SOLEX
COLLEGE ACCELERATED

COMPREHENSIVE CATALOG FOR THE 2015 – 2016 LEARNING EXPERIENCE

Accredited by:

The Accrediting Council of Independent Colleges and Schools (ACICS)

750 First Street NE, Suite 980, Washington, D.C. 20002-4223

Certificate to Operate and Issue Degrees issued by:

Illinois Board of Higher Education

1 N. Old State Capitol Plaza, Suite 333, Springfield, Il 62701

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WELCOME MESSAGE FROM THE PRESIDENT

Dear Student,

Welcome to SOLEX College, a post-secondary institution accredited by the Accrediting Council for Independent Colleges and Schools (ACICS) to award occupational associate degrees and certificates.

At SOLEX College, we are committed to offering high quality comprehensive programs designed to meet a variety of student needs. To facilitate learning, we use small classes, equipped with modern technology and taught by highly qualified instructors. Our goal is to offer you the quality education and experience that will enable you to gain the knowledge, proficiency, and competencies demanded by employers and the community at large.

In addition to a variety of career-track business and medical programs, SOLEX College offers intensive English as a Second Language (ESL) instruction through our Intensive English Program. We offer the quality education and experience that will help you communicate more effectively in English by improving your grammatical knowledge, your written and verbal communication skills and your confidence. You can benefit from training that emphasizes cultural awareness and the interpersonal skills necessary for successful academic and social adjustment in the United States.

I wish you the best of luck on your scholastic journey.

Leon E. Linton, Ed.D.
President

ACCREDITATIONS	Accredited by the Accrediting Council for Independent Colleges and Schools (ACICS) to award occupational associate's degrees and certificates. ACICS 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. 750 First Street NE., Suite 980, Washington, DC 20002-4223 Phone: 202.336.6780 Website: www.acics.org The Physical Therapist Assistant Program at SOLEX College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE). 1111 North Fairfax Street, Alexandria, Virginia 22314 Phone: 703-706-3245 Website: www.capteonline.org
APPROVALS	Operational and Degree Granting authority for the Associate of Applied Science (A.A.S.) in Accounting, the Associate of Applied Science (A.A.S.) in Physical Therapist Assistant, and the Associate of Applied Science (A.A.S.) in e-Business Management is granted by the Illinois Board of Higher Education (IBHE). SOLEX College holds a Certificate of Approval to operate certificate programs and stand-alone courses granted by the Division of Private and Vocational Schools (PBVS) of the Illinois Board of Higher Education (IBHE). Illinois Board of Higher Education, 1 N. Old State Capitol Plaza, Suite 333, Springfield, IL 62701 Phone: (217) 782-2551 Website: www.ibhe.org SOLEX College is authorized under Federal law to enroll non-immigrant alien students. Students may receive a copy for review of the school's accreditation, licensure, or approval upon request by contacting SOLEX Administration at (847)229-9595.
MEMBERSHIPS AND AFFILIATIONS	ACTE: Association for Career and Technical Education ITBE: Illinois TESOL/ Bilingual Education NAFSA: Association of International Educators ETS TOEFL iBT Testing Site AMT: American Medical Technologists
MISSION STATEMENT AND OBJECTIVES	The mission of SOLEX College is to provide innovative career training and English language programs based on current information, technology, and best practices in a supportive environment to encourage students' personal growth and success. **The objectives of SOLEX College are:** To serve the student • By providing relevant education in an independent educational system at a reasonable cost. • By providing placement assistance as appropriate for marketing the skills that have been developed. • By maintaining avenues for continuing academic and professional growth. To serve the community • By providing a source of cost-effective post-secondary education free of tax support • By providing a post-secondary educational alternative characterized by independence, innovation, responsiveness, and flexibility of operations.
LEGAL ENTITY	SOLEX College, Incorporated, hereinafter known as SOLEX College, is legally incorporated under Illinois law. Dr. Leon E. Linton is the President and 100% shareholder/owner of record.
CAVEATS	Products and brand names mentioned in this catalog are trademarks of their respective companies.

SOLEX COLLEGE HISTORY

SOLEX College is a post-secondary institution accredited by the Accrediting Council for Independent Colleges and Schools to award occupational associate degrees and certificates. SOLEX College programs are designed to educate students for technical or occupational careers or to enhance pre-existing vocational knowledge. In 1995, SOLEX Computer Academy was launched as a private for-profit business and vocational school and was authorized to operate through the Illinois State Board of Education (ISBE), Accountability Division, Private Business and Vocational Schools unit. In 2001, SOLEX Computer Academy became SOLEX Academy with an expanded menu of instructional programs to better respond to the training needs of students.

In 2001 SOLEX Academy was authorized under federal law to enroll nonimmigrant alien students. Currently foreign students from more than 40 countries attend SOLEX College. SOLEX is an authorized ETS® TOEFL and TOEIC testing site.

During the next few years, the school actively expanded its list of offerings. In 2004, SOLEX Academy became affiliated with the National Health Career Association and is an official testing site for certification exams.

In December of 2007 SOLEX Academy was granted operational and degree granting authority by the Illinois Board of Higher Education (IBHE) to award an Associate of Applied Science (A.A.S) degree in Accounting, and the school was renamed SOLEX College.

In 2009 SOLEX College became accredited by the Accrediting Council for Independent Colleges and Schools (ACICS) to award occupational associate's degrees and certificates. Also in October of 2009, SOLEX College received Wisconsin Educational Approval Board Operational and Degree granting authority for three programs: a Bachelor of Arts in International Business, an MBA in International Business, and Intensive English Certificate program.

Later that year the school embarked on an initiative to actively respond to labor market needs and increase medical program offerings. In July of 2010 SOLEX College was approved to award the Associate of Applied Science degree in Physical Therapist Assistant. The program became accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) in January of 2014.

In 2012, the oversight of Private Business and Vocational Schools was transferred from the Illinois State Board of Education (ISBE) to the Illinois Board of Higher Education (IBHE) pursuant to the Private Business and Vocational Schools Act of 2012. As of February 1, 2012 SOLEX College reports to both the Degree-Granting Division and the Division of Private Business and Vocational Schools of the IBHE.

Also in 2012, SOLEX College was granted a degree-granting authority by the Illinois Board of Higher Education to award an Associate of Applied Science (A.A.S.) degree in e-Business Management.

The growth and success of SOLEX College and its programs is very much a part of SOLEX's business and strategic planning. The staff and faculty of SOLEX College are striving to provide quality education to students ranging from a wide range of social and cultural backgrounds and prepare them to make a difference in the world.

CLASS LOCATIONS

MAIN CAMPUS: (Wheeling)
350 East Dundee Road
Wheeling, IL 60090
Phone: (847) 229.9595
FAX: (847) 229.19191

WABASH LEARNING SITE: (Downtown Chicago)
180 N. Wabash Avenue
Chicago, IL 60601
Phone: (312) 970.1375
FAX: (847) 229.1919

SOLEX College facilities are conveniently located near all major highways and are accessible by public transportation. The facilities contain laboratories, general-purpose classrooms, a learning resource center, student lounge areas, and administrative offices. Laboratories are furnished with modern equipment representative of the industry.

SOLEX College facilities and equipment fully comply with all federal, state, and local ordinances and regulations, including requirements pertaining to fire safety, handicapped accessibility and health.

PROGRAM OFFERINGS AND AWARD LEVEL

PROGRAM	AWARD LEVEL
BUSINESS PROGRAMS	
Accounting, A.A.S. Degree	A.A.S. Degree
Computerized Accounting and Bookkeeping Program	Certificate
INFORMATION TECHNOLOGY PROGRAMS	
E-Business Management, A.A.S. Degree	A.A.S. Degree
Information Technology Career Program	Certificate
MEDICAL PROGRAMS	
Physical Therapist Assistant, A.A.S. Degree	A.A.S. Degree
Medical Assistant (MA) Program	Certificate
ENGLISH LANGUAGE PROGRAMS	
Intensive English Program	Certificate

A student may do a general application and take any class from a program without being admitted to that program as long as the class chosen does not have a prerequisite.

ADMISSIONS

GENERAL ADMISSION REQUIREMENTS

SOLEX College maintains an open admissions policy. By the time a student begins college, they must have a high school diploma or its equivalent. For certain medical classes in the medical assistant program, such as phlebotomy, they must be 18 years of age by the time that class begins. Under certain circumstances, an applicant under the age of 18 may be considered for enrollment with approval of college administration. A student does not have to be 18 years of age in order to submit their application forms or to submit their enrollment forms.

Some of the programs at SOLEX College may require additional admission requirements set forth by the licensing or regulating authority governing the curriculum and its graduates. Consult the Academic Program Descriptions section for specific age requirements for each program of study.

ACADEMIC YEAR

SOLEX College operates on a continuous calendar with regularly scheduled class starts. Most certification programs have start dates based on student admissions, not traditional semesters. Classes may run mornings, afternoons, or evenings. The Associate of Applied Science in Accounting program, and the general education and core parts of the Associate of Applied Science in Physical Therapy Assistant program run on regular semester schedules. In accordance with federal regulations, a minimum of 18 hours of instruction weekly is given to international students to maintain full-time enrollment.

Classes are held Monday through Friday. The school is closed during the following holidays: New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day and Christmas Day.
More specific information about the academic calendar can be found in the Academic Calendar.

ADMISSION AND REGISTRATION

Most SOLEX programs are conducted on an open-entry basis and accept students throughout the academic year. Some programs accept students through a competitive system for a limited number of spaces within a program.

Acceptance is contingent on the applicant meeting the prerequisites noted in the General Admissions Requirements section, as well as program admission requirements, and upon the applicant and authorized SOLEX representative signing the Application Agreement. Students will receive written notification upon acceptance of the student by the school

READMISSION POLICY

Any student, except those dismissed for conduct violations, may apply for readmission. The student must execute a new application agreement and pay the required fee.
Students dismissed for non-payment must pay the balance owed before being allowed readmission.

TRANSFER OF CREDIT POLICY

SOLEX College may accept the transfer credits of a prospective student to its training programs. If a student is considering transferring credits in, unofficial transcripts may be emailed to the Compliance and Academic Affairs Officer, smcneely@solex.edu. The CAAO will provide pending information. For formal evaluation of transfer credit, the student submits the electronic link for the official transcripts to the CAAO's

email, or has the sealed official transcripts mailed to, or brought to, the CAAO. Transcript evaluations are done on a course-by-course basis. Each course that is possibly transferred in is evaluated based on:

- The student having provided the official transcript from accredited institution that bears the name of the student, and that name matches the ID of the student

- The course has equal or more number of semester credits hours as the course required in the SOLEX program. If the course transferring in is of more hours, only the credits equivalent to the SOLEX program will be accepted. If the course had less credits, there may be an equivalency exam that may be taken to show content knowledge. This is recommended at the discretion of the CAAO, based on the other courses taken, overall GPA, etc.

- The student earned a final grade of the class is "C" or better in the course that is of the same general level and equivalent content to SOLEX'S curriculum, based on the online catalog's course descriptions from the (potentially) transferring-in institution. In some cases, the student may be asked to produce a syllabus, or other documentation of the course content.

- The course has been successfully completed within past five years. If older than that, depending on the content, the student may be asked to complete a test of knowledge for that course to be accepted.

- Each program has different requirements. For the "core" portions of each program, the entire core, or up to 50% of it, may have to be taken with SOLEX. For non-core portions, each program has different limits as to how much of the program may be awarded through transfer credit. The CAAO will make that decision based on the program, in consultation with program directors, coordinators, etc. In most cases, no more than 50% of the content for the program may be transferred in.

NON-DISCRIMINATION POLICY

SOLEX College will not discriminate on the basis of race, color, creed, religion, nationality, age, disability, marital status, veteran's status, gender or sexual orientation or other status protected by law in either admissions to and participation in any of its educational programs, activities or services, or in its employment practices.

SOLEX is willing to consider all candidates for enrollment without regard to age, ancestry, race, creed, color, religion, ethnic origin, gender, veteran status, sexual orientation, marital status, disability or cultural beliefs. Illinois law (225 ILCS 57 §45) states that the Illinois Department of Professional Regulation may refuse to award a license to practice to individuals whose physical or mental illness results in the inability to practice the profession with reasonable judgment, skill, or safety. Therefore, the suitability of individuals with a disability/medical condition who apply to a SOLEX career program will be made on a case-to-case basis. In order to achieve optimal educational results, applicants with a physical or other disability or illness that contraindicates attending SOLEX will be requested to visit their doctor to gain medical approval, in writing, for enrollment.

STUDENT SERVICES

TUITION AND PAYMENT POLICY

Tuition is subject to change without notice. Tuition payment is due in full or a payment plan must be agreed upon before the first day of class.

Payment is accepted in the form of credit card, money order, check, or cash. However, students having difficulty making full payment may work out a payment plan with the Student Services Office.

Students will be assessed a nonrefundable service fee of $25.00 for checks returned for insufficient funds.

TUITION AND FEES TABLE

Programs	Tuition	Approximate Book Costs	School Fees[1]	Other Costs
BUSINESS				
Accounting, A.A.S. Degree	$17,200	$2,718	$150	n/a
Computerized Accounting and Bookkeeping Program	$8,600	$1,358	$150	n/a
INFORMATION TECHNOLOGY				
E-Business Management, A.A.S. Degree	$17,200	$2,718	$150	n/a
Information Technology Career Program	$9,995	$1,359	$150	n/a
HEALTHCARE				
Physical Therapist Assistant, A.A.S. Degree	$34,200	$1,500	$150	$370[2]
Medical Assistant	$11,666	$500	$150	$484[2]
ENGLISH LANGUAGE				
Intensive English Program	$4,950	included	$150	$150[3]

[1] School Fees consist of $50 Enrollment Fee and $100 Comprehensive Fee (includes Technology, Network Access, and Placement Testing)

[2] Fee applies to students who wish to sit for the Certification Exam. This is not a requirement of the program.

[3] Processing Fee that only applies to international students.

ADDITIONAL FEES	FEE
Mailing Fee (only for students applying from abroad)	$100
Housing fee (only for international students wishing to sign up for housing through SOLEX College)	$50
Airport Pick-up/Placing Fee (only for international students wishing to be picked up from the airport)	$80

FINANCIAL ASSISTANCE

Financial Aid Availability

SOLEX College is approved by the United States Department of Education to award Student Financial Aid. Federal Title IV programs available to eligible students to help meet the cost of their education include:

- Federal PELL Grant Program
- Federal Direct Student Loan Program
- Federal Supplemental Educational Opportunity Grant Program
- Federal Perkins Loan Program

Information on financial aid programs and all related consumer information are available in the Financial Aid Office. The Financial Aid Office assists students in the completion of all documents applicable to federal and local sources of student financial aid.

Students who have been approved for financial aid are eligible to apply for tuition and registration fees waiver. The Financial Aid Officer will assist students with such a request.

Eligible Programs

Federal financial aid is available to qualifying students enrolled in the following programs:

- Accounting, A.A.S Degree Program
- Physical Therapist Assistant, A.A.S Degree Program
- E-Business Management, A.A.S Degree Program
- Medical Assistant Program (MA)
- Computerized Accounting and Bookkeeping Program
- Information Technology Career Program
- Intensive English Program (IEP) (usually not available)

Financial Aid Procedures

Upon completion of admissions and registration procedures, students begin the financial aid process. The student must be enrolled as a regular student in an eligible program pursuing a degree or certificate. Financial Aid personnel will assist students in completing the Free Application for Federal Student Aid (FAFSA). Students will need several pieces of documentation to complete the FAFSA including copies of their social security card, proof of citizenship or eligibility as a non-citizen, income information, driver's license or state ID card. For students whose first language is not English, translators are available in order to ensure the students' understanding of the following:

- The major student aid programs which are provided by the United States Department of Education.
- Why the student is required to fill out the forms and applications.
- Why providing supporting documentation, such as family income, household size, and number of family members in college, is required.
- Why the student is expected to provide required documentation, including income tax returns, payroll check stubs, and selective service registration at the time of application.
- Why the student has to list any previously attended schools.

The FAFSA is signed by the student, and spouse or parent, if applicable, and sent by the school to the Federal Central Processor. Once the student's FAFSA is processed, the college receives an Institutional Student Information Record (ISIR) electronically, and the student will receive a Student Aid Report (SAR) which includes a summary of application information and the determination of the expected family contribution (EFC). This EFC is the result of computations involving the financial and non-financial data submitted on the application. The method of computation is applied to all students uniformly.

Local Support for Tuition Assistance

Students who have lost a job or qualify for low-income support can apply for financial assistance through the Illinois Employment and Training Centers (IETCs) within their geographic location. Please contact SOLEX to receive information about the IETC closest to you. By visiting the IETC you may be eligible for employment search assistance, which may include a tuition subsidy.

Return of Title IV Funds Policy

Effective 10/7/2000, all financial aid (Title IV) recipients who withdraw and have completed 60% or less of the payment period for which they have been charged, are subject to the new federal refund regulations per 34CFR 667, 682, 685, published November 1, 1999.

Federal regulations state that the amount of a Title IV refund is based on the percentage of Title IV funds earned by the student at the time of withdrawal. In order to determine whether Title IV funds must be returned, the school must calculate the following:

1. To determine the percentage of the payment period completed, the number of days* attended in the payment period is divided by the total days* in the payment period. *Days = calendar days for purposes of this formula, and therefore include weekends and holidays. Only scheduled breaks of 5 days or more, and approved leaves of absence are excluded.
2. The net amount of Title IV funds disbursed, and that could have been disbursed for the payment period is multiplied by the percentage of the payment period completed. The result is the amount of earned Title IV aid.
3. The earned aid is subtracted from the aid that was actually disbursed to, or on behalf of the student.
4. The institution will return the lesser of the total unearned aid, or the institutional charges for the payment period.
5. Unearned aid is allocated back to the Title IV programs in the following order as specified by law:
   a. Unsubsidized Stafford Loan Program
   b. Subsidized Stafford Loan Program
   c. Stafford PLUS program

If excess funds remain after repaying all outstanding loan amounts, the remaining excess shall be credited in the following order:
- Federal Pell Grant Program
- Federal SEOG Program
- Other assistance awarded under this title for which return of funds is required.

This calculation may result in the student owing the school money based on the State of Illinois refund policy listed on the following page.

DELINQUENT TUITION

If tuition is not paid as scheduled, a reminder will be mailed to the student via certified mail on the 10th day of class. If the tuition remains unpaid, a second and final reminder will be mailed to the student via certified mail on the 20th day of class. If the balance remains unpaid at the 30th day of class, the student shall be administratively withdrawn from the program. Administrative withdrawal has no effect on the student's GPA.

No student will receive a certificate until full payment is made. Withdrawal for financial dismissal will be reported to CIS/SEVIS for international students, and can result in a loss of student status and possible deportation.

BUYER'S RIGHT TO CANCEL

The student has the right to cancel the initial application agreement until midnight of the fifth business day after the student has been accepted into the program (i.e. the date the school has co-signed the application agreement). Pursuant to 105 ILCS 425§15.1(5), if the information about the Buyer's Right to Cancel is not provided in writing to the prospective student, the applicant has the right to cancel enrollment at any time and receive a refund of all monies paid to date within 10 days of cancellation. The "Buyer's Right to Cancel" information is stated on the back of the enrollment agreement.

CANCELLATION AND REFUND POLICY

Refunds are made when a student cancels or withdraws from a course of study within a certain timeframe. Refunds are also made if an applicant makes a payment to secure a position in the class, and the class is not held or the applicant is not accepted for enrollment.

Voluntary cancellation of enrollment only occurs when a student gives notice of such cancellation to the registrar's office. Notice may be given in writing and delivered via regular mail or e-mail, in person, or by phone if circumstances prevent other delivery methods. The date of determination is based on the postmark date of the letter of cancellation, or the receipt date if the letter is hand-delivered to the school, e-mailed, or made verbally. International students cannot drop a course without the permission of a Designated School Official or the Director of the International Students Office.

Refunds based on students' voluntary cancellation or withdrawal from SOLEX will be made within thirty (30) calendar days from the date of determination as defined in SOLEX College's Refund Policy.

Involuntary cancellation of enrollment (administrative dismissal) is taken by SOLEX College when a student has an unexplained absence of more than 15 school days or if the institution terminates the student's enrollment for cause. (Refer to the Attendance Policy or the Satisfactory Academic Progress Policy for more information on how and why the College may terminate a student's enrollment). Any refund due the student is based on the last recorded day of attendance. Administrative dismissals will be reported to CIS/ SEVIS for international students, and can result in a loss of student status and possible deportation.

REFUND CALCULATIONS

For applicants who are not accepted for enrollment by SOLEX College, refunds are calculated as follows:
• The applicant shall receive a refund of all tuition and fees paid within 30 calendar days after the determination of non- acceptance is made.
• If the applicant paid a book or material fee, that fee will be refunded if the book and materials are returned to the school unmarked.
• Any deposit or down payment made by the applicant or on behalf of the applicant shall become part of the tuition.

For students accepted into SOLEX College, refunds are calculated as follows. When a written notice of cancellation is received:
• Before midnight of the fifth business day after the date of acceptance but prior to the close of business on the first day of scheduled classes, the student receives a 100% refund of all tuition and enrollment fees. After midnight of the fifth business day after the date of acceptance but prior to the close of business on the first day of scheduled classes, the school shall retain the enrollment fee of $50. The student receives a 100% refund of all other charges paid to date.
• After completion of the first day of scheduled classes, but prior to completion of 5% of the course (varies per length of program), the school shall retain the $50 enrollment fee, $100 comprehensive fee, and 10% of the tuition amount and other instructional charges or $300; whichever is less, plus the cost of any

textbooks and materials* that have been provided to the student by the school.

