MID MICHIGAN COLLEGE

midmich.edu

COLLEGE CATALOG

2022-2023

This is YOUR College Catalog

midmich.edu/catalog

Your College Catalog is based on the academic year you began at Mid, and contains your official academic degree requirements. This is referred to as your College Catalog of Record. Use the College Catalog to find academic information, student support services, official policies, and more.

Graduation requirements for all types of credentials are based on requirements printed in the College Catalog. You have seven years to complete those requirements with continuous attendance. Continuous attendance is defined as attending at least one semester per academic year.

Requirements from different College Catalogs cannot be mixed. If it takes longer than seven years to complete a credential or if you are not enrolled continuously, the requirements printed in the current College Catalog must be met. The College does maintain the right to shorten the seven-year period for some credentials under certain circumstances.

Your College Catalog of Record may change if you

- Do not enroll at Mid for two or more consecutive semesters
- Change your program of study/credential
- Choose to follow a more recent College Catalog

To confirm or change your College Catalog of Record, contact Registration & Records at enrollment@midmich.edu, (989) 386-6659 or (989) 773-6622. Please note that the College Catalog is subject to change without notice. The most current version can be found at midmich.edu/catalog.

The Community's College

Open Door Admissions Policy

Mid Michigan College is your *open door* to possibility. Mid's admissions policy encourages all persons who have a desire to study to apply, enroll, and gain full advantage of the benefits the College has to offer. All applicants are accepted to the College, and every effort is made to ensure their success. This College Catalog represents possibilities and potential. Use the tools and information on the following pages to stay on track, up to date, and on your path toward graduation. Students are supported by admissions representatives, mentors, faculty, and staff throughout their educational journey. In turn, students should demonstrate dedication toward their goals through hard work, responsibility, and engagement in the classroom to further their efforts. While Mid does not require a high school diploma or GED to register, these may be required to take advantage of services and opportunities. For example, students planning to transfer to a four-year college or university should be aware that a high school diploma or GED may be required by the transfer institution. Students applying for financial aid must also have a high school diploma or GED.

In its commitment to providing a safe environment, Mid Michigan College actively endeavors to broaden our diversity, promote equal opportunity, and prohibits any form of discrimination in its programs, activities, and conditions of admission or employment. Learn more about these efforts and policies by visiting midmich.edu/eeo, midmich.edu/titleix, midmich.edu/securityreport. Significant effort has been made to ensure this content meets accessibility guidelines. If you encounter a barrier you can report the barrier at midmich.edu/reportaccessibilitybarrier or contact Strategic Communications at (989) 386-6622 or stratcomm@midmich.edu.

A Letter from President Hood

First and foremost, thank you for choosing Mid Michigan College to further your education. In addition to state-of-the-art facilities and learning resources, Mid is proud to employ and partner with distinguished educators and support staff who are deeply committed to helping you further your education and achieve your professional and personal goals. I take my role as college president seriously, and am honored to serve this great institution. Together with hundreds of distinguished educators, support staff, and partners, we are here to help support and celebrate your work and accomplishments as a student. Serving students and communities is at the heart of our mission, and we will do so in exemplary fashion, whether you need a mentor, educator, coach, or a colleague.

We look forward to providing you with learning opportunities not only for your academic pursuits, but also to build upon your co-curricular interests. Our new strategic plan opens many doors for us to serve more persons in more ways, throughout all stages of life. We are dedicated to strengthening and expanding educational pathways that connect seamlessly with transferability, earning post-high school credentials, providing innovative workforce development programs, and courses which allow students of all ages to learn more about topics of personal interest to them.

When our students achieve their goals, we do too. Mid students are changing the world in which they live every day! When our students stay in the area to proudly apply their newfound skills in the local workforce they are helping our communities flourish. Those who travel to areas outside our local districts are taking the Mid brand with them to showcase their education and empower a new region. The heart and soul of Mid is to develop knowledge and ability to empower learners and transform communities. That is our promise to you.

I hope to meet you and hear about your goals and aspirations in the near future.

Sincerely,

Tim Hood, President

Academic Calendar Fall 2022

Dates	Details
April 18	Fall Registration Begins
August 5	All Courses | Early Registration Ends
August 5	All Courses | Tuition Due by 4:30pm (Make payments on campus or via midmich.edu/mymid) *Students with unpaid tuition will be de-registered from their courses.*
August 6	Late Registration Begins
August 27	Student Services open 10am-2pm on the Mt. Pleasant Campus
August 29	16-week and First 8-week Courses Begin
August 31	First 8-week Courses | Late Registration and Add Ends
September 2	First 8-week Courses | Course Drop Refunds End
September 2	16-week Courses | Late Registration and Add Ends
September 5	Labor Day – College Closed | No Courses
September 6	LUCES (Late-start) 15-week Courses Begin
September 9	LUCES Courses | Late Registration and Add Ends
September 9	16-week and LUCES Courses | Course Drop Refunds End
September 9	All Courses | Tuition Due by 4:30pm (Make payments on campus or via midmich.edu/mymid) *Students with unpaid tuition will be de-registered from their courses.*
October 14	First 8-week Courses | Last Day to Withdraw
October 21	First 8-week Courses End
October 24	Second 8-week Courses Begin
October 26	Second 8-week Courses | Late Registration and Add Ends
October 28	Second 8-week Courses | Course Drop Refunds End
November 23	Professional Development Day – College Open | No Courses
November 24-27	Thanksgiving Break – College Closed | No Courses
December 9	16-week, Second 8-week, and LUCES Courses | Last Day to Withdraw
December 16	16-week, Second 8-week, and LUCES Courses End
December 23 – January 2	Holiday Break – College Closed

Mid Michigan College has made every reasonable effort to ensure all content is accurate and current. The contents of this College Catalog are subject to change, and therefore it cannot be considered a contract between students and the College. Mid has the right to publish addendums to this College Catalog at any time. Published June 7, 2022.

Academic Calendar Winter 2023

Dates	Details
October 10	Winter Registration Begins
November 18	All Courses | Early Registration Ends
November 18	All Courses | Tuition Due by 4:30pm (Make payments on campus or via midmich.edu/mymid) *Students with unpaid tuition will be de-registered from their courses.*
November 19	Late Registration Begins
December 23 – January 2	Holiday Break – College Closed
January 7	Student Services open 10am-2pm on the Mt. Pleasant Campus
January 9	16-week and First 8-week Courses Begin
January 11	First 8-week Courses | Late Registration and Add Ends
January 13	First 8-week Courses | Course Drop Refunds End
January 13	16-week Courses Late Registration and Add Ends
January 16	Martin Luther King Jr. Day – College Open | No Courses
January 17	LUCES (Late-start) 15-week Courses Begin
January 20	LUCES Courses | Late Registration and Add Ends
January 20	16-week and LUCES Courses | Course Drop Refunds End
January 20	All Courses | Tuition Due by 4:30pm (Make payments on campus or via midmich.edu/mymid) *Students with unpaid tuition will be de-registered from their courses.*
February 24	First 8-week Courses | Last Day to Withdraw
March 3	First 8-week Courses End
March 4-12	Spring Break – College Open | No Courses
March 13	Second 8-week Courses Begin
March 15	Second 8-week Courses | Late Registration and Add Ends
March 17	Second 8-week Courses | Course Drop Refunds End
March 30	Professional Development Day – College Open | No Courses
April 28	16-week, Second 8-week, and LUCES Courses | Last Day to Withdraw
May 5	16-week, Second 8-week, and LUCES Courses End
May 6	Commencement

Academic Calendar Summer 2023

Dates	Details
April 3	Summer Registration Begins
May 5	All Courses | Early Registration Ends
May 5	All Courses | Tuition Due by 4:30pm (Make payments on campus or via midmich.edu/mymid) *Students with unpaid tuition will be de-registered from their courses.*
May 6	Late Registration Begins
May 22	All Courses Begin
May 23	All Courses | Late Registration and Add Ends
May 23	4-week Courses | Course Drop Refunds End
May 24	6-week Courses | Course Drop Refunds End
May 25	8-week Courses | Course Drop Refunds End
May 26	12-week Courses | Course Drop Refunds End
May 26	All Courses | Tuition Due by 4:30pm (Make payments on campus or via midmich.edu/mymid) *Students with unpaid tuition will be de-registered from their courses.*
May 29	Memorial Day – College Closed | No Courses
June 9	4-week Courses | Last Day to Withdraw
June 16	4-week Courses End
June 23	6-week Courses | Last Day to Withdraw
June 30	6-week Courses End
July 4	Independence Day – College Closed | No Courses
July 7	8-week Courses | Last Day to Withdraw
July 14	8-week Courses End
August 4	12-week Courses | Last Day to Withdraw
August 11	12-week Courses End

Frequently Asked Questions

How do I view my schedule?

midmich.edu/schedule

What if I'm sick and can't attend my course?

Communicate with your instructor via the method outlined in the course syllabus. Some instructors base grades upon attendance along with participation, while others allow a certain number of absences without repercussion.

What should I bring to the first day of my course?

Before courses begin, review the syllabi. Bring paper and pencil/pen, or your laptop. Knowing your study style helps inform you about what you need. Highlighters, sticky notes, and bookmarks are some items students find helpful.

How do I request a loan?

For a student loan, be sure to file the FAFSA for the current year, and then view your awards in Self-Service to see if you are eligible and to follow next steps. For a Parent PLUS loan, go to studentloans.gov and click the Parent Borrowers tab in the center of the page.

How do I make an academic advising appointment?

Our Mid Mentors provide academic advising services. Call (989) 386-6626 or email mentors@midmich.edu to schedule an appointment.

When do I buy my textbooks?

Textbooks may be purchased using financial aid beginning with the Tuesday before courses begin. Students who are not using financial aid to purchase books may do so at any time during normal Campus Store hours. Textbook purchases can also be made online at midmich.edu/campus-store.

What happens if I need to drop a course?

Students drop or withdraw from courses for a variety of reasons. You may drop most courses within the first two weeks of the semester without negative impact. After the two-week drop period, withdrawing from a course may impact your ability to receive financial aid in the future. Please consult with your Mid Mentor to discuss your individual situation before withdrawing.

Why do I pay out-of-district tuition?

The College's in-district area consists of Beaverton, Clare, Farwell, Gladwin, Harrison, and Mt. Pleasant school districts. Only residents of these school districts support Mid with a portion of their property taxes and are therefore eligible to receive in-district tuition.

How to Read Your Schedule

Course Name and Title	Status	Meeting Information	Creds	CEUs	Pass Aud	Start Date
ENV.200.M02A (55708) Sci, Tech, and Society	New	01/06/21-05/04/21 LEC TTH 12:00PM-12:55PM, DC 214 01/06/21-05/04/21 LAB TTH 01:00PM-01:55PM, DC 206	3.00		Credit Alternatives	01/06/23
Course designator, level, section, and title	**New** Initial Registration **Add** Added after initial registration **Dropped** Removed from your schedule **Cancelled** Course no longer offered	Course meeting dates, times, and room numbers **Location** HC - Harrison, MP – Mt. Pleasant, OTH – Other, etc. see link below. **Days of the Week** SU, M, T, W, TH, F, S Learn more about Mid's course delivery methods, and how course locations will appear on your schedule.	# of credit hours	Type of credit for those returning for training	**Pass/Fail** You can elect not to receive a letter grade. "Pass" indicates a "C" or better and credit is awarded. Financial Aid may not cover some of these. Some may not transfer. **Audit** Students can elect to receive no grade or credit. Full tuition and fees are charged.	Course start date

Contact Us

		Harrison	Mt. Pleasant
Student Resources	midmich.edu/student-resources	Location/Phone	Location/Phone
Academic Advising	midmich.edu/mentors	HC 104	CSS 142
	mentors@midmich.edu	(989) 386-6626	(989) 386-6626
Academic Affairs	midmich.edu/academics	HC 232	CLAB 242
	academics@midmich.edu	(989) 386-6603	(989) 773-6622 x603
Accommodations	midmich.edu/accommodation-services	HC 106	Doan 109
	accommodations@midmich.edu	(989) 317-4613	(989) 317-4613
Admissions	midmich.edu/admissions	HC 104	CSS 142
	admissions@midmich.edu	(989) 386-6661	(989) 773-6622
Athletics	midmich.edu/athletics	By Appointment	CSS 237
	athletics@midmich.edu	(989) 386-6622 x548	(989) 773-6622 x548
Bookstore	midmich.edu/bookstore	HC 241	CSS 141
	bookstore@midmich.edu	(989) 386-6640	(989) 317-4620
Campus Cupboard	midmich.edu/campus-cupboard	Order Online	Order Online
	campuscupboard@midmich.edu	(989) 386-6626	(989) 773-6626
Career Center	midmich.edu/careercenter	HC 106	Doan 109
	careercenter@midmich.edu	(989) 317-4613	(989) 317-4613
Computer Labs	midmich.edu/technology	HC 128	CLAB 168 & 317
	helpdesk@midmich.edu	(989) 386-6622 x411	(989) 317-4630
Dual Enrollment	midmich.edu/dual	HC 104	CSS 164
	dual@midmich.edu	(989) 386-6622	(989) 773-6622
Financial Aid	midmich.edu/finaid	HC 104	CSS 142
	finaid@midmich.edu	(989) 386-6664	(989) 773-6622 x664
Help Desk	midmich.edu/helpdesk	HC 143	CLAB 318
	helpdesk@midmich.edu	(989) 386-6622 x411	(989) 317-4630
International	midmich.edu/international	HC 104	CSS 142
	international@midmich.edu	(989) 386-6626	(989) 773-6626
Library	midmich.edu/library	HC 128	CLAB 168
	library@midmich.edu	(989) 386-6618	(989) 773-6622 x240
Math Lab	midmich.edu/lls	HC 128	CLAB 180
	learningservices@midmich.edu	(989) 386-6622 x588	(989) 773-6622 x226
Mid Mentors	midmich.edu/mentors	HC 104	CSS 142
	mentors@midmich.edu	(989) 386-6626	(989) 386-6626
Online & Distance Education	midmich.edu/online	By Appointment	CLAB 267
	online@midmich.edu	(989) 386-6622 x105	(989) 773-6622 x105
Phi Theta Kappa	midmich.edu/ptk	HC 132	CSS 238
	lakerlife@midmich.edu	(989) 386-6634	(989) 773-6622 x634
Public Speaking Skills Center	midmich.edu/lls	HC 128	CLAB 168
	learningservices@midmich.edu	(989) 386-6616	(989) 773-6622 x243
Registration & Records	midmich.edu/enrollment	HC 104	CSS 142
	enrollment@midmich.edu	(989) 386-6659	(989) 773-6622 x221

		Harrison	Mt. Pleasant
Science Center	midmich.edu/lls	HC 128	CLAB 168
	learningservices@midmich.edu	(989) 386-6616	(989) 773-6622 x243
Security	midmich.edu/security	HC 139	CSS 146
	security@midmich.edu	(989) 339-4204	(989) 339-7323
Student Life	midmich.edu/lakerlife	HC 132	CSS 238
	lakerlife@midmich.edu	(989) 386-6634	(989) 773-6622 x634
Student Wellness & Equity	midmich.edu/wellness	By Appointment	By Appointment
	wellness@midmich.edu	N/A	N/A
Supplemental Instruction & Tutoring	midmich.edu/lls	HC 128	CLAB 168
	learningservices@midmich.edu	(989) 386-6616	(989) 773-6622 x243
Testing Center	midmich.edu/testingcenter	HC 128	CLAB 168
	llstestproctors@midmich.edu	(989) 386-6677	(989) 773-6622 x287
Title IX	midmich.edu/titleix	HC 205	CLAB 168C
	titleix@midmich.edu	(989) 386-6622 x394	(989) 773-6622 x394
TRIO-SSS	midmich.edu/trio-sss	HC 225	Doan 133
	trio-sss@midmich.edu	(989) 317-9211	(989) 317-9211
Veteran Resources	midmich.edu/veterans	HC 147	CLAB 306
	veterans@midmich.edu	(989) 386-6622 x634	(989) 773-6622 x634
Writing & Reading Center	midmich.edu/lls	HC 128	Library
	learningservices@midmich.edu	(989) 386-6616	(989) 773-6622 x243

		Harrison	Mt. Pleasant
Community on Campus	midmich.edu/community	Location/Phone	Location/Phone
Alumni Association	midmich.edu/alumni	By Appointment	Doan 106
	alumni@midmich.edu	(989) 773-6622 x183	(989) 773-6622 x183
Customized Training	midmich.edu/customized	Technical Education Center	Morey Technical Education Center
	training@midmich.edu	(989) 386-6614	(989) 773-6622 x279
College Foundation	midmich.edu/foundation	By Appointment	Doan 105
	foundation@midmich.edu	(989) 773-6622 x675	(989) 773-6622 x675
Lifelong Learning	midmich.edu/lifelonglearning	HC 232	By Appointment
	lifelonglearning@midmich.edu	(989) 386-6651	(989) 773-6622 x651
Professional Development	midmich.edu/profdev	Technical Education Center	Morey Technical Education Center
	training@midmich.edu	(989) 386-6614	(989) 773-6622 x279
Room Reservations	midmich.edu/reservations	HC 232	By Appointment
	reservations@midmich.edu	(989) 386-6651	(989) 773-6622 x651
SBDC	sbdcmichigan.org	By Appointment	Morey Technical Education Center
	sbdc@midmich.edu	(989) 317-4623	(989) 317-4623
Short-Term Training	midmich.edu/training	Technical Education Center	Morey Technical Education Center
	training@midmich.edu	(989) 386-6614	(989) 773-6622 x279
Trail System	midmich.edu/trails	Harrison Campus	N/A
	trails@midmich.edu	(989) 386-6651	N/A

		Harrison	Mt. Pleasant
Administration	midmich.edu/governance	Location/Phone	Location/Phone
Board of Trustees		HC 209	By Appointment
midmich.edu/governance	governance@midmich.edu	(989) 386-6601	(989) 386-6601
President	Tim Hood	HC 209	CLAB 302
midmich.edu/president	thood@midmich.edu	(989) 386-6602	(989) 386-6602
VP of Student Services	Matt Miller, Ed.D.	HC 104	CSS 142
midmich.edu/student-resources	mmiller@midmich.edu	(989) 386-6600	(989) 386-6600
VP of Finance & Administration	Lillian Frick	HC 207	By Appointment
midmich.edu/business-services	lfrick@midmich.edu	(989) 386-6605	(989) 773-6622 x605
VP of Academic Affairs & Community Outreach	Scott Mertes, Ph.D.	HC 232	CLAB 242
midmich.edu/academics	smertes@midmich.edu	(989) 386-6607	(989) 773-6622 x230
Associate VP of HR	Lori Fassett	HC 213	Doan 104
midmich.edu/hr	lfassett1@midmich.edu	(989) 386-6692	(989) 773-6622 x692
Associate VP of Economic & Workforce Development	Scott Govitz	Technical Education Center	Morey Technical Education Center
midmich.edu/workforce	sgovitz@midmich.edu	(989) 386-6624	(989) 773-6622 x624
Assistant VP of Institutional Research	Peter Velguth, Ph.D.	By Appointment	CSS 236
midmich.edu/ir	pvelguth@midmich.edu	(989) 386-6622 x129	(989) 317-4629
Executive Director of the Mid Michigan College Foundation	Tom Olver	By Appointment	Doan 105
midmich.edu/foundation	tolver@midmich.edu	(989) 386-6622 x675	(989) 773-6622 x675

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About Mid Michigan College

For over 50 years, Mid Michigan College has been providing access to educational opportunities in the mid-Michigan region.

