



FOX COLLEGE[®]

Founded 1932

**ACADEMIC CATALOG
ACADEMIC YEAR 2022-2023**

**This publication includes
the school's current
Campus Annual Security Report**

FOX COLLEGE

**18020 OAK PARK AVENUE
TINLEY PARK, ILLINOIS 60477**

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ACADEMIC YEAR 2021-2022

Effective: July 1, 2022

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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. 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, 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.

CO-CURRICULAR ACTIVITIES

Co-curricular activities include learning events, paraprofessional enrichment, and educational enhancement that augment student learning beyond the classroom setting. The overarching goals of the co-curricular program are to sustain student motivation in their chosen career by participating in learning opportunities outside the classroom and to expand practical knowledge of the student's specialized career.

LOCATION AND FACILITIES

Fox College is located at 18020 Oak Park Avenue in Tinley Park, Illinois, in south suburban Chicago. This non-smoking/vaping facility may be reached

conveniently by public or private transportation and offers a large parking area. Fox College is accessible and equipped to handle physically handicapped students.

The academic spaces contain a library and 18 classrooms. The library and one classroom are equipped with computers, and six classrooms are configured as lecture rooms. For the medical assisting program, one classroom is designed as a laboratory. For the occupational therapy assistant program, one classroom is designed as a gym/occupational rehabilitation room and another is designed as an activities of daily living (ADL) apartment for occupational therapy simulation. For the physical therapist assistant program, the three classrooms consist of two laboratories and a gym. For the veterinary technology program, the facility includes a clinical laboratory classroom, two animal technician classrooms, a kennel, a radiology room, and a surgery suite that includes a surgery preparation area.

Fox College's objective is for its facilities to be furnished with the current instructional equipment necessary to provide the general and professional educational resources students need to succeed in their programs. A student lounge, Wi-Fi, offices, and other spaces contribute to educational support. The college offers a professional learning and growing environment to prepare motivated students for success in specialized careers.

ACCREDITATION AND APPROVALS

Fox College is accredited by the Higher Learning Commission to award associate degrees. The address and phone 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 Fox College Medical Assisting program is 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 (OTA) Program is currently accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-2682, 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 LLC, 133 Freeport Road, Pittsburgh, PA 15215. Officers of the corporation are Martin J. Calihan, Chairman, President, and Treasurer, and Jennifer G. Calihan, Secretary.

Other affiliated Bradford schools include:

- International Business College, Indianapolis, Indiana
- Vet Tech Institute, Pittsburgh, Pennsylvania
- Vet Tech Institute of Houston, Houston, Texas

DISASTER AFFECTING THE COLLEGE'S OPERATIONS

Fox College will not be liable for any damages, including but not limited to consequential damages resulting from the college's inability to fulfill its obligations as outlined in this catalog, including but not limited to the failure to provide the instruction and other resources to enable a student to complete the program in which the student has enrolled or received a graduation award

where such inability or failure is directly or indirectly caused by or results from a fire, war, terrorist act, strike, work stoppage, riot, utility failure or shortage, damage by the elements, infectious diseases, pandemics, acts of nature, acts of god, or any other cause beyond the control of the college. In the event the college is unable to perform any of the obligations under this catalog, for any of the reasons set above, the college shall not be responsible for any damages, including but not limited to consequential damages, or have an obligation to issue tuition refunds other than required by an applicable refund policy.

PROGRAM MODERNIZATION

Fox College prepares its students for employment in the medical community. To best meet the needs of these employers, periodic revisions of our courses and programs are necessary. Fox College, therefore, reserves the right to add to or delete material from courses; alter program content; change software and equipment; change faculty; adjust tuition and fee rates; schedule or deliver any portion of any program via remote education or at another qualified location, subject to approval of the various state and national agencies under whose regulations it operates; 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.

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 or identity; 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 all other activities of the College. The Chief Academic Officer, who is identified in the Administration, Faculty, and Staff section of this catalog and may be reached by phone at 708-444-4500, by email at title9coordinator@foxcollege.edu, or in person at 18020 Oak Park Avenue, Tinley Park, IL 60477, is the Title IX coordinator. Questions regarding Title IX may be referred to the Title IX Coordinator 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. Such a report may be

made at any time (including during non-business hours) by using the telephone number or electronic mail address or by mail to the office address listed for the Title IX Coordinator. 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 the 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 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 the 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 college, 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 at www.foxcollege.edu/pdf/consumer.pdf or upon request in the office of the Chief Administrative Officer.

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, and a demonstration of the character necessary for success.

Foreign transcripts of students seeking admission must be evaluated by a member of the Association of International Credentials Evaluators (AICE), the American Association of Collegiate Registrars and Admissions Officers (AACRAO), or the National Association of Credential Evaluation Services (NACES) to validate equivalency with graduation from high school and eligibility to enter a college or university in the United States.

Applicants for the veterinary technology program must demonstrate an aptitude for and interest in a career in veterinary technology. Applicants for the Occupational Therapy Assistant program must demonstrate an aptitude for and an interest in a career in occupational therapy.

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 Admissions office at 18020 Oak Park Avenue, Tinley Park, Illinois 60477. Potential students may also apply online at www.foxcollege.edu.

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

Upon receipt of the application, the college 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 college. Generally, the applicant is notified of the college'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 before beginning classes.*

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

Official Transcript Fee..... \$5

These rates are effective for students entering between January 1, 2022, and December 31, 2022:

Tuition

Full Semester Charge¹ \$7,780

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

Lab Fees

Medical Assisting Lab Fee¹ (per semester) \$530

This fee is charged for each semester for which the student is enrolled in 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.

Occupational Therapy Assistant Lab Fee¹ (per semester) \$530

This fee is charged for the second, third, and fourth semesters of the five-semester program. Students reenrolling mid-semester will be charged for a term. The charge for a term is equal to one-half the semester rate.

Physical Therapist Assistant Lab Fee¹ (per semester) \$530
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.

Veterinary Technology Lab Fee¹ (per semester) \$750
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.

