

FOX COLLEGE

**MAIN CAMPUS
6640 SOUTH CICERO AVENUE
BEDFORD PARK, ILLINOIS 60638**

**DEGREE SITE
18020 SOUTH OAK PARK AVENUE
TINLEY PARK, ILLINOIS 60477**

www.foxcollege.edu

(708) 444-4500

ACADEMIC YEAR 2016-2017

Effective: July 5, 2016

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GENERAL INFORMATION

HISTORY

Fox College was founded in 1932 by Earl B. Fox, an educator and former high school principal. It was Mr. Fox's vision to have a relatively small, exclusive school dedicated to producing the very best executive and legal assistants. Mr. Fox accepted ambitious and motivated high school graduates and college students from the Chicago metropolitan area. Extremely high standards were maintained in a highly specialized program that included traditional academic subjects, as well as courses intended to facilitate personal development. Graduates thus have possessed both strong workplace skills and a strong sense of direction, maturity, and confidence.

Just as the workplace, community, and society have undergone change, so has the direction of Fox College. While the philosophy of high standards and educational challenge has remained the same, programs and curricula have and will continue to evolve. Significantly, Fox College has joined the higher education community in its challenge to prepare students to compete in the global economy of today and tomorrow.

MISSION STATEMENT

Fox College is an institution of higher learning that combines general education and professional education in applied programs that prepare motivated students for success in specialized careers.

Explication:

Fox College is a proprietary **institution that combines general education and professional education** in coursework leading to associate of applied science degrees and professional diplomas. The College provides an accelerated, structured educational experience to students from diverse backgrounds. The College's **applied programs prepare motivated students** with a foundation in critical thinking, interactive teamwork, communication competence, and technological proficiency. This educational foundation enables the Fox College student to develop a desire for lifelong learning, **successfully enter specialized careers**, and function effectively in a changing world.

CORE VALUES

Fox College's core values dictate the manner in which the College carries out its mission in the past, present, and future. These equally important values are consistent with its mission and include Learning, Professionalism, Structure and Guidance, and Quality.

INSTITUTIONAL PURPOSES

1. Maintain a learning culture that provides contemporary accelerated academic programs integrating the learning that comes from general education and professional education by:
 - a) Using career-driven knowledge and applied skills to solve practical problems effectively in the workplace.
 - b) Building a base of intellectual inquiry that will improve the students' critical thinking skills, expand communication effectiveness, and promote social interaction in a diverse society.
 - c) Utilizing technological resources to enhance theoretical learning and analytical reasoning.
 - d) Developing a level of professionalism that instills the personal discipline essential for success as a lifelong learner in the workplace.

2. Sustain a thriving proprietary institution that is actively and successfully engaged with all of its constituents, from students to employers and the entire community it serves by:
 - a) Engaging in ongoing strategic planning and proactive decision-making processes which involve appropriate constituents, including the Board of Governors, administration, faculty, staff, and students.
 - b) Utilizing strategically the resources of the parent company, Bradford Schools, Inc., and the multiple colleges within the company.
 - c) Hiring and developing the necessary faculty and staff to sustain quality programs, supportive student services, and productive student activities.
 - d) Managing effectively the finances, educational resources, and physical facilities of the College to achieve the institution's mission.

LOCATION AND FACILITIES

Fox College's main campus is located at 6640 South Cicero Avenue in Bedford Park, Illinois. Bedford Park is a small but vibrant community located very close to Chicago's Midway Airport. It is within a 40-minute drive from most southwest suburbs and can be reached conveniently by public or private transportation. Fox College operates in an air-conditioned, carpeted professional office complex, which provides a professional atmosphere in an educational setting. The general academic space contains a resource library and a total of seven classrooms. Three of the classrooms and the resource library are equipped with microcomputers, and the other four rooms are furnished as lecture/theater rooms. Additionally, the school contains one classroom designed as a medical assisting laboratory, one dental materials/simulation lab, a 15-chair state-of-the-art dental clinic, one gym/occupational rehab room, and an activities of daily living (ADL) apartment for occupational therapy simulation. Fox College is accessible and equipped to handle physically handicapped students.

Fox College's additional learning facility is located at 18020 South Oak Park Avenue in Tinley Park, Illinois. This degree site is located approximately 15 miles from the main campus in Bedford Park. Tinley Park is also a vibrant and award-winning community, southwest of Fox College's main campus. Like the Midway Campus, this learning site provides a professional atmosphere in an educational setting. The general academic space contains a resource library and a total of seven classrooms. One of the classrooms and the resource library are equipped with microcomputers, and the remaining rooms are furnished as lecture/theater rooms. In addition, this learning site includes two veterinary technician clinical laboratories, two animal technician rooms, a kennel, a radiology facility, a surgery suite, and a surgery preparation area. This learning site also includes two physical therapist laboratories, a gym, and a mock surgery room. This learning site is also accessible and equipped to handle physically handicapped students.

All of Fox College's facilities are furnished with the latest instructional equipment necessary to provide the general and professional educational resources students need to succeed in their programs. The school offers a professional learning and growing environment for today's career-minded students.

ACCREDITATION AND APPROVALS

Fox College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools to award associate's degrees and diplomas. The address and telephone number of the Higher Learning Commission are 30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602-2504, (800) 621-7440. The Higher Learning Commission is listed as a nationally recognized accrediting agency by the United States Department of Education and is recognized by the Council for Higher Education Accreditation.

The program in Dental Hygiene is currently accredited by the Commission on Dental Accreditation and has been granted the accreditation status of "initial accreditation." The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, IL 60611. The Commission's web address is: <http://www.ada.org/en/coda>.

The Fox College Medical Assisting programs are currently accredited by the Accrediting Bureau of Health Education Schools, 7777 Leesburg Pike, Suite 314 N., Falls Church, Virginia 22043.

The Fox College Veterinary Technology program is currently accredited by the Committee on Veterinary Technician Education and Activities (CVTEA) of the American Veterinary Medical Association (AVMA). The address and telephone number of the American Veterinary Medical Association are 1931 N. Meacham Road, Schaumburg, Illinois 60173, (847) 925-8070.

The occupational therapy assistant program has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org.

The Physical Therapist Assistant program at Fox College is currently accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>.

Fox College is approved to grant Associate of Applied Science degrees by the Illinois Board of Higher Education.

Fox College is approved by the Illinois Department of Veterans Affairs for the training of students under the various Veterans Administration programs.

LEGAL CONTROL

Fox College is controlled by its own Board of Governors. The Board of Governors is charged with the establishment and review of basic broad-range policies to direct the institution. The President of Fox College reports directly to the Board of Governors. A list of the current members of the Board can be found in this catalog.

Fox College is a wholly owned subsidiary of Bradford Schools, Incorporated, 133 Freeport Road, Pittsburgh, PA 15215. Officers of the corporation are Joseph L. Calihan, Chairman; Martin J. Calihan, President, Chief Executive Officer, and Treasurer; JoAnn Travis, Vice President; and Jennifer G. Calihan, Secretary.

Other affiliated Bradford schools include:

- Antonelli Institute, Philadelphia, Pennsylvania
- Bradford School, Columbus, Ohio
- Bradford School, Pittsburgh, Pennsylvania
- Hickey College, St. Louis, Missouri
- International Business College, Fort Wayne, Indiana
- International Business College, Indianapolis, Indiana
- King's College, Charlotte, North Carolina
- Minneapolis Business College, Minneapolis, Minnesota
- Vet Tech Institute, Pittsburgh, Pennsylvania
- Vet Tech Institute of Houston, Houston Texas
- Wood/Tobe-Coburn School, New York, New York

PROGRAM MODERNIZATION

Fox College prepares its students for employment in the business and medical community. To best meet the needs of these employers, periodic revision of our courses and programs is necessary. Fox College, therefore, reserves the right to add or delete material from courses; alter program content; change software and equipment; change faculty; adjust tuition and fee rates; and modify cancellation/refund policies as circumstances indicate, subject to approval of the various state and national agencies under whose regulations it operates. Also included is the right to cancel a program if there is insufficient enrollment.

DISASTER AFFECTING THE SCHOOL'S OPERATIONS

In the event of Acts of God affecting operations (i.e., fire, flood, hurricane, tornado, etc.), Fox College reserves the right to suspend training for a period not to exceed 90 days.

NONDISCRIMINATION IN EDUCATION PROGRAMS AND ACTIVITIES

Educational institutions receiving federal financial assistance are required to comply with Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title VI of the Civil Rights Act of 1964. These federal laws prohibit discrimination on the basis of gender, including sexual harassment and sexual violence; sexual orientation; genetic information; race; color; religion; national origin; age; veteran status; and disability in the education programs and activities that they operate. Fox College is subject to these laws and complies fully with them in the enrollment of students, the hiring of faculty and staff, and in all other activities of the College. The Director of Education, who is identified in the Administration, Faculty, and Staff section of this catalog and who may be reached at 708-444-4500, is the Title IX coordinator at Fox College Midway Campus. The Campus Director, who is identified in the Administration, Faculty, and Staff section of this catalog and who may be reached at 708-444-4500, is the Title IX coordinator at Fox College Degree Site. Questions regarding Title IX may be referred to the Title IX coordinators or to the U.S. Department of Education Office for Civil Rights. Students, faculty, and administrative employees are encouraged to bring any complaints or reports of discrimination to the coordinator's attention. The matter will be investigated promptly, and both parties will be notified in writing about the outcome of the complaint. Appropriate follow-up will be implemented to assure that no person associated with the college is subjected to unlawful discrimination. Individuals who report discrimination will not be subjected to any retaliation for doing so.

COPYRIGHT INFRINGEMENT POLICY AND SANCTIONS

Fox College requires all students, faculty, and staff to comply with copyright laws. Copyright is a form of protection provided by the laws of the United States (Title 17, U.S. Code) to the authors of “original works of authorship.” The owner of copyright has the exclusive rights of reproduction, adaptation, publication, performance, and display. Types of works that are covered by copyright law include, but are not limited to, text, music, art, photographs, graphics, film, and software. Copyright covers all forms of a work, including its digital transmission and subsequent use.

It is illegal for anyone to violate any of the rights provided by the copyright law to the owner of copyright. Copying copyrighted materials in excess of the “fair use” limitation without the authority of the copyright owner, including uploading or downloading works protected by copyright, is an infringement of the copyright owner’s exclusive rights of reproduction and/or distribution. Unauthorized distribution of copyrighted material, including distribution of copyrighted material through unauthorized peer-to-peer file sharing, may subject individuals to civil and criminal liabilities.

Copyright infringement violates the institution’s policies and the law. Anyone who engages in copyright infringement, including the unauthorized distribution of copyrighted materials using the institution’s information technology system, will be subject to discipline by the school, which may include warning, suspension, expulsion, or termination. Copyright infringement may also subject the individual to civil and criminal liabilities. Anyone found to have infringed a copyrighted work may be liable for actual damages or statutory damages up to \$30,000 for each work infringed and, if willful infringement is proven by the copyright owner, that amount may be increased up to \$150,000 for each work infringed. In addition, individual infringers may be subject to criminal prosecution.

STUDENT CONSUMER INFORMATION

Federal regulations set forth by the Higher Education Act of 1965 as amended require Fox College to annually distribute to all enrolled students and to prospective students upon request information about the availability of specific types of consumer information. To comply with these regulations, Fox College has prepared a "Guide to Student Consumer Information." This report is distributed annually to enrolled students. Copies are available upon request in the office of the Director of Education at the Midway Campus or in the office of the Campus Director at the Degree Site.

ADMISSIONS INFORMATION

ADMISSIONS REQUIREMENTS

To be considered for admission to Fox College, an applicant must have graduated from or be a potential graduate from a valid high school, private school, or equivalent (GED). When an applicant has not yet graduated, offers of admission are contingent on high school graduation. Applicants are admitted for enrollment primarily on the basis of previous scholastic records as evidenced by a transcript of work completed in high school or college. The following materials may also be considered when making admissions decisions: GED scores, standardized test scores, writing samples/essays, reading comprehension test scores, and a demonstration of the character necessary for success. Applicants for the veterinary technology program must demonstrate an aptitude for, and interest in, a career in veterinary technology.

ADMISSIONS PROCEDURE

Potential students should call or write the Admissions Department to request an application form. To apply for enrollment, the student should complete the application form and submit it with the application fee to the Director of Admissions, Fox College, 6640 South Cicero Avenue, Bedford Park, Illinois 60638. Potential students may also apply online at www.foxcollege.edu.

Prior to application, potential students are expected to receive a tour of the school.

Upon receipt of the application, the school will request a transcript of the applicant's high school record. Any record of post-high school education should be obtained by the applicant and provided to the school. Generally, the applicant is notified of the school's decision within four to eight weeks after submission of the application.

FINANCIAL INFORMATION

TUITION AND FEES

Application Fee\$50

This fee is payable with all applications for admission. This fee is refunded if the application is rejected or if the applicant cancels by the date five business days after an enrollment agreement is signed.

Tuition Deposit.....\$50

A \$50 tuition deposit is due no later than 30 days after an applicant's acceptance. Tuition deposits are applied to tuition when students begin classes. This deposit is refunded if the applicant cancels by the date five business days after an enrollment agreement is signed.*

Confirmation Deposit.....\$50

A \$50 confirmation deposit is due no later than 30 days after an applicant's financial plan is held. This deposit is credited to tuition when the student begins classes. It is refundable if the applicant cancels the application for enrollment.*

Official Transcript Fee.....\$5

*Applicants who are accepted or apply within 30 days of their original start date must pay all deposits before classes begin.

These rates are effective for students entering between January 1, 2016, and December 31, 2016:

Tuition

Full Semester Charge (Day portions of programs)¹\$7,560

Reduced Semester Charge (Evening/weekend portions of programs)¹\$4,848

Combined Semester Charge (Semester including one term day portion and one term evening/weekend portion)¹\$6,204

Vet Tech/PTA Externship Semester Charge (Final half-semester of 4 1/2-semester programs)².....\$2,600

Prerequisite Gen Ed Semester Charge (DH/OTA programs)³\$7,560

Lab Fees

Dental Hygiene Lab Fee (per semester)\$390

This fee is charged for each semester during the four semesters of the program for which the student is enrolled in pre-clinical and clinical courses. A lab fee is not charged during the prerequisite semester. Students reenrolling mid-semester will be charged for a term. The charge for a term is equal to one-half the semester rate.

Medical Assisting Lab Fee (per semester)..... \$340
This fee is charged for each semester and half-semester term for which the student is enrolled during the first two and one-half semesters of the program. The student is charged at half the rate for a half-semester term.

Occupational Therapy Assistant Lab Fee (per semester).....\$390
This fee is charged for the second, third, and fourth semesters of the program. Students reenrolling mid-semester will be charged for a term. The charge for a term is equal to one-half the semester rate.

Veterinary Technology/Physical Therapist Assistant Lab Fee (per semester).....\$390
This fee is charged for each semester during the first four semesters of the program for which the student is enrolled. Students reenrolling mid-semester will be charged for a term. The charge for a term is equal to one-half the semester rate.

Textbooks and Supplies

Book charges will vary from semester to semester depending upon the program in which the student is enrolled. These charges will range from \$300 to \$800 per semester. Actual charges will be used in the student's financial plan.

Students may opt out of their plan to have books and/or supplies charged to their account. To start the opt-out process, the student must see the Financial Aid Office to revise the financial plan. If the student has a credit balance on his or her account, those funds will be made available immediately upon the student's request so that the student may purchase books and supplies.

¹The quoted tuition rate is based on enrollment for the equivalent of 12 credit hours or more in a semester. Tuition charges for a student enrolled in less than 12 credit hours in a semester will be adjusted proportionately. Students reenrolling midsemester will be charged for a term. The charge for a stand-alone term is equal to one-half the semester rate and is based on enrollment for the equivalent of 6 credit hours or more in the stand-alone term. Tuition charges for a student enrolled in less than 6 credit hours in a stand-alone term will be adjusted proportionately.

²The quoted tuition rate is based on enrollment for the equivalent of 6 credit hours or more in the final one-half semester of a 4½-semester program.

³Tuition for students in the prerequisite semester of the DH and OTA programs who are taking less than 12 semester credits will have their tuition reduced. Students taking 9-11 credits will be charged ¾ of the full semester tuition charge, students taking 6-8 credits will be charged ½ of the full semester tuition charge, and students taking less than six credits will be charged ¼ of the full semester tuition charge.

These rates are effective for students entering between January 1, 2017, and December 31, 2017:

Tuition

Full Semester Charge (Day portions of programs) ³	\$7,580
Reduced Semester Charge (Evening/weekend portions of programs) ³	\$4,920
Combined Semester Charge (Semester including one term day portion and one term evening/weekend portion) ³	\$6,250
Vet Tech/PTA Externship Semester Charge (Final half-semester of 4 1/2-semester programs) ⁴	\$2,600
Prerequisite Gen Ed Semester Charge (DH/OTA programs) ⁵	\$7,580

Lab Fees

Dental Hygiene Lab Fee (per semester)\$420
This fee is charged for each semester during the four semesters of the program for which the student is enrolled in pre-clinical and clinical courses. A lab fee is not charged during the prerequisite semester. Students reenrolling mid-semester will be charged for a term. The charge for a term is equal to one-half the semester rate.

Medical Assisting Lab Fee (per semester)\$380
This fee is charged for each semester and half-semester term for which the student is enrolled during the first two and one-half semesters of the program. The student is charged at half the rate for a half-semester term.

Occupational Therapy Assistant Lab Fee (per semester)\$420
This fee is charged for the second, third, and fourth semesters of the program. Students reenrolling mid-semester will be charged for a term. The charge for a term is equal to one-half the semester rate.

Veterinary Technology/Physical Therapist Assistant Lab Fee (per semester).....\$420
This fee is charged for each semester during the first four semesters of the program for which the student is enrolled. Students reenrolling mid-semester will be charged for a term. The charge for a term is equal to one-half the semester rate.

Textbooks and Supplies

Book charges will vary from semester to semester depending upon the program in which the student is enrolled. These charges will range from \$300 to \$800 per semester. Actual charges will be used in the student's financial plan.

Students may opt out of their plan to have books and/or supplies charged to their account. To start the opt-out process, the student must see the Financial Aid Office to revise the financial plan. If the student has a credit balance on his or her account, those funds will be made available immediately upon the student's request so that the student may purchase books and supplies.

³The quoted tuition rate is based on enrollment for the equivalent of 12 credit hours or more in a semester. Tuition charges for a student enrolled in less than 12 credit hours in a semester will be adjusted proportionately. Students reenrolling midsemester will be charged for a term. The charge for a stand-alone term is equal to one-half the semester rate and is based on enrollment for the equivalent of 6 credit hours or more in the stand-alone term. Tuition charges for a student enrolled in less than 6 credit hours in a stand-alone term will be adjusted proportionately.

⁴The quoted tuition rate is based on enrollment for the equivalent of 6 credit hours or more in the final one-half semester of a 4½-semester program.

⁵Tuition for students in the prerequisite semester of the DH and OTA programs who are taking less than 12 semester credits will have their tuition reduced. Students taking 9-11 credits will be charged ¾ of the full semester tuition charge, students taking 6-8 credits will be charged ½ of the full semester tuition charge, and students taking less than six credits will be charged ¼ of the full semester tuition charge.

REFUND POLICIES

When students withdraw or are dismissed, refunds shall be based on and computed from the last day of attendance. For these purposes, the week during which the last day of attendance occurs will be considered a week of attendance. Refunds shall be made within 45 days of the date a student withdraws or the date of determination of withdrawal if a student does not notify the school of his/her intention to withdraw. Questions about refunds of tuition and other charges should be referred to the school's administrative or financial aid office. Examples of refund calculations are available upon request.

Early Cancellation

Students who are rejected for admission or who give written notice of cancellation by midnight of the fifth business day after signing an Enrollment Agreement with Fox College are entitled to a full refund of the application fee, tuition, and any other charges paid to the school.

Tuition Refund

Students who withdraw or are dismissed may be refunded a portion of the tuition charged. The minimum refund amount will be governed by the standards published by the state of Illinois. The expected amount of the refund is illustrated by the table below:

<u>Week of Semester</u>	<u>% Refund</u>	<u>Week of Stand-Alone Term</u>	<u>% Refund</u>
1	*	1	*
2, 3, 4	80%	2, 3, 4	80%
5, 6	50%	After Week 4	None
7, 8, 9	30%		
After Week 9	None		

*If a student withdraws on the first day of class, a refund of 100% is required. If a student withdraws on the second through fifth day, the school may keep \$300 or 10% of the tuition, whichever is less.

Refund Policy for Students Called to Active Military Service

A student who withdraws from the school as a result of the student being called to active duty in a military service of the United States or the National Guard will receive a waiver for his/her current semester tuition and lab fees. However, if the student is eligible to graduate from a shorter program mid-semester, the student will be graduated from the shorter program, and tuition and fees for the shorter program will be determined. Tuition and fees in excess of that amount will be waived. Except as discussed elsewhere in the school's refund policy, charges for current semester textbooks and supply kits will not be reversed. Any cash paid by the student will be used to cover textbook and supply charges. Upon withdrawal, the student should submit a copy of his/her military orders to the Director of Education at the Midway Campus or to the Campus Director at the Degree Site.

Dental Hygiene, Medical Assisting, Occupational Therapy Assistant, Physical Therapist Assistant, and Veterinary Technology Lab Fees

For the purpose of refunds, lab fees for students in the Dental Hygiene, Medical Assisting, Occupational Therapy Assistant, Physical Therapist Assistant, and Veterinary Technology programs are treated the same as tuition. To avoid a fluctuation in semester or term charges, lab fees are allocated over two and one-half semesters of the medical assisting program; over three semesters of the occupational therapy assistant program; and over four semesters of the dental hygiene, physical therapist assistant, and veterinary technology programs. They apply regardless of whether a student is actually enrolled in a lab at any particular time.

Textbooks

Textbooks are available from the college bookstore; however, students are not required to purchase books from the college. If a student elects to purchase textbooks from the college bookstore and have them charged to his or her account, the cost will be included as an institutional charge. In effect, the amount charged will be treated for purpose of refunds as additional tuition. Unused and unmarked textbooks may be returned to the bookstore only by withdrawn or dismissed students for full credit at the beginning of the first semester in which they would be used.

Return of Title IV Funds Upon Withdrawal

Upon a student's withdrawal or dismissal from college, the U.S. Department of Education requires specific treatment of the Title IV program funds received by the student. These requirements are published in Chapter 34 of the Code of Federal Regulations, Section 668.22. The college is required to make refunds to the Title IV program funds according to these regulations regardless of amounts resulting from the college's tuition refund policy as described above.

These regulations allow the college to keep as "earned" the amount of Title IV aid that is equivalent to the amount of time the student has been in attendance, except during the first 30 days of a new student's first semester when the college is sometimes not permitted under regulations to disburse the student's Stafford loan. For example, if the student completed 30 percent of the payment period or period of enrollment, 30 percent of the assistance originally scheduled for receipt may be earned. Once the student has completed more than 60 percent of the payment period or period of enrollment, all the assistance that the student was scheduled to receive for that period may be earned. Title IV funds disbursed in excess of this amount must be returned by the college in the order noted below.

During the calculation of Title IV aid earned, the college will determine whether the student is due a post-withdrawal disbursement of federal aid. The college will make a determination as to whether the aid could have been disbursed under normal conditions and whether a post-withdrawal disbursement is necessary and appropriate. The amount of a post-withdrawal disbursement is determined by following the requirements for calculating earned Title IV aid and has no relationship to incurred educational costs. In addition, any post-withdrawal disbursement due to the student must meet the current required conditions for late disbursements. If the student is due a post-withdrawal disbursement of loan funds, the college will notify the student and offer those funds. If the student is due a post-withdrawal disbursement of grant funds, the grant funds will be applied to the student's account and the student will be notified.

If a student withdraws from the school as a result of the student being called to active duty in a military service of the United States or the National Guard, all financial aid (grants and loans) for the current semester will be refunded. However, if the student is eligible to graduate from a shorter program mid-semester, financial aid eligibility for the shorter program will be determined, and aid in excess of this amount will be refunded.

If a student provides notice of withdrawal either verbally or in writing to the Director of Education or Campus Director, the date on which the notice is given is the date of withdrawal. A student who has missed ten (10) consecutive days of class while enrolled in the day portion of a program or (5) consecutive days of class while enrolled in the evening/weekend portion of the program is considered to have withdrawn. If a student is absent from class for a period of 10 consecutive day portion class days or 5 consecutive evening/weekend portion class days, excluding scheduled holidays or breaks, the date of withdrawal will be the first class days after the 5- or 10-day period of nonattendance.

In the event the college is prevented from retaining the student's planned financial aid to satisfy tuition and other charges, the student is directly responsible for paying those charges.