Mid was created by the local communities it serves and has long drawn on the strength and resilience demonstrated by local residents and businesses. We believe in teaching skills that translate back to family businesses and leading employers in the area. We believe in teaching our students that community is something to be proud of. We believe in teaching one another that Mid was created for and exists today to be a beacon of knowledge and opportunity.

Learning at Mid spans and connects the generations. Our Lifelong Learning classes provide opportunities for community members to explore culinary arts, birding, welding, and more. Training opportunities allow mid-Michigan residents to begin a career in as little as three to twelve weeks, and over 80 academic programs and guided pathways prepare students for successful careers or the pursuit of advanced degrees at four-year colleges and universities.

From lifelong learning to training, and career-ready degrees to transfer-focused pathways, Mid strives to fulfill its mission of empowering learners and transforming communities. Today's graduates emulate this mission as they achieve their goals. They are moving forward into bolder, brighter, better futures built on a foundation of a quality education from Mid Michigan College.

MEET HARRY THE HERON

Harry the Heron is the Athletics and Laker Life mascot. He is **determined** to achieve greatness, **enthusiastic** in his support of student-athletes, and **loyal** to the **Laker family.**

College Governance

midmich.edu/governance

Board of Trustees

Mid Michigan College is governed by a Board of Trustees elected by citizens who reside in the public school districts of Beaverton, Clare, Farwell, Gladwin, Harrison, and Mt. Pleasant. The Board of Trustees establishes policies that govern the functioning of the College, and forms a vital link between the College and the community.

Terry Petrongelli
Chair

Michael W. Jankoviak Ph.D.
Vice Chair

Richard S. Allen, Jr.
Secretary

Thomas W. Metzger
Treasurer

George E. Gilmore, Jr.
Trustee

Jane Zdrojewski
Trustee

Mary Onita Oles
Trustee

President

The President administers the affairs of the College in accordance with the policies set by the Board, and the rules and regulations of the federal government and State of Michigan. The President also develops administrative principles and procedures for implementing and aligning Board-approved policies to the College's mission, values, and goals.

Mid's current President is Tim Hood.

College Council

College Council is comprised of campus leaders who both lead and represent constituents from across Mid. The Council's function is to assist the President in planning for the future of the College, working collectively toward the achievement of the College's goals, advising the President on matters of administrative policy and practice, and ensuring institutional effectiveness in all of the College's endeavors.

Committees

The College uses a shared governance system of committees organized to specifically address each of the College's four enduring goals. A standing charge guides the work of each group from year to year with specific tasks and priorities identified on an annual basis. To ensure representation from across campus and from all levels of team members, the composition of each committee is determined in advance. All committees retain the ability to solicit input from particular individuals or from the campus community as a whole.

Advisory Boards

Many community members from a wide-range of businesses and organizations and a variety of professions, serve on advisory boards that assist the College in developing new courses, programs, and credentials. The input from these individuals is of great value and imparts a real-world readiness to the opportunities Mid makes available to students throughout the mid-Michigan region.

History of Mid

midmich.edu/history

The earliest activity in providing community college services to the Clare and Gladwin areas began in 1962. Two years later the concept of the College was endorsed by the two local intermediate school districts and the five local school districts within the two counties. As a result of the acceptance of this basic concept, a Citizens Advisory Council was formed to determine the feasibility of establishing a community college. The report of the Council, completed in 1965, recommended the formation of a local community college. The report was then submitted to the Michigan Department of Public Instruction and notification of approval for the College was received in July, 1965.

In September, 1965, a special election was held to obtain community authorization for establishment of the College, to elect a governing Board of Trustees, and to approve a construction and operating millage of 1.5 mills to be levied against the assessed property valuation in the voting district. The favorable response of the voters resulted in official approval by the Michigan State Board of Education to establish Michigan's 25th community college.

During 1966-67, an administrative staff was employed to develop the initial planning for the College and the instructional programs. At the same time, an architect was developing a master plan for campus construction and development of the 560-acre site. Construction of the initial $1.5 million facility began in May, 1968.

In the fall of 1968, the first courses began in temporary facilities in the Clare County Building in Harrison. The Practical Nursing Program was started at the Central Michigan Community Hospital and the vocational and technical courses were conducted at the Area Vocational School, both in Mt. Pleasant. Temporary facilities for the library and audio-visual materials were obtained from the Harrison Public Library. During the fall of 1969, courses moved to the present Harrison Campus location and continued to be held at the Mt. Pleasant locations.

Construction of the Student Center was completed in 1972; the Goldberg Orientation Center, which originally housed the College's child care facilities, and a small engine repair building were added in 1973; the allied health facilities and Automotive Technology Center were completed in 1976; and the Climate Control Center was constructed in 1979. A Technical Trades Center opened for courses in the fall of 1983.

In December of 1993, the College purchased a three-story modern office building in Mt. Pleasant. The building was converted to a striking campus facility on an attractive site during 1994. The Mt. Pleasant Campus expanded the services available to Isabella and Gratiot Counties.

In the fall of 1998, the College opened an extensive expansion with improvements on the Harrison Campus, adding new science and health education facilities.

In the fall of 1999, Mid was granted funding for a Michigan Technical Education Center (M-TEC) to serve business, industry, and the community. The Center was completed in 2001 and provides training for employees and potential employees of industrial and skilled trades.

The Student Orientation and Academic Readiness (SOAR) Center opened in August 2004. This Center consolidated student services and academic support in one building to provide more comprehensive, coordinated service centered on student needs. Students now have easier access to all services in an inviting atmosphere.

Recognizing the growing need for skilled healthcare professionals, Mid opened the Herbert D. Doan Center for Science and Health Technologies in the Spring of 2008. Located on 44 acres in Mt. Pleasant, the Doan Center is a vital part of Mid's effort to expand its highly respected nursing program and establish new health science programs. The Doan Center doubled Mid's available space in Mt. Pleasant and provided additional science labs, classrooms, and computer labs. Further expansion continued at the site of the new Mt. Pleasant Campus. An addition to house student services was completed in March 2011. The Center for Liberal Arts and Business opened in 2014 consolidating services in Mt. Pleasant. Finally, the Morey Technical Education Center opened in early 2015 on the Mt. Pleasant Campus. The technical center allows the College to meet the workforce demands of the region and compliment the technical

training available on the Harrison Campus. Students are now able to receive a full range of services at either campus location - Harrison or Mt. Pleasant.

In early 2018, Mid's Board of Trustees approved a resolution to change the name of Mid Michigan Community College to Mid Michigan College. This change reflected the wider range of locales and more diverse student population the College serves. Being community-inspired and community-dedicated is at the heart of Mid's mission, and that has always been and will always be the case. The name now aligns with the College's mission to *develop knowledge and ability to empower learners and transform communities* regardless of where they live and how they attend courses. At a national level, many community/junior/technical colleges have changed their names to convey that they offer expanded services and programs of study. This trend follows in Michigan, in which 9 of the 28 community colleges do not currently have community in their names. As we continue to respond to needs and demands, we anticipate that Mid may begin offering bachelor degrees in select programs. This name-change positions Mid for such a transition. The name change took effect July 1, 2018.

From 2018 to 2020, the Harrison Campus main classroom building underwent a $13M renovation to provide an inviting place for members of the community and a more student-friendly atmosphere. In addition to providing classroom, library, and student activity space for current students, the project provides adequate space to accommodate a 25% growth in future enrollments. Newly renovated spaces include a campus store and café, student food pantry, veteran's resource center, fitness center, and wellness areas. Updated electrical and mechanical systems now position Mid's Harrison Campus to be one of the most energy-efficient community colleges in the State.

To increase usage and enjoyment of Mid's 560-forested acres, the College constructed an Outdoor Education Center in 2019. This center serves as the trail head for the biking and hiking trails that are frequently used by community members, mountain biking enthusiasts, and local high schools. The center features a flexible layout, and the 1,600 square feet of interior space and 1,400 square feet of outdoor space can be configured for use as a classroom or event venue.

In May of 2021, residents of the Mt. Pleasant Public School District voted to join the College's in-district service area in an annexation vote. Mt. Pleasant joined Beaverton, Clare, Farwell, Gladwin, and Harrison school districts to make up the College's new district.

Since the College opened its doors to 196 students in the fall of 1968, it has worked to meet the needs of the community and is now serving more than 4,000 students annually.

Mission Statement

midmich.edu/mission

We develop knowledge and ability to empower learners and transform communities.

Core Values

midmich.edu/mission

At Mid, we have principles and ideals that guide our actions. These are our Core Values, and they reflect the mission, purpose, philosophy, and beliefs of Mid Michigan College. Living these Core Values helps us to succeed in our mission. Our Core Values are people, integrity, learning, community, and excellence.

- *People* Mid creates opportunities for all people by treating them fairly and respectfully. We believe that by valuing diversity in people and ideas, we grow more insightful and compassionate. We maintain open access to education and provide caring, inclusive, and safe learning spaces that promote global considerations, equity, and equality.
    - We honor the successes and contributions of students, employees, and teams across the College.
    - We provide resources and opportunities that promote student and employee success, growth, and advancement.
    - We are open to all viewpoints and participate in College governance and initiatives.
    - We approach situations and people flexibly and with empathy, compassion, and respect for all individuals.
- *Integrity* Mid values trust-building through ethical decision making, transparency, and honesty. We keep our commitments, act consistently and fairly, and make evidence-informed decisions that promote our mission. We are forthright and accountable to our students, employees, and constituents.
    - We are consistent and dependable in our communication, processes, and follow through.
    - We take responsibility for our actions, decisions, and the processes that led to them.
    - We commit time to being informed and to informing the College community.
- *Learning* Mid values the transformational power of learning. We inspire and empower lifelong curiosity, growth, and achievement through teaching and learning. Both within and beyond the classroom, we are student-centered. We hold ourselves to the highest standards of academic rigor and excellence so that students can make a better future.
    - We make learning engaging, interactive, and relevant.
    - We encourage and invest in lifelong learning, both professionally and personally, for our employees, community members, and students.
    - We respect different learning styles and support each student and employee in actively engaging with their own success.
    - We encourage growth mindsets so that students and employees have the courage to innovate.
- *Community* Mid values community and building collaborative relationships. We are careful stewards of our own resources, and we invest in meeting our communities' needs for more engaged, skilled, and thoughtful citizens. Through strong and innovative partnerships, we support economic vitality and broaden our reach.
    - We create resources, events, activities, and educational programming to benefit and engage our communities.
    - We strive to be active and positive forces in our communities through volunteering, civic engagement, and service.
    - We prepare our students for gainful employment that strengthens the workforce and communities.
- *Excellence* Mid maintains the highest standards. We promote innovation so that our contributions are relevant and meaningful today and in the future. We stay adaptable and responsive to the needs of those we serve, because we serve an ever-changing world. We encourage creative solutions and new, bold approaches. We engage and value passionate leaders at all levels of the institution, because we believe that we are stronger together.
    - We commit to communicating with all departments to achieve excellence.

- We investigate and engage in best practices.
- We make careful decisions that consider our impacts on our students, employees, and communities.
- We give timely and specific feedback to improve student and staff performance.

Enduring Goals

midmich.edu/goals

- *Encouraging Student Success* Mid welcomes and supports all learners. This goal focuses on the design, deployment, and effectiveness of the teaching-learning process and the processes required to support them that underlie Mid's credit and non-credit programs and courses.
- *Engaging Our Community* This goal addresses the key processes separate from instructional support programs and internal support services through which Mid serves our communities both locally and globally.
- *Enhancing Employee Success* The College will recruit, attract, challenge, support, and retain talented and dedicated faculty, staff, and administrators to educate our students and serve our communities.
- *Ensuring Institutional Effectiveness* The College will establish policies and practices that promote educational access and affordability for all members of the community who have the ability to benefit from its programs.

Accreditation and Agreements

midmich.edu/accreditation

Mid Michigan College is approved by the Department of Education of the State of Michigan and is accredited by The Higher Learning Commission as a member of the North Central Association, 30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602-2504, 1-800-621-7440, visit The Higher Learning Commission at www.hlcommission.org.

The College is a signatory to the Michigan Association of Collegiate Registrars and Admissions Officers agreement (MACRAO) and to the Michigan Transfer Agreement (MTA).

To view or obtain copies of Mid's accreditation and licensing documents, contact the Vice President of Academic Affairs & Community Outreach at (989) 386-6607 or visit midmich.edu/accreditation. Written requests may be mailed to 1375 South Clare Avenue, Harrison, MI 48625.

- College courses taught at local high schools are accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP); PO Box 578 Chapel Hill, NC 27514; **www.nacep.org**.
- The Training Credential: Medical Assistant program is accredited through CAAHEP - Committee on Accreditation of Allied Health Education Programs, 9355 - 113th St. N, #7709 Seminole, FL 33775, www.caahep.org, (727) 210-2350; and the Medical Assistant Education Review Board (MAERB), 2020 N. California Ave. #213 Suite 7, Chicago, IL 60647, www.maerb.org, 1-800-228-2262. Accreditation for this program was obtained on April 30, 1999, and has been granted reaccreditation until 2024.
- The Associate Degree in Nursing is accredited by the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA) located at 2600 Virginia Avenue, NW, Washington, DC 20037, 202-909-2526 through 2025. Visit the NLN CNEA website at cnea.nln.org.
- The Pharmacy Technician Training Credential is accredited through ASHP – Associate Society of Health-System Pharmacists.
- The Physical Therapist Assistant Program at Mid Michigan College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Avenue, Suite 100, Alexandria, Virginia 22305 - 3085; telephone: (703) 684-2782; email: accreditation@apta.org; website: http://www.capteonline.org. If needing to contact the program/institution directly, call (989) 317-4609 or email pta@midmich.edu.
- The Associate in Applied Science Degree in Radiography is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT), and has been granted until 2023.
- The Associate in Applied Arts and Science Degree in Magnetic Resonance Imaging is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT), 20 N. Wacker Drive, Suite 2850, Chicago, IL 60606-3182. 312-704-5304.

Campus Locations

midmich.edu/locations

Harrison Campus

1375 South Clare Avenue, Harrison, MI 48625

- *Main Classroom Building* Mid's classroom building, renovated 2018-2020, represents a $13M investment in the Harrison Campus. Newly renovated spaces include a campus store and café, student food pantry, veteran's resource center, fitness center, and wellness areas. Updated electrical and mechanical systems position Mid to be one of the most energy-efficient community colleges in the State.
- *Center for Medical Imaging Studies* Renovated in 2012, this facility supports Mid's Imaging Sciences Programs with updated equipment and technologies, and a modern appearance that simulates a clinical setting.
- *Technical Education Center* This facility houses Advanced Integrated Manufacturing and HRA/HVAC labs and classrooms that include flexible spaces for short-term training in skilled trade and healthcare fields. All of these labs have been installed, improved, and updated since 2011.
- *Poet Family Outdoor Education Center (Poet Center)* The Poet Center was completed in 2019 and functions to increase the usage and enjoyment of Mid's 560 forested acres. This facility serves as the trail head for the biking and hiking trails, and features a flexible layout, so that it can be used as both an education and event venue.