• After the completion of 5% of the course, the school shall retain the $50 enrollment fee, $100 comprehensive fee, cost of textbooks and materials* provided to the student by the school, and a percentage of tuition as stated in the following table:

Percent (%) of days in class completed by the student at the time of notice of cancellation:	Amount of Student Refund	Amount School May Retain
Prior to the first day of class	100%of tuition	$50 enrollment fee
After 1st day to 5% of a course	Cost of tuition les $300 or 10% of tuition, whichever is less	$50 enrollment fee, $100 comprehensive fee; $300 tuition or 10% of tuition (whichever is less); book costs***
Over 5% but less than 15% of a course	80% of tuition	$50 enrollment fee, $100 comprehensive fee; 20% of tuition; book costs***
Over 15% to 25% of a course	55% of tuition	$50 enrollment fee, $100 comprehensive fee; 45% of tuition; book costs***
Over 25% to 50% of a course	30% of tuition	$50 enrollment fee, $100 comprehensive fee; 70% of tuition; book costs***
Over 50% of a course	0% of tuition	$50 enrollment fee, $100 comprehensive fee; 100% of tuition**; book costs***

*For refund purposes, the percent of days in class is calculated based on the total number of hours of training as reflected in the student's enrollment agreement.

**In instances where more than 80% of the contracted program is completed in fewer than 4 weeks, the student will receive a 55% refund.

***Unless the student can return all the textbooks and materials in unused and unmarked condition.

For refund purposes, the percent of days in class is calculated based on the total number of hours of training as reflected in the student's enrollment agreement. All refunds will be issued or paid to the student within 30 calendar days of receipt of the cancellation notice.

- SOLEX College does not make refunds which exceed those prescribed in the above table, which is in compliance with 105 ILCS 425.15.1a.
- In accordance with Illinois Compiled Statute 425.15.1a, no refunds will be made after the student completes more than 50% of the instructional program.
- A student, who on personal initiative and without solicitation enrolls, starts, and completes a course of instruction before midnight of the fifth business day after the enrollment agreement is signed, is not subject to the preceding cancellation provisions.
- If SOLEX College does not provide a prospective student with a copy of the student's valid enrollment agreement and either a paper or electronic version of the school catalog, all monies paid will be refunded.
- If SOLEX College shall refund all monies paid to it if the course of instruction is cancelled or discontinued.
- SOLEX College shall refund all monies paid to it if the school fails to conduct classes on days or times scheduled, detrimentally affecting the student.

REFUND PROCEDURE

1. Refunds for Associate of Applied Science in Physical Therapist Assistant, Associate of Applied Science in e-Business Management, Associate of Applied Science in Accounting, Computerized Accounting and Bookkeeping, and Pre-Core PTA general education classes are manually

calculated based on semester tuition payments per credit hour. The percentage of the percent of days in class is calculated based on the total number of contact hours.

2. Refunds for Medical Assistant and Basic Nurse Assistant Programs are calculated based on the full published program price as reflected in the table above. Refunds must be hand- calculated for students enrolling in less than a full program.

3. Refunds for Intensive English Programs are guided by the above table to the extent to which they apply. International students in this program are on a monthly payment plan for tuition. They can apply at any time to shorten their program. Students who are on financial aid are obligated by the financial aid regulations to be enrolled in and pay for the full programs. Students who wish to shorten their program must work with the financial aid administrator to determine the financial consequences for doing so. Refunds are calculated according to the contracted program length as reflected in the enrollment agreement.

4. Refund calculations are reviewed for accuracy prior to issuing a refund check to the student.

5. The staff bookkeeper issues a check payable to the student.

6. Checks are mailed within seven working days or held at the student's request for pickup.

7. A copy of the check is retained in the student's file.

8. A log of refunds is maintained by the staff accountant.

PLACEMENT ASSISTANCE

SOLEX is committed to a proactive strategy for placing graduates in suitable job openings. The Director of Student Services coordinates all job placement activities which include self-directed job search and job readiness preparation on a one-on-one or group basis. These services include but are not limited to:

1. Assistance with résumé writing
2. Practice with completing job applications
3. Development of interviewing skills
4. Help with completing licensing applications
5. Issuing letters of recommendation

SOLEX College offers placement assistance upon request.
SOLEX College does not guarantee the accuracy or reliability of any information disseminated by faculty in regards to placement, nor does SOLEX College guarantee placement of its graduates.

OTHER STUDENT SERVICES

While SOLEX limits provision of student services outside the classroom to admission and academic advising, it maintains a list of contacts with state and local service providers to which a student can be referred. This includes referral to various government offices, legal services and rehabilitation services.

SOLEX College provides housing assistance and airport pickup for an additional fee. Tutoring services are available for an additional cost.

TRANSCRIPT POLICY

Transcripts are available to students who have completed at least one evaluation period and all financial obligations to the school have been met. A student must request a copy of their transcript by filling out the Transcript Request Form at the Student Services Office. The student must allow 10 business days for processing, and may choose to pick up the transcript in person, or have it mailed or faxed to them.

The first requested transcript is given to the student free of charge and a $10 fee is assessed for each additional copy of the transcript.

EMERGENCY NOTIFICATION

In the event that a situation arises, either on or off SOLEX College campus and its campus additions, that, in the judgment of the President, constitutes an ongoing or continuing threat, a campus wide "timely warning" will be issued. The warning may be issued through several forms of communication, such as: campus-wide e-mail and text messaging. Depending on the particular circumstances, especially in all situations that could pose an immediate threat to the community and individuals, SOLEX College may also post a notice on the website. Enrolled students receive additional information about enrolling in our notification system.

Anyone with information warranting a timely warning should report the circumstances to SOLEX College administration, by contacting us at (847)229-9595. Campus safety report is available at http://www.solex.edu

COPYRIGHT INFRINGEMENT

Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws:
Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" affixed at not less than $750 and not more than $30,000 per work infringed. For "willful" infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense. For more information, please see the Web site of the U.S. Copyright Office at www. copyright.gov

Important Notice to All SOLEX College Computer and Network Users. What You Need to Know Before Using SOLEX's Computer And Network Resources:

This Notice is to inform all users of SOLEX College's computer and network resources of SOLEX College's Policy regarding Unauthorized Peer to Peer (P2P) File Sharing and Copyright Infringement. Such activity includes the downloading and distribution of intellectual property such as movies, television, music, games, electronic books, and software programs via the Internet or participating in distribution of copyrighted material without authorization via Peer-to-Peer file sharing. Copyright Infringement, often referred to as "piracy" is theft. All users of SOLEX College's computer and network resources should have a clear understanding that violating this policy is the same as violating Federal copyright laws and subject to civil and criminal charges.

VACCINATION POLICY

The purpose of immunization requirements for public and private colleges and universities is to prevent the introduction and spread of vaccine-preventable diseases among students and the secondary spread of such diseases into the surrounding community. SOLEX College remains supportive of the Illinois College Immunization Code and may offer programs that request the Required Elements of Health Record listed in Appendix C of the Code or a variation thereof.

ACADEMIC POLICIES

DEFINITION OF CLOCK/CREDIT HOURS

A clock hour is defined as a 50-minute classroom period with a 10-minute break. SOLEX College uses a semester credit hour system.

One semester credit is equivalent to 15 clock hours of lecture, 30 clock hours of laboratory work, or 45 hours of internship/ externship.

For every 1 classroom hour, a minimum of 2 hours of out-of-class work is expected. Out-of-class work may include but is not limited to lab work, assigned readings, daily homework, and individual or group projects. Out-of-class work will be evaluated by each course instructor and will be included in the final grade determination for each course.

ATTENDANCE POLICY

Minimum Requirements

SOLEX College expects students to attend every scheduled class session.

Full-time enrollment in the Intensive English Program constitutes a minimum of 18 hours per week. Full-time enrollment in degree programs is defined as 12-15 scheduled semester hours per semester. International students must enroll as full-time students to maintain their student visa status.*

A student must attend a minimum of 70 percent of the scheduled class hours during each evaluation period, and must have 70 percent cumulative attendance in each course in order to meet satisfactory academic process and graduation requirements.

Specific business and medical programs may have higher cumulative attendance requirements based on program or licensing requirements. Recipients of the Federal Student Aid enrolled into programs that are run on a clock hour basis must achieve 90% cumulative attendance.

Absences, Tardiness and Early Departure

SOLEX College uses the following definitions when evaluating student attendance:
- *Absent:* The student is considered *Absent* when the student does not attend the assigned class session or has not actively participated in that session's class (sleeping, texting, emailing, surfing the Internet during class when it is not part of the class activities, etc., during class). When the student is considered absent, there are not minutes of attendance reported for that session.
- *Tardy:* The student is considered *Tardy* when the student enters the class more than five minutes after the designated start time. Only the actual number of minutes that the student is in class are counted in the attendance.
- *Early Departer:* The student is considered as an *Early Departer* when the student leaves the class five minutes or more prior to the class being dismissed.

Minutes of Attendance: In all programs, the instructor is expected to accurately report attendance, as it is part of the overall calculation for attendance. Only the actual number of minutes that the student is in class are counted in the attendance. The number of missed minutes is counted in the overall record of minutes of attendance. The instructor is not allowed to excuse an absence. In the event that the student has a medical or exceptional emergency circumstance, documentation of this absence should be provided to the program coordinator/director and to the Registrar for consideration. Arriving late and leaving early affects the determination of a student's 70 percent attendance requirement.
*May differ from program to program.

Tracking Attendance: Attendance is tracked in every class period by the instructor, to the nearest quarter hour. Each day the class rosters are collected by the Student Services Office, and the data are recorded in the student's electronic records. The cumulative attendance information is contained in student progress reports for each evaluation point.

SATISFACTORY ACADEMIC PROGRESS (including Attendance Warning, Probation, and Dismissal; and Leave of Absence Policy)

Satisfactory academic progress starts with good attendance. To be making satisfactory academic progress, a student must attend at least 70% (80% in some programs) of the scheduled class hours on a cumulative basis during each evaluation period and to have a minimum 2.0 grade point average by graduation. Each program has its own evaluation points for determining satisfactory academic progress. Thus, this policy is broken down by program, or a group of programs.

Intensive English Program, Attendance: Attendance is monitored every week for every class.
First warning letter relative to attendance: If the student is below 70% after the first two weeks of any class, the student is sent a warning letter through a return-receipt email. The Registrar's office phones the student and meets with the student to explain the attendance requirements. The student may be sent to also meet with Student Success to have the student learn more about ways to get to class on time, be in class, etc. If the student brings up his/her attendance, there is no further action.
First probation relative to attendance: If attendance is not improved by the end of the session (the fourth week of class), the student is placed on probation for the next session. The student is notified of probation through a return-receipt email. The Registrar's office also phones the student and meets with the student to explain the attendance requirements again and determine what issues are getting in the way of attendance. The student is also notified that probation also affects any student who is on a F-1 Visa, as the student cannot transfer to another school in status (SOLEX will not release a transcript) and that student cannot request an extension of his/her program of study (no extension of the F-1 Visa). The student is sent to also meet with Student Success to have the student learn more about ways to get to class on time, be in class, etc. If, during the next session, the student meets the attendance requirement, the probation is lifted at the end of the next session.
Second probation relative to attendance: If the student has successfully met the attendance, after being on probation, and a lack of attendance at the 70% mark occurs fora second time, the student is immediately placed on probation. The student is notified of this by the Registrar's office through a return-receipt email that also explains the consequences of not attending, or failing to bring up the attendance to the desired percentage rate. The student is also notified that probation also affects any student who is on a F-1 Visa, as the student cannot transfer to another school in status (SOLEX will not release a transcript) and that student cannot request an extension of his/her program of study (no extension of the F-1 Visa). In addition to the email, the Registrar also phones the student and meets with the student to explain the attendance requirements. The student will be sent to also meet with Student Success to have the student learn more about ways to get to class on time, be in class, etc.
If the student does successfully meet the expectations, the probation is lifted after the end of the next session. At this point, the student is sent a letter and a return-receipt email explaining that if the student falls below the 70% attendance for the third time, the student will be administratively withdrawn from the program, with no probationary period. At this time, the Registrar notifies the program director, who then also phones the student and meets with the student to explain the seriousness of the situation and tries to determine how to further help the student.
Administrative withdrawal for attendance: However, if during the next session, the student does not meet the attendance expectations at any point, while on probation, the student will be administratively withdrawn from the class, and the program. The student is notified of administrative withdrawal through return-receipt email and through a phone call made by the Registrar's office to notify the student of the same. The program director will also be notified by the Registrar of the administrative withdrawal. The student is also notified that the administrative withdrawal terminates the F-1 Visa agreement, and the U.S. government is notified that the student will need to leave the country.

At the point that the student has been on probation for a total of three sessions within a twelve-month period, the student will be administratively withdrawn from the program and SOLEX. If the student falls below the 70% attendance for a third time or the student has attendance below 20%, the student will be administratively withdrawn from the program. Likewise, if the student misses 15 consecutive days of classes, the student will be immediately administratively withdrawn.

Intensive English Program: Academic Progress: Academic progress is monitored monthly.
First warning letter relative to academic progress: If the student's grade point average for a course falls below 2.0, the student is sent a warning letter by return-receipt email from the Registrar's office, and the program director notifies that student through a phone call or personal meeting. The student may be sent to Student Success for help with academic skills building. If the student brings up his/her grade point average by the end of the session (3 months for one level), there is no further action.
First probation relative to academic progress: If the student does not bring up his/her grade point average by the end of the session (3 months for one level), the student is scheduled to repeat that level, and is placed on academic probation. The student is notified through return-receipt email that academic probation will be lifted only if the student passes the class level that the student is taking. The student is also notified that probation also affects any student who is on a F-1 Visa, as the student cannot transfer to another school in status (SOLEX will not release a transcript) and that student cannot request an extension of his/her program of study (no extension of the F-1 Visa).
In addition to the return-receipt email from the Registrar's office, the student is phoned by the program director and a personal meeting is set up to discuss academic concerns. The student is also sent to Student Success for additional information on academic support. If the student brings up his/her grade point average by the end of the session (3 months for one level), there is no further action.
Administrative withdrawal relative to academic progress: If the student fails to raise the grade point average by the end of the next class level, the student is administratively withdrawn. The student is notified of administrative withdrawal through return-receipt email and through a phone call made by the Registrar's office to notify the student of the same. The student is also notified that the administrative withdrawal terminates the F-1 Visa agreement, and the U.S. government is notified that the student will need to leave the country. The program director will also be notified by the Registrar of the administrative withdrawal. The program director may meet with the student to further help the student understand why this happened and the options for filing an appeal.
The student may repeat a level while on probation to help raise the grade point average, but must pass that repeated class to remain a student-in-good standing at SOLEX. At the point that the student has had two academic probations, and failed two classes, the student will be administratively withdrawn.

Career Programs Attendance: Attendance is monitored every week.
First warning letter relative to attendance: If a student falls below 80% attendance for any three-week period of time, the student will be given a warning through return-receipt email from the Registrar's office, and through contact with program administration. The Program Director, also phones the student and meets with the student to explain the attendance requirements. The student may be sent to also meet with Student Success to have the student learn more about ways to get to class on time, be in class, etc. That warning is in effect for the rest of that semester/completion of course. If the student meets the attendance requirement for the rest of the semester, the warning is cancelled.
First, and only, probation relative to attendance: If the student falls below the 80% attendance for a second, separate period of time (during the course of the program, including the same or different classes), the student is placed on probation. The student is notified of this through a return-receipt email from the Registrar's Office that also explains the consequences of not attending, or failing to bring up the attendance to the desired percentage rate, including the possibility of administrative withdrawal from the program. The Program Director, also phones the student and meets with the student to explain the attendance requirements. The student will be sent to also meet with Student Success to have the student learn more about ways to get to class on time, be in class, etc. If the student meets the attendance requirement for the rest of the semester/completion of course, the probation is lifted at the end of that semester/completion of course.
Administrative Withdrawal relative to attendance: If the student falls below the 80% attendance for a third, separate period of time (during the course of the program, including the same or different classes), the student will be administratively withdrawn from the program. The student is notified of administrative

withdrawal through return-receipt email and through a phone call made by the Registrar's office to notify the student of the same. The Program Director will also be notified by the Registrar of the administrative withdrawal. The program director may meet with the student to further help the student understand why this happened and the options for filing an appeal.

Career Programs: Academic Progress: Likewise, academic progress is monitored each week.
First warning letter relative to academic progress: If the student's grade point average for a course falls below 2.0 for any three-week period of time, the student will receive a warning through return-receipt email from the program administration, which will also have phone or personal contact with the student.
First, and only, probation relative to academic progress: If the student does not bring up his/her grade point average within the next three weeks, the student will be placed on academic probation. The student is notified through return-receipt email by the Program Director (also copied to the Financial Aid Administrator) of the academic probation and that the academic probation will be lifted only if the student passes the class that the student is enrolled in with a grade point average of at least 2.0. This notification also includes the termination of financial aid, if the student is receiving financial aid. The student is notified that he/she is responsible for all payments, including fees and tuition. In addition to the return-receipt email, the student is phoned by the Program Director and a personal meeting is set up to discuss academic concerns. The student may repeat a class while on probation to help raise the grade point average, but must pass that repeated class to remain a student-in-good standing at SOLEX.
Administrative withdrawal relative to academic progress: If the student fails to raise the grade point average by the end of the class, or has maintained a grade point average below 2.0 for two courses, the student is administratively withdrawn. At the point that the student has had two academic probations, and failed two classes, the student is administratively withdrawn. The student is notified of administrative withdrawal through return-receipt email and through a phone call made by the Registrar's office to notify the student of the same. The Program Director will also be notified by the Registrar of the administrative withdrawal. The Program Director may meet with the student to further help the student understand why this happened and the options for filing an appeal.

For all programs:
Reporting Attendance:
In all programs, the instructor is expected to accurately report attendance, as it is part of the overall calculation for attendance.
Absent: The student is considered *Absent* when the student does not attend the assigned class session or has not actively participated in that session's class (sleeping, texting, emailing, surfing the Internet during class when it is not part of the class activities, etc., during class). When the student is considered absent, there are not minutes of attendance reported for that session.
Tardy: The student is considered *Tardy* when the student enters the class more than five minutes after the designated start time. Only the actual number of minutes that the student is in class are counted in the attendance.
Early Departer: The student is considered as an *Early Departer* when the student leaves the class five minutes or more prior to the class being dismissed.
Minutes of Attendance: Only the actual number of minutes that the student is in class are counted in the attendance. The number of missed minutes is counted in the overall record of minutes of attendance. The instructor is not allowed to excuse an absence. In the event that the student has a medical or exceptional emergency circumstance, documentation of this absence should be provided to the program coordinator/director and to the Registrar for consideration.
Attendance Monitoring: The Registrar is in charge of monitoring overall attendance. The Program Coordinator/ Director, or the CAAO (when there is no coordinator/director) is in charge of monitoring academic progress. At the point that either of the student's attendance or grade point average warrants a warning letter, or probation, the Registrar and the Program Director will meet to discuss the language for the warning letter. The Registrar will notify the Directors of Student Success, Financial Aid, and the CAAO of all warning letters, probation letters, and administrative withdrawals.

Leave of Absence

Any student may be granted a Leave of Absence (LOA) for legitimate emergencies. Generally, only one LOA shall be granted in a 12-month period, and for a maximum of 180 school days. More than 180 school days may be granted to allow a student to re-enter a class at the point at which the student left for the LOA, depending on the program. For semester-based programs, a LOA may mean that a student sits out one or more semesters to become eligible to start the next offering of that particular class. The LOA, together with any additional leaves of absence, must not exceed a total of 180 days in any 12-month period unless the student is in a career program that does not have the course needed in sequence again at the time of return. In that circumstance, the student does not return until the course is re-offered. For career programs, a leave of absence will not be granted during a course. The student who leaves a course without completing the course work will be administratively withdrawn from the course, or fail the course, depending on time of the student no longer attending the course, unless the student withdraws from the course.

A student must request the LOA in writing in advance of the beginning date of the leave of absence, unless unforeseen circumstances prevent advance notice. All requests for a leave of absence must be made in writing, signed and dated by the student, and submitted to the Registrar's Office. The anticipated date of return must be indicated on the request. A school official will meet with the student personally to discuss the request and determine whether the leave will be granted. The student will be informed of the decision no later than five (5) days after receipt of the request. A student who misses 15 consecutive days of classes without an LOA will be terminated. The student must contact the Registrar's Office one week before their LOA authorization expires and register for the next session. If a student fails to attend school on the scheduled date of return from a leave of absence, that student will be terminated. Any refund due the student will be paid within 30 days from this documented drop date.

When a student takes an authorized Leave of Absence, the record of attendance stops recording attendance from that point forward. When the student re-enters the program, the student must start a course from the beginning of the course, and the attendance for that course starts afresh, but the student's overall attendance monitoring continues from where it was prior to the leave of absence from that particular course. When a student takes an authorized Leave of Absence from a program, the record of academic achievement stays with the student. The "LOA" indicator is not counted against the student. However, if the student was on probation at the time of the authorized Leave of Absence, the probationary status is reinstated at the time that the student returns to a program. In the event that a student took a Leave of Absence from a program, and the program is terminated, the student will not be able to re-enter the program at a later time. If the student is in the IEP program, the student Leave of Absence must be reported to the U.S. Immigration Office. The loss of student status means that the U.S. immigration regulations are violated, and the student also loses legal status in the United States.

