Development course is designed to improve the soft skills of Medical Imaging students — including its key roles, modalities, and professional settings. The course focuses on enhancing essential soft skills such as communication, teamwork, and professionalism. Students will explore various career paths, research potential employers, and evaluate industry expectations

RAD101 Intro to Diagnostic Medical Imaging Radiography
(Previously R*AD100 Principles of Radiation)*
Course Prerequisite: None
Credit Hours: 3
This course is an introduction to the field of diagnostic medical imaging in radiography. The course will introduce students to the field of radiography and radiation safety along with equipment used in the field. Topics also covered will be all fields of radiology including C.T., M.R.I., Mammography and Radiation Therapy.

RAD104 Principles of Radiography I
Course Prerequisite: None
Credit Hours: 3
The course introduces the beginning radiography student to the nature and properties of x-radiation and its use in diagnostic medical imaging. The course covers safety measures when using radiation, the creation of x-radiation in the tube, the circuitry involved in its production, various types of equipment used in the field and an understanding of both the hardware and software of digital imaging.

RAD114 Principles of Radiography II
Course Prerequisite: RAD104
Credit Hours: 3
The course begins with a review of the fundamentals of digital imaging systems, including terminology, types of digital receptors, and the response of digital detectors to exposure variations. The parameters of image quality are reviewed: IR exposure, contrast, detail and distortion. The need for and use of quality management tools and

techniques are discussed. Standard radiographic modalities are studied including mobile radiography, fluoroscopy and tomography/tomosynthesis. The course concludes with a discussion of advanced modalities used in diagnostic imaging.

RAD121 Radiographic Positioning and Procedures I
Course Prerequisite: RAD101 ALH141
Credit Hours: 3
Introduction to the principles of radiography including positioning and radiographic image evaluation of the abdomen, chest, upper extremities, lower extremities, gastrointestinal, bony thorax and biliary systems and also provide appropriate recommendations for improving the diagnostic quality of the radiograph.

RAD122 Radiographic Positioning and Procedures II
Course Prerequisite: RAD121
Credit Hours: 3
This course is designed to enhance the necessary skills needed to accurately position patient and evaluate the radiographic image including special projection and methods of the urinary system, reproductive system, vascular, cardiac, and interventional radiography, mobile, surgical, and pediatric radiography and provide appropriate recommendations for improving the diagnostic quality of the radiograph.

RAD112 Radiation Anatomy
Credit Hours: 3
This course covers the anatomical make-up of the human body – both in form and function. Topics include: a thorough overview of anatomical structures, common fractures and pathologies, and the body's various systems as presented in imaging studies. The course complements the radiographic positioning and procedures courses.

RAD105 Patient Care in Radiography
(Previously ALH141 Patient Care and Radiation Protection)
Course Prerequisite: none
Credit Hours: 3
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, biological effects of radiation, source of radiation and radiation exposure. Other topics include fire and workplace safety.

RAD120 Law and Ethics in Imaging Sciences
(Previously ALH145 Law and Ethics in Imaging Science)
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).

RAD140 Radiographic Pathology
Course Prerequisite: RAD110
Credit Hours: 2
This course will familiarize the students with the common pathologies as seen in radiography. It will deal with the etiology and processes of trauma and disease. Emphasis will be placed on radiographic pathology of the body

systems and the manifestation of this pathology. Case studies and images of the pathologies will be used to reinforce the lectures.

RAD123 Specialized Procedures in Radiography
(Previously RAD130 Special Procedures in Radiography)
Course Prerequisite: RAD122
Credit Hours: 2
The course covers those procedures which are considered "specialized " and today are not frequently performed, due to the use of other imaging modalities. Knowledge of these radiographic procedures is still required, however. Procedures covered in this course include contrast arthrography, central nervous system imaging, angiography, common interventional procedures and fluoroscopic/radiographic studies of the digestive system, urinary and reproductive systems. Also covered in the course is a unit on venipuncture; knowledge of which is required for the student and graduate radiographer.
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RAD125 Radiation Health and Safety
Course Prerequisite: none
Credit Hours: 3
Students are introduced to the principles of, and the reasons for, radiation protection. The responsibilities of the radiographer and protective measures for patients, personnel and the public are studied. Also covered is discussion of the sources of radiation, the units of radiation measurement, molecular and cellular radiation biology and federal and state radiation health and safety regulations.

RAD145 Radiographic Image Analysis
(Previously: RAD135/ RAD136 Image Analysis and Digital Imaging in Radiography)
Course Prerequisite: RAD122
Credit Hours: 2
The course reviews and challenges the student to formulate hypotheses and test theories regarding ways in which image quality and accuracy of positioning can be improved in the radiographic imaging of the chest, abdomen, bony thorax, digestive system, lower and upper extremities, shoulder, pelvis, hip and spine.

RAD155 DMIR Registry Review
(Previously RAD150 Registry Review)
Course Prerequisite: RAD136
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).

RAD161 Clinical Education I
Course Prerequisite: RAD121
Credit Hours: 6
This course provides a supervised clinical experience at a clinical site. Included are application of equipment operation, radiation safety, medico legal and ethical protocols, record keeping and patient care. Additionally, the student will develop and demonstrate a professional work ethic and at the same time learn the necessary skills needed to function as a Radiography Technologist in the clinical environment.

RAD162 Clinical Education II
Course Prerequisite: RAD161, ALH145
Credit Hours: 6
This course provides a supervised clinical experience at a clinical site. Included are application of equipment operation, radiation safety, medico legal and ethical protocols, record keeping and patient care. 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 Radiography Technologist in the clinical environment.

RAD163 Clinical Education III
Course Prerequisite: RAD162
Credit Hours: 6
This course provides a supervised clinical experience at a clinical site. Included are application of equipment operation, radiation safety, medico legal and ethical protocols, record keeping and patient care. 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 Radiography 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: 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.

DMS101 Abdomen/Superficial Structures I
Previous Course ID: DMS110 (3 credits)
Course Prerequisite: none
Credit Hours: 4
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.

PHY125 Sonographic Physics and Instrumentation I
Previous ID: PHY121 (3 credits)
Course Prerequisite: none
Credit Hours: 4
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.

ALH130 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.

PHY126 Sonographic Physics and Instrumentation II
Previous ID: PHY122 (3 credits)
Course Prerequisite: PHY121
Credit Hours: 4
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.

DMS249 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: DMS116, DMS 126, DMS234, DMS236
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 MAGNETIC RESONANCE IMAGING (MRI) TECHNOLOGY

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.

ALH125 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.

MRI115 MRI Physics and Instrumentation
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.

MRI119 Laws and Ethics in Imaging Sciences
Previous ID: MRI120 (1 credit)
Course Prerequisite: none
Credit Hours: 1
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).

MRI125 Patient Care and Safety in MRI
Course Prerequisite: none
Credit Hours: 4
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.

MRI135 Sectional Anatomy I
Course Prerequisite: ALH102, ALH104
Credit Hours: 3
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.

MRI136 Sectional Anatomy II
Previous ID MRI235 (3 credits)
Course Prerequisite: MRI135
Credit Hours: 2
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.

MRI144 MRI Clinical I
Course Prerequisite: MRI119, MRI125
MRI145 MRI Clinical II,
Course Prerequisite: MRI151
MRI146 MRI Clinical III
Course Prerequisite: MRI215, MRI225
Credit Hours: 6 each
This course provides 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.

MRI151 MRI Clinical Positioning Sim I
Course Prerequisite: ALH102, MRI115
Credit Hours: 3
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.

MRI152 MRI Clinical Positioning Sim II
Course Prerequisite: MRI151
Credit Hours: 3
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.

MRI153 MRI Clinical Positioning Sim III
Course Prerequisite: MRI152
Credit Hours: 3
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.

MRI249 Medical Imaging Pathology
Previous ID MRI215 (1 credit)
Course Prerequisite: MRI136
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.

MRI265 MRI Registry Review
Course Prerequisite: none
Credit Hours: 3
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.

PRO115 Professional Development for Medical Imaging
Course Prerequisite: none
Credit Hours: 2
The Professional Development course is designed to improve the soft skills of Medical Imaging students — including its key roles, modalities, and professional settings. The course focuses on enhancing essential soft skills such as communication, teamwork, and professionalism. Students will explore various career paths, research potential employers, and evaluate industry expectations

Discontinued course/s for AAS in Magnetic Resonance Imaging (MRI) Technology Program

MRI225 Advanced Imaging

Course Prerequisite: MRI115

Credit Hours: 3

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.

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.

PHY125 Sonographic Physics and Instrumentation I

Previous ID: PHY121 (3 credits)

Course Prerequisite: none

Credit Hours: 4

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.

CVS120 Introduction to Echocardiography
Previous ID: CVS121 (2 credits)
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.

PHY126 Sonographic Physics and Instrumentation II
Previous ID: PHY122 (3 credits)
Course Prerequisite: PHY121
Credit Hours: 4
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.

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: ALH130, CVS121, CVS123, CVS124, CVS131, CVS132, PHY121, PHY122
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: CVS141, 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. Emphasisis will be placed on clinical skills, professionalism, and correct hospital procedures and policies.

CVS247 Echo Externship II
Course Prerequisite: CVS141, 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. Emphasisis will be placed on clinical skills, professionalism, and correct hospital procedures and policies.

ASSOCIATE OF APPLIED SCIENCE IN SURGICAL TECHNOLOGY

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.

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.

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.

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.

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

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.

ALH123 Introduction to Pharmacology & Anesthesia
Course Prerequisite: ALH104, ALH108, ALH109, BIO101
Credit Hours: 2
This course introduces students to the principles of pharmacology as they relate to surgical technology. Topics include drug classifications, administration routes, dosage calculations, and the effects of medications on the human body. Special emphasis is placed on anesthetic agents, their mechanisms of action, and the role of the surgical technologist in assisting anesthesia providers. Students will learn about patient safety, legal considerations, and the management of medications in the perioperative environment.

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.