These rates are effective for students entering between January 1, 2023, and December 31, 2023:

Tuition

Full Semester Charge¹ \$7,860
Vet Tech/PTA Externship/Practicum Semester Charge (Final half-semester of 4 1/2-semester programs)² \$2,600

Lab Fees

Medical Assisting Lab Fee¹ (per semester) \$680
This fee is charged for each semester for which the student is enrolled in 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.

Occupational Therapy Assistant Lab Fee¹ (per semester) \$680
This fee is charged for the second, third, and fourth semesters of the five-semester program. Students reenrolling mid-semester will be charged for a term. The charge for a term is equal to one-half the semester rate.

Physical Therapist Assistant Lab Fee¹ (per semester) \$680
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.

Veterinary Technology Lab Fee¹ (per semester) \$900
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 \$140 to \$1,100 per semester. Book charges in the Medical Assisting program generally will be allocated evenly across the three semesters. Actual charges will be used in the student's enrollment agreement.

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 mid-semester 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.

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 college of his/her intention to withdraw. Questions about refunds of tuition and other charges should be referred to the college'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 college.

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 in 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 the fifth day, the college 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 college 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 college'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 Chief Administrative Officer.

Lab Fees

For the purpose of refunds, lab fees are treated the same as tuition. To avoid a fluctuation in semester or term charges, lab fees are allocated over three semesters of the medical assisting and occupational therapy assistant programs, and over four semesters of the physical therapist assistant and veterinary technology programs. Lab fees are an additional cost of attending each program, and these fees apply in these programs regardless of whether a student is actually enrolled in a lab at any particular time.

Textbooks

Textbooks are available from the college; however, students are not required to purchase books from the college. If a student elects to purchase textbooks from the college 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 college only by withdrawn or dismissed students for full credit at the beginning of the first semester in which they would be used.

Return of Federal Title IV Funds Upon Withdrawal

Regardless of amounts resulting from the college's tuition refund policy as described above, upon a student's withdrawal or dismissal from college, the U.S. Department of Education requires the college to make refunds to the federal Title IV program funds according to the regulations published in Chapter 34 of the Code of Federal Regulations, Section 668.22.

These regulations apply unless the student is found to be exempt. A student is exempt and is not considered to have withdrawn for purposes of determining the amount of Title IV grant or loan assistance that the student earned if the student completes all the requirements for graduation, if the student completes one or more modules (terms) that include 49 percent or more of the number of days in the payment period (semester), excluding scheduled breaks of five or more consecutive days and all days between modules (terms), or if the institution obtains written confirmation that the student will resume attendance in the same payment period (semester) within 45 calendar days.

The regulations in Section 668.22 allow the college to keep as "earned" the amount of federal 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 federal 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. Federal Title IV funds disbursed in excess of this amount must be returned by the college in the order noted below.

During the calculation of federal 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 federal 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 college mid-semester 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 that 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 Chief Administrative Officer or Chief Academic Officer, 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 is considered to have withdrawn. If a student is absent from class for a period of 10 consecutive class days, excluding scheduled holidays or breaks, the date of withdrawal will be the first class day 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 Direct Stafford loans, (2) subsidized Federal Direct Stafford loans, (3) Federal Direct PLUS loans, (4) Federal Pell Grants (for which a return is required), (5) Iraq and Afghanistan Service Grants, (6) Federal Supplemental Educational Opportunity Grants (FSEOG) (for which a return is required), and (7) other assistance under federal Title IV for which a return of funds 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 or on the student's behalf as directed by the student.

A refund that 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 federal 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 all students in a program are not 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 federal Title IV aid, the government is randomly selecting applicants whose application information must be verified. The college will also exercise its option to verify additional student aid applicants not selected by the government. The college will not make any disbursement of federal Title IV aid to any student that is selected for verification until all verification documentation is complete.

Time Frame: The college 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 to which that

ISIR applies. 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 federal Title IV aid awarded will be canceled. The student must then make new arrangements for paying all tuition and fee charges due to the college.

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 college 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 college ever disburse on the original ISIR when resubmitting the ISIR would result in an increased award.

In the case of campus-based aid and federal Stafford loans, the college will follow the same procedures that it takes for federal Pell. When applicable, the expected family contribution is recalculated. If an over-award 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.

INSTITUTIONAL GRANTS

Tuition assistance grants are available on a limited basis. Eligibility will be determined by the institution. Applications for tuition assistance grants are not required, and grant amounts will vary.

TERMS OF PAYMENT

Tuition, textbook/supply charges, and lab fees, if applicable, are due on the first day a student begins class each semester unless other prior arrangements have been made with the college. The college does not add any interest charges. Payments can be made by cash, check, money order, or credit card. For any payment by credit card exceeding \$350, the college will charge a 2.5% convenience fee on the amount exceeding \$350. Financial aid funds are applied to college costs in accordance with state and federal regulations. All financial obligations must be satisfied prior to graduation. If other financial arrangements have been made with the college, the student should ensure that the financial obligations have been met prior to graduation.

VETERANS BENEFITS

Fox College complies with all requirements of Title 38 United States Code Section 3679(e) regarding the distribution of all Department of Veterans Affairs' (VA) benefits. Fox College will permit any covered individual to attend or participate in the course of education even if the VA has not yet paid tuition and fees. Fox College will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under Chapter 31 or 33. To qualify, individuals may be required to submit the VA's Certificate of Eligibility by the first day of classes and provide additional information necessary to the proper certification of enrollment by the institution.

“GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <http://www.benefits.va.gov/gibill>.”

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. However, for associate degree programs that are less than two academic years in length, each semester hour must include 30 clock hours of instruction (30:1 conversion formula).

STUDENT SERVICES

ADVISING

All students are encouraged to explore the advising services available at Fox College. All faculty members assume responsibility for continually monitoring students' needs for services, helping students as possible and directing students to appropriate staff members. The Chief Academic Officer and the program directors are primarily responsible for academic advising, addressing concerns such as grades, subject matter, accommodations, attendance, schedules, or graduation requirements. The Chief Administrative Officer is available to help students with financial planning, transportation, day care, housing, and other life and personal issues. The program faculty provide assistance in seeking employment after graduation. Students with issues that require professional counseling will be referred to appropriate agencies.