Order of Refund

Funds that must be returned to the federal government when a student is withdrawn, dismissed, or graduated will be applied in the following sequence to eliminate or reduce balances in the aid programs from which the student received funds during the period: (1) unsubsidized Federal Stafford loans, (2) subsidized Federal Stafford loans, (3) unsubsidized Direct Stafford loans, (4) subsidized Direct Stafford loans, (5) Federal Perkins loans, (6) Federal PLUS loans, (7) Direct PLUS loans, (8) Federal Pell Grants (for which a return is required), (9) Academic Competitiveness Grant (for which a return is required), (10) Federal Supplemental Educational Opportunity Grants (FSEOG) (for which a return is required), and (11) other assistance under Title IV for which a return is required. Any state or private aid programs will be refunded according to the program requirements. Remaining credit balances will be refunded to the student.

A refund which is designated for return to the student will not be made if there are unpaid charges owed to the college. Student balances that are not subject to Title IV refund regulations and are of an inconsequential amount will be written off. This includes debit and credit balances equal to or less than \$25.

FINANCIAL AID

A variety of financial plans are available to assist qualified students in securing an education, regardless of financial status or family income level. These plans include a combination of student loans, grants, scholarships, and payment plans. The variety of

available plans affords flexibility in choosing the one best suited for a specific need. Fox College offers individual financial planning sessions for each student and family beginning with the completion of the Free Application for Federal Student Aid. Information about these plans is available from the Admissions or Financial Aid Office.

Financial aid is disbursed each semester and upon disbursement is credited directly to the student's account. Additionally, students will be notified in writing when federal student loans are disbursed. Other federal loan information, including the terms and conditions, is presented during planning and again during the entrance interview; it is also available at any time from the Admissions or Financial Aid Office.

In the unexpected circumstance that an associate degree or diploma program does not pass standards established by the U.S. Department of Education based on the amounts previous students have borrowed for enrollment in the program and their reported earnings, causing students who are then enrolled in the program to thus not be able to use federal Title IV aid to continue to pay for the program, Fox College will continue to provide instruction in the program to allow those students to complete the program and will waive unpaid tuition, fees, and textbooks and supplies charges that were scheduled to be paid using federal Title IV aid lost.

Verification Policies and Procedures

To ensure that only eligible students receive Title IV aid, the government is randomly selecting applicants whose application information must be verified. The school will also exercise its option to verify additional student aid applicants not selected by the government. The school will not make any disbursement of Title IV aid to any student that is selected for verification until all verification documentation is complete.

Time Frame: The school will notify students within 30 days of receipt of the applicable Institutional Student Information Record (ISIR), which is generally within two weeks of when the Free Application for Federal Student Aid (FAFSA) is submitted to the Department of Education, if verification is required. Students will be expected to submit all requested documentation within two weeks or no later than the start of the academic year. Students who do not meet this deadline will be given two weeks from the start date to supply the verification documentation. An extension may be granted beyond the two weeks when circumstances beyond the student's control prohibit him/her from submitting the required documentation. In no way, however, will an extension be granted beyond the date for a subsequent financial disbursement.

Consequences for not Submitting Proper Documentation Within the Proper Time Frame: If the student is unable to submit the required documentation within two weeks or no later than the start of the academic year, he/she may request an extension. If the student does not request an extension or at the end of the extension does not submit the required

documentation, the Title IV aid awarded will be canceled. The student must then make new arrangements for paying all tuition and fee charges due to the school.

Notification of Verification Results: If no errors or discrepancies are found during the verification process, the student will be awarded the financial aid for which he/she is eligible. The disbursement of the aid will serve as notification to the student. If errors or discrepancies are found during the verification process, the student will be counseled on how to resolve the discrepancies or correct the errors.

Correction of Incorrect Information: If discrepancies are found in household size or number in postsecondary education, the student will be asked for additional proof of these items. If the independent status is questionable, the student will be asked for additional information to support his/her status. The school will assume the information on the individual's tax return to be correct. Corrections will be made on financial aid applications to reflect the information on the tax return. When applicable, the use of "tolerance" may be exercised. If there is a change in the award amount, or if tolerance may not be applied, the Institutional Student Information Record (ISIR) will be reprocessed. In no case will the school ever disburse on the original ISIR when resubmitting the ISIR would result in an increased award.

In the case of campus-based aid and Stafford loans, the school will follow the same procedures that it takes for Pell. When applicable, the expected family contribution is recalculated. If an overaward is determined, the aid will be decreased to an eligible amount, and the student and the lender will be notified of the change in the award amount.

SCHOLARSHIPS

Fox College awards scholarships of \$500-\$4,000 per student, totaling up to potentially \$50,000 per year in scholarships awarded. Prospective Fox College students may apply for scholarships during the admissions process and should work with their admissions representative to do so. Additional information is available from Fox College admissions representatives, the Fox College Financial Aid Office, and in the Fox College Interview Book provided to all prospective students during the admissions process.

A student may participate in one Fox College scholarship or tuition benefit program only. Students who qualify for more than one program will be presumed to accept the program with the highest tuition reduction. Students who qualify for and prefer a different scholarship or tuition benefit program must confirm, in writing, the alternate program in which they wish to participate prior to starting classes.

All scholarship recipients are responsible for their own books, supplies, and living expenses. In addition, they must apply for federal and state scholarships/grants, which

will be applied before Fox College scholarship monies are disbursed. Scholarship awards are normally divided over the length of the program, and scholarship recipients are expected to attend full time, perform at a high level, and progress in a timely manner toward completing their programs. To retain scholarship eligibility, recipients must remain in good academic standing and must meet additional conditions outlined in the scholarship terms and conditions sent to scholarship winners.

NOTE: Scholarship availability is limited. Additional conditions may apply. Eligibility conditions for scholarships are subject to change. Total amount of scholarship money awarded may vary.

INSTITUTIONAL INSTALLMENT CONTRACTS AND GRANTS

Institutional installment contracts are available on a limited basis for students who have exhausted other possible means of financing. Eligibility will be determined by the institution based on a review of the student's eligibility for other financial assistance. Tuition assistance grants are available on a limited basis. Eligibility will be determined by the institution. Institutional installment contract applications are accepted throughout the year; applications for tuition assistance grants are not required. Installment contract and tuition assistance grant amounts will vary. Installment contract recipients are required to make minimum monthly cash payments to offset institutional charges while in school; monthly cash payments and interest charges begin following graduation or withdrawal.

PAYMENT TERMS

Tuition, textbook charges, and lab fees, if applicable, are due on the first day a student begins class unless other prior arrangements have been made with the school. In the case where a student's financial situation warrants an exception, a member of Fox College staff will meet with the student to develop a financial plan. All financial obligations must be satisfied prior to graduation. If other financial arrangements have been made with the school, the student should ensure that the financial obligations have been met prior to graduation.

FEDERAL DEFINITION OF A CREDIT HOUR FOR PURPOSES OF FINANCIAL AID

Federal regulations define a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour

of credit or the equivalent amount of work over a different amount of time or (2) at least an equivalent amount of work as required in (1) above for other academic activities as established by the institution, including laboratory work, externships, and other academic work leading to the award of credit hours.

STUDENT SERVICES

COUNSELING

Counseling and advising are important services at Fox College. All members of the faculty assume responsibility for helping each student work toward the degree of success that he or she is capable of achieving. The Director of Education or Campus Director and faculty at each site are responsible for academic counseling. They guide the student through problems that may arise; for example, problems with schedules, grades, subject matter, or graduation requirements. The Placement Department also provides counseling in the areas of job interviewing and related placement activities.

PLACEMENT

Graduates of all Fox College programs are entitled to use the services of the Placement Department at no additional charge throughout their careers. These services may be used as many times as needed, regardless of the year of graduation. The school cannot, of course, guarantee employment or placement in the student's field of study, but can provide contacts and guidance during the placement process. Any employment that a student or graduate may obtain with the help of the school's placement department will most likely be at an entry-level position.

In addition to the services of the Fox College Placement Department, a Fox College graduate can request assistance from the placement department at any affiliated Bradford school.

Fox College reserves the right to deny placement services to a graduate at any time if he or she is delinquent or in default on a student loan, if he or she owes a refund on any federal or state student financial aid program, or if his or her conduct is significantly detrimental to the integrity of the institution.

LIBRARY

Each campus has a library. These facilities provide the students with up-to-date reference books, periodicals, and specialized program-related materials. Students have Internet access as well as the opportunity to use computerized databases.

The library supports the educational goals and objectives of Fox College. Students are encouraged to utilize the library for study and research purposes. The hours for the library are posted at the beginning of each semester.

CAMPUS SECURITY

Fox College strives to provide a safe environment for our students' learning experience. We have located our facilities in typical business settings, and trespassing laws are enforced on our premises. If, however, a crime is committed on our premises, school personnel and building management are available to assist students and staff.

How to Report Criminal Actions or Other Emergencies

If a student or other campus member is the victim of a crime, believes s/he sees a crime being committed, or becomes aware of any other emergency, the individual should report it in a timely manner to a Campus Security Authority. Campus Security Authorities at Fox College include the President, the Operations and Financial Aid Administrators, the directors, program directors, and security personnel. All incidents are then reported to the Operations Administrator, who is responsible for collecting crime reports for inclusion in the annual crime statistics report.

If the situation involved dating violence, domestic violence, sexual assault, or stalking, there is a separate section later in this policy that discusses the reporting obligations of Campus Security Authorities and the reporting obligations of Responsible Employees. The difference is important because some Campus Security Authorities, specifically the President, school administrators, and directors, are also considered Responsible Employees.

Fox College does not employ any campus-based professional, licensed counselors who are not required to report information about criminal offenses about which they are informed. However, Fox College has designated Placement Coordinators at each campus to serve as confidential advisors to survivors of sexual violence. All communications between a confidential advisor and a survivor pertaining to an incident of sexual violence shall remain confidential, unless the survivor consents to the disclosure of the communication in writing; unless failure to disclose would result in a clear, imminent risk of serious physical injury to or death of the survivor or another person; or unless failure to disclose the communication would violate state or federal law. Communications include all records kept by the confidential advisor in the course of providing the survivor with services related to the incident of sexual violence.

Students and employees are directed to call 911 to reach the city police or fire department should an emergency arise when a school official is not available.

Campus Safety Procedures and Crime Prevention Programs

Procedures for reporting criminal actions or other emergencies are reviewed with students during orientation. Also guests are invited to speak to the students during the course of their program on topics such as self-protection, awareness of rape, acquaintance rape, dating violence, domestic violence, stalking, and other forcible and non-forcible sex offenses. Orientation agendas include information in the areas of personal safety and theft protection. These seminars are provided for all students and employees. Handouts provided by the guest speakers regarding personal safety and crime prevention are distributed to all students and staff.

Timely Warning Reports

The college administration will provide students, faculty, and staff with timely warnings of reported crimes and other events that are considered to be a serious or ongoing threat to the safety of students and employees. These warnings include a description of the crime and the time, date, and location of the occurrence in a manner that withholds the names of victims as confidential. The warnings are posted on campus bulletin boards and other appropriate areas. If campus bulletin boards are not timely enough, the campus community will be notified by a more urgent means as deemed appropriate for the situation.

Security and Access to Campus Facilities

During business hours, the administration and classroom buildings are open to students, parents, employees, applicants, and other individuals who have a legitimate purpose for being on campus. During non-business hours, the buildings are locked and access is by key card, which have been assigned to designated personnel at the Midway Campus. The evening staff activates the security system once the buildings are vacated each day. Access is by key card and security code at the Tinley Campus. Fox College does not provide residential facilities for students on campus.

Safety and security issues are considered and implemented in the maintenance of all campus lighting, shrubbery, and other areas that could affect the safety of individuals on campus. Safety and security maintenance requests receive priority treatment over nonsafety and nonemergency requests.

Authority of Campus Security Personnel

Fox College does not have a campus police or security department. The buildings' owners employ security personnel, and services are included in the lease agreement in the Midway Campus. Security personnel at the campuses have no formal relationship with any state or local law enforcement agency, although they do maintain a good working relationship with local law enforcement personnel. Security personnel have no authority to arrest anyone.

Crime Statistics

The following is a summary of the crimes that were committed and reported on our campuses and on public property within the campus or immediately adjacent to and accessible from the campus during the periods indicated.

Bedford Park Campus

<u>Category</u>	<u>Location</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
Murder/Non-negligent Manslaughter	On Campus	0	0	0
	Public Property	0	0	0
Negligent Manslaughter	On Campus	0	0	0
	Public Property	0	0	0
Dating Violence	On Campus	0	0	0
	Public Property	0	0	0
Domestic Violence	On Campus	0	0	0
	Public Property	0	0	0
Stalking	On Campus	0	0	0
	Public Property	0	0	0
Rape	On Campus	0	0	0
	Public Property	0	0	0
Fondling	On Campus	0	0	0
	Public Property	0	0	0
Incest	On Campus	0	0	0
	Public Property	0	0	0
Statutory Rape	On Campus	0	0	0
	Public Property	0	0	0
Robbery	On Campus	0	0	0
	Public Property	0	0	0
Aggravated Assault	On Campus	0	0	0
	Public Property	0	0	0
Burglary	On Campus	0	0	0
	Public Property	0	0	0

<u>Category</u>	<u>Location</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
Motor Vehicle Theft	On Campus	0	0	0
	Public Property	0	0	0
Arson	On Campus	0	0	0
	Public Property	0	0	0
Liquor Law Arrests	On Campus	0	0	0
	Public Property	0	0	0
Liquor Law Violations Referred for Disciplinary Action	On Campus	0	0	0
	Public Property	0	0	0
Drug Law Arrests	On Campus	0	0	0
	Public Property	0	0	0
Drug Law Violations Referred for Disciplinary Action	On Campus	0	0	0
	Public Property	0	0	0
Illegal Weapons Possession Arrests	On Campus	0	0	0
	Public Property	0	0	0
Illegal Weapons Possession Violations Referred for Disciplinary Action	On Campus	0	0	0
	Public Property	0	0	0

Hate Crimes: Hate crimes are criminal offenses committed against a person or property that are motivated, in whole or in part, by the offender's bias. Bias is a preformed negative opinion or attitude toward a group of persons based on their actual or perceived race, gender, gender identity, religion, disability, sexual orientation, ethnicity, or national origin. Included in these statistics are hate crimes of murder and non-negligent manslaughter, negligent manslaughter, rape, fondling, incest, statutory rape, robbery, aggravated assault, burglary, motor vehicle theft, arson, larceny-theft, simple assault, intimidation, and destruction/damage/vandalism of property. For the years 2013, 2014, and 2015 there were no reported hate crimes at the above-listed geographic locations.

Tinley Park Campus

<u>Category</u>	<u>Location</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
Murder/Non-negligent Manslaughter	On Campus	0	0	0
	Public Property	0	0	0
Negligent Manslaughter	On Campus	0	0	0
	Public Property	0	0	0
Dating Violence	On Campus	0	0	0
	Public Property	0	0	0
Domestic Violence	On Campus	0	0	0
	Public Property	0	0	0
Stalking	On Campus	0	0	0
	Public Property	0	0	0
Rape	On Campus	0	0	0
	Public Property	0	0	0
Fondling	On Campus	0	0	0
	Public Property	0	0	0
Incest	On Campus	0	0	0
	Public Property	0	0	0
Statutory Rape	On Campus	0	0	0
	Public Property	0	0	0
Robbery	On Campus	0	0	0
	Public Property	0	0	0
Aggravated Assault	On Campus	0	0	0
	Public Property	0	0	0
Burglary	On Campus	0	0	0
	Public Property	0	0	0
Motor Vehicle Theft	On Campus	0	0	0
	Public Property	0	0	0
Arson	On Campus	0	0	0
	Public Property	0	0	0

<u>Category</u>	<u>Location</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
Liquor Law Arrests	On Campus	0	0	0
	Public Property	0	0	0
Liquor Law Violations Referred for Disciplinary Action	On Campus	0	0	0
	Public Property	0	0	0
Drug Law Arrests	On Campus	0	0	0
	Public Property	0	0	0
Drug Law Violations Referred for Disciplinary Action	On Campus	0	0	0
	Public Property	0	0	0
Illegal Weapons Possession Arrests	On Campus	0	0	0
	Public Property	0	0	0
Illegal Weapons Possession Violations Referred for Disciplinary Action	On Campus	0	0	0
	Public Property	0	0	0

Hate Crimes Hate crimes are criminal offenses committed against a person or property that are motivated, in whole or in part, by the offender’s bias. Bias is a preformed negative opinion or attitude toward a group of persons based on their actual or perceived race, gender, gender identity, religion, disability, sexual orientation, ethnicity, or national origin. Included in these statistics are hate crimes of murder and non-negligent manslaughter, negligent manslaughter, rape, fondling, incest, statutory rape, robbery, aggravated assault, burglary, motor vehicle theft, arson, larceny-theft, simple assault, intimidation, and destruction/damage/vandalism of property. For the years 2013, 2014, and 2015 there were no reported hate crimes at the above-listed geographic locations.

Caveat: Fox College has no residential facilities for students on campus, it does not recognize any off-campus locations of student organizations, nor does it have any non-campus buildings or property associated with it.

Policy for Preparing the Annual Disclosure of Crime Statistics

Campus crime, arrest, and referral statistics include those reported to campus officials and local law enforcement agencies. The report includes crimes that have occurred on campus and on public property within or adjacent to the campus. The Operations Administrator is responsible for collecting all crime reports and preparing the annual crime statistics

disclosure to comply with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act.

Policy on Alcoholic Beverages and Illegal Drugs

Expulsion, suspension, or some lesser sanction may be imposed for the use, possession, or furnishing of alcoholic beverages or illegal drugs while on campus or while involved in school-related activities. Please refer to the Fox College Student Handbook for details. Fox College campuses are designated as drug-free, and the consumption of alcohol is not permitted in any circumstances, even by students who are of legal age to purchase alcohol. The College will support local law enforcement agencies in the enforcement of underage drinking laws and federal and state drug laws.

Individuals who, in good faith, report incidents of dating violence, domestic violence, stalking, or sexual assault will not be subject to code of conduct action for violations of drug or alcohol policies occurring at or near the time of the alleged incident, unless the institution determines that the violation was egregious, including without limitation an action that places the health or safety of any other person at risk.

Campus Sexual Assault Victims' Bill of Rights

The *Campus Sexual Assault Victims' Bill of Rights* was signed into law by President George Bush in July of 1992. This law requires that all colleges and universities participating in federal student aid programs afford sexual assault victims certain basic rights. The *Campus Sexual Assault Victims' Bill of Rights* exists as a part of the campus security reporting requirements, commonly known as the Jeanne Clery Act.

Federal and state laws entitle sexual assault victims to the following rights:

- * Survivors shall be notified of their options to report or not report the alleged incident to the institution, law enforcement, or both.
- * The accuser and accused must have the same opportunity to have others present throughout disciplinary proceedings.
- * Both parties shall be informed of the outcome of any disciplinary proceeding.
- * Survivors shall be notified of counseling services.
- * Survivors shall be notified of options for changing academic and living situations.

Fox College Dating Violence, Domestic Violence, Sexual Assault, and Stalking Processes and Procedures

Fox College prohibits the offenses of dating violence, domestic violence, sexual assault, and stalking. For the purpose of reporting crime statistics in this Campus Security report, the following federal definitions of dating violence, domestic violence, sexual assault, and stalking are used.

Dating violence is violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on the reporting party's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. For the purposes of this definition, dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse. Dating violence does not include acts covered under the definition of domestic violence.

Domestic violence is a felony or misdemeanor crime of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with, or has cohabitated with, the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.

Sexual assault is an offense that meets the definition of rape, fondling, incest, or statutory rape as used in the FBI's Uniform Crime Reporting program. Rape is defined as the penetration, no matter how slight, of the vagina or anus with any body part or object or oral penetration by a sex organ of another person without the consent of the victim. Fondling is defined as the touching of the private body parts of another person for the purpose of sexual gratification without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity. Incest is defined as sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law. Statutory rape is sexual intercourse with a person who is under the statutory age of consent.

Stalking is engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for the person's safety or the safety of others or to suffer substantial emotional distress.

Corresponding definitions for these crimes in the state of Illinois are as follows:

Any person who physically assaults (which includes but is not limited to hitting, choking, kicking, shoving, raping, destruction of personal property), threatens, harasses, exploits,

neglects, deprives, intimidates dependents, stalks, or interferes with the personal liberty of another family or household member has broken the Illinois domestic violence law. Under Illinois law, family or household members include people who are dating or engaged or used to date, including same sex couples.

A person commits criminal sexual assault if that person commits an act of sexual penetration and uses force or threat of force; knows that the victim is unable to understand the nature of the act or is unable to give knowing consent; is a family member of the victim and the victim is under 18 years of age; or is 17 years of age or over and holds a position of trust, authority, or supervision in relation to the victim and the victim is at least 13 years of age but under 18 years of age.

A person commits stalking when he or she knowingly engages in a course of conduct directed at a specific person, and he or she knows or should know that this course of conduct would cause a reasonable person to fear for his or her safety or the safety of a third person or suffer other emotional distress. A person commits stalking when he or she, knowingly and without lawful justification, on at least 2 separate occasions follows another person or places the person under surveillance or any combination thereof and at any time transmits a threat of immediate or future bodily harm, sexual assault, confinement or restraint and the threat is directed towards that person or a family member of that person or places that person in reasonable apprehension of immediate or future bodily harm, sexual assault, confinement or restraint to or of that person or a family member of that person. A person commits stalking when he or she has previously been convicted of stalking another person and knowingly and without lawful justification on one occasion follows that same person or places that same person under surveillance and transmits a threat of immediate or future bodily harm, sexual assault, confinement, or restraint to that person or a family member of that person.

Consent is an informed, affirmative decision made freely and actively by all parties to engage in mutually acceptable sexual activity. Consent is given by clear words or actions and may not be inferred from silence, passivity, or lack of verbal or physical resistance alone. A person's manner of dress does not constitute consent. Existence of a current or previous dating, marital, and/or sexual relationship is not sufficient to constitute consent to additional sexual activity. A person's consent to engage in sexual activity with one person does not constitute consent to engage in sexual activity with another. A person can withdraw consent at any time. A person cannot consent to sexual activity if that person is unable to understand the nature of the activity or give knowing consent due to circumstances, including without limitation, the following: the person is incapacitated due to the use or influence of alcohol or drugs; the person is asleep or unconscious; the person is under age; or the person is incapacitated due to a mental disability. Consent to one type of sexual activity does not imply consent to other types of sexual activity. Someone who is unconscious, asleep, or otherwise mentally or physically incapacitated, whether due to alcohol, drugs, or some other condition, cannot give consent. Consent cannot be obtained by force, intimidation, threat, coercion, isolation, or confinement. Agreement obtained under such conditions does not constitute consent.

Fox College sponsors educational programs to prevent and promote the awareness of rape, acquaintance rape, dating violence, domestic violence, sexual assault, and stalking. Primary prevention and awareness programs are presented for incoming students and new employees. Programs include employee orientations, DCFS online training for employees, EVAWI online training for administration, student orientations, and student first-day seminars. Ongoing prevention and awareness campaigns are also offered for continuing students and employees. They focus on topics such as sexual violence definitions, rape culture, myths and facts, empathy, language, media, music, rape trauma response, anatomy of victim blaming, risk reduction, sexual harassment, oppression, privilege, racism, discrimination, acquaintance rape/date rape drugs, healthy relationships, legal medical issues, and internet safety. These programs are offered and conducted by Rape Victim Advocates. Information on registered sex offenders can be obtained from the Bedford Park Police Station, 6701 South Archer Road, Bedford Park, Illinois (708-458-3388) and the Tinley Park Police Department, 7850 West 183rd Street, Tinley Park, Illinois (708-532-9111).

One of the most effective methods of preventing sexual assault is bystander intervention. Bystander intervention refers to safe and positive options that may be carried out by an individual or individuals to prevent harm or intervene in situations of potential harm when there is a risk of domestic violence, dating violence, sexual assault, or stalking. There are a variety of ways to intervene. Some of them are direct, and some of them are less obvious to the perpetrator. Options include:

- Stepping in and asking if the person needs help.
- Getting support from people around you if you witness sexual violence. You do not have to act alone.
- Distracting the perpetrator so there's time to intervene.
- Being respectful, direct, and honest when intervening.
- Taking steps to curb someone's use of alcohol before problems occur.
- Calling 911 when the situation warrants.

Common sense, situational awareness, and trusting your instincts will reduce the risk of sexual assault. The tips below may help decrease the potential chance of sexual assault:

- If you consume alcohol, do so in moderation. Know your alcohol limits.
- Do not leave your beverage unattended; take your drink to the restroom with you.
- Never drink a beverage that has been given to you by someone else or taken from a communal alcohol source, like a punch bowl.
- If you go on a date with someone you do not know very well, tell a close friend what your plans are.
- Make sure your cell phone is with you and charged and that you have extra money to get home. Have a plan for someone you can call if you need help.
- If you get a bad feeling about a location or a person, leave the situation immediately and go to a safe place.