SUR101 Introduction to Surgical Technology
Course Prerequisite: none
Credit Hours: 2
This course provides an overview of the surgical technology profession, including its history, professional standards, and role within the surgical team. Students will explore fundamental concepts such as surgical asepsis, patient care principles, and workplace safety in the operating room.

SUR105 Perioperative Procedures
Course Prerequisite: SUR101, ALH104, ALH108
Credit Hours: 2
This course provides an in-depth study of the essential principles and procedures involved in perioperative patient care. Students will explore the surgical technologist's role in preoperative, intraoperative, and postoperative phases while emphasizing aseptic technique, instrumentation, and surgical case management.

SUR106 Surgical Technology Lab I
Course Prerequisite: SUR101
Previously SUR100 (credit hours: 2)
Credit Hours: 3
This hands-on laboratory course introduces students to fundamental skills and techniques essential for the surgical technologist. Emphasis is placed on proper aseptic technique, surgical attire, and patient preparation. Students will develop proficiency in essential procedures through guided practice in a simulated operating room environment.

SUR107 Surgical Technology Lab II
Course Prerequisite: ALH104, ALH108, ALH109, BIO101, SUR106, SUR101, SUR105
Credit Hours: 3
This advanced laboratory course builds upon foundational surgical skills, focusing on the preparation, execution, and completion of a surgical procedure while maintaining strict aseptic technique. Students will engage in hands-on practice to develop proficiency in sterile setup, instrumentation handling, and perioperative responsibilities in a simulated surgical environment.

SUR108 Surgical Technology Lab III
Previously SUR146 (credit hours: 2)
Course Prerequisite: ALH104, ALH108, ALH109, BIO101, SUR106, SUR101, SUR105, SUR107, SUR170
Credit Hours: 4
This advanced laboratory course focuses on refining the skills necessary for proficiency in the perioperative surgical environment. Students will apply advanced techniques to independently complete surgical setups across various specialties, ensuring readiness for externship placement. Emphasis is placed on critical thinking, efficiency, and adaptability in real-world surgical scenarios.

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.

SUR162 Certification Review
Previously SUR160 (credit hours: 3)
Course Prerequisite: ALH104, ALH108, ALH109, ALH123, BIO101, SUR106, SUR101, SUR105, SUR107, SUR108, SUR170
Credit Hours: 5
This course is designed to prepare students for the Certified Surgical Technologist (CST) exam by reviewing key concepts, skills, and knowledge essential for entry-level surgical technologists. Emphasis is placed on exam-taking strategies, practice tests, and in-depth review of surgical procedures, instrumentation, aseptic technique, and patient care.

SUR168 Surgical Technology Clinicals
Previously SUR166 and 167 (credit hours: 3 each course)
Course Prerequisite: ALH104, ALH108, ALH109, ALH123, BIO101, SUR106, SUR101, SUR105, SUR107, SUR108, SUR170
Credit Hours: 3
This course provides students with hands-on experience in a real-world surgical environment. Under the supervision of experienced surgical technologists, nurses, and surgeons, students will apply their theoretical knowledge and technical skills in a variety of surgical procedures.

SUR170 Minor Surgical Procedures
Course Prerequisite: ALH104, ALH108, ALH109, BIO101, SUR106, SUR101, SUR105
Credit Hours: 4
This course provides a comprehensive study of minor surgical procedures commonly performed in the field of surgical technology. Designed to equip students with the essential knowledge and hands-on skills needed to assist effectively, the curriculum emphasizes aseptic principles, instrumentation, and patient care. Students will gain a thorough understanding of the surgical environment while focusing on key specialties, including General Surgery, Obstetrics and Gynecology, Genitourinary Surgery, Ophthalmic Surgery, Otorhinolaryngology Surgery, Oral and Maxillofacial Surgery, Plastic and Reconstructive Surgery, and Orthopedic Surgery.

SUR175 Major Surgical Procedures
Course Prerequisite: ALH104, ALH108, ALH109, BIO101, SUR106, SUR101, SUR105, SUR107, SUR170
Credit Hours: 4
This course provides a comprehensive study of major surgical procedures frequently encountered in surgical technology. Designed to equip students with the essential knowledge and hands-on skills needed to assist in complex surgeries, the curriculum emphasizes aseptic principles, instrumentation, and patient care. Students will gain a comprehensive understanding of the surgical environment while focusing on key specialties, including Peripheral Vascular Surgery, Cardiothoracic Surgery, Pediatric Surgery, and Neurosurgery.

ASSOCIATE OF APPLIED SCIENCE IN ACCOUNTING, BUSINESS ADMINISTRATION, AND MARKETING COURSES

ACCT100 Financial Accounting
Previous course info: ACCT110 Principles of Accounting
Course Prerequisite: None
Credit Hours: 3
In the financial accounting course, students will learn about fundamental accounting principles, the accounting equation, and double-entry accounting. They will also gain an understanding of month-end adjusting and closing processes, as well as how to prepare monthly financial statements. The course covers the accounting for current and long-term asset accounts, as well as current liability accounts. Additionally, students will be equipped to

prepare and analyze financial reports that provide crucial information about a company's performance to external stakeholders, such as investors, creditors, and tax authorities.

ACCT120 Intermediate Accounting
Course Prerequisite: None
Credit Hours: 3
In the intermediate accounting course, the main objective is to comprehend the conceptual framework of accounting by recording, reporting, and disclosing financial information on the Balance Sheet, Income Statement, and Cash Flow Statement. The course will enable students to analyze the accounting procedures by measuring, recording, and reporting cash and cash equivalents, receivables, and inventories. Furthermore, the students will have to evaluate the costs involved in the acquisition of property, plant, and equipment. They will also need to calculate depreciation expense using various time-based and activity-based methods. Lastly, students will explore the reasons for issuing long-term financing liabilities such as bonds and notes payable.

ACCT130 Managerial Accounting
Course Prerequisite: None
Credit Hours: 3
The Managerial Accounting course aims to explain the concept of managerial accounting, its distinction from financial accounting, its relevance in an organization, and its practical applications. It delves into the cost accounting systems utilized by manufacturing businesses, particularly the process cost systems, and teaches how to journalize entries for transactions in this system. The course also covers the managerial decision-making process through the utilization of cost-volume-profit analysis, variable costing, budgeting, and differential analysis. Additionally, it evaluates various strategic tools such as capital investment analysis, activity analysis, the balanced scorecard, and the assessment of social responsibility.

ACCT140 Auditing
Course Prerequisite: None
Credit Hours: 3
This course is designed to provide students with a comprehensive understanding of quality audit and the need for quality auditor judgement and ethical decision-making. It will also discuss the importance of risk assessment reporting and the evaluation of evidence about internal control operating effectiveness. Finally, the course will detail the principles related to audit reporting on financial statements and compile a list of the requirements for issuing such a report.

ACCT150 Fundamentals of Payroll Accounting
Course Prerequisite: None
Credit Hours: 3
The Fundamental Payroll Accounting course is designed to provide an overview of payroll procedures, taxing entities, and reporting requirements of local, state, and federal taxing authorities in a manual and computerized environment. Throughout the course, students will develop personnel and payroll records, process payroll data and tax data, and prepare reports.

ACCT160 Personal Finance
Course Prerequisite: None
Credit Hours: 3
This course provides an actionable introduction to personal financial planning, focusing on strategies that empower students to make informed financial decisions for both their present and future selves. Using behavioral insights and the latest research, students will explore concepts in budgeting, saving, investing, managing risk, and planning for retirement. Real-life applications, such as automating savings and managing debt, will equip students with the tools to build financial stability and reduce stress in the face of economic challenges.

ACCT180 Data Visualization
Course Prerequisite: None

Credit Hours: 3
This course introduces students to the principles and best practices of data visualization, focusing on how to explore, explain, and communicate data effectively. Designed for undergraduate and graduate students across disciplines, the course emphasizes visual thinking and presentation strategies that are essential in today's data-driven world. Students will learn how to select appropriate chart types, use color thoughtfully, design dashboards, and apply core concepts like pre-attentive attributes, Gestalt principles, and the data-ink ratio. Emphasis is placed on both exploratory data analysis and explanatory storytelling with data. No advanced background in statistics is required.

ADV100 Advertising and Promotions
Previous course name: 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.

BCOM101 Computer Applications for Business
Previous course info: CSIT100 Computer Applications; BCOM100 Business Computer Skills
Course Prerequisite: None
Credit Hours: 3
Business Computer Applications course focuses on integrating computer technology with decision-making and problem-solving skills. Areas of instruction include word processing, spreadsheets, presentation, and database software that prepare students for industry-standard certifications.

BUSN133 Organizational Leadership
Course Prerequisite: None
Credit Hours: 3
This course introduces students to the core skills and concepts needed to lead and supervise effectively in today's evolving workplace. Combining leadership theory with real-world supervisory practices, the course emphasizes hands-on skill development in communication, motivation, performance management, and team dynamics. Students will explore how to lead with integrity, manage day-to-day operations, and support a diverse and increasingly digital workforce. Through case studies, role plays, and applied projects, students will learn how to respond to common leadership challenges and prepare for frontline or mid-level management roles.

BUSN135 Human Resources Management
Course Prerequisite: None
Credit Hours: 3
This course explores how organizations can achieve a competitive advantage through effective human resource management (HRM). Grounded in real-world challenges, it emphasizes the strategic role of HR and the responsibilities shared by both HR professionals and line managers. Students will engage in hands-on projects that simulate current HR functions, recruitment, selection, performance management, compensation design, and the development of high-performance work systems (HPWS). By the end of the course, students will have built and presented a comprehensive HR strategy tailored to organizational goals

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.

BUSN180 Entrepreneurship and Small Business Management
Previous course info: 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.

CNBV100 Consumer Behavior
Course Prerequisite: None
Credit Hours: 3
This course explores the psychological, social, cultural, and economic factors that influence how individuals and organizations make purchasing decisions. Students will examine key consumer behavior theories and models, and learn how to apply them to real-world marketing strategies. Emphasis is placed on understanding consumer decision-making processes in both domestic and global markets, with attention to demographic diversity and evolving digital environments. The course prepares students to analyze consumer insights and use them to inform marketing planning, product development, branding, and communication strategies. Prior experience with word processing, internet research, and email communication is recommended.