CAREER SERVICES

Graduates of all Fox College programs are entitled to career services assistance at no additional charge. The college cannot guarantee employment or placement in the student's field of study, but can provide contacts and guidance during the job search process. Any employment that a student or graduate may obtain with the college's career services assistance will most likely be at an entry-level position.

Students begin active job search preparation during their final months of training. They are taught to:

- Prepare a resume, cover letter, and thank you letter.
- Generate job leads effectively.
- Participate in the interviewing process.
- Communicate valuable skills to the employer during an interview.
- Function successfully as a professional.

Students nearing program completion meet with a program faculty member to discuss job expectations, needs, and requirements as well as geographic preferences. This information is obtained in order to provide more personalized, effective career services assistance. Fox College reserves the right to deny career 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

The library supports the educational goals and objectives of Fox College by providing students with current reference books, periodicals, and specialized program-related materials. Students have Internet access as well as the opportunity to use computerized databases. 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 ANNUAL SECURITY REPORT

Fox College strives to provide a safe environment for our students' learning experiences. We are located in a suburban business setting, and trespassing laws are enforced on our premises. If, however, a crime is committed on our premises, college personnel 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, Director of Financial Aid, Chief Administrative Officer, Chief Academic Officer, and the program directors. All incidents are then reported to the Chief Administrative Officer, who is responsible for collecting crime reports for inclusion in the annual crime statistics report.

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

Illinois law has established the recognized role of "Confidential Advisor," which is an individual retained by a higher education institution who has certain mandated training and has the duty and ability to provide confidential emergency and ongoing support to students who have experienced sexual misconduct. The Confidential Advisor is not considered a responsible employee under Title IX and can keep the information you provide to them private. Fox College has elected to contract Resilience for Confidential Advisor services.

Resilience is an independent, not-for-profit organization dedicated to the healing and empowerment of sexual assault survivors through non-judgmental crisis intervention, individual and group trauma therapy, and medical and legal advocacy in the greater Chicago metropolitan area. The phone number for students needing to access Resilience 24-hour services is 773-907-1062.

As a confidential advisor a Resilience advocate can:

- (i) inform you of the choice of possible next steps regarding reporting options and possible outcomes, whether through Fox College policies and procedures or local law enforcement;
- (ii) notify you of the resources and services available to you, both on and off campus;
- (iii) discuss orders of protection and no contact orders;
- (iv) provide confidential services to you and have privileged, confidential communications with you in accordance with Chapter 735 Section 802.1. of the Illinois Code of Civil Procedure: Confidentiality of Statements Made to Rape Crisis Personnel; and
- (v) at your request, liaise with and assist in contacting and reporting to Fox College officials, local law enforcement, or community-based sexual assault crisis centers as well as to secure accommodations (as defined in this policy) from Fox College.

Any student who has experienced sexual violence, domestic violence, dating violence, or stalking while enrolled at Fox College may utilize Confidential Advisor services provided by Resilience at any time. To reach Resilience please call their 24-hour message center* at 773-907-1062. Please note that this is a message center and that you will need to ask that they page Resilience. Upon receiving a request for Resilience support, the message center will page the Resilience Advocate on call. After being paged, a Confidential Advisor from Resilience will respond to the request for support over the phone within 15 minutes. Students will need to provide a number for the Confidential Advisor to call them back; if they are not comfortable providing a number, they can ask to be placed on hold while Resilience is reached.

*The Resilience Message Center is run by Swedish Covenant Hospital, a separate entity from Resilience. No student is required to provide any information to the message center other than they would like Resilience to be paged.

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 building is open to students, parents, employees, applicants, and other individuals who have a legitimate purpose for being on campus. During non-business hours, the building is locked, and access is by key card and security code, which have been assigned to designated personnel. The evening staff activates the security system once the building is vacated each day. 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 non-safety and non-emergency requests.

Authority of Campus Security Personnel

Fox College does not have a campus police or security department. Campus personnel have no formal relationship with any state or local law enforcement agency, although personnel strive to maintain a good working relationship with local law enforcement personnel. Campus personnel have no authority to arrest anyone.

Crime Statistics

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

Category	Location	2019	2020	2021
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
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, 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 2019, 2020, and 2021, there were no reported hate crimes at the above-listed geographic locations.

Caveat: With the exception of a leased parking lot in Tinley Park, Fox College has no residential facilities for students on campus, it does not recognize any off-campus locations of student organizations, and it does not have any non-campus buildings or property associated with it.

Disclosures to Alleged Victims

Fox College will, upon written request, disclose to the alleged victim of a crime of violence or a non-forcible sex offense the results of any disciplinary hearing conducted by the college against the student who is the alleged perpetrator of the crime or offense. If the alleged victim is deceased as a result of the crime or offense, the college will provide the results of the disciplinary hearing to the victim’s next of kin, if so requested.

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 Chief Administrative Officer 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 college-related activities. Fox College’s campus is 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 Resilience. You may contact Resilience at 312-443-9603 to find out more information about their Education and Training Program. Information on registered sex offenders can be obtained from 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 college official either in person or by phone at (708) 444-4500. The student has the option to report to the Title IX Coordinator 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 such as Resilience. 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 and incident reports can also be filed electronically at www.foxcollege.edu/services.

The Chief Academic Officer, who is identified in the Administration, Faculty, and Staff section of this catalog, is the Title IX Coordinator. The Title IX Coordinator oversees the College's response to reports and complaints that involve possible sexual violence and evaluates requests for confidentiality.

Campus Security Authorities include the program directors and the administration. Campus Security Authorities are required to submit a report

for statistical purposes. Their report can be submitted without identifying the victim.