Student-initiated Withdrawal/(Self-Withdrawal)
Any student may initiate his/her own withdrawal from the program and SOLEX at any point. The student completes a withdrawal form which is submitted to the Registrar, with a copy forwarded to the Program Coordinator/Director. Depending on the academic program, and the student's status at the time of withdrawal, the student may or may not be accepted back into the program if the student re-applies to return to the program. When a student withdraws from a program, the record of attendance stops recording attendance from that point forward. If the student re-enters the program, the student must start a course from the beginning of the course, and the attendance for that course starts afresh, but the student's overall attendance monitoring continues from where it was prior to the withdrawal from that particular course. When a student withdraws from a program, the record of academic achievement stays with the student. The "W" grade is not counted against the student. However, if the student was on probation at the time of withdrawal, the probationary status is reinstated at the time that the student re-enters a program. In the event that a student withdrew from a program, and the program is terminated, the student will not be able to re-enter the program at a later time. If the student is in the IEP program, the student withdrawal must be reported to the U.S. Immigration Office. The loss of student status means that the U.S. immigration regulations are violated, and the student also loses legal status in the United States.

Student Appeal of (Self-) Withdrawal: The student has the right to appeal his/her own decision of

withdrawal/drop from a class and/or a program of study. If the student chooses to appeal, a written statement as to the reasons for not meeting academic progress, with supporting documentation must be provided to the President within five calendar days of the receipt of the withdrawal notice. The appeal must be accompanied by documentation of the mitigating circumstances that have prevented the student from attaining satisfactory academic progress, and the circumstances as to why the student wants to reverse the self-withdrawal. Only extraordinary circumstances will be considered. The student must set forth a plan on how to improve/change relative to the circumstances leading up to withdrawal.   The President will assess all appeals, and determine whether the student may be permitted to continue in school on a probationary status, despite not meeting the satisfactory progress requirements. The student will be sent the written decision within ten days of the Institute's receipt of the appeal. The decision of the President is final.

Administrative Withdrawal
Administrative withdrawal means that the student is immediately stopped from continuing in his/her studies. Administrative withdrawal is noted on the student's transcript. Both administrative and student-initiated withdrawal result in termination of an F-1 student's status. Loss of student status means that the U.S. immigration regulations are violated, and the student also loses legal status in the United States. Any student who is administratively withdrawn for lack of satisfactory progress is responsible for meeting his/her financial obligations to the school. Any student who initiates his/her own withdrawal is responsible for meeting his/her financial obligations to the school.

Student Appeal of Administrative Withdrawal: The student has the right to appeal the decision of administrative withdrawal. If the student chooses to appeal, a written statement as to the reasons for not meeting academic progress, with supporting documentation must be provided to the President within five calendar days of the receipt of the administrative withdrawal notice. The appeal must be accompanied by documentation of the mitigating circumstances that have prevented the student from attaining satisfactory academic progress. Only extraordinary circumstances will be considered, such as a death or severe illness in the immediate family. The student must set forth a plan on how to improve.   The President will assess all appeals, and determine whether the student may be permitted to continue in school on a probationary status, despite not meeting the satisfactory progress requirements. The student will be sent the written decision within ten days of the Institute's receipt of the appeal. The decision of the President is final.

Reinstatement: The student who is reinstated on appeal is automatically on a probationary status for the next course attended, during which time the student must meet the terms and conditions set out in the President's letter granting the appeal. At the end of that evaluation period, and at the end of every evaluation period thereafter, the student's academic status will be reviewed. The student may continue on probation as long as he or she meets the terms of the probation, or until such time as satisfactory academic progress is regained.

Maximum Time Frame for Completion
The student must complete all course work in no more than 1.5 times the normal program length, as measured in contact/credit hours offered. This 1.5 times normal program length is referred to as the maximum time frame. For example, the Intensive English Language Program (IEP) which is 36 weeks in length must be completed within 54 calendar weeks. Time spent on an approved leave of absence is not counted against the maximum time frame. Time spent on an approved grade of Incomplete in the career programs is not counted against the maximum time frame.

Make-up Work
Make-up hours must be pre-arranged with instructor, must be completed outside of normally scheduled class hours, and completed within the 150% Maximum Time Frame.

Course Repetitions
A student who receives a grade of "F" for a level/course attempted is placed on academic probation and must repeat the course/level. A course/level may be repeated once during a program. The better of the two grades will be used to calculate the academic grade average. The lower grade will be converted to a

grade "R" indicating that the course has been repeated. Both the original and repeated credits will be counted as attempted credits in academic progress calculations. Such graded courses/levels must be successfully repeated within the 1.5 maximum time frame except where the career program did not have that class in the next semester/academic grading period. In that case, the time spent to wait for the next class offering is not counted against the maximum time frame.

Incomplete Grades
An incomplete grade "I" signifies that not all the required coursework was completed during the term of enrollment. The "I" grade is assigned only if the student has been making satisfactory progress in the course but is unable to complete the coursework because of unusual circumstances that are deemed acceptable by instructor. The "I" grade is not calculated into the term GPA or CGPA at the time it is awarded. All required coursework must be complete and submitted within two weeks after the end of the term for the IEP program. For the career programs, the coursework must be submitted before starting the next course in the class sequence. Depending on the program, and offerings, the student may sit out the continued sequence the student was enrolled in to finish up the incomplete and then continue the sequence the next time that it is offered. If course requirements are not satisfied by the deadline, the "I" is converted to an "F" and will affect the student's cumulative GPA.

Grade	Coursework Attempted	Coursework Completed	Calculated in GPA
A-D	Yes	Yes	Yes
F	Yes	No	Yes
Incomplete (I)*	Yes	No	Yes
Withdrawal (W)	Yes	No	No
Administrative Withdrawal (AW)	Yes	No	No
Repeated course (R)	Yes	No	No
Pass (P)	Yes	Yes	No
Audited course (AUD)	No	No	No

*A student who receives an "I" that results in a CGPA below the SAP standards will be placed on probation until such time as the "I" is removed and the CGPA is reevaluated.

Transfer of Credit
Credits transferred in from another institution of higher education are not considered for attendance or academic progress. The transfer grade is not calculated in the overall grade point average at SOLEX College.

Program Transfers and Earning Additional Credential
Within the career programs, if a student changes programs, all SOLEX courses that can be applied to the new program are used in all SAP calculations (CGPA, completion rate and maximum time frame), including courses with grades of W, AW or F. Courses that are not in the new program are excluded from all S.A.P. calculations. A determination of courses that may be included in the new program as electives will be made in consultation with the program directors. If a student earns a credential at SOLEX College and enrolls in another program for an additional credential, all courses that have been successfully completed and can be applied to the new program are used in all S.A.P. calculations (CGPA, completion rate and maximum time frame/maximum credits). Courses that are not in the new program, including courses with grades of W, AW, or F, are excluded from all S.A.P. calculations.

Grade Report Release
Students can expect grade reports to be available after the 4th complete day after the last day of a session, term or semester. In some unusual instances, grade reports may be delayed longer and a period of up to 5 days would be required. Every effort is made to release grade reports as soon as possible after course completion. Note: Transcripts will not be released if there is an outstanding balance owed to the college.

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NON-CREDIT AND REMEDIAL COURSES

SOLEX College does not offer non-credit or remedial courses.

TRANSFER CREDIT

SOLEX College will evaluate the student's previous education to determine if any subjects may be transferred in and thereby reduce the amount of training required for the student to reach the educational objective.
Transfer credits will appear as a "TC" on the student's transcript. "TC" credits are included in the maximum time frame and the satisfactory progress calculations, but are not counted in the CGPA calculation.

Credits achieved through transfer do not count toward determining full- or part-time academic status.

Transfer Credit Procedure for Career Programs

There are two specific, different procedures for the transcript evaluation for the credit transfer. First, we have many students that inquire about the possibility of our taking in their credits. In this situation, the students should be directed to forward their unofficial transcripts, through email, to the Compliance and Academic Affairs Officer (CAAO). They should be told that within a few days, the CAAO will get back to them, and the admissions person, with the information as to which classes MAY be considered for transfer, and which courses of the program would still need to be completed with us.

When these students email smcneely@solex.edu, they should include their name clearly in the subject line, and be clear in the message as to where the transcripts are from and to which program they are likely to be applying. The response will come back by email. This is a quick, free service done to try to encourage the student to know if application to a program may be beneficial when the student has been in another program.

Second, we have students that have done the formal application process for a program. This student has submitted official transcripts for consideration. The transcripts were either handed to someone in a sealed envelope (do not open that envelope, give directly to the CAAO), or were emailed through official transcript channels, or were mailed directly to the CAAO. When the official transcripts are received, the CAAO will issue an official transcript evaluation letter to the student.

Transcript evaluations are done on a course-by-course basis. Each course that is possibly transferred in is evaluated based on:
- The student having provided the official transcript from accredited institution student, and that name matches the ID of the student presented to us
- The course has equal or more number of semester credits hours as the course required in the SOLEX program. If the course transferring in is of more hours, only the credits equivalent to the SOLEX program will be accepted. If the course had less credits, there may be an equivalency exam that may be taken to show content knowledge. This is recommended at the discretion of the CAAO, based on the other courses taken, overall GPA, etc.
- The student earned a final grade of the class is "C" or better in the course that is of the same general level and equivalent content to SOLEX'S curriculum, based on the online catalog's course descriptions from the (potentially) transferring-in institution. In some cases, the student may be asked to produce a syllabus, or other documentation of the course content.
- The course has been successfully completed within past five years. If older than that, depending on the content, the student may be asked to complete a test of knowledge for that course to be accepted.
- Each program has different requirements. For the "core" portions of each program, the entire core, or up to 50% of it, may have to be taken with SOLEX. For non-core portions, each program has different limits as to how much of the program may be awarded through transfer credit. The CAAO will make

that decision based on the program, in consultation with program directors, coordinators, etc. In most cases, no more than 50% of the content for the program may be transferred in. When the final determination is made, the CAAO will email the transfer credits evaluation to the student. The admissions representative or the student success director will enter the transferred courses into the Student Management system.

GRADING POLICY AND REQUIREMENTS:

The following chart outlines SOLEX College's grading system:

Grade	Numerical Value	Grade Description
A	90-100	Excellent level of proficiency in the subject matter (4 points on grade point scale)
B	80-89	Very good level of proficiency in the subject matter (3 points on grade point scale)
C	70-79	Average level of proficiency in the subject matter (2 points on grade point scale)
D	60-69	Minimal understanding of the subject matter (1 point on grade point scale)
F	0-59	Failure to understand the subject matter (0 points)
I	N/A	Indicates coursework is incomplete
P	N/A	Indicates a student has met all requirements of a course
W	N/A	Indicates voluntary withdrawal by the student
AW	N/A	Indicates involuntary (administrative) withdrawal from a course
AUD	N/A	Indicates a student has been placed temporarily into a course and will not receive a grade
TC	N/A	Indicates transfer credit
R	N/A	Indicates a student has repeated a course

GRADUATION REQUIREMENTS

A student must achieve a cumulative grade point average of 2.0 or higher at the end of the normal program length or at the end of the maximum time frame in order to be eligible for graduation. In addition, students must also maintain a cumulative minimum attendance of 70% of the total scheduled hours. Students must also meet their financial obligations to the school. Graduates receive a certificate or diploma confirming that all educational and administrative requirements have been met.

CONFIDENTIALITY OF STUDENT RECORDS

In accordance with 105ILCS 10: IL School Student Records Act, student records will only be made accessible or released to:
- The student;
- A person presenting written authorization by a parent or student;
- An employee or official of a school, USCIS or DHS representative, State Board official, or accrediting agency official with current demonstrable educational or administrative interest in the student;
- The official records custodian of another school in which the student has enrolled, or intends to enroll, upon the request of such official or student;
- Pursuant to a court order or to any person as specifically required by State or Federal law (e.g. juvenile authorities; judges; education, medical or mental health service providers; law enforcement officers and prosecutors; military personnel); or
- Under emergency conditions, appropriate persons where such information is essential to the health or safety of the student or other persons.

SOLEX College will provide a student with an opportunity to review his or her educational records within 45 days of the receipt of the request. SOLEX will either provide the student with copies of educational records or make other arrangements to provide the student access to the records if a failure to do so would

effectively prevent the student from obtaining access to the records.

Individuals seeking to inspect and/or copy a student's permanent and temporary records will be referred to the President, who has the right to prevent such access unless proper authorization is given or such requests are in compliance with 105 ILCS 10: Illinois School Student Records Act.

Whenever access to student records is made without the knowledge or consent of the parent (when the student is not of legal age) or student, the Compliance Officer will write to inform the parent or student of the release.

Nothing contained herein precludes the right to disclose information contained in student records in accordance with the provisions of the Family Education Rights and Privacy Act (FERPA) (20 U.S.C. 1232g; 34 CFR Part 99); General Education Provisions Act (GEPA) Section 445(b) (20 U.S.C. 1232h (b); the Homeland Security Act (Title 6, Ch. 1, Part 5); and the Freedom of Information Act (FOIA) 5 U.S>C. 552, As Amended By Public Law No. 104-231, 110 Stat. 3048.

A student may waive any of his or her rights under the Act and under these guidelines, including the right to inspect and review records. Such a waiver may be made with respect to specified classes of records and persons or institutions, but it must be made in writing and signed and dated by the student.

DIRECTORY INFORMATION

SOLEX College does not provide a directory that is available to the public. Following federal regulations, students may restrict release of their personal information through a written request.

STUDENT CODE OF CONDUCT

All students are expected to observe standards of social conduct, courtesy, and appropriate attire. Any behavior disrupting classroom activities or interfering with other students' studies may be grounds for suspension. The use of profanity, alcoholic beverages, or illegal drugs on school property is not permitted. Smoking is not allowed anywhere in the school. All forms of academic misconduct including but not limited to cheating, fabrication, plagiarism, forgery, alteration, or providing false information for official College documents is prohibited. Each student is held responsible for compliance with the rules and regulations contained in this catalog. Failure to comply by invoking ignorance will not absolve the student from responsibility.

SEXUAL AND OTHER HARASSMENT

Harassment may be, but is not limited to: words, signs, jokes, pranks, intimidation, physical contact, violence or threat of violence, and racial, gender or ethnic slurs. Harassment is not always sexual in nature. Sexual harassment may include unwelcome sexual advances, requests for sexual favors or other verbal or physical contact of a sexual nature when such conduct creates an intimidating environment, prevents an individual from effectively performing his/her duties. Faculty, staff and students may not engage in any form of verbal, physical, or emotional abuse, or harass, intimidate, or threaten to or use violence toward any student, visitor, client, instructor or staff member. Individuals wishing to report a complaint of this nature should request a copy of either the SOLEX College Complaint Policy and Complaint Forms. Submit the written complaint directly to the President.

COMPLAINT AND GRIEVANCE PROCEDURE

SOLEX College encourages informal resolution of grievances as a first step. Formal complaint systems exist for students and SOLEX employees, to ensure that the complainant's legal rights are not violated.

- A student may elect to use a Designated School Official (DSO), or designee, to assist in resolution of

the complaint. It is the student's responsibility to ensure that the correct procedure is followed.

- In the event a student takes issue with any disciplinary action, evaluation or decision regarding his or her status at SOLEX College, the grievance should first be presented to the faculty member or administrator directly responsible for the subject of the protest. Every effort should be made to resolve the problem through this informal procedure before further steps are taken. If differences are not resolved within 15 days, the student may appeal in writing to the faculty member or administrator's supervisor, who will then work to resolve the issue. In completing the Complaint Form, the student should include the following: the nature of the complaint(s); the date(s) of occurrence of the problem(s), not hearsay. All forms must be signed. It is the student's responsibility to ensure that the correct procedure is followed.
- If there is still no resolution, the matter will be reviewed by the President, whose judgment, after deliberating with all parties concerned, is considered final. Anonymous complaints will not be addressed. On all issues of discrimination, the President is the final authority. On academic issues, the Academic Affairs Officer is the final arbiter.
- SOLEX College personnel will write up a factual report of the circumstances of the complaint to document the findings. A log will be maintained by the Academic Affairs Officer and may be used in needs assessment and reviews of SOLEX College programs and services.
- SOLEX College will notify the student of the final determination of the complaint within 30 days.

If a student does not feel that the school has adequately addressed a complaint or concern, the student may then consider contacting the appropriate regulatory agency.

All complaints considered by regulatory agencies must be in written form, with permission from the complainant for the Commission to forward a copy of the complaint to the school for a response. The complainant will be kept informed as to the status of the complaint as well as the final resolution by the regulatory agency.

Complaints against the school may be registered with the Illinois Board of Higher Education, Private Business and Vocational Schools unit, or the Accrediting Council for Independent Colleges and Schools. Please direct all inquiries to:

Illinois Board of Higher Education   (217)782-2551
PBVS Division   www.ibhe.org
1 N. Old State Capitol Plaza, Ste 333
Springfield, IL 62701
The IBHE online complaint site http://complaints.ibhe.org includes step-by-step instructions about the complaint process.

Accrediting Council for Independent   (202)336-6780
Colleges and Schools   www.acics.org
750 First Street, Suite 980
Washington, D.C. 20002-4241

SOLEX College accepts no liability or responsibility for complaints not made through the procedure as listed above or complaints made 45 days after the student has completed the course of study.

ACADEMIC PROGRAMS & COURSE DESCRIPTIONS

COURSE NUMBERING SYSTEM

Courses are identified in the catalog by a departmental code (for example, ACC for accounting, ESL for English as a Second Language) accompanied by a three-digit numeric code.
- For ESL courses, the first digit refers to the program
- the second digit refers to the course
- and the third digit refers to level.

In vocational courses, the first digit indicates entry level or advanced courses.

Courses beginning with a 1 are typically taken towards the beginning of a program. Courses that begin with a 2 are typically taken later in the program and are more advanced.

All 200 level courses carry course prerequisites. The programs with 200 level courses are the A.A.S in Accounting program, the A.A.S. in E-Business Management, and the A.A.S. in Physical Therapist Assistant.

Business Programs

A.A.S. IN ACCOUNTING DEGREE PROGRAM

OBJECTIVE

The Accounting, A.A.S. degree program fosters technical knowledge and skills designed to meet the needs of business and industry for qualified introductory, intermediate, and managerial levels of accounting. Students will receive instruction to gain mastery over the principles, methods, and procedures of accounting, and will gain a broad understanding and appreciation for other elements of management such as finance, communications, economics, and business law.

OPPORTUNITIES

Opportunities for accounting employment vary and include positions such as junior accountants, junior auditors, cost clerks, and tax examiner trainees in many types of organizations including accounting firms, small businesses, manufacturing firms, banks, hospitals, school systems, and governmental agencies.

Graduates may advance to positions such as accountants, auditors, managers, and tax examiners in different levels of business, industry, or service organizations.

SPECIFICS
- This program is approved by: IL Board of Higher Education (IBHE)
- Total Duration: 60 credit hours
- Length in Weeks: 4 semesters/64 weeks
- Prerequisites: High School diploma or GED; Entrance Exams or scores;
- Student must be 18 years of age or older to enter the program
- Class Format: Classroom Instruction/Computer Labs
- Program Fee: $17,200 School Fees: $150 ($50 Enrollment Fee and $100 Comprehensive Fee (Includes Technology, Network Access, and Placement Testing))
- Special Requirements: None

ADMISSIONS REQUIREMENTS

Students must be 18 years of age or older and have a valid high school diploma/GED to enter this program. Entry into the Accounting, A.A.S. Degree program requires proficiency in mathematics and English as determined by the following criteria:
- Achieving minimum composite score of 21 on the Wonderlic SLE© or a minimum score of 19 on the ACT© English Competency and 22 on the ACT Mathematics Competency exams. Other standardized test scores may be considered by the Academic Affairs Officer.

Applicants who seek to transfer in credits must have a transcript evaluation using an official transcript for the final evaluation.