COMM120 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 successful completion of the course, will be able to successfully participate in the said world.

CSIT120 QuickBooks
Course Prerequisite: None
Credit Hours: 3
The QuickBooks course is designed to help students review essential accounting concepts and principles with the help of the QBO application while analyzing business events. Students will learn how to set up QBO for a business, record business events, and generate financial statements and reports. Additionally, students will discover the importance of computerized accounting systems and how they can effectively communicate crucial information to business owners, investors, and creditors.

EXT105 Externship
Course Prerequisite: 9 credit hours earned or academic waiver.
Prior to registering for the course, students must show satisfactory academic progress and sufficient mastery of program's theoretical concepts by successfully completing at least 9 semester credits or equivalent related to the program's major. Externship Site Agreement must be signed by the externship site and the college, documenting the arrangement and criteria of the externship opportunity.

To earn 3 academic credits, students must complete a minimum of 135 hours of externship activities. Students engaged in a multi-term externship must register for the externship course each semester of participation.

Credit Hours: 3
Externship course is a field-based experiential learning activity designed to provide students with opportunities to make connections between the theory and practice of academic study and the practical application of that study in a professional environment under the guidance of an instructor/and/or program director and externship supervisor. As an integral component of the academic program, the externship placement must align with the learning objectives of the program of study, providing the student with the opportunity to meet the program learning objectives through a supervised practical experience. The aim of the course is to facilitate the combination of classroom concepts with the application in the field.

EXT110 Externship
Course Prerequisite: 12 credit hours earned or academic waiver.
Prior to registering for the course, students must show satisfactory academic progress and sufficient mastery of program's theoretical concepts by successfully completing at least 9 semester credits or equivalent related to the program's major. Externship Site Agreement must be signed by the externship site and the college, documenting the arrangement and criteria of the externship opportunity.

To earn 3 academic credits, students must complete a minimum of 135 hours of externship activities. Students engaged in a multi-term externship must register for the externship course each semester of participation.

Credit Hours: 3
As a continuation of EXT105, EXT110 course offers students the opportunity to enhance connection between the theory and practice of academic study and the practical application of that study in a professional environment under the guidance of an instructor/and/or program director and externship supervisor. The course activities are constructed to help students think intentionally about their experience, career goals, and professional development. As an integral component of the academic program, the externship placement must align with the learning objectives of the program of study, providing the student with the opportunity to meet the program learning objectives through a supervised practical experience. The aim of the course is to facilitate the combination of classroom concepts with the application in the field.

FNCE101 Principles of Finance
Previous course info: FNCE100 Introduction to Finance
Course Prerequisite: None
Credit Hours: 3
In the Principles of Finance course, students will have the opportunity to practically apply concepts in finance to their profession. They will learn how to make informed financial decisions by analyzing financial statements, as well as how to value both new and existing businesses. Additionally, students will gain a strong understanding of the time value of money and its significance in investment decisions. The course emphasizes building a solid foundation of knowledge and skills in finance.

FTAX100 Individual Income Tax Fundamentals
Course Prerequisite: None
Credit Hours: 3
This course will provide students with a comprehensive understanding of all of the steps necessary to complete a basic Form 1040. Students will gain insight into the reporting and taxable entities, analyzing personal income, business income, and expenses. They will also evaluate all qualifying deductions, tax credits, depreciation, and intangibles. Finally, this course will provide students with knowledge necessary to determine the calculation of payroll, Estimated Payments, and Retirement Plans. Through this course, students will gain the skills to accurately complete a Form 1040 and understand the associated information.

HLDR115 Event Planning and Management

Course Prerequisite: None
Credit Hours: 3
Students will learn to plan events utilizing sustainability methodologies from concept, site selection, planning, menu, budgeting, to execution, and event wrap. They will also learn event planning as the venue representative. This course will identify best practices for client engagement to design table and room set-ups to ensure success.

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.

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.

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.

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.

MKTG133 Services Marketing
Course Prerequisite: None
Credit Hours: 3
This course provides an in-depth exploration of services marketing, equipping students with the tools and strategies to navigate the unique challenges and opportunities within today's service-oriented market sectors. By reflecting on current industry trends and integrating global perspectives, the course emphasizes leveraging services marketing as a competitive advantage in both service firms and organizations offering tangible products.

MKTG135 Personal Selling
Course Prerequisite: MKTG110 Principles of Marketing
Credit Hours: 3
This course focuses on developing and maintaining relationships with customers and management the sales process of finding, concerting, and keeping customers while achieving the organization's goals. Communication techniques, career planning, selling strategies and tactics, as well as sales duties, responsibilities are included.

MKTG138 Strategic Business Marketing
Course Prerequisite: None
Credit Hours: 3
This course explores the strategic aspects of business-to-business (B2B) marketing, emphasizing the competitive landscape of the global marketplace and the specific needs of high-tech industries. Students will examine core topics such as customer relationship management (CRM), supply chain management, cross-functional decision-making, and e-commerce, with a focus on integrating these elements within a global framework.

MKTG140 Internet Marketing
Course Prerequisite: None
Credit Hours: 3
This course provides 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.

MKTG143 Brand Storytelling and Content Creation
Course Prerequisite: None
Credit Hours: 3
In today's competitive market, powerful storytelling is essential for capturing audience attention and building strong brand identities. This course immerses students in the art and science of brand storytelling, exploring techniques to craft compelling narratives that resonate with audiences. Through hands-on projects and case studies, students will learn to create multimedia content that embodies brand values and fosters deep connections with consumers.

MKTG150 Marketing Research & Behavior
Course Prerequisite: MKTG110 Principles of Marketing
Credit Hours: 3
This course is designed to help students understand the market research process. Course familiarizes students with concepts of research design implementation, and evaluation. Students will have a better understanding of how marketing research helps companies make decisions that strategically align with marketing mission goals and company mission.

MKTG153 International Marketing
Course Prerequisite: None
Credit Hours: 3
This course provides a comprehensive exploration of international marketing, delving into the principles, challenges, and strategies required to succeed in a dynamic global marketplace. Emphasizing a market-oriented approach, students will analyze the complexities of operating across diverse cultures, economies, and regulatory environments. The curriculum highlights the ethical, social, and sustainability dimensions of international marketing, with a particular focus on "curative marketing" which is a framework that prioritizes corporate transparency, accountability, and the broader societal impacts of business practices. By the end of the course, students will be equipped to approach global marketing with cultural sensitivity, ethical foresight, and innovative strategies, preparing them to thrive in an interconnected and rapidly evolving world.

MKTG160 Supply Chain Management and Logistics
Course Prerequisite: none
Credit Hours: 3
A supply chain is comprised of all the parties involved in fulfilling a customer request. The course has strong emphasis on providing analytical skills, critical thinking, and managerial insights. The topics we will cover in this course could be grouped into four main modules: Supply chain strategy: strategic fit, network design, global dual

sourcing; Managing supply chain risks: risk-sharing contracts, risk pooling, risk hedging; and Coordinating supply chain: sales & operations planning, bullwhip effect.

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.

Discontinued courses for Accounting, Business Administration, and Marketing Programs
ACCT170 Introduction to Healthcare Accounting
Course Prerequisite: None
Credit Hours: 3
This course provides a foundational understanding of healthcare accounting and financial management, bridging the gap between accounting theory and practical application in the healthcare setting. This course equips students with the skills needed to manage finances in a healthcare environment. It emphasizes real-world career connections, helping students relate accounting concepts to everyday practice. Through an overview of key accounting principles and financial management strategies tailored to healthcare, students will develop practical skills that can be directly applied to the workplace. The course also integrates real-world case studies, offering students valuable insights and guidance for navigating the financial challenges of the healthcare industry.

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.

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 empire 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.

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.

BUSN155 Healthcare Business Operations
Course Prerequisite: None
Credit Hours: 3
This course is designed to provide a framework for understanding the role and contributions of management and leadership within various healthcare settings. First, the course presents the challenges of providing health services and some of the conceptual maps necessary to help guide managers in the decision-making process. Second, the course addresses the classic issues of organization design, motivation, communications, power, organizational

learning, performance, or quality improvement, and managing groups and teams. Lastly, the course focuses on the organizational context and addresses the challenge of achieving competitive advantage and managing alliances.

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.

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.

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.

CSIT110 Intermediate Excel
Couse 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 able to be Microsoft Excel specialist.

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.

EXT100 Externship
Course Prerequisite: 12 credit hours earned or academic waiver
Credit Hours: 3
The externship course is an elective course for students who would like to have an opportunity to apply and integrate knowledge acquired through coursework. In clarifying and broadening career goals, the practical learning experience assists students in discovering, developing, and refining necessary competencies and skills for their proposed career objectives.

EXT101 Externship for Accounting
Course Prerequisites: Complete 12 credit hours or receive academic waiver.
Credit Hours: 3

The externship course is an elective 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 practical learning experience assists students in discovering, developing, and refining necessary competencies and skills for their proposed career objectives.

EXT102 Externship for Marketing
Course Prerequisite: Complete 12 credit hours or receive academic waiver.
Credit Hours: 3
The externship course is an elective 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 practical learning experience assists students in discovering, developing, and refining necessary competencies and skills for their proposed career objectives.

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.

MTKG155 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.

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.

ASSOCIATE OF APPLIED SCIENCE IN INFORMATION TECHNOLOGY

CST101 Computer Analytics
Credit Hours: 3
The Computer Analytics course will introduce how to maximize the use of mobile devices, make the most of online tools for collaboration and communication, and fully utilize today's Internet capabilities. The course will show how technology skills assist in employment and highlights today's most current technology trends and developments. Timely coverage now emphasizes web development, how to create a strong web presence, and take full advantage of latest Windows 11.