In Tinley Park, the address and nonemergency phone number for local law enforcement are 7850 183rd Street, 708-532-9111. If immediate help and support is needed, a 24-hour Chicago Rape Crisis Hotline is available at 888-293-2080. This hotline is not overseen by Resilience. To connect with Resilience directly, students should follow the procedures outlined in the Confidential Advisor portion of this catalog.

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. Reports are kept in a secure location. The crime statistics included in the Annual Security Report do not include any information that would identify the victim or the person accused of committing the crime. 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 college will maintain as confidential any accommodations or supportive measures provided to the victim to the extent that maintaining such confidentiality would not impair the ability of the college to provide the accommodations or supportive measures.

If the victim wishes to notify the proper law enforcement authorities, college 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 any hospital of their choosing. Hospitals are required by law to offer this exam, including the option of having a 'rape kit' done up to 7 days after an assault.

Many hospitals partner with Rape Crisis Centers to provide 24-hour in-person crisis support to their emergency room. Please contact the Chicago Rape Crisis Hotline at **888-293-2080** or Resilience at **773-907-1062** to find the hospital nearest you that offers this service.

When a student or employee of the college 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. Resilience offers information for 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.

Upon receiving a report of an alleged sex offense, college officials will also provide victims with a written explanation of the supportive 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, who will be responsible for determining what accommodations are reasonable. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures. College officials are obligated to comply with a student's reasonable request for a living and/or academic situation change following an alleged sex offense and 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. Examples of supportive measures include restrictions on contact, changes to a living situation, if applicable, and course rescheduling. Fox College does not issue orders of protection. However, if requested, college officials will honor and provide information on where and how to obtain protection orders and similar lawful orders issued by the court system. Fox College will take the necessary measures, within reason, to comply with any orders issued by the courts that the institution is made aware of.

Whether or not law enforcement is notified or criminal charges are filed, a victim may file a disciplinary complaint in writing or verbally with 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 Title IX grievance process or the Student Conduct policy. Sanctions that may be imposed are warning suspension, or expulsion. Faculty or staff will be subject to action in accordance with the Title IX grievance process or 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 that addresses but is not limited to issues related to dating violence, domestic violence, sexual assault, and stalking; sexual harassment; and issues of relevance and conducting an investigation and grievance process. 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 college 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 college 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, including any sanctions imposed by the institution and the rationale for the result and the sanctions; 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 college imposed and the rationale for the result and the sanctions. Appropriate sanctions may range from a warning to a suspension to dismissal or termination.

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 a 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 college 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 college administration will determine the segment(s) of the campus community affected, determine the content of the notification, and immediately notify the college 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 building. 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 the 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 college 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 college 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 Chief Administrative Officer.

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.

GRIEVANCE AND 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 Chief Academic Officer.

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

If problems are not resolved through discussion with staff, faculty, or program directors, a complaint can be made in writing to the President of Fox College. Written complaints can be mailed or may also be submitted to an Education

Assistant or Admissions Assistant. 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.

ACADEMIC INFORMATION

CLASS SCHEDULE

Instructional classes 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 5:30 p.m. When assigned, students in the Veterinary Technology program will perform kennel duty between 5:00 a.m. to 8:00 a.m. and between 4:00 p.m. to 7:00 p.m. during weekdays, and between 6:00 a.m. to 9:00 a.m. and between 4:00 p.m. to 7:00 p.m. during weekends, holidays, and other days the college is closed. 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 college 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

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 college 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 college's 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 final course grade or other administrative action. Final course grades will not be lowered to a failing grade solely due to lack of attendance; however, individual grades within a course will be treated according to the Make-Up Policy in the Program Guide and will be used in the calculation of the final course grade. 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, tardiness, and make-up policies, please refer to the individual Program Guides.

A student who accumulates 10 consecutive days of absence while enrolled in a program is considered to have withdrawn.

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 communities in which they will work. For additional information regarding the dress code, please refer to the individual Program Guides.

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 college; 2) destruction, damage, or misuse of college equipment, facilities, or property; 3) intoxication, which is defined as being affected by drugs or alcohol to the point where physical and mental control is limited while on campus or while involved in college-related activities; 4) illegal possession, use, or furnishing of alcoholic beverages while on campus or while involved in college-related activities; 5) possession, use, or furnishing of drugs while on campus or while involved in college-related activities; 6) use, possession, or furnishing of weapons while on campus or while involved in college-related activities; 7) verbal, physical, sexual, social media, or online assault that injures, causes serious emotional harm, or grievously demeans or threatens another person in the college community; 8) theft of another's property occurring on college premises; 9) participation in hazing; 10) academic cheating, plagiarism, or copyright infringement; 11) stalking; 12) posting pictures of the school's animals to the internet including social media; 13) smoking or vaping in the building; 14) intentional misrepresentation of important documentation or information; and/or 15) commission of other offenses that in the opinion of the administration may be disruptive or contrary to the best interest of the college community.

Sanctions that may be imposed are 1) warning, 2) suspension, or 3) expulsion. In general, the college will issue warnings prior to dismissing a student for poor conduct. The college, 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 college community. The Chief Academic Officer 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 Chief Academic Officer, who is also the Title IX Coordinator, will ensure that the investigation complies with all Title IX requirements. A student who wishes to question any decision made by the Chief Academic Officer 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 an externship/fieldwork/practicum site because of inability to pass a drug test or termination for cause from externships/fieldwork sites/practicums may result in dismissal from the program, loss of time, loss of credit, and/or increased charges.

CLASS SIZE

Class size is dependent on the nature of instruction. Maximum class sizes are 62 for lecture, 34 for computer laboratory, and 32 for other laboratory classes. Class sizes typically are less than these maximums.

SCHEDULING

Fox College reserves the right not to offer a planned program if there is insufficient enrollment. Fox College also reserves the right to schedule or deliver any portion of any program via remote education or at another qualified location, subject to approval of the various state and national agencies under whose regulations it operates.

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/fieldwork, 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 courses except Occupational Therapy Assistant courses with an 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 Occupational Therapy Assistant courses with an 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 classroom situation.