- When you go to a party, go with a group of friends. Arrive together, watch out for each other, and leave together.
- Be alert and aware of your surroundings at all times.
- Don't be afraid to ask for help in situations where you feel unsafe.
- Travel, walk, or park in well-lighted areas after dark and with a friend whenever possible.
- Keep the doors to your home, residence room, and car locked.

Procedures for reporting dating violence, domestic violence, sexual assault, and stalking are the same as for any other crime. Third parties, bystanders, and students or employees who witness or are the victim of a dating violence, domestic violence, sexual assault, or stalking offense regardless of where the incident occurred should report the offense in a timely manner to a school official either in person or by phone at (708) 444-4500. The student has the option to report to the Title IX Coordinator, a Title IX Responsible Employee, or a Campus Security Authority. The individual also has the option of reporting the incident to local law enforcement and a sexual assault crisis center. Any individual may make an anonymous report concerning an act of sexual assault, sexual misconduct, or relationship violence. The written report can be submitted to the Title IX Coordinator without disclosing one's own name, identifying the accused, or requesting any action. Campus crime/incident reports can also be filed electronically at www.foxcollege.edu/services (starting August 1, 2016).

The Director of Education, who is identified in the Administration, Faculty, and Staff section of this catalog, is the Title IX Coordinator at Fox College Midway Campus. The Campus Director, who is identified in the Administration, Faculty, and Staff section of this catalog, is the Title IX Coordinator at Fox College Degree Site. The Title IX Coordinator oversees the College's response to reports and complaints that involve possible sexual violence and evaluates requests for confidentiality.

Responsible Employees are the employees listed under Administration in the Administration, Faculty, and Staff section of this catalog. Responsible Employees are required by law to report all known details regarding alleged incidents of sexual harassment, discrimination, or sexual assault to the Title IX Coordinator. This includes the names of the alleged perpetrator and the name of the student/employee who experienced the alleged violence. If a victim discloses an incident but wishes to maintain confidentiality or requests that no investigation into a particular incident be conducted or disciplinary action taken, the college will weigh that request against the college's obligation to provide a safe, nondiscriminatory environment for all students and employees, including the victim.

Campus Security Authorities include program directors and security personnel as well as the administration. Campus Security Authorities, other than those who also serve as Responsible Employees, are required to submit a report for statistical purposes, but their report can be submitted without identifying the victim.

In Bedford Park the address and nonemergency phone number for local law enforcement are 6701 S. Archer Avenue, 708-458-3388. In Tinley Park the address and nonemergency phone number for local law enforcement are 7850 183rd Street, 708-532-9111. The name and contact information for the community-based sexual assault crisis center is Rape Victims Advocates at 1-888-293-2080.

Reports of dating violence, domestic violence, sexual assault, and stalking will be handled with discretion, dignity, and confidentiality. Personally identifiable information about the victim will only be shared with persons with a specific need to know who are investigating/adjudicating the complaint or delivering resources or support services to the complainant. Neither the name of the victim, specific housing information, nor any other information that would serve to identify any individual will be published in the crime log. The school will maintain as confidential any accommodations or protective measures provided to the victim to the extent that maintaining such confidentiality would not impair the ability of the school to provide the accommodations or protective measures.

If the victim wishes to notify the proper law enforcement authorities, school officials are available and willing to assist. It is important for the victim to preserve evidence for proof of a criminal dating violence, domestic violence, sexual assault, or stalking offense or for obtaining a protection order. If the victim elects to notify authorities, it is important that the offense be reported immediately. The victim may decline to notify such authorities. A sexual assault victim may have a medical forensic examination completed at no cost to the survivor at the following facility:

RVA-Cook County Hospital Satellite
1901 W. Harrison, Ste. 419
Chicago, IL 60612
(888) 293-2080
(312) 864-6112

When a student or employee of the school reports to the institution that s/he was a victim of dating violence, domestic violence, sexual assault, or stalking, the victim will be provided with a written explanation of his/her rights and options, whether the offense occurred on campus or off campus. The Financial Aid office is available on campus to provide student victims with financial aid-related services and information. A written listing of off-campus sexual assault crisis centers, counseling, health, mental health, victim advocacy, legal assistance, visa and immigration assistance, and other services, including the name, telephone number, address, and website url if available, will be provided to victims of dating violence, domestic violence, sexual assault, and stalking by the education support office. Other than financial aid assistance, no professional on-campus services are available.

The following is provided as written notification about existing sexual assault crisis centers, counseling, health, mental health, victim advocacy, legal assistance, visa and

immigration assistance, student financial aid, and other services available for victims as well as options for, available assistance in, and how to request changes to academic, living, dining, transportation, and working situations or protective measures:

The Financial Aid office is available on campus to provide student victims with financial aid-related services and information. Off-campus sexual assault crisis centers, counseling, health, mental health, victim advocacy, legal assistance, visa and immigration assistance, and other services available to victims of dating violence, domestic violence, sexual assault, or stalking are listed below:

RVA-Cook County Hospital Satellite
1901 W. Harrison, Ste. 419
Chicago, IL 60612
(888) 293-2080
(312) 864-6112

Mujeres Latinas En Accion
2124 W. 21st Place
Chicago, IL 60608
(888) 293-2080
(773) 890-7676

YWCA Metropolitan Chicago – Englewood Satellite
641 W. 63rd Street
Chicago, IL 60621
(888) 293-2080
(773) 783-1031

YWCA South Suburban Center
320 West 202nd St.
Chicago Heights, IL 60411
(708) 748-5672
(708) 754-0486

Upon receiving a report of an alleged sex offense, school officials will also provide victims with a written explanation of the interim measures available to the victim to ensure his/her safety and equal access to educational programs and activities, including notification of reasonably available options for changing academic, living, dining, transportation, and working situations. A written request for accommodations should be submitted to the President. School officials will assist in notifying the victim of all reasonably available options available for these changes regardless of whether the victim chooses to report the crime to local law enforcement. If requested, school officials will also honor and provide information on where and how to obtain protection orders and similar lawful orders issued by the court system.

Whether or not law enforcement is notified or criminal charges are filed, a victim may file a disciplinary complaint in writing or verbally with either the Director of Education or the President. A student who is accused of dating violence, domestic violence, sexual assault, or stalking will be subject to action in accordance with the Student Conduct policy published in the school's catalog. Sanctions that may be imposed are warning, suspension, or expulsion. Faculty or staff will be subject to action in accordance with the Anti-Harassment policy in the Bradford Schools Personnel Policies and Procedures Manual. Sanctions may include verbal or written reprimand, referral to appropriate counseling, withholding of a promotion or bonus, reassignment, suspension, or termination without severance benefits.

In a situation where disciplinary action is required, proceedings will provide a prompt, fair, and impartial investigation and resolution and be conducted by officials who receive annual training on issues related to dating violence, domestic violence, sexual assault, and stalking and how to conduct an investigation and hearing process that protects the safety of victims and promotes accountability. Following a reported incident of dating violence, domestic violence, sexual assault, or stalking, the investigation generally shall include interviews with the parties if available, interviews with other witnesses as needed, and a review of relevant documents as appropriate. If necessary, a hearing may be scheduled. College officials shall complete the investigation as promptly as possible and in most cases within 60 working days from the filing of the complaint.

The school will make every feasible effort to preserve the confidentiality of and prevent the disclosure of the identities of the parties involved to the extent permissible by law. The accuser and the accused will be entitled to the same opportunities to provide or present evidence and witnesses on their behalf and to have others present during school disciplinary proceedings, including the opportunity to be accompanied to any related meeting or proceeding by an advisor of their choice. Neither party will be allowed to cross examine the other but may, at the discretion and direction of the individual or individuals resolving the complaint, suggest questions to be posed to the other party. Neither party can be compelled to testify in the presence of the other party.

Officials will use a preponderance of the evidence standard during the procedures, which means that it is more likely than not that the alleged misconduct occurred. Both the accuser and the accused shall be simultaneously informed within 7 days of a decision of the outcome of the proceeding, the institution's procedures for appealing the results of the proceeding, any change to the results that occurs prior to the time that such results become final, and when such results become final. Both the accuser and the accused shall be informed in writing of the outcome following a final determination of the alleged offense as well as the appropriate sanctions that the school may impose.

No one shall retaliate, intimidate, threaten, coerce, or otherwise discriminate against the complainant or anyone else who in good faith reports or discloses alleged sexual misconduct, files a complaint, or otherwise participates in the complaint resolution

procedure. Any person who retaliates against another individual will be subjected to disciplinary action ranging from warning to dismissal.

Emergency Response and Evacuation Procedures

In the event of a report of an emergency or dangerous situation involving an immediate threat to the health or safety of students or staff, the President or any other member of the school administration will promptly investigate and, if appropriate, confer with local law enforcement or other first responders to confirm the circumstances of the report. In the event of a confirmed emergency or dangerous situation, the school administration will determine the segment(s) of the campus community affected, determine the content of the notification, and immediately notify the school community or the appropriate segment of the campus community, unless issuing a notification will, in the professional judgment of responsible authorities, compromise efforts to assist a victim or to contain, respond to, or otherwise mitigate the emergency. The decision will be made on a case-by-case basis. In the event of an emergency or dangerous situation, students should follow the guidance provided by the administration through classroom announcements and personal communications.

Fire alarms are located throughout the buildings. In the event that a building needs to be evacuated for any reason, a fire alarm will be activated. At the sounding of the alarm, all building occupants shall evacuate the building immediately. Classroom instructors are expected to interrupt class activity and instruct students to evacuate the building when the alarm sounds. Students are expected to follow directions as given to them by their instructor or other school officials. All exits are marked, and students are expected to leave the building in a prompt and orderly fashion using these exits. Upon leaving the building, students are required to report to the location assigned to their cohort so that their program manager can ensure all students are out of the building. Instructors should close any windows, turn off room lights, take the sheet for taking attendance, make sure everyone has left the room, close the door of the room, lead students to a safe location, take roll immediately, and stay with the students until instructed to return to the building. Periodically, at least on an annual basis, announced or unannounced fire and other emergency drills will be conducted at the school in order to familiarize students with fire and emergency evacuation procedures. Emergency response and evacuation procedures will be publicized in conjunction with at least one test per calendar year. Documentation supporting the conduction of the exercise, including a description of the practice exercise, the date, the time, and whether it was announced or unannounced, will be maintained in the office of the Operations Administrator.

In the event of an incident which would require the larger community to be notified, the college administration will utilize the 911 emergency phone system to report the event.

PERSONAL PROPERTY

Fox College cannot be responsible for loss or damage to the personal property of students. Students are urged to provide adequate insurance through personal or family policies to cover such a loss in the event it does occur.

COMPLAINT PROCEDURES

If a student has a problem regarding a specific course, instructor, or decision, the student should first seek to discuss it with the instructor or staff member involved.

If the problem is not resolved and the problem involves an academic matter, the student should request a meeting with the Director of Education or Campus Director at the site where the class is held.

If the problem is not an academic matter, the student should request a meeting with the appropriate department director.

If problems are not resolved through discussion with staff, faculty, or directors, a complaint can be made in writing to the President of Fox College. Written complaints can be mailed or left at the front desk of either campus. Students may also submit complaints online at www.foxcollege.edu/complaints. All complaints submitted in writing or via the web will be reviewed and responded to within 10 business days.

Students with other issues that are not resolved in this manner may contact the Illinois Board of Higher Education. Please visit <http://complaints.ibhe.org> for contact information.

ACTIVITIES

Students are invited to participate in an activity program that takes advantage of the cultural, business, and recreational resources of the area. While the social program varies each year depending upon student choice, all activities are designed to relieve some of the inherent pressures created by an intense academic schedule. In addition, these activities serve as the ideal place to meet new friends and develop greater poise and self-reliance for eventual participation in the social and professional activities of their chosen profession.

ACADEMIC INFORMATION

CLASS SCHEDULE

Daytime instructional hours are 55-120 minutes in length. Program delivery is predominately residential with select courses being delivered online or via a hybrid method that combines residential delivery with online delivery. Classes are scheduled Monday through Friday from 7:00 a.m. to 5:00 p.m. Evening classes are scheduled Monday through Thursday from 6:00 p.m. to 9:50 p.m. and selected Saturdays from 8:30 a.m. to 2:30 p.m. Individual class schedules will vary according to the student's program.

A regularly enrolled student is required to attempt the number of classes normally scheduled for a program for the length of the program. Students generally will not be permitted to attempt less than the normal load for the program in which they are enrolled except when the student has received approval for transfer credits, changed programs, or is returning to a program in which he/she was previously enrolled.

In the event of unscheduled school closings due to weather or other events, day make-up classes may be scheduled on Saturdays, holidays, or during evening hours and may result in an extended semester. Evening make-up classes may be scheduled on holidays or during nonstandard hours and may result in an extended semester.

ATTENDANCE

Regular class attendance is considered essential. Cultivation of desirable habits is just as important as the development of skills. Students should train themselves to be present and on time for all classes. Development of this important habit while in school makes it considerably easier to satisfy the employer who demands regular and punctual attendance.

Absence from class, regardless of reason, involves a loss to both the student and to other members of the class. The Fox College policy is that students should attend all classes. While it is recognized that certain reasons beyond the control of the student may make it impossible for him or her to attend class, excessive absenteeism may result in a lowered grade or other administrative action. A student who accumulates 10 consecutive days of absence while enrolled in the day portion of a program or 5 consecutive days of absence while enrolled in the evening/weekend portion of a program is considered to have withdrawn from school.

After an absence, it is the student's academic responsibility to seek out instructors for assistance and to make arrangements for missed assignments and/or tests.

For more detailed information regarding the Fox College attendance policy, please refer to the Student Handbook.

DRESS CODE

Students are required to dress in appropriate professional attire. The Fox College student is expected to maintain the same high standards of appearance and grooming that are expected by the business and medical communities in which they will work. For additional information regarding the dress code, please refer to the Student Handbook.

STUDENT CONDUCT

Students at Fox College are expected to conduct themselves as responsible adults. Expulsion, suspension, or some lesser sanction may be imposed for any of the following offenses: 1) interruption or any manner of interference with the normal operation of the school; 2) destruction, damage, or misuse of school equipment, facilities, or property; 3) illegal possession, use, or furnishing of alcoholic beverages while on campus or while involved in school-related activities; 4) illegal possession, use, or furnishing of drugs while on campus or while involved in school-related activities; 5) use, possession, or furnishing of weapons while on campus or while involved in school-related activities; 6) verbal, physical, sexual, or online assault that injures, causes serious emotional harm, or grievously demeans or threatens another person in the school community; 7) theft of another's property occurring on school premises; 8) participation in hazing; 9) academic cheating, plagiarism, or copyright infringement; 10) stalking; 11) commission of other offenses that in the opinion of the administration may be contrary to the best interest of the school community.

Sanctions that may be imposed are 1) warning, 2) suspension, or 3) expulsion. In general, the school will issue warnings prior to dismissing a student for poor conduct. The school, however, may dismiss a student without warning if the offense is serious. Serious offenses may be any of those listed in the policy on conduct but are considered to be those that directly affect the physical well-being of other persons in the school community. The Director of Education or Campus Director will investigate all complaints of student misconduct and determine the appropriate sanction to be imposed. For matters involving possible sexual harassment or sexual violence, the Director of Education or Campus Director, who are also the Title IX Coordinators, will ensure that the investigation complies with all Title IX requirements. A student who wishes to question any decision made by the Director of Education or Campus Director may appeal to the President, who will then render a final decision.

Conviction on a drug-related charge while enrolled and receiving financial aid may result in the loss of certain types of financial aid. Additionally, failure to obtain a clinical/internship/fieldwork/practicum site because of inability to pass a drug test or

termination for cause from clinicals/externships/fieldwork sites/practicums may result in dismissal from the program, loss of time, loss of credit, and/or increased charges.

CLASS SIZE

Although class size will vary over a considerable range, it will usually average 27 to 36 students.

DEFINITION OF ACADEMIC CREDIT

A clock hour is equal to a minimum of 50 minutes of instruction. Credit for academic and financial aid purposes is measured in semester credit hours. A semester credit hour is equivalent to a minimum of 15 clock hours of lecture, 30 clock hours of laboratory/clinic where classroom theory is applied and explored or manipulative skills are enhanced, 45 clock hours of externship/practicum/clinical, or a combination of these three. This definition also assumes appropriate out-of-class learning activities to support the credit awarded for courses or portions of courses. Federal regulations for the allocation of student financial assistance establish an expectation of two hours of out-of-class work for each hour of lecture for which credit is awarded.

COURSE NUMBERING SYSTEM

Fox College uses a five-character course numbering system. The course number consists of two letters and three digits. The letters identify the field of study. The first digit indicates the course level. Level-100 courses are primarily introductory and first-year courses, and level-200 courses are primarily advanced and second-year courses. The second and third digits are used to differentiate between courses in the same field.

GRADING SYSTEM

Letter grades are assigned as a final grade in each course. The following scale is used to assign course grades for all programs except Dental Hygiene and Occupational Therapy Assistant courses with a DH or OT field designator:

<u>Grade</u>	<u>Numerical Value</u>	<u>Description</u>
A	90% - 100%	Excellent
B	80% - 89%	Above Average
C	70% - 79%	Average
D	60% - 69%	Below Average
F	0% - 59%	Failing
I	N/A	Incomplete

S	N/A	Waived by Substitution
T	N/A	Credit by Transfer/Advanced Placement
W	N/A	Withdrawn

Letter grades are assigned as a final grade in each course. The following scale is used to assign course grades for the Dental Hygiene and Occupational Therapy Assistant courses with a DH or OT field designator:

<u>Grade</u>	<u>Numerical Value</u>	<u>Description</u>
A	93% - 100%	Excellent
B	84% - 92%	Above Average
C	75% - 83%	Average/Passing
D	70% - 74%	Below Average
F	0% - 69%	Failing
I	N/A	Incomplete
S	N/A	Waived by Substitution
T	N/A	Credit by Transfer/Advanced Placement
W	N/A	Withdrawn

Final course grades are used to compute the cumulative grade point average (GPA). When computing the GPA, the following scale is used:

<u>Grade</u>	<u>Grade Points</u>
A	4.0
B	3.0
C	2.0
D	1.0
F	0.0
I	0.0

The cumulative grade point average (GPA) is calculated as follows:

1. For each course taken, multiply the number of quality points assigned to the grade earned by the number of credits received for the course.
2. Add all accumulated quality points.
3. Divide by the total number of credit hours the student has attempted.

Courses in which a student received a failing grade (F) or an incomplete (I) are included in the total number of credits attempted when calculating the grade point average and the

successful course completion percentage. Courses in which the student received an S or T are not used in computing the grade point average. Courses in which the student received a T are included in both the attempted and successfully completed hours when calculating the successful course completion percentage. A student who withdraws from a program receives a grade of W in all uncompleted courses. Courses given the grade of W are included in hours attempted when calculating successful course completion percentage but are not included in the total number of credit hours attempted when calculating the grade point average. Withdrawal from individual courses is not allowed.

GRADE REPORTS

Grade reports are either hand delivered to the students or mailed to the students' homes following the end of each eight-week term. At any time during the program, students are encouraged to discuss their individual progress with either their faculty advisor or the instructor involved in the day-to-day classroom situation.

TRANSCRIPTS

Upon graduation, each student receives a final transcript. Students will be charged a processing fee for additional transcript copies. Official transcripts will not be issued to a student who owes the school money, who is delinquent or in default on a student loan, or who owes a refund on any federal or state student financial aid program.

WITHDRAWAL

Students may not withdraw from one singular class; they may only withdraw from the entire program.

Students who find it necessary to withdraw from a program should have a preliminary interview with the Director of Education or the Campus Director. The student is also required to complete an exit interview with a representative of the financial aid department.

If a student provides notice of withdrawal either verbally or in writing to the Director of Education or the Campus Director, the date on which the notice is given is the date of withdrawal. If a student provides notice of withdrawal either verbally or in writing within the first 6 class days of a term (drop period) during the day portion of a program or within the first 4 class days of a term (drop period) during the evening/weekend portion of a program, the end date of the previous term will be considered the last date of attendance. If a student withdraws by the second Friday of a student's first semester in a program (first semester drop period), the student will be considered not to have enrolled in the program.

A student who has missed ten (10) consecutive days of class while enrolled in the day portion of a program or five (5) consecutive days of class while enrolled in the evening/weekend portion of a program is considered to have withdrawn. If a student is absent from class for a period of 10 consecutive day-portion class days or 5 consecutive evening/weekend-portion class days, excluding scheduled holidays or breaks, the date of withdrawal will be the first class day after the 10- or 5-day period of nonattendance.

DISMISSAL

A student could be dismissed by the school for any of the following reasons:

1. Academic Not making satisfactory academic progress as defined in the Standards of Satisfactory Academic Progress section of this catalog.
2. Attendance Excessive absences.
3. Misconduct Behavior unbecoming of a professional businessperson or offenses listed in the Student Conduct section of this catalog.
4. Financial Failure to meet obligations outlined in the student's financial plan.

A student who is dismissed may appeal to the President, who will make the final determination. The appeal must be in writing and must fully document the circumstances of the appeal. The appeal should be submitted to the President within three (3) class days of when a student is notified on-site or within a reasonable time frame (generally not to exceed five [5] class days) when a student must be notified off-site.

READMISSION

Readmission to Fox College after a period of nonenrollment will be at the discretion of the school. Students wishing to reenter should call or write the Education Department to request a reentry application form. The student should complete the reentry application form and submit it with a \$50 application fee to the Director of Education, Fox College, 6640 South Cicero Avenue, Bedford Park, Illinois 60638 for programs at the Midway Campus or the Campus Director at Fox College Tinley Park Degree site, 18020 S. Oak Park Avenue, Tinley Park, Illinois 60477 for programs at the Tinley Park Degree Site.

Upon receipt of the completed application and the application fee, the Director of Education or Campus Director will review the student's academic record and current program requirements. The coursework and the date to reenroll will be mutually determined by the student and the director. The returning student is required to pay the

same fees and deposits as a new student as outlined in the Financial Information section of this catalog.

A student cannot reenter the school if he or she 1) has a loan in default or 2) was dismissed for a violation of the conduct policy. A student who was dismissed for failure to make satisfactory academic progress will not be allowed to reenter except under the circumstance where the student has failed a prerequisite course or did not receive the required minimum grade in a Physical Therapist Assistant prerequisite technical course and must withdraw. Students in the Occupational Therapy Assistant Program who seek to return and complete Level II Fieldwork courses must do so within 18 months following completion of the didactic portion of the program.

If a student requests consideration for readmission to the Occupational Therapy Assistant or the Physical Therapist Assistant program, s/he will be required to demonstrate competency in didactic and/or skills acquired while previously enrolled in the program prior to readmission. Competency will be determined by one or more of the following: completing a comprehensive written examination and meeting a set benchmark on the examination, auditing designated courses, and/or completing a comprehensive practical examination. The methods to determine competency will be determined by the Program Director and either the Campus Director or the Director of Education.

Except as discussed below, reentering students will be charged the tuition in effect upon reentry and will be required to meet current graduation requirements for the program in which they enroll. Following dismissal or withdrawal for nonmilitary reasons, the number of times a student may seek readmission into the same or a different program is limited to two. However, exceptions to this policy will be made if one of the withdrawals was due to having transfer/substitution credit for all classes within a term or having previously completed at Fox College all classes within a term. In these cases, a student may seek readmission into the same or a different program one additional time.

If a withdrawal was due to being called to active military duty, a student who notifies the school of his/her intent to return to the school within three years after the completion of the period of service will be readmitted with the same academic status as at the time of withdrawal. The student will be required to meet current graduation requirements for the program in which s/he enrolls. If the student is readmitted to the same program, the student will be charged the tuition and fee charges that s/he would have been charged for the academic year during which s/he left the school. If the student is admitted to a different program, the student will be charged the tuition in effect upon reentry.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

Academic progress standards for students receiving federal financial assistance are the same as the standards for students enrolled in the same academic programs who are not receiving assistance. All students, including those students not currently receiving any financial aid, will be evaluated.

Maximum Time Frame

Students are expected to complete graduation requirements within the normal completion time specified in the program description for the program in which they are enrolled. Under certain circumstances, however, the student may require more than the normal completion time to fulfill graduation requirements. The maximum time frame in which a student must complete his or her program is 150 percent of the published length of the program as measured in credit hours to complete the program. To determine the maximum time frame, multiply the published credit hours needed to graduate from the program of study by 1.5 (150 percent). For example, the number of credit hours it should take to complete the Associate of Applied Science in Medical Assisting program is 68 credits. Using that number, 150 percent would equal 102 credit hours, which would be the maximum number of credits for which a student could receive financial aid. Transfer/Advanced Placement credits that apply toward the student's program will be counted toward the maximum time frame.