These requirements went into effect May 1, 2016

A.A.S. in Accounting Degree Program

Required Courses		Credit Hours
ACC 111	Accounting Principles	4
ACC 112	Accounting Systems and Procedures	2
ACC 114	Accounting Intermediate Accounting	4
ACC 122	Computer Accounting Applications & Payroll	2
ACC 211	Income Tax Accounting Intermediate	3
ACC 212	Principles of Managerial Accounting	3
ACC 214	Accounting Intermediate Accounting II	3
ACC 221	Advanced Tax Accounting	3
ACC 222	Auditing	3
ACC 223	Projects / Practicum	3
BUS 111	Introduction to Business	3
BUS 113	Business Law I	3
Elective Courses 3 Required (minimum 9 credits)		**Credit Hours**
BUS 112	Principles of Marketing	3
BUS 114	New Business Venture Development Small	3
BUS 115	Business Development	3
BUS 116	Effective Sales Management	3
BUS 117	E-Commerce for Management	3
BUS 213	Business Law II	3
BUS 214	Business Negotiations and Effective Speaking	3
General Education Required Courses - 15 credit hours		**Credit Hours**
ENG 121	English Composition	3
GEN 120	General Physics General	3
MTH 192	Statistics	3
GEN 117	Ethics	3
GEN 111	Principles of Economics	3
	GRAND TOTAL	**60**

Program Disclosure: Accounting, A.A.S. Degree	
The name and U.S. Department of Labor's Standard Occupational Classification (SOC) code of the occupations that the program	13-2010: Accountants and Auditors

prepares students to enter: Visit www.bls.gov/soc to see the occupational profiles	43-3030: Bookkeeping, Accounting, and Auditing Clerks
Retention Rate (2014-2015 academic year)	93%
Program Tuition Fee Books & Supplies (Est.)	$17,200 $2,718
Job Placement Rate for students completing the program (2014-2015 Academic year)	n/a
The median Loan Debt incurred by students who completed the program (2014-2015 Academic year)	n/a

COURSE DESCRIPTIONS

Number and Title / Description	Credit hours
ACC 111 ACCOUNTING PRINCIPLES	**4**
This course examines accounting principles and theory and serves as a foundation for all other accounting courses. It provides clear and concise review of the accounting cycle using the corporate structure to produce general-purpose financial statements: Income Statement, Statement of Retained Earnings, Balance Sheet and Statement of Cash Flows. Various accounting approaches and the effect of these approaches on the financial statement users will also be introduced. Prerequisite: None	
ACC 112 ACCOUNTING SYSTEMS & PROCEDURES	**2**
During this course, students learn basic accounting procedures in recording business transactions in journals and their periodic summary in ledgers for the purpose of preparing Financial Statements. Students will gain an appreciation for the complexity of manual and computerized accounting systems that need to provide users of all levels with timely and accurate information. Prerequisite: None	
ACC 212 PRINCIPLES OF MANAGERIAL ACCOUNTING	**3**
This course has an emphasis on product costing, direct costing, performance standards and variance analysis, responsibility accounting, segment profitability, alternative choice decisions, and capital budgeting. Topics also include the development, interpretation, and use of relevant cost behavior, control, and traceability concepts for management planning, controlling and decision making. Prerequisite: ACC 111, ACC 112	
ACC 211 INCOME TAX ACCOUNTING	**3**
The course examines various types of taxes and tax payers, conceptual basis of the U.S. Federal Income tax system, a tax planning framework, and tax research methodology. While topics concern both individuals and businesses, the emphasis is on the taxation of business entities. Income, deductions, losses, and property transactions, income inclusions and exclusions, capital gains and losses, business and personal deductions and accounting methods will are studied in detail. Prerequisite: ACC 111, ACC 112	
ACC 114 INTERMEDIATE ACCOUNTING I	**4**
Building on the foundations of Accounting Principles, this course provides a more in–depth study of accounting theory and practice. Beginning with a brief review of the accounting process, the course delves into the conceptual framework for accounting, the accounting standards setting process, and the hierarchy of accounting pronouncements. The course then explores the components of the financial statement package including such issues as the quality of earnings and the measurement and reporting of unusual, infrequent, and non–operating items. Accounting, reporting, and valuation issues surrounding cash, receivables, inventory and long–term assets are also covered including the impairment of tangible and intangible assets. Prerequisite: ACC 111, ACC 112	
ACC 214 INTERMEDIATE ACCOUNTING II	**3**
Building on the foundations of Accounting Principles, this course provides a more in–depth study of accounting theory and practice. Beginning with a brief review of the accounting process, the course delves	

into the conceptual framework for accounting, the accounting standards setting process, and the hierarchy of accounting pronouncements. The course then explores the components of the financial statement package including such issues as the quality of earnings and the measurement and reporting of unusual, infrequent, and non–operating items; the Statement of Cash flows is also studied in depth. Liability reporting, issues related to Stockholders' Equity, and the reporting requirements for Pensions, Leases and Taxes are explored. The course also covers footnote and other financial statement disclosures. Prerequisite: ACC 111, ACC 112, ACC 114

ACC 122 COMPUTER ACCOUNTING APPLICATIONS AND PAYROLL	2

Computer Accounting Applications instructs students in journal entries recording, posting of accounting information and preparation of financial statements for service and merchandising businesses. Computer software will be used in class for accounts receivables and sales, accounts payables and purchases, general ledger, inventories, financial reports, charts and graphs. Course also covers practical applications of payroll tax laws and requirements including payroll registers, tax returns, and deposit coupons. Prerequisite: ACC 111, ACC 112

ACC 221 ADVANCED TAX ACCOUNTING	3

This course continues the study of the federal tax laws that govern the transactions during a corporation's life cycle. The tax effects of organizing, operating, making distributions, reorganizing, and liquidating regular and S corporations are analyzed. Issues concerning real and personal property, wills and trusts, SEC regulations and unfair trade activities will also be addressed. Prerequisite: ACC 211, ACC 212

ACC 222 AUDITING	3

The course is designed to provide students with a thorough understanding of auditing concepts, principles and practice. The main focus is on professional ethics, legal liability, audit objectives, procedures and documentation, and auditors' reports. Training covers planning an audit, gathering evidence testing internal controls and account balances, audit sampling, creating audit work papers and audit reports. Topics on current developments in auditing will also be incorporated into the study. Prerequisite: ACC 211, ACC 212

ACC 223 PROJECT/PRACTICUM	3

The Project/Practicum reviews and reinforces the theory and applications taught in courses for Bookkeeping, Financial and Managerial Accounting, and Computerized Accounting. It will offer practical training and is recommended for students desiring to reinforce their understanding of accounting principles to increase productivity by using computerized accounting software for solving problems and implementing accounting procedures. Prerequisite: ACC 111, ACC 112, ACC 212, ACC 211, ACC 114, ACC 214, ACC 122, ACC 221, ACC 222

BUS 111 INTRODUCTION TO BUSINESS	3

The course focuses on today's business climate. It presents a thorough survey of the entire field of business and management in the free enterprise system and explores areas of specialization in the business world. Concepts of business and management functions, organizational considerations, and decision-making processes are introduced. Topics also include such areas of business as marketing, management, finance, small business, personnel and labor-management relations, globalization, business ethics, social responsibility, motivation, and many more. Prerequisite: None

BUS 112 PRINCIPLES OF MARKETING	3

The course emphasizes key concepts and issues underlying the modern practice of marketing. The role of marketing in the organization and in society is examined and analyzed. Course content includes the general nature of marketing in both macro and micro contexts, the marketing concept, buyer behavior, and marketing organization. The marketing process is analyzed through the four main decision areas of products and services, distribution, promotion, and pricing. Case histories and illustrative examples are used throughout the course. Prerequisite: None

BUS 113 BUSINESS LAW I	3

Presents an integrated approach to the legal environment of business with a fresh up to date introduction to the American system of jurisprudence, constitutional law, the dual court system, administrative agencies, consumer protection, environmental law, Uniform Commercial Code, torts and crimes and a thorough understanding of the Law of Contracts. Prerequisite: BUS 111

BUS 213 BUSINESS LAW II	3
This course is a continuation of Business Law I, developing a basic understanding and application of the Uniform Commercial Code consisting of sales, commercial paper, Law of Agency, banking, Letter of Credit, bulk transfer, documents of title, investments and secured transactions, and a general understanding of business organizations, bankruptcy, and estates and trusts. Prerequisite: BUS 113	

GEN 212 BUSINESS NEGOTIATIONS & EFFECTIVE SPEAKING	3
This course examines the wide variety of approaches to the analysis of and practice of negotiation, and related issues in mediated negotiation. Students will learn the history of thinking about negotiation, frameworks for analyzing negotiation, and roles of specific factors, including: affect, culture, relationship, alternatives, time pressures, tactics, third parties (mediators), constraints on flexibility, turning points, preparation, and power. Students will each choose a case (or cases) of negotiation to analyze, utilizing frameworks and literature reviewed in the course, as well as additional literature. Prerequisite: GEN 112	

GEN 111 PRINCIPLES OF ECONOMICS	3
The course will introduce students to national income theories, price theories and behavior of the firm under varying economic conditions. It includes the economic roles of business, government and households; economic fluctuations and growth; money and banking; and international economics. Prerequisite: None	

GEN 116 GENERAL PHYSICS	3
This course is designed for non-science majors and includes a survey of topics including: electricity, energy, thermodynamics, force, friction, levers, pressure, buoyancy and hydrostatic pressure. Prerequisite: High school algebra or college level math or instructor consent. Prerequisite: None	

MTH 192 GENERAL STATISTICS	3
The course will focus on mathematical reasoning and the solving of real-life problems. Topics include descriptive methods, basic probability theory, probability distributions, statistical inference, correlation and regression, and f-test and analysis of variance. Prerequisite: None	

GEN 117 ETHICS	3
This course presents a study of the principal ethical theories and concepts of human conduct and character, as well as a critical evaluation of these theories and concepts as they apply to particular moral problems and decisions. Prerequisite: None	

ENG 121 ENGLISH COMPOSITION	2
This course focuses on student writing with an emphasis on reading and analytical thinking. Research and oral communication skills are introduced. Upon completion of this course, students should be able to prepare well-constructed informal reports and process, informative and descriptive essays.	

BUS 114 NEW BUSINESS VENTURE DEVELOPMENT	3
This course will provide students with an overview of entrepreneurship and familiarize them with the basic toolset necessary to plan and launch a new business. Topics cover idea generation, opportunity assessment, business plan, the sourcing of capital, and the dynamics of launching and growing a startup. Through a mix of lectures and interactive class discussions, students will be exposed to key models, concepts and terminology targeted provide them with a conceptual framework to better understand the entrepreneurial world, how it works, and how to navigate it and succeed in it. Prerequisite: None	

BUS 115 SMALL BUSINESS OPERATIONS	3
This course focuses on critical elements involved with starting and operating a small business. Topics cover process design, job design, quality management, technology management, marketing strategies, financial matters and human resource considerations. Students also develop operations decisions making skills for inventory, materials, scheduling and planning specific to the needs of a small business as it progresses through the business life cycle. Prerequisite: None	

BUS 116 EFFECTIVE SALES MANAGEMENT	3
This course is designed to be a hands-on introduction to selling and sales management. Topics cover understanding the sales process, the relationship between sales and marketing, sales force structure, customer relationship management (CRM), use of technology to improve sales force effectiveness, and issues in recruiting, selecting, training, motivating, compensating and retaining salespeople. Through a mix of lectures, cases and interactive class discussions, students learn to formulate, implement, and evaluate a	

sales program, as well as apply requirements for sustaining current customer base and increase gross sales. Prerequisite: None

BUS 117 E-COMMERCE FOR ENTREPRENEURS	**3**
This course is designed to introduce students to the use of the Internet to improve business profit. It will include foundations of e -commerce, its infrastructure, current business models in business- to-customers (B2C) and business-to-business (B2B) transactions, planning, legal issues, Web design, security issues, evaluation of the optimal product, e-marketing, payment options, using the Internet for alternative sources of supply, security, and alternative Internet services. Case studies are used to reinforce the key concepts introduced in the course. Prerequisite: None	

COMPUTERIZED ACCOUNTING & BOOKKEEPING PROGRAM

OBJECTIVE

The Computerized Accounting and Bookkeeping program fosters technical knowledge and skills at the introductory and intermediate levels of accounting, preparing students for support roles in business accounting settings and financial services industries. Students will obtain a broad understanding and appreciation for additional concepts related to accounting, including finance, common computer applications, communications, and business law.

OPPORTUNITIES

Trained personnel who can apply their computer skills to accomplish essential business tasks are in high demand as accounting clerks, bookkeepers, data processing clerks, and payroll clerks. Graduates are qualified to address the bookkeeping responsibilities in most companies, and may secure jobs in industries such as banking, insurance, and real estate.

SPECIFICS
- This program is approved by: IL Board of Higher Education (IBHE)
- Total Duration: 30 credit hours
- Length in Weeks: 2 semesters/36 weeks
- Prerequisites: High School diploma or GED; Entrance Exams or scores;
- Student must be 18 years of age or older to enter the program
- Class Format: Classroom Instruction/Computer Labs
- Program Fee: $8,600 School Fees: $150 ($50 Enrollment Fee and $100 Comprehensive Fee (Includes Technology, Network Access, and Placement Testing))
- Special Requirements: None

ADMISSIONS REQUIREMENTS

Students must be 18 years of age or older and have a valid high school diploma/GED to enter this program. Entry into the Computerized Bookkeeping and Accounting Program requires proficiency in mathematics and English as determined by the following criteria:
- Achieving a minimum composite score of 21 on the Wonderlic SLE© or a minimum score of 19 on the ACT© English Competency and 22 on the ACT Mathematics Competency exams. Other standardized test scores may be considered by the Academic Affairs Officer.

Applicants who seek to transfer in credits must have a transcript evaluation using an official transcript for the final evaluation.

These requirements went into effect May 1, 2016

Computerized Bookkeeping and Accounting Program

Required Courses		Credit Hours
ACC 111	Accounting principles	4
ACC 112	Accounting systems and Procedures	2
ACC 212	Principles of Managerial Accounting	3
ACC 114	Intermediate Accounting I	4
ACC 122	Computer Accounting Applications and Payroll	2
BUS 112	Principles of Marketing	3
ACC 211	Income Tax Accounting	3
BUS 111	Introduction to Business	3
BUS 113	Business Law I	3
MTH 192	General Statistics	3

	GRAND TOTAL	30

Program Disclosure: Computerized Accounting and Bookkeeping Career Program	
The name and U.S. Department of Labor's Standard Occupational Classification (SOC) code of the occupations that the program prepares students to enter: Visit www.bls.gov/soc to see the occupational profiles	43-3030: Bookkeeping, Accounting, and Auditing Clerks 43-3000: Financial Clerks 43-0000: Office and Administrative Support Occupations
Retention Rate (2014-2015 academic year)	100%
Program Tuition Fee Books & Supplies (Est.)	$8,600 $1,359
Job Placement Rate for students completing the program (2014-2015 Academic year)	100%
The median Loan Debt incurred by students who completed the program (2014-2015 Academic year)	$2,000

COURSE DESCRIPTIONS

Number and Title / Description	Credit hours
ACC 111 ACCOUNTING PRINCIPLES	4
This course examines accounting principles and theory and serves as a foundation for all other accounting courses. It provides clear and concise review of the accounting cycle using the corporate structure to produce general-purpose financial statements: Income Statement, Statement of Retained Earnings, Balance Sheet and Statement of Cash Flows. Various accounting approaches and the effect of these approaches on the financial statement users will also be introduced. Prerequisite: None	
ACC 112 ACCOUNTING SYSTEMS & PROCEDURES	2
During this course, students learn basic accounting procedures in recording business transactions in journals and their periodic summary in ledgers for the purpose of preparing Financial Statements. Students will gain an appreciation for the complexity of manual and computerized accounting systems that need to provide users of all levels with timely and accurate information. Prerequisite: None	
ACC 212 PRINCIPLES OF MANAGERIAL ACCOUNTING	3
This course has an emphasis on product costing, direct costing, performance standards and variance analysis, responsibility accounting, segment profitability, alternative choice decisions, and capital budgeting. Topics also include the development, interpretation, and use of relevant cost behavior, control, and traceability concepts for management planning, controlling and decision making. Prerequisite: ACC 111, ACC 112	
ACC 211 INCOME TAX ACCOUNTING	3
The course examines various types of taxes and tax payers, conceptual basis of the U.S. Federal Income tax system, a tax planning framework, and tax research methodology. While topics concern both individuals and businesses, the emphasis is on the taxation of business entities. Income, deductions, losses, and property transactions, income inclusions and exclusions, capital gains and losses, business and personal deductions and accounting methods will are studied in detail. Prerequisite: ACC 111, ACC 112	
ACC 114 INTERMEDIATE ACCOUNTING I	4
Building on the foundations of Accounting Principles, this course provides a more in–depth study of accounting theory and practice. Beginning with a brief review of the accounting process, the course delves into the conceptual framework for accounting, the accounting standards setting process, and the hierarchy of accounting pronouncements. The course then explores the components of the financial statement package including such issues as the quality of earnings and the measurement and reporting of unusual, infrequent, and non–operating items. Accounting, reporting, and valuation issues surrounding cash, receivables, inventory and long–term assets are also covered including the impairment of tangible and	

intangible assets. Prerequisite: ACC 111, ACC 112

ACC 122 COMPUTER ACCOUNTING APPLICATIONS AND PAYROLL	**2**
Computer Accounting Applications instructs students in journal entries recording, posting of accounting information and preparation of financial statements for service and merchandising businesses. Computer software will be used in class for accounts receivables and sales, accounts payables and purchases, general ledger, inventories, financial reports, charts and graphs. Course also covers practical applications of payroll tax laws and requirements including payroll registers, tax returns, and deposit coupons. Prerequisite: ACC 111, ACC 112	
BUS 111 INTRODUCTION TO BUSINESS	**3**
The course focuses on today's business climate. It presents a thorough survey of the entire field of business and management in the free enterprise system and explores areas of specialization in the business world. Concepts of business and management functions, organizational considerations, and decision-making processes are introduced. Topics also include such areas of business as marketing, management, finance, small business, personnel and labor-management relations, globalization, business ethics, social responsibility, motivation, and many more. Prerequisite: None	
BUS 112 PRINCIPLES OF MARKETING	**3**
The course emphasizes key concepts and issues underlying the modern practice of marketing. The role of marketing in the organization and in society is examined and analyzed. Course content includes the general nature of marketing in both macro and micro contexts, the marketing concept, buyer behavior, and marketing organization. The marketing process is analyzed through the four main decision areas of products and services, distribution, promotion, and pricing. Case histories and illustrative examples are used throughout the course. Prerequisite: None	
BUS 113 BUSINESS LAW I	**3**
Presents an integrated approach to the legal environment of business with a fresh up to date introduction to the American system of jurisprudence, constitutional law, the dual court system, administrative agencies, consumer protection, environmental law, Uniform Commercial Code, torts and crimes and a thorough understanding of the Law of Contracts. Prerequisite: BUS 111	
MTH 192 GENERAL STATISTICS	**3**
The course will focus on mathematical reasoning and the solving of real-life problems. Topics include descriptive methods, basic probability theory, probability distributions, statistical inference, correlation and regression, and f-test and analysis of variance. Prerequisite: None	

INFORMATION TECHNOLOGY PROGRAMS

A.A.S. DEGREE IN E-BUSINESS MANAGEMENT

OBJECTIVE

The A.A.S. Degree in e-Business Management Program will prepare students for entry-level managerial jobs in the growing field of e-Business. Program's curriculum combines traditional business, e-Business management, and general education courses, which are complemented with courses in economics, marketing, accounting, business communication and business law.

Students will work on realistic problems and situations encountered in modern e-Business during practical laboratory experiences.

OPPORTUNITIES

The global business environment has been changing dramatically over the last few years necessitating the need for professionally trained e-Business managers, who understand traditional business processes, the convergence of technology and business, new innovations in technology, and who can help new and existing businesses to seamlessly integrate e-Business and technology initiatives to create value.

Graduates of this degree program can be hired in entry-level management positions such as e-Business Project Manager, e-Business Marketing Manager, or e-Business Specialist in a variety of business settings.

SPECIFICS

- This program is approved by: IL Board of Higher Education (IBHE)
- Total Duration: 63 credit hours
- Length in Weeks: 5 semesters/75 weeks
- Prerequisites: High School diploma or GED; Entrance Exams or scores;
- Student must be 18 years of age or older to enter the program
- Class Format: Classroom Instruction/Computer Labs
- Program Fee: $17,200 School Fees: $150 ($50 Enrollment Fee and $100 Comprehensive Fee (Includes Technology, Network Access, and Placement Testing))
- Special Requirements: None

ADMISSIONS REQUIREMENTS

Students must be 18 years of age or older and have a valid high school diploma/GED to enter this program. Entry into the A.A.S. Degree in E-Business Management program requires proficiency in mathematics and English as determined by the following criteria:

- Achieving a minimum composite score of 21 on the Wonderlic SLE© or a minimum score of 19 on the ACT© English Competency and 22 on the ACT Mathematics Competency exams. Other standardized test scores may be considered by the Academic Affairs Officer.

Applicants who seek to transfer in credits must have a transcript evaluation using an official transcript for the final evaluation.