TRANSCRIPTS

Upon graduation, each student receives a final transcript. Students will be charged a processing fee for additional transcript copies.

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 Chief Academic Officer. 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 Chief Academic Officer, 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), 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 a program is considered to have withdrawn. If a student is absent from class for a period of 10 consecutive class days, excluding scheduled holidays or breaks, the date of withdrawal will be the first class day after the 10- period of nonattendance.

DISMISSAL

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

1. Failure of course work or failure to meet Standards of Satisfactory Academic Progress:
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 person 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 non-enrollment will be at the discretion of the college. Students wishing to reenter should contact the Education Department.

The Chief Academic Officer 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 Chief Academic Officer. 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 generally will not be allowed to reenter. A student who is allowed to reenter following failure to make satisfactory academic progress generally will reenter on a financial aid probationary semester and/or a superseding academic plan.

Students in the Occupational Therapy Assistant Program must complete all Level II Fieldwork within 24 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, the student 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 the Chief Academic Officer.

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 college of his/her intent to return to the college 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 the student left the college. 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 60 credits. Using that number, 150 percent would equal 90 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. Formal financial aid satisfactory progress evaluations will be conducted at the end of each semester. Informal reviews of academic progress may occur at the midpoint of each semester. A student's progress toward graduation is considered satisfactory only if the student is meeting all three of these requirements:

1. The student is within the maximum time frame.
2. The student has successfully completed at least: (a) 25% of credit hours if it is the first semester evaluation point, (b) 33% of credit hours if it is the second semester evaluation point, (c) 67% of credit hours if it is the third semester evaluation point, and (d) 75% of credit hours if it is the fourth semester evaluation point. The successful course completion percentage is calculated by dividing the cumulative number of credit hours the student has successfully completed by the cumulative number of credit hours the student has attempted.
3. The student has achieved a cumulative grade point average of at least (a) 1.80 if it is the first semester evaluation point, (b) 2.00 if it is the second semester evaluation point, (c) 2.00 if it is the third semester evaluation point, and (d) 2.00 if it is the fourth semester or later evaluation point. The cumulative grade point average will include all grades earned at Fox College.

At each end-of-semester formal financial aid evaluation point, a student who is not meeting all three requirements will be dismissed. A student whose dismissal is not at the end of a financial aid probationary semester may appeal the dismissal and, if successful, be reinstated for one financial aid probationary semester. A financial aid probationary semester is a one-semester opportunity for a student to improve to be meeting all three requirements at its completion. A student whose dismissal is at the end of a financial aid probationary semester may not appeal the dismissal.

An appeal of a dismissal due to unsatisfactory progress should be submitted in writing to the Chief Academic Officer within 5 days of notification. An appeal must explain why the student failed to make satisfactory progress and what has changed that will allow satisfactory progress to be met by the end of the next semester. An appeal must explain unusual mitigating circumstances that reasonably impaired academic performance and are not expected to recur. Examples include a student's injury or illness, the death of a relative, or other special circumstances. The school may require documentation or additional information. If the school determines that, based on the cumulative grade point average and the expected absence of the mitigating circumstances, the student should be able to be meeting satisfactory progress requirements at the end of one more semester, the student may be reinstated for one financial aid probationary semester. The school's decision will be final.

Course Failures

Students also are expected to successfully complete all courses attempted, but a failure of a course is not itself a failure to make satisfactory progress.

If a student fails a course that is a prerequisite for an upcoming course in the program, the student should expect to be required to join a later program cohort by withdrawing and being readmitted to that cohort. The student would retake the prerequisite course and then take the remainder of the required courses with that program cohort.

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. However, the student should expect to be required to join a later program cohort by withdrawing and being readmitted to that cohort. The student would retake the course and then take the remainder of the required courses with that program cohort.

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 time frame.

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.

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 usually will be allowed no more than one or two weeks of scheduled classes 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."

However, in cases involving extreme mitigating or special circumstances, exceptions to this policy may be considered. In such cases, the student must file an appeal, and documentation of the circumstances may be required. Appeals will be considered on a case-by-case basis. If granted, the college and the student will agree on a time frame for completion of the course. If the work is not completed during the allotted time, the incomplete (I) will revert to an "F." A student may appeal only one time.

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 credit hours 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 career services assistance 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 college's career services assistance and will not be issued a diploma.

Leave of Absence

A student attempting only an externship, fieldwork, or practicum course may request a leave of absence for extreme mitigating or special circumstances that will affect his/her ability to complete the required number of hours in that course. The student must submit a written, signed, and dated request that includes the reason for the request. The request should be submitted prior to the end of the student's current term of enrollment.

A leave of absence may be approved if the college determines there is a reasonable expectation that the student will return and complete the course requirements. The length of the leave of absence is at the discretion of the college but will not exceed 180 calendar days. If the student does not resume attendance in an externship, fieldwork, or practicum course at or before the end of the leave of absence, the student will be treated as a withdrawal.

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 reentry 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 non-prerequisite course.

Satisfactory Progress for Occupational Therapy Assistant Program

In addition to the standards above, in order to continue in the program, Occupational Therapy Assistant students must earn a C (minimum of 75 percent) or above in all technical courses, the course numbers for which 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 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 reentry 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 non-prerequisite course.

GRADUATION REQUIREMENTS

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

1. Attain an overall 2.00 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 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 INSTITUTION

Transcripts of work completed only at other institutions that are either accredited by agencies recognized by the United States Department of Education or recognized by their respective government as institutions of higher education, for internationally-based institutions, may be submitted to the Chief Academic Officer for review. Transcripts should be submitted during the first term of a student's program. Foreign transcripts must be evaluated by a member of the Association of International Credentials Evaluators (AICE), the American Association of Collegiate Registrars and Admissions Officers (AACRAO), or the National Association of Credential Evaluation Services (NACES) prior to the evaluation and award of credit. Other documentation may also be required.

Credits considered for transfer are evaluated by the Chief Academic Officer to determine if the course work is similar in nature, content, and level to that required at Fox College. The Chief Academic Officer 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.