A student who changes programs is still responsible for maintaining satisfactory academic progress in accordance with the standard above. All courses the student attempts count toward the 150 percent time frame requirement. A student who returns to the institution to pursue a second credential will have his or her maximum time frame established at 150 percent of the normal length of the second program minus the courses applicable from the first program of study and any other documented transfer/Advanced Placement credits that are counted toward the second program of study.

Satisfactory Progress Measurements

All students must progress satisfactorily toward meeting graduation requirements. The academic progress of each student will be reviewed following each half-semester term of his or her program. A student's progress toward graduation is considered satisfactory if the student is within the maximum time frame and the following minimum requirements are met.

Minimum Grade Point Average (GPA)/Minimum Successful Course Completion Percentage:

Programs Normally Completed in 2½ Semesters:

	<u>Cumulative GPA</u>	<u>Term GPA</u>	<u>Successful Course Completion</u>
Semester 1 Term 1	1.75	1.75	25 percent
Semester 1 Term 2	2.0	1.75	25 percent
Semester 2 Term 1	2.0	1.75	50 percent
Semester 2 Term 2	2.0	1.75	67 percent
Semester 3 Term 1	2.0	1.75	67 percent

All Other Programs:

	<u>Cumulative GPA</u>	<u>Term GPA</u>	<u>Successful Course Completion</u>
Semester 1 Term 1	1.75	1.75	25 percent
Semester 1 Term 2	2.0	1.75	25 percent
Semester 2 Term 1	2.0	1.75	33 percent
Semester 2 Term 2	2.0	1.75	33 percent
Semester 3 Term 1	2.0	1.75	50 percent
Semester 3 Term 2	2.0	1.75	67 percent
Semester 4 Term 1	2.0	1.75	67 percent
Semester 4 Term 2	2.0	1.75	67 percent
End of each remaining term to program completion	2.0	1.75	67 percent

The cumulative grade point average will include all grades earned at Fox College. The successful course completion percentage is calculated by dividing the cumulative number of hours the student has successfully completed by the cumulative number of hours the student has attempted.

Additional Successful Course Completion Requirements:

Students are expected to successfully complete all courses attempted. If a student fails a course that is a prerequisite for another course in the program, the student will be required to:

1. Withdraw from the program. A later restart may be permitted under the policy for reentry, provided the student was otherwise making satisfactory academic progress.
2. Change to a like program with a later start date such that the student will be able to retake the prerequisite course and the remainder of the required courses with that program cohort.

or

3. Change to another program which does not include and require completion of the failed prerequisite course.

No matter which of the three options above a student may elect, the student will be permitted this option only once. A second failure of a prerequisite course in any program will cause dismissal.

If a student fails a course that is not a prerequisite for another course in the program, circumstances may occur where a student could continue in the program and repeat the course at a later date provided that the maximum time frame would permit. A student will be allowed to fail and repeat only one nonprerequisite course.

At the end of each term, Fox College will evaluate satisfactory progress. A student who does not meet the maximum time frame, the minimum grade point average for standard progress, or the successful course completion requirements will be dismissed and is no longer eligible to receive assistance under the Title IV, HEA programs, if applicable. Students may appeal a decision to dismiss and to have financial aid reinstated, if applicable, by following the appeal procedure outlined below.

Treatment of Failures, Incompletes, Withdrawals, Transfer Credits, and Course Repetitions

Credits for courses in which a student received an F (failing grade) or an I (incomplete) are included in the total number of credits attempted when calculating the grade point average and as credits attempted but not successfully completed when calculating the successful course completion percentage.

A student who withdraws from a program receives a grade of W (withdrawn) in all uncompleted courses. Courses given the grade of W are included in credits attempted but not successfully completed when calculating the successful course completion percentage. They are not included in the total number of credit hours attempted when calculating the grade point average.

Credits for courses in which the student received a T (transfer/Advanced Placement credit) are not used in computing the grade point average. Transfer/Advanced Placement credits that are accepted toward a student's program are included in both the attempted and successfully completed hours when calculating the successful course completion percentage.

In the case of repeated courses, credits and grades for both courses are included when computing the cumulative grade point average. Credit hours for both courses are

included when calculating the successful course completion percentage and count toward the maximum timeframe.

In summary, courses with grades of F, I, W, and T as well as both original and repeated courses count toward the maximum time frame and are included in the successful course completion percentage calculation. Courses with grades of F and I as well as repeated courses are included when computing the cumulative grade point average; courses with grades of W and T are not. Fox College does not offer noncredit remedial courses.

Appeal Process and Reinstatement of Financial Aid Eligibility

A student has the right to appeal a determination that he or she is not making satisfactory progress. The appeal must be in writing and should be submitted to the President within three (3) class days when the student is notified on site or within a reasonable time (not generally to exceed five [5] class days) when the student must be notified off-site.

An appeal may be considered in cases involving mitigating circumstances. Examples of mitigating circumstances include personal illness, injury, or accident; serious illness or death of a parent, guardian, spouse, or child; and other special circumstances. The student is required to submit information regarding why s/he failed to make satisfactory academic progress and what has changed in the student's situation that would allow the student to demonstrate satisfactory academic progress at the next evaluation. The circumstances in the appeal must be fully documented.

If there is a finding that the mitigating circumstances are in fact the primary reason for the student's failure to make standard progress and if it is determined that the student can reasonably be expected to meet the requirements for standard progress at the end of the next term or if the college and the student have developed an academic plan that, if followed, will ensure that the student is able to meet satisfactory academic progress standards by a specific point in time, then the student may be placed on probation and financial aid may be reinstated, if applicable. Otherwise, the student will be dismissed. Under certain circumstances the student may be allowed to restart at a later time; however, the maximum time frame constraints would have to be met. The President will notify the student of the results of the evaluation of the appeal.

A student may appeal a determination of unsatisfactory progress as many times as he or she wishes; however, a positive finding of mitigating circumstances over more than one or two terms is highly unlikely. A student who has appealed a determination that s/he is not meeting satisfactory academic progress and who is attending his or her program under an approved academic plan remains eligible for Title IV aid as long as s/he continues to meet

the conditions of the plan. The student is not considered to be on probation status, provided s/he is otherwise making satisfactory progress under the academic plan.

Probation

A student who successfully appeals a determination of unsatisfactory progress will be placed on probation. Probation is for the 8-week period following the term when the reported grades resulted in a determination of unsatisfactory academic progress. If receiving financial aid, a student on probation will be eligible to receive any financial aid due to him or her for one payment period. The student's record will be reviewed at the end of the probation period. If the student's grade point average and successful course completion percentage following the probation period still do not meet the standard satisfactory progress requirements or if the student has not met the requirements of the academic plan developed by the college and the student, the student is not making satisfactory progress and will be dismissed and does not qualify for further Title IV, HEA program funds.

The student may appeal this decision after each finding of dismissal. The number of terms during which a student may remain on probation is limited to five terms. However, probationary status over more than one or two terms is highly unlikely.

Course Repetitions

Students should discuss course repetitions with the Director of Education or Campus Director and complete a written readmission/course repetition form. Forms should be submitted to the Director of Education or Campus Director. Students should be aware that course offerings depend on time of year and level of student enrollment. Therefore, not all courses are offered during every term. The student's grade earned in the repeated course work as well as the student's original grade would be included when computing the cumulative grade point average. Both courses are included when calculating the successful course completion percentage and count toward the maximum timeframe. There may be an additional tuition charge. Students are limited in Title IV assistance to just one repetition of a previously passed course. However, the student is not eligible for Title IV assistance if the student previously passed the course and is repeating the course because of other failed coursework. Veterans Administration benefits are not payable for repeating courses that, based upon school standards, have previously been successfully completed.

Incomplete Grades

An incomplete (I) grade may be issued to a student who is passing a course but who has not been able to complete all required work, generally because of some extenuating circumstance. The student will be allowed up to four (4) weeks to complete the course work. When the course work is completed, a grade will be issued for the course. If the work is not completed during the allotted time, the incomplete (I) will revert to an "F."

A student who receives an incomplete (I) in a dental hygiene course may not continue in the program the following term. The student will be withdrawn. A later restart may be permitted under the policy for entry provided the student was otherwise making satisfactory academic progress and is in compliance with the Readmission policy.

When calculating the grade point average for purposes of determining satisfactory progress, an incomplete (I) is equivalent to an "F." The student accumulates no quality points for the course, but the number of credits assigned to the course is included in the total number of credits attempted both in the grade point average and successful course completion calculations.

If the incomplete prevents a student from meeting graduation requirements, the student will be eligible for placement services if he or she desires. If the incomplete is not resolved within the allotted time period, however, the student will forfeit the future use of the school's placement service and will not be issued a diploma.

Satisfactory Progress for Physical Therapist Assistant Program

In addition to the standards above, in order to continue in the program, Physical Therapist Assistant students must earn a C (minimum of 70 percent) or above in all technical courses. The course numbers for Physical Therapist Assistant technical courses begin with a PT field designator.

If a student does not earn the required minimum grade in a technical course that is a prerequisite for another course in the PTA program, the student will be required to:

1. Withdraw from the program. A later restart may be permitted under the policy for entry provided the student was otherwise making satisfactory academic progress and is in compliance with the Readmission policy.

or

2. Change to a like program with a later start date such that the student will be able to retake the prerequisite course and the remainder of the required courses with that program cohort.

No matter which of the two options above a student may elect, the student will be permitted this option only once.

If a student does not earn the required minimum grade in a technical course that is not a prerequisite for another course in the program, circumstances may occur where the student could continue in the program and repeat the course at a later date provided that the maximum time frame would permit. A student will be allowed to repeat only one technical nonprerequisite course.

Satisfactory Progress for Dental Hygiene and Occupational Therapy Assistant Programs

In addition to the standards above, in order to continue in the program, Dental Hygiene and Occupational Therapy Assistant students must earn a C (minimum of 75 percent) or above in all technical courses. The course numbers for Dental Hygiene technical courses begin with a DH field designator, and the course numbers for Occupational Therapy Assistant technical courses begin with an OT field designator.

If a student does not earn the required minimum grade in a technical course that is a prerequisite for another course in either the Dental Hygiene program or the Occupational Therapy Assistant program, the student will be required to:

1. Withdraw from the program. A later restart may be permitted under the policy for entry provided the student was otherwise making satisfactory academic progress and is in compliance with the Readmission policy.

or

2. Change to a like program with a later start date such that the student will be able to retake the prerequisite course and the remainder of the required courses with that program cohort.

No matter which of the two options above a student may elect, the student will be permitted this option only once.

If a student does not earn the required minimum grade in a technical course that is not a prerequisite for another course in the program, circumstances may occur where the student could continue in the program and repeat the course at a later date provided that the maximum time frame would permit. A student will be allowed to repeat only one technical nonprerequisite course.

GRADUATION REQUIREMENTS

To be eligible for graduation, students in all programs must:

1. Attain an overall 2.0 grade point average.
2. Satisfactorily complete all courses in the program in which they are enrolled.
3. Earn the required number of credits specified for the program in which they are enrolled.
4. Satisfy all financial obligations.

Upon fulfillment of these graduation requirements, the student will be issued the associate of applied science degree or appropriate program diploma indicating satisfactory completion of all program requirements.

HONORS

All students with a grade point average of 3.50 or above will have achieved honors status and will be included on the President's List.

GRADUATION AND TRANSFER-OUT RATES

To comply with federal regulatory requirements, Fox College is required to disseminate its graduation and transfer-out rates to enrolled students and, upon request, to prospective students. A new rate is calculated by each January 1 and is available for review in the front office.

CREDIT TRANSFER FROM ANOTHER SCHOOL

Transcripts of work completed at other accredited colleges may be submitted to the Director of Education or Campus Director for review. Transcripts should be submitted during the first term of a student's program. Other documentation may also be required.

Credits considered for transfer are evaluated by the Director of Education or Campus Director to determine if the course work is similar in nature, content, and level to that required at Fox College. The Director of Education or Campus Director will review transcript(s) from each individual student one time. If the course work is comparable, transfer students may be given credit for courses completed at other accredited colleges, provided the grades received for the courses were "C" or better. However, in the case where a program has been separately accredited by a specialized accreditor and

that accreditor requires the credential-granting institution to certify student competency in specified skill areas, course work will not be evaluated and transfer credits will not be awarded for any courses that contain skill evaluations and certification.

Courses completed at other Bradford schools will be treated the same as courses taken at Fox College. Because programs at Fox College are specially tailored to career preparation, course credits from other postsecondary schools may not be transferable. A maximum of 25 semester credits will be accepted in transfer for students transferring credit who have less than a bachelor's degree.

Students who participated in the Advanced Placement program in their high schools may be granted credit provided they had scores of 3, 4, or 5 on the Advanced Placement tests. Fox College does not grant life experience credit and does not accept transfer credit earned from any of these sources at another institution. One exception is credit for military training that has been evaluated and recommended for credit by the American Council on Education (ACE). Fox College may award credit based on these recommendations when the credit is for courses similar in nature, content, and level to that required at the college. Students seeking credit for military training should provide a transcript from the American Council on Education for evaluation. Credit will be treated as transfer credit and will count toward graduation.

Students who have earned a bachelor's degree from a college or university accredited by an agency recognized by the U.S. Department of Education will be granted credit towards fulfilling Fox College's general education requirements.

CREDIT TRANSFER TO ANOTHER SCHOOL

The acceptance of credits is always at the discretion of the institution to which a student is attempting to transfer credits. There may be articulation agreements in place at the time the student enters that may not be in place when the student graduates or desires to attend a particular school. **Because programs at Fox College are designed specifically for career preparation, students must assume that credits for courses taken at Fox College are not transferable to other institutions.** Neither Fox College nor any of its employees can represent that another institution will accept any courses for credit.

A student who is interested in attempting to transfer credits to another institution should contact the Director of Education or Campus Director. Fox College will supply the necessary documentation that may aid the student in receiving credits for the completed course work provided the student does not owe the school money, is not delinquent or in default on a student loan, or does not owe a refund on any federal or state student financial aid program.

SCHEDULING

Depending on the student's start date, not all programs can be completed without a break in schedule. The Admissions Department can advise prospective students which programs are planned for completion without break. Fox College reserves the right, however, not to offer a planned program if there is insufficient enrollment.

ANIMAL CARE DUTY

Fox College maintains an on-site kennel housing dogs, cats, and rodents. An important part of the education provided by the Veterinary Technology program is learning the duties and responsibilities of animal care and sanitation. Therefore, animal care duty is a vital part of that learning experience, and all veterinary technology students are assigned mandatory kennel duty. Animal care duties are performed before and after classes and on weekends. The number of weeks each student is assigned animal care duty depends on the number of in-house veterinary technology students.

DISABILITY SUPPORT SERVICES

Fox College is committed to providing equal access to the college's academic programs and services to qualified individuals with disabilities through reasonable accommodation. Students who believe they are in need of accommodations should contact the designated Section 504 coordinators, who are the Director of Education at the Midway Campus and the Campus Director at the Tinley Park Degree Site who are identified in the Administration, Faculty, and Staff section of this catalog, by phone at (708) 444-4500 or by mail or in person at 6640 South Cicero Avenue, Bedford Park, IL 60638 for programs at the Midway Campus or 18020 S. Oak Park Avenue, Tinley Park, Illinois 60477 for programs at the Tinley Park Degree Site. The student should provide the designated Section 504 coordinator with a current comprehensive evaluation of a specific disability from a qualified diagnostician that identifies the type of disability and lists recommended accommodations. All documentation will be reviewed by the designated Section 504 coordinator in a timely manner, and appropriate reasonable accommodations will be provided based on the individual student's needs.

NOTIFICATION OF RIGHTS UNDER FERPA

The Family Educational Rights and Privacy Act (FERPA) afford the students certain rights with respect to their education records.

These rights are:

1. The right to inspect and review the student's education records within 45 days of the day Fox College receives a request for access. Students should submit to the

registrar, dean, or head of the academic department written requests that identify the record(s) they wish to inspect. The Fox College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Fox College official to whom the request was submitted, that official should advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask Fox College to amend a record that they believe is inaccurate or misleading. They should write to the Fox College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If Fox College decides not to amend the record as requested by the student, Fox College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosures without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is defined as a person employed by Fox College in an administrative, supervisory, academic, or support staff position (including law enforcement unit and health staff); a person or company with whom Fox College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Directors; or a person assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Directory information may be released without a student's prior consent; this information is limited to student name, date admitted, mailing address and telephone number, local address and telephone number, e-mail address, semesters of attendance, major, specialization, enrollment status, full- or part-time status, degree sought, honors and awards, and degrees and dates received.

Students have the right to withhold the release of information designated as "directory information" by submitting to Fox College, not later than 14 days after the beginning of a term, a request written and signed that "directory information" not be released. This request is effective until revoked in writing by the eligible student to the same office.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Fox College to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

PROGRAMS OF STUDY

Fox College offers Associate of Applied Science degree and diploma programs. Each of the College's programs combines professional education and general education. The success of each program builds on the foundations of both.

PROFESSIONAL EDUCATION

Fox College's professional education curriculum in the respective programs is designed to prepare students for their specialized careers in a diverse workforce. Students build skills and competencies needed in their fields to meet the expectations of a changing work environment. Always focused on career success, Fox College's professional education courses meet the needs of the career-oriented student as well as the employer in a technology-driven world. The College's commitment to professional education is demonstrated in its professional education objectives.

Objectives:

Skills and Competencies – The student will demonstrate field-specific practical skills and competencies needed for the contemporary work environment.

Technological Application – The student will use current technology effectively in an educational environment reflecting workplace expectations.

Professionalism – The student will demonstrate a level of professionalism that allows for ease in transition from an educational setting to a professional work site.

Integrated Learning – The student will benefit from the interrelated outcomes embedded in the Professional Education and General Education curricula.

GENERAL EDUCATION

Through the General Education curriculum, Fox College students acquire and apply knowledge that enables them to think logically through problem-solving situations, work interactively, communicate competently, and navigate technological resources to promote learning. By taking General Education core courses in multiple academic disciplines, students achieve cross-curricular competencies that promote academic achievement, personal success, and continued learning.

Objectives:

Critical Reasoning – The student will construct and evaluate arguments using evidence, analysis, and logical inference.

Interrelational Comprehension – The student will critique the complexities of diverse human interaction in varied social contexts.

Communication Competence – The student will effectively communicate through both oral and written media for a variety of purposes and audiences.

Technological Proficiency – The student will utilize technological resources to promote learning by collecting, analyzing, and evaluating information.

ASSOCIATE OF APPLIED SCIENCE IN ACCOUNTING DEGREE PROGRAM

The objective of the Associate of Applied Science in Accounting degree program is to prepare the students for entry-level employment in the accounting field. The program emphasizes basic and advanced accounting principles, theories, and practices with related studies in the areas of computer applications, oral and written communications, and general business principles.

Objectives and Learning Outcomes:

The accounting degree program is designed to provide and strengthen knowledge, skills, and competencies in the accounting field. Graduates are able to apply the following knowledge and practical skills needed by the accounting specialist:

1. Demonstrate accounting competencies needed in the business office environment.
 - a. Students will successfully perform accounting tasks: accounts payable, accounts receivable, depreciation, purchase processing, financial statements, cash flows, journalizing, and payroll.
 - b. Students will attain levels of keyboarding and ten-key speeds and accuracy consistent with workplace expectations.
2. Show transdisciplinary competencies in written and oral communication.
 - a. Students will effectively research, compose, format, and edit academic and financial documents.
 - b. Students will prepare and deliver clear oral presentations for varied audiences.
3. Use current technologies with appropriate applications for the work environment.
 - Students will demonstrate competence in the use of contemporary software applications.
4. Apply critical thinking strategies.
 - a. Students will demonstrate accurate comprehension of multiple perspectives on issues facing business and society.
 - b. Students will articulate and present a clear position using valid reasoning and support.

5. Display a level of professionalism consistent with workplace expectations.
 - a. Students will conduct themselves within the guidelines and policies of the institution allowing for ease in workplace transition.
 - b. Students will work collaboratively at multiple organizational levels.

ASSOCIATE OF APPLIED SCIENCE IN ACCOUNTING DEGREE PROGRAM

This program will normally be completed in 64 weeks.

Program Costs: The Accounting Associate of Applied Science Degree Program tuition costs are based on the following: two full semester charges, one combined semester charge, and one reduced semester charge.

<u>Course Number</u>	<u>Course Name</u>	<u>Semester Credits</u>
<i>Accounting Core</i>		
AC-112	Financial Accounting I	3
AC-113	Financial Accounting II	3
AC-121	Computerized and Payroll Accounting	3
AC-202	Cost Accounting	3
AC-210	Intermediate Accounting I	4
AC-211	Intermediate Accounting II	4
AC-220	Fundamentals of Tax Accounting/Preparation	1
BA-110	Introduction to Business	3
CS-107	Introduction to PC Applications I	2
CS-108	Introduction to PC Applications II	2
CS-135	Problem Solving with Computers I—Spreadsheets	2
CS-235	Problem Solving with Computers II—Databases	2
OS-104	Keyboarding I	2
<i>General Education</i>		
EN-112	Oral Communication	3
EN-122	Composition I	3
EN-222	Composition II	3
MA-122	Quantitative Literacy	3
PH-202	Ethics	3
PH-210	Introduction to Critical Thinking	3
SS-101	Introduction to Psychology	3
SS-220	American/U.S. State and Local Government	3
SS-230	Cross Cultural Issues and Concerns	3

Related Courses

BA-220	Contemporary Management and Leadership	3
EN-105	Business Communication	3
PD-105	Career Strategies	2
SS-210	Organizational Behavior	3

TOTAL CREDITS REQUIRED FOR GRADUATION: 72

ACCOUNTING SPECIALIST PROGRAM

The objective of the Accounting Specialist Program is to prepare individuals for immediate employment in the business world. Areas of concentration include accounting theory, accounting practice, communication skills, and computer skills. Upon meeting graduation requirements, a student will receive a diploma.

The program normally will be completed in 40 weeks.

Program Costs: The Accounting Specialist Diploma Program tuition costs are based on the following: two full semester charges and one ½-semester charge.

<u>Course Number</u>	<u>Course Name</u>	<u>Semester Credits</u>
<i>Accounting Core</i>		
AC-112	Financial Accounting I	3
AC-113	Financial Accounting II	3
AC-121	Computerized and Payroll Accounting	3
AC-202	Cost Accounting	3
AC-210	Intermediate Accounting I	4
AC-211	Intermediate Accounting II	4
AC-220	Fundamentals of Tax Accounting/Preparation	1
BA-110	Introduction to Business	3
CS-107	Introduction to PC Applications I	2
CS-108	Introduction to PC Applications II	2
CS-135	Problem Solving with Computers I—Spreadsheets	2
CS-235	Problem Solving with Computers II—Databases	2
OS-104	Keyboarding I	2
<i>Related Courses</i>		
EN-105	Business Communication	3
PD-105	Career Strategies	2
<i>General Education</i>		
EN-112	Oral Communication	3
EN-122	Composition I	3
MA-122	Quantitative Literacy	3
PH-202	Ethics	3
SS-101	Introduction to Psychology	3
TOTAL CREDITS REQUIRED FOR GRADUATION:		54

This diploma program transfers in full to the Fox College Associate of Applied Science in Accounting Degree program.

ASSOCIATE OF APPLIED SCIENCE IN ADMINISTRATIVE ASSISTANT DEGREE PROGRAM

The objective of the Associate of Applied Science in Administrative Assistant degree program is to prepare individuals for entry-level employment and subsequent advancement in the business world. The program emphasizes administrative and computer applications, principles, theories, and practices with integrated studies in general education.

Objectives and Learning Outcomes:

The administrative assistant degree program is designed to provide and strengthen knowledge, skills, and competencies in the administrative assisting field. Graduates are able to apply the following knowledge and practical skills needed by the administrative assistant:

1. Demonstrate administrative competencies needed in the business office environment.
 - a. Students will successfully complete letters, memorandums, reports, and spreadsheets.
 - b. Students will attain levels of keyboarding speed and accuracy consistent with workplace expectations.
2. Show transdisciplinary competencies in written and oral communication.
 - a. Students will effectively research, compose, format, and edit academic and business documents.
 - b. Students will prepare and deliver clear oral presentations for varied audiences.
3. Use current technologies with appropriate applications for the work environment.
 - Students will demonstrate competence in the use of contemporary software applications.
4. Apply critical thinking strategies.
 - a. Students will demonstrate accurate comprehension of multiple perspectives on issues facing business and society.
 - b. Students will articulate and present a clear position using valid reasoning and support.