Mt. Pleasant Campus

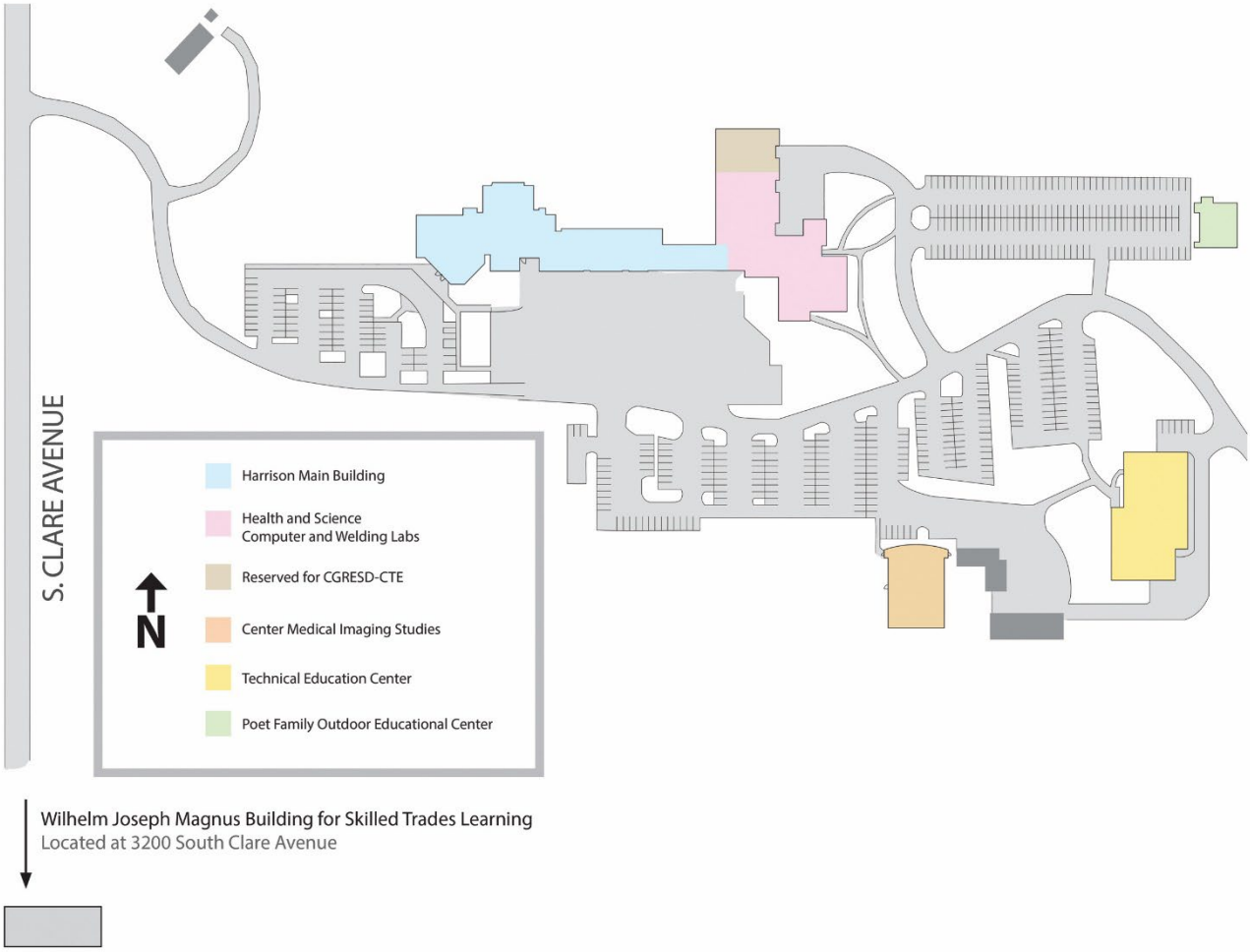
2600 South Summerton Road, Mt. Pleasant, MI 48858

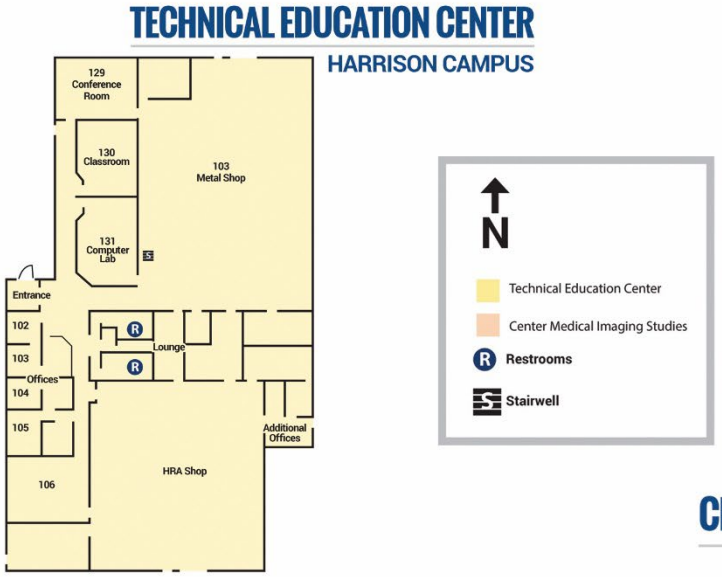
- *Center for Student Services (CSS)* Connecting the Herbert D. Doan Center for Science and Health Technologies and the Center for Liberal Arts and Business, the CSS houses Advising and Mentoring, Financial Aid, Admissions, Registration & Records, and Campus Store.
- *Herbert D. Doan Center for Science and Health Technologies (DOAN)* Constructed in 2008, this building was the first to be constructed on the Mt. Pleasant Campus. It houses state-of-the-art Nursing and Physical Therapist Assistant Program labs, modernized science and Pharmacy Technician labs, and a number of classrooms and lecture halls.
- *Center for Liberal Arts and Business (CLAB)* The CLAB includes classrooms and faculty offices for liberal arts, business, and technology areas, a 300-person community room, and Mid's Library and Learning Services, which includes the Writing and Reading Center, Science Center, Math Lab, and Testing Center.
- *Morey Technical Education Center* This facility houses Welding and CADD skills labs and classrooms that include flexible spaces that offer a range of short-term training programs in skilled trade and healthcare fields. The Small Business Development Center, a regional resource for current and aspiring entrepreneurs, is also located in this building.

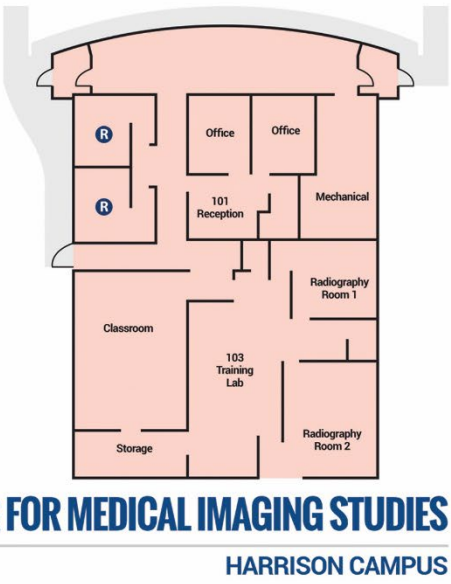
Other Locations

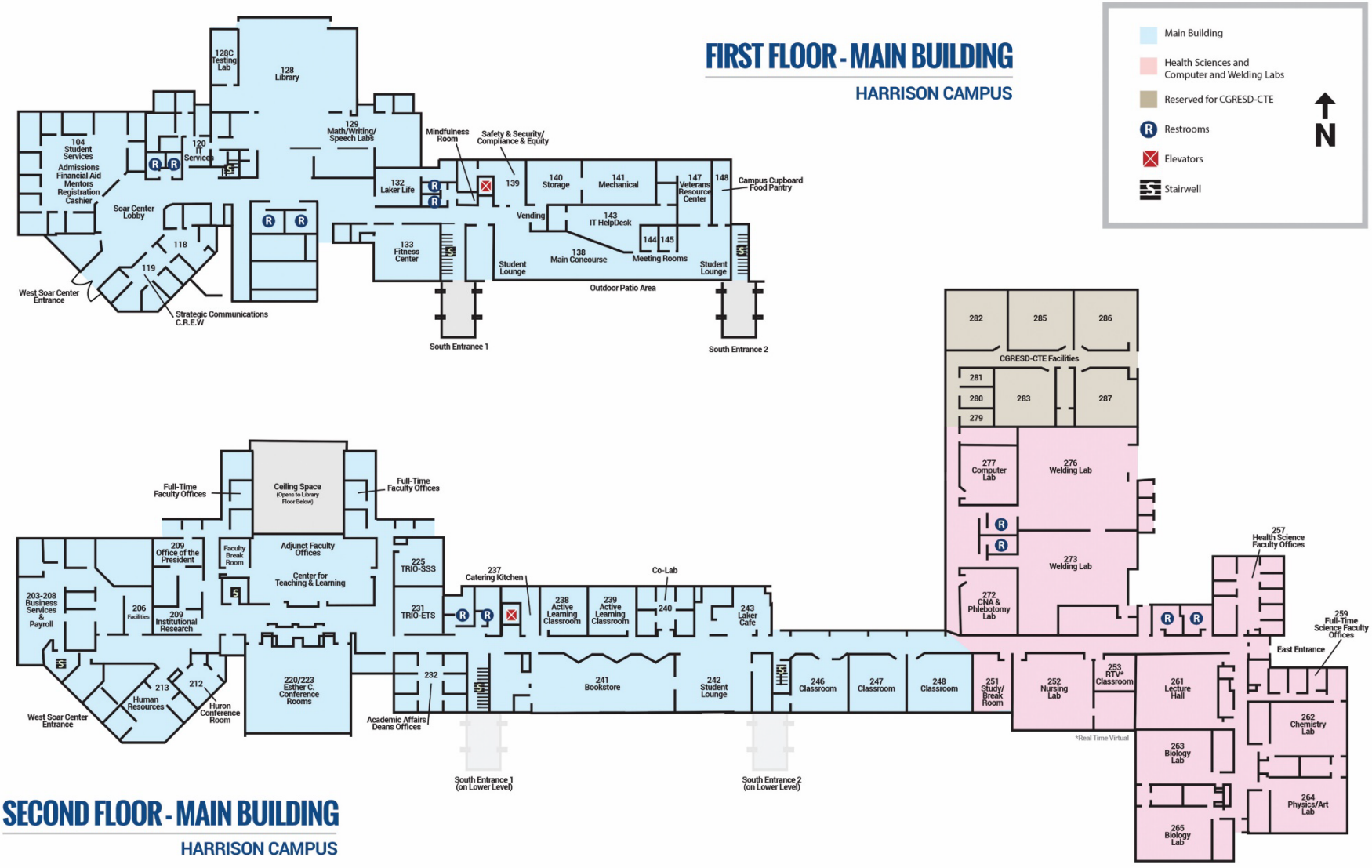
Students are able to complete a large portion of their degree close to home at off-campus sites throughout Michigan, including Alma High School, Big Rapids High School, Clare High School, Clinton County Regional Educational Service District (CCRESA), Farwell High School, Huron Intermediate School District, Marlette High School, Mecosta-Osceola Intermediate School District, Morley-Stanwood High School, Reed City High School, Sacred Heart Academy, Shepherd High School, Tuscola Intermediate School District, and Vassar High School.

Harrison Campus Map

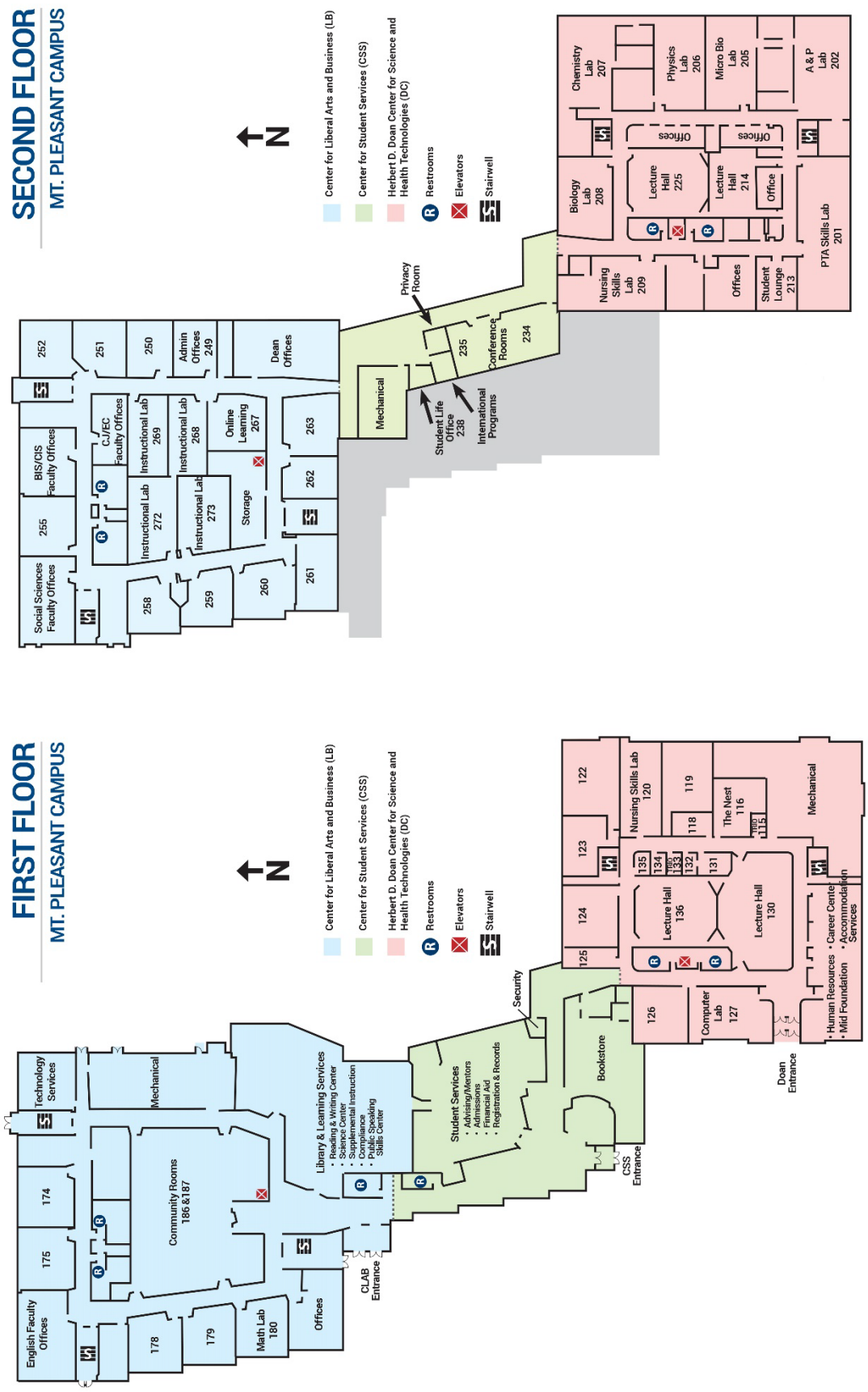







FIRST FLOOR - MAIN BUILDING
HARRISON CAMPUS
Main Building
Health Sciences and Computer and Welding Labs
Reserved for CGRESD-CTE
Restrooms
Elevators
Stairwell
N
128C Testing Lab
128 Library
129 Math/Writing/ Speech Labs
104 Student Services Admissions Financial Aid Mentors Registration Cashier
120 IT Services
Soar Center Lobby
118
119
West Soar Center Entrance
Strategic Communications C.R.E.W
Mindfulness Room
Safety & Security/ Compliance & Equity
139
132 Laker Life
133 Fitness Center
140 Storage
141 Mechanical
147 Veterans Resource Center
148
Campus Cupboard Food Pantry
Vending
143 IT HelpDesk
144/145 Meeting Rooms
138 Main Concourse
Student Lounge
Student Lounge
Outdoor Patio Area
South Entrance 1
South Entrance 2
282
285
286
CGRESD-CTE Facilities
281
280
279
283
287
277 Computer Lab
276 Welding Lab
273 Welding Lab
272 CNA & Phlebotomy Lab
257 Health Science Faculty Offices
259 Full-Time Science Faculty Offices
East Entrance
Full-Time Faculty Offices
Ceiling Space (Opens to Library Floor Below)
Full-Time Faculty Offices
209 Office of the President
Faculty Break Room
Adjunct Faculty Offices
Center for Teaching & Learning
225 TRIO-SSS
231 TRIO-ETS
237 Catering Kitchen
Co-Lab
238 Active Learning Classroom
239 Active Learning Classroom
240
243 Laker Cafe
203-208 Business Services & Payroll
206 Facilities
209 Institutional Research
213 Human Resources
212 Huron Conference Room
220/223 Esther C. Conference Rooms
232
241 Bookstore
242 Student Lounge
246 Classroom
247 Classroom
248 Classroom
251 Study/ Break Room
252 Nursing Lab
253 RTV* Classroom
261 Lecture Hall
262 Chemistry Lab
263 Biology Lab
264 Physics/Art Lab
265 Biology Lab
*Real Time Virtual
West Soar Center Entrance
Academic Affairs Deans Offices
South Entrance 1 (on Lower Level)
South Entrance 2 (on Lower Level)
SECOND FLOOR - MAIN BUILDING
HARRISON CAMPUS

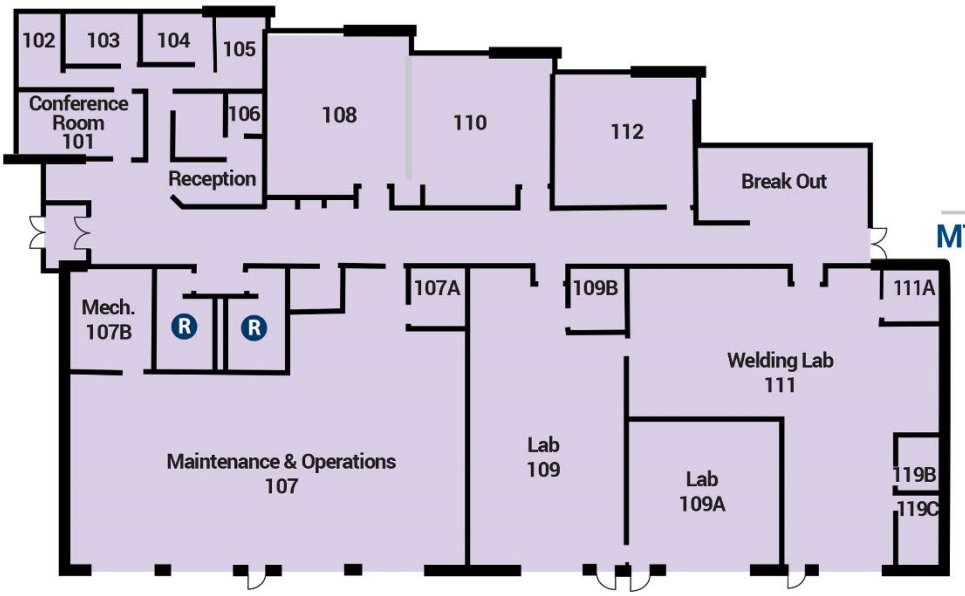
Mt. Pleasant Campus Map



THIRD FLOOR
MT. PLEASANT CAMPUS

N

- Center for Liberal Arts and Business (LB)
- Morey Technical Center
- Restrooms
- Elevators
- Stairwell



MOREY TECHNICAL CENTER
MT. PLEASANT CAMPUS

Resources for Community Members

midmich.edu/community

Lifelong Learning

midmich.edu/lifelonglearning

Mid Michigan College is committed to offering classes that appeal to lifelong students in our surrounding communities and feature local artisans and experts as instructors. Lifelong Learning classes are affordable, offered on campus, online, and in local communities, are focused on topics that spark creativity and pique interest, and cover a wide range of interesting hobbies and important topics.

Lifelong Learning classes are offered on a cost-recovery basis. Mid Michigan College reserves the right to cancel any offering for any reason. Registrants are contacted if this occurs, and a 100% refund is processed. A registrant may withdraw from a class up to five business days prior to the initial start date; a 100% refund is processed at that time. No refund is given after that deadline. For questions contact Mid at lifelonglearning@midmich.edu.

Ed2Go

ed2go.com/midmich

Ed2Go offers hundreds of engaging online classes, covering every topic from accounting to web design. Each class allows students to connect with the instructor, engage in discussions with classmates, and learn how to apply practical information related to the class topic. A new session of each class starts monthly. Most classes run for six weeks and are composed of 12 lessons, representing 24 hours of instruction. Upon successful completion of a class, a certificate of completion is available for download.

Home Buyers Scholarship

midmich.edu/lifelonglearning

Persons who purchase a home or property in the school districts of Beaverton, Clare, Farwell, Gladwin, Harrison, or Mt. Pleasant can register for one credit-bearing course tuition free on a seat-available basis and when prerequisites are met. Tuition and the student activities fee are waived for one course. This scholarship does not apply to other fees, books, materials, or supplies. Tuition waiver is valid for one year after home or property purchase and must be requested at time of registration. Proof of home or property purchase must be provided.