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 INSTITUTION

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 Chief Academic Officer. 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 college 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.

ANIMAL CARE DUTY

Fox College maintains an on-site kennel housing dogs, cats, and rodents. A vital part of the learning experience and education provided by the Veterinary Technology program is understanding and performing the duties and responsibilities of animal care and sanitation. Animal care duties are mandatory for all students and are performed before and after classes and on weekends.

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 coordinator, who is the Chief Academic Officer identified in the Administration, Faculty, and

Staff section of this catalog, by phone at (708) 444-4500 or by mail or in person 18020 Oak Park Avenue, Tinley Park, Illinois 60477. 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) affords 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 to be 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 college officials with legitimate educational interests. A college

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 Governors; a person serving as a Manager of Bradford Schools; or a person assisting another college official in performing his or her tasks. A college 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 generally 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 but may include other information that would not generally be considered harmful or an invasion of privacy if disclosed.

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

ONLINE CLASSES AND PRIVACY

Fox College may hold certain classes or educational activities through online services. Most of these classes or educational activities may be recorded for the purpose of being available to students in the course who wish to watch the recording at a later time.

During the class or educational activity, information about a student may be shared and recorded. Such information may include “directory information” such as a student’s name, telephone number, and/or email address, but may also include student discussions, questions, presentations, or other student activities that may be considered part of a student’s educational record.

Reasonable measures will be taken to restrict access to any online class, educational activity, or recording to students in that course and college officials. Instructors also generally will seek to minimize the sharing of information that may be sensitive, balanced by the pursuit of the learning objectives of a class or course. Recordings of classes and educational activities will be available only during the instructional period in which the course is being offered. Following the conclusion of the course, all recordings will be deleted.

In participating in an online class or educational activity, a student voluntarily consents to the sharing of the student’s information that may be contained and the understanding that the event usually will be recorded for the above purpose. The student also consents to a prohibition on sharing or copying any recording.

PROGRAMS OF STUDY

Fox College offers Associate of Applied Science degree programs, each of which 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 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. This program will normally be completed on campus in 48 weeks, with contact hours totaling 1,344.

The Medical Assisting program is currently accredited by the Accrediting Bureau of Health Education Schools (www.abhes.org). This accreditation allows graduates of the Medical Assisting program 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). In addition to graduating from an accredited ABHES program, the AAMA and AMT consider supplementary criteria in determining graduate eligibility to sit for an exam.

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.

Program Costs: The Medical Assisting Associate of Applied Science Degree Program tuition costs are based on the following: three full semester charges.

Course Number	Course Name	Semester Credits
<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-144	Clinical Procedures IV	4
MD-156	Medical Office Systems	1
MD-201	Medical Externship	6

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
SS-230	Cross Cultural Issues and Concerns	3

Related Courses

CS-104	Introduction to Technology I	1
PD-106	Medical Career Strategies	1
SS-210	Organizational Behavior	3

TOTAL CREDITS REQUIRED FOR GRADUATION: 61

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. This program will normally be completed in 80 weeks, with contact hours totaling 1,939.

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. The Occupational Therapy Assistant (OTA) Program at Fox College is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). 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 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.
 - f. Students will effectively research, compose, format, and edit academic and client documents.
 - g. Students will prepare and deliver clear oral presentations for varied audiences.
 - a. Students will show competency in oral and written communication tasks specific to the occupational therapy profession.
3. Apply critical thinking strategies.
 - h. Students will demonstrate accurate comprehension of multiple perspectives on issues facing occupational therapy, healthcare, and society.
 - a. Students will articulate and present a clear position using valid reasoning and support.
4. Display a level of professionalism consistent with workplace expectations.
 - i. Students will conduct themselves within the guidelines and policies of the institution allowing for ease into workplace situations.
 - a. Students will work collaboratively at multiple organizational levels.

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-112	Anatomy & Physiology for OTA I Theory	3
OT-113	Anatomy & Physiology for OTA I Laboratory	1
OT-117	Anatomy & Physiology for OTA II Theory	3
OT-118	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-160	Theory of Physical Rehabilitation	3
OT-165	Occupational Performance: Physical Rehabilitation	2
OT-170	Physical Rehabilitation Level I Fieldwork	1
OT-180	Neurocognitive Rehabilitation and Aging	2
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-225	Professional Issues and Management	2
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/Abnormal Psychology	3

TOTAL CREDITS REQUIRED FOR GRADUATION: 77

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 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 to complete and pass a drug screening test prior to beginning the PT-274 Clinical Practicum. This program will normally be completed in 72 weeks, with contact hours totaling 2,024.

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). The Fox College 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). However, because some requirements are beyond the control of Fox College, Fox College cannot guarantee that graduates will be eligible to take the examination or become licensed at all or at any specific time, regardless of the program's 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 about 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.

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
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: 74

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 skilled members 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. This program will normally be completed in 72 weeks, with contact hours totaling 1,919.

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). 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). 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 or 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.

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.

Course	Semester	
<u>Number</u>	<u>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-253	VT Clinical Skills Capstone Seminar	1
VT-255	Veterinary Externship	6

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

Related Course

TP-201	VTNE Preparation	1
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TOTAL CREDITS REQUIRED FOR GRADUATION: 72

COURSE DESCRIPTIONS

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 (38 Clock Hours)

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 Clock 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 Clock 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 Clock Hours)

Prerequisite: EN-122

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 Clock 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 Clock 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 Clock 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 Clock 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 (76 Clock 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 (38 Clock 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 (38 Clock Hours)

Prerequisites: MD-104, MD-132, CS-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 Clock 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 (38 Clock 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 (76 Clock 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 (38 Clock Hours)

Prerequisites: MD-142 and MD-128

MD-144 Clinical Procedures IV

This course is designed to orientate and prepare students for their externship the following term. This class will serve as both a review of skills for the field of medical assisting and prepare students to take and successfully pass a medical assisting certification exam. Students will review and take mock

exams in class and complete the application for the certification exam. 4
Semester Credits (76 Clock Hours)

Prerequisite: MD-143

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 (38 Clock 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 Clock Hours)

Prerequisites: MD-144, MD-133, MD-156, and MD-106

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. The course will also explore the history and philosophical principles of occupational therapy, national and state credentialing, and the current documents that guide the profession.