CST102 Web Page Design
Credit Hours: 3
The objective of this course is to provide students with a basic knowledge of the theoretical foundations of human-computer interaction and an appreciation for human factors in software systems. Students will practice

designing user-centered interfaces. In this course, students will learn HTML basic tag, images, links, lists, tables, Css basics, responsive design, twitter bootstrap and HTML forms.

CST103 Intro to Java Script
Credit Hours: 3
This course teaches web page development with JavaScript. The starts with an overview of the components of web page development, knowledge of web page creation, including familiarity with commonly used HTML elements and CSS properties. The course provides the fundamental knowledge necessary to design and develop dynamic web pages using JavaScript.

CST119 Agile Scrum Master
Credit Hours: 3
This course introduces students to Scrum theory, values, accountabilities, events, artifacts, and the role of the Scrum Master. Students explore how Scrum supports iterative delivery, collaboration, adaptability, and continuous improvement in complex work environments. Through practical activities, workplace scenarios, and team-based exercises, students develop foundational skills in Scrum planning, facilitation, coaching, and team development. The course also introduces the knowledge and terminology associated with entry-level Scrum certification examinations.

CST120 Manual QA Testing
Credit Hours: 3
This course is designed to enable you to understanding the fundamental principles and processes of software testing. You will be equipped with knowledge and skills to actively create test cases to execute them manually. You will be able to write and recognize good test cases, including input data and expected outcomes (or deliverables). You will also be introduced to the concept of test automation and quality control.

CST121 Test Automation
Credit Hours: 3
This course is designed to prepare students for the ISTQB Agile software testing certification (The Agile Tester Foundation Level Certification). The certification demonstrates that a student understand Agile testing concepts, communicate effectively with others in an Agile software team, and are committed to improving professional knowledge as a software tester. The students will review software development life-cycle (SDLC) phases and particularly the software testing concepts including software quality factors, how quality is determined, why do we test software, what is a defect/bug, the multiple roles of a QA tester, scope of testing, When types of testing and testing life cycle. The course materials and lab practice are intended to provide students with basic understanding of the software testing process and insight into the role and responsibilities as a professional software tester.

CST125 IT Quality Assurance and Certifications
Credit Hours: 3
This course is designed to prepare learners for IT Quality Assurance Certification (either an ISTQB certification in software testing or equivalent certification). For example, passing the ISTQB exam will grant a learner an ISTQB CTFL certification. In this course, students will study all of the basic aspects of software testing and QA, including a comprehensive overview of tasks, methods, and techniques for effectively testing software.

CST126 Introduction to Python Programming
Credit Hours: 3
This course introduces students to programming using the Python language. It focuses on fundamental programming concepts such as variables, data types, control structures, functions, file handling, and basic data structures. Students gain hands-on experience writing, testing, and debugging Python code while developing problem-solving and algorithmic thinking skills. The course provides a foundation for continued study in

programming, data science, artificial intelligence, and other technology-related fields.

CST127 Introduction to Artificial Intelligence with Python
Credit Hours: 3
This course introduces students to the fundamental concepts and applications of artificial intelligence using Python. Students develop foundational Python programming skills as they explore how AI systems use data, algorithms, and computational methods to solve problems, identify patterns, make predictions, and support decision-making. Through hands-on programming activities, students apply introductory AI concepts and develop basic AI-driven solutions. The course also introduces responsible AI practices, including ethical considerations, limitations, and appropriate use of artificial intelligence.

CST106 Databases and SQL
Credit Hours: 3
This course introduces students to work with databases and tables. The emphasis is on installation and configuration for PostgreSQL server, selection data from few tables, advanced SQL.

CST107 Introduction to Java Programming I
Credit Hours: 3
This course is an introduction to using Java programming language. Students will learn the fundamentals of Java and focus on understanding the fundamental concepts of the object-oriented paradigm and its implementation into the Java Programming language. Emphasis is placed on Java Syntax, strings in Java, operators, precedence and associativity of operators, keywords and code organization, control looping, Nested loops, methods on arrays and multidimensional arrays.

CST108 Introduction to Java Programming II
Credit Hours: 3
This course is an introduction of concepts Java programming language. Students will learn the fundamentals of Java and focus on understanding the fundamental concepts of the object-oriented paradigm like abstraction, encapsulation, inheritance and polymorphism. It helps them write and maintain Java applications that solves real problems. The course also introduces GUI Swing components, which are used to create visually pleasing, user-friendly, interactive applications.

CST109 Agile Scrum Master I
Credit Hours: 3
This course introduces students to Scrum concepts and principles, phases and processes, roles and organization in Scrum. Special attention is paid to business justification, quality, change in Scrum, risk, project vision meetings, use group meetings, sprint review meetings, retrospect sprint meetings, release planning meetings, and Scrum artifacts.

CST110 Business Analysis
Credit Hours: 3
This course introduces students to a career in business analysis. Topics include enterprise analysis, business architecture, feasibility studies, preparation of the business case, initial risk assessment, planning considerations, requirements packages structure, creation of a business domain model, analysis tasks, data and behavior models, requirements communication and creating a communication plan, managing requirements conflicts.

CST111 Agile Scrum Master II
Discontinued effective Spring/Summer 2025
Credit Hours: 3
This course is a sequent course of Professional Scrum Master I (PSM I). The course focuses on scrum and agile, scrum roles and responsibilities, writing agile requirements, creating and managing the product backlog, estimating and prioritizing product backlog items, sprint planning and execution, sprint review and retrospectives, agile group dynamics, overcoming organizational impediments, maximizing value, and scaling fundamentals.

CST112 Project Management
Credit Hours: 3
The course introduces students to the project management model. The students will know how to initiate the project, plan the project, execute the project, monitor and control the project, close the project. The students will be introduced to the concepts of integration management, scope management, schedule management, cost management, quality management, resources management, communications management, and risk management. Particular emphasis is on planning human resources and the systems requirements specification, project execution and quality assurance, and earned value management.

CST 122 Project Management II
Credit Hours: 3
This Project Management course is part 2 and continues the examination of planning activities specifically related to Information Technology projects. Students will learn how to scope projects, plan the steps, manage a team, track costs, and close I.T. projects effectively. They will utilize international business case studies to practice the skills as they learn alongside a project of their own creation. It also examines processes for allocating departmental resources within a Project Management Office, equipping students with the ability to apply the knowledge immediately.

CST 123 Introduction to Cybersecurity
Credit Hours: 3
Introduction to Cybersecurity course introduces fundamental concepts and principles essential for understanding cybersecurity. This course covers topics such as network security, cryptography, threat detection and mitigation, ethical considerations, and best practices in securing information systems. Students will gain practical knowledge through hands-on exercises and case studies, preparing them to analyze cybersecurity risks and implement effective protective measures in various technological environments.

CST125 Introduction to Python Programming
Credit Hours:3
This course introduces students to programming using the Python language. It focuses on fundamental programming concepts such as variables, data types, control structures, functions, file handling, and basic data structures. Students will gain hands-on experience writing, testing, and debugging Python code, preparing them to develop basic applications and build a solid foundation for further programming or data-related courses.

EXT105 Externship
Course Prerequisite: 9 credit hours earned or academic waiver.
Prior to registering for the course, students must show satisfactory academic progress and sufficient mastery of program's theoretical concepts by successfully completing at least 9 semester credits or equivalent related to the program's major. Externship Site Agreement must be signed by the externship site and the college, documenting the arrangement and criteria of the externship opportunity.
To earn 3 academic credits, students must complete a minimum of 135 hours of externship activities. Students engaged in a multi-term externship must register for the externship course each semester of participation.

Credit Hours: 3
Externship course is a field-based experiential learning activity designed to provide students with opportunities to make connections between the theory and practice of academic study and the practical application of that study in a professional environment under the guidance of an instructor/and/or program director and externship supervisor. As an integral component of the academic program, the externship placement must align with the learning objectives of the program of study, providing the student with the opportunity to meet the program learning objectives through a supervised practical experience. The aim of the course is to facilitate the combination of classroom concepts with the application in the field.

EXT110 Externship
Course Prerequisite: 12 credit hours earned or academic waiver.
Prior to registering for the course, students must show satisfactory academic progress and sufficient mastery of program's theoretical concepts by successfully completing at least 9 semester credits or equivalent related to the program's major. Externship Site Agreement must be signed by the externship site and the college, documenting the arrangement and criteria of the externship opportunity.

To earn 3 academic credits, students must complete a minimum of 135 hours of externship activities. Students engaged in a multi-term externship must register for the externship course each semester of participation.

Credit Hours: 3
As a continuation of EXT105, EXT110 course offers students the opportunity to enhance connection between the theory and practice of academic study and the practical application of that study in a professional environment under the guidance of an instructor/and/or program director and externship supervisor. The course activities are constructed to help students think intentionally about their experience, career goals, and professional development. As an integral component of the academic program, the externship placement must align with the learning objectives of the program of study, providing the student with the opportunity to meet the program learning objectives through a supervised practical experience. The aim of the course is to facilitate the combination of classroom concepts with the application in the field.

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.

GENERAL EDUCATION COURSE DESCRIPTIONS

BIO101 Introduction to 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 the lecture.

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.

ENG118 Introduction to Communication & Composition
Course Prerequisite: None
Credit Hours: 3
This course provides students with foundational skills in both oral and written communication, preparing them for academic, professional, and personal success. Students will explore interpersonal communication (including perception, listening, and verbal/nonverbal expression), public speaking (organization, delivery, and speech writing), and small group dynamics (leadership, assertiveness, and collaboration). Simultaneously, they will develop rhetorical awareness and effective writing strategies through diverse composing processes tailored to various audiences and contexts. Emphasis will be placed on feedback, revision practices, and the integration of instructor guidance to refine both spoken and written work. By engaging in a range of communication tasks, students will gain confidence and competence in expressing ideas clearly and persuasively across multiple platforms.

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.