5. Display a level of professionalism consistent with workplace expectations.
 - a. Students will conduct themselves within the guidelines and policies of the institution allowing for ease in workplace transition.
 - b. Students will work collaboratively at multiple organizational levels.

ASSOCIATE OF APPLIED SCIENCE IN ADMINISTRATIVE ASSISTANT DEGREE PROGRAM

This program will normally be completed in 64 weeks.

Program Costs: The Administrative Assistant Associate of Applied Science Degree Program tuition costs are based on the following: two full semester charges, one combined semester charge, and one reduced semester charge.

<u>Course Number</u>	<u>Course Name</u>	<u>Semester Credits</u>
<i>Administrative Assistant Core</i>		
BA-110	Introduction to Business	3
BA-220	Contemporary Management and Leadership	3
CS-107	Introduction to PC Applications I	2
CS-108	Introduction to PC Applications II	2
CS-135	Problem Solving with Computers I—Spreadsheets	2
CS-195	Advanced Word Processing	2
CS-235	Problem Solving with Computers II—Databases	2
EN-106	Technical Writing	3
OS-104	Keyboarding I	2
OS-105	Keyboarding II	2
OS-150	Integration I	2
OS-151	Integration II	2
OS-220	Legal Administrative Procedures	3
OS-250	Integration III	2
<i>General Education</i>		
EN-112	Oral Communication	3
EN-122	Composition I	3
EN-222	Composition II	3
MA-122	Quantitative Literacy	3
PH-202	Ethics	3
PH-210	Introduction to Critical Thinking	3
SS-101	Introduction to Psychology	3
SS-220	American/U.S. State and Local Government	3
SS-230	Cross Cultural Issues and Concerns	3

Related Courses

EN-105	Business Communication	3
PD-105	Career Strategies	2
SS-210	Organizational Behavior	3

TOTAL CREDITS REQUIRED FOR GRADUATION: 67

ADMINISTRATIVE AND COMPUTER SOFTWARE SPECIALIST PROGRAM

The objective of the Administrative and Computer Software Specialist Program is to prepare individuals for immediate employment in the business world. Areas of concentration include communication skills, keyboarding skills, and computer skills. Upon meeting graduation requirements, the students receive a diploma.

The program normally will be completed in 40 weeks.

Program Costs: The Administrative and Computer Software Specialist Diploma Program tuition costs are based on the following: two full semester charges and one ½-semester charge.

<u>Course Number</u>	<u>Course Name</u>	<u>Semester Credits</u>
<i>Administrative Assistant Core</i>		
BA-110	Introduction to Business	3
CS-107	Introduction to PC Applications I	2
CS-108	Introduction to PC Applications II	2
CS-135	Problem Solving with Computers I—Spreadsheets	2
CS-195	Advanced Word Processing	2
CS-235	Problem Solving with Computers II—Databases	2
EN-106	Technical Writing	3
OS-104	Keyboarding I	2
OS-105	Keyboarding II	2
OS-150	Integration I	2
OS-151	Integration II	2
OS-220	Legal Administrative Procedures	3
OS-250	Integration III	2
<i>General Education</i>		
EN-112	Oral Communication	3
EN-122	Composition I	3
MA-122	Quantitative Literacy	3
PH-202	Ethics	3
SS-101	Introduction to Psychology	3

Related Courses

EN-105	Business Communication	3
PD-105	Career Strategies	2

TOTAL CREDITS REQUIRED FOR GRADUATION: 49

This diploma program transfers in full to the Fox College Associate of Applied Science in Administrative Assistant Degree program.

ASSOCIATE OF APPLIED SCIENCE IN DENTAL HYGIENE DEGREE PROGRAM

The objective of the Dental Hygiene degree program is to prepare students to enter the profession of dental hygiene. Specific curricular objectives fall into four categories: biomedical sciences, general education, dental science, and dental hygiene science. The first category provides students with specific foundational knowledge in biology, chemistry, anatomy, physiology and biochemistry, microbiology, immunology, general pathology and/or pathophysiology, nutrition, and pharmacology; the second category includes instruction in math, communication, psychology, sociology, and critical thinking principles; the third category includes tooth morphology, head and neck and oral anatomy, oral embryology and histology, oral pathology, radiology, periodontology, pain management, and dental materials; and the dental hygiene sciences emphasize oral health education and preventive counseling, health promotion, patient management, clinical dental hygiene, management of special-needs patients, community oral health, medical and dental emergencies, legal and ethical aspects of dental practice, infection and hazard control management, and the provision of oral health care services to patients with blood-borne infectious diseases. Successful completion of courses in all four categories is required for graduation from the program.

The goal of the Dental Hygiene Associate of Applied Science degree program is to provide comprehensive learning experiences that prepare graduates to secure an entry-level position as a licensed Dental Hygienist in the oral health care profession. The Dental Hygiene degree program will foster clinical problem solving and critical thinking skills to be used in the healthcare environment and provide students with a didactic and an experiential educational foundation that promotes life-long learning. Dental Hygiene students are required to have a health screening and to provide an immunization history prior to enrollment in DH-125 Dental Hygiene Pre Clinical Skills I.

The Dental Hygiene program has received initial accreditation status by the Commission on Dental Accreditation (CODA). Upon completion of the program, the Fox College Dental Hygiene graduate will be qualified to take the National Board Dental Hygiene Examination and a Dental Hygiene Clinical Examination. The State of Illinois accepts the following clinical examinations: ADEX, NERB, CRDTS, SRTA, and WREB. The graduate will be able to apply for a dental hygiene license after successfully completing the program and passing both the National Board Dental Hygiene Examination and a clinical examination. The requirements for taking and passing these examinations and licensure requirements are controlled by outside agencies and subject to change without notice. Therefore, Fox College cannot guarantee that graduates will be eligible to take the examinations at all or at any specific time nor can it guarantee that every student will obtain a position as a dental hygienist.

Objectives and Learning Outcomes:

The Dental Hygiene degree program is designed to provide and strengthen knowledge, skills, and competencies in the field of oral health care. Graduates are able to perform the following administrative and clinical competencies as needed by the Dental Hygienist.

1. Demonstrate clinical and critical skills consistent with nationally recognized standards needed in the dental environment.
 - a. Students will competently perform aspects of clinical treatment in a safe manner that reflects entry-level skills and behaviors of a dental hygienist.
 - b. Students will initiate and assume responsibility for health promotion and disease prevention activities.
 - c. Students will utilize technological resources to promote learning and theoretical understanding by collecting, analyzing, and evaluating information.
2. Show transdisciplinary competencies in written and oral communication.
 - a. Students will communicate and interact with patient/client, family members, caregivers, and other members of a multidisciplinary healthcare team in an effective, appropriate, and capable manner.
 - b. Students will complete thorough, accurate, logical, concise, timely, and legible documentation related to patient care that follows guidelines as required by the Illinois State Practice Act, the practice setting, and other regulatory agencies.
 - c. Students will effectively communicate through both oral and written media for a variety of purposes and audiences.
 - d. Students will educate patients/clients, family members, caregivers, members of a multidisciplinary healthcare team, and the general public on the role of the Dental Hygienist in health care.
3. Apply critical thinking strategies.
 - a. Students will monitor and modify patient treatment in conjunction with the dentist while progressing toward short- and long-term goals for the patients' oral health.
 - b. Students will respond and utilize appropriate actions during patient/client emergencies in a dental setting.
 - c. Students will retrieve, organize, apply, and analyze information using fundamental conceptual frameworks in problem-solving scenarios.
4. Display a level of professionalism consistent with workplace expectations.
 - a. Students will demonstrate a commitment to safe, legal, and ethical practice that is consistent with prevailing dental practice.

- b. Students will display actions, approaches, and values consistent with the expected roles, responsibilities, and duties of a licensed dental hygienist.
- c. Students will critique the complexities of diverse human interaction in varied social contexts.

ASSOCIATE OF APPLIED SCIENCE IN DENTAL HYGIENE DEGREE PROGRAM*

This program will normally be completed in 80 weeks. Contact hours total 2,052.

Program Costs: The Dental Hygiene Associate of Applied Science Degree Program tuition costs are based on the following: five full semester charges.

<u>Course Number</u>	<u>Course Name</u>	<u>Semester Credits</u>
<i>Dental Hygiene Core</i>		
DH-110	Introduction to Dental Hygiene	1
DH-111	Preventive Dental Practices	1
DH-115	Dental Materials	2
DH-120	Nutrition & Dental Health	2
DH-125	Dental Hygiene Pre Clinical Skills I	1
DH-126	Dental Hygiene Pre Clinical Skills II	1
DH-130	Radiology I	3
DH-131	Radiology II	2
DH-140	Pharmacology	2
DH-150	Dental Hygiene Clinic Operations	1
DH-151	Dental Hygiene Clinical I	1
DH-155	Dental Hygiene Seminar I	1
DH-156	Dental Hygiene Clinical II	1
DH-160	General & Dental Pathology	2
DH-170	Anesthesia	2
DH-210	Dental Practice: Ethics and Management	1
DH-220	Community Dental Health	2
DH-230	Periodontics I	2
DH-231	Periodontics II	2
DH-250	Dental Hygiene Seminar II	2
DH-251	Dental Hygiene Clinical III	3
DH-255	Dental Hygiene Seminar III	2
DH-256	Dental Hygiene Clinical IV	3
DH-260	Dental Emergencies & Pathology	1
DH-270	Dental Hygiene Seminar IV	2
DH-271	Dental Hygiene Clinical V	3
DH-276	Dental Hygiene Clinical VI	3
<i>Foundational Science Courses</i>		
DH-101	Anatomy & Physiology for Hygienists I	2
DH-102	Anatomy & Physiology for Hygienists II	2
DH-106	Head & Neck Anatomy	2

DH-107	Oral & Embryonic Histology	2
SC-101	Foundations of Chemistry	3
SC-104	Microbiology	3

General Education

EN-112	Oral Communication	3
EN-122	Composition I	3
EN-222	Composition II	3
MA-123	Math for Health Care Careers	3
PH-210	Introduction to Critical Thinking	3
SS-101	Introduction to Psychology	3

TOTAL CREDITS REQUIRED FOR GRADUATION: 81

*In order to be eligible for licensure as a dental hygienist, an individual must graduate from a Dental Hygiene program accredited by the Commission on Dental Accreditation (CODA), pass the National Board Dental Hygiene Examination, and successfully complete a clinical examination conducted by a regional testing service. Fox College cannot guarantee that graduates will be eligible to work as a dental hygienist in Illinois or any other state at all or at any specific time, regardless of their eligibility status upon enrollment.

ASSOCIATE OF APPLIED SCIENCE IN MEDICAL ASSISTING DEGREE PROGRAM

The objective of the Associate of Applied Science in Medical Assisting degree program is to prepare individuals to assist physicians as professional, multi-skilled individuals dedicated to assisting in patient-care management. The program emphasizes health administration, clinical and laboratory skills, and computer applications, principles, theories, and practices with integrated studies in general education. Medical Assisting students are required to have a physical examination to demonstrate that their health will permit them to perform the essential functions of medical assisting. Proof of the examination and documentation of any necessary immunizations must be submitted prior to enrollment in MD-128 Medical Laboratory Procedures.

The Medical Assisting program is currently accredited by the Accrediting Bureau of Health Education Schools (www.abhes.org). Graduates of the Medical Assisting program are eligible to take the Certified Medical Assistant (CMA) examination that is offered by the American Association of Medical Assistants and the Registered Medical Assistant (RMA) examination offered by American Medical Technologists (AMT). Registration and certification requirements for taking and passing these examinations are controlled by outside agencies and subject to change without notice. Therefore, Fox College cannot guarantee that graduates will be eligible to take the certification or registration examinations at all or at any specific time, regardless of their eligibility status upon enrollment.

Objectives and Learning Outcomes:

The medical assisting degree program is designed to provide and strengthen knowledge, skills, and competencies in the medical assisting field. Graduates are able to perform the following administrative and clinical competencies as needed by the medical assistant:

1. Demonstrate clinical, administrative, and transdisciplinary competencies consistent with nationally recognized standards needed in the medical office environment.
 - a. Students will successfully verbalize and perform the skills and principles for each competency.
 - b. Students will demonstrate competence in the use of contemporary software applications.
2. Show transdisciplinary competencies in written and oral communication.
 - a. Students will effectively research, compose, format, and edit academic and medical documents.

- b. Students will prepare and deliver clear oral presentations for varied audiences.
 - c. Students will show competency in oral and written communication tasks specific to the medical assisting profession.
3. Apply critical thinking strategies.
- a. Students will demonstrate accurate comprehension of multiple perspectives on issues facing business and society.
 - b. Students will articulate and present a clear position using valid reasoning and support.
4. Display a level of professionalism consistent with workplace expectations.
- a. Students will conduct themselves within the guidelines and policies of the institution allowing for ease in workplace transition.
 - b. Students will work collaboratively at multiple organizational levels.

ASSOCIATE OF APPLIED SCIENCE IN MEDICAL ASSISTING DEGREE PROGRAM

This program will normally be completed in 64 weeks. Contact hours total 1,453.

Program Costs: The Medical Assisting Associate of Applied Science Degree Program tuition costs are based on the following: two full semester charges, one combined semester charge, and one reduced semester charge.

<u>Course Number</u>	<u>Course Name</u>	<u>Semester Credits</u>
<i>Medical Assisting Core</i>		
MD-104	Anatomy and Physiology I	2
MD-105	Anatomy and Physiology II	2
MD-106	Pharmacology	2
MD-128	Medical Laboratory Procedures	4
MD-132	Medical Administrative Procedures I	2
MD-133	Medical Administrative Procedures II	2
MD-139	Business & Ethics in Healthcare	2
MD-141	Clinical Procedures I	2
MD-142	Clinical Procedures II	4
MD-143	Clinical Procedures III	2
MD-156	Medical Office Systems	1
MD-201	Medical Externship	6
<i>General Education</i>		
EN-112	Oral Communication	3
EN-122	Composition I	3
EN-222	Composition II	3
MA-123	Math for Health Care Careers	3
PH-210	Introduction to Critical Thinking	3
SS-101	Introduction to Psychology	3
SS-230	Cross Cultural Issues and Concerns	3
<i>Related Courses</i>		
BA-220	Contemporary Management and Leadership	3
CS-104	Introduction to Technology I	1
CS-105	Introduction to Technology II	2
EN-105	Business Communication	3

PD-106	Medical Career Strategies	1
SS-210	Organizational Behavior	3
SS-220	American/U.S. State and Local Government	3
TOTAL CREDITS REQUIRED FOR GRADUATION:		68

MEDICAL ASSISTING SPECIALIST PROGRAM

The Medical Assisting Specialist Program is designed to train students to assist physicians as professional, multi-skilled individuals dedicated to assisting in patient-care management. The medical assisting student learns entry-level allied health administrative, clinical, and laboratory skills necessary for immediate employment in a variety of medical environments. Medical Assisting students are required to have a physical examination to demonstrate that their health will permit them to perform the essential functions of medical assisting. Proof of the examination and documentation of any necessary immunizations must be submitted prior to enrollment in MD-128 Medical Laboratory Procedures. Upon meeting graduation requirements, a student will receive a diploma.

The Medical Assisting program is currently accredited by the Accrediting Bureau of Health Education Schools (www.abhes.org). Graduates of the Medical Assisting program are eligible to take the Certified Medical Assistant (CMA) examination that is offered by the American Association of Medical Assistants and the Registered Medical Assistant (RMA) examination offered by American Medical Technologists (AMT). Registration and certification requirements for taking and passing these examinations are controlled by outside agencies and subject to change without notice. Therefore, Fox College cannot guarantee that graduates will be eligible to take the certification or registration examinations at all or at any specific time, regardless of their eligibility status upon enrollment.

The program normally will be completed in 40 weeks. Contact hours total 1,183.

Program Costs: The Medical Assisting Specialist Diploma Program tuition costs are based on the following: two full semester charges and one ½-semester charge.

<u>Course Number</u>	<u>Course Name</u>	<u>Semester Credits</u>
<i>Medical Assisting Core</i>		
MD-104	Anatomy and Physiology I	2
MD-105	Anatomy and Physiology II	2
MD-106	Pharmacology	2
MD-128	Medical Laboratory Procedures	4
MD-132	Medical Administrative Procedures I	2
MD-133	Medical Administrative Procedures II	2
MD-139	Business & Ethics in Healthcare	2
MD-141	Clinical Procedures I	2
MD-142	Clinical Procedures II	4
MD-143	Clinical Procedures III	2
MD-156	Medical Office Systems	1
MD-201	Medical Externship	6

General Education

EN-112	Oral Communication	3
EN-122	Composition I	3
MA-123	Math for Health Care Careers	3
SS-101	Introduction to Psychology	3

Related Courses

CS-104	Introduction to Technology I	1
CS-105	Introduction to Technology II	2
EN-105	Business Communication	3
PD-106	Medical Career Strategies	1

TOTAL CREDITS REQUIRED FOR GRADUATION: 50

This diploma program transfers in full to the Fox College Associate of Applied Science in Medical Assisting Degree program.

ASSOCIATE OF APPLIED SCIENCE IN OCCUPATIONAL THERAPY ASSISTANT DEGREE PROGRAM*

The overall goal of the Fox College Occupational Therapy Assistant Program is to provide entry-level occupational therapy assistants with the theoretical and clinical knowledge necessary to excel in today's dynamic healthcare environment. Coursework will educate the student in the importance of individual occupation as it relates to independence, health, safety, and culture across a lifespan and in the variety of settings possible for the practice of occupational therapy (OT). Occupational Therapy Assistant students must complete a health physical and drug screening and submit an immunization history and proof of health insurance prior to beginning their fieldwork affiliations and must complete a criminal background check prior to beginning OT-170 Physical Rehabilitation Level I Fieldwork.

The occupational therapy assistant program has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). The program must have a preaccreditation review, an on-site evaluation, and be granted accreditation status before its graduates will be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of the examination, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, most states require licensure to in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Fox College cannot guarantee that graduates will be eligible to work as occupational therapy assistants in Illinois or any other state at all or at any specific time, regardless of their eligibility status upon enrollment.

Objectives and Learning Outcomes:

The occupational therapy assistant degree program is designed to provide and strengthen knowledge, skills, and competencies in the field of occupational therapy. Graduates are able to perform the following administrative and clinical competencies as needed for practice as an occupational therapy assistant:

1. Demonstrate clinical and administrative skills consistent with nationally recognized standards in order to function at entry-level competency under the supervision of an occupational therapist.
 - a. Students will contribute to the assessment of clients' occupational needs.

- b. Students will evaluate the effects of occupational performance throughout the lifespan and the awareness of and ability to use community resources to promote function of clients in the least-restrictive environment.
 - c. Students will demonstrate occupation-based practice that is client-centered and requires an understanding of the client's needs, wants, and expectations for development of function, remediation, and/or prevention of disease.
 - d. Students will accurately assess client's response to interventions within a plan of care established and directed by a supervising licensed occupational therapist.
 - e. Students will utilize technological resources to promote learning and theoretical understanding by collecting, analyzing, evaluating, and reporting information.
2. Show transdisciplinary competencies in written and oral communication.
- a. Students will effectively research, compose, format, and edit academic and client documents.
 - b. Students will prepare and deliver clear oral presentations for varied audiences.
 - c. Students will show competency in oral and written communication tasks specific to the occupational therapy profession.
3. Apply critical thinking strategies.
- a. Students will demonstrate accurate comprehension of multiple perspectives on issues facing occupational therapy, healthcare, and society.
 - b. Students will articulate and present a clear position using valid reasoning and support.
4. Display a level of professionalism consistent with workplace expectations.
- a. Students will conduct themselves within the guidelines and policies of the institution allowing for ease into workplace situations.
 - b. Students will work collaboratively at multiple organizational levels.

ASSOCIATE OF APPLIED SCIENCE IN OCCUPATIONAL THERAPY ASSISTANT DEGREE PROGRAM*

This program will normally be completed in 80 weeks. Contact hours total 2,074.

Program Costs: The Occupational Therapy Assistant Associate of Applied Science Degree Program tuition costs are based on the following: five full semester charges.

<u>Course Number</u>	<u>Course Name</u>	<u>Semester Credits</u>
<i>Occupational Therapy Assistant Core</i>		
OT-101	Introduction to Occupational Therapy	2
OT-105	Medical Terminology & Documentation	1
OT-110	Anatomy & Physiology for OTA I Theory	3
OT-111	Anatomy & Physiology for OTA I Laboratory	1
OT-115	Anatomy & Physiology for OTA II Theory	3
OT-116	Anatomy & Physiology for OTA II Laboratory	1
OT-120	Human Occupations	2
OT-125	Conditions Affecting Health and Occupations	3
OT-130	Human Movement for Occupation	2
OT-135	Assistive Technology	1
OT-140	Activity Analysis & Group Process	1
OT-150	Management in Occupational Therapy	2
OT-160	Theory of Physical Rehabilitation	3
OT-165	Occupational Performance: Physical Rehabilitation	2
OT-170	Physical Rehabilitation Level I Fieldwork	1
OT-200	Professional Issues in Occupational Therapy	1
OT-205	Clinical Reasoning in Occupational Therapy Practice	2
OT-210	Theory of Pediatric Occupations	3
OT-215	Occupational Performance: Developmental	2
OT-220	Pediatric Level I Fieldwork	1
OT-230	Theory of Psychosocial Occupation	3
OT-235	Occupational Performance: Psychosocial	2
OT-240	Psychosocial Level I Fieldwork	1
OT-250	Level II Fieldwork A	6
OT-255	Level II Fieldwork B	6
<i>General Education</i>		
EN-112	Oral Communication	3
EN-122	Composition I	3
EN-222	Composition II	3
MA-123	Math for Health Care Careers	3

PH-210	Introduction to Critical Thinking	3
SS-101	Introduction to Psychology	3
SS-150	Developmental Psychology	3

TOTAL CREDITS REQUIRED FOR GRADUATION: 76

*In order to be eligible for licensure as an occupational therapy assistant, an individual must graduate from a program accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), pass the National Board for Certification in Occupational Therapy (NBCOT) examination, and obtain licensure from the State of Illinois. Fox College cannot guarantee that graduates will be eligible to work as occupational therapy assistants in Illinois or any other state at all or at any specific time, regardless of their eligibility status upon enrollment.

ASSOCIATE OF APPLIED SCIENCE IN PHYSICAL THERAPIST ASSISTANT DEGREE PROGRAM*

The goal of the Physical Therapist Assistant degree program is to provide and strengthen knowledge and skills through comprehensive learning experiences that prepare PTA graduates to secure an entry-level position as a licensed Physical Therapist Assistant who practices within the legal and ethical framework of physical therapy under the direction and supervision of a licensed Physical Therapist and in collaboration with other health care professionals. The Physical Therapist Assistant degree program will foster clinical problem solving and critical thinking skills to be used in the healthcare environment and provide students with a didactic and an experiential educational foundation that promotes lifelong learning.

Physical Therapist Assistant students are required to have a physical/health screening by a physician, to submit completed health information, to complete and pass a criminal background check, and complete and pass a drug screening test prior to beginning the PT-274 Clinical Practicum.

The Physical Therapist Assistant program is currently accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association (CAPTE). Graduates of the program are eligible to take the National Physical Therapist Examination (NPTE). The requirements for taking and passing the NPTE are controlled by an outside agency and subject to change without notice. Therefore, Fox College cannot guarantee that graduates will be eligible to take the examination at all or at any specific time, regardless of their eligibility status upon enrollment.

Fox College cannot guarantee that graduates will be eligible to work as physical therapist assistants in Illinois or any other state at all or at any specific time, regardless of their eligibility status upon enrollment.

Objectives and Learning Outcomes:

The physical therapist assistant degree program is designed to provide and strengthen knowledge, skills, and competencies in the field of the physical therapist assistant. Graduates are able to perform the following administrative and clinical competencies as needed by the physical therapist assistant:

1. Demonstrate clinical and administrative skills consistent with nationally recognized standards needed in the physical therapy environment.
 - a. Students will competently perform aspects of clinical treatment within an established plan of care in a safe manner that reflects entry-level skills and behaviors of a physical therapist assistant.