These requirements went into effect May 1, 2016

A.A.S. Degree in E-Business Management Program

Required Courses		Credit Hours
EBS 110	Introduction to Web Development	3
EBS 111	Introduction to e-Business	3
EBS 112	Exploring e-Business Technologies & Infrastructure	4
EBS 114	Principles of e-Marketing	3
EBS 116	Principles of Supply Chain Management	2
EBS 211	e-Business Project Management	3
EBS 212	Developing e-Business Solutions	2
EBS 214	Information Security	3
EBS 215	Web Site Usability, Accessibility and Search Engine Optimization	3
EBS 217	e-Business Practicum	3
ACC 111	Accounting Principles	4
ACC 212	Principles of Managerial Accounting	3
BUS 312	Principles of Management	3
BUS 313	Principles of Finances	3
BUS 113	Business Law I	3
BUS 213	Business Law II	3
General Education Required Courses - 15 credit hours		**Credit Hours**
ENG 121	English Composition	3
GEN 116	General Physics General	3
MTH 192	Statistics	3
GEN 117	Ethics	3
GEN 111	Principles of Economics	3
	GRAND TOTAL	**63**

Program Disclosure: A.A.S. Degree in E-Business Management	
The name and U.S. Department of Labor's Standard Occupational Classification (SOC) code of the occupations that the program prepares students to enter: Visit www.bls.gov/soc to see the occupational profiles	15-1199.09: Information Technology Project Managers 15-1190: Miscellaneous Computer
Retention Rate (2014-2015 academic year)	n/a
Program Tuition Fee Books & Supplies (Est.)	$17,200 $2,718
Job Placement Rate for students completing the program (2014-2015 Academic year)	n/a
The median Loan Debt incurred by students who completed the program (2014-2015 Academic year)	n/a

COURSE DESCRIPTIONS

Number and Title / Description	Credit hours
EBS 110 INTRODUCTION TO WEB DEVELOPMENT	3
This course introduces students to the basic principles of computer science and to the practice of web	

construction and design. Students will learn the core concepts that underline modern computing systems. They will also acquire a basic understanding of the fundamental principles, methods and techniques of web development and gain hands-on experience in using a variety of coding, design and multi-media tools and techniques. Throughout the course students will work on several small Web projects that will be used to integrate general design concepts, interface design, and various multimedia to create a simple functioning website. Prerequisites: None

EBS 111 INTRODUCTION TO E-BUSINESS	3

This course links business and technology and provides the contemporary knowledge of the key issues affecting modern e-business environment. Students learn to appreciate e-business as an interdisciplinary topic that integrates business, management, technology, marketing and economics. The history and evolution of e-business, major markets and models, types of e-business and their characteristics, e-business economics, overview of the technologies that enable e-Business, as well as opportunities, limitations and risks of this form of business will be explored. Applications throughout the business world including commercial business, government, education, and health services will be discussed through case studies. Prerequisite: None

EBS 112 EXPLORING E-BUSINESS TECHNOLOGIES AND INFRASTRUCTURE	4

This course examines a broad range of online technologies and introduces students to the infrastructure of an e-business. It discusses current platforms, networks, products, applications, databases and the business rules governing the flow of data, both internally and to external systems. Topics cover networking and internetworking basics; Internet infrastructure providers, wireless technology, e-business integration; e-business network, encryption, architecture, software, methodologies and tools, networking protocols, and administrative and support issues. Various development tools and program languages are presented and evaluated. The course also discusses effective managerial approaches toward understanding and dealing with current and future challenges of technology. Prerequisites: None

EBS 114 PRINCIPLES OF E-MARKETING	3

In this course students learn how a business can market its products, services and ideas using Internet technology. Topics include internet user characteristics and behavior insights, selling through the Internet, e-Marketing communication, various models of technology and their use, and measuring results of the e-Marketing strategy. An emphasis is maid on techniques for integrating social media marketing and outreach tools for building brand awareness and promoting business. Current trends and tools including blogs, wikis, podcasts, internet forums, message boards, picture/video sharing, and social networking are explored. Students will develop a strategic e-Marketing plan that integrates course concepts as a part of the course requirements. Prerequisites: none

EBS 116 PRINCIPLES OF SUPPLY CHAIN MANAGEMENT	2

The course will familiarize students with the discipline of supply chain management and changes that e-business has brought into the supply chain management field. A firm is examined as a complete business, operating within an integrated network of external suppliers, internal suppliers, internal customers, and external customers. Special emphasis is made on Internet-enabled supply chains: e-marketplaces, e-procurement, e-logistics, e-fulfillment, customer relationship management, web services, ERP and supply chains, supply chain automation, and supply chain integration. Prerequisites: EBS 111, EBS 112

EBS 211 E-BUSINESS PROJECT MANAGEMENT	3

This course covers the general aspects of project management and emphasizes the special considerations which apply to information technology projects. Students learn the roles and responsibilities of participants on a typical project management team and study best practices of planning, managing clients, resources, time and budget, etc. from project conception to project implementation and evaluation. Lectures and case studies are combined to develop skills needed by e-Business project managers in today's environment. Prerequisites: EBS 111, EBS 112, BUS 312

EBS 212 DEVELOPING E-BUSINESS SOLUTIONS	2

This course explores the most recent developments on the organizational and technological dimensions of e-Business, and discusses their potential, impact and challenges. It presents practical solutions for enterprise architecture and engineering, information and application integration, level of preparedness of businesses, new business models, ontologies and taxonomies, privacy and security, protection against knowledge loss, and regulatory aspects. Through case studies, students will learn about current developments, new integrated approaches, and practical applications for modern

businesses. Prerequisites: EBS 111, EBS 112

EBS 214 INFORMATION SECURITY	**3**

This course covers the basic principles and concepts in information security and information assurance. Students will explore security threats, review and develop security policies, generate solutions, and apply network security tools in hands-on lab exercises. Case studies will be used to provide examples of the need for an enterprise security organization. Prerequisites: EBS 111, EBS 112

EBS 215 WEB SITE USABILITY, ACCESSIBILITY AND SEARCH ENGINE OPTIMIZATION	**3**

This course focuses on planning, designing, developing, managing, evaluating and optimizing web resources. It is designed to teach students the "what and why" underlying best-in-class website design, rather than "how" to develop code for websites. Students will learn what is meant by usability, the human factors, and what user-centered design entails. The course also discusses search engine optimization designed to place web sites at the top of search results, and strategies to maintain successful search engine rankings. Throughout the course students will evaluate the content, usability, accessibility, and technical aspects of existing websites, as well as develop a website using these principles. Issues pertaining to managing, maintaining and expanding a website will also be discussed. Prerequisites: EBS 111, EBS 112

EBS 217 E-BUSINESS PRACTICUM	**3**

Business Practicum course is designed to provide students with the opportunity to apply skills learned in other courses. The students are divided into teams to work on real problems of current interest provided by instructor or business sponsors. The projects may involve the design and implementation of a prototype of e-Business system and require analysis, selection of a business model and technology and consideration of alternative solutions. Prerequisites: EBS 111, EBS 112, EBS 212

ACC 111 ACCOUNTING PRINCIPLES	**4**

This course examines accounting principles and theory and serves as a foundation for all other accounting courses. It provides clear and concise review of the accounting cycle using the corporate structure to produce general-purpose financial statements: Income Statement, Statement of Retained Earnings, Balance Sheet and Statement of Cash Flows. Various accounting approaches and the effect of these approaches on the financial statement users will also be introduced. Prerequisite: None

ACC 212 PRINCIPLES OF MANAGERIAL ACCOUNTING	**3**

This course has an emphasis on product costing, direct costing, performance standards and variance analysis, responsibility accounting, segment profitability, alternative choice decisions, and capital budgeting. Topics also include the development, interpretation, and use of relevant cost behavior, control, and traceability concepts for management planning, controlling and decision making. Prerequisite: ACC 111, ACC 112

BUS 312 PRINCIPLES OF MANAGEMENT	**3**

This course examines the fundamentals and principles of management including planning, organization, leadership and decision-making. Students will learn the evolution of management thought and discuss the applications of management theories to practical problems in planning, organizing, and controlling business activity. Special emphasis is made on individual and group behavior, communication, leadership, motivation, and morale as they relate to the functions of management and the decision making process. International management is also covered. Prerequisite: None

BUS 313 PRINCIPLES OF FINANCE	**3**

This course is designed to survey the corporate finance discipline, examine the financial management of corporations and help students develop the skills needed to make decisions about financing, investments and dividends. Students also will be introduced to money, capital markets and institutions. Prerequisite: ACC 121, ACC 212

BUS 113 BUSINESS LAW I	**3**

Presents an integrated approach to the legal environment of business with a fresh up to date introduction to the American system of jurisprudence, constitutional law, the dual court system, administrative agencies, consumer protection, environmental law, Uniform Commercial Code, torts and crimes and a thorough understanding of the Law of Contracts. Prerequisite: BUS 111

BUS 213 BUSINESS LAW II	**3**

This course is a continuation of Business Law I, developing a basic understanding and application of the Uniform Commercial Code consisting of sales, commercial paper, Law of Agency, banking, Letter of

Credit, bulk transfer, documents of title, investments and secured transactions, and a general understanding of business organizations, bankruptcy, and estates and trusts. Prerequisite: BUS 113	
GEN 111 PRINCIPLES OF ECONOMICS	**3**
The course will introduce students to national income theories, price theories and behavior of the firm under varying economic conditions. It includes the economic roles of business, government and households; economic fluctuations and growth; money and banking; and international economics. Prerequisite: None	
GEN 116 GENERAL PHYSICS	**3**
This course is designed for non-science majors and includes a survey of topics including: electricity, energy, thermodynamics, force, friction, levers, pressure, buoyancy and hydrostatic pressure. Prerequisite: High school algebra or college level math or instructor consent. Prerequisite: None	
MTH 192 GENERAL STATISTICS	**3**
The course will focus on mathematical reasoning and the solving of real-life problems. Topics include descriptive methods, basic probability theory, probability distributions, statistical inference, correlation and regression, and f-test and analysis of variance. Prerequisite: None	
GEN 117 ETHICS	**3**
This course presents a study of the principal ethical theories and concepts of human conduct and character, as well as a critical evaluation of these theories and concepts as they apply to particular moral problems and decisions. Prerequisite: None	
ENG 121 ENGLISH COMPOSITION	**2**
This course focuses on student writing with an emphasis on reading and analytical thinking. Research and oral communication skills are introduced. Upon completion of this course, students should be able to prepare well-constructed informal reports and process, informative and descriptive essays.	

INFORMATION TECHNOLOGY CAREER PROGRAM

OBJECTIVE

The program is designed to prepare individuals to plan, manage and market electronic business operations, products and services via the Internet. Students will develop an understanding of the technical and strategic aspects of the online environment, learn the fundamental elements of e-commerce business operations, and master the online business tools and techniques.

The program blends conceptual and practical learning, supplementing lectures and readings with work on real-life problems and situations encountered in modern e-Business settings during practical laboratory experiences.

The program designed for those looking to pursue a career in e-Business / e-Commerce as well as for professionals currently in the discipline looking to increase the breadth and depth of their skills and qualifications.

OPPORTUNITIES

Opportunities for employment vary and include entry-level positions such as e-Business Associate Manager, Associate Online Marketing Manager, e-Business Specialist in information technology and software-related companies, enterprises with existing or developing online e-Business initiatives, or any other types of organizations that rely heavily on technology use.

SPECIFICS
- This program is approved by: IL Board of Higher Education (IBHE)
- Total Duration: 30 credit hours
- Length in Weeks: 2 semesters/32 weeks
- Prerequisites: High School diploma or GED; Entrance Exams or scores;
- Student must be 18 years of age or older to enter the program
- Class Format: Classroom Instruction/Computer Labs
- Program Fee: $9,995 School Fees: $150 ($50 Enrollment Fee and $100 Comprehensive Fee (Includes Technology, Network Access, and Placement Testing))
- Special Requirements: None

ADMISSIONS REQUIREMENTS

Students must be 18 years of age or older and have a valid high school diploma/GED to enter this program. Entry into the A.A.S. Degree in E-Business Management program requires proficiency in mathematics and English as determined by the following criteria:
- Achieving a minimum composite score of 21 on the Wonderlic SLE© or a minimum score of 19 on the ACT© English Competency and 22 on the ACT Mathematics Competency exams. Other standardized test scores may be considered by the Academic Affairs Officer.

Applicants who seek to transfer in credits must have a transcript evaluation using an official transcript for the final evaluation.

These requirements went into effect May 1, 2016

Program Disclosure: Information Technology Career Program	
The name and U.S. Department of Labor's Standard Occupational Classification (SOC) code of the occupations that the program prepares students to enter:	15-1199.09: Information Technology Project Managers
Visit www.bls.gov/soc to see the occupational profiles	15-1190: Miscellaneous

	Computer
Retention Rate (2014-2015 academic year)	100%
Program Tuition Fee	$9,995
Books & Supplies (Est.)	$1,359
Job Placement Rate for students completing the program (2014-2015 Academic year)	75%
The median Loan Debt incurred by students who completed the program (2014-2015 Academic year)	n/a

Information Technology Career Program

Required Courses		Credit Hours
EBS 110	Introduction to Web Development	3
EBS 111	Introduction to e-Business	3
EBS 112	Exploring e-Business Technologies & Infrastructure	4
EBS 114	Principles of e-Marketing	3
EBS 211	e-Business Project Management	3
EBS 212	Developing e-Business Solutions	2
EBS 214	Information Security	3
EBS 215	Web Site Usability, Accessibility and Search Engine Optimization	3
EBS 217	e-Business Practicum	3
Elective Courses (Please select one from the following list)		**Credit Hours**
BUS 312	Principles of Management	**3**
GEN 112	Business Communication, Report Writing, Correspondence	**3**
ENG 121	English Composition	**3**
	GRAND TOTAL	**30**

COURSE DESCRIPTIONS

Number and Title / Description	Credit hours
EBS 110 INTRODUCTION TO WEB DEVELOPMENT	3
This course introduces students to the basic principles of computer science and to the practice of web construction and design. Students will learn the core concepts that underline modern computing systems. They will also acquire a basic understanding of the fundamental principles, methods and techniques of web development and gain hands-on experience in using a variety of coding, design and multi-media tools and techniques. Throughout the course students will work on several small Web projects that will be used to integrate general design concepts, interface design, and various multimedia to create a simple functioning website. Prerequisites: None	
EBS 111 INTRODUCTION TO E-BUSINESS	3
This course links business and technology and provides the contemporary knowledge of the key issues affecting modern e-business environment. Students learn to appreciate e-business as an interdisciplinary topic that integrates business, management, technology, marketing and economics. The history and evolution of e-business, major markets and models, types of e-business and their characteristics, e-business economics, overview of the technologies that enable e-Business, as well as opportunities, limitations and risks of this form of business will be explored. Applications throughout the business world including commercial business, government, education, and health services will be discussed through case studies. Prerequisite: None	
EBS 112 EXPLORING E-BUSINESS TECHNOLOGIES AND INFRASTRUCTURE	4

This course examines a broad range of online technologies and introduces students to the infrastructure of an e-business. It discusses current platforms, networks, products, applications, databases and the business rules governing the flow of data, both internally and to external systems. Topics cover networking and internetworking basics; Internet infrastructure providers, wireless technology, e-business integration; e-business network, encryption, architecture, software, methodologies and tools, networking protocols, and administrative and support issues. Various development tools and program languages are presented and evaluated. The course also discusses effective managerial approaches toward understanding and dealing with current and future challenges of technology. Prerequisites: None

EBS 114 PRINCIPLES OF E-MARKETING	3

In this course students learn how a business can market its products, services and ideas using Internet technology. Topics include internet user characteristics and behavior insights, selling through the Internet, e-Marketing communication, various models of technology and their use, and measuring results of the e-Marketing strategy. An emphasis is maid on techniques for integrating social media marketing and outreach tools for building brand awareness and promoting business. Current trends and tools including blogs, wikis, podcasts, internet forums, message boards, picture/video sharing, and social networking are explored. Students will develop a strategic e-Marketing plan that integrates course concepts as a part of the course requirements. Prerequisites: none

EBS 211 E-BUSINESS PROJECT MANAGEMENT	3

This course covers the general aspects of project management and emphasizes the special considerations which apply to information technology projects. Students learn the roles and responsibilities of participants on a typical project management team and study best practices of planning, managing clients, resources, time and budget, etc. from project conception to project implementation and evaluation. Lectures and case studies are combined to develop skills needed by e-Business project managers in today's environment. Prerequisites: EBS 111, EBS 112, BUS 312

EBS 212 DEVELOPING E-BUSINESS SOLUTIONS	2

This course explores the most recent developments on the organizational and technological dimensions of e-Business, and discusses their potential, impact and challenges. It presents practical solutions for enterprise architecture and engineering, information and application integration, level of preparedness of businesses, new business models, ontologies and taxonomies, privacy and security, protection against knowledge loss, and regulatory aspects. Through case studies, students will learn about current developments, new integrated approaches, and practical applications for modern businesses. Prerequisites: EBS 111, EBS 112

EBS 214 INFORMATION SECURITY	3

This course covers the basic principles and concepts in information security and information assurance. Students will explore security threats, review and develop security policies, generate solutions, and apply network security tools in hands-on lab exercises. Case studies will be used to provide examples of the need for an enterprise security organization. Prerequisites: EBS 111, EBS 112

EBS 215 WEB SITE USABILITY, ACCESSIBILITY AND SEARCH ENGINE OPTIMIZATION	3

This course focuses on planning, designing, developing, managing, evaluating and optimizing web resources. It is designed to teach students the "what and why" underlying best-in-class website design, rather than "how" to develop code for websites. Students will learn what is meant by usability, the human factors, and what user-centered design entails. The course also discusses search engine optimization designed to place web sites at the top of search results, and strategies to maintain successful search engine rankings. Throughout the course students will evaluate the content, usability, accessibility, and technical aspects of existing websites, as well as develop a website using these principles. Issues pertaining to managing, maintaining and expanding a website will also be discussed. Prerequisites: EBS 111, EBS 112

EBS 217 E-BUSINESS PRACTICUM	3

Business Practicum course is designed to provide students with the opportunity to apply skills learned in other courses. The students are divided into teams to work on real problems of current interest provided by instructor or business sponsors. The projects may involve the design and implementation of a prototype of e-Business system and require analysis, selection of a business model and technology and consideration of alternative solutions. Prerequisites: EBS 111, EBS 112, EBS 212

BUS 312 PRINCIPLES OF MANAGEMENT	3

This course examines the fundamentals and principles of management including planning, organization, leadership and decision-making. Students will learn the evolution of management thought and discuss the applications of management theories to practical problems in planning, organizing, and controlling business activity. Special emphasis is made on individual and group behavior, communication, leadership, motivation, and morale as they relate to the functions of management and the decision making process. International management is also covered. Prerequisite: None	
GEN 112 BUSINESS COMMUNICATIONS, REPORT WRITING AND CORRESPONDENCE	**3**
This course presents a study of communication in modern organizations and the application of communication theory to information systems and current business practices. Students participate in intensive discussion and practice of the commonly used report-writing techniques. The course will cover various formats and graphics of reports. In addition to writing several brief reports, students prepare a complete research report, give oral reports. Group decision- making is emphasized. Prerequisite: None	
ENG 121 ENGLISH COMPOSITION	**3**
This course focuses on student writing with an emphasis on reading and analytical thinking. Research and oral communication skills are introduced. Upon completion of this course, students should be able to prepare well-constructed informal reports and process, informative and descriptive essays. Prerequisite: None	

MEDICAL PROGRAMS

PHYSICAL THERAPIST ASSISTANT, A.A.S. DEGREE

OBJECTIVE

The program will prepare students to function as Physical Therapist Assistants (PTAs) who work under the direction and supervision of a physical therapist. Students will learn how and why movement difficulties occur, how to improve mobility, relieve pain, and how to prevent or limit physical disability through the use of therapeutic techniques. They will master manual therapy skills including therapeutic exercise, massage and application of physical agents such as heat and cold, and electrotherapy. Students will also learn how to teach patients exercises to improve mobility, strength, and coordination, and how to provide training for activities such as walking with crutches, canes, or walkers. The Physical Therapist Assistant, A.A.S. degree program will prepare students for employment in a variety of healthcare settings including: hospitals, rehabilitation centers, outpatient facilities, skilled nursing facilities, school systems, and home health.

SPECIFICS
- This program is approved by: IL Board of Higher Education (IBHE)
- Total Duration: 51 credit hours in the core, 24 credit hours of pre-core general education classes
- Length in Weeks: 4 semesters/52 weeks for the core
- Prerequisites: High School diploma or GED; Entrance Exams or scores;
- Student must be 18 years of age or older to enter the program
- Class Format: Classroom Instruction/Clinical Placements
- Program Fee: $34,200 School Fees: $150 ($50 Enrollment Fee and $100 Comprehensive Fee (Includes Technology, Network Access, and Placement Testing))
- Special Requirements: See program admission requirements

ADMISSIONS REQUIREMENTS

Entry into the Physical Therapist Assistant A.A.S. Degree general education and core program requires:
- Students must be 18 years of age or older to enter this program.
- Students must have a high school diploma or equivalent. Non-US high school diplomas/transcripts will need to be evaluated by SOLEX College which may require translation or further documentation. Non-US college/university transcripts must be evaluated by a professional service and submitted to SOLEX College.
- Proficiency in mathematics and English as determined by the following criteria: Achieving a minimum composite score of 21 on the Wonderlic SLE© or a minimum score of 19 on the ACT© English Competency and 22 on the ACT Mathematics Competency exams. Other standardized test scores may be considered by the Academic Affairs Officer.
- Completion of the admission process to SOLEX College's General Education program (even if you intend to transfer in all general education courses).

Entry into the Physical Therapist Assistant A.A. S. Degree core program is selective, and competitive. To be considered for the 2017 core, the following must be completed by August 29, 2016.
- Completion of required general education coursework with a minimum grade of a "C" in each course (if enrolled in fall classes for general education, must provide proof of enrollment).
- Official transcripts required for non-SOLEX College credit transfer evaluation consideration must be submitted for evaluation.
- Successful completion of State of Illinois fingerprint background check.
- After successful completion of background check, completion of 40 hours of observation in

two different physical therapy treatment settings, one in-patient setting for 20 hours, and one out-patient setting for 20 hours. Submit completed SOLEX forms.
- Submission of two letters of recommendation
- Attendance at all core program selection activities during the summer and fall.

*These requirements went into effect May 1, 2016

Program Disclosure: Information Technology Career Program	
The name and U.S. Department of Labor's Standard Occupational Classification (SOC) code of the occupations that the program prepares students to enter: Visit www.bls.gov/soc to see the occupational profiles	31-2021: Physical Therapist Assistant
Retention Rate (2014-2015 academic year)	85%
Program Tuition Fee Books & Supplies (Est.)	$34,200 $1,500
Job Placement Rate for students completing the program (2014-2015 Academic year)	89%
The median Loan Debt incurred by students who completed the program (2014-2015 Academic year)	$10.699

Physical Therapist Assistant, A.A.S. Degree Program

General Education Courses (all need to be completed)		Credit Hours
ENG 121	English Composition	3
MED 111	Anatomy and Physiology	3
GEN 112	Business Communication	3
GEN 115	Medical Ethics	3
GEN 116	General Psychology	3
GEN 120	General Physics	3
MED 121	Introduction to Pathology	3
MED 211	Advanced Anatomy and Physiology	3
TOTAL FOR GENERAL EDUCATION COURSES		**24**
Required Courses		Credit Hours
PTA 111	Introduction to PTA	2
PTA 112	PT Conditions I	5
PTA 113	Interventions I	5
PTA 114	Professional Issues I	1
PTA 115	Documentation I	1
PTA 116	Clinical Kinesiology	4
PTA 117	Clinical Education I	7
PTA 212	PT Conditions II	5
PTA 213	Interventions II	5
PTA 214	Professional Issues II	1
PTA 215	Documentation II	1
PTA 312	PT Conditions III	2
PTA 313	Interventions III	4
PTA 217	Clinical Education II	7
PTA 211	Physical Therapist Assistant Seminar	1
TOTAL FOR PTA CORE COURSES		**51**
TOTAL FOR ALL PTA COURSES		**75**

Physical Therapist Assistant, A.A.S. Degree Program Expected Program Outcomes:

1. The graduate will review patient/client physical therapy documentation, including initial examination and plan of care, and the medical record (when available) and make appropriate decisions related to provision of physical therapy interventions as directed by the physical therapist and outlined in the plan of care.

2. The graduate will provide physical therapy interventions as directed by the physical therapist in a safe and effective manner, maintaining compliance with federal and state licensing requirements, and facility policies and procedures.