PHY101 Introduction to Physics
Course Prerequisite: None
Credit Hours: 3
The course will prepare students for appropriate certifications. It is designed to provide a comprehensive study of fundamental physics principles along with problem-solving strategies and is specifically applied to ultrasound imaging, covering topics like sound wave propagation, transducer function, tissue interactions, Doppler ultrasound, image formation, artifacts, and quality assurance to ensure valuable and consistent diagnostic information. Emphasis is on ultrasound transmission in soft tissues, attenuation of sound energy, parameters affecting sound transmission and resolution of sound beams.

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.

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.

Abroad application processing fee for F-1 applicants	$250
Transfer processing fee for F-1 applicants	$100
Change of Status (COS) processing fee for F-1 applicants	$500
Reinstatement of Status processing fee for F-1 applicants	$200
Incoming wire fee (domestic & international wires)	$15
Externship placement fee for allied health programs with optional externship course	$150 per course
Externship extension fee (monthly)	$250
Externship Self-Placement Administrative Fee	$275
Lecture course audit fee	$500
Lab course audit fee	$900
Phlebotomy course audit fee	$500
CPR Exam fee (includes CPR book)	$60
Student ID card replacement fee	$15
Building key card replacement fee	$50
Commencement Registration fee	$80+
Official Transcript fee (per copy) – ordered and paid through Parchment	$20+ per copy
Urgent Official transcript request fee – ordered and paid through Parchment	$25+ per copy
Additional copies of Certificate of Completion (COC) – ordered and paid through Parchment	$45 per copy
Urgent COC request fee	Additional $25
Enrollment Verification Letter/Form – ordered through Parchment	$16+ per copy
Returned check/check reissuance/failed transaction/cancelled transaction	$35
Additional jurisdiction background search fee (estimated)	$20 per jurisdiction
Additional criminal background check fee	$20
Payment Plan Set-up Fee	$100
Additional Uniform Scrub Set	$36
Uniform Exchange Fee	$10
Online Accuplacer Placement Test	$25
Replacement 1098T	$10

PROGRAM FEES

Program-specific fees charged each term or during designated terms are due on the first day of the applicable term. These fees are generally non-refundable and are not subject to proration in the event of a student's withdrawal after the term begins, except as otherwise specified or required by the Tuition Refund Policy.

TUITION DISCOUNTS

All tuition discounts are applicable to full-time (FT) tuition only unless specified otherwise in writing in published material.

FEES FOR LATE OR DELINQUENT PAYMENT

A late or delinquent payment fee charge will be applied to all balances that are still outstanding 10 calendars days after the payment was due. The amount of the fee will be determined by the amount of the balance that is outstanding: 5% of the delinquent payment amount or $10 whichever is greater.
The college has the right to send all outstanding balances to collections after reasonable efforts have been made to settle the outstanding balance. All amounts sent to collections will include delinquency fees and collection fees that will become the indisputable part of the student's outstanding balance.

EXTERNAL FEES

External fees are not paid directly to Midwestern Career College (MCC) and are outside of the college's control. All costs are estimated, and prices are subject to change without notice or MCC's knowledge. Examples include, but are not limited to the fees to cover the cost of shipping, vaccination, physical exam, background check, 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 a third-party service, clinical site, certification, and/or credentialing agencies among others.

ASSOCIATE-LEVEL PROGRAMS

(alphabetical list)

ASSOCIATE OF APPLIED SCIENCE IN ACCOUNTING

Non-Refundable Application fee: $60

Tuition per term:
FT 12 credits: $2,800
PT 11-6 credits: $2,200
PT 5 or fewer credits: $290 per attempted credit

Learning Management System Fee: $200 per term

Externship Elective Course Discount: Students choosing to take an externship elective in addition to full time enrollment (12+ credits) in any term, and PT active students choosing to take externship elective in the optional Spring/Summer term, will be charged a discounted rate of $150 per externship course.

Estimated program book cost:
Option 1: $473-$715 (Cengage Unlimited E-books)
Option 2: $13,606 (hard copies)

Fast-track Discount: Students choosing to enroll in more than 12 credit hours per term will be charged a discounted rate of ¼ of their term tuition for each additional 3-credit course they take on top of their 12-credit enrollment.

ASSOCIATE OF APPLIED SCIENCE IN BUSINESS ADMINISTRATION

Non-Refundable Application fee: $60

Tuition per term:
FT 12 credits: $2,800
PT 11-6 credits: $2,200
PT 5 or fewer credits: $290 per attempted credit

Learning Management System Fee: $200 per term

Externship Elective Course Discount: Students choosing to take an externship elective in addition to full time enrollment (12+ credits) in any term, and PT active students choosing to take externship elective in the optional Spring/Summer term, will be charged a discounted rate of $150 per externship course.

Estimated program book cost:
Option 1: $473-$715 (Cengage Unlimited E-books)
Option 2: $12,046 (hard copies)

Fast-track Discount: Students choosing to enroll in more than 12 credit hours per term will be charged a discounted rate of ¼ of their term tuition for each additional 3-credit course they take on top of their 12-credit enrollment.

ASSOCIATE OF APPLIED SCIENCE IN DIAGNOSTIC MEDICAL SONOGRAPHY

Non-Refundable Application fee: $60

Tuition per term (Terms 1-5) :
FT 12+ credits: $8,800
PT 11-9 credits: $8,025
PT 8-6 credits: $7,325
PT 5 or fewer credits: $845 per attempted credit

Tuition charges are separate from program fees.

Program Fees:
Learning Management System Fee: $200 per term
Technology Fee: $450 per term
Program Resource Fee: $575 per term (Terms 1, 2, 3, 4, 5 and any additional terms)
Clinical Placement Fee: $150
Book Fee: $280
Book charges are posted to the student ledger individually in the term in which the corresponding course is scheduled.

Total Estimated program book cost: $1,159-1,248
The estimated total cost of books for this program includes:

- A required $280 book fee charged by MCC (listed above), which covers e-books and course materials provided by the college; and
- Estimated additional book costs for required books and materials that students must purchase separately from third-party vendors.

The estimated cost of books purchased outside of MCC is based on current pricing and is subject to change. Actual costs may vary depending on book editions, book format, course requirements, vendor pricing, and purchasing options.

Additional out-of-pocket program costs:
Additional out-of-pocket program costs may be incurred. Additional external fees are not paid directly to Midwestern Career College (MCC). All costs are estimated, and prices are subject to change without notice or MCC's knowledge. Examples include but are not limited to the fees to cover the cost of vaccination, drug screening, physical exam, and additional background check, among others that may be applicable. Estimates below 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, and/or credentialing agencies among others. Students should also refer to the catalog and their enrollment agreement for more information on program specific and/or administrative fees.

Estimated additional out-of-pocket program costs:
HESI Exam: $110 - $137
Malpractice Insurance: $50
Cost of physical exam: varies
Cost of immunizations: varies
Criminal background check: varies
CPR training: $60
ARDMS Sonography Principles and Instrumentation (SPI): $275
ARDMS Registered Diagnostic Medical Sonographer (RDMS) Specialty - Abdomen (AB): $300
ARRT Sonography (S): $225
MCC Administrative Fees: varies, see catalog for the list of administratrative fees.

ASSOCIATE OF APPLIED SCIENCE IN DIAGNOSTIC MEDICAL IMAGING RADIOGRAPHY

Non-Refundable Application fee: $60

Tuition per term (not including externship/clinical tuition):
FT 12+ credits: $8,400
PT 9-11 credits: $7,675
PT 6-8 credits: $6,975
PT 5 or fewer credits: $820 per attempted credit

Explanation of Clinical Course Charges:
Clinical course tuition is $2,800 per 270-hour clinical course. The program requires three (3) clinical courses, for a total of 810 on-site clinical hours. Under the standard program sequence, Clinical Courses 1, 2, and 3 are typically scheduled and charged in Terms 3, 4, and 5, respectively. Under this standard sequence, clinical course tuition is included in the overall tuition charged for the terms 3, 4, and 5.

However, clinical scheduling may vary from the standard sequence due to student readiness, clinical site availability, or other clinical scheduling requirements.

Clinical scheduling rules require that the credit load for a clinical course be assigned to the academic term in which the majority of the clinical hours for that course are scheduled to be completed. As a result, and depending on when clinical rotation begins, more than one clinical course may be assigned to the same term.

When this occurs, the clinical course tuition may be posted to the student ledger as a separate tuition charge to ensure charges are applied to the academic term in which the clinical course is assigned.

If two clinical courses are assigned to the same term, the tuition charge for one of the clinical courses may be deferred and applied to the following term.

Under normal circumstances, the combined tuition charges for didactic coursework and clinical course(s) will not exceed $8,400 in any single term. Exceptions may occur if additional didactic courses are required due to course repeats, retakes, or similar circumstances, and/or if tuition charges for multiple clinical courses must be applied in the same term.

Tuition charges are separate from program fees.

Program Fees:
Learning Management System Fee: $200 per term
Technology Fee: $450 per term
Program Resource Fee: $600 in term 1; $100 per term (Terms 2, 3, 4, 5, and any additional terms)
Clinical Placement Fee: $150
Book Fee: $220

Book charges are posted to the student ledger individually in the term in which the corresponding course is scheduled.

Total Estimated program book cost: $1,161-$1,309
The estimated total cost of books for this program includes:

- A required $220 book fee charged by MCC (listed above), which covers e-books and course materials provided by the college; and
- Estimated additional book costs for required books and materials that students must purchase separately from third-party vendors.

The estimated cost of books purchased outside of MCC is based on current pricing and is subject to change. Actual costs may vary depending on book editions, book format, course requirements, vendor pricing, and purchasing options.

Additional out-of-pocket program costs:
Additional out-of-pocket program costs may be incurred. Additional external fees are not paid directly to Midwestern Career College (MCC). All costs are estimated, and prices are subject to change without notice or MCC's knowledge. Examples include but are not limited to the fees to cover the cost of vaccination, drug screening, physical exam, and additional background check, among others that may be applicable. Estimates below 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, and/or credentialing agencies among others. Students should also refer to the catalog and their enrollment agreement for more information on program specific and/or administrative fees.