2 Semester Credits (38 Clock 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 Clock Hours)

OT-112 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 is intended to familiarize students with gross and surface anatomy as it relates to the circulatory, endocrine, gastrointestinal, and respiratory systems.

3 Semester Credits (45 Clock Hours)

OT-113 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 the systems presented in OT-112.

1 Semester Credit (38 Clock Hours)

OT-117 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 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 Clock Hours)

Prerequisite: OT-112

OT-118 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.

1 Semester Credit (38 Clock Hours)

Prerequisite: OT-113

OT-120 Human Occupations

This course focuses on observation, analysis, and performance of human occupation in work, self-care, and play/leisure throughout the lifespan.

2 Semester Credits (38 Clock 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 Clock Hours)

Prerequisites: OT-105, OT-117, and OT-118

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 (60 Clock Hours)

Prerequisite: OT-117

OT-135 Assistive Technology

This course will introduce the student to a variety of assistive technologies 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 (38 Clock Hours)

Prerequisite: OT-101

OT-140 Activity Analysis and Group Process

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 (38 Clock Hours)

Prerequisite: OT-120

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 Clock 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 through participation in lab experiences.

2 Semester Credits (60 Clock 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 (45 Clock Hours)

OT-180 Neurocognitive Rehabilitation and Aging

This course will present an overview of neurocognitive disorders prevalent in the older population and its impact on performance and participation. Topics include practice settings that support occupational therapy services for older adults with neurocognitive disorders, application of the OT process specific to individuals with neurological conditions, and an introduction to standardized assessments. This course will also introduce concepts and stages of aging, application of theoretical approaches and frames of reference specific to aging adults, and therapeutic intervention planning, specifically with the elderly population.

2 Semester Credits (38 Clock Hours)

Prerequisite: OT-140

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. Students are also introduced to the national certification exam process and preparation.

2 Semester Credits (38 Clock Hours)

Prerequisite: OT-220

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 Clock 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 strategies for working with parents and teachers, clinical reasoning, and safety.

2 Semester Credits (60 Clock 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 (45 Clock Hours)

Prerequisite: OT-170

OT-225 Professional Issues and Management

This course will examine professional issues, legal and ethical considerations affecting healthcare and the OT profession, service competency, and supervision needed for clinical practice. Topics include preparation for Level II fieldwork and employment acquisition. It will explore professional behaviors, the OTA/OTR supervisory relationship, leadership, and professional advocacy. The course will introduce basic management and support tasks relevant to the role of the occupational therapy assistant (OTA).

2 Semester Credits (45 Clock Hours)

Prerequisite: OT-101

OT-230 Theory of Psychosocial Occupation

This course exposes students to the most commonly seen psychological and/or cognitive disorders in occupational therapy. Students will examine how psychosocial dysfunction impacts occupational performance. Medications and therapeutic use of self and research pertaining to these populations will be discussed, along with cultural influences on mental health.

3 Semester Credits (45 Clock 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, 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 (60 Clock Hours)

Prerequisite: OT-165

OT-240 Psychosocial Level I Fieldwork

This course is designed to expose students 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 (45 Clock Hours)

Prerequisite: OT-170

OT-250 Level II Fieldwork A

This course is the first 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 coursework by providing exposure to clients with a variety of diagnoses, 2) facilitating communication skills (written and non-written 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 Clock 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 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 coursework by providing exposure to clients with a variety of diagnoses, 2) facilitating communication skills (written and non-written 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 Clock Hours)

Prerequisite: OT-250

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 (38 Clock 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 Clock Hours)

PT-104 Introduction to Physical Therapy, Medical Terminology, and Documentation

This course combines concepts related to medical terminology and documentation with professionalism concepts related to PTA. 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. Professionalism concepts include information about 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.

2 Semester Credits (38 Clock 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 (76 Clock 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 Clock 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 (38 Clock Hours)

PT-122 Patient Care II

This is the second course of a two-part series introducing the 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 (38 Clock 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 (57 Clock 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 Clock 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 Clock 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 Clock 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 Clock 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 (76 Clock 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 Clock 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 Clock 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 Clock 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 (57 Clock 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 (38 Clock 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 Clock 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 Clock 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 Clock 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 Clock 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 (57 Clock 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 Clock 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 Clock 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 non-written), 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 Clock 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 non-written), 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 Clock Hours)

Prerequisites: 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 (38 Clock 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 (38 Clock Hours)

Prerequisite: PT-290

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 Clock 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 Clock 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 Clock Hours)

SS-230 Cross Cultural Issues and Concerns

This social-scientific course explores the inter-relations among varied social groups in their historical/cultural context. The critical examination of the changing interplay of race, class, and gender-identity issues in society and business will be a course focus.

3 Semester Credits (45 Clock 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 (38 Clock 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 (38 Clock Hours)

VT-101 Clinical Medicine I

This course focuses on breeds, concepts of behavior, and vaccine types and protocols for canines and felines.

2 Semester Credits (38 Clock Hours)

VT-102 Clinical Medicine II

This course builds upon Clinical Medicine I, introducing basic terminology and the principles of animal nutrition.

2 Semester Credits (38 Clock 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 Clock 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 Clock 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 (57 Clock 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 (38 Clock 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 (76 Clock 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 (38 Clock 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 Clock 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 Clock 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 (38 Clock 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 (57 Clock 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 (38 Clock 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 (38 Clock 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 Clock 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 Clock 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 Clock 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 Clock 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 Clock 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 (38 Clock 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 (38 Clock Hours)

Prerequisite: VT-213

VT-220 Large Animal Theory I

This course will introduce the student to equine medicine. The student will become acquainted with anatomy, breed identification, management, reproduction, nutrition, husbandry, restraint methods, physical examination, clinical procedures, herd maintenance and common diseases of the horse.