3. The graduate will determine each patient's response to the intervention through accurate, reproducible, safe, valid, and timely collection of data utilizing accepted tests and standard procedures.

4. The graduate will modify interventions within the plan of care established by the physical therapist in response to patient clinical indications, to ensure patient safety and comfort, to improve patient response and to progress activities appropriately and communicate to the supervising PT as appropriate

5. The graduate will instruct patient/caregiver or other members of the health care team, using established techniques, programs, and instructional materials, commensurate with the learning characteristics of the individual/audience.

6. The graduate will document in writing/electronically patient care using language that is accurate, complete, legible, timely, and consistent with institutional, legal, and billing requirements.

7. The graduate will appropriately utilize information from health care literature to guide clinical decisions related to the provision of interventions as directed by the PT.

8. The graduate will demonstrate effective and appropriate resource management including following legal and ethical requirements for direction and supervision of other support personnel, demonstrating efficient time management, providing accurate and timely information for billing and reimbursement purposes and maintaining and using equipment and supplies effectively and appropriately.

9. The graduate will demonstrate behaviors that are legal, ethical and safe and that are consistent with APTA's Values Based Behaviors and Standard of Ethical Conduct for the Physical Therapist Assistant

10. The graduate will communicate verbally and non-verbally with the patient, the physical therapist, health care delivery personnel and others in an effective, appropriate, and capable manner.

11. The graduate will promote health, wellness and prevention through personal behaviors, advocacy and education to patients and the public.

12. The graduate will engage in self-assessment to identify individual learning needs and learning activities/resources to increase knowledge and skill in order to enhance their role in the profession.

> The Physical Therapist Assistant Program at SOLEX College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE)
>
> 1111 North Fairfax Street, Alexandria, Virginia 22314
> telephone: 703-706-3245   email: accreditation@apta.org
> website: www.capteonline.org

COURSE DESCRIPTIONS: GENERAL EDUCATION (PRE-CORE) CLASSES

Number and Title / Description	Credit hours
ENG 121 ENGLISH COMPOSITION	3
This course focuses on student writing with an emphasis on reading and analytical thinking. Research and oral communication skills are introduced. Upon completion of this course, students should be able	

to prepare well-constructed informal reports and process, informative and descriptive essays. Prerequisite: None *This course is a prerequisite for enrollment into the Physical Therapist Assistant, A.A.S. Degree program*	
MED 111 ANATOMY AND PHYSIOLOGY	**3**
This course will cover the structure and function of the human body and its parts. Content includes: anatomy, structure and function of body systems and special senses, fundamental concepts and principles of body organization, and basics of histology and hematology. Course will include the study of cells, tissues, and the integumentary, skeletal, muscular and nervous systems. *This course is a prerequisite for enrollment into the Physical Therapist Assistant, A.A.S. Degree program*	
GEN 112 BUSINESS COMMUNICATIONS, REPORT WRITING AND CORRESPONDENCE	**3**
This course presents a study of communication in modern organizations and the application of communication theory to information systems and current business practices. Students participate in intensive discussion and practice of the commonly used report-writing techniques. The course will cover various formats and graphics of reports. In addition to writing several brief reports, students prepare a complete research report, give oral reports. Group decision- making is emphasized. Prerequisite: None *This course is a prerequisite for enrollment into the Physical Therapist Assistant, A.A.S. Degree program*	
GEN 115 MEDICAL ETHICS	**3**
This course examines and evaluates a number of contemporary issues in medical ethics. Possible issues to be addressed include: patients' rights, privacy of personal medical information, problems surrounding death and dying, current political topics and issues related to medical research. *This course is a prerequisite for enrollment into the Physical Therapist Assistant, A.A.S. Degree program*	
GEN 115 GENERAL PHYSICS	**3**
This course is designed for non-science majors and includes a survey of topics including: electricity, energy, thermodynamics, force, friction, levers, pressure, buoyancy and hydrostatic pressure. Prerequisite: High school algebra or college level math or instructor consent. Prerequisite: None *This course is a prerequisite for enrollment into the Physical Therapist Assistant, A.A.S. Degree program*	
GEN 116 GENERAL PSYCHOLOGY	**3**
This course is designed to present students with a general overview of psychology as a social science. Topics include historical perspectives, research methods, therapies, applied psychology, social psychology, and other current issues. Upon completion of this course, students will be able to identify psychological concepts and methods as used commonly to address real world situations. *This course is a prerequisite for enrollment into the Physical Therapist Assistant, A.A.S. Degree program*	
MED 121 INTRODUCTION TO PATHOLOGY	**3**
An introductory course in the concepts of pathology including causes, prognosis, medical treatment, signs and symptoms of common diseases for all body systems. *This course is a prerequisite for enrollment into the Physical Therapist Assistant, A.A.S. Degree program*	
MED 211 ADVANCED ANATOMY AND PHYSIOLOGY	**3**
This course further explores the complex anatomy and physiology of the musculoskeletal, neuromuscular, cardiovascular and pulmonary systems. This course is recommended for individuals entering a health-oriented field. A lab component is included in this course. Prerequisites: MED 111. *This course is a prerequisite for enrollment into the Physical Therapist Assistant, A.A.S. Degree program*	

COURSE DESCRIPTIONS: CORE P.T.A. CLASSES

Number and Title / Description	Credit hours
PTA 111 INTRODUCTION TO PTA	**2**
This course serves as an introduction to the role, function and scope of the physical therapist assistant and to the structure of the physical therapist-physical therapist assistant team. This course will examine the legal and ethical issues surrounding delivery of physical therapy services by a PTA and the role of professional organizations within physical therapy practice. This course will provide instruction on	

patient/client interaction, professional behaviors, effective communication and importance of safety during delivery of care and documentation. Admission to the PTA Program.

PTA 112 PT CONDITIONS I	5
This course will include a presentation of musculoskeletal diagnoses commonly encountered in physical therapy. Students will discuss the principles of intervention and progression, as guided by the plan of care, to address the issues specific to each condition. Prerequisites: Admission to PTA Program	
PTA 113 INTERVENTIONS I	5
This course will prepare students to safely implement selected PT interventions, as well as perform tests and measures commonly utilized with patients/clients with musculoskeletal conditions. Specific procedural interventions commonly related to these conditions will include therapeutic exercise, functional training, manual therapy techniques, application/ adjustment of devices and equipment, and integumentary protection. This course will help students begin to develop the clinical decision making skills necessary to understand the plan of care as developed by the PT. This course provides a building block for understanding the role of the PTA in providing care for patients/clients with specific physical therapy conditions discussed in concurrent and subsequent courses. Prerequisites: Admission to PTA Program	
PTA 116 CLINICAL KINESIOLOGY	4
This course will challenge the student to learn how and why the "normal" body moves, including the biomechanical principles affecting posture, functional activities and gait. These principles include, but are not limited to: force, resistance, planes of motion, functional anatomy, surface anatomy, principles of joint motion, kinetics, Newton's principle of motion. This course also reviews patho-mechanics affecting human movement. Prerequisites: Admission to PTA Program	
PTA 114 PROFESSIONAL ISSUES 1	4
This course will further develop effective communication skills, the importance safety for self and the patient/client during delivery of care, and importance of collaboration within the PT-PTA relationship. Students will be introduced to issues related to resource management and appropriate response in emergency situations, along with initial exposure to professional expectations, ethical behavior and the decision-making process in the healthcare setting in preparation for their first clinical experience. Career development and the importance of self-assessment and lifelong learning will also be a focus. Prerequisites: Admission to PTA Program and successful completion of PTA coursework to date.	
PTA 115 DOCUMENTATION 1	1
This course will begin to develop students' understanding of documentation in physical therapy, including organization of information, professional written language, reimbursement and methods of delivery. Professional behaviors, self- assessment and reflection with regards to documentation will also occur. Prerequisites: Admission to PTA Program and successful completion of PTA coursework to date.	
PTA 212 PT CONDITIONS II	5
This course will be a presentation of neuromuscular and cardiopulmonary diagnoses commonly encountered in physical therapy. Students will discuss the principles of intervention and progression, as guided by the plan of care established by the physical therapist, to address the issues specific to each condition. Prerequisites: Admission to PTA Program and successful completion of PTA coursework to date.	
PTA 213 INTERVENTIONS II	5
This course will continue to prepare students to safely implement selected interventions, as well as perform tests and measures commonly utilized with patients with neuromuscular and cardiopulmonary conditions. Specific procedural interventions related to these conditions will include therapeutic exercise, functional training, manual therapy techniques, application/adjustment of devices and equipment, breathing strategies and oxygenation, integumentary protection, physical agents and mechanical modalities. This course will help students continue to develop the clinical decision making skills necessary to understand the interventions that will progress the patient/client goals identified in the plan of care established by the PT. This course provides another building block for understanding the role of the PTA in providing care for patients/clients with specific physical therapy conditions discussed in concurrent and subsequent courses. Prerequisites: Admission to PTA Program and successful completion of PTA coursework to date	

PTA 117 CLINICAL EDUCATION I	7
This course is an 8-week clinical experience which will focus on practicing and further developing skills learned up until this point in the core PTA coursework. Students will be placed in a variety of settings and given the opportunity to begin interacting with various patient populations. Students will receive close supervision from their clinical instructors. Prerequisites: Admission to PTA Program and successful completion of PTA coursework to date.	
PTA 214 PROFESSIONAL ISSUES II	**1**
This course will build upon topics presented in Professional Issues I with a focus on reflection and self-assessment of their CE I. Students will further develop skills related to resource and conflict management and the importance of healthcare literature. Students will be challenged to improve their time management skills, understanding of billing, and focus on professional behaviors in preparation for their final clinical experience. Career development will be emphasized and a professional online portfolio will be required. Prerequisites: Admission to PTA Program and successful completion of PTA coursework to date.	
PTA 215 DOCUMENTATION II	**1**
This course will further develop topics presented in Documentation I and will discuss experiences related to documentation from CE I. This is the final course related to documentation prior to becoming entry-level physical therapist assistants. Prerequisites: Admission to PTA Program and successful completion of PTA coursework to date.	
PTA 312 PT CONDITIONS III	**2**
This course will be a presentation of neuromuscular and cardiopulmonary diagnoses commonly encountered in physical therapy. Students will discuss the principles of intervention and progression, as guided by the plan of care established by the physical therapist, to address the issues specific to each condition. Prerequisites: Admission to PTA Program and successful completion of PTA coursework to date.	
PTA 313 INTERVENTIONS III	**4**
This course will continue to prepare students to safely implement selected interventions, as well as specific data gathering techniques, commonly utilized with patients with integumentary and multi-system involved conditions. Specific procedural interventions related to these conditions will include wound management, integumentary protection, and a review of selective assistive/adaptive devices and therapeutic modalities. This course will help students continue to develop the clinical decision making skills necessary to understand the rationale for interventions that will progress the patient/client goals identified in the plan of care established by the PT. This course provides another building block for understanding the role of the PTA in providing care for patients/clients with specific physical therapy conditions discussed in concurrent and subsequent courses. Prerequisites: Admission to PTA Program and successful completion of PTA coursework to date	
PTA 217 CLINICAL EDUCATION II	**7**
This course is a full-time, 8-week clinical experience where students will apply concepts and skills learned in all previous academic and clinical settings. Students will be placed in a variety of healthcare settings. This is the final experience in preparation for becoming an entry-level physical therapist assistant. Prerequisites: Admission to PTA Program and successful completion of PTA coursework to date	
PTA 211 PHYSICAL THERAPIST ASSISTANT SEMINAR	**1**
This course serves to prepare students for licensure and will discuss registration, cost and preparation for the licensure exam and help students to develop their own study plan. Prerequisites: Admission to PTA Program and successful completion of PTA coursework to date	

MEDICAL ASSISTANT PROGRAM

OBJECTIVE

Students are prepared to perform a wide variety of clinical duties encompassing clinical, laboratory, and administrative procedures. They will be trained to run EKG diagnostic tests, perform vein and capillary punctures, and to record patient vital signs, which include blood pressure, pulse, and temperature.

Students also learn to use medical computer scheduling software and bill insurance using correct diagnostic codes. Program courses also include anatomy and physiology, medical terminology, medical insurance processing and coding, and medical recordkeeping.

OPPORTUNITIES

Medical Assistants work in physician's offices, hospitals, other health care facilities, or in offices of other health practitioners. Job outlook remains strong for medical assistants, with a growth rate in this field of 36% predicted for the next five years.

SPECIFICS

- This program is approved by: IL Board of Higher Education (IBHE)
- Total Duration: 38 credit hours
- Length in Weeks: 2 semesters/45 weeks
- Prerequisites: High School diploma or GED; Entrance Exams or scores;
- Student must be 18 years of age or older to enter the program
- Class Format: Classroom Instruction/Labs
- Program Fee: $12,700 School Fees: $150 ($50 Enrollment Fee and $100 Comprehensive Fee (Includes Technology, Network Access, and Placement Testing))
- Optional: Certification Exam (additional fee). Passing the exam is necessary to earn the program certificate.
- Special Requirements: Successful completion of State of Illinois Fingerprint Background check; vaccinations for working in public health in Illinois

ADMISSIONS REQUIREMENTS

Students must be 18 years of age or older and have a valid high school diploma/GED to enter this program. Entry into the Medical Assistant Program requires proficiency in mathematics and English as determined by the following criteria:

- Achieving a minimum composite score of 21 on the Wonderlic SLE© or a minimum score of 19 on the ACT© English Competency. Other standardized test scores may be considered by the Academic Affairs Officer.

Applicants who seek to transfer in credits must have a transcript evaluation using an official transcript for the final evaluation.

Applicants are required to submit results of a State of Illinois criminal background check, and complete the attestation of background prior to earning their certification.

Applicants are required to submit results of current vaccinations prior to earning their certifications.

These requirements went into effect May 1, 2016

Program Disclosure: Information Technology Career Program	
The name and U.S. Department of Labor's Standard Occupational Classification (SOC) code of the occupations that the program prepares students to	31-9092 Medical Assistants Broad Occupation: 31-9090 Miscellaneous

enter:
Visit www.bls.gov/soc to see the occupational profiles
	Healthcare Support Occupations
	   Minor Group: 31-9000 Other Healthcare Support Occupations
	   Major Group: 31-0000 Healthcare Support Occupations

Retention Rate (2014-2015 academic year)	78%
Program Tuition Fee Books & Supplies (Est.)	$12,700
Job Placement Rate for students completing the program (2014-2015 Academic year)	63%
The median Loan Debt incurred by students who completed the program (2014-2015 Academic year)	$8,089

MEDICAL ASSISTANT PROGRAM

Required Courses		Credit Hours
MED 110	Medical Terminology	2
MED 111	Anatomy and Physiology	4
MED 121	Introduction to Pathology	3
MED 113	Medical Assisting I	4
MED 112	Medical Billing & Medical Insurance Procedures Computer Applications	3
MED 116	for the Medical Office	2
MED 117	Medical Office Administration	2
MED 114	Medical Assisting II	6
MED 122	Coding Procedures and Classification System	3
MED 118	Law and Ethics for Allied Health Professionals Pharmacology for	2
MED 119	Medical Assistants	3
MED 115	Medical Assisting III	4
GRAND TOTAL		**38**

COURSE DESCRIPTIONS

Number and Title / Description	Credit hours
MED 110 MEDICAL TERMINOLOGY	**2**
Students will be introduced to basic and complex medical terms related to the body as a whole, and to individual body systems. Reading, translating and composing medical documents, as well as proficient use of a medical dictionary is emphasized. A minimum of 7.5 hours of out-of-class will be assigned for this course and may include assigned readings, exercises from handouts or the textbook and project preparation. Prerequisites: none	
MED 111 ANATOMY AND PHYSIOLOGY	**4**
This course will cover the structure and function of the human body and its parts. Content includes: anatomy, structure and function of body systems and special senses, fundamental concepts and principles of body organization, and basics of histology and hematology. Includes the study of cells, tissues, and integumentary, skeletal, muscular and nervous systems. A minimum of 15 hours of out-of-class work will be assigned for this course and may include assigned readings, book or handout exercises and studying/memorization of pictures and graphs. Prerequisites: MED 110	
MED 112 MEDICAL BILLING AND MEDICAL INSURANCE PROCEDURES	**3**
This course is designed to introduce students to the basics of medical insurance, including insurance	

terminology, insurance products, contracts and general insurance procedures. An overview of the legalities and ethical behavior associated with a medical facility will be covered. Additionally, the course covers medical documentation, insurance claim forms, electronic claim submissions, posting payments, collection strategies and related problem solving. Health care coverage topics include: managed care, Medicare, Medicaid, CHAMPVA, Workers Comp, Disability Income and Hospital Billing. A minimum of 15 hours of out-of-class work will be required for this course and may include assigned readings and textbook and handout exercises. Prerequisite: MED 110, MED 111

MED 113 MEDICAL ASSISTING I: MEDICAL DUTIES AND ASSISTING WITH MINOR SURGERY	4

The course prepares students to measure and record vital signs and assist with routine and specialty medical examinations. Students will learn to prepare and maintain examination and treatment areas, and care for instruments from sanitization all the way through sterilization. Information for assisting physicians and preparing patients for surgical procedure is discussed, along with a description of the specialized instruments used in the performance of minor in-office surgery. Special attention is paid to maintaining medical asepsis before, during and following any of the invasive procedures performed in the medical office or clinic. The course includes CPR and First Aid certification training. A minimum of 22.5 hours of out-of-class work will be assigned for this course and may include assigned readings and textbook and handout exercises. Prerequisite: MED 110, MED 111

MED 114 MEDICAL ASSISTING II: SPECIMEN COLLECTION AND LABORATORY PROCEDURES	6

The course provides comprehensive lecture instruction and practical training in the fundamentals of specimen collection and laboratory procedures. It covers various techniques of capillary and venous blood collection, bacterial specimen collection and other frequently ordered laboratory tests. Students will learn to properly collect, label and prepare specimens for transportation as well as screen and differentiate between normal and abnormal results of common diagnostic tests. Equipment, issues dealing with patient contact, safety, infection control, and the functions of professionals in the health care team are discussed. Course also includes administering injections. A minimum of 33 hours of out-of-class work will be assigned for this course and will mostly include reading assignments and textbook or handout exercises. Prerequisites: MED 110, MED 111

MED 115 MEDICAL ASSISTING III: DIAGNOSTIC TESTS AND PROCEDURES	4

This course discusses a number of diagnostic tests and procedures commonly performed at a physician's office, including skin allergy tests, spirometry testing, Holter monitors and patient education procedures. Special emphasis is given to preparing the student to operate an EKG machine and work as a technician in non-invasive cardiac diagnostic units in hospitals, diagnostic laboratories, medical clinics and facilities. The course covers anatomy, physiology and electrophysiology of the human heart, techniques of tracing, interpretations of EKG readings, administering a 12 lead EKG exam, and specialized procedures related to EKG. Selected cardiac conditions and arrhythmias are presented, illustrated, and discussed. The course includes both theory classes and laboratory practice. A minimum of 22.5 hours of out-of-class work will be required for this course and may include practice exercises, assigned readings, handout and textbook exercises and project preparation. Prerequisites: MED 110, MED 111

MED 116 COMPUTER APPLICATIONS FOR THE MEDICAL OFFICE	2

This course is designed to introduce students to computer applications in the ambulatory health care setting. It covers file management, word processing, spreadsheets, presentation software, and an introduction to the Internet and e-mail. Advanced topics emphasize building a patient database which can be used to maintain information necessary for billing, patient contact, monitoring office operations and efficiency, and generating end-of-period reports. A minimum of 11 hours of out-of-class work will be assigned for this course and may include assigned readings and textbook or handout exercises. Prerequisite: MED 110, MED 111

MED 117 MEDICAL OFFICE ADMINISTRATION	2

This course provides an overview of the administrative duties of a medical assistant including: administrative planning, management, supervision, and training of employees; state and federal laws and regulations including: income and payroll taxes; bookkeeping principles, principles of credit and collections, selection of collection agencies; procedure manual; personnel contracts and agreements. A minimum of hours of out-of-class work will be assigned for this course and may include assigned

readings, textbook or handout exercises and group project preparation. Prerequisite: MED 111	
MED 118 LAW AND ETHICS FOR ALLIED HEALTH PROFESSIONALS	**2**
This course is intended as an overview of the knowledge of the law and how it affects ethics and liability as related to the medical assistant. Legal topics include the legislative process; reimbursement and reporting requirements; current laws, policies and requirements regarding the collection, documentation and maintenance of health information in a variety of healthcare venues. Students will also study ethical issues related to the health information field such as living wills, advanced directives, and confidentiality of patient information. A minimum of 7.5 hours of out-of-class work will be assigned for this course and may include assigned readings and textbook or handout exercises. Prerequisite: MED 111	
MED 119 PHARMACOLOGY FOR THE MEDICAL OFFICE	**3**
This course will cover basic pharmacological concepts. Major drug categories will be covered as they relate to the different body systems. The general principles of drug action, absorption, metabolism and excretion, as well as methods of administration, will be presented. Math principles required to calculate drug dosage will be reviewed. A minimum of 11 hours of out-of-class work will be required for this course and may include assigned readings, textbook and handout exercises and presentation preparation. Prerequisite: MED 111	
MED 121 INTRODUCTION TO PATHOLOGY	**3**
An introductory course in the concepts of pathology. Includes causes, prognosis, medical treatment, signs and symptoms of common diseases of all body systems. A minimum of 11 hours of out-of-class work will be required for this course and may include assigned readings, textbook or handout exercises and project preparation. Prerequisites: MED 111	
MED 122 CODING PROCEDURES AND CLASSIFICATION SYSTEM	**3**
This course will introduce students to understanding and use of ICD-10-CM Coding, utilized by the health care industry to report the medical necessity of services rendered. Students will become skilled in the methodology employed for code selection of diagnosis, signs, and symptoms for reporting purposes. CPT Coding introduces students to the principles and methodology employed for code selection of surgical procedures. Student will learn HCPCS, a national coding system that classifies billing of durable medical equipment and supplies. A minimum of 15 hours of out-of-class work will be required for this course and may include assigned reading and textbook or handout exercises. Prerequisite: MED 111, MED 112	

ENGLISH LANGUAGE PROGRAM

INTENSIVE ENGLISH PROGRAM (IEP)

IEP MISSION STATEMENT

The central mission of the Intensive English Program (IEP) at Solex College is to provide an intensive English as a second language (ESL) program as well as orientation in U.S. culture to international students, professionals and other non-native speakers by means of an intensive English program of the highest quality and at the best value.