Estimated additional out-of-pocket program costs:
HESI Exam: $110 - $137
Malpractice Insurance: $50
Cost of physical exam: varies
Cost of immunizations: varies
Criminal background check: varies
CPR training: $60
Xray Markers: $20
ARRT Radiography (R): $225
Illinois Emergency Management Agency (IEMA) License: $120
Estimated dosimetry badge fee: $100

ASSOCIATE OF APPLIED SCIENCE IN INFORMATION TECHNOLOGY

Non-Refundable Application fee: $60

Tuition per term:
FT 12+ credits: $5,000
PT 9-11 credits: $4,500
PT 6-8 credits: $4,000
PT 5 or fewer credits: $417 per attempted credit

Estimated program book cost (book options and costs are preliminary and subject to change):
Option 1: $903 ($420 Cengage Unlimted, $483 hard copies, $0 Library Database E-books)
Option 2: $1840 (hard copies)

Learning System Management Fee: $200 per term
Technology fee: $250 per term

Optional Externship: $150 per course

Additional out-of-pocket program costs:
Additional out-of-pocket program costs may be incurred. Additional external fees are not paid directly to Midwestern Career College (MCC). All costs are estimated, and prices are subject to change without notice or MCC's knowledge. Examples may include but are not limited to the fees to cover the cost of vaccination, drug screening, physical exam, and additional background check, among others that may be applicable.

Estimates below do not include costs for travel to and from school and externship site, site-specific vaccination and drug screening requirements, site-specific uniform costs, or any other additional costs imposed by externship sites, certification, and/or credentialing agencies, among others.

Students should also refer to the catalog and their enrollment agreement for more information on program specific and/or administrative fees.

Estimated additional fees:
Cost of physical exam: varies
Cost of immunizations: varies
Criminal background check: $20
American Software Qualifications Board Agile Tester (ISQTB Foundational): $229
Oracle University Java SE 11 Oracle Certified Associated (OCA): $245
Scrum.org Professional Scrum Master (PSM): $200
Microsoft Technology Associate (MTA): $127
Scrum.org Professional Scrum Master (PSM): $150
Scrum.org Professional Scrum Master and Product Owner (PSPO): $200

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

Non-Refundable Application fee: $60

Tuition per term:
FT 12+ credits: $8,400
PT 11-9 credits: $7,675
PT 8-6 credits: $6,975
PT 5 or fewer credits: $820 per attempted credit

Explanation of Clinical Course Charges:
Clinical course tuition is $2,800 per 270-hour clinical course. The program requires three (3) clinical courses, for a total of 810 on-site clinical hours. Under the standard program sequence, Clinical Courses 1, 2, and 3 are typically scheduled and charged in Terms 3, 4, and 5, respectively. Under this standard sequence, clinical course tuition is included in the overall tuition charged for the terms 3, 4, and 5.

However, clinical scheduling may vary from the standard sequence due to student readiness, clinical site availability, or other clinical scheduling requirements.

Clinical scheduling rules require that the credit load for a clinical course be assigned to the academic term in which the majority of the clinical hours for that course are scheduled to be completed. As a result, and depending on when clinical rotation begins, more than one clinical course may be assigned to the same term.

When this occurs, the clinical course tuition may be posted to the student ledger as a separate tuition charge to ensure charges are applied to the academic term in which the clinical course is assigned.

If two clinical courses are assigned to the same term, the tuition charge for one of the clinical courses may be deferred and applied to the following term.

Under normal circumstances, the combined tuition charges for didactic coursework and clinical course(s) will not exceed $8,400 in any single term. Exceptions may occur if additional didactic courses are required due to course repeats, retakes, or similar circumstances, and/or if tuition charges for multiple clinical courses must be applied in the same term.

Tuition charges are separate from program fees.

Program Fees:
Learning Management System Fee: $200 per term
Technology Fee: $450 per term
Program Resource Fee: $400 per term (Terms 1, 2, 3); $300 per term (Terms 4, 5, and any additional terms)
Clinical Placement Fee: $150
Book Fee: $275
Book charges are posted to the student ledger individually in the term in which the corresponding course is scheduled.

Total Estimated program book cost: $535-585
The estimated total cost of books for this program includes:

- A required $275 book fee charged by MCC (listed above), which covers e-books and course materials provided by the college; and
- Estimated additional book costs for required books and materials that students must purchase separately from third-party vendors.

The estimated cost of books purchased outside of MCC is based on current pricing and is subject to change. Actual costs may vary depending on book editions, book format, course requirements, vendor pricing, and purchasing options.

Additional out-of-pocket program costs:
Additional out-of-pocket program costs may be incurred. Additional external fees are not paid directly to Midwestern Career College (MCC). All costs are estimated, and prices are subject to change without notice or MCC's knowledge. Examples include but are not limited to the fees to cover the cost of vaccination, drug screening, physical exam, and additional background check, among others that may be applicable. Estimates below 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, and/or credentialing agencies among others. Students should also refer to the catalog and their enrollment agreement for more information on program specific and/or administrative fees.

Estimated additional out-of-pocket program costs:
HESI Exam: $110 - $137
Malpractice Insurance: $40
Cost of physical exam: varies
Cost of immunizations: varies
Criminal background check: varies
CPR training: $60
Xray Markers: $20
ARRT Magnetic Resonance Imaging (MRI): $225
ARMRIT Magnetic Resonance Imaging (MRI): $300
NCCT National Certified Phlebotomy Technician (NCPT): $119
AMT Registered Phlebotomy Technician (RPT): $125

ASSOCIATE OF APPLIED SCIENCE IN MARKETING

Non-Refundable Application fee: $60

Tuition per term:
FT 12 credits: $2,800
PT 11-6 credits: $2,200
PT 5 or fewer credits: $290 per attempted credit

Learning Management System Fee: $200 per term

Externship Elective Course Discount: Students choosing to take an externship elective in addition to full time enrollment (12+ credits) in any term, and PT active students choosing to take externship elective in the optional Spring/Summer term, will be charged a discounted rate of $150 per externship course.

Estimated program book cost:
Option 1: $473-$715 (Cengage Unlimited E-books)
Option 2: $11,415 (hard copies)

Fast-track Discount: Students choosing to enroll in more than 12 credit hours per term will be charged a discounted rate of ¼ of their term tuition for each additional 3-credit course they take on top of their 12-credit enrollment.

ASSOCIATE OF APPLIED SCIENCE IN NON-INVASIVE CARDIOVASCULAR SONOGRAPHY

Non-Refundable Application fee: $60

Tuition per term:
FT 12+ credits: $8,400
PT 11-9 credits: $7,675
PT 8-6 credits: $6,978
PT 5 or fewer credits: $820 per attempted credit

Learning Management System Fee: $200 per term
Technology fee: $450 per term
Clinical Placement Fee: $150

Estimated program book cost:
$1,127: McGraw Hill Connect ($385) and hard copies ($742)

Additional out-of-pocket program costs:
Additional out-of-pocket program costs may be incurred. Additional external fees are not paid directly to Midwestern Career College (MCC). All costs are estimated, and prices are subject to change without notice or MCC's knowledge. Examples include, but are not limited to the fees to cover the cost of vaccination, drug screening, physical exam, and additional background check, among others that may be applicable. Estimates below 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, and/or credentialing agencies among others. Students should also refer to the catalog and their enrollment agreement for more information on program specific and/or administrative fees.

Estimated additional fees:
Estimated HESI Exam: $110 - $137
Malpractice Insurance: $40
Cost of physical exam: varies
Cost of immunizations: varies
Criminal background check: Covered by MCC and Clinical Placement Fee
CPR training: $60
ARDMS Sonography Principles and Instrumentation (SPI): $275

ARDMS Registered Diagnostic Cardiac Sonographer (RDCS) Specialty - Adult Echocardiography (AE): $300
CCI Certified Cardiographic Technician (CCT): $175
CCI Registered Cardiac Sonographer (RCS): $365

ASSOCIATE OF APPLIED SCIENCE IN SURGICAL TECHNOLOGY

Non-Refundable Application fee: $60

Tuition per term:
FT 12+ credits: $7,250
PT 11-9 credits: $6,600
PT 8-6 credits: $6,000
PT 5 or fewer credits: $660 per attempted credit

Learning System Management Fee: $200 per term
Technology fee: $90 per term
Clinical Placement Fee: $150

Estimated program book cost:
$689: McGraw Hill Connect ($385) and hard copies $(304)

Additional out-of-pocket program costs:
Additional out-of-pocket program costs may be incurred. Additional external fees are not paid directly to Midwestern Career College (MCC). All costs are estimated, and prices are subject to change without notice or MCC's knowledge. Examples include, but are not limited to the fees to cover the cost of vaccination, drug screening, physical exam, and additional background check, among others that may be applicable. Estimates below 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, and/or credentialing agencies among others. Students should also refer to the catalog and their enrollment agreement for more information on program specific and/or administrative fees.

Estimated additional fees:
Malpractice Insurance: $40
Cost of physical exam: varies
Cost of immunizations: varies
Criminal background check: Covered by MCC and Clinical Placement Fee
CPR training: $60
CBSPD Certified Sterile Processing and Distribution Technician (CSPDT): $128
AST Certified Surgical Technologists (CST) exam: $190 for AST members, $290 for non-members.
AST Gold Bundle: $247.00 (includes 1 year of AST membership, CST Exam and review book)

AST Gold Bundle:
The package includes the cost of one year of AST membership, the cost of National Board of Surgical Technology and Surgical Assisting (NBSTSA) Certified Surgical Technologists (CST) exam, and the CST Exam review textbook. MCC will cover the cost of AST Gold Bundle membership package for Surgical Technology students who are in good academic, financial, and conduct standing with the the college at the time of membership application. Typically, the college will apply for AST membership for the Surgical Tychnology students during the 3rd term of their associate program.