Senior Citizen Scholarship

midmich.edu/lifelonglearning

Persons age 62 or older and living in the school districts of Beaverton, Clare, Farwell, Gladwin, Harrison, or Mt. Pleasant can register for one credit-bearing course each semester tuition free on a seat-available basis and when prerequisites are met. Tuition and the student activities fee are waived for one course. This scholarship does not apply to other fees, books, materials, or supplies. Tuition waiver must be requested at time of registration. Satisfactory progress of a 2.0 GPA is required for subsequent awards through this scholarship.

Short-Term Training

midmich.edu/training

Mid's Short-Term Training options provide participants with the skills needed to enter select careers in just three to twelve weeks. Training is industry-focused and hands-on—preparing trainees for success in the career of their choice.

Professional Development

midmich.edu/profdev

Mid's Professional Development opportunities span a wide range of topics and are offered throughout the calendar year. With many sessions, topics, and experienced instructors, Mid has the training you need to take your career to the next level.

Trail System

midmich.edu/trails

Mid's Harrison Campus sits on 560-acres of beautiful, wooded land. As a service to the community, the College and many volunteers have developed hiking trails, mountain biking trails, and a disc golf course throughout the property for the public to enjoy. The trail system is open all year long for walking, running, biking, snow shoeing, and cross country skiing.

Host Meetings and Events on Campus

midmich.edu/reservations

Host your meeting or event on campus. Contact Mid to reserve space at (989) 386-6651 or reservations@midmich.edu.

Resources for Local Businesses

midmich.edu/areabusinesses

Customized Training

midmich.edu/customized

Make sure you and your business stay ahead of the competition and on-pace to be an industry leader. Mid has established a trusted reputation with local businesses to provide customized training that fits employment and expansion goals and enhances employee skills. Mid's Technical Education Center team can also connect business owners to financial resources that can help offset employee training costs.

Small Business Development Center

sbdcmichigan.org

The SBDC is located at the Morey Technical Education Center on the Mt. Pleasant Campus, and provides consulting, training, and research services to help small businesses launch, grow, transition, and innovate. From business plan development to raising capital, the SBDC team can help you take your business to the next level.

College Foundation

midmich.edu/foundation

The Mid Michigan College Foundation was established in 1987 as a 501 (c)(3) non-profit organization and has a governing Board of Directors made up of local community members. The Foundation harnesses the power of individual gifts to provide for the needs of the College and our students.

Designation Opportunities

- *Lakers Leadership Fund* This fund supports additional College activities that promote Mid's mission to advance access to education and to support students in improving their lives through meaningful skill and scholarly attainment.
- *Lakers Academic Fund* This fund supports academic scholarships, new program development, faculty advancement, and current program improvements, including related facilities and equipment.
- *Lakers Athletics Fund* This fund supports the athletics programs at Mid Michigan College, including associated equipment and uniforms, athletic and training facilities, coaching staff, and players.

Alumni Association

midmich.edu/alumni

Since 1970, Mid Michigan College has awarded over 10,000 degrees. Graduates of all ages have participated in commencement and received a Mid credential in fields like accounting, welding, nursing, and many more. We are proud of our alumni and their positive impact on the communities in which they live. That's why we're committed to helping alumni connect, network, and support each other, the community, and the College. We encourage you to engage with the Alumni Association, explore available resources, and experience all the benefits of continuing your connection to Mid.

Policies and Procedures

midmich.edu/policies

Academic

Academic Amnesty

Academic amnesty is an action of forgiveness provided to certain students who have experienced poor academic performance at Mid Michigan College. Through Academic Amnesty, a student will be awarded a "second opportunity" to achieve success at Mid Michigan College by removing the negative impact of less than "C" grade courses on the student's academic transcript.

Academic Amnesty can be granted only once to any student.

To be eligible, certain conditions apply:

- A cumulative grade point average (GPA) of less than 2.00 for the period in question;
- Recently completed at least six credit hours or more and have maintained a current 2.00 gpa or higher;
- Allowed five (5) years to elapse between the poor academic performance period and requirement listed in the second bullet;
- Must have mitigating circumstances for the period of poor academic performance as defined by the Federal Department of Education. Circumstances are considered mitigating if they are beyond control of the student. A written letter of explanation and documentation, if available, should be submitted for consideration.

Determination regarding the award of Academic Amnesty will be made by a committee comprised of at least one representative from Financial Aid.

Once Amnesty has been applied to the student's transcript, the student will not be permitted to rescind the application of Amnesty on his/her academic record. Other conditions include:

- Amnesty must be for one continuous period of enrollment in a program at Mid Michigan College as indicated by courses taken by the student that are directly attributable to that program.
- No course work will be removed from a transcript.
- A special notation explaining Amnesty approval will be placed on the student's transcript.
- Honor points and credit hours attempted during the Amnesty period will be subtracted from the current cumulative honor and credit hours attempted. A new cumulative grade point average will then be established.
- Courses successfully completed with a grade of "C" or better during the Amnesty period can be used toward the student's certificate or degree requirements but do not count toward the student's cumulative grade point average.
- A student receiving Academic Amnesty will not be allowed to graduate with honors.
- Academic Amnesty, when granted, applies only to Mid Michigan College courses. There is no guarantee, expressed or implied, that Academic Amnesty will be recognized by any other college or university.
- Courses previously counted to fulfill degree requirements on a completed degree cannot be considered for academic amnesty.

Academic Honesty

Students have an obligation to abide by accepted standards of academic honesty which dictate that all scholastic work shall be original in nature.

Academic Dishonesty includes, but is not limited to

- Use of any unauthorized assistance in taking quizzes, tests, or examinations
- Use of resources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments
- The acquisition, without permission, of tests or other academic material belonging to a member of the College faculty or staff

- Engaging in any behavior specifically prohibited by a faculty member in the course syllabus or course discussion

Plagiarism is using another's ideas as one's own. Plagiarism has two forms, unintentional and intentional. Unintentional plagiarism is usually the result of students being unfamiliar with the academic conventions of citation and documentation. Intentional plagiarism is the result of students knowingly submitting the work of others as their own. This includes, but is not limited to the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

All acts of plagiarism and academic dishonesty are first dealt with by the instructor. Penalties may range from revision to failing the assignment or the course. Instructors must report all acts of intentional dishonesty or plagiarism, or any penalty resulting in a failure of the course, to the appropriate Dean. Repeated violations may result in further discipline, up to and including dismissal.

Students may appeal any grade affected by a charge of academic dishonesty or plagiarism through the Grade Grievance Procedure.

Academic Misconduct

This policy applies to all students enrolled at Mid Michigan College. It can be used by any instructor who has evidence or believes that evidence exists to show that a student has committed an act of academic misconduct. Academic misconduct is defined as any activity that compromises academic integrity or subverts the educational process. It includes, but is not limited to the following:

- Violation of rules contained in the course syllabus.
- Violation of college rules regarding the use of academic facilities including labs and testing centers.
- Using or providing unauthorized information, materials, or devices during exams.
- Using or providing unauthorized assistance in labs, on field work, or on a course assignment.
- Falsification, fabrication, or dishonesty in creating or reporting laboratory or research results.
- Falsification, fabrication, or dishonesty in creating any assignment.
- Alteration or attempts to alter grades or other academic records or forms.

All members of the college community are ethically bound to report suspected cases of academic misconduct. Cases of academic misconduct should be first reported to the instructor. If the complaint is received by an individual other than the instructor, the complaint should be forwarded to the instructor as soon as possible. The process for filing a complaint of academic misconduct is detailed below. During this process, the burden of proof is on the instructor making the charge.

Filing an Academic Misconduct Complaint

An instructor has original jurisdiction over any instances of academic misconduct that occur in a course which the instructor is teaching. If the instructor is aware of an alleged act of academic misconduct, the first step should be to investigate the matter as thoroughly as possible. If the facts of the incident are not disputed by the student, the instructor may elect to resolve the matter at that level by levying a sanction no greater than an F for the course. If the incident is in dispute, or if the instructor believes sanctions greater than a failing grade should be considered, or if the instructor believes the case should be formally documented, then the instructor should submit an Academic Misconduct Report. The report must be filed within 14 days of verifying the act of misconduct. Concluding that an act of misconduct has occurred should be based on a preponderance of information standard.

If the student chooses to dispute the charge of academic misconduct, they must file an appeal within 14 days of being informed of the misconduct, or being assigned a penalty, whichever occurs last. An investigator, usually the Academic Dean responsible for the course in question, will be assigned to the case by the Vice President of Academic Affairs & Community Outreach. The investigator will complete the following process:

- *Informal Resolution* When possible, the investigator will attempt to reach an informal resolution to the grievance by mediating communications between the involved parties. If both parties agree to the informal resolution, the process ends here. If an informal resolution is not reached within 30 days of the filing of the complaint, the investigator will inform the Vice President of Academic Affairs & Community Outreach, who will initiate the formal/administrative resolution process.
- *Formal/Administrative Resolution* The Vice President of Academic Affairs & Community Outreach will investigate, or appoint an investigator, to interview the involved parties, examine any documentation provided by the parties, and interview any witnesses suggested by the parties. Using a preponderance of evidence standard, the Vice President of Academic Affairs & Community Outreach will make a determination within 30 days of the start of the formal resolution process, or if the facts are unclear, may refer the case to an Appeals Committee. If no referral is made, the process ends here.
- *Appeals* Within 14 days of the appeal referral, the Vice President of Academic Affairs & Community Outreach will appoint an Appeals Committee made up of at least three instructors. If possible, at least one instructor selected should be from the academic discipline in question, and at least one instructor should be from outside the discipline. The appeals committee will hold a hearing within 30 days of its formation, in which both the student and the instructor who assigned the grade will be allowed time to state their case. No one other than the student or the instructor may speak at this hearing, but written accounts from witnesses will be accepted if notarized or verified by the investigator assigned to the appeal. If the student or the instructor who assigned the grade are not available for a face-to-face hearing, technology such as Skype, Zoom, or a conference call may be used. At the conclusion of the hearing, the committee will consider the evidence presented and will vote to both accept the appeal and assign a new grade or deny the appeal. The results of this decision will be reported in writing to the student, the instructor who assigned the grade, the affected Dean, and the Vice President of Academic Affairs & Community Outreach. The decision of the committee is final and may not be appealed further.

Academic Probation and Dismissal

Academic Probation or Dismissal occurs when a student's cumulative grade point average (GPA) falls below the following scale.

Academic Probation and Dismissal Scale		
GPA Hours	Academic Probation GPA Levels	Academic Dismissal GPA Levels
12-17	0.00-1.99	
18-37	1.00-1.99	Less than 1.00
38-50	1.50-1.99	Less than 1.50
51-63	1.60-1.99	Less than 1.60
64 or More	1.70-1.99	Less than 1.70

Students who are on academic probation are required to see their Mid Mentor for assistance and must follow the prescribed procedure(s) prepared by their Mid Mentor.

A student is subject to academic dismissal if there is scholastic evidence that he/she can no longer benefit from, or successfully work toward, the completion of a program at Mid. When this happens, they are dematriculated for a minimum of one enrollment period (not counting summer semesters) or until such time as they demonstrate a willingness to participate in activities that are designed to improve their academic records.

Academic Probation or Dismissal notification letters are mailed to students after grades are submitted. Students are prevented from registering or making schedule adjustments until contact is made with a Mid Mentor.

If a student is placed on academic probation, their Mid Mentor, in consultation with the student, identifies specific strategies designed to assist academic progress. These strategies are not limited to, but may include additional assessment, registering for a specific course, repeating courses, reducing credit hour load, career exploration, program change, workshops, tutoring, etc.

Students on academic probation who fall below the dismissal level as stated are dismissed and not allowed to register for a minimum of one enrollment period (not counting summer semester). Students who are dismissed may appeal the decision. The appeal must be initiated by the student prior to the start of the next semester. An official letter of appeal must be sent to the Registrar and Academic Support Services. The Registrar reviews the appeal and letter and if warranted, convenes a dematriculation committee to officially review the appeal.

Students who continue on academic probation can re-enroll, but are required to meet with a Mid Mentor. Dematriculated students who wish to register for any future semester(s) must first meet with a Mid Mentor.

Grade Grievances

The grade grievance policy applies to all students enrolled at Mid Michigan College. It can be used by any student who has evidence or believes that evidence exists to show that a course grade was assigned or a similar evaluation was made as a result of prejudice, caprice, or other improper condition such as mechanical error. In appealing, the student must support the allegation that an improper decision has been made and must specify the remedy sought. During this process, the burden of proof is on the student, except in the case where the grade was assigned due to a case of alleged academic dishonesty, where the instructor must support the allegation.

Filing a Grade Grievance

The grade grievance is initiated by selecting the Instructor Concern & Grade Grievance link on the MidCares webpage, and providing the required information. The grievance must be initiated no later than the second week of the fall or summer semester immediately following the session in which the grade was assigned. Once the grievance is initiated, an investigator (usually the Academic Dean responsible for the course in question) will be assigned to the case. The investigator will follow the following process:

- *Informal Resolution* When possible, the investigator will attempt to reach an informal resolution to the grievance by mediating communications between the involved parties. If both parties agree to the informal resolution, the process ends here. If an informal resolution is not reached within 30 days of the filing of the grievance, the investigator will inform the Vice President of Academic Affairs & Community Outreach, who will initiate the formal/administrative resolution process.
- *Formal/Administrative Resolution* The Vice President of Academic Affairs & Community Outreach will investigate, or appoint an investigator, to interview the involved parties, examine any documentation provided by the parties, and interview any witnesses suggested by the parties. Using a preponderance of evidence standard, the Vice President of Academic Affairs & Community Outreach will make a determination within 30 days of the start of the formal resolution process. If either party is dissatisfied with the determination, they may file an appeal with the Vice President of Academic Affairs & Community Outreach within 14 days of the date of the determination. If no appeal is filed, the process ends here.
- *Appeals* Within 14 days of the filing of the appeal, the Vice President of Academic Affairs & Community Outreach will appoint a Faculty Appeals Committee made up of at least three faculty members. The faculty appeals committee will hold a hearing in which both the student and the faculty who assigned the grade will be allowed time to state their case. No one other than the student or the faculty member may speak at this hearing, but written accounts from witnesses will be accepted if notarized, or verified by the investigator assigned to the appeal. If the student or the faculty member who assigned the grade are not available for a face-to-face hearing, technology such as Skype, Zoom, or a conference call may be used. At the conclusion of the hearing, the committee will consider the evidence presented to them and will vote to both accept the appeal and assign a new grade, or to deny the appeal. The results of this decision will be reported in writing to the student, the faculty who assigned the grade, the affected Dean, and the Vice President of Academic Affairs & Community Outreach. The decision of the committee is final, and may not be appealed further.

Instructor Concerns

This policy applies to all students enrolled at Mid Michigan College. It can be used by any student who has concerns about a course or instructor not covered by other college policies. This policy outlines the process for addressing concerns promptly, fairly, and constructively in order to achieve the highest level of quality of instruction. Complaints

fall into two categories: (1) complaints about instructors, instructions, or policies where the student has identified a specific resolution, relief, or action; (2) complaints of an informational nature where the student is not seeking any action. In both cases, students are expected to first address their concerns with the instructor.

Filing an Instructor Concern

The academic complaint is initiated by selecting the Academic Complaint link on the Mid Cares webpage, and providing the required information. The complaint must be initiated within one week of the student's final informal attempt at resolving the issue with the instructor. Once the complaint is initiated, an investigator, usually the Academic Dean responsible for the course in question, will be assigned to the case. In the case of informational complaints where the student is not seeking a specific resolution, the investigator will complete the inquiry within 30 days of being assigned the complaint, and forward the results of the investigation to the student, the instructor, and other parties the investigators believes should be kept informed. In cases where students are requesting specific relief, the investigator will adhere to the following process:

- *Informal Resolution* When possible, the investigator will attempt to reach an informal resolution to the complaint by mediating communications between the involved parties. If both parties agree to the informal resolution, the process ends here. If an informal resolution is not reached within 30 days of the filing of the complaint, the investigator will inform the Vice President of Academic Affairs & Community Outreach, who will initiate the formal/administrative resolution process.
- *Formal/Administrative Resolution* The Vice President of Academic Affairs & Community Outreach will investigate, or appoint an investigator, to interview the involved parties, examine any documentation provided by the parties, and interview any witnesses suggested by the parties. Using a preponderance of evidence standard, the Vice President of Academic Affairs & Community Outreach will make a determination within 30 days of the start of the formal resolution process, or if the facts are unclear, may refer the case to a faculty appeals committee. If no referral is made, the process ends here.
- *Appeals* Within 14 days of the appeal referral, the Vice President of Academic Affairs & Community Outreach will appoint an Appeals Committee made up of at least three instructors. If possible, at least one instructor selected should be from the academic discipline in question, and at least one instructor should be from outside the discipline. The appeals committee will hold a hearing within 30 days of its formation, in which both the student and the instructor who assigned the grade will be allowed time to state their case. No one other than the student or the instructor may speak at this hearing, but written accounts from witnesses will be accepted if notarized, or verified by the investigator assigned to the appeal. If the student or the instructor who assigned the grade are not available for a face-to-face hearing, technology such as Skype, Zoom, or a conference call may be used. At the conclusion of the hearing, the committee will consider the evidence presented to them and will vote to both accept the appeal and assign a new grade, or deny the appeal. The results of this decision will be reported in writing to the student, the instructor who assigned the grade, the affected Dean, and the Vice President of Academic Affairs & Community Outreach. The decision of the committee is final, and may not be appealed further.

Campus Title IX, Non-Discrimination, Harassment, and Sexual Misconduct Policies

midmich.edu/titleix

Policy Statement

Mid Michigan College's enduring commitment is to create an environment for students, faculty, staff, and visitors that is secure and unencumbered from all forms of sex-based discrimination and sexual harassment. Mid endeavors to promote an environment that supports a healthy culture of learning and employment. Our primary concern is for the safety of our College community. As such, no one should be subjected to harassment or discrimination of any kind. This includes, acts of sex-based discrimination and sexual harassment such as sexual assault, dating violence, domestic violence, and stalking. All members of the campus community are expected to conduct themselves in a manner that does not infringe upon the rights of others. Mid Michigan College has adopted a zero tolerance for acts of sex-based discrimination and sexual harassment and does not discriminate on the basis of sex in our educational programs or activities. When an allegation of sexual harassment is brought to the attention of the College's Title IX

Coordinator and a Respondent is found to have violated this Policy, serious sanctions will be used to reasonably ensure that such adverse behaviors are not repeated.