To achieve this mission, the IEP pursues the following goals:
- Improve the English language and study skills of international students in preparation for study at an American college or university, or for personal or professional purposes.
- Provide students with the cultural knowledge and awareness necessary to transition from life and study in their own countries to the U.S.
- Adhere to the highest standards of English language instruction by attracting and developing talented and experienced faculty.
- Develop an intellectual atmosphere in which professional development is supported, valued and pursued by all faculty.
- Provide student support and administrative services.

IEP PROGRAM OBJECTIVES

1. The student applies listening skills that demonstrate understanding of use of grammar in spoken language within the academic setting.
2. The student applies listening skills that demonstrate interpretation of spoken language within the academic setting.
3. The student engages in oral communication appropriate for social interactions within the academic setting.
4. The student engages in oral communication appropriate for instructional purposes within the academic setting.
5. The student applies reading skills that demonstrate understanding of symbols and text within the academic setting.
6. The student applies reading skills that demonstrate Interpretation of symbols and text within the academic setting.
7. The student applies writing skills that demonstrate writing for purpose within the academic setting.
8. The student applies writing skills that demonstrate writing for specific audiences within the academic setting.
9. The student applies listening skills that demonstrate interpretation of spoken language in professional content areas.
10. The student engages in oral communication appropriate for instructional purposes in professional content areas.
11. The student applies reading skills that demonstrate interpretation of symbols and text in professional content areas.
12. The student applies writing skills that demonstrate writing for specific audiences in content areas.

SPECIFICS
- This program is approved by: IL Board of Higher Education (IBHE)
- Total Duration: 31.5 credit hours/648 Clock hours
- Length in Weeks: 36 weeks   Hours per week: 18
- Class Format: Classroom Instruction/Computer Labs
- Program Fee: $4,950 (As of 1/1/2015) School Fees: $150 ($50 Enrollment Fee and $100

Comprehensive Fee (Includes Technology, Network Access, and Placement Testing))
- Credential: Certificate (31.5 credit hours/648 clock hours required)

ENTRANCE REQUIREMENTS

To apply, students must have a high school diploma or its equivalent and be at least 16 years of age. Under certain circumstances, an applicant under the age of 16, or who has not graduated from high school may be considered for enrollment with approval of college administration.

PLACEMENT AND EXIT TESTS

To be eligible to enter the Intensive English Program, students must take a placement test which assesses the student's ability in Listening, Speaking, Grammar, Vocabulary and Reading. Students are then placed into the appropriate level based upon placement test results. At the completion of each Stage I Level or Stage II course students will be required to take a post-test to ensure they are progressing in their English development.

The CaMLA English Placement Test (CaMLA EPT) assesses receptive language proficiency and supports teachers and program administrators to place ESL students into appropriate levels and classes. This is a valid and reliable test that is nationally-recognized and is in a format that students recognize. Our experienced instructors proctor the tests that provide us with data from beginning to advanced levels.

Required Courses within a Program* * This is an example course schedule for the student placed into the Low Beginning Level based on test scores				
Course Number	**Course Name**	**4 courses for each Session at each Level**	**Credit Hours**	**Clock Hours**
Level 1 Low Beginning ESL	Session 1 ESL 011-01 Session 2 ESL 011-02 Session 3 ESL 011-03	GR for Grammar LS for Listening/Speaking R for Reading W for Writing	3.5 3.5 3.5	72 72 72
	Total		10.5	216
Level 2 High Beginning ESL	Session 1 ESL 021-01 Session 2 ESL 021-02 Session 3 ESL 021-03	GR for Grammar LS for Listening/Speaking R for Reading W for Writing	3.5 3.5 3.5	72 72 72
	Total		10.5	216
Level 3 Low Intermediate ESL	Session 1 ESL 031-01 Session 2 ESL 031-02 Session 3 ESL 031-03	GR for Grammar LS for Listening/Speaking R for Reading W for Writing	3.5 3.5 3.5	72 72 72
	Total		10.5	216
	PROGRAM TOTAL HOURS		**31.5**	**648**

IEP STAGE 1 COURSES

IEP Stage I courses are available to students who have successfully taken the ESL Placement test. These courses are required to be taken in subsequent order after the entering level is assigned by placement test results.

Course Number	**Course Name**	**4 courses for each Session at each Level**	**Credit Hours**	**Clock Hours**
Level 1	Session 1 ESL 011-01	GR for Grammar	3.5	72

Low Beginning ESL	Session 2 ESL 011-02 Session 3 ESL 011-03	LS for Listening/Speaking R for Reading W for Writing	3.5 3.5	72 72
		Total	10.5	216
Level 2 High Beginning ESL	Session 1 ESL 021-01 Session 2 ESL 021-02 Session 3 ESL 021-03	GR for Grammar LS for Listening/Speaking R for Reading W for Writing	3.5 3.5 3.5	72 72 72
		Total	10.5	216
Level 3 Low Intermediate ESL	Session 1 ESL 031-01 Session 2 ESL 031-02 Session 3 ESL 031-03	GR for Grammar LS for Listening/Speaking R for Reading W for Writing	3.5 3.5 3.5	72 72 72
		Total	10.5	216
Level 4 High Intermediate ESL	Session 1 ESL 041-01 Session 2 ESL 041-02 Session 3 ESL 041-03	GR for Grammar LS for Listening/Speaking R for Reading W for Writing	3.5 3.5 3.5	72 72 72
		Total	10.5	216
Level 5 Low Advanced ESL	Session 1 ESL 051-01 Session 2 ESL 051-02 Session 3 ESL 051-03	GR for Grammar LS for Listening/Speaking R for Reading W for Writing	3.5 3.5 3.5	72 72 72
	Total		10.5	216
Level 6 High Advanced ESL	Session 1 ESL 061-01 Session 2 ESL 061-02 Session 3 ESL 061-03	GR for Grammar LS for Listening/Speaking R for Reading W for Writing	3.5 3.5 3.5	72 72 72
		Total	10.5	216

IEP STAGE 1 COURSES' DESCRIPTIONS

Number and Title / Description	Credit hours/ Clock hours
ESL 011 LEVEL 1 LOW BEGINNING ESL	**10.5 / 216**
This set of courses is for students who are beginning to read and write in English. Students learn to write sentences, practice spelling, read easy stories, and increase their vocabulary. Students will also be introduced to the simple and progressive aspects of the present and past tenses in grammar. Students also work on their conversation skills (listening and speaking), pronunciation and spoken grammar abilities in a variety of American settings. A minimum of 36 hours of out-of- class work will be required for this course and may include vocabulary study, memorization and practice, assigned readings, sentence writing, grammar assignments, textbook or handout exercises and other practical English usage exercises. Prerequisite: Corresponding score on placement test.	
ESL GR 011- GRAMMAR *In this low beginning grammar class, students will learn to use the present progressive and simple aspect when describing actions and states. Students will properly use action verbs using third person "s" in both affirmative and negative statements (utilizing auxiliaries do and does), ask and answer yes/no questions and ask for information using Wh- question words, and distinguish between count and non-count nouns as well as other low beginning grammar concepts. A minimum of 5 hours of out-of-class work will be required for this course.*	***2.625 /54***
ESL LS 011-LISTENING/SPEAKING *Students interact in structured situations and short conversations where they learn to initiate and respond to simple statements, ask and answer questions and exchange ideas*	***2.625 /54***

on familiar topics and routine matters. In addition, students learn skills such as identifying the topic of discussion when conducted slowly and clearly. Students will also identify the main point and details of a listening task. A minimum of 5 hours of out-of-class work will be required for this course.	
ESL R 011-READING *This level 1 course introduces low beginning students to English by addressing the four skill areas of listening, speaking, reading, and writing. Emphasis is on learning how to understand and be understood in English and reinforcement of the four skills with additional grammar, vocabulary, and pronunciation practice based on common social interactions and contexts. A minimum of 20 hours of out-of-class work will be required for this course and may include vocabulary study, memorization and practice, assigned readings, sentence or paragraph writing, grammar assignments, textbook or handout exercises and other practical English usage exercises.*	*2.625 /54*
ESL W 011-WRITING *This course is for students who are beginning to write in English. Students will identify the parts of speech and write sentences using correct English syntax. Additional practice in spelling and vocabulary building is also an integral part of Level 1. A minimum of 5 hours of out-of-class work will be required for this course.*	*2.625 /54*

ESL 011 LEVEL 2 HIGH BEGINNING ESL	**10.5 / 216**

This course is designed to help high beginning students practice and strengthen the four skill areas of listening, speaking, reading, and writing. For reading, students will be able to identify specific details and main ideas in simpler written material. Students also begin to learn the American writing format while using a variety of sentence forms. In grammar, students will be introduced the future tenses and the differences between the simple and progressive aspects. Students also work on their conversation skills (listening and speaking), pronunciation and spoken grammar abilities in a variety of American settings. A minimum of 36 hours of out-of class work will be required for this course and may include vocabulary study, memorization and practice, assigned readings, sentence/paragraph writing, grammar assignments, textbook or handout exercises and other practical English usage exercises. Prerequisite: ESL 011 or corresponding score on placement test.

ESL GR 021- GRAMMAR *In Low Intermediate Grammar, students will differentiate present perfect vs. present perfect progressive and explain duration of activities and states using for and since. In addition, students will use all future forms of English to explain plans, expectations, scheduled events, and predictions. Students will also explain and ask questions about events and things utilizing correct prepositions of time and place. A minimum of 5 hours of out-of-class work will be required for this course.*	*2.625 /54*
ESL LS 021-LISTENING/SPEAKING *This High Beginning course is designed for students who have mastered the competencies of low beginning level English. Students who enroll in this course seek to further develop communicative abilities for both formal and informal settings. Activities include listening, speaking, and communicative exercises for pairs and small groups. A minimum of 5 hours of out-of-class work will be required for this course.*	*2.625 /54*
ESL R 021-READING *This course is designed to build the reading skills of high beginning level non-native speakers of English. The focus is to engage students on current topics with an emphasis on reading comprehension, vocabulary development, reading rate, and academic study skills. A minimum of 5 hours of out-of-class work will be required for this course.*	*2.625 /54*
ESL W 021-WRITING *This course is designed as an intensive writing program for high beginning level of English. It emphasizes sentence structure, paragraph organization, and usage of formal English grammar. A minimum of 5 hours of out-of-class work will be required for this course.*	*2.625 /54*

ESL 031 LEVEL 3 LOW INTERMEDIATE ESL	**10.5 / 216**

In this course, low intermediate students reinforce basic skills and are introduced to increasingly

complicated materials to   improve proficiency across the fours skill areas of reading, writing, listening, and speaking. In writing, students learn to write a well formatted paragraph and use more complex sentences. In reading, students begin to learn strategies to become good academic readers. Students also work on their conversation skills (listening and speaking), pronunciation and spoken grammar abilities in a variety of American settings. A minimum of 36 hours of out-of-class work will be required for this course and may include vocabulary study, memorization and practice, assigned readings, paragraph writing, grammar assignments, textbook or handout exercises and other practical English usage exercises. Prerequisite: ESL 021 or corresponding score on placement test.

ESL GR 031- GRAMMAR *In Low Intermediate Grammar, students will differentiate present perfect vs. present perfect progressive and explain duration of activities and states using for and since. In addition, students will use all future forms of English to explain plans, expectations, scheduled events, and predictions. Students will also explain and ask questions about events and things utilizing correct prepositions of time and place. A minimum of 5 hours of out-of-class work will be required for this course.*	***2.625 /54***
ESL LS 031-LISTENING/SPEAKING *This Low Intermediate class is designed for students who have previously studied English and have basic knowledge of grammar but need to further develop communicative abilities for academic and informal settings. Students practice using a wide range of simple language to deal with most familiar situations and conversations on familiar topics, express personal opinions and exchange information on topics that are of personal interest or pertinent to everyday life (e.g., family, hobbies, work, travel and current events). Additionally, students practice listening for and taking notes on gist and target vocabulary presented in recorded conversations and monologues. A minimum of 5 hours of out-of-class work will be required for this course.*	***2.625 /54***
ESL R 031-READING *In this course, students develop reading strategies for improving general comprehension, awareness for text structure, and skills for evaluating reading content in detail. Students learn to identify key vocabulary found in the readings. A minimum of 5 hours of out-of-class work will be required for this course.*	***2.625 /54***
ESL W 031-WRITING *This Low Intermediate course is for students who have mastered the beginning levels of writing and grammar skills of Standard English. Emphasis is placed on appropriate use of a variety of sentence structures, complex verb forms, modifiers, and punctuation, and on the writing of sentences in context. This course is designed to provide practice in these skills to help bridge the gap between the study of English as a second language and the effective use of English in the college classroom. A minimum of 5 hours of out-of-class work will be required for this course.*	***2.625 /54***

ESL 041 LEVEL 4 HIGH INTERMEDIATE ESL	**10.5 / 216**

This course helps high intermediate students expand their critical thinking, pronunciation, reading, grammar and vocabulary skills. Students will organize abstract thoughts in both written and oral communications. This course also introduces the five paragraph essay. There is emphasis on speaking, reading and writing about current, abstract, and everyday activities. A minimum of 36 hours of out-of- class work will be required for this course and may include vocabulary study, memorization and practice, assigned readings, essay writing, grammar assignments, textbook or handout exercises and other practical English usage exercises.

ESL GR 041- GRAMMAR *In High Intermediate, students focus on properly discerning how and when to use modals for possibility, necessity, prohibition and requests. Communication of passive actions alone or with modals of ability, advisability, and necessity is also emphasized. Students will also identify transitive and intransitive verbs and use them correctly. A minimum of 5 hours of out-of-class work will be required for this course.*	***2.625 /54***
ESL LS 041-LISTENING/SPEAKING *The course emphasis is on the development of oral fluency in one-on-one and small group communication as students practice speaking strategies that help them express*	***2.625 /54***

their ideas in sustained speaking contexts. Emphasis in on academic listening skills needed to succeed in the American university. A minimum of 5 hours of out-of-class work will be required for this course.	
ESL R 041-READING *In this class, students will develop and broaden vocabulary and practice it in context. Reading as a central means of processing forms and ideas will help establish academic skills of critical thinking in English. The skills of prediction, the comprehension of main ideas and details, and the importance of inferences are all required. In addition, students will become familiar with parts of speech, prefixes, suffixes, and roots as aids in understanding new vocabulary. A minimum of 5 hours of out-of-class work will be required for this course.*	***2.625 /54***
ESL W 041-WRITING *High Intermediate ESL Writing is the continuation of Low Intermediate ESL Writing with more emphasis placed on appropriate use of a variety of sentence structures, complex verb forms, modifiers, and punctuation. Students move from paragraph writing to five paragraph essays to assist students to bridge the gap between the study of English as a second language and the effective use of English in the college classroom. A minimum of 5 hours of out-of-class work will be required for this course.*	***2.625 /54***

ESL 051 LEVEL 5 LOW ADVANCED ESL	**10.5 / 216**
This course is designed to help low advanced students refine their intermediate skills and introduces advanced listening, speaking, reading, and writing skills. Emphasis is on accurate use and comprehension of intermediate and advanced grammar and vocabulary in authentic conversation. Negotiating meaning and responding to native language interactions and informal situations is practiced. Writing exercises will focus on pre-writing, editing techniques and five paragraph essays across writing styles. A minimum of 36 hours of out-of-class work will be required for this course and may include vocabulary study, memorization and practice, assigned readings, essay writing, grammar assignments, textbook or handout exercises and other practical English usage exercises. Prerequisite: ESL 041 or corresponding score on placement test.	
ESL GR 051- GRAMMAR *In Low Advanced Grammar, students focus on the use of gerunds or infinitives to describe activities in academic and informal settings. This class also focuses on noun, adverb, and relative clauses for academic oral and written communication. Verbs of modality are also analyzed and practiced. A minimum of 5 hours of out-of-class work will be required for this course.*	***2.625 /54***
ESL LS 051-LISTENING/SPEAKING *The course provides Low Advanced ESL students extensive practice in listening and speaking in academic settings. Listening focuses on understanding spoken English in formats such as college lectures and news broadcasts. Note-taking tasks are intended to reinforce aural comprehension and focus on recognizing organizational patterns and outlining main ideas and supporting details through audio taped, videotaped and live presentations. Speaking focuses on increased fluency and communicative strategies used by native speakers in academic and professional settings. A minimum of 5 hours of out-of-class work will be required for this course.*	***2.625 /54***
ESL R 051-READING *This course emphasizes reading and vocabulary development for ESL students at an advanced level. Students read articles that are longer and more complex than in Intermediate ESL. Emphasis is on paraphrasing, summarizing, and analysis of texts to make abstract inferences. A minimum of 5 hours of out-of-class work will be required for this course.*	***2.625 /54***
ESL W 051-WRITING *This course provides students with the opportunity to develop fluency in writing expository paragraphs in standard written English and introduces essay structure. The focus is on the study and practice of topic sentences and thesis statements, rhetorical patterns, organization of the paragraph and short essay, and coherence and writing techniques. A minimum of 5 hours of out-of-class work will be required for this course.*	***2.625 /54***

ESL 061 LEVEL 6 HIGH ADVANCED ESL	10.5 / 216

This course helps high advanced students refine and practice their listening, speaking, reading, and writing skills. Emphasis is on speaking extemporaneously, use of metaphors and idioms, and identifying intent and emotions by recognizing tone, content and word usage. An increased focus on reading serves as the basis for dynamic oral communicative practice. A minimum of 36 hours of out-of-class work will be required for this course and may include vocabulary study, memorization and practice, assigned readings, essay writing, grammar assignments, textbook or handout exercises and other practical English usage exercises. Prerequisite: ESL 051 or corresponding score on placement test.

ESL GR 061- GRAMMAR *This High Advanced Grammar course focuses on understanding and using advanced grammatical structures in context. Students develop an understanding of their own grammatical problems and how to edit their own writing for correctness. Areas to be covered include all verb forms, complex sentences to include clauses and phrases and parallel structures. A minimum of 5 hours of out-of-class work will be required for this course.*	**2.625 /54**
ESL LS 051-LISTENING/SPEAKING *This course continues to focus on developing oral communication skills in a variety of social and academic situations. Students have the opportunity to use current vocabulary resources, syntactic knowledge, and new and idiomatic expressions to express ideas in conversational settings. Students continue to have the opportunity to learn appropriate verbal and nonverbal behavior. Emphasis is on the development of oral fluency and the appropriate use of conversational strategies and conversation management techniques. A minimum of 5 hours of out-of-class work will be required for this course.*	**2.625 /54**
ESL R 061-READING *This course focuses on development of abilities in academic reading needed for college level courses. Students evaluate and analyze course readings and learn to incorporate readings as sources in their academic writing. Students produce essays and a reading journal. A minimum of 5 hours of out-of-class work will be required for this course.*	**2.625 /54**
ESL W 061-WRITING *This course provides structural writing skills required for academic study and language proficiency. In addition to grammatical evaluation and modification, there is also emphasis on writing a variety of patterns of simple and compound sentences, cohesive paragraphs, and well-organized essays. Accuracy of language use and precision in form are developed, through daily editing, feedback, re-writing, and a variety of activities: internet, computer lab, exercises, and shared tasks. A minimum of 5 hours of out-of-class work will be required for this course.*	**2.625 /54**

IEP STAGE II COURSES BEYOND STAGE I HIGH ADVANCED ESL

IEP Stage II courses are available to students who have successfully completed ESL061-High Advanced Level, or achieved a corresponding score on the ESL Placement test. In Stage II courses, students continue to sharpen their language skills and prepare for university work.