CERTIFICATE-LEVEL PROGRAMS
(alphabetical list)

CLINICAL MEDICAL ASSISTING
Non-Refundable Application Fee: $20

Tuition per term (Terms 1-2):
FT 12+ credits: $5,950
PT 11-9 credits: $5,450
PT 8-6 credits: $4,950
PT 5 or fewer credits: $485 per attempted credit

Tuition per term (Term 3):
FT 12+ credits: $5,150
PT 11-9 credits: $4,650
PT 8-6 credits: $4,150
PT 5 or fewer credits: $485 per attempted credit

Learning Management System Fee: $200 per term
Technology fee: $90 per term
Clinical Placement Fee: $150

Estimated program book cost
Option 1: $0 E-books are available through MCC's Education Unlimited Program.
Option 2: $246 (hard copies)

Education Unlimited Program: as part of MCC's Education Unlimited Program, Clinical Medical Assisting students can receive free 1-year access to e-books (estimated $180 value) and a new Dell or HP laptop to keep, provided they graduate from MCC's Clinical Medical Assisting program.

If a student already owns a laptop, they can choose to receive 1-year e-book access with $100 credit towards 2nd term tuition and opt out of receiving a laptop. The laptops are typically issued 30 days after the program start date. If a student withdraws from the program for any reason, the laptop must be returned in like-new condition or the student's account will be charged with $300 fee.

Additional out-of-pocket program costs:
Additional out-of-pocket program costs may be incurred. Additional external fees are not paid directly to Midwestern Career College (MCC). All costs are estimated, and prices are subject to change without notice or MCC's knowledge. Examples include but are not limited to the fees to cover the cost of vaccination, drug screening, physical exam, and additional background check, among others that may be applicable. Estimates below 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, and/or credentialing agencies, among others. Students should also refer to the catalog and their enrollment agreement for more information on program specific and/or administrative fees.

Estimated additional fees:
Malpractice Insurance: $40
Cost of physical exam varies
Cost of immunizations varies
Criminal background check: Covered by MCC and Clinical Placement Fee
Stethoscope: $20
Blood pressure cuff: $40

CPR training: $60
NCCT National Certified Phlebotomy Technician (NCPT): $119
NCCT National Certified ECG Technician (NCET): $119
NCCT National Certified Medical Assistant (NCMA): $119
AMT Registered Phlebotomy Technician (RPT): $125 (Requires additional 25 (total of 50) venipuncture and 10 skin punctures)
AMT Registered Medical Assistant (RMA): $150
CMA American Association of Medical Assistants (AAMA): $125 AAMA Members; $250 nonmembers
NHA Certified EKG Technicial (CET): $129
NHA Certified Phlebotomy Technician (CPT): $129
NHA Medical Assistant (CCMA): $165

DENTAL ASSISTING

Non-Refundable Application fee: $20

Tuition per term (Terms 1-2):
FT 12+ credits: $6,300
PT 11-9 credits: $5,750
PT 8-6 credits: $5,250
PT 5 or fewer credits: $690 per attempted credit

Tuition per term (Term 3):
FT 12+ credits: $5,300
PT 11-9 credits: $5,000
PT 8-6 credits: $4,700
PT 5 or fewer credits: $690 per attempted credit

Learning Management System Fee: $200 per term
Technology fee : $250 per term
Clinical Placement Fee: $150

Estimated program book cost:
Option 1:E-Books available through LRC databases free of charge

Education Unlimited Program: as part of MCC's Education Unlimited Program, Clinical Medical Assisting students can receive free 1-year access to e-books (estimated $180 value) and a new Dell or HP laptop to keep, provided they graduate from MCC's Dental Assisting program.

If a student already owns a laptop, they can choose to receive 1-year e-book access with $100 credit towards 2nd term tuition and opt out of receiving a laptop. The laptops are typically issued 30 days after the program start date. If a student withdraws from the program for any reason, the laptop must be returned in like-new condition or the student's account will be charged with $300 fee.

Additional out-of-pocket program costs:
Additional out-of-pocket program costs may be incurred. Additional external fees are not paid directly to Midwestern Career College (MCC). All costs are estimated, and prices are subject to change without notice or MCC's knowledge. Examples include but are not limited to the fees to cover the cost of vaccination, drug screening, physical exam, and additional background check, among others that may be applicable. Estimates below 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, and/or credentialing agencies, among others. Students should also refer to the catalog and their enrollment agreement for more information on program specific and/or administrative fees.

Estimated additional fees:
Malpractice Insurance: $40
Cost of physical exam varies
Cost of immunizations varies
Criminal background check: Covered by MCC and Clinical Placement Fee
CPR training: $60
AMT Registered Dental Assistant (RDA) exam: $150

ELECTRONEURODIAGNOSTIC (END) TECHNOLOGIST

Non-Refundable Application fee: $60
Tuition per term:
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 Term): $5,900
$2,950 per 275-hour course with 550 clinical hours (2 clinical courses) required for the program compeltion. Tuition fee for each externship course will be applied to the term in which most of the training hours occur, even if starting and ending dates of that externship course do not exactly align with term dates and/or overlap with another term.

Learning Management System Fee:$200 per term
Technology fee : $250 per term
Clinical Placement Fee:$150

Estimated program book cost:
Option 1: $1,782 (hard copies)
Option 2: $409 (hard copy $249.00 and LWW E-book $160.00)
Option 3: $0 E-books available through LRC databases free of charge

Additional out-of-pocket program costs:
Additional out-of-pocket program costs may be incurred. Additional external fees are not paid directly to Midwestern Career College (MCC). All costs are estimated, and prices are subject to change without notice or MCC's knowledge. Examples include, but are not limited to the fees to cover the cost of vaccination, drug screening, physical exam, and additional background check, among others that may be applicable. Estimates below 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, and/or credentialing agencies among others. Students should also refer to the catalog and their enrollment agreement for more information on program specific and/or administrative fees.

Estimated additional fees:
Malpractice Insurance: $40
Cost of physical exam: varies
Cost of immunizations: varies
Criminal background check: Covered by MCC and Clinical Placement Fee
CPR training: $60
ABRET Registration of Electroencephalograph Technologists (R. EEG T.): $700

LICENSED PRACTICAL NURSING (LPN)

Non-Refundable Application Fee: $60

Tuition per term:
FT 12+ credits: $8,300
PT 11-9 credits: $7,470

PT 8-6 credits: $6,723
PT 5 or fewer credits: $692 per attempted credit

Program Fees:

Learning Management System:	$200.00 per term
Technology:	$90.00 per term
Lab fees:	$200 (Term 1), $600 (Term 2), and $400 (Term 3)
Lab Kit and Uniform:	$340.00 (Term 1)
Clinical Placement Screening:	$150.00 (Term 1)
Criminal Background Check:	$75.00 (Term 1)
Fingerprinting for NCLEX:	$55.00 (Term 3)
Malpractice Insurance:	$50.00 (payable in Term 1)
Pinning Ceremony (if applicable):	$75.00 (upon registration)
Reenrollment fee (if applicable):	$250.00 (upon reenrollment)

Additional out-of-pocket program costs:
Additional out-of-pocket program costs may be incurred, including the required NCLEX exam. Additional external fees are not paid directly to Midwestern Career College (MCC). All costs are estimated, and prices are subject to change without notice or MCC's knowledge. Examples include but are not limited to the fees to cover the cost of vaccination, CPR training and certification, drug screening, physical exam, and additional background check, among others that may be applicable. Estimates below 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, and/or credentialing agencies, among others. Students should also refer to the catalog and their enrollment agreement for more information on program specific and/or administrative fees.

MEDICAL ASSISTING

Non-Refundable Application Fee: $20

Tuition per term:
FT 12+ credits: $5,950
PT 11-9 credits: $5,450
PT 8-6 credits: $4,950
PT 5 or fewer credits: $485 per attempted credit

Learning System Management Fee: $200 per term
Technology fee: $90 per term

Estimated program book cost (paid by MCC)
Option 1: $0 E-books are available through MCC's Education Unlimited Program. See details below.
Option 2: $246 (hard copies)

Education Unlimited Program: as part of MCC's Education Unlimited Program, Medical Assisting students can receive free 1-year access to e-books (estimated $180 value) and a new Dell or HP laptop to keep, provided they graduate from MCC's Medical Assisitng program. If a student already owns a laptop, they can choose to receive 1-year e-book access with $100 credit towards 2nd term tuition and opt out of receiving a laptop. The laptops are typically issued 30 days after the program start date. If a student withdraws from the program for any reason, the laptop must be returned in like-new condition or the student's account will be charged with $300 fee.

Additional out-of-pocket program costs:

Additional out-of-pocket program costs may be incurred. Additional external fees are not paid directly to Midwestern Career College (MCC). All costs are estimated, and prices are subject to change without notice or MCC's knowledge. Examples include, but are not limited to the fees to cover the cost of vaccination, drug screening, physical exam, and additional background check, among others that may be applicable. Estimates below 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, and/or credentialing agencies among others. Students should also refer to the catalog and their enrollment agreement for more information on program specific and/or administrative fees.

Estimated 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 National Certified Phlebotomy Technician (NCPT): $119
NCCT National Certified ECG Technician (NCET): $119
NCCT National Certified Medical Assistant (NCMA): $119
AMT Registered Phlebotomy Technician (RPT): $125 (Requires additional 25 (total of 50) venipuncture and 10 skin punctures)
NHA Certified EKG Technicial (CET): $129
NHA Certified Phlebotomy Technician (CPT): $129

PHLEBOTOMY TECHNICIAN

Non-Refundable Application fee: $20

Tuition fee: $1,990
Estimated program book cost (paid by MCC): $123
Technology Fee: $50

Additional out-of-pocket program costs:
Additional out-of-pocket program costs may be incurred. Additional external fees are not paid directly to Midwestern Career College (MCC). All costs are estimated, and prices are subject to change without notice or MCC's knowledge. Examples include but are not limited to the fees to cover the cost of vaccination, drug screening, physical exam, and additional background check, among others that may be applicable. Estimates below 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, and/or credentialing agencies among others. Students should also refer to the catalog and their enrollment agreement for more information on program specific and/or administrative fees.