- b. Students will competently perform data collection to measure the patient's response to interventions within a plan of care established and directed by a supervising licensed Physical Therapist.
 - c. Students will utilize technological resources to promote learning and theoretical understanding by collecting, analyzing, and evaluating information.
2. Show transdisciplinary competencies in written and oral communication.
- a. Students will communicate and interact with patient/client, family members, caregivers, and other members of a multidisciplinary healthcare team in an effective, appropriate, and capable manner to achieve outcomes established in a plan of care.
 - b. Students will complete thorough, accurate, logical, concise, timely, and legible documentation related to patient care and billing that follows guidelines required by state practice acts, the practice setting, and other regulatory agencies.
 - c. Students will effectively communicate through both oral and written media for a variety of purposes and audiences.
 - d. Students will educate patients/clients, family members, caregivers, members of a multidisciplinary health care team, and the general public of the role of the Physical Therapist Assistant in health care.
3. Apply critical thinking strategies.
- a. Students will monitor and modify patient treatment interventions while progressing towards short- and long-term goals established within a plan of care established and directed by a supervising licensed Physical Therapist.
 - b. Students will respond and utilize appropriate actions during patient/client emergencies in a physical therapy setting.
 - c. Students will utilize critical thinking and problem solving skills to progress, modify, and/or withhold interventions based on the patient's status as determined through observation, data collection, and problem-solving processes.
 - d. Students will retrieve, organize, apply, and analyze information using fundamental conceptual frameworks in problem-solving scenarios.
4. Display a level of professionalism consistent with workplace expectations.
- a. Students will demonstrate a commitment to safe, legal, and ethical practice that is consistent with prevailing physical therapy practice.
 - b. Students will display actions, approaches, and values consistent with the expected roles, responsibilities, and duties of a licensed physical therapist assistant practicing under the supervision and direction of a licensed Physical Therapist.

- c. Students will critique the complexities of diverse human interaction in varied social contexts.

ASSOCIATE OF APPLIED SCIENCE IN PHYSICAL THERAPIST ASSISTANT DEGREE PROGRAM*

This program will normally be completed in 72 weeks.

Program Costs: The Physical Therapist Assistant Associate of Applied Science Degree Program tuition costs are based on the following: four full semester charges and one PTA externship semester charge.

<u>Course Number</u>	<u>Course Name</u>	<u>Semester Credits</u>
<i>Physical Therapist Assistant Core</i>		
PT-102	Medical Terminology and Documentation	1
PT-103	Introduction to Physical Therapy	1
PT-112	Functional Anatomy for PTA I	3
PT-114	Functional Anatomy for PTA II	3
PT-121	Patient Care I	1
PT-122	Patient Care II	1
PT-130	Physical Agents I	2
PT-140	Kinesiology Theory I	2
PT-141	Kinesiology Laboratory I	1
PT-142	Kinesiology Theory II	2
PT-143	Kinesiology Laboratory II	1
PT-150	Introduction to Therapeutic Interventions	2
PT-151	Therapeutic Interventions--Neuromuscular Pathologies	2
PT-152	Therapeutic Interventions--Neuromuscular Pathologies Laboratory	1
PT-160	Introduction to Disease	2
PT-230	Physical Agents II	2
PT-240	Manual Therapy Techniques	2
PT-250	Therapeutic Interventions--Orthopedic Pathologies	2
PT-251	Therapeutic Interventions--Orthopedic Pathologies Laboratory	1
PT-252	Therapeutic Interventions for Special Populations I	2
PT-253	Therapeutic Interventions for Special Populations Laboratory	1
PT-256	Therapeutic Interventions for Special Populations II	1
PT-259	Practice Clinical Simulation	1
PT-260	Special Topics in PT Practice	1
PT-274	Clinical Practicum	6
PT-275	Advanced Clinical Practicum	6
PT-290	PTA Professional Issues I	1
PT-293	PTA Professional Issues II	1

General Education

EN-112	Oral Communication	3
EN-122	Composition I	3
EN-222	Composition II	3
MA-123	Math for Health Care Careers	3
PH-210	Introduction to Critical Thinking	3
SC-103	Biology	3
SS-101	Introduction to Psychology	3
SS-230	Cross Cultural Issues and Concerns	3

Related Courses

TP-202	Licensure Exam Preparation	1
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TOTAL CREDITS REQUIRED FOR GRADUATION: 77

*In order to be eligible for licensure as a Physical Therapist Assistant, an individual must graduate from a program accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association (CAPTE) and pass the National Physical Therapist Examination (NPTE). Fox College cannot guarantee that graduates will be eligible to work as Physical Therapist Assistants in Illinois or any other state at all or at any specific time, regardless of their eligibility status upon enrollment.

ASSOCIATE OF APPLIED SCIENCE IN VETERINARY TECHNOLOGY DEGREE PROGRAM*

The objective of the Associate of Applied Science in Veterinary Technology degree program is to prepare individuals to become a skilled member of the animal healthcare industry. The program emphasizes administrative, clinical, laboratory, radiographic, and surgical nursing skills with integrated studies in general education. Application of classroom instruction is achieved through a veterinary externship in which each student participates.

The Veterinary Technology program is currently accredited by the Committee on Veterinary Technician Education and Activities (CVTEA) of the American Veterinary Medical Association (AVMA). Graduates of the program are eligible to take the Veterinary Technician National Examination (VTNE). The requirements for taking and passing the VTNE are controlled by an outside agency and subject to change without notice. Therefore, Fox College cannot guarantee that graduates will be eligible to take the examination at all or at any specific time, regardless of their eligibility status upon enrollment.

Fox College cannot guarantee that graduates will be eligible to work as veterinary technicians in Illinois or any other state at all or at any specific time, regardless of their eligibility status upon enrollment.

Objectives and Learning Outcomes:

The veterinary technology degree program is designed to provide and strengthen knowledge and skills in the veterinary technician field. Graduates are able to perform the following administrative and clinical skills as needed by the veterinary technician:

1. Demonstrate clinical and administrative skills consistent with nationally recognized standards needed in the animal healthcare environment.
 - a. Students will successfully verbalize principles and competencies and capably perform essential skills.
 - b. Students will demonstrate competence in the use of contemporary software applications.
2. Show transdisciplinary competencies in written and oral communication.
 - a. Students will effectively research, compose, format, and edit academic and medical documents.
 - b. Students will prepare and deliver clear oral presentations for varied audiences.

- c. Students will show competency in oral and written communication tasks specific to the veterinary technician profession.
3. Apply critical thinking strategies.
- a. Students will demonstrate accurate comprehension of multiple perspectives on issues facing business and society.
 - b. Students will articulate and present a clear position using valid reasoning and support.
4. Display a level of professionalism consistent with workplace expectations.
- a. Students will conduct themselves within the guidelines and policies of the institution allowing for ease in workplace transition.
 - b. Students will work collaboratively at multiple organizational levels.

ASSOCIATE OF APPLIED SCIENCE IN VETERINARY TECHNOLOGY DEGREE PROGRAM*

This program will normally be completed in 72 weeks.

Program Costs: The Veterinary Technology Associate of Applied Science Degree Program tuition costs are based on the following: four full semester charges and one Vet Tech externship semester charge.

<u>Course Number</u>	<u>Course Name</u>	<u>Semester Credits</u>
<i>Veterinary Technology Core</i>		
VT-101	Clinical Medicine I	2
VT-102	Clinical Medicine II	2
VT-103	Clinical Medicine III	2
VT-104	Clinical Medicine IV	2
VT-115	Animal Technology I	1
VT-116	Animal Technology II	1
VT-117	Animal Technology III	1
VT-118	Animal Technology IV	1
VT-121	Animal Anatomy & Physiology I	2
VT-122	Animal Anatomy & Physiology II	2
VT-123	Veterinary Terminology	1
VT-131	Clinical Laboratory I	1
VT-132	Clinical Laboratory II	1
VT-134	Clinical Laboratory III	1
VT-143	Veterinary Pharmacology I	2
VT-144	Veterinary Pharmacology II	2
VT-145	Anesthesia I	2
VT-146	Anesthesia II	2
VT-201	Clinical Medicine V	3
VT-213	Animal Technology V	1
VT-214	Animal Technology VI	1
VT-220	Large Animal Theory I	2
VT-225	Veterinary Technician Career & Office Success	1
VT-226	Large Animal Theory II	2
VT-231	Clinical Laboratory IV	1
VT-241	Radiography I	2
VT-242	Surgical Nursing I	2
VT-244	Radiography II	1
VT-246	Surgical Nursing II	2
VT-251	Large Animal Practicum	1
VT-253	VT Clinical Skills Capstone Seminar	1

VT-255	Veterinary Externship	6
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General Education

EN-112	Oral Communication	3
EN-122	Composition I	3
EN-222	Composition II	3
MA-123	Math for Health Care Careers	3
PH-210	Introduction to Critical Thinking	3
SC-103	Biology	3
SS-101	Introduction to Psychology	3

Related Course

TP-201	VTNE Preparation	1
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TOTAL CREDITS REQUIRED FOR GRADUATION: 76

*In order to be eligible for licensure in the state of Illinois as a Certified Veterinary Technician, an individual must graduate from a program accredited by the American Veterinary Medical Association (AVMA) and pass the Veterinary Technician National Examination (VTNE). Fox College cannot guarantee that graduates will be eligible to work as veterinary technicians in Illinois or any other state at all or at any specific time, regardless of their eligibility status upon enrollment.

COURSE DESCRIPTIONS

AC-112 Financial Accounting I

This course introduces the understanding and application of the basic concepts, principles, and procedures of accounting. This includes theories and methodologies for the accounting cycle, posting and adjusting business transactions, theories and methodologies for closing procedures, and preparing financial statements.

3 Semester Credits (45 Lecture Hours, 12 Lab Hours)

AC-113 Financial Accounting II

This course continues the study of basic concepts, principles, and procedures of accounting. This includes inventory valuation, accounting for special assets and liabilities, and accounting for differing forms of business organization. Students also analyze and interpret historical statements, discussing their applicability in making management decisions.

3 Semester Credits (45 Lecture Hours, 12 Lab Hours)

Prerequisite: AC-112

AC-121 Computerized and Payroll Accounting

This course explores the use of accounting software to automate accounting techniques. This course also is a presentation of the theoretical and practical applications of payroll procedures, emphasizing the methods of computing wages and salaries, keeping records, and preparing various federal and state government reports.

3 Semester Credits (37 Lecture Hours, 20 Lab Hours)

Prerequisites: AC-112, CS-107

AC-202 Cost Accounting

This course is concerned with job order and process cost accounting systems with emphasis on the cost cycle, raw materials, labor, factory overhead, and financial statements for the business that operates as a manufacturing concern.

3 Semester Credits (45 Lecture Hours, 12 Lab Hours)

Prerequisite: AC-113

AC-210 Intermediate Accounting I

This course is an in-depth study into accounting theories and techniques used in recording, processing, and reporting financial information. Emphasis is placed on examining financial data from several perspectives—investors, lenders, managers, accountants.

4 Semester Credits (45 Lecture Hours, 31 Lab Hours)

Prerequisite: AC-113

AC-211 Intermediate Accounting II

This course is a continuation of Intermediate Accounting I. Focus is put on the principles and theories relating to contingencies, investments, taxes, pensions, leases, full disclosure, and error analysis.

4 Semester Credits (45 Lecture Hours, 31 Lab Hours)

Prerequisite: AC-210

AC-220 Fundamentals of Tax Accounting/Preparation

This annually updated tax course offers students a thorough explanation of the federal tax structure, while training them to apply tax principles to specific problems. Emphasis is placed on the 1040 individual income tax return with supplementary schedules.

1 Semester Credit (19 Lecture Hours, 19 Lab Hours)

BA-110 Introduction to Business

This course provides an understanding of the fundamentals of business operations. Emphasis is placed on departmental functions, organizational structure, and the environments which shape business. Functions include production, management, marketing, accounting, human resources, and finance.

3 Semester Credits (45 Lecture Hours)

BA-220 Contemporary Management and Leadership

This course examines the processes of management and leadership through the analysis of historical and current trends in managing. Topics include strategic management, planning, controlling, leading, and organizing.

3 Semester Credits (45 Lecture Hours)

CS-104 Introduction to Technology I

This course provides an introduction to computer use. This includes the development and reinforcement of proper typing techniques, the presentation of basic computer concepts, and the application of general office software and Internet usage.

1 Semester Credit (10 Lecture Hours, 28 Lab Hours)

CS-105 Introduction to Technology II

This course provides a continuation into computer concepts and application software. Specifically, students will utilize spreadsheets, databases, Internet, and email applications.

2 Semester Credits (24 Lecture Hours, 14 Lab Hours)

Prerequisite: CS-104

CS-107 Introduction to PC Applications I

This course provides an introduction to computer concepts, operating systems, and application software. Basic concepts for word processing, presentations, and Internet will be presented.

2 Semester Credits (20 Lecture Hours, 37 Lab Hours)

CS-108 Introduction to PC Applications II

This course provides a continuation to computer concepts and application software. Basic concepts for spreadsheets, database management, scheduling, email, and software integration will be presented.

2 Semester Credits (20 Lecture Hours, 37 Lab Hours)

Prerequisite: CS-107

CS-135 Problem Solving with Computers I—Spreadsheets

This course is designed to utilize the problem-solving process by requiring students to design and test hypotheses and present conclusions using spreadsheets. Concepts in intermediate and advanced spreadsheet software will be presented.

2 Semester Credits (20 Lecture Hours, 37 Lab Hours)

Prerequisite: CS-108

CS-195 Advanced Word Processing

This course is designed to reinforce introductory word processing skills and to present intermediate and advanced concepts in word processing utilizing application software.

2 Semester Credits (20 Lecture Hours, 37 Lab Hours)

Prerequisite: CS-107 or CS-105

CS-235 Problem Solving with Computers II—Databases

This course is designed to utilize the problem-solving process by requiring students to design and test hypotheses and present conclusions using databases. Concepts in intermediate and advanced database software will be presented.

2 Semester Credits (20 Lecture Hours, 37 Lab Hours)

Prerequisite: CS-108

DH-101 Anatomy & Physiology for Hygienists I

In this course, students learn about teeth and supporting structures, including roots and primary and permanent teeth. Other topics covered include nomenclature, annotation, calcification, and exfoliation patterns.

2 Semester Credits (57 Lecture Hours)

DH-102 Anatomy & Physiology for Hygienists II

This course is a continuation of the study of the body structures necessary for dental hygienists.

2 Semester Credits (57 Lecture Hours)

Prerequisite: DH-101

DH-106 Head & Neck Anatomy

In this course, students learn about the gross anatomy of the head and neck as well as their organization, structure, and function. Students will gain an understanding of clinical and oral manifestations that will serve as a foundation of knowledge essential for patient care and oral pathology.

2 Semester Credits (32 Lecture Hours, 13 Lab Hours)

DH-107 Oral & Embryonic Histology

In this course, students get an introduction into human development with an emphasis on face, teeth, and supporting periodontal structure. It provides the student with the knowledge to assess a patient's oral health, which is a critical responsibility of dental hygienists.

2 Semester Credits (38 Lecture Hours)

DH-110 Introduction to Dental Hygiene

This course is an overview of the dental hygiene profession within the health care delivery system from an historical, philosophical, and organizational context. Students explore the dental hygiene frame of reference in various practice and treatment areas. Personal and professional qualities of the health care provider, professional ethics, and the psychological aspects of treatment are discussed.

1 Semester Credit (38 Lecture Hours)

DH-111 Preventive Dental Practices

This course provides an introduction to the causes and prevention of infection, patient procedures, and patient assessment. Students obtain a foundation of the knowledge and strategies of preventive dental hygiene policies and practices and the knowledge to provide information for patient self-care.

1 Semester Credit (38 Lecture Hours)

DH-115 Dental Materials

This course will provide an overview of physical and chemical properties of materials that are utilized in dental offices and laboratories.

2 Semester Credits (15 Lecture Hours, 30 Lab hours)

DH-120 Nutrition & Dental Health

This course will provide an overview of the principles of nutrition and biochemistry as applied to dental hygiene patient care.

2 Semester Credits (38 Lecture Hours)

DH-125 Dental Hygiene Pre Clinical Skills I

This course will introduce students to the study of dental deposits and their etiology in dental diseases, personal control of dental disease, periodontal charting, and the discussion of ancillary procedures, such as power-driven scalers and polishers, generalized patient assessment, appointment sequencing, and post-operative instruction.

1 Semester Credit (9 Lecture Hours, 48 Clinic Hours)

DH-126 Dental Hygiene Pre Clinical Skills II

This course is a continuation of instrumentation skills necessary for oral prophylaxis, aseptic procedures, and dental equipment care and maintenance. Student partners, mannequins, and selected patients are used in the laboratory to demonstrate instrumentation techniques.

1 Semester Credit (24 Lecture Hours, 24 Clinic Hours)

Prerequisite: DH-125

DH-130 Radiology I

This course includes the history and theory of radiology and the methods of exposing and developing films, hazards, infection control, proper positioning during film exposure, regulations, and management of patients with special needs. Radiation safety; film reading; and error identification, correction, and prevention are emphasized.

3 Semester Credits (30 Lecture Hours, 30 Lab Hours)

DH-131 Radiology II

This course builds upon the material covered in Radiology I with students beginning their practical hands-on repetitions to achieve competency in taking and developing radiographs. Students will learn advanced dental radiographic and related procedures including exposure and technique errors, occlusal and localization techniques, normal anatomy, panoramic films and radiography, extraoral radiography, and digital radiography.

2 Semester Credits (15 Lecture Hours, 30 Lab Hours)

Prerequisite: DH-130

DH-140 Pharmacology

This course is designed to provide the dental hygiene students with knowledge of the principles of pharmacology. Topics to be discussed include the calculation and dosage of medications, drug legislation, drug classifications and actions, and administration of medications. The students are also introduced to the preparation and translation of prescriptions while using drug reference resources.

2 Semester Credits (38 Lecture Hours)

DH-150 Dental Hygiene Clinic Operations

This course helps to ensure that all students are prepared for the clinical experiences included in the Dental Hygiene program. This class serves as an orientation to what students can expect to encounter, what is expected of them, and what the students' responsibilities will be during their clinical experience. Guest lectures and simulations may comprise some of the methods of preparing students.

1 Semester Credit (38 Lecture Hours)

DH-151 Dental Hygiene Clinical I

This first clinical provides students with comprehensive examination procedures, charting, and patient treatment. There is an introduction of basic instrumentation principles, and skills essential to assessment, planning, treatment, and evaluation of client care are emphasized. Students will focus on clinical procedures for patient assessment that include infection control, health history, extra and intraoral examination, gingival evaluation, and periodontal assessment. Practice will be on mannequins and partners in order to develop skills.

1 Semester Credit (76 Clinic Hours)

Prerequisite: DH-126

DH-155 Dental Hygiene Seminar I

This course discusses the application of dental hygiene theory to direct patient care, the role and function of the dental hygienist in preventative dentistry, techniques, and theory. This knowledge provides an introduction to the theory associated with clinical procedures and patient care. Students are introduced to the operation of the dental equipment, infection control, and basic instrumentation.

1 Semester Credit (38 Lecture Hours)

Prerequisite: DH-150

DH-156 Dental Hygiene Clinical II

This course is the continuation of clinical dental hygiene practice and includes assessment, planning, and implementation of patient care.

1 Semester Credit (76 Clinic Hours)

Prerequisite: DH-151

DH-160 General & Dental Pathology

In this course, students will learn the pathology of the head, neck, and oral structures. It discusses the pathogenesis, clinical appearance and treatment of the more commonly seen conditions, as well as the sequence of events necessary for differential diagnosis. Students will learn about the role of the dental hygienist as part of the health care team in identifying, treating, and preventing oral diseases, as well as systemic diseases with oral complications.

2 Semester Credits (38 Lecture Hours)

DH-170 Anesthesia

This course concerns all aspects of the anesthetic process, varieties of drugs, pharmacologic effects, and adverse reactions to drugs used in dental hygiene. Discussion of drugs utilized to treat common diseases is also included.

2 Semester Credits (24 Lecture Hours, 33 Lab Hours)

DH-210 Dental Practice: Ethics and Management

This class provides an introduction to ethical and legal responsibilities, the dental practice act, malpractice issues, and the scope of dental hygiene practice.

1 Semester Credit (38 Lecture Hours)

DH-220 Community Dental Health

In this course, students learn the dental hygienist's role in the community and the history and influence of public health concepts. Students research and review federal and state agency laws, managed care, and strategies to improve public access to oral health.

2 Semester Credits (32 Lecture Hours, 25 Lab Hours)

DH-230 Periodontics I

In this course, students will study periodontal anatomy in relation to physiology, etiology, pathogenesis, and the role of genetics, tobacco use, and systemic preventative/therapeutic procedures associated with diagnosis, prognosis, treatment, and initial phase of periodontal therapy.

2 Semester Credits (38 Lecture Hours)

DH-231 Periodontics II

This course builds on DH-230. Students will learn clinical procedures associated with the surgical phase of periodontal therapy, evaluation of periodontal treatment, the maintenance phase, and the relationship between periodontics and other dental specialties.

2 Semester Credits (38 Lecture Hours)

Prerequisite: DH-230

DH-250 Dental Hygiene Seminar II

This course is a continuation of the role of the dental hygienist. Students will learn to analyze assessment and the decision process in implementing patient care.

2 Semester Credits (38 Lecture Hours)

Prerequisite: DH-155

DH-251 Dental Hygiene Clinical III

This course is the continuation of clinical dental hygiene practice. Students learn to use dental sealants, ultrasonic, air polishing, topical fluoride treatments, amalgam polishing, application of desensitizing agents, and dental radiographs.

3 Semester Credits (95 Clinic Hours)

Prerequisite: DH-156

DH-255 Dental Hygiene Seminar III

This course is a continuation of the role of the dental hygienist as part of the dental team. Students will learn nonsurgical periodontal procedures.

2 Semester Credits (38 Lecture Hours)

Prerequisite: DH-250

DH-256 Dental Hygiene Clinical IV

In this course, students will utilize didactic and previous clinical experience in order to provide comprehensive dental hygiene care to clients with simple to complex needs. Additional nonsurgical periodontal therapies will be introduced.

3 Semester Credits (95 Clinic Hours)

Prerequisite: DH-251

DH-260 Dental Emergencies and Pathology

This course will prepare students for the early recognition and appropriate management of common medical emergencies in the dental office.

1 Semester Credit (38 Lecture Hours)

DH-270 Dental Hygiene Seminar IV

This course is a continuation of the role of the dental hygienist as part of the dental team. Students will learn nonsurgical periodontal procedures.

2 Semester Credits (38 Lecture Hours)

Prerequisite: DH-255

DH-271 Dental Hygiene Clinical V

In this course, students will utilize didactic and previous clinical experience in order to provide comprehensive dental hygiene care to clients with simple to complex needs. Additional nonsurgical periodontal therapies will be introduced.

3 Semester Credits (114 Clinic Hours)

Prerequisite: DH-256

DH-276 Dental Hygiene Clinical VI

This is a continuation of advanced didactic and clinical application of the process of care on clients in the dental hygiene clinic. Students will continue to refine their clinical skills to gain competency as they make the transition into the practice of dental hygiene.

3 Semester Credits (114 Clinic Hours)

Prerequisite: DH-271

EN-105 Business Communication

This course is designed to help students master communication concepts and skills necessary for success in business and academic contexts. Particular emphasis is placed on writing as a means of expressing and organizing ideas and information. Students are encouraged to achieve proficiency in grammatical terminology, usage, and syntax through a variety of practical written applications.

3 Semester Credits (47 Lecture Hours, 10 Lab Hours)

EN-106 Technical Writing

The Technical Writing course focuses on various forms of technical writing ranging from the traditional linear format to those in an on-line hypertext format. This course exposes students to the knowledge, rhetorical conventions, and true-to-life experiences needed for contemporary professional writing in the workplace. The course also emphasizes the grammatical and stylistic conventions of business and technical writing.
3 Semester Credits (45 Lecture Hours, 12 Lab Hours)

Prerequisite: EN-105

EN-112 Oral Communication

Oral Communication is designed to combine communication theory with the practice of oral communication skills. This course develops awareness of the communication processes while examining creative, organizational, and delivery strategies in varying communication contexts. Critical skills are developed in listening, reading, thinking, and speaking. Students are expected to prepare and deliver three substantial speeches, including informative and persuasive.

3 Semester Credits (45 Lecture Hours)

EN-122 Composition I

This course helps students to develop the writing, reading, and thinking skills necessary to produce effective college-level prose. Students write personal, expository, analytical, and argumentative essays in conjunction with critical reading and discussion of academic and literary texts. Emphasis is placed on the process of writing for multiple generic and contextual requirements.

3 Semester Credits (45 Lecture Hours)

EN-222 Composition II

Composition II enhances the writing, reading, and thinking skills developed in Composition I through the incorporation of researched materials into student-generated prose. Students engage in the process of finding, evaluating, and selecting print and digital sources to write about topics of individual and group interest. Emphasis is placed on interpretation, argumentation, and citation as fundamental skills of academic inquiry.

3 Semester Credits (45 Lecture Hours)

Prerequisite: EN-122

MA-122 Quantitative Literacy

This course is designed to develop mathematical reasoning skills through interpreting formulas and graphs; displaying real-world situations symbolically, numerically, and verbally; and utilizing algebraic and statistical models to solve problems.