Course Name	Course Name	Credit Hours	Clock Hours
TOEFL Preparation	Session 1 ESL 100-01	3.5	72
	Session 2 ESL 100-02	3.5	72
	Session 3 ESL 100-03	3.5	72
	Total	10.5	216
American Literature I	Session 1 ESL 110a-01	1.75	36
	Session 2 ESL 110a-02	1.75	36

	Session 3 ESL 110a-03	1.75	36
	Total	5.25	108
American Literature II	Session 1 ESL 110b-11	1.75	36
	Session 2 ESL 110b-12	1.75	36
	Session 3 ESL 110b-13	1.75	36
	Total	5.25	108
Business English I	Session 1 ESL 120a-01	1.75	36
	Session 2 ESL 120a-02	1.75	36
	Session 3 ESL 120a-03	1.75	36
	Total	5.25	108
Business English II	Session 1 ESL 120b-11	1.75	36
	Session 2 ESL 120b-12	1.75	36
	Session 3 ESL 120b-13	1.75	36
	Total	5.25	108
English for Medical Purposes I	Session 1 ESL 130a-01	1.75	36
	Session 2 ESL 130a-02	1.75	36
	Session 3 ESL 130a-03	1.75	36
	Total	5.25	108
English for Medical Purposes II	Session 1 ESL 130b-11	1.75	36
	Session 2 ESL 130b-12	1.75	36
	Session 3 ESL 130b-13	1.75	36
	Total	5.25	108
American Studies I	Session 1 ESL 140a-01	1.75	36
	Session 2 ESL 140a-02	1.75	36
	Session 3 ESL 140a-03	1.75	36
	Total	5.25	108
American Studies II	Session 1 ESL 140b-11	1.75	36
	Session 2 ESL 140b-12	1.75	36
	Session 3 ESL 140b-13	1.75	36
	Total	5.25	108
Academic Writing I	Session 1 ESL 150a-01	1.75	36
	Session 2 ESL 150a-02	1.75	36
	Session 3 ESL 150a-03	1.75	36
	Total	5.25	108
Academic Writing II	Session 1 ESL 150b-11	1.75	36
	Session 2 ESL 150b-12	1.75	36
	Session 3 ESL 150b-13	1.75	36
	Total	5.25	108
Public Speaking I	Session 1 ESL 160a-01	1.75	36
	Session 2 ESL 160a-02	1.75	36
	Session 3 ESL 160a-03	1.75	36

		Total	5.25	108
Public Speaking II	Session 1 ESL 160b-11	1.75	36
	Session 2 ESL 160b-12	1.75	36
	Session 3 ESL 160b-13	1.75	36
	Total	5.25	108
Grammar Through Editing	Session 1 ESL 170a-01	1.75	36
	Session 2 ESL 170a-02	1.75	36
	Session 3 ESL 170a-03	1.75	36
	Total	5.25	108
Grammar for Editing	Session 1 ESL 170b-11	1.75	36
	Session 2 ESL 170b-12	1.75	36
	Session 3 ESL 170b-13	1.75	36
	Total	5.25	108
Academic English I	Session 1 ESL 180a-01	1.75	36
	Session 2 ESL 180a-02	1.75	36
	Session 3 ESL 180a-03	1.75	36
	Total	5.25	108
Academic English II	Session 1 ESL 180b-11	1.75	36
	Session 2 ESL 180b-12	1.75	36
	Session 3 ESL 180b-13	1.75	36
	Total	5.25	108

IEP STAGE II COURSES

Number and Title / Description	Credit hours/ Clock hours
ESL 100 TOEFL PREPARATION	**10.5 / 216**
This course is for advanced level (Stage 2) ESL students. Students will receive training on how to successfully negotiate the format and content areas and will gain the experience needed for taking the TOEFL exam. Students will focus on the core skills including listening, speaking, vocabulary development, reading and essay writing. Practice tests and sample questions will give students insight into their strengths and weaknesses and instructors will provide strategies for improvement in specific skill areas and test taking in general. A minimum of 18 hours of out-of-class work will be required for this course and may include vocabulary study, memorization and practice, assigned readings, essay writing, textbook or handout exercises and other practical English usage exercises. Prerequisite: Completion of Level 6 in Stage 1 of IEP program, including: ESL W061, ESL GR061, ESL LS061, ESL R061 or Corresponding score on the placement test.	
ESL 110A AMERICAN LITERATURE I	**5..25 / 108**
This course is for advanced level (Stage 2) ESL student. Students will receive an introduction American Literature by reading selected short stories by classic and contemporary writers. Students will learn to think critically, make inferences, discuss what they read, and write responses to the work. All content will be reviewed within the context of university level literature class. A minimum of 18 hours of out-of-class work will be required for this course and may include vocabulary study, assigned readings, essay writing, textbook or handout exercises and other practical English usage exercises. Prerequisite: Completion of Level 6 in Stage 1 of IEP program, including: ESL W061, ESL GR061, ESL	

LS061, ESL R061 or Corresponding score on the placement test.

ESL 110B AMERICAN LITERATURE II	**5..25 / 108**

This course is for advanced level (Stage 2) ESL students. In this second half of American Literature, students will read a selection of classic and contemporary American stories and then view cinematic versions of them. Students will learn to compare and contrast author views, character portrayal, and plot construction. Students will study the similarities and differences between the mediums which allow for discussion and critical analysis of the literary aspects. All content will be reviewed within the context of university level film and literature class. A minimum of 18 hours of out-of-class work will be required for this course and may include vocabulary study, assigned readings, essay writing or presentations, textbook or handout exercises and other practical English usage exercises. Prerequisite: Completion of Level 6 in Stage 1 of IEP program, including: ESL W061, ESL GR061, ESL LS061, ESL R061 or Corresponding score on the placement test.

ESL 120A BUSINESS ENGLISH I	**5..25 / 108**

This course is for advanced level (Stage 2) ESL students. Advanced students will be acquiring an overall understanding of language and basic concepts of business and economics. This course introduces key concepts in areas of production, corporate structure, marketing, logistics, international trade and finance. Areas of study might include management, corporate structure, global management, economic sectors, and financial instruments. Students will gain practice using critical thinking skills as they analyze, discuss and summarize key business and management theories. They will express their understanding of business concepts in various oral and written exercises. A minimum of 18 hours of out-of- class work will be required for this course and may include vocabulary study, memorization and practice, assigned readings, essay writing, textbook or handout exercises and other practical English usage exercises. Prerequisite: Completion of Level 6 in Stage 1 of IEP program, including: ESL W061, ESL GR061, ESL LS061, ESL R061 or Corresponding score on the placement test.

ESL 120B BUSINESS ENGLISH II	**5..25 / 108**

This course is for advanced level (Stage 2) ESL students. In Business English (b), students will gain an accelerated understanding of key vocabulary and management concepts. They will study and recognize leaders in business concepts, as well as understand transactional and transformational leadership, business evaluations, and feasibility studies. Students will also research and analyze significant management concepts. They will practice communications using typical word combinations and grammar used in management by professionals. In Marketing, students will strengthen their understanding of business concepts such as research, product development, branding, public relations, advertising and promotion. Students will write and talk about English vocabulary most often associated with marketing. Students will perform a SWOT analysis on a company, and support understanding by completing class assignments on branding and promotion. A minimum of 18 hours of out-of- class work will be required for this course and may include vocabulary study, memorization and practice, assigned readings, essay writing, textbook or handout exercises and other practical English usage exercises. Prerequisite: Completion of Level 6 in Stage 1 of IEP program, including: ESL W061, ESL GR061, ESL LS061, ESL R061 or Corresponding score on the placement test.

ESL 130A ENGLISH FOR MEDICAL PURPOSES I	**5..25 / 108**

This course is for advanced level (Stage 2) ESL students. This course is designed to improve the communications skills and specialist English knowledge of practicing Healthcare Professionals, enabling them to prepare more confidently and effectively; English Language Learners who are entering the healthcare field or preparing for college-level science courses. With the individual needs of students in mind, reading, writing, listening and speaking skills are integrated through a wide variety of communicative activities. The course covers areas of nursing such as patient admission, taking medical specimens, patient handover, post-operation assessment and discharge planning. Authentic tasks are based on everyday medical scenarios, which make the course fun and motivating. A minimum of 18 hours of out-of-class work will be required for this course and may include vocabulary study, memorization and practice, assigned readings, essay writing, textbook or handout exercises and other practical English usage exercises. Prerequisite: Completion of Level 6 in Stage 1 of IEP program, including: ESL W061, ESL GR061, ESL LS061, ESL R061 or Corresponding score on the

placement test.

ESL 130B ENGLISH FOR MEDICAL PURPOSES II	5..25 / 108

This course is for advanced level (Stage 2) ESL students. This course is an extension of English for Medical Purposes I. In this course, English Language Learners will apply advanced listening, speaking, reading and writing skills to comprehend academic texts and prepare for real-life situations in the healthcare industry. The course covers advanced vocabulary related to anatomy and medicine. Participation in this course will enable ELL's to prepare for advanced certificates ion the healthcare industry. Writing assignments and oral presentations as appropriate to the discipline are part of the course. Prerequisite: English for Medical Purposes II. A minimum of 18 hours of out-of-class work will be required for this course and may include vocabulary study, memorization and practice, assigned readings, essay writing, textbook or handout exercises and other practical English usage exercises. Prerequisite: Completion of Level 6 in Stage 1 of IEP program, including: ESL W061, ESL GR061, ESL LS061, ESL R061 or Corresponding score on the placement test.

ESL 140A AMERICAN STUDIES I	5..25 / 108

This course is for advanced level (Stage 2) ESL students. This course is designed to improve academic skills and provide practical information about American history to advanced level (Stage 2) ESL students. Emphasis is on university level skills such as critical thinking and questioning, effective note taking, and academic reading and writing strategies. Students will get an overview the American people and its institutions. Topics include the organization of the American system of government, the Civil Rights Movement, and the American educational system among other topics. A minimum of 18 hours of out of-class work will be required for this course and may include vocabulary study, assigned readings, essay writing, as well as textbook work. Prerequisite: Completion of Level 6 in Stage 1 of IEP program, including: ESL W061, ESL GR061, ESL LS061, ESL R061 or Corresponding score on the placement test.

ESL 140B AMERICAN STUDIES II	5..25 / 108

This course is for advanced level (Stage 2) ESL students. This course is designed to improve academic skills and provide practical information about American culture to advanced level (Stage 2) ESL students. Emphasis is on university level skills like critical thinking and questioning, effective note taking and listening, and academic reading and writing techniques. Intensive study of significant people, places, events and dates in American history and the values and characteristics of the American people which have shaped and continue to shape the United States of America. Topics include American holidays, sports, music and the role of the USA on the global stage. A minimum of 18 hours of out of-class work will be required for this course and may include vocabulary study, assigned readings, essay writing, as well as textbook work. Prerequisite: Completion of Level 6 in Stage 1 of IEP program, including: ESL W061, ESL GR061, ESL LS061, ESL R061 or Corresponding score on the placement test.

ESL 150A ACADEMIC WRITING I	5..25 / 108

Research Writing: This course is for advanced level (Stage 2) ESL students. The objective of this advanced level (Stage 2) class is to prepare students to write using advanced grammatical structures and to gain practice in editing their own and others' written work in English. Students will be expected to produce written texts using a variety of advanced grammatical structures; be required to edit and "proof" sample writings for errors; take quizzes comprising writing and editing to measure their progress; participate in group work involving editing and critiquing written materials; and take exams to measure student's ability in producing accurate texts and in editing for errors. A minimum of 18 hours of out-of-class work will be required for this course and may include research, essay writing, grammar assignments, textbook or handout exercises and other practical English usage exercises. Prerequisite: Completion of Level 6 in Stage 1 of IEP program, including: ESL W061, ESL GR061, ESL LS061, ESL R061 or Corresponding score on the placement test.

ESL 150B ACADEMIC WRITING II	5..25 / 108

This course is for advanced level (Stage 2) ESL students. This advanced-level course will give the student an introduction to the basic elements of creative writing, from prose fiction to poetry. This course begins with an Introduction to the major elements of prose and moves across genres to examine similar modes and impulses in poetry. This course focuses on the fundamental principles such as plot, structure, character, voice, dialogue, description, and point of view. These principles are

taught through lectures, class discussions, writing exercises, and in-depth critiques of student writing. A minimum of 18 hours of out of-class work will be required for this course and may include vocabulary study, assigned readings, essay writing, as well as textbook work. Prerequisite: Completion of Level 6 in Stage 1 of IEP program, including: ESL W061, ESL GR061, ESL LS061, ESL R061 or Corresponding score on the placement test.

ESL 160A PUBLIC SPEAKING I	5..25 / 108

This course is for advanced level (Stage 2) ESL students. Public Speaking & Presentations is designed to familiarize students with rhetoric as the basis for personal presentation and speech. The course will help students become more comfortable and adept at speaking publicly in a number of different forums. Some of the topics which this course will cover include: rhetorical analysis and appeals, ethics and public speaking, speaking extemporaneously, the composition and organization of speech writing, effective gesture and delivery, the role of visual aids such as PowerPoint in speeches, and the learning how to work effectively in team settings. A high level of student participation is fundamental to the course, as students will be required to present a number of undergraduate-level speeches to the class. A minimum of 18 hours of out of-class work will be required for this course and may include vocabulary study, assigned readings, essay writing, as well as textbook work. Prerequisite: Completion of Level 6 in Stage 1 of IEP program, including: ESL W061, ESL GR061, ESL LS061, ESL R061 or Corresponding score on the placement test.

ESL 160B PUBLIC SPEAKING II	5..25 / 108

This course is for advanced level (Stage 2) ESL students. This advanced-level course will give the student an introduction to the basic elements of creative writing, from prose fiction to poetry. This course begins with an introduction to the major elements of prose and moves across genres to examine similar modes and impulses in poetry. This course focuses on the fundamental principles such as plot, structure, character, voice, dialogue, description, and point of view. These principles are taught through lectures, class discussions, writing exercises, and in-depth critiques of student writing. A minimum of 20 hours of out-of-class work will be required for this course and may include vocabulary study, assigned readings, essay writing, as well as textbook work. Prerequisite: Completion of Level 6 in Stage 1 of IEP program, including: ESL W061, ESL GR061, ESL LS061, ESL R061 or Corresponding score on the placement test.

ESL 170A GRAMMAR THROUGH EDITING	5..25 / 108

This course is for advanced level (Stage 2) ESL students. The objective of this class is to prepare students who have been enrolled in an advanced writing course to write using advanced grammatical structures and to gain practice in editing their own and others' written work in English. Students will be expected to produce written texts using a variety of advanced grammatical structures; be required to edit and "proof" sample writings for errors; take quizzes comprising writing and editing to measure their progress; participate in group work involving editing and critiquing written materials; and take exams to ensure student's ability in producing accurate texts and in editing for errors. A minimum of 9 hours of out-of-class work will be required for each course and may include vocabulary study, memorization and practice, assigned readings, sentence, paragraph or essay writing, grammar assignments, textbook or handout exercises and other practical English usage exercises. Prerequisite: Completion of Level 6 in Stage 1 of IEP program, including: ESL W061, ESL GR061, ESL LS061, ESL R061 or Corresponding score on the placement test.

ESL 170B GRAMMAR FOR EDITING	5..25 / 108

This course is for advanced level (Stage 2) ESL students. The objective of this class is to prepare students to write using advanced grammatical structures and to gain practice in editing their own and others' written work in English. Students will be expected to produce written texts using a variety of advanced grammatical structures; be required to edit and "proof" sample writings for errors; take quizzes comprising writing and editing to measure their progress; participate in group work involving editing and critiquing written materials; and take exams to measure student's ability in producing accurate texts and in editing for errors. A minimum of 20 hours of out-of-class work will be required for this course and may include research, essay writing, grammar assignments, textbook or handout exercises and other practical English usage exercises. Prerequisite: Completion of Level 6 in Stage 1 of IEP program, including: ESL W061, ESL GR061, ESL LS061, ESL R061 or Corresponding score on the placement test.

ESL 180A ACADEMIC ENGLISH I	5..25 / 108

This course is for advanced level (Stage 2) ESL students. The Academic English course is designed to provide high intermediate and advanced ESL students with the academic skills needed for university studies. The topics in this course include a variety of academic disciplines including psychology, sociology, biology, and linguistics in integrated skills units that help students develop academic language and critical thinking skills that are necessary for university studies. A minimum of 18 hours of out-of-class work will be required for this course and may include vocabulary study, memorization and practice, assigned readings, essay writing, textbook or handout exercises and other practical English usage exercises. Prerequisite: Completion of Level 6 in Stage 1 of IEP program, including: ESL W061, ESL GR061, ESL LS061, ESL R061 or Corresponding score on the placement test.

ESL 180B ACADEMIC ENGLISH II	**5..25 / 108**

This course is for advanced level (Stage 2) ESL students. Academic English II will teach students how to apply critical thinking skills as they engage in academic Listening and Speaking tasks across a range of disciplines. This class features vocabulary development from the Academic Word List, a wide range of audio that presents different viewpoints to encourage students to think critically while developing comprehension of academic content and opportunities to use the language orally through debates, panel discussions, and presentations. A minimum of 18 hours of out-of-class work will be required for this course and may include vocabulary study, memorization and practice, assigned readings, essay writing, textbook or handout exercises and other practical English usage exercises. Prerequisite: Completion of Level 6 in Stage 1 of IEP program, including: ESL W061, ESL GR061, ESL LS061, ESL R061 or Corresponding score on the placement test.

SOLEX ADMINISTRATION

SOLEX College Administrators are experienced professionals who are dedicated to ensuring the healthy functioning of the College and the satisfaction of its students. A list of current faculty can be obtained from the Student Services Office.

President..Leon E. Linton, Ed.D.
Compliance Officer and Academic Affairs Officer ………………………………….Sharon McNeely, Ph.D.
Vice President, Director of International Student Services, PDSO……....……………..…Tatiana Hamilton
Registrar…………………………………………………………………………………………….Luba Sokil
ESL Program Director………………………………………………………………………….Brady Bush
PTA Program Director …………………………………………………………………………….Claire Davies
Financial Aid Officer……………………………………………………………………………….Anahi Huerta

ARTICULATION AGREEMENTS

SOLEX College does not guarantee transferability of credit and in many cases, credits or coursework are not likely to transfer to another institution.

- In cases where transferability is guaranteed, students may request and SOLEX College will provide copies of transfer agreements that include agreement details and limitations.

- SOLEX College maintains articulation agreements with DeVry University, Kendall College and Ort Institute.

- SOLEX College also has cooperative agreements with EAST-WEST University, Tribeca Flashpoint Academy and Marquette University.

- We caution all students to validate course transferability before enrolling and make sure courses will count toward general and upper level courses where applicable. Depending upon student's degree requirements for the intended major(s), courses may fill elective requirements and force additional course work to be taken to satisfy the major or upper level requirements. Additionally, many colleges and universities have a cap on the number of credits they will allow to transfer to their programs. Students are advised to check the school's transfer policy on their respective Transfer Profile page and to consult with institutions to which they may seek to transfer.

HOLIDAYS 2015 - 2016

2016	SOLEX COLLEGE IS CLOSED ON:
NEW YEAR	January 1
MEMORIAL DAY	May 30
INDEPENDENCE DAY	July 4
LABOR DAY	September 5
THANKSGIVING HOLIDAYS	November 24, 25
WINTER BREAK	December 24, 25, 30, 31

2016 ACADEMIC CALENDAR

MONTH	DATE	EVENT
1	January 1-2	Holiday: School open modified hours
	January 4	Class Start: IEP
	January 4	Class Start: A.A.S. in Physical Therapist Assistant Core classes
	January 18	Spring Semester Begins: Degree Programs
2	February 1	Class Start: IEP
	February 29	Class Start: IEP
4	April 4	Class Start: IEP
5	May 2	Class Start: IEP
	May 9	Class Start: Physical Therapist Assistant (continuing core)
	May 30	Holiday: No classes. School is closed.
	May 31	Class Start: IEP
6	June	N/A
7	July 4	Holiday: No classes. School is closed.
	July 5	Class Start: IEP
8	August 1	Class Start: IEP
	August 29	Fall Semester Begins: Degree Programs
	August 29	Class Start: IEP
	August 29	Class Start: Physical Therapist Assistant (continuing core)
9	September 5	Holiday: No classes. School is closed
	September 12	Class Start: General Education for Physical Therapist Assistant
10	October 3	Class Start: IEP
	October 31	Class Start: IEP
11	November 24, 25	Holiday: No classes. School is closed.
	November 28	Class Start: IEP
12	December 24, 25, 30, 31	Holidays: No classes. College is open modified hours on the 24th, the 30th, and the 31st.

PLACEMENT STATISTICS & DISCLOSURES

SOLEX College Student Placement Statistics and Enrollment Agreement Disclosures

for the Period of July 1, 20014 through June 30, 2015

	Intensive English Program	A.A.S. in Accoun-ting Program	Accounting & Book-keeping Program	A.A.S. in Physical Therapist Assistant	Basic Nurse Assistant	Medical Assistant	IT Career Program	Enrolled for Less than Full Program
A) For each program of study,								
1)The number of students admitted in the program or course of instruction prior to	317	14	1	23	7	8	4	149
2) The number of additional students who were admitted in the program or course of instruction during the next 12 months and classified in one of the following categories:								
a) New Starts	394	1	0	30	6	9	4	629
b) Re-enrollments	6	0	0	0	0	0	0	2
c) Transfers into the program from other	24	0	0	0	0	1	0	1
3) The total number of students admitted in the program or course of instruction during the 12-	741	15	1	53	13	18	8	781
4) The number of students enrolled in the program or course of instruction during the 12 months reporting period who:								
a) Transferred out of the program or course and	1	0	0	0	0	0	0	25
b) Completed or graduated from a program or	297	8	1	10	9	8	8	623
c) Withdrew from the	175	1	0	8	4	4	0	6
d) Are still enrolled	268	6	0	35	0	6	0	127
5) The number of students enrolled in the program or course of instructions who were:								
a) Placed in their field of	0	0	0	6	6	3	4	0
b) Placed in a related	0	0	0	0	0	1	0	0
c) Placed out of field	0	0	0	2	1	1	2	0
d) Not available for placement due to	269	7	0	1	1	0	0	0
e) Not employed	0	1	1	1	1	3	2	0
B1) The number of students who took a State Licensing examination or professional	0	0	0	10	9	8	0	0
B2) The number of students who took and passed a State licensing examination or professional certification	0	0	0	8	9	8	0	0
C) The number of graduates who obtained employment in the field who did not use the school's placement assistance	0	0	0	0	0	0	0	0
D) The average starting salary for all school graduates	0	0	0	$26.00	$10.78	$13.61	$12.65	0
RETENTION RATE	76%	93%	100%	85.00%	69.00%	78%	100%	99%
PLACEMENT RATE	0	0	0	89%	88%	63%	75%	0

CAMPUS LOCATIONS AND CONTACT INFO

MAIN CAMPUS (WHEELING)
350 East Dundee Rd., Wheeling, IL 60090
Phone: 847.229.9595; Fax: 47.229.1919

WABASH LEARNING SITE
180 North Wabash Ave. Chicago, IL 60601
Phone: 312.970.1375; Fax: 847.229.1919

VISIT US AT: www.solex.edu

LIVE CHAT AT: www.solex.edu

E-MAIL: info@solex.edu

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