Estimated additional fees:
Malpractice Insurance: $40
Cost of physical exam varies
Cost of immunizations varies
Criminal background check: $20
CPR training: $60
NCCT National Certified Phlebotomy Technician (NCPT): $119
AMT Registered Phlebotomy Technician (RPT): $125 (Requires additional 25 (total of 50) venipuncture and 10 skin punctures)

STERILE PROCESSING

Non-Refundable Application fee: $20

Tuition per term:
FT 12+ credits: $5,900
PT 11-9 credits: $5,400
PT 8-6 credits: $4,900
PT 5 or fewer credits: $485 per attempted credit

Learning Management System Fee: $200 per term
Technology Fee: $250 per term

Estimated program book cost (paid by MCC):
Option 1: $0 E-books and hard copies are available through MCC's Education Unlimited Program. See details below.
Option 2: $484 (hard copies)

Education Unlimited Program: as part of MCC's Education Unlimited Program, Sterile Processing students can receive free 1-year access to e-books (estimated $180 value), hard copies (estimated $209 value), and a new Dell or HP laptop to keep, provided they graduate from MCC's Medical Assisting program. If a student already owns a laptop, they can choose to receive 1-year e-book access and required hard copies with $100 credit towards 2nd term tuition and opt out of receiving a laptop. The laptops are typically issued 30 days after the program start date. If a student withdraws from the program for any reason, the laptop must be returned in like-new condition or the student's account will be charged with $300 fee.

Additional out-of-pocket program costs:
Additional out-of-pocket program costs may be incurred. Additional external fees are not paid directly to Midwestern Career College (MCC). All costs are estimated, and prices are subject to change without notice or MCC's knowledge. Examples include but are not limited to the fees to cover the cost of vaccination, drug screening, physical exam, and additional background check, among others that may be applicable. Estimates below 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, and/or credentialing agencies, among others. Students should also refer to the catalog and their enrollment agreement for more information on program specific and/or administrative fees.

Estimated additional fees:
Malpractice Insurance: $40
Cost of physical exam varies
Cost of immunizations varies
Criminal background check: Covered by MCC
CPR training: $60
CBSPD Certified Sterile Processing and Distribution Technician (CSPDT): $125

ENGLISH AS A SECOND LANGUAGE (ESL)

Tuition:
$1,700 per term
Book cost (estimated):
$180-200 per term paid by MCC
Technology Fee: $90 per term

ENGLISH FOR ACADEMIC PURPOSES (ESL)

Tuition:
$1,700 per term
Book cost (estimated):
$180-200 per term paid by MCC
Technology Fee: $90 per term

PROFESSIONAL ENGLISH (ESL)

Tuition:
$1,700 per term
Book cost (estimated):
$180-200 per term paid by MCC
Technology Fee: $90 per term

ENGLISH FOR HEALTHCARE (ESL)

Tuition:
$1,700 per term
Book cost (estimated):
$180-200 per term paid by MCC
Technology Fee: $90 per term

Institutional Disclosures Reporting Table

Institutional Disclosures Reporting Table

Per Section 1095.200 of 23 Ill. Adm. Code 1095:

Institution Name: Midwestern Career College
July 1, 2024 - June 30, 2025

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	Program Name	Clinical Medical Assisting	Dental Assisting	Electroneurodiagnostic (END) Technologist	Medical Assisting	Phlebotomy Technician
	CIP*	51.0801	51.0601	51.0903	51.0801	51.1009
	SOC*	31-9092.00	31-9091.00	29-2099.01	31-9092.00	31-9097.00
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.		54	25	11	45	0
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	79	26	28	63	9
	b) Re-enrollments	2	0	0	0	0
	c) Transfers into the program from other programs at the school	1	0	0	0	0
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).		136	51	39	108	9
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	0	1	0
	b) Completed or graduated from a program or course of instruction	37	13	11	42	9
	c) Withdrew from the school	22	14	4	20	0
	d) Are still enrolled	77	24	24	45	0
5) The number of students enrolled in the program or course of instruction who were:						
	a) Placed in their field of study	20	7	8	11	1
	b) Placed in a related field	3	0	0	3	1
	c) Placed out of the field	1	0	0	0	1
	d) Not available for placement due to personal reasons	1	1	0	14	4
	e) Not employed	12	5	3	14	2
B1) The number of students who took a State licensing examination or professional certification examination, if any, during the reporting period.		10	3	7	11	0
B2) The number of students who took and passed a State licensing examination or professional certification examination, if any, during the reporting period.		7	2	5	7	0
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.		2	2	0	2	0
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.		$41,888	$41,947	$59,975	$44,387	$39,000

Institutional Disclosure Reporting Table includes certificate-level programs that had student enrollment in the reporting period. All reported data is provided as of June 24, 2026. "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. "N/A" for Average Starting Salary reporting category means that there were no graduates/completers in the program in the reporting period, or there was no salary data available for the program in the reporting period, or the program does not prepare for placement. The average starting salary number was annualized to reflect full-time employment salary equivalent. For graduates that provided an hourly rate, the average starting salary for each program was calculated by adding together the known hourly rates, then dividing this number by the number of respondents to get an average hourly rate, then multiplying by 2,080 hours. To provide a more accurate picture of the average hourly rate, any high or low value outliers were removed from the average hourly 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 professional certifications.

See next page for the Institutional Disclosure Reporting Table continued.

Institutional Disclosure Reporting Table continued.

Institutional Disclosures Reporting Table

Per Section 1095.200 of 23 Ill. Adm. Code 1095:

Institution Name: Midwestern Career College
July 1, 2024 - June 30, 2025

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	Program Name	Sterile Processing	English as a Second Language	English for Academic Purposes	English for Healthcare	Professional English
	CIP*	51.1012	32.0109	32.0109	32.0109	32.0109
	SOC*	31-9093.00	N/A	N/A	N/A	N/A
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.		40	109	8	7	7
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		65	19	37	10	24
b) Re-enrollments		0	0	3	2	2
c) Transfers into the program from other programs at the school		0	0	0	2	6
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).		105	128	48	21	39
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	28	1	0	0
b) Completed or graduated from a program or course of instruction		38	41	9	11	4
c) Withdrew from the school		6	23	22	5	14
d) Are still enrolled		61	36	16	5	21
5) The number of students enrolled in the program or course of instruction who were:						
a) Placed in their field of study		19	N/A	N/A	N/A	N/A
b) Placed in a related field		0	N/A	N/A	N/A	N/A
c) Placed out of the field		5	N/A	N/A	N/A	N/A
d) Not available for placement due to personal reasons		6	N/A	N/A	N/A	N/A
e) Not employed		8	N/A	N/A	N/A	N/A
B1) The number of students who took a State licensing examination or professional certification examination, if any, during the reporting period.		17	N/A	N/A	N/A	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.		10	N/A	N/A	N/A	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.		4	N/A	N/A	N/A	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.		$40,876	N/A	N/A	N/A	N/A

Institutional Disclosure Reporting Table includes certificate-level programs that had student enrollment in the reporting period. All reported data is provided as of June 24, 2026. "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. "N/A" for Average Starting Salary reporting category means that there were no graduates/completers in the program in the reporting period, or there was no salary data available for the program in the reporting period, or the program does not prepare for placement. The average starting salary number was annualized to reflect full-time employment salary equivalent. For graduates that provided an hourly rate, the average starting salary for each program was calculated by adding together the known hourly rates, then dividing this number by the number of respondents to get an average hourly rate, then multiplying by 2,080 hours. To provide a more accurate picture of the average hourly rate, any high or low value outliers were removed from the average hourly 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 professional certifications.

Institutional Disclosure Reporting Table continued.

Institutional Disclosures Reporting Table

Per Section 1095.200 of 23 Ill. Adm. Code 1095:

Institution Name: Midwestern Career College
July 1, 2024 - June 30, 2025

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	Program Name	Beginner ESL	High Beginner ESL	Low Intermediate ESL	Intermediate ESL	High Intermediate ESL	Advanced ESL
	CIP*	32.0109	32.0109	32.0109	32.0109	32.0109	32.0109
	SOC*	N/A	N/A	N/A	N/A	N/A	N/A
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.		0	0	0	0	0	0
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		9	29	53	60	47	15
b) Re-enrollments		0	0	0	0	0	0
c) Transfers into the program from other programs at the school		0	0	2	3	10	6
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).		9	29	55	63	57	21
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	0	0	0	0
b) Completed or graduated from a program or course of instruction		6	26	47	56	50	18
c) Withdrew from the school		3	1	5	6	5	3
d) Are still enrolled		0	2	3	1	2	0
5) The number of students enrolled in the program or course of instruction who were:							
a) Placed in their field of study		N/A	N/A	N/A	N/A	N/A	N/A
b) Placed in a related field		N/A	N/A	N/A	N/A	N/A	N/A
c) Placed out of the field		N/A	N/A	N/A	N/A	N/A	N/A
d) Not available for placement due to personal reasons		N/A	N/A	N/A	N/A	N/A	N/A
e) Not employed		N/A	N/A	N/A	N/A	N/A	N/A
B1) The number of students who took a State licensing examination or professional certification examination, if any, during the reporting period.		N/A	N/A	N/A	N/A	N/A	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.		N/A	N/A	N/A	N/A	N/A	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.		N/A	N/A	N/A	N/A	N/A	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.		N/A	N/A	N/A	N/A	N/A	N/A

Institutional Disclosure Reporting Table includes certificate-level programs that had student enrollment in the reporting period. All reported data is provided as of June 24, 2026. "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. "N/A" for Average Starting Salary reporting category means that there were no graduates/completers in the program in the reporting period, or there was no salary data available for the program in the reporting period, or the program does not prepare for placement. The average starting salary number was annualized to reflect full-time employment salary equivalent. For graduates that provided an hourly rate, the average starting salary for each program was calculated by adding together the known hourly rates, then dividing this number by the number of respondents to get an average hourly rate, then multiplying by 2,080 hours. To provide a more accurate picture of the average hourly rate, any high or low value outliers were removed from the average hourly 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 professional certifications.

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