Understanding Terminology

Sexual Harassment

- The term *Sexual Harassment* will be used throughout this policy and is considered an umbrella term applied to a number of unwelcomed behaviors of a sexual nature that would constitute sex-based harassment under Title IX. Sexual harassment may occur in any sex or gender composition--between members of different sexes or the same sex, regardless of gender or gender identity. It is defined as conduct on the basis of sex that meets one or more of the following
    - An employee of Mid suggesting provisions of an aid, benefit, or College service in exchange for an individual's participation in unwelcomed sexual conduct. This is commonly referred to as Quid Pro Quo sexual harassment and includes unwanted sexual advances, requests for sexual favors, or other verbal/physical conduct of a sexual nature; the submission to or rejection of such conduct would result in adverse educational or employment actions.
    - Any unwelcomed sex-based conduct that a reasonable person would find SO severe, pervasive, and objectively offensive that it effectively denies a person equal access to the College's programs and activities.
- *Sexual Assault* is any attempted or actual sexual act directed against another person without their consent; it encompasses situations where the victim is incapable of giving consent because of their age or because of temporary or permanent mental incapacity; sexual assault includes
    - *Rape* the penetration, no matter how slight, of the vagina or anus with any body part or object; oral penetration by a sex organ of another person without the consent of the victim.
    - *Fondling* the touching of the private body parts of another person without their consent for the purpose of sexual gratification.
    - *Incest* sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
    - *Statutory Rape* sexual intercourse with a person who is under the statutory age of consent in Michigan.
- *Dating Violence* is violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim; existence of the relationship shall be determined based on the reporting party's statement and with consideration given to the length of the relationship, type of relationship, and the frequency of interaction between the persons involved in the relationship; violence may include but is not limited to, sexual or physical abuse or the threat of such abuse.
- *Domestic Violence* is a felony or misdemeanor crime of violence committed by any of the following individuals
    - A current or former spouse or intimate partner of the victim,
    - A person with whom the victim shares a child in common,
    - A person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner,
    - A person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred, or
    - Any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.
- *Stalking* is engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for their safety or the safety of others or suffer substantial emotional distress (Mid considers cyberstalking, recording or transmitting sexual images, and voyeurism to be a form of stalking and a violation of this Policy).
    - *Course of Conduct* means two or more acts including but not limited to, acts in which the stalker directly, indirectly, or through a third party by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person or interferes with a person's property.

- *Reasonable Person* means a reasonable person under similar circumstances and with similar identities to the victim.
- *Substantial Emotional Distress* means significant mental suffering or anguish that may, but does not necessarily require, medical or other professional treatment or counseling.

Supportive Measures

Supportive Measures are free non-disciplinary and non-punitive individualized services extended, as appropriate and as reasonably available, to the Complainant or the Respondent before or after the filing of a Formal Complaint or where no Formal Complaint has been filed. Measures restore or preserve equal access to the College's education programs or activities without unreasonably burdening the other Party. They are also designed to deter sexual harassment, protect the College's educational environment, and ensure the safety of all Parties. Supportive examples are detailed later.

Consent

Consent is clear, knowing, and voluntary; active, not passive; and silence, in and of itself, cannot be interpreted as consent. Additionally, consent to any one form of sexual activity cannot automatically imply consent to any other form of activity, nor can previous consent be construed to imply current consent. Consent cannot be given by someone who is not of legal age or by someone who is reasonably known to be (or should have been known to be) mentally or physically incapacitated. The State of Michigan does not have one single definition of consent. However, the following applies to consent in criminal cases in Michigan: Consent is a clear, freely given, verbalized "yes' to sexual activity. The absence of "no" is not consent. Silence, in and of itself, cannot be interpreted as consent. A verbalized "yes" which has been coerced does not constitute a freely given "yes". Individuals who consent to sex must be able to understand what they are doing. A person may not be able to give consent if they are under the age of 16 or if they are legally mentally incapable, mentally incapacitated, or physically helpless.

Education Program and Activity

For purposes of this Policy, education programs and activities include locations, events, or circumstances over which Mid exercises substantial control over both the Respondent and the context in which the sexual harassment occurs. The definition of program and activity also encompasses the College's operations and includes computer and internet networks, digital platforms, and computer hardware or software owned, operated, or utilized by Mid in its operations.

Notice

A student, employee, or third party makes a report of sexual harassment or retaliation to the College's Title IX Coordinator or other authorized College official.

Title IX Coordinator or Designee

An employee of the College designated and authorized to coordinate the College's efforts to comply with its responsibilities under Title IX. If circumstances should occur that would make the Title IX Coordinator unavailable, the College will appoint a temporary designee to carry out the obligations of the Title IX Coordinator.

Official with Authority

An employee of the College who has been explicitly allocated with the responsibility to implement corrective measures for sexual harassment.

Responsible Employees

Individuals designated by the College's Campus Non-Discrimination, Harassment, and Sexual Misconduct Policy that have an obligation to report incidents of prohibited conduct, including sexual harassment.

Complainant

An individual who is alleged to be the victim of conduct that constitutes sexual harassment or retaliation for engaging in a protected activity under this Policy.

Respondent
The individual who has been reported to be the alleged perpetrator of conduct that could constitute sexual harassment or retaliation for engaging in a protected activity.

Formal Complaint
A document filed and signed by the Complainant, or the Title IX Coordinator, alleging sexual harassment or retaliation against a Respondent, requesting the College to investigate the allegation.

- A Formal Complaint may be accepted via paper or electronic submission that contains the Complainant's physical or digital signature or some other indicator that clearly distinguishes the Complainant as the sender.
- In instances when the Title IX Coordinator signs the Formal Complaint, the Title IX Coordinator is not the Complainant or a party to the action and must still comply with their regulatory duties outlined within this Policy.

Advisor
An individual chosen by a party, or appointed by the College, to accompany the Party to proceedings related to the resolution process, to advise the Party on that process, and to conduct cross-examination for the Party at the live hearing, if any.

Investigator
The individual charged by the College with the responsibility of gathering facts, collecting evidence, and preparing the investigative report to be shared prior to the live hearing with the Parties, their Advisors, and the Decision-Maker.

Decision-Maker
Decision-Makers are those who have decision-making and/or sanctioning authority under the Formal Grievance process. Generally, Decision-Makers will be external individuals for both employee and student, Respondents. In singular cases involving student Respondents, the Decision-Maker may be an employee of the College. Any Decision-Maker selected will have been trained in areas that include serving impartially, issues of relevance, applicating rape shield protection for Complainants, and technology used at the live hearings. Decision-Makers will be free from conflict of interest or bias, including bias for or against Complainants or Respondents.

Final Determination
A conclusion by the preponderance of evidence that the alleged conduct did or did not violate policy.

Finding
A conclusion by the preponderance of evidence that the conduct did or did not occur as alleged.

Resolution
The results of an informal or formal grievance procedure.

Remedies
Measure provided to the Complainant after a determination of responsibility for sexual harassment has been made against the Respondent. Measures are designed to restore or preserve equal access to the College's education program or activity.

Sanctions
A consequence imposed by Mid on a Respondent who is found to have violated this Policy.

Title IX Coordinator, Team, & Reporting Options

Title IX Coordinator
Mid Michigan College strongly encourages anyone who experiences or observes any acts of sexual harassment to promptly report the incident(s) and seek assistance from the College's Title IX Coordinator. The Title IX Coordinator is the official that is designated and authorized by Mid to ensure compliance with Title IX and Mid's Title IX Program. Primarily, the Title IX Coordinator shall oversee Mid's response efforts when reports of sexual harassment are made. This includes coordination of intake, investigation, resolution processes, and the implementation of supportive

measures designed to stop, remediate, and prevent sexual harassment prohibited under this Policy. The Title IX Coordinator is expected to act with independence and authority free from bias and conflicts of interest. Mid's Title IX Coordinator is

Martricia M. Farrell
Director of College Compliance & Ethics
Title IX/Civil Rights Coordinator
mfarrell@midmich.edu
(989) 386-6622 x394
Harrison Campus 1375 S. Clare Ave. Harrison, MI 48625 Main Building, Room 205
Mt. Pleasant Campus 2600 S. Summerton Rd. Mt. Pleasant, MI 48858, CLAB 168C

Title IX Team

The Coordinator not only manages the College's Title IX Program but also has the oversight of the Title IX Team. The Title IX Team is comprised of Investigators, Decision-Makers, Appellate Panel, and individuals designated to facilitate the informal resolution process. The individuals that serve on the Title IX Team and who are involved in a particular case are vetted and trained to ensure that they are not biased for or against any party in a specific case or Complainants/Respondents generally or individually.

Any individual involved in the Title IX process including the Title IX Coordinator, Investigator, Decision-Maker, or Appellate Panel may neither have nor demonstrate a conflict of interest for or against any party in a specific case, or for or against Complainants/Respondents generally or individually. The Complainant or Respondent may, at any time during the resolution process, raise a concern to the Title IX Coordinator regarding bias or conflict. Further, any concerns regarding any member of the Title IX Team should be routed to the Title IX Coordinator. The Title IX Coordinator will consider the report and determine if the concern is reasonable and has merit. If so, the Coordinator will assign another member of the Title IX Team to fill the role and the impact of the bias or conflict, if any, will be resolved. If the concern for bias or conflict is with the Title IX Coordinator, it should be directed to the Vice President of Finance & Administration, Chief Financial Officer. Any concerns may be submitted by telephone or in writing and sent via email, or regular mail, using the addresses listed herein.

Title IX Team Training

Members that serve on the Title IX Team shall participate in annual training on issues related to sexual harassment including dating violence, domestic violence, stalking, and sexual assault. Additionally, members receive information and training, specific to the resolution processes and their respective roles under this policy, as follows

- The definitions of sexual harassment
- Usage of training materials that do not rely on sexual stereotypes
- The scope of the College's programs and activities and this policy
- Applicable laws, regulations, and federal regulatory guidance
- Reporting, confidentiality, and privacy requirements
- How to conduct investigations and hearings that promote accountability and protect the safety of Complainants and Respondents
- How to objectively evaluate all relevant evidence including both inculpatory and exculpatory; determine credibility, without bias, towards a person's status as a Complainant, Respondent, or witness
- Issues of relevance in creating an investigative report that accurately summarizes relevant evidence
- How to serve impartially by avoiding bias, conflicts of interest, and prejudgment of the facts at issue
- Familiarity with technology to be used at a live hearing
- Issues of relevance in questions and evidence
- Promotion of impartial investigations and adjudications of Formal Complaints of sexual harassment
- How to implement appropriate and situation-specific remedies
- How to render findings and generate clear, concise, evidence-based rationales

Filing a Report

Reports, complaints, inquires, or concerns regarding this policy may be made in person, via phone, regular mail, or email at any time (including during non-business hours) to the Title IX Coordinator listed above. Reports may also be submitted through the Mid Cares online reporting platform, using the College's Campus Non-Discrimination, Harassment, and Sexual Misconduct Form. Forms submitted through this platform are routed to the Title IX Coordinator and are available 24 hours a day/365 days a year.

Anonymous Reporting

Anonymous Reports may be submitted through any of the means listed above. Mid recognizes an individual's wish to remain anonymous. However, a person that is considering submitting an anonymous report should be aware that the College's ability to respond may be limited, and may impede the ability to offer and/or provide supportive measures. The act of submitting a report does not carry an obligation to initiate a Formal Complaint, as explained in this Policy.

Notifications

Duty to Report

Mid encourages all members of the campus community to report allegations of sex-based discrimination and sexual harassment to the College's Title IX Coordinator as soon as possible. Reports made to the Title IX Coordinator constitute 'actual knowledge' and shall trigger a response obligation under this policy. Employees of the College who have been designated as Officials with Authority (individuals who have been explicitly designated with the responsibility to implement corrective measures for sexual harassment) and Responsible Employees (individuals designated by the College's Campus Non Discrimination, Harassment and Sexual Misconduct Policy to have an obligation to report incidents of prohibited conduct) have an obligation to report sex-based discrimination and sexual harassment to the Title IX Coordinator as soon as they have been informed. This report may be verbal, written, or reported as witnessed. All complaints of sex-based discrimination and sexual harassment, investigative documents, and relative materials to the resolution of the matter will be maintained electronically with the Title IX Coordinator. All documents will be confidential to the extent allowed under state and federal law.

Jurisdiction

Jurisdiction under this Title IX policy pertains to situations when

- The alleged conduct occurred within Mid's educational program or activities and defined as locations, events, or circumstances where Mid exercises substantial control over both the Respondent and the context in which the sexual harassment occurs. This may include off-campus buildings owned or controlled by the College.
- Mid has control over the Respondent at the time of the complaint.
- The alleged misconduct occurs against a Complainant who is in the United States.
- A Formal Complaint is filed and at the time of filing, the Complainant is participating in or attempting to participate in Mid's education program or activity.

In instances where the alleged sexual harassment does not meet the above jurisdiction, the Title IX Coordinator shall dismiss the complaint under this Policy and may reinstate/reissue the grievance under another college policy with governing jurisdiction.

Any actions taken by the College are administrative in nature and separate from any criminal proceeding related to the reported misconduct. These actions may occur while a criminal proceeding is ongoing. Actions taken by the College will not be dismissed or delayed when criminal charges have been reduced, dismissed, or when a criminal investigation or proceeding is pending. Further, Mid may continue with its investigation if a party is no longer a student or employed at the College.

Retaliation

No person shall be penalized for good faith utilization of channels available for resolving complaints of sexual harassment under this Policy. It is prohibited for Mid or any member of the campus community to intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege

secured by this Policy, or because the individual has made a report or complaint, testified, assisted, participated, or refused participation in any manner of an investigation, proceeding or hearing under this Policy.

Anyone who believes that they have been the victim of retaliation for opposing discriminatory behavior, reporting sexual harassment, or participating/cooperating in an investigation, should immediately contact the Title IX Coordinator listed herein. Any person found to have retaliated against a person for engaging in protected activity will be in violation of this Policy and may be subject to disciplinary action.

False Statement

Should the College's investigation reveal that a complaint was knowingly false and/or that false evidence was knowingly and willfully provided, the complaint will be dismissed and the person who knowingly filed the false complaint and/or provided the false evidence may be subject to disciplinary action and charged with a Conduct Violation or other policy violation for making a materially false statement in bad faith, during the course of a grievance proceeding.

Amnesty

In the course of good faith reporting, if any individual is found to be in violation of a non-violent conduct issue, no act of retribution from the College will be taken against said individual.

Privacy

Every effort will be made to maintain the privacy of reports. Mid will not share any individual's identity who has made a report or filed a Formal Complaint of sexual harassment; any Complainant, any individual who has been reported to be the perpetrator of sex discrimination, any Respondent and any witness, except as may be permitted by FERPA statue, 20 U.S.C. 1232g, or FERPA regulations, 34 CFR part 99, or as required by law; or to fulfill the purpose of 34 CFR part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder.

Confidentiality

Except when required by law, the College will make reasonable and appropriate efforts to ensure an individual's privacy and protect confidentiality when conducting an investigation and resolving a complaint of sexual harassment or retaliation. The objective is to provide the Complainant with as much control over the process as possible, while balancing Mid's obligation to protect the campus community. Should a Complainant request confidentiality, ask that a complaint not be investigated, or does not choose to have a Formal Complaint pursued, the College's ability to respond may be limited. Complainants may make such requests to the Title IX Coordinator who will evaluate the request. In light of the duty to ensure the safety of the campus and to comply with state or federal law, there may be limited conditions when the Title IX Coordinator may not be able to honor the request. This could involve issues when serious or repeated conduct persists or when the Respondent may pose a continuing threat to the Campus Community. In such circumstances, the Title IX Coordinator may sign a Formal Complaint to initiate the grievance process under this Policy after completion of an appropriate risk assessment. The Title IX Coordinator's decision will be based on results of a risk assessment that demonstrates a compelling risk to the health and/or safety of the campus community which would require Mid to pursue formal action. A compelling risk to health and/or safety may result from evidence involving repeated patterns of misconduct, predatory conduct, threats, abuse of minors, use of weapons, and/or violence.

The Title IX Coordinator must also evaluate the effect that the non-participation by the Complainant may have on the availability of evidence and Mid's ability to pursue a formal grievance procedure adequately and effectively. In the event that Mid would proceed with a formal grievance procedure, the Complainant and/or their Advisor may have as much or as little involvement in the process as they prefer. The Complainant retains all rights under this policy regardless of the level of participation. As a general rule, when a Complainant chooses not to participate and the matter proceeds to a formal grievance, the Advisor may be appointed by proxy for the Complainant throughout the process, acting to ensure and protect the rights of the Complainant.

In cases where the Complainant requests confidentiality/no Formal Complaint and said request can be honored, the Title IX Coordinator will offer informal resolution options, supportive measures, and remedies to the Complainant and

will not otherwise pursue a formal action. It should be noted that if the Complainant elects not to act, the Complainant can change that decision if they choose to pursue a Formal Complaint at a later date. The Complainant can expect to the have the allegations accepted seriously and properly investigated and resolved through this Policy.

The College is required by the Federal Clery Act to statistically report certain types of crimes, including certain types of sexual harassment. When filing the report, confidentiality is maintained and no personal information about the Complainant or Respondent is disclosed. Only the type of incident is reported in the Annual Security Report.

Equity and Promptness

The College will promptly respond to reports of alleged sexual harassment against a person in the United States, in a manner that is not deliberately indifferent to the actual knowledge of harassment in its education program or activity. The College will treat the Complainant and Respondent equitably, provide non-punitive supportive measures to either party, and provide reasonably prompt time frames for the conclusion of the grievance process. The formal grievance process encompasses the time period from the filing of the Formal Complaint until the issuance of a written determination. This generally takes 60-90 business days to accomplish unless an extension has been requested and granted for good cause. If an extension is granted, written notice will be provided to the parties notifying them of the delay, the reason for the delay and the estimated additional time that will be needed to resolve the matter. Good cause considerations may include the absence of a party, a party's Advisor or a witness; concurrent law enforcement activity; the need for language assistance or accommodation of disabilities.

In cases where an informal resolution is appropriate and the parties have agreed to such a resolution, the matter will generally be resolved within 30 to 45 business days from the date that the parties and Title IX Coordinator sign the notice of the informal resolution agreement. When an informal resolution process begins, the formal grievance process stops. If either party withdraws from the informal resolution, the grievance clock restarts from the point when the parties entered the informal process.

Appeals of the formal grievance procedure are discussed later in this policy. Those timeframes are separate and commence upon the completion of the written determination.