3 Semester Credits (45 Lecture Hours)

MA-123 Math for Health Care Careers

This course is designed to develop mathematical reasoning skills through the use of fractions, decimals, percentages, and ratios and their application to the medical field. In addition, statistical models will be presented to further enhance the understanding and use of math in medicine.

3 Semester Credits (45 Lecture Hours)

MD-104 Anatomy and Physiology I

This course is designed for the medical assisting students to develop a basic knowledge of how complex medical terms are formed from Latin and Greek word parts utilizing root words, prefixes, and suffixes. The students are also introduced to the basic body structures that contribute to an understanding of the human body process in normal and abnormal conditions. Body systems studied include digestive, urinary, female and male reproductive, nervous, cardiovascular, respiratory, blood, lymphatic, and immune.

2 Semester Credits (57 Lecture Hours)

MD-105 Anatomy and Physiology II

This course is a continuation of the study of the body structures. The principles of biological and physical sciences that contribute to an understanding of the human body process are studied. Systems covered include musculoskeletal, skin, sense organs, and endocrine. Other topics covered include oncology and psychiatry.

2 Semester Credits (57 Lecture Hours)

Prerequisite: MD-104

MD-106 Pharmacology

This course is designed to provide the medical assisting students with knowledge of the principles of pharmacology. Topics to be discussed include the calculation and dosage of medications, drug legislation, drug classifications and actions, and administration of medications. The students are also introduced to the preparation and translation of prescriptions while using drug reference resources.

2 Semester Credits (38 Lecture Hours)

MD-128 Medical Laboratory Procedures

This course is designed to introduce the medical assisting students to the basics of laboratory procedures. Topics of discussion and demonstration include an introduction to the laboratory facility, CLIA '88 regulations, and specimen collection and testing. Specialized areas include urinalysis, hematology, microbiology, and phlebotomy.

4 Semester Credits (45 Lecture Hours, 31 Lab Hours)

Prerequisite: MD-105

MD-132 Medical Administrative Procedures I

In this course the medical assisting students are introduced to a competency-based approach to learning the principles of management applied in a modern medical facility. Competencies include appointment scheduling, telephone triage, and medical records management. Other topics include interpersonal human relations and medical law and ethics.

2 Semester Credits (24 Lecture Hours, 14 Lab Hours)

MD-133 Medical Administrative Procedures II

This course is designed to continue the development of medical administrative procedures. Competencies include bookkeeping and facility management.

2 Semester Credits (24 Lecture Hours, 14 Lab Hours)

Prerequisites: MD-104, MD-132, CS-104 or OS-104

MD-139 Business and Ethics in Healthcare

This course provides an understanding of the fundamentals of business operations in relation to the healthcare industry and then assists the students in identifying moral issues and applying the major ethical theories to dilemmas found in the practice of medicine. Emphasis is placed on first understanding core concepts of management, marketing, accounting, human resources, and finance and then reviewing the ethical concepts relevant to addressing moral dilemmas in the medical field.

2 Semester Credits (38 Lecture Hours)

MD-141 Clinical Procedures I

This course is designed to instruct the medical assisting students in assisting the physician, nurse, and/or licensed technologist in the medical facility. Procedures covered include OSHA rules and regulations, medical asepsis, documentation and charting, vital signs, and the preparation of the patient for examination.

2 Semester Credits (24 Lecture Hours, 14 Lab Hours)

MD-142 Clinical Procedures II

This course is designed to instruct the medical assisting students in assisting the physician, nurse, and/or licensed technologist with the following procedures: minor surgery and instrumentation, medical/surgical asepsis, and the preparation for specialty examinations.

4 Semester Credits (45 Lecture Hours, 31 Lab Hours)

Prerequisite: MD-141

MD-143 Clinical Procedures III

In this course the medical assisting student continues the development of skills learned in Clinical Procedures I, Clinical Procedures II, and Medical Laboratory Procedures. Additional skills and procedures presented include CPR, first aid, EKGs, and preparation for specialty examinations.

2 Semester Credits (24 Lecture Hours, 14 Lab Hours)

Prerequisites: MD-142, MD-128

MD-156 Medical Office Systems

This course continues building on the students' knowledge of administrative procedures through computerized simulations of procedures performed in the medical facility. The students utilize the concepts of billing and collection, bookkeeping functions, and banking and payroll procedures. Students also learn to dictate progress notes.

1 Semester Credit (19 Lecture Hours, 19 Lab Hours)

Prerequisite: MD-133

MD-201 Medical Externship

This unpaid externship provides the students with practical on-the-job medical assisting experience in a medical facility. The externship experience is a combination of both performance and observation. The students are supervised and evaluated for work performed in both the administrative and clinical areas.

6 Semester Credits (300 Externship Hours)

Prerequisites: MD-143, MD-133, MD-156, and MD-106

OS-104 Keyboarding I

This course is designed to develop and reinforce touch control of the keyboard, to develop proper typing techniques, to build basic speed and accuracy skills, and to provide practice in applying those basic skills to the production of business correspondence.

2 Semester Credits (15 Lecture Hours, 32 Lab Hours)

OS-105 Keyboarding II

This course incorporates analytical skills, continues drills, and reinforces formatting skills to increase keyboarding speed and improve accuracy skills. In addition, the course provides an individualized diagnostic/prescriptive method for developing speed and accuracy. English grammar and mechanics are reinforced through short exercises.

2 Semester Credits (15 Lecture Hours, 32 Lab Hours)

Prerequisite: OS-104

OS-150 Integration I

This course is designed to integrate the skills acquired in computers, English, and keyboarding. Students will be challenged to increase both speed and accuracy in transcribing and keyboarding through timed tests, including letters, memos, reports, and spreadsheets. Timed typing tests will also be given to maintain a balance of skills.

2 Semester Credits (15 Lecture Hours, 42 Lab Hours)

Prerequisite: CS-108, EN-105, OS-104

OS-151 Integration II

This course is designed to integrate the skills acquired in computers, English, and keyboarding at a higher level. Students will be challenged to increase both speed and accuracy in transcribing and keyboarding through timed tests, including letters, memos, reports, and spreadsheets. Timed typing tests will also be given to maintain a balance of skills.

2 Semester Credits (15 Lecture Hours, 42 Lab Hours)

Prerequisite: OS-150

OS-220 Legal Administrative Procedures

This course is designed to develop an understanding of legal terminology and documents commonly encountered by Administrative Assistants working in the legal field. Dictation and transcription of legal material is utilized. Various office software is used to prepare legal documents, correspondence, and forms.

3 Semester Credits (33 Lecture Hours, 24 Lab Hours)

OS-250 Integration III

This course is the capstone integration course and continues to integrate the skills acquired in computers, English, and keyboarding at a higher level. Students will be challenged to reach peak speeds and accuracy in transcribing and keyboarding through timed tests, including letters, memos, reports, spreadsheets, and technical reports. Timed typing tests will also be given to maintain a balance of skills.

2 Semester Credits (10 Lecture Hours, 47 Lab Hours)

Prerequisite: OS-151

OT-101 Introduction to Occupational Therapy

This introductory course to the occupational therapy assistant program provides students with a base for current occupational therapy practice. This course will examine the role of occupational therapy in health care, community-based, and educational systems. Topics include history of occupational therapy, philosophical principles, occupational therapy practice framework, use of occupation as the professional foundation for assessment and intervention, American Occupational Therapy Association (AOTA) frames of reference, current and emerging practice areas, roles of the registered occupational therapist and the certified occupational therapy assistant, national and state credentialing requirements, occupational therapy association functions at all levels, and scholarly endeavors and their contribution to occupational therapy.

2 Semester Credits (38 Lecture Hours)

OT-105 Medical Terminology and Documentation

The student will learn basic terminology word skills and knowledge including prefixes, suffixes, word parts, general medicine and body parts, directional terms, and selected abbreviations and symbols. Mastery includes skills in spelling, pronunciation, definitions of terms, and comprehensive use of select medical terms in appropriate written and oral applications. Written documentation will introduce the student to various forms of record keeping and legal and ethical requirements associated with documentation in occupational therapy necessary to meet professional and insurance regulations. A cloud-based electronic medical record system will be utilized to reinforce learning of medical terminology and documentation concepts.

1 Semester Credit (30 Lecture Hours)

OT-110 Anatomy and Physiology for OTA I Theory

This course is a comprehensive study of human anatomy and physiology to be understood by the occupational therapy assistant. This course provides a solid foundation for understanding the structure and function of the human body, focusing on gross and surface anatomy as it relates to the integumentary, nervous, muscular, and skeletal systems.

3 Semester Credits (45 Lecture Hours)

OT-111 Anatomy and Physiology for OTA I Lab

This lab course will provide hands-on experience to allow students to integrate concepts presented in Anatomy and Physiology for OTA I Theory with a focus on surface anatomy and muscular and skeletal systems.

1 Semester Credit (38 Lab Hours)

OT-115 Anatomy and Physiology for OTA II Theory

This course is a continuation of the comprehensive study of human anatomy and physiology to be understood by the occupational therapy assistant. This course is intended to familiarize students with gross and surface anatomy as it relates to the circulatory, endocrine, gastrointestinal, reproductive, respiratory, and urinary systems.

3 Semester Credits (45 Lecture Hours)

Prerequisite: OT-110

OT-116 Anatomy and Physiology for OTA II Lab

This lab course will provide hands-on experience to allow students to integrate concepts presented in Anatomy and Physiology for OTA II Theory with a focus on the circulatory, endocrine, and respiratory systems.

1 Semester Credit (38 Lab Hours)

Prerequisite: OT-111

OT-120 Human Occupations

Observation, analysis, and performance of human occupation in work, self-care, and play/leisure throughout the lifespan. Person-Environment-Occupation framework for analysis of occupations will be incorporated along with a special emphasis on the older adult.

2 Semester Credits (60 Lab Hours)

Prerequisite: OT-101

OT-125 Conditions Affecting Health and Occupations

This course will examine the etiology and symptoms of clinical conditions that are commonly referred to in occupational therapy. Topics include the effects of trauma, disease, and congenital conditions on the biological, psychological, and social domains of occupational behavior and the impact of these conditions on performance of occupations. Procedures and precautions ensuring safety of clients and caregivers will be reviewed.

3 Semester Credits (45 Lecture Hours)

Prerequisites: OT-105, OT-115, and OT-116

OT-130 Human Movement for Occupation

This course will present the basic principles of biomechanics and kinesiology related to human movement and occupational performance. Topics include the interrelationship among the central nervous system, peripheral nervous system, and musculoskeletal system; anatomical landmarks; joints; posture, balance, and locomotion; and analysis of functional movement required for work, self-care, and play. Principles of goniometry and manual muscle testing will also be covered for upper and lower extremities.

2 Semester Credits (15 Lecture Hours, 45 Lab Hours)

Prerequisite: OT-115

OT-135 Assistive Technology

This course will introduce the student to a variety of assistive technology used in occupational therapy settings. Topics include physical agent modalities, splinting, computer programs, environmental access, driving and low-vision adaptations, and high- and low-technology devices as adaptive occupations to increase occupational performance.

1 Semester Credit (7 Lecture Hours, 31 Lab Hours)

Prerequisite: OT-101

OT-140 Activity Analysis and Group Intervention

This course will present the concept of activity analysis and then apply this process to the analysis of occupation. Theoretical and experiential approaches to the study of groups will be explored. Students will lead groups to ensure understanding of group processes and dynamics and to begin development of therapeutic use of self.

1 Semester Credit (7 Lecture Hours, 31 Lab Hours)

Prerequisite: OT-120

OT-150 Management in Occupational Therapy

This course will examine basic management and support tasks relevant to the role of the occupational therapy assistant (OTA). Topics include the history of the United States health care system, current health care delivery systems in the United States, legislation and the impact on occupational therapy practice, leadership, career advancement opportunities for the occupational therapy assistant, advocacy, regulatory agencies, professional competency, payment systems, billing practices, marketing of occupational therapy services, performance improvement, and accreditation.

2 Semester Credits (38 Lecture Hours)

OT-160 Theory of Physical Rehabilitation

The occupational therapy process in relation to adults and older adults with physical disabilities is examined, beginning with a historical and theoretical overview. Topics include clinical features and medical management, effects of aging and chronic illness, assessment and occupation-based intervention, evidence-based practice, and issues impacting physical rehabilitation OT practice.

3 Semester Credits (45 Lecture Hours)

Prerequisite: OT-125

OT-165 Occupational Performance: Physical Rehabilitation

This course advances students' skill in activity analysis and occupational adaptation during activities of daily living and instrumental activities of daily living tasks for adults and older adults with physical disabilities. Students will develop home activity programs using technology. Adaptive equipment options and environmental modifications are explored in order to assist the physically disabled and reinforced through participation in lab experiences.

2 Semester Credits (15 Lecture Hours, 45 Lab Hours)

Prerequisites: OT-130, OT-135, and OT-140

OT-170 Physical Rehabilitation Level I Fieldwork

This course is designed to expose the Occupational Therapy Assistant student to direct observation and participation in select therapeutic activities within a supervised physical disabilities setting. In-class activities complement topics and experiences that occur in off-sites.

1 Semester Credit (40 Lab, 45 Clinical Hours)

OT-200 Professional Issues in Occupational Therapy

This course will examine professional issues, legal and ethical issues impacting healthcare and the occupational therapy profession, service competency and supervision needed for clinical practice, and preparation for Level II fieldwork and the certification examination. Topics include legal and ethical issues, reporting of ethical violations, supervision requirements and service competency, preparation activities for Level II fieldwork, participation in practice on-line NBCOT examinations, employment acquisition, lifelong learning, and professional development.

1 Semester Credit (38 Lecture Hours)

Prerequisite: OT-150

OT-205 Clinical Reasoning in Occupational Therapy Practice

This course will focus on application and integration of clinical reasoning and problem-solving strategies throughout the occupational therapy process. Emphasis is placed on the multifaceted dimensions of clinical decision making in OT practice through case studies, role playing, and discussion to facilitate learning of occupation-based intervention.

2 Semester Credits (38 Lecture Hours)

OT-210 Theory of Pediatric Occupations

This course provides a review of human development from birth through adolescence, with emphasis on conditions that impact occupational performance of children and adolescents. Topics include theory and application, frames of reference, the occupational therapy process, evidence-based practice, and roles of the Occupational Therapist and Occupational Therapy Assistant in service delivery in various practice settings.

3 Semester Credits (45 Lecture Hours)

Prerequisite: SS-150

OT-215 Occupational Performance: Developmental

This course will focus on the development of observation skills, assessment, teaching, adapting, and grading of self-care, work, and play/leisure occupations for children with developmental or acquired disabilities. Topics include techniques and strategies for working with parents and teachers, clinical reasoning to enable students to make appropriate treatment plans and interventions after the evaluation process is completed, and equipment to maximize participation in meaningful occupations, improve independence, and ensure safety.

2 Semester Credits (15 Lecture Hours, 45 Lab Hours)

OT-220 Pediatric Level I Fieldwork

This course includes observation and guided practice for application of the occupational therapy process in settings serving children or adolescents with developmental challenges. Students are supervised by fieldwork educators or faculty at health care, education, or community settings. In-class activities complement topics and experiences in off-sites.

1 Semester Credit (40 Lab, 45 Clinical Hours)

Prerequisites: OT-170, OT-200

OT-230 Theory of Psychosocial Occupation

This course exposes students to the most commonly seen psychological and/or cognitive disorders in occupational therapy. Examination of how psychosocial dysfunction impacts occupational performance will take place. Therapeutic use of self and research pertaining to these populations will be discussed, along with cultural influences on mental health as viewed from the Person-Environment-Occupation framework.

3 Semester Credits (45 Lecture Hours)

Prerequisite: SS-150

OT-235 Occupational Performance: Psychosocial

This course will focus on the development of observation skills, assessment, teaching, adapting, and grading of self-care, work, and play/leisure occupations for adults with mental health or cognitive disabilities. Topics include group processes, development of therapeutic use of self, use of craft media commonly used with the psychiatric population, and interventions to maximize participation in meaningful occupations and ensure client safety.

2 Semester Credits (15 Lecture Hours, 45 Lab Hours)

Prerequisite: OT-165

OT-240 Psychosocial Level I Fieldwork

This course is designed to expose the Occupational Therapy Assistant student to direct observation and select participation in client treatment activities within a supervised psychosocial/geriatric setting. In-class activities complement topics and experiences in off-sites.

1 Semester Credit (40 Lab, 45 Clinical Hours)

Prerequisite: OT-170

OT-250 Level II Fieldwork A

This is the first full-time clinical course in the OTA curriculum. It consists of an eight-week supervised experience in an off-site occupational therapy facility. The OTA student will work under the direct supervision of a licensed OT or OTA. Primary emphasis is upon: 1) gaining hands-on clinical practice in the skills covered in previous OTA curriculum coursework by providing exposure to clients with a variety of diagnoses, 2) facilitating communication skills (written and nonwritten, therapeutic use of self), and 3) challenging the student's problem-solving and critical thinking skills. The Academic Fieldwork Coordinator (AFC) closely monitors student performance during this experience and assigns final course grades.

6 Semester Credits (300 Clinical Hours)

Prerequisites: OT-205, OT-210, OT-215, OT-230, OT-235, and OT-240

OT-255 Level II Fieldwork B

This is the second, terminal full-time clinical course in the OTA curriculum. It consists of an eight-week supervised experience in an off-site occupational therapy facility. The OTA student will work under the direct supervision of a licensed OT or OTA. Primary emphasis is upon: 1) gaining hands-on clinical practice in the skills covered in all previous OTA curriculum coursework by providing exposure to clients with a variety of diagnoses, 2) facilitating communication skills (written and nonwritten and therapeutic use of self), and 3) challenging the student's problem-solving and critical thinking skills. The Academic Fieldwork Coordinator (AFC) closely monitors student performance during this experience and assigns final course grades.

6 Semester Credits (300 Clinical Hours)

Prerequisite: OT-250

PD-105 Career Strategies

This course is designed to prepare students for the transition from student to employee. Students explore appropriate techniques for maintaining professionalism while applying and interviewing for positions in the business field. Emphasis is placed on analyzing personal job skills and needs to prepare for entry into the business field, resume writing, and the importance of a positive attitude for career advancement. Critical thinking will be used to analyze, prioritize, and solve potential problem situations on the job through a case-study approach.

2 Semester Credits (27 Lecture Hours, 30 Lab Hours)

PD-106 Medical Career Strategies

This course is designed to prepare students for the transition from student to employee. Emphasis is placed on resume writing, interviewing techniques, job skills analysis, and the importance of a positive attitude for career advancement in the medical assistant field. Students explore appropriate techniques for job application, interviewing, and maintaining professionalism. Critical thinking is used to analyze personal job skills and needs to prepare them for presentation to prospective employers in a professional manner.

1 Semester Credit (19 Lecture Hours, 19 Lab Hours)

PH-202 Ethics

This course provides an introduction to the ethical concepts relevant to addressing moral dilemmas in human conduct. Critical analysis will assist the student in identifying moral issues and applying the major ethical theories to dilemmas found in business, society, and current events.

3 Semester Credits (45 Lecture Hours)

PH-210 Introduction to Critical Thinking

This course enhances the student's ability to think effectively. It includes a comprehensive introduction to the cognitive process while helping students develop the higher-order thinking abilities needed for academic and career success. Creative learning techniques are used to motivate student research around contemporary issues in society and business.

3 Semester Credits (45 Lecture Hours)

PT-102 Medical Terminology and Documentation

The student will learn basic terminology word skills and knowledge including prefixes, suffixes, word parts, general medicine and body parts, directional terms, and selected abbreviations and symbols. Mastery includes skills in spelling, pronunciation, definitions of terms, and comprehensive use of select medical terms in appropriate written and oral applications. Written documentation will introduce the student to various forms of record keeping and legal and ethical requirements associated with documentation in physical therapy.

1 Semester Credit (28 Lecture Hours)

PT-103 Introduction to Physical Therapy

This course is an overview of the physical therapy profession within the health care delivery system from a historical, philosophical, and organizational context. Students explore the physical therapy frame of reference in various practice and treatment areas. Personal and professional qualities of the health care provider, professional ethics, and the psychological aspects of treatment are discussed. An introduction to the State of Illinois Physical Therapy Practice Act, the American Physical Therapy Association's (APTA) Guide for Conduct of the Physical Therapist Assistant, and Standards of Ethical Conduct for the Physical Therapist Assistant will be discussed.

1 Semester Credit (28 Lecture Hours)

PT-112 Functional Anatomy for PTA I

This course is intended to familiarize students with gross and surface anatomy as it relates to the integumentary, nervous, muscular, and skeletal systems.

3 Semester Credits (38 Lecture Hours, 38 Lab Hours)

PT-114 Functional Anatomy for PTA II

This course is intended to familiarize students with gross and surface anatomy as it relates to the circulatory, endocrine, gastrointestinal, reproductive, respiratory, and urinary systems. This course will look at the integration of body systems, structures, and functions.

3 Semester Credits (45 Lecture Hours)

Prerequisite: PT-112

PT-121 Patient Care I

This course will introduce the PTA student to basic patient care skills. Topics covered include communications, measuring vital signs, body mechanics, environmental assessment, infection control techniques, anthropometric data collection, and cognition assessment.

1 Semester Credit (8 Lecture Hours, 30 Lab Hours)

PT-122 Patient Care II

This is the second course of a two-part series introducing PTA student to basic patient care skills. Topics covered include managing medical emergencies, administering CPR, patient positioning, transfer training, and wheelchair management.

1 Semester Credit (8 Lecture Hours, 30 Lab Hours)

Prerequisite: PT-121

PT-130 Physical Agents I

This course introduces the use of physical agents in physical therapy interventions. The use of superficial and deep thermal, athermal, cryotherapy, and compression therapies are studied. Data collection and documentation for physical agent use will also be covered.

2 Semester Credits (10 Lecture Hours, 47 Lab Hours)

Prerequisite: PT-160

PT-140 Kinesiology Theory I

This is the first course of a two-part series in the fundamentals of kinesiology. Students are introduced to basic concepts of motion as they apply to the human body. Concepts covered include kinetics, force, torque, leverage, balance, body mechanics, and motion analysis. Biomechanics of the upper and lower extremities will be studied in detail. This knowledge will then be applied to analyzing human motion with an emphasis on integrating structure and function. Principles of goniometry and manual muscles testing will also be covered for upper and lower extremities.

2 Semester Credits (38 Lecture Hours)

Prerequisite: PT-112

PT-141 Kinesiology Laboratory I

This course will cover the lab components that complement the areas of study from PT-140 Kinesiology Theory I. Students will actively participate in activities to gain a better understanding of theory.

1 Semester Credit (38 Lab Hours)

Prerequisite: PT-112, Co-requisite: PT-140

PT-142 Kinesiology Theory II

This is the second course of a two-part series in the fundamentals of kinesiology. Students continue to analyze and apply the basic concepts of motion as they apply to the human body. Concepts covered include biomechanics, motion analysis, spinal column, posture, and gait. This knowledge will then be applied to analyzing human motion with an emphasis on integrating structure and function. Principles of goniometry and manual muscles testing will also be covered for the spinal column.

2 Semester Credits (38 Lecture Hours)

Prerequisites: PT-140 and PT-141

PT-143 Kinesiology Laboratory II

This course will cover the lab components that complement the areas of study from PT-142 Kinesiology Theory II. Students will actively participate in activities to gain a better understanding of theory.

1 Semester Credit (38 Lab Hours)

Co-requisite: PT-142

PT-150 Introduction to Therapeutic Interventions

This course focuses on various therapeutic exercises such as range of motion exercises, aerobic conditioning, balance, coordination, strengthening, and flexibility exercises. Students will also study passive range of motion interventions, exercise program development, gait training, and assistive device fitting and training. Data collection and documentation for therapeutic interventions will also be covered.

2 Semester Credits (10 Lecture Hours, 66 Lab Hours)

Prerequisite: PT-122

PT-151 Therapeutic Interventions--Neuromuscular Pathologies

This course focuses on the theory of therapeutic intervention related to neuromuscular conditions/pathologies. The study of human development across the life span is emphasized, specifically special handling techniques relative to physical therapy management. The concepts of motor control, motor learning, and recovery of function are addressed as they apply to rehabilitation of this population. The concepts of functional mobility skills and activities of daily living (ADLs) are also covered. Students are expected to complete one literature review project related to therapeutic interventions presented in this course.

2 Semester Credits (38 Lecture Hours)

Prerequisites: PT-250 and PT-251

PT-152 Therapeutic Interventions--Neuromuscular Pathologies Laboratory

This course will cover the lab components that complement the areas of study from PT-151 Therapeutic Interventions--Neuromuscular Pathologies. Students will actively participate in activities to gain a better understanding of theory. Data collection and documentation for interventions will also be covered.