2 Semester Credits (38 Clock 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 (38 Clock Hours)

VT-226 Large Animal Theory II

This course will introduce the student to farm animal production medicine. The student will become acquainted with anatomy, breed identification, management, reproduction, nutrition, husbandry, restraint methods, physical examination, clinical procedures, herd maintenance and common diseases of cattle, small ruminants, camelids, swine, and poultry. Additionally, large animal skills will be performed and assessed at stables, farms, or other off-campus facilities.

2 Semester Credits (38 Clock Hours)

Prerequisite: VT-220

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 (38 Clock 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 Clock 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 Clock 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 Clock 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 Clock Hours)

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

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 (57 Clock Hours)

VT-255 Veterinary Externship

This 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 Clock Hours)

Prerequisites: VT-214, VT-225, VT-231, VT-244, VT-246, and VT-253

ACADEMIC CALENDAR 2022-2023

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 2022

July 5	Term I Begins
August 25	Term I Ends
August 26	No Classes: In-Service Day (Make-up day if needed)
August 29	Term II Begins
September 5	No Classes: Labor Day Holiday
October 20	Term II Ends
October 21	No Classes: In-Service Day (Make-up day if needed)

Fall Semester 2022

October 24	Term I Begins
November 24-25	No Classes: Thanksgiving Holiday
December 16	Term I Ends
December 19-January 2	No Classes: Winter Break
January 3	Term II Begins
January 16	No Classes: Martin Luther King Day
February 24	Term II Ends

Spring Semester 2023

February 27	Term I Begins
April 7	No Classes
April 20	Term I Ends
April 21	No Classes: In-Service Day (Make-up day if needed)
April 24-28	No Classes: Spring Break
May 1	Term II Begins
May 29	No Classes: Memorial Day Holiday
June 22	Term II Ends
June 23	No Classes: In-Service Day (Make-up day if needed)
June 26-July 4	No Classes: Summer Break

Summer Session 2023

July 5	Term I Begins
August 25	Term I Ends
August 28	Term II Begins
September 4	No Classes: Labor Day
October 19	Term II Ends
October 20	No Classes: In-Service Day (Make-up day if needed)

Fall Semester 2023

October 23	Term I Begins
November 23-24	No Classes: Thanksgiving Holiday
December 15	Term I Ends
December 18-January 1	No Classes: Winter Break
January 2	Term II Begins
January 15	No Classes: Martin Luther King Day
February 23	Term II Ends

Spring Semester 2024

February 26	Term I Begins
March 29	No Classes
April 18	Term I Ends
April 19	No Classes: In-Service Day
April 22-26	No Classes: Spring Break
April 29	Term II Begins
May 27	No Classes: Memorial Day Holiday
June 20	Term II Ends
June 21	No Classes: In-Service Day
June 24-July 5	No Classes: Summer Break

Summer Session 2024

July 8	Term I Begins
August 29	Term I Ends
August 30	No Classes: In-Service Day
September 2	No Classes: Labor Day
September 3	Term II Begins
October 24	Term II Ends
October 25	No Classes: In-Service Day

Currently Scheduled Graduation Date: May 3, 2023

ADMINISTRATION, FACULTY, AND STAFF

Administration

Jackie Flynn President
Rachel Kreft. Chief Academic Officer
Kerry DeMars..... Chief Administrative Officer
Lea Alessio..... Director of Financial Aid

Program Directors

Eric Bergsten Veterinary Technology
D.V.M. University of Illinois
B.S. University of Illinois

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FOX COLLEGE
ADDENDUM TO 2022-23 ACADEMIC CATALOG
Effective on October 4, 2022

On pages 42-43, replace the Satisfactory Progress Measurements section with the information below:

Satisfactory Progress Measurements

All students must progress satisfactorily toward meeting graduation requirements. Formal financial aid satisfactory progress evaluations will be conducted at the end of each semester. Informal reviews of academic progress may occur at the midpoint of each semester. A student's progress toward graduation is considered satisfactory only if the student is meeting all three of these requirements:

1. The student is within the maximum time frame.
2. The student has successfully completed at least: (a) 25% of credit hours if it is the first semester evaluation point, (b) 33% of credit hours if it is the second semester evaluation point, (c) 67% of credit hours if it is the third semester evaluation point, and (d) 75% of credit hours if it is the fourth semester evaluation point. The successful course completion percentage is calculated by dividing the cumulative number of credit hours the student has successfully completed by the cumulative number of credit hours the student has attempted.
3. The student has achieved a cumulative grade point average of at least (a) 1.80 if it is the first semester evaluation point, (b) 2.00 if it is the second semester evaluation point, (c) 2.00 if it is the third semester evaluation point, and (d) 2.00 if it is the fourth semester or later evaluation point. The cumulative grade point average will include all grades earned at Fox College.

At each end-of-semester formal financial aid evaluation point, a student who is not meeting all three requirements will be dismissed. If the dismissal is not at the end of an academic probationary period, a student may appeal the dismissal and, if successful, be reinstated for an academic probationary period, usually 8 weeks or 16 weeks. An academic probationary period is an opportunity for a student to improve to be meeting all three requirements at its completion. During an academic probationary period, a student will be eligible to receive assistance under federal Title IV, HEA programs, if applicable. A student whose dismissal is at the end of an academic probationary period may not appeal the dismissal.

An appeal of a dismissal due to unsatisfactory progress should be submitted in writing to the Chief Academic Officer within 5 days of notification. An appeal must explain why the student failed to make satisfactory progress and what has changed that will allow satisfactory progress to be met by the end of an academic probationary period. An appeal must explain unusual mitigating circumstances that reasonably impaired academic performance and are not expected to recur. Examples include a student's injury or illness, the death of a relative, or other special circumstances. The school may require documentation or additional information. If the school determines that, based on the cumulative grade point average and the expected absence of the mitigating circumstances, the student

should be able to be meeting satisfactory progress requirements at the end of an academic probationary period, the student may be reinstated for one academic probationary period. The school's decision will be final.