Emergency Removal

Mid may act to remove a Respondent entirely or partially from its education program or activity on an emergency basis after an individualized risk and safety analysis has determined that an immediate threat from the allegations of sexual harassment would justify removal on the basis that the Respondent poses a danger to the physical health or safety of any student or other individual. The individualized risk and safety analysis for students will be conducted by the Student Oversight Committee and will focus upon the particular Respondent. The committee will examine the specific circumstances "arising from the allegations of sexual harassment" posing an immediate threat to a person's physical health or safety. It will utilize a Risk Rubric (such as the NaBITA Risk Rubric) or another comparable tool. It should be noted that there is no "one-size fits all" for an individualized safety and risk analysis and Respondents will be assessed on a case-by-case basis. The Respondent will be provided with notice and an opportunity to challenge the decision, immediately following the removal.

Mid has the authority and discretion to place an employee Respondent on a paid non-disciplinary administrative leave only after a Formal Complaint has been filed and, under this Policy, even where the requirements for an emergency removal are not met.

Title IX Procedures

Submitting a Request or Complaint/Formal Complaint

Mid strongly encourages anyone who experiences or observes any acts of sexual harassment or retaliation to promptly report the incident(s) and seek assistance from the College. The College can only take corrective action when it becomes aware of the problem. A Formal Complaint is the document filed and signed by the Complainant, or the Title IX Coordinator, alleging a policy violation by the Respondent and requesting the College to investigate the allegation. A Formal Complaint may be filed and accepted via paper or electronic submission that contains the

Complainant's physical or digital signature or otherwise clearly distinguishes the Complainant as the sender. If the notice is submitted in a manner that does not meet this standard, the Title IX Coordinator will communicate with the Complainant to verify their intent to file a Formal Complaint and ensure it is filed properly. In instances where the Title IX Coordinator signs the Formal Complaint, the Title IX Coordinator is not the Complainant or a party to the action and must still comply with their regulatory duties outlined in this Policy. Any student, staff member, or other member of the college community who experiences, observes, or becomes aware of any acts of sexual harassment or retaliation is encouraged to report it to the College's Title IX Coordinator or utilize the online Mid Cares reporting platform as follows

Martricia M. Farrell
Director of College Compliance & Ethics
Title IX/Civil Rights Coordinator
mfarrell@midmich.edu
(989) 386-6622 x394
Harrison Campus 1375 S. Clare Ave. Harrison, MI 48625 Main Building, Room 205
Mt. Pleasant Campus 2600 S. Summerton Rd. Mt. Pleasant, MI 48858, CLAB 168C

Report Online at Mid Cares: Discrimination, Harassment, and Sexual Misconduct Report Form

Initial Assessment

Upon receipt of a report, complaint, or notice to the Title IX Coordinator of an allegation of sexual harassment or retaliation, Mid will initiate a prompt initial assessment to determine appropriate next steps as follows

- Under this Policy, the Title IX Coordinator will correspond with the Complainant and review their rights and options. If the Complainant wishes to file a Formal Complaint, the Coordinator will provide the needed assistance.
- If the Complainant does not wish to file a Formal Complaint at that time, the Title IX Coordinator will determine if there is a risk to the health or safety of the campus community. If there is enough sufficient risk, the Title IX Coordinator will initiate a Formal Complaint.
- Regardless of whether a Formal Complaint is filed, the Title IX Coordinator will offer and discuss supportive measures available to the Complainant.

Response After Assessment

The outcome of the initial assessment will result in at least one of the following responses

- If the Complainant does not wish to proceed formally, supportive measures will be offered, reviewed, and implemented as requested; and/or
- The Complainant (or in limited circumstances the Title IX Coordinator) signs and files a Formal Complaint requesting that the College open an investigation into the allegation of Sexual Harassment. The resolution process is designed to provide a fair and reliable determination about whether this Title IX Policy or any other College Policy has been violated. If there has been a Policy violation, the College will implement a prompt and effective remedy designed to end the discrimination, prevent its recurrence, and address its effects on the Complainant and others, as appropriate.

Supportive Measures

Mid, through the Title IX Coordinator, will offer and implement supportive measures to either the Complainant or the Respondent regardless of whether a Formal Complaint is filed. Supportive measures are free non-disciplinary, non-punitive services offered to the Complainant or Respondent as appropriate and reasonably available. When establishing supportive measures for the Complainant, the Title IX Coordinator will also review the Complainant's rights under this Policy to file a formal Complainant, either presently or at a future date. The Title IX Coordinator acts with the Complainant to ensure that the Complainant's wishes are considered with respect to implemented supportive measures.

In applying supportive measures, any services that are provided to either the Complainant or the Respondent will be kept confidential unless disclosure is necessary to provide the service. Supportive measures restore or preserve equal access to the College's education program or activity without unreasonably burdening the other Party. They are designed to protect the safety of all Parties, the College's educational environment, and/or deter sexual harassment.

Examples of Supportive Measure may include, but are not limited to

- Referral to confidential resources, including counseling and other mental-health services, the Employee Assistance Program for employees, and community-based service providers
- Extension of deadlines or other course-related adjustments
- Modifications of work or course schedule
- Campus escort services
- Mutual restrictions on contact between the Parties
- Change in work location
- Leave of absence
- Increased security monitoring of certain areas of the campus
- Information regarding the availability of counseling, health, victim advocacy, legal assistance, visa and immigration assistance, student financial aid, and other services available both on-campus and through off-campus external agencies
- Issuance of a Timely Warning, per the Clery Act
- Any other actions deemed reasonable and appropriate by the Title IX Coordinator.

Review of Formal Complaint

Upon the filing of a Formal Complaint, the Title IX Coordinator will review the complaint and take one of the following steps

- Determine if the alleged sexual harassment falls within the scope of this Title IX Policy.
- If the alleged sexual harassment does not meet the definition of this Policy, the Title IX Coordinator will complete a 'dismissal of complaint' and reissue or reassign the matter under another College policy; possibly the Campus Non-Discrimination, Harassment, and Sexual Misconduct Policy, as applicable.
- If the alleged sexual harassment does meet the criteria of this policy, the Title IX Coordinator will open a case for investigation.

Dismissal of Complaint

After the filing of a Formal Complaint, the College must/may dismiss complaints alleging sexual harassment as follows

Mandatory Dismissal

The College is required to dismiss Formal Complaints if any of the following circumstances exist

- The alleged conduct would not constitute sexual harassment as defined in this Policy,
- The alleged conduct did not occur in the College's education program or activity, or
- The alleged conduct did not occur against a person in the United States.

Such a dismissal does not preclude action under other established College Policies, such as the Campus Non-Discrimination, Harassment, and Sexual Misconduct Policy.

Discretionary Dismissal

The College may dismiss a Formal Complaint of sexual harassment or any allegations therein if at any time during the investigation or hearing

- A Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the Formal Complaint or any allegations therein.

    - When a Complainant submits a written withdrawal to the Title IX Coordinator, the College may choose to continue with the investigation in certain situations such as when the information obtained supports that the Respondent may pose an ongoing risk to the campus community, and where the College has gathered evidence apart from the Complainant's statements and desires to reach a determination regarding the Respondent's responsibility.
- The Respondent is no longer enrolled or employed by the recipient.
- Specific circumstances prevent the recipient from gathering sufficient evidence to reach a determination as to the Formal Complaint or allegations therein. Examples of which include
    - When no Complainant is identified during the investigation, the College may not be able to gather evidence necessary to establish elements of conduct defined as sexual harassment in this Policy, such as whether alleged conduct was unwelcome, or without the consent of the victim.
    - When a Formal Complaint contains allegations that are precisely the same as allegations the College has already investigated and adjudicated.
    - When the length of time elapsed between an incident of alleged sexual harassment and the filing of a Formal Complaint, prevent the College from collecting enough evidence to reach a determination.
    - When the Complainant has stopped participating in the investigation but has not sent a written withdrawal request and the only inculpatory evidence available is the Complainant's statement in the Formal Complaint or as recorded in an interview by the investigator.

In the event of a mandatory or discretionary dismissal, the Title IX Coordinator will prepare a written notice of the dismissal. This dismissal will include the reason for the dismissal. Simultaneous notice will be provided to the parties.

Consolidation of Complaints

In the event that multiple Formal Complaints would be filed arising out of the same factual circumstances, the College may choose to consolidate the complaints under the following circumstances

- Where there is more than one Complainant or Respondent;
- Where a cross-complaint has been filed by a Respondent against a Complainant.

In such cases, each party (and their Advisor, if selected) would independently receive notices and evidence for review. One investigative report would be assembled from this information. All parties of a consolidated complaint will receive the same written determination. The written determination will be provided simultaneously to the parties and may not be redacted. As example, in the event of a "cross-complaint," each party is entitled to the rights allocated to their respective status. This means, a Respondent who files a cross-complaint against the Complainant would be entitled to request supportive measures that otherwise would be reserved to the Complainant. Likewise, evidentiary exclusions such as the "rape shield" provision would apply to the Respondent in their status as Complainant.

Notice to the Parties

Upon receipt of a signed Formal Complaint, the Title IX Coordinator will provide simultaneous notice to the Parties of the following

- Notice of the allegations of sexual harassment potentially constituting a violation of policy; including sufficient details known at the time and allow sufficient time for the Respondent to prepare a response before any initial interview. The Notice will include the following information
    - A meaningful summary of all allegations
    - The identities of the Parties involved in the incident, if known
    - The conduct allegedly constituting sexual harassment as defined within this policy (Quid Pro Quo; Sexual Assault – rape, statutory rape, incest, fondling; Dating Violence, Domestic Violence, Stalking; conduct of a sexual nature that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal access to the College's programs and activities; retaliation)
    - The date and location of the alleged incident, if known
    - A statement that the Respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process
    - A statement that the parties will be given the opportunity to inspect and review all inculpatory and exculpatory evidence obtained during the review and investigation
    - A statement regarding sanctions that may be imposed
    - A statement regarding the standard of evidence that is used when making a determination regarding responsibility, which is by a preponderance of evidence
    - A description of the grievance process
    - Advise the Parties that they may have an Advisor of their choice to inspect and review evidence. This person may, but is not required to be, an attorney. In the event that either party does not have an Advisor, the College has a 'pool' of Advisors who can serve in this capacity on their behalf; upon request to the Title IX Coordinator, the College would appoint an Advisor
    - Inform the Parties of the provision of this Policy that prohibits making false statements, knowingly, or consciously submitting false information during the grievance process are subject to disciplinary action under the College's conduct policies
    - A statement regarding Mid's policy regarding retaliation as outlined in this policy
    - Details on how a party may request disability accommodations
    - A link or information about relevant internal and external resources, including mental health services
    - Any instruction on how to preserve evidence that may be directly related to the allegations
    - The name of the Title IX Coordinator and Investigator assigned, along with the process to identify any conflict or bias ahead of any meetings/interviews
    - Provide notice of any additional allegation that was added after the initial notice to the Parties whose identities are known.
- Mid operates with the presumption that the Respondent is not accountable for the alleged sexual harassment. This presumption exists unless and until the Respondent is determined to be responsible for a policy violation by a preponderance of the evidence (meaning it is more likely than not that the Respondent violated the Policy as alleged).
- Once the decision to proceed with a formal investigation is made, the Title IX Coordinator will appoint an Investigator (who may be the Title IX Coordinator) to perform the investigation. That Investigator will reach out to the parties and begin the investigation process.

Notice will be provided to the parties in writing and will be sent to the Party's MidMich email account. Notice may also be delivered in person or sent to the address the College has on file at the time of sending said notice. Once emailed and/or delivered in person or sent via the United States Postal Service, notice will be presumptively delivered.

Advisors

The Complainant and Respondent may each have an Advisor present throughout the resolution process from the period of the initial interview through the live hearing. The role and level of participation of the Advisor varies throughout the grievance process as follows

Advisor of Choice

A Parties' Advisor may be anyone-a friend, family member, an attorney, a union representative, or any other individual a party chooses. This Advisor will guide, support, and/or provide counsel throughout the resolution process. Nothing within this Policy precludes a witness from serving as an Advisor; however, it should be noted that choosing such a person creates the potential for bias and a conflict of interest. A party who chooses a witness to serve as their Advisor can anticipate that issues of potential bias will be raised and explored.

Mid Appointed Advisor

In the event that a party does not have an Advisor, the Title IX Coordinator will offer to appoint an Advisor from the College's 'pool' of advisors. The Advisor will be conversant with this Policy and processes. The Advisor may meet with the Title IX Coordinator in advance of the Formal Grievance process to allow the Advisor to clarify and fully comprehend their role, as well as the relevant Policies and Procedures. If one Party chooses to use an attorney as their Advisor, the College is not under any obligation or stipulation to provide an attorney for the other party.

Unionized Employees/Advisors

For unionized employees that have a right to a Union Representative, the College will allow the Party to have their Union Representative and an Advisor at all meetings, interviews, and the Formal Grievance processes. The Union Representative may serve as the Party's Advisor at the Party's discretion. If the Union Representative serves as the Advisor, they will be held to the same expectation as any other Advisor. If a unionized employee chooses to have their Union Representative present and elects a separate Advisor, the Union Representative will be precluded from any advisory role. The Union Representative's role will be accordant with the appropriate Collective Bargaining Agreement. To uphold the principles of equity, the other party (regardless of union membership) will also be permitted to have two Advisors. Reflective of the role of the Union Representative, one of the party's Advisors will be precluded from the advisory role and will serve solely in a supportive capacity.

Role of the Advisor Up to Live Hearing

The parties may be accompanied by their Advisor/Union Representative to all meetings and interviews that they are entitled to be present at, including intake. At this juncture, Advisors are generally present to support a party and should refrain from asking questions and/or speaking for the Party. The Advisor may observe and consult with the Party and take appropriate action to ensure that the investigation does not violate policies or collective bargaining agreements. If an Advisor is unable to comply with these expectations, they may be asked to leave. All Advisors are subject to Mid Policies and procedures. It should be noted that a party is not required to have an Advisor until the Live Hearing. During the Live Hearing, an Advisor is required and if one has not been requested, one will be appointed by the College.

Role of the Advisor at the Live Hearing

At the Live Hearing, a party's Advisor is there to provide support but also to ask cross-examination questions of the other Party and any witnesses; one Party may never cross-exam the other Party. The Advisor is expected to follow all Live Hearing processes and to advise their advisees without disrupting the proceedings. Advisors are not present at the Live Hearing to present statements or arguments or to facilitate direct examination; they are there to ask cross-examination questions on behalf of their advisee. A party may consult with their Advisor throughout the process, as requested, and may do so privately as needed.

Sharing Information with Advisors

Parties may share information with their Advisors as they desire and as needed to facilitate the Advisors participation in the process. During the process, if the Party would like the gathered information to be shared directly with their

Advisor, the Party may sign a Release of Information with the Title IX Coordinator. Advisors are expected to maintain the privacy of any documentation, exhibits or other information that is shared with them.

Informal Resolution

In certain circumstances, an Informal Resolution may be offered by the Title IX Coordinator any time prior to reaching a determination regarding responsibility, as long as participation is not required as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right. The Informal Resolution does not involve a full investigation and adjudication. Parties are not required to participate in an informal resolution process, and it is not available unless a Formal Complaint has been signed and filed.

If the matter is suitable and accepted for Informal Resolution, the Parties must receive a written notice disclosing

- The allegations
- The requirements of the informal resolution process including the circumstances under which it precludes the Parties from resuming a Formal Complaint arising from the same allegations
- Notice that at any time prior to agreeing to a resolution, any Party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the Formal Complaint
- Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared
- The Parties' voluntary, written consent to the informal resolution process.

The Informal Resolution will still act to end the misconduct, prevent its reoccurrence and remedy its effects; lessor sanctions may be imposed. In cases where an Informal Resolution is reached, the Title IX Coordinator will prepare the Informal Case Resolution Agreement and provide simultaneous copies to both the Complainant and Respondent. The Complainant and Respondent may end the informal resolution process at any point and submit a written request to the Title IX Coordinator that the matter proceed through the formal grievance process.

Note Informal Resolution is never allowed to resolve allegations of an employee sexually harassing a student.

Investigation Process

After the Notice of Investigation has been sent to the Parties by the Title IX Coordinator and an Investigator has been assigned, the investigation will commence. The investigation will be conducted promptly and fairly. During the investigation, the burden of proof and burden of gathering sufficient evidence to reach a determination regarding responsibility rests on the College and not the Parties. Therefore, the investigation will include interviews with all relevant Parties, witnesses, and all relevant evidence gathered by the Investigator. This Policy does not restrict the ability of either Party to discuss the allegations under investigation and allows the Parties an equal opportunity to propose witnesses, questions, provide evidence, and respond to all collected evidence. Generally, the investigation process will follow the below steps

- The Investigator will reach out to the Parties, separately, to set up meetings. During the meetings, each individual will be afforded the opportunity to share their version of events, provide any evidence, suggest any relevant witnesses and submit questions that they would like asked of the other party or any witnesses. The investigator will provide written notice of the day, date, time and location that the meeting is scheduled to take place and will remind the Party of their right to bring an Advisor.
- The Investigator will develop an investigation plan, including a witnesses list, evidence list, intended investigation timeframe, and the anticipated order of interviews for all witnesses and parties.
- The Investigator will communicate and interview witnesses provided by the parties and review any materials submitted such as text messages, photos etc.
- The Parties will be provided regularly with status updates throughout the investigation process.
- Employing the statements and information provided, the Title IX Investigator will prepare the Preliminary Investigative Summary before issuing a Final Investigative Report. The Complaint, Respondent, and their respective Advisors (if so desired) will be provided a copy of the Summary along with any relevant information

directly related to the allegations raised in the Formal Complaint and gathered by the investigators, (including both inculpatory and exculpatory evidence). They will also receive any evidence upon which the College does not intend to rely in reaching a determination regarding responsibility. The Summary and all other materials will be provided in electronic or hardcopy. The parties will have 10 business days to review the materials prior to the conclusion of the investigation in order to meaningfully respond to the Summary and evidence. Submission after this time will not be accepted by the Investigator.

- The Title IX Investigator will consider any appropriate, additional information provided by the parties and conduct any additional interviews and/or investigations as deemed necessary. The Investigator will then compile the Final Investigative Report and include any rebuttal statement submitted by the parties.
- The Title IX Investigator will submit the Final Case Summary and any rebuttal statements to the Title IX Coordinator and/or legal counsel as appropriate for review and feedback.
- The Final Investigative Report will be shared with the Complainant, Respondent, and their respective Advisors through a secure electronic transmission or hardcopy at least 10 business days prior to the live hearing. They will also receive any evidence that was not provided in the Report.
- The College will make all evidence subject to the parties' inspection and review available at any hearing to give each party an equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination.