1 Semester Credit (38 Lab Hours)

Prerequisites: PT-250 and PT-251, Co-requisite: PT-151

PT-160 Introduction to Disease

Students are instructed in surveying the disease processes affecting the various systems of the human body. The course will address some of the skills required in screening or recognizing diseases and healing processes pertinent to physical therapy. Students will study the epidemiological factors for various pathological conditions. The principles and stages of healing are also introduced.

2 Semester Credits (38 Lecture Hours)

Prerequisite: PT-114

PT-230 Physical Agents II

The use of mechanical traction, hydrotherapy, biofeedback, and various forms of electrotherapeutic agents are studied. Basic wound management will also be covered. Data collection and documentation for physical agent use and wound management will also be covered.

2 Semester Credits (10 Lecture Hours, 47 Lab Hours)

Prerequisite: PT-130

PT-240 Manual Therapy Techniques

Principles and practical application of manual techniques currently used in clinical practice are covered. Data collection and documentation for manual techniques will also be covered.

2 Semester Credits (10 Lecture Hours, 47 Lab Hours)

Prerequisites: PT-252, PT-253, and PT-259

PT-250 Therapeutic Interventions--Orthopedic Pathologies

This course focuses on the theory of therapeutic intervention related to orthopedic musculoskeletal conditions/pathologies. Students are expected to complete one literature review project related to therapeutic interventions in this course.

2 Semester Credits (38 Lecture Hours)

Prerequisites: PT-142, PT-143, and PT-150

PT-251 Therapeutic Interventions--Orthopedic Pathologies Laboratory

This course will cover the lab components that complement the areas of study from PT-250 Therapeutic Interventions--Orthopedic Pathologies. Students will actively participate in activities to gain a better understanding of theory. Data collection and documentation for interventions covered in this class will also be covered.

1 Semester Credit (38 Lab Hours)

Prerequisites: PT-142, PT-143, and PT-150, Co-requisite: PT-250

PT-252 Therapeutic Interventions for Special Populations I

Management of patients from special age-specific populations is addressed including rehabilitation of cardiopulmonary, geriatric, and pediatric patient conditions as they relate to the physical therapy field. The study of human development across the life span is emphasized, specifically in special handling techniques relative to physical therapy management. The concepts of motor learning and recovery of function are addressed as they apply to rehabilitation of these special populations. Additionally, diseases and conditions or problems considered as age specific will be studied in depth as they relate to testing and intervention elements of patient/client management. Data collection and documentation for testing and interventions addressed in this class will also be covered. Students are expected to complete one literature review project related to therapeutic interventions.

2 Semester Credits (38 Lecture Hours)

Prerequisites: PT-151 and PT-152

PT-253 Therapeutic Interventions for Special Populations Laboratory

This course will cover the lab components that complement the areas of study from PT-252 Therapeutic Interventions for Special Populations I. Students will actively participate in activities to gain a better understanding of theory. Data collection and documentation for interventions addressed in this class will be covered.

1 Semester Credit (38 Lab Hours)

Prerequisites: PT-151 and PT-152, Co-requisite: PT-252

PT-256 Therapeutic Interventions for Special Populations II

This course focuses on therapeutic intervention related to management of the patient with an amputation, including fitting/use of prosthetics. The course will also address special devices such as orthotics, braces, and slings used with patients with orthopedic and neurological disorders. Data collection and documentation for interventions addressed in this class will be covered. Students will actively participate in activities to gain a better understanding of theory.

1 Semester Credit (20 Lecture Hours, 37 Lab Hours)

Prerequisites: PT-252, PT-253, and PT-259

PT-259 Practice Clinical Simulation

This course is designed to provide the PTA student with the opportunity to participate in the integrated treatment of selected patient populations through mock clinical scenarios. Focus is on correctly, safely, and efficiently implementing treatment interventions based on an established plan of care, treatment adjustment, and progressions within an established plan of care, written and verbal communications, accurate documentation, time management, fiscal management, and exhibiting all aspects of professional behavior expected of the physical therapist assistant in the clinic setting. The purpose of this course is to allow the students to build confidence in their skills and become more efficient in providing every aspect of a patient's treatment prior to beginning clinical experiences of the curriculum and to allow the students to be comfortable performing all aspects of patient care in a clinic setting.

1 Semester Credit (38 Lab Hours)

Prerequisites: PT-151, PT-152, and PT-230

PT-260 Special Topics in PT Practice

This lecture-based course will cover current topics and trends in the physical therapy field. Portions of this course may be presented by guest lecturers.

1 Semester Credit (19 Lecture Hours)

PT-274 Clinical Practicum

This is the first full-time clinical course in the PTA curriculum. It consists of an eight-week supervised experience in an off-site physical therapy facility. The PTA students will work under the direct supervision of a licensed PT or PTA. Primary emphasis is upon: 1) gaining hands-on clinical practice in the skills covered in previous PTA curriculum course work by providing exposure to clients with a variety of diagnoses, 2) facilitating communication skills (written and nonwritten), and 3) challenging the student's problem-solving and critical thinking skills. The Director of Clinical Education (DCE) closely monitors student performance during this experience and assigns final course grades.

6 Semester Credits (300 Clinical Hours)

Prerequisites: PT-252, PT-253, and PT-259

PT-275 Advanced Clinical Practicum

This is the second, terminal full-time clinical course in the PTA curriculum. It consists of an eight-week supervised experience in an off-site physical therapy facility. The PTA students will work under the direct supervision of a licensed PT or PTA. Primary emphasis is upon: 1) gaining hands-on clinical practice in the skills covered in all previous PTA curriculum course work by providing exposure to clients with a variety of diagnoses, 2) facilitating communication skills (written and nonwritten), and 3) challenging the student's problem-solving and critical thinking skills. The Director of Clinical Education (DCE) closely monitors student performance during this experience and assigns final course grades.

6 Semester Credits (300 Clinical Hours)

Prerequisite: PT-240, PT-256, and PT-274

PT-290 PTA Professional Issues I

This course focuses on current professional issues and values, administrative policies and procedures, and related clinical topics associated with the practice of physical therapy. PTA students will complete off-campus educational experiences in a physical therapy setting as a component of this course.

1 Semester Credit (10 Lecture Hours, 28 Lab Hours)

PT-293 PTA Professional Issues II

This course will continue with focus on current professional issues and values, administrative policies and procedures, and related clinical topics associated with the practice of physical therapy and includes exploration of career opportunities, professional development strategies, and employment. This course also contains content to prepare the PTA student for the clinical experiences included in the PTA program. This class is meant to serve as an orientation to what students can expect to encounter, what sites will expect of them, and what the students' responsibilities are in relation to tracking and documenting their off-site clinical experience. PTA students will complete off-campus educational experiences in a physical therapy setting as a component of this course.

1 Semester Credit (10 Lecture Hours, 28 Lab Hours)

Prerequisite: PT-290

SC-101 Fundamentals of Chemistry

This course introduces the student to general chemistry and focuses upon the relationship between chemistry and biological reactions in living organisms. Included are the properties of matter; interactions between molecules, acids and bases; and basic biochemical principles.

3 Semester Credits (45 Lecture Hours)

SC-103 Biology

This course emphasizes scientific inquiry through selected concepts of biology, such as organization, function, heredity, evolution, and ecology. Biological issues with personal and social implications will be introduced to enable students to make informed decisions.

3 Semester Credits (45 Lecture Hours)

SC-104 Microbiology

This course introduces the dental hygiene student to the principles of microbiology and immunology and the relation to pathogenic disorders. There is a special emphasis on caries and periodontal disease. Students will have the opportunity to gain an understanding of ecology, virulence, molecular biology, immunogenicity of oral bacteria, viruses and fungi. The biology of the oral ecosystem and the relationship of microbiology and immunology to caries and periodontal disease will be studied.

3 Semester Credits (45 Lecture Hours)

SS-101 Introduction to Psychology

This highly interactive course provides an introduction to the science of psychology. Critical exploration will be key to investigating why individuals think, feel, and act as they do. Research principles will be used in examining assumptions, evaluating evidence, and determining implications.

3 Semester Credits (45 Lecture Hours)

SS-150 Developmental/Abnormal Psychology

The two-fold purpose of this course is to examine the physical, cognitive, social, and moral facets of human development and investigate the constructs of personality and background, definition, and symptoms of varied psychiatric disorders with the corresponding impact of treatment modalities.

3 Semester Credits (45 Lecture Hours)

SS-210 Organizational Behavior

This course explores the nature of individuals and groups within contemporary organizations and analyzes the effects on and by different management styles. Areas included are motivation, conflict management, group dynamics, and leadership.

3 Semester Credits (45 Lecture Hours)

SS-220 American/U.S. State and Local Government

This course examines state and local political jurisdictions and systems, including their powers, organization, functions, development, and contemporary problems.

3 Semester Credits (45 Lecture Hours)

SS-230 Cross Cultural Issues and Concerns

This social-scientific course explores the interrelations among different racial and ethnic groups in their historical/cultural context. The critical examination of the changing interplay of race in society and business will be a course focus.

3 Semester Credits (45 Lecture Hours)

TP-201 VTNE Preparation

This course provides a comprehensive review of both theory and practical application. It is designed to prepare the student to sit for the Veterinary Technician National Examination. Discussions will be followed by examinations formatted and timed using parameters similar to the actual test.

1 Semester Credit (15 Lecture Hours, 23 Lab Hours)

TP-202 Licensure Exam Review

Physical Therapist Assistant students will learn test-taking strategies and utilize various preparatory tools to help them prepare to take their state licensure examination. Students will complete a mock licensure examination to improve success on the state licensure examination.

1 Semester Credit (8 Lecture Hours, 30 Lab Hours)

VT-101 Clinical Medicine I

This course introduces basic terminology and the principles of animal nutrition.
2 Semester Credits (38 Lecture Hours)

VT-102 Clinical Medicine II

This course builds upon Clinical Medicine I, focusing on canine and feline breeds, concepts of canine and feline behavior, and vaccine types and protocols for dogs and cats.

2 Semester Credits (38 Lecture Hours)

Prerequisite: VT-101

VT-103 Clinical Medicine III

This course is an in-depth study of canine and feline diseases. Students will focus on pathology of disease; necropsy; viral, bacterial, protozoal, and vector-borne diseases; zoonoses; dermatology; and diseases of the endocrine system.

2 Semester Credits (38 Lecture Hours)

Prerequisite: VT-102

VT-104 Clinical Medicine IV

This course is a continuation of Clinical Medicine III. Diseases of the reproductive system, neurological system, musculoskeletal system, and cardiorespiratory system are presented.

2 Semester Credits (38 Lecture Hours)

Prerequisite: VT-103

VT-115 Animal Technology I

Through theory and practical application, this course teaches the student aspects of kennel care and management. Additionally, restraint techniques, physical examinations, basic grooming techniques, and common abbreviations are included.

1 Semester Credit (22 Lecture Hours, 54 Lab Hours)

VT-116 Animal Technology II

This course builds upon Animal Technology I and is focused on oral medications and procedures, eye medications and procedures, fecal tests, and parasitology.

1 Semester Credit (20 Lecture Hours, 37 Lab Hours)

Prerequisite: VT-115

VT-117 Animal Technology III

This course builds upon Animal Technology II with an emphasis on sample collection. Instruction will cover collection of both urine and blood specimens through various routes, as well as giving injections through various routes.

1 Semester Credit (22 Lecture Hours, 54 Lab Hours)

Prerequisites: VT-116 and VT-122

VT-118 Animal Technology IV

This course builds upon Animal Technology III with an emphasis placed on fluid therapy, electrocardiograms, blood transfusions, and dentistry.

1 Semester Credit (15 Lecture Hours, 23 Lab Hours)

Prerequisite: VT-117

VT-121 Animal Anatomy and Physiology I

This course concerns the structure and function of the animal body and its parts. Instruction is geared toward the understanding of the cell, tissues, organs, skeletal system, muscular system, and nervous system. Emphasis is placed on the clinical use of anatomy and physiology in veterinary medicine.

2 Semester Credits (38 Lecture Hours)

VT-122 Animal Anatomy and Physiology II

This course builds on Animal Anatomy and Physiology I. In this course the structure and function of the circulatory, respiratory, gastrointestinal, excretory/renal, reproductive, and sense organ systems are studied. Emphasis is placed on the clinical use of anatomy and physiology in veterinary medicine.

2 Semester Credits (38 Lecture Hours)

Prerequisite: VT-121

VT-123 Veterinary Terminology

The student will be introduced to basic terminology used in veterinary practice. Emphasis is placed on the understanding of the composition of terms including the use of prefixes and suffixes.

1 Semester Credit (15 Lecture Hours, 23 Lab Hours)

VT-131 Clinical Laboratory I

This course reviews basic laboratory equipment and glassware. The student is introduced to basic veterinary hematology with emphasis placed on normal values of individual animal species.

1 Semester Credit (20 Lecture Hours, 37 Lab Hours)

VT-132 Clinical Laboratory II

This course builds upon Clinical Laboratory I with a more in-depth study of hematology including white blood cells and their morphology.

1 Semester Credit (15 Lecture Hours, 23 Lab Hours)

Prerequisite: VT-131

VT-134 Clinical Laboratory III

This course builds upon Clinical Laboratory II, with emphasis placed on further individual animal species testing for common diseases, as well as urinalysis and the use of blood analyzers.

1 Semester Credit (20 Lecture Hours, 37 Lab Hours)

Prerequisite: VT-132

VT-143 Veterinary Pharmacology I

This course covers clinical usage of medications and methods of administration. Emphasis is placed on the veterinary technician's role in the veterinary pharmacy. This course also focuses on drug dosage calculations.

2 Semester Credits (38 Lecture Hours)

VT-144 Veterinary Pharmacology II

This course builds upon the knowledge and skills learned in Veterinary Pharmacology I. More in-depth analyses of drug types and their usage are combined with additional focus on advanced dosage calculations.

2 Semester Credits (38 Lecture Hours)

Prerequisite: VT-143

VT-145 Anesthesia I

This course concerns all aspects of the anesthetic process, anesthetic agents used in veterinary medicine and their effects, and anesthetic equipment functions and use. The student will apply mathematical skills to determine appropriate dosages of common anesthetic agents. The veterinary technician's role in relationship to the veterinarian is a key point of study.

2 Semester Credits (38 Lecture Hours)

Prerequisite: VT-123

VT-146 Anesthesia II

This course builds upon the principles covered in Anesthesia I. Students will continue to learn details of the anesthetic process, anesthetic agents used in veterinary medicine and their effects, and anesthetic equipment functions and use. The student will also apply mathematical and psychomotor skills during laboratory hours to practice the clinical aspects of the veterinary technician's role in relationship to the veterinarian during the anesthetic process.

2 Semester Credits (38 Lecture Hours)

Prerequisite: VT-145

VT-201 Clinical Medicine V

This course is a continuation of Clinical Medicine IV. Diseases of the digestive system and renal system will be discussed, as well as emergency management and the veterinary technician's role in emergency situations. Emphasis is placed on proper methods of evaluating an animal in an emergency situation, how disease processes manifest as emergencies, and the equipment and medications used during emergencies.

3 Semester Credits (57 Lecture Hours)

Prerequisite: VT-104

VT-213 Animal Technology V

This course builds upon Animal Technology IV with an emphasis placed on more advanced techniques, including advanced surgical procedures, bandaging and wound management, orthopedics, feeding tube usage, and other special procedures.

1 Semester Credit (15 Lecture Hours, 23 Lab Hours)

Prerequisite: VT-118

VT-214 Animal Technology VI

This course builds upon Animal Technology V with an emphasis placed on more advanced techniques including laboratory animal research and husbandry, disease processes, blood collection procedures, anesthesia administration, and regulatory requirements for rats, mice, guinea pigs, rabbits, and exotic species.

1 Semester Credit (20 Lecture Hours, 37 Lab Hours)

Prerequisite: VT-213

VT-220 Large Animal Theory I

This course will introduce the student to farm animal medicine. The course will cover anatomy, breed identification, management, restraint methods, physical examinations, reproduction, nutrition, and husbandry of large animals.

2 Semester Credits (38 Lecture Hours)

VT-225 Veterinary Technician Career and Office Success

This course is designed to prepare students for success in obtaining and keeping a job as a veterinary technician. The course emphasizes resume writing, interviewing techniques, job skill analysis, and the importance of a positive attitude for career advancement in the veterinary field. Topics such as general office and billing procedures, OSHA compliance, client relations and education, teamwork, and the veterinary technician's role in ethical situations are also discussed.

1 Semester Credit (20 Lecture Hours, 37 Lab Hours)

VT-226 Large Animal Theory II

This course continues theories introduced in Large Animal Theory I to include more in-depth information on diseases for farm animal species. Herd health maintenance measures are discussed.

2 Semester Credits (38 Lecture Hours)

Prerequisite: VT-220, *Corequisite:* VT-251

VT-231 Clinical Laboratory IV

This course builds upon Clinical Laboratory III. Students will learn the principles of cytology, as well as additional types of testing for diseases. Students will also learn the principles and perform basic microbiology techniques.

1 Semester Credit (15 Lecture Hours, 23 Lab Hours)

Prerequisite: VT-134

VT-241 Radiography I

This course includes the theory of radiography, proper positioning, and methods of exposing and developing films. Radiation safety, as well as recognition of technique errors, is emphasized.

2 Semester Credits (38 Lecture Hours)

VT-242 Surgical Nursing I

This course will prepare the student to assist in veterinary surgery. Students are introduced to aseptic surgery techniques, surgical instrument identification and use, patient preparation, and positioning for various surgical procedures.

2 Semester Credits (38 Lecture Hours)

Prerequisite: VT-144

VT-244 Radiography II

This course builds upon the material covered in Radiography I with students practicing hands-on repetitions to achieve competency in taking and developing radiographs.

1 Semester Credit (57 Lab Hours)

Prerequisite: VT-241

VT-246 Surgical Nursing II

In this course students will apply all skills and knowledge acquired in Veterinary Pharmacology I and II, Anesthesia I and II, and Surgical Nursing I in the various roles in assisting surgical procedures. Students will gain experience in anesthesia administration, sterile and non-sterile assisting, patient preparation, surgical clean up, and recovery of patients. These duties will be performed as part of a student team under the supervision of a licensed veterinarian and a certified veterinary technician.

2 Semester Credits (76 Lab Hours)

Prerequisites: VT-144, VT-146, VT-244, and VT-242

VT-251 Large Animal Practicum

This course is conducted at stables, farms, or other off-campus facilities. Students will perform husbandry and restraint techniques as well as various medical and radiological procedures on horses, cattle, and other available large animal species.

1 Semester Credit (45 Externship Hours)

Prerequisite: VT-220, *Corequisite:* VT-226

VT-253 Veterinary Technology Clinical Skills Capstone Seminar

This course is designed to prepare students for their externships the following term. This class will serve as both a review of essential skills for the field of veterinary technology and as an orientation to what will be expected of students during their externships.

1 Semester Credit (10 Lecture Hours, 47 Lab Hours)

VT-255 Veterinary Externship

This unpaid externship is completed in the last 8 instructional weeks of the program. Externships are served in a veterinary clinic or hospital or other animal facility. The externship experience provides the student with the opportunity to build upon clinical and practical skills learned in the classroom.

6 Semester Credits (300 Externship Hours)

Prerequisites: VT-214, VT-231, VT-244, VT-246, and VT-253

ACADEMIC CALENDAR 2016-2017

Fox College's scheduled academic year is composed of the fall and spring semesters. The academic years for individual students vary and are made up of the equivalent of two semesters of work.

Summer Session 2016

July 5	Term I Begins
August 25	Last Day of Classes/Term I Ends
August 26	Make-up Day if Needed
August 29	Term II Begins
September 5	No Classes: Labor Day Holiday
October 20	Last Day of Classes/Term II Ends
October 21	Make-up Day if Needed

Fall Semester 2016/2017

October 24	Term I Begins
November 24 – November 27	No Classes: Thanksgiving Break
December 16	Last Day of Classes/Term I Ends
December 17	Make-up Day if Needed
December 18 – January 2	No Classes: Christmas Holiday
January 3	Term II Begins
February 23	Last Day of Classes/Term II Ends
February 24	Make-up Day if Needed

Spring Semester 2017

February 27	Term I Begins
April 14	No Classes: Good Friday
April 20	Last Day of Classes/Term I Ends
April 21	Make-up Day if Needed
April 22 – April 30	No Classes: Spring Break
May 1	Term II Begins
May 27 – June 4	No Classes: Semester Break
June 23	No Classes: Instructor Institute Day
July 1 – July 4	No Classes: Independence Day Holiday
July 6	Last Day of Classes/Term II Ends
July 7	Make-up Day if Needed

Summer Session 2017

July 10	Term I Begins
August 31	Last Day of Classes/Term I Ends
September 1	Make-up Day if Needed
September 5	Term II Begins
October 26	Last Day of Classes/Term II Ends

October 27

Make-up Day if Needed

Fall Semester 2017/2018

October 30

Term I Begins

November 23 – November 24

No Classes: Thanksgiving Break

December 22

Last Day of Classes/Term I Ends

December 23

Make-up Day if Needed

December 24 – January 7

No Classes: Christmas Holiday

January 8

Term II Begins

March 1

Last Day of Classes/Term II Ends

March 2

Make-up Day if Needed

Spring Semester 2018

March 5

Term I Begins

March 30

No Classes: Good Friday

April 26

Last Day of Classes/Term I Ends

April 27

Make-up Day if Needed

April 28 – May 6

No Classes: Spring Break

May 7

Term II Begins

May 28

No Classes: Memorial Day Holiday

June 2 – June 10

No Classes: Semester Break

July 4

No Classes: Independence Day Holiday

July 6

Last Day of Classes/Term II Ends

July 7

Make-up Day if Needed

Summer Session 2018

July 9

Term I Begins

August 30

Last Day of Classes/Term I Ends

August 31

Make-up Day if Needed

September 3

No Classes: Labor Day Holiday

September 4

Term II Begins

October 25

Last Day of Classes/Term II Ends

October 26

Make-up Day if Needed

Currently Scheduled Graduation Dates

May 5, 2017

ADMINISTRATION, FACULTY, AND STAFF

Administration

Carey Cranston	President
Jeff Marcum.....	Director of Education
Nicole Brown.....	Operations Administrator
Chad Wick	Tinley Park Campus Director
Lisa Fenton	Director of Placement
Kerry DeMars	Director of Financial Aid

Faculty

Katherine Barnum.....	Dental Hygiene
B.S. Loyola University	
Shirley Beaver	Dental Hygiene
Ph.D. Southern Illinois University	
M.S. University of Iowa	
B.A. University of Iowa	
Eric Bergsten	Veterinary Technology
D.V.M. University of Illinois College of Veterinary Medicine	
B.S. University of Illinois College of Veterinary Medicine	
B.S. University of Illinois	
Sierra Campbell	Librarian
M.L.I.S. University of Illinois	
B.A. University of Illinois	
A.A. Harold Washington College	
Colette Davlantes.....	Dental Hygiene
B.S. University of Michigan	
Carol Fawcett.....	Physical Therapist Assistant
M.S. Capella University	
B.S. University of St. Francis	
A.A.S. Morton College	

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M.S. Friends International
B.S. University of Illinois

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M.H.S. Medical University of South Carolina
B.S. Medical University of South Carolina
B.A. Queens College

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A.A.S. Parkland College

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B.S. Edinboro University

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B.S. Purdue University

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B.A. Barry University
A.A.A. Morton College

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M.S. University of Illinois
B.S.D. University of Illinois
B.S. University of Illinois

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M.A. Governors State University Computer Applications
B.A. Coe College

Kathleen Locke Medical Assisting
MA.Ed. University of Phoenix
B.S. Lewis University
A.A.S. Northwestern Business College

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B.S. Lake Erie College
A.S. Lakeland Community College

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M.S. Rush University
B.A. Illinois Benedictine College

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B.A. Macalester College

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D. Min. Chicago Theological Seminary
M.A. Butler University
B.A. Minnesota Bible College

Sarah Peterson Veterinary Technology
A.A.S. Fox College

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M.F.A. Columbia College
B.S. Northwestern University

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B.S. Saint Xavier University
A.A.S. Joliet Junior College

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A.A.S. Fox College

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A.A. Moraine Valley Community College

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M.S. University of Maryland
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A.S. Lehigh County Community College
A.G.S. Lehigh County Community College

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B.S. University of Illinois

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Teresa St. Marie..... Bookkeeper/Administrative Assistant
Diana Tenorio Placement Coordinator
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GOVERNING BOARD

Catherine Brokenshire, Chairperson

Christopher Berghoff

Abby Brennan

Martin Calihan

Carey Cranston

Gizella Meneses

John Ross

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