Notice of Live Hearing

If the complaint is not resolved or applicable for informal resolution and the matter proceeds to a live hearing the Title IX Coordinator shall schedule the hearing and provide notice of the hearing to the Complainant, Respondent, Advisors, and Decision-Maker(s). The Hearing may be conducted with all parties physically present in the same geographic location. At the College's discretion, parties, witnesses, and other participants may appear at the live hearing virtually, using technology to enable participants to see and hear each other simultaneously.

The process shall proceed as follows

- A Live Hearing will be scheduled not less than 10 business days after the completion and dissemination of the Final Investigative Report.
- The Title IX Coordinator is responsible for securing the Decision-Maker. Generally, the Decision-Maker will be an individual external from the College. Undoubtedly, in cases where the Respondent is an employee of the College, the Decision-Maker will be an external individual. In all probability, if the Respondent is a student, the Decision-Maker will be an external individual except in specific, singular instances. The Decision-Maker may not be an Advisor, Investigator, or Title IX Coordinator or a person with any conflict of interest. A Hearing facilitator, who may be the Title IX Coordinator, may be assigned who would be present to guide the process and ensure procedural requirements as outlined in this policy are met.
- If agreed upon by the Parties, the Title IX Coordinator will schedule a Pre-Hearing Conference at least 5 business days before the live hearing is scheduled to take place. The Pre-hearing conference is a specific time where the Parties and their respective Advisors may meet independently of the other Party, with the Title IX Coordinator to address any requests regarding services and accommodations that they may require; to request a College-appointed Advisor if a party does not already have an Advisor of choice; to raise conflict of interest regarding the selected Decision-Maker(s); present cross-examination questions that they would like forwarded to the Decision-Maker(s) ahead of the live hearing, for relevance determination (any questions deemed irrelevant will be noted at the live hearing and on the record with rationale provided); to have the information contained within the Notice of Hearing explained in detail, by the Title IX Coordinator; to review the live hearing process and Hearing decorum.
- Notice of Live Hearing will be sent via email or hardcopy to the Complainant, Respondent, Advisors, Title IX Investigator, and Decision-Maker(s), at least 10 business days prior to the scheduled hearing date. Once emailed and/or mailed, or received in person, notice will be considered presumptively delivered.

- The Notice of Hearing will not only include the day, date, time, and location of the Hearing but will include an attachment that will outline the following
    - Notice of the alleged violation, all policies that may be in violation, and a list of possible sanctions/responsive actions that may imposed upon a determination of responsibility
    - The name of the Decision-Maker, including a statement regarding the ability to object to the Decision-Maker on the basis of demonstrated conflict or bias. This objection should be raised to the Title IX Coordinator at least 5 business days prior to the scheduled hearing
    - Any technology that will be used to facilitate the hearing
    - Information on how the hearing will be recorded (audio or audiovisual) or transcribed; how a copy of the recording or transcript may be requested, after the hearing
    - Choosing the preference to hold the live hearing with the parties in separate rooms using technology that enables the Decision-Maker(s) and parties to simultaneously see and hear the Party or the witness answering questions. This request should be made to the Title IX Coordinator at least 5 business days prior to the scheduled hearing
    - A reminder of the need to have an Advisor present who will ask cross-examination questions on the Party's behalf. Also, a statement that if a party will not have an Advisor of their choosing present at the live hearing, the College will appoint, without fee or charge to that party, an Advisor from the College's pool of Advisors; this person may be, but is not required to be, an attorney, to conduct cross-examination on behalf of that party. If possible, a party should notify the Title IX Coordinator of the need for a College appointed Advisor as least 5 business days before the scheduled hearing
    - A list of witnesses whose attendance at the Hearing has been requested
    - A statement that if a party or witness does not appear at the hearing and/or submit to cross-examination, the Hearing may be held in their absence and the Decision-Maker(s) must not rely on any statement of that party or witness in reaching a determination regarding responsibility. For compelling reasons, the Decision-Maker may delay and/or reschedule the hearing
    - Information on how to contact the Title IX Coordinator and request any disability accommodations, language assistance, and/or interpretation services that may be required at the hearing. This request should be made at least 5 business days before the schedule hearing.
- A separate Notice of the Hearing's date, time and location will be sent to witnesses at least 10 days prior to the scheduled hearing; it will include the names of the Complainant, Respondent, Decision-Maker(s), the alleged violation and the applicable College Policies that may be in violation. The Notice will be sent via email or hardcopy through the United States Postal Service. This notice will contain information on how to contact the Title IX Coordinator to discuss any procedural questions and/or to request services or accommodations that they may require. Once emailed and/or mailed, or received in person, notice will be considered presumptively delivered.

Title IX Live Hearing Process

Evidentiary Considerations

- Each party's Advisor will be provided with the opportunity to ask the other party and any witnesses all relevant questions and follow-up questions, including those challenging credibility.
- Such cross-examination at the hearing must be conducted directly, orally, and in real time by the Party's Advisor and never by a party, personally.
- Only relevant questions and cross-examination may be asked of a party or witness.
- Before a Complainant, Respondent, or witness answers a question or cross-examination, the Decision-maker(s) must first determine whether the question is relevant and explain any decision to exclude an irrelevant question. Once a question is posed and before it is answered, the hearing will pause and the Decision-Maker will consider the question; the Decision-maker will determine if said question will be allowed, disallowed, or rephrased. For any question that is not allowed, the Decision-maker will state the reason for not allowing the question on the record and will then instruct the Party or witness to whom the question was asked

accordingly. If cross-examination questions were submitted for relevance review prior to the hearing, at the hearing the Decision-Maker(s) will state for the record, the cross-examination questions that will not be allowed and provide a rationale for disallowing the question.

- Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.
- If a party or witness does not submit to cross-examination at the live hearing, the Decision-maker(s) must not rely on any statement of that party or witness in reaching a determination regarding responsibility. The Decision-maker(s) cannot draw an inference about the determination regarding responsibility based solely on a party's or witness's absence from the live hearing or refusal to answer cross-examination or other questions.

Hearing Process

- The Decision-Maker or Hearing facilitator will provide an overview of the processes, hearing decorum, and ensure that all accommodations are established and technology is operative.
- If cross-examination questions were submitted prior to the hearing for review of relevance, the Decision-maker(s) will read the questions that will not be allowed due to relevance and provide a rationale for disallowing the questions.
- The Title IX Investigator will present a summary of the Final Investigative Report to the Decision-Maker(s). After presenting the summary, the Investigator will be subject to questioning by the Decision-Maker and parties, through their Advisor. The Decision-Maker and Advisors should refrain from asking questions that pertain to the Investigator's opinion on credibility, recommended findings, or determination.
- After the Title IX Investigator has presented the summary and questioning have concluded, the Parties and witnesses will be allowed to present relevant information in turn, beginning with the Complainant, followed by the Respondent. The Parties and witnesses will submit to questions first by the Decision-Maker and then through the Advisors.
- Once the Parties and witnesses have finished answering questions, the Decision-maker(s) will take the matter under advisement for deliberation. Using a preponderance of the evidence standard (more likely than not), the Decision-Maker(s) will render a final determination and prepare a post deliberation statement. This statement will be provided to the Title IX Coordinator, outlining the determination, rationale, and evidence used in support of the determination.
- If a determination of responsible is rendered, the Title IX Coordinator will address the post- deliberation statement as follows: for student Respondents, the matter will be referred to Student Conduct who will determine the appropriate sanctions. Sanctions for employee Respondents will be referred to Human Resources (HR). Human Resources, in conjunction with the employee's Supervisor, Dean (or other pertinent party), will determine an appropriate sanction. When determining appropriate sanctions, the following will be considered
    - The nature, circumstances, and severity of the violation and the impact the misconduct had on the Complainant and campus community
    - The Respondent's disciplinary history
    - Previous allegations or allegations involving similar conduct
    - The need for sanctions/responsive action that ends the sexual harassment, prevents its reoccurrence, and remedies its effect on the Complaint and campus community

  For both student and employee Respondents, previous disciplinary action, of any kind, may be used in determining appropriate sanctions upon a determination of responsibility.

- After sanctions have been established, they will be affixed to the post-deliberation statement and provided to the Title IX Coordinator. The Title IX Coordinator, using the post deliberation statement, will prepare the

Notice of Final Outcome which will include the final determination regarding responsibility, rationale, and any sanctions imposed. The Right to Appeal information will also be included. Specifically, the Notice of Final Outcome will address

- The specific portion of this Policy, and any related policies, reported to have been violated
- The procedural steps and timeframe taken throughout the grievance process, beginning with the filing of the Formal Complaint through the Notice of Final Outcome
- Findings of fact that support the determination of responsibility or non-responsibility on each allegation
- Conclusion regarding the application of the relevant policy to the facts at issue
- A statement of, and rationale for, the determination of responsibility for each allegation to the extent permitted under law
- Any sanctions/responsive actions imposed, to the extent permitted sharable under law
- Any remedies provide to the Complainant designed to ensure access to Mid's educational or employment program of activity, to the extent permitted under law
- Information on both Party's right to appeal and the steps to file an appeal.

The Notice of the Final Outcome will be delivered simultaneously to the Parties and their Advisor, if desired, via secure electronic email to their MidMich email accounts and/or via hardcopy through the United States Postal Service to the address on file with Mid at the time of issuing the Notice of Final Outcome. Receipt of the Notice of the Final Outcome serves as official notification.

Sanctions

A list of sanctions that could be imposed based on the severity of the incident include

For Students

Verbal warning, written warning, college No Contact Order, classroom/work reassignment or removal, probation, social probation (limiting or removal from student group's social activities, sports, etc.), community service, restitution, recommendation for external counseling, implementation of behavior/improvement contract, program attendance/interview, loss of college computer use and/or network, suspension, revocation of degree, or expulsion.

For Employees

Written warning, written reprimand, College No Contact Order, establishment of an improvement plan, restitution, recommendation for external counseling, program attendance/interview, added trainings or educational requirements/internal professional development, removal of responsibilities or leadership roles, work reassignment or demotion, potential suspension with or without pay, termination.

Appeal Process

The Complainant or Respondent may file an appeal with the Title IX Coordinator. The petition must be filed within 5 business days of receiving the written Notice of Final Outcome. Any party that files an appeal must do so, in writing, to the Title IX Coordinator. Other parties will be notified and provided a copy of the petition. The Title IX Coordinator will assemble the Appeal Board and forward the Petition to them, for consideration, within 5 business days of receipt of said Petition. Within 10 business days, the Appeal Board will determine if the request is timely and has merit. An Appeal decision will be rendered by the Board within an additional 10 business days and the written outcome will be provided to the Parties simultaneously, via secure electronic email to the parties midmich.edu account, and/or hardcopy through the United States Postal Service to their address on file with the College, or hand delivered. Once sent, receipt is presumptively recognized.

The original findings and sanctions are acknowledged to be reasonably and appropriately determined. Therefore, the only grounds for appeal are

- If a procedural (or substantive) error occurred that significantly impacted the outcome of the hearing (e.g., substantiated bias, material deviation from established procedures, etc.)

- To consider new evidence that was unavailable during the original hearing or investigation and could substantially impact the original finding or sanction; a summary of this new evidence and its potential bearing must be included
- The Title IX Coordinator, Investigator, or Decision-Maker had a conflict of interest or bias for or against Complainants or Respondent generally or the individual Complainant/Respondent that affected the outcome of the matter
- The sanctions imposed are substantially disproportionate to the severity of the violation; post-investigation sanctions that are imposed can be appealed by either Party.

Office of Civil Rights

Office for Civil Rights
Cleveland Office
U.S. Department of Education
1350 Euclid Avenue, Suite 325, Cleveland, OH 44115
Telephone (216) 522-4970
Facsimile (216) 522-2573
Email OCR.Cleveland@ed.gov

Policy Establishment and Updates

This policy is enacted August 14, 2020 to meet the revised Title IX Regulations as set forth in 34 CFR part 106. Information contained within this policy was adopted from these regulations as well as from information obtained from the State University of New York's "Joint Guidance on Federal Title IX Regulations" and ATIXA's 2020 R3 Resources: Title IX Regulations as a checklist and Summary of 2020 Title IX Regulations and Quick Tips, as well as information shared by Grand Rapids Community College (GRCC). This policy is not intended to replace the College's Campus Non-Discrimination, Harassment and Sexual Misconduct Policy, and is intended to address allegations of Sexual Harassment prohibited under 34 CFR part 106.

Equity and Inclusion

midmich.edu/equity-inclusion

Web and Technology Accessibility

Mid Michigan College is committed to provide equal opportunity and accessibility to its educational and administrative services, programs, and activities. This includes assurance that our Web, online learning materials, and electronic information technologies are informative, educational, and accessible to everyone. It is critical that we provide transparency and equality in our opportunities regardless of situation or disability. Adapting Accessible Design in all web, online instructional materials and electronic information technologies can minimize information barriers that impede the success of our entire campus community. To this intent, Mid works to broaden accessibility and adaptability in our online learning materials, Website, and electronic information technology that complies with or exceeds the requirements of Section 508 of the Rehabilitation Act of 1973, the Americans with Disability Act of 1991 and Web Content Accessibility Guidelines (WCAG) of the World Wide Web Consortium (W3C).

To ensure that web, online learning, and electronic information technology is accessible to all members of the College community including students, prospective students, employees, guests, and visitors, particularly those with visual, hearing, or manual impairments or who otherwise require the use of assistive technology to access information, Mid requires that all web and electronic information technology purchased, developed, maintained or utilized in its educational and employment activities complies with the accessibility requirements of Section 508 of the Rehabilitation Act of 1973, the Americans with Disability Act of 1991 and the Web Content Accessibility Guidelines (WCAG) 2.0 levels A and AA of the World Wide Web Consortium (W3C).

This requirement ensures that all students, faculty, staff, applicants, and members of the public with disabilities have equal opportunity to access and utilize informational materials, technologies, and technology-related services, except when doing so would impose an undue burden on the College or require a fundamental alteration. Mid Michigan College Accessibility Coordinators are as follows:

Kirk Lehr, Director of Information Technology
Web Accessibility Deputy Coordinator
2600 S. Summerton Rd., Mt. Pleasant, MI 48858, CLAB 318E
1375 S. Clare Ave., Harrison, MI 48625, Room 120
(989) 317-4611 klehr@midmich.edu

Michael Schram, Associate Dean of Online and Distance Learning
Online Learning Deputy Coordinator
2600 S. Summerton Rd., Mt. Pleasant, MI 48858, CLAB 267
1375 S. Clare Ave., Harrison, MI 48625, Room 212
(989) 386-6622 online@midmich.edu

Reporting Accessibility Barriers

When accessibility barriers are discovered, individuals are encouraged to file an Accessibility Barrier Report Form. To make reporting of inaccessible web content easier, the Strategic Communications Team has placed a link at the bottom of each web page that routes to the Report Form. Further, within the College's remote learning system, Moodle, a similar link is available at the bottom of each page that routes to the Report Form. The College understands that despite continuous efforts, barriers to accessibility can emerge and can only be redressed when brought to the proper College Officials' attention. Reported barriers are routed to the proper College Official. Typically, the issue is addressed within three (3) business days of submission of the report. If remediation cannot be accomplished within this time frame, the College notifies the Reporter on the status of the remediation, anticipated time frame for completion, and options for equally effective alternate access. For general questions regarding identified barriers, individuals may email ada@midmich.edu.

Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973

Mid Michigan College is committed to providing an inclusive environment for people with disabilities that is receptive and responsive to their needs. The College prohibits unlawful discrimination on the basis of disability and takes appropriate action to prevent such discrimination by providing eligible individuals with reasonable accommodations, equal access to admission and employment, services, college courses, programs, activities, events, facilities, and technology.

Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act (ADA) of 1990, and the Americans with Disabilities Act Amendments of 2008, state that any individual who has (1) a physical or mental impairment that substantially limits a major life activity, (2) has a record of having such an impairment, or (3) is regarded as having such an impairment, is protected under the Law. Mid Michigan College is not required to provide accommodations that would fundamentally alter an educational program, service, or activity. Additionally, it is under no obligation to provide accommodations that would change academic requirements that are essential to a program of study, licensing requirement, or create an undue financial or administrative burden. Mid must ensure that individuals with disabilities receive reasonable and appropriate accommodations.

Accommodation Services oversees the coordination of reasonable accommodations for students with disabilities and is available on both main campus locations. Faculty and staff should contact their Supervisor who will work with Human Resources for establishment of reasonable services and accommodations.

The College's intent is to assure that individuals with disabilities and our entire college community engage in a shared experience of enrichment and learning. In keeping with this goal, the College has charged Security Operations and Systems to work in conjunction with the College's ADA/Section 504 Coordinators, with oversight. This team is charged with

- Coordinating and monitoring campus compliance with the provisions set forth in the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973, as amended.
- Providing guidance and evaluating efforts to improve access to campus facilities and programs.
- Developing procedures to identify and correct access deficiencies.

- Apprising the campus community of compliance-related issues and recommending appropriate remedial actions.
- Coordinating any transition or implementation plans relating to ADA/Section 504 compliance.
- Responding to complaints alleging noncompliance with ADA and Section 504.

ADA/Section 504 Coordinators are as follows:

Martricia (Tricia) Farrell, Director of College Compliance & Ethics
ADA/Section 504 Coordinator-Students
1375 S. Clare Ave., Harrison, MI 48625
(989) 386- 6622 x394 mfarrell@midmich.edu

Lori Fassett, Associate Vice President of Human Resources
ADA/Section 504 Coordinator-Faculty and Staff
1375 S. Clare Ave., Harrison, MI 48625
(989) 386- 6692 lfassett1@midmich.edu

To report an accessibility barrier use the College's Accessibility Barrier Report Form. Visit the College's ADA Grievance web area for information on ADA grievance procedures.

Health and Safety

Alcohol and Other Drugs

midmich.edu/alcoholandotherdrugpolicy

Mid Michigan College is dedicated to providing a healthy environment for its community and as such, recognizes that improper or excessive use of alcohol and other drugs may be disruptive to our students, faculty and staff by negatively impacting their health and safety. Problems such as memory loss, harassment, sexual misconduct, assaults, disorderly/disruptive behavior, and sleep disruption tend to increase in correlation to the misuse of alcohol and/or other drugs. Due to the harm produced by excessive and illegal use, Mid Michigan College has established policies, intervention strategies, and sanctions to prohibit unlawful behaviors and to address policy violations by members of the Mid community which includes its students and staff.

In accordance with the Drug-Free Workplace Act and Drug-Free Schools and Campuses Act, Mid Michigan College is required to have a written Alcohol and Other Drug Policy and Prevention Program that is distributed annually to all students, faculty, and staff. The Policy must include the standards of conduct that clearly prohibit the unlawful use, possession, sale, manufacture, or distribution of illicit drugs and alcohol by students and staff; information regarding the legal sanctions under local, state, or federal law for the unlawful use, possession, sale, manufacture, or distribution of illicit drugs and alcohol; sanctions that the College will impose on students and employees along with a description of the sanctions, up to and including expulsion or termination; prosecution referral for violations of the standard of conduct; a description of any drug or alcohol counseling, treatment, or rehabilitation/reentry programs that are available to students and staff; prevention, educational and intervention efforts; the possible health risks associated with the use and abuse of illicit drugs and alcohol.

Mid Michigan College prohibits the use, possession, consumption, sale, distribution, and unlawful manufacture of illegal drugs, narcotics or controlled substances on Mid's campuses during the conduction of College business or as part of College sponsored activities or events. Alcohol is prohibited on campus except when a written Exception Request is submitted for consideration and is approved by the College's Board of Trustees. It is the responsibility of each student and employee to be familiar with the provisions of the Policy and also the State of Michigan laws as they pertain to drug and alcohol use and abuse. The Policy places responsibility for individual and group conduct on the individuals who use drugs and consume alcohol. Using drugs and drinking alcoholic beverages are not excuses for irresponsible behavior. Individuals and groups are held accountable for their behavior whether or not they have consumed drugs or alcohol.

Michigan Law prohibits the dispensing, selling or supplying of drugs or alcohol to any person under the age of 21. Students, employees and visitors to the College may not unlawfully manufacture, consume, possess, sell, distribute,

transfer, or be under the influence of alcohol, illicit drugs, or a controlled substance on College property, at College-related activities or events, while driving a College vehicle, or while otherwise engaged in College business. College property includes all buildings and land that is owned, leased, or used by the College; motor vehicles operated by employees, including personal motor vehicles when used in connection with work performance on behalf of the College.

Any person taking prescription drugs or over-the-counter medication is individually responsible for ensuring that while taking the drug or medication, they are not a safety risk to themselves or others while on College property, at College-related activities or events, while driving a College or privately owned vehicle while engaged in College business. It is illegal to misuse prescribed drugs contrary to the prescription; give or sell the prescribed drug(s) to another person. For Mid's full Alcohol and Other Drug Policy and Prevention Programming, visit midmich.edu/alcoholandotherdrugpolicy.

Smoking, Tobacco, and E-Cigarettes

midmich.edu/alcoholandotherdrugpolicy

To promote the health and well-being of its students, faculty, staff, and to reduce involuntary exposure to secondhand smoke, smoking and/or the use of any tobacco products, vapor or e-cigarettes is prohibited within or outside of all facilities, vehicles, and grounds that are owned, leased, or operated by Mid Michigan College. No designated areas are provided by the College for smoking or the use of tobacco products, vapor, or e-cigarettes. Students, faculty, staff, and visitors may continue to smoke and/or use tobacco products, vapor, or e-cigarettes in their personal vehicles when attending courses, working, or visiting any Mid location.

Although the State of Michigan passed the Michigan Regulation and Taxation of Marijuana Act, Mid receives federal funds and therefore, federal law takes precedence over state law at the College. Mid prohibits cannabis in any form on its campuses and/or at any College -sponsored events.

Taking into consideration that each and every student and employee benefits from a smoke and tobacco-free environment, the enforcement of this policy is equitably placed on all members of the College community. Students, faculty, staff, and visitors are expected to adhere to the policy and persons that repeatedly disregard the policy are subject to disciplinary channels and processes defined under Mid's Code of Conduct.

Service and Animal Policy

Introduction

Mid Michigan College (Mid) is committed to the accessibility and usability of its programs, services and activities by students, employees, and visitors to the College. This includes providing reasonable accommodations to persons with disabilities in accordance with its obligations under state and federal law. The Policy below covers general animals, comfort animals, as well as services animals on campus. It provides guidance on the use of Service Animals that complies with Section 504 of the Rehabilitation Act of 1973, Title II and Title III of the Americans with Disability Act (ADA) of 1990 and Michigan Law (MCL 750.502c, 752.61, and 752.62).

Definitions

Service Animals

The ADA defines service animals as dogs that are individually trained to perform work or tasks for people with disabilities. Examples of such work or tasks include, but are not limited to, guiding people who are blind, alerting people who are deaf, pulling a wheelchair, alerting and protecting a person who is having a seizure, reminding a person with mental illness to take medications, calming a person with Post Traumatic Stress Disorder, or other tasks relating to a person's disability.

Special Note Police K-9s are considered a service animal as well as other animals that work for emergency personnel.

Additionally, the ADA has a separate provision about miniature horses that have been trained to work or perform tasks for people with disabilities. The College must permit miniature horses when reasonable. In making such an assessment, the College shall consider

- Whether the miniature horse is house-trained;
- Whether the miniature horse is under the owner's control;
- Whether the facility can accommodate the miniature horse's type, size, and weight;
- Whether the miniature horse's presence will compromise legitimate safety requirements necessary for safe operation of the facility.

Comfort/Support Animals

Comfort/Support Animals are animals that provide comfort and support to people as companions. Because they have not been trained to perform specific work or tasks, they do not qualify as a service animal under the ADA. Therefore, they are not permitted on properties that are owned, controlled, operated, and/or maintained by the College.

Pets and Other Species of Animals

A pet is an animal that is kept for personal intentions and enjoyment. Pets or other species of animals, whether wild or domestic, trained or untrained, are not permitted on properties that are owned, controlled, operated, and/or maintained by the College.

Service Animal Use On Campus

Students

Students with disabilities are encouraged but not required to register with Student Accommodation Services for access to resources, information, and advocacy across a range of disabilities-related dynamics. Registration with Student Accommodation Services is required for any student who wishes to use a miniature horse on Campus.

Employees

Employees with a disability who wish to utilize a service animal as a reasonable accommodation in a College office or other campus area (not open to general public) should contact the College's Civil Rights/ADA/Section 504 Coordinator, who will work in tandem with Human Resources.

Visitors

Campus visitors with service animals may access all public facilities with the exception of areas where services animals are specifically prohibited due to safety/health restrictions or where the service animal may be in danger.

General Requirements

Any service animal on campus must comply with all state and local licensure and vaccination requirements.

The care and supervision of a service animal is the responsibility of the individual who utilizes the animal's service. The individual must maintain control of the animal at all times. The individual using the animal's service is responsible for any cleanup of the animal and for any damage caused by the animal. Mid staff may designate specific animal toileting areas.

Clarifying Service Animal Status

Service animals are permitted in all public facilities on campus in accordance with this Policy. Mid employees should not question an individual about an accompanying service animal if the individual's disability and function of the animal is obvious. In the unusual circumstance when an inquiry must be made to determine whether an animal is a service animal, a Mid employee may only ask two questions

- Whether the animal is required because of a disability?
- What work or task the animal is trained to perform?

College employees shall not ask any questions about the individual's disability. Conversational questions such as the animal's name, breed, etc., are not prohibited. Although a service animal may sometimes be identified by a harness,

cape, backpack, or identification card, such identifiers are not required and should not be requested or demanded for any service animal on campus.

Conflicting Disabilities

Individuals with any medical issues that are impacted by animals (e.g., respiratory conditions, allergies or psychological conditions) should contact the Civil Rights/ADA/Section 504 Coordinator.

Removal of Animals and Service Animals

Other than in a vehicle, if an unrestrained/unattended, endangered, or misbehaving animal is observed, a reasonable attempt will be made to locate the animal's owner. If attempts to find the animal's owner are unsuccessful, Animal Control will be contacted and will be directed to remove the animal from College property.

Animals being transported must remain inside a vehicle. Animals that are left in their owner's vehicle will be reported to Animal Control for action if they appear to be under duress from heat, inadequate ventilation, or severe cold. All pets brought on campus grounds must not be left unattended. They must stay on leash. The owner is responsible for any clean-up after the animal.

A service animal may be removed from Mid facilities or grounds for disruptive behavior (e.g., barking, wandering, displaying aggressive behavior) that is beyond the scope of the service animal duties. Ill, unhygienic, and/or unsanitary service animals are not permitted in any public campus areas. The individual responsible for such an animal will be required to remove the animal.

Property Damage

The College will seek restitution for damage to college-controlled property, facilities, or grounds as a result of any animal. The repair or replacement cost of the damaged property is the sole responsibility of the animal's owner. The College will also seek restitution for any animal-related medical and/or other expense, including but not limited to, harm caused by bites, allergic reactions, disease, or other adverse animal-related interactions.

Interacting with Service Animals

Service animals work and perform tasks and are not pets. It is recommended that members of the Mid community adhere to the following best practices when interacting with service animals

- Do not attempt to touch or feed a service animal unless invited to do so.
- Do not deliberately distract or startle a service animal.
- Never attempt to separate a service animal from the individual using the animal's service.

Emergency Situations Involving Service Animals

A handler/animal team could become stressed during emergency situations involving smoke, fire, sirens, or injury. As a result, they may exhibit protective behavior. Be aware that service animals may try to communicate the need for help. In emergency situations, make every effort to avoid separating the handler from the animal.

Policy Exceptions

Individuals wishing to request a modification or exception to this Policy as a reasonable accommodation should contact the College's Civil Rights/ADA/Section 504 Coordinator Martricia M. Farrell at mfarrell@midmich.edu or (989) 386-6622 x394.

Complaints, Grievances, and Appeals

Mid has adopted internal grievance procedures which provide a venue for a prompt, equitable, and impartial resolution of grievances alleging prohibited action by the ADA or Section 504. Grievance may be filed by completing the ADA Grievance Form available on the Mid Cares webpage or by contacting one of the College's ADA/Section 504 Coordinators.

Policy Implementation

Although success requires the cooperation of all students, staff, and faculty, the College's Civil Rights/ ADA/ Section 504 Coordinator is responsible for implementing this Policy.

Resources

Service Animals in the Workplace

Frequently Asked Questions about Service Animals and the ADA

Weapons

midmich.edu/safety

Policy Statement

Mid Michigan College prohibits any weapons on property that is owned, leased or otherwise under the control of the College. The College enacted the Weapons Policy in order to provide for the safety and welfare of all students, employees, vendors, contractors and visitors while on our campus or at College sponsored activities. Accordingly, no person shall be permitted to carry firearms or other weapons (concealed or not concealed) with or without a concealed weapon permit, while on campus or at any college sponsored function or event.

Any staff member found on the College premises possessing any pistol, firearm, dangerous weapon or other device that is purposed to inflict bodily harm, shall be subject to corrective action up to and including termination of employment. This applies to all College premises, in College vehicles, or on property being used by the College for College purposes. Anyone who violates this Policy may also be subject to criminal sanctions as provided for by law. This prohibition also applies to staff members who may be licensed to possess firearms, have a concealed weapon permit, or may otherwise engage in the open carry of a weapon. This restriction is not applicable to sworn federal, state, or local law enforcement officers who are required to carry firearms during the course of their employment or to those individuals who receive a written waiver of this prohibition from the President or his/her designee.

Any student found possessing any prohibited material/device shall equally be subject to corrective action up to and including expulsion.

Any vendor, contractor, or visitor found in possession of any prohibited devices will be denied access to the College or be immediately removed from the premises.

The College recognizes that some individuals carry pepper spray or similar materials for personal protection when walking on or off campus. The Policy is not intended to prohibit the possession of such items. However, the College expects that individuals will use sound judgment in their use or display of such devices.

If an individual witnesses or becomes aware of someone in possession or use of a dangerous weapon or is informed of or witnesses any threat or act of violence or any conduct in violation of the Policy, they are urged to immediately report it to Campus Security.

Instances of severe and/or immediate danger should be reported to the local police department.

Definitions

- *College Property* Includes but is not limited to property owned, managed, occupied, operated or leased by the College and used for classroom purposes, activities, college sponsored events or other authorized use of the facilities.
- *Weapons/Dangerous Weapons*
  - Loaded or unloaded firearm, whether operable or not.
  - A dagger, dirk, razor stiletto, knife or stabbing instrument having a blade of longer than 3 inches, brass knuckles, blackjack, club, or other object specifically designed or customarily carried for use as a weapon, that is used as a weapon or carried/ possessed for use as a weapon.
  - An object or device that is utilized or fashioned in a manner that would compel a person to believe that the object or device is a firearm or an object likely to cause death or bodily injury.

- Pneumatic devices, including any device that is designed to expel a projectile by the use of air, gas, or spring; to include BB guns, paintball guns, and Airsoft guns.
- Explosives, fireworks, bows and arrows, swords, and dangerous chemicals.

Exceptions to the Policy

- Current or retired State, Federal, County, or Local Law Enforcement Officers
- Current or retired State, Federal, or County Court Judges
- An individual, with prior written approval of the College, with limited scope and duration, may possess an unloaded weapon when it is worn as part of a military or fraternal uniform in connection with a public ceremony, parade, or theatrical performance; or if stored in a locked vehicle with a valid license.
- Based on extraordinary circumstances, only the president or his/her designee may waive the prohibitions against weapons on campus. Any such waiver shall be in writing, state with particularity the reason for the waiver, and must be limited in both scope and duration.

Questions regarding the policy may be sent to security@midmich.edu.

Student Centered

Access to Records

Mid Michigan College policy grants access by students to their educational records under conditions which conform to the Family Education Rights and Privacy Act of 1974 (FERPA) as amended and regulated by the appropriate federal guidelines. A copy of this policy may be obtained upon request from Registration & Records. Directory information may be released unless a student informs Registration & Records in writing that any or all items should not be released without the student's prior consent. Directory information includes name, address, telephone number, date and place of birth, major field of study, participation in officially-recognized activities and sports, dates of attendance, degrees and awards received, and most recent previous educational agency or institution attended.

Mid also reserves the right to release information without prior student consent under the following conditions:

- Requests from faculty and staff who have a legitimate educational interest on a "need to know" basis, including student employees or agents of the institution, if necessary to conduct official business, as authorized by the Registrar. Legitimate educational interest includes performing a task related to the regular duties of the employee or agent, the student's education, the discipline of a student, a service or benefit for the student, or maintaining safety and security of the campus.
- Requests in compliance with a lawful subpoena or judicial order.
- Requests in connection with a student's application for or receipt of financial aid.
- Requests by state authorities and agencies specifically exempted from the prior consent requirements by FERPA.
- Organizations conducting studies on behalf of the College, if such studies do not permit the personal identification of students to any persons other than to representatives of such organizations and if the personal identification data is destroyed when no longer needed.
- Information submitted to accrediting organizations.
- Requests by parents of a dependent student, as defined in Section 152 of the Internal Revenue Code of 1954.
- In the case of emergencies, Mid may release information from education records to appropriate persons in connection with an emergency, if the knowledge of such information is necessary to protect the health or safety of a student or other persons.
- To federal officials who have need to audit and evaluate federally-supported programs.
- The results of any disciplinary proceeding conducted by the College against an alleged perpetrator of a crime of violence to the alleged victim of that crime.
- To verify the accuracy of any information contained in what purports to be an official College document (e.g. a transcript or diploma) or is provided to a third party.

Change of Name and/or Gender

Mid recognizes that individuals may use a name to identify themselves that differs from their legal name. This includes individuals that identify with a gender that differs from their birth-assigned sex. These individuals may exercise their option to change their name and/or gender information that is on record with the College. Requests may be submitted using the Change of Name and/or Gender Request Form.

Family Educational Rights and Privacy Act (FERPA)

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

The right to inspect and review the student's education records within 45 days of the day that Mid receives a request for access. Students should submit to the Registrar written requests that identify the record(s) they wish to inspect. The Registrar makes arrangements for access and notify the student of the time and place where the records may be inspected. Such requests should be sent to

Mid Michigan College
Registrar
1375 S. Clare Ave., Harrison, MI 48625

The right to request the amendment of the student's education records that the student believes is inaccurate or misleading. Student/parents may ask the College to amend a record that they believe is inaccurate or misleading. They should write the Registrar; clearly identifying the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student/parent, the College notifies the student/parent of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures is provided to the student when notified of the right to a hearing.

The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the college in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the college has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the College discloses education records without consent to officials of another school in which a student seeks or intends to enroll. (Note: FERPA requires an institution to make a reasonable attempt to notify the student of the records request unless the institution states in its annual notification that it intends to forward records on request.)

Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Mid to comply with the requirements of FERPA. Such requests should be sent to:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Ave, SW Washington, DC 20202-4605

Social Security Number Disclosure

Federal law recognized a student's Social Security Number (SSN) as personally identifiable information under the Family Education Rights and Privacy Act of 1974 (FERPA). However, the law allows Mid Michigan College to require and to use this information in compliance with State and federal guidelines. While you are not required to provide your SSN to be considered for admission to Mid Michigan College, you are strongly encouraged to do so, if you have one. Providing an SSN speeds up matching material such as transcripts and test scores with your application. An SSN is required if you are applying for financial aid, federal tax benefits, or employment, and may be required for other

purposes. The information may be disclosed only under certain circumstances, including to other institutional officials, representatives of State and local educational authorities, in connection with financial aid, for research purposes to improve instruction, to collection agents in connection with college-related businesses, pursuant to an order from the court of law, and other circumstances are required by State or federal law. Mid Michigan College is committed to ensuring the privacy and confidentiality of student records.

Student Code of Conduct

midmich.edu/conduct

Students are required to engage in responsible social conduct and model appropriate and professional behavior that promotes a collaborative and optimal learning environment. Conduct violations that disrupt the College environment are not tolerated and are addressed assertively. The three classes of misconduct that are subject to disciplinary action are 1) violations of civil/criminal law, 2) disruption of the educational process, and 3) violation of College rules, regulations and policies. Should a violation occur, Student Conduct is authorized to investigate, render a determination and impose sanctions upon any student(s) found to have violated the Code of Conduct. For the complete Student Code of Conduct and applicable rules, regulations, definitions and sanctions, refer to midmich.edu/conduct.

The Student Code of Conduct applies to all Mid locations including off-site campus locations, internships, studies abroad, club and athletic events, and at any College-sponsored activity or event. Off-campus behavior that may adversely affect the College and/or the pursuit of its objectives may also be considered violations of this Code. Below are examples of conduct violations. Any student found to have committed or attempted to commit any of the following misconducts would be subject to disciplinary sanctions.

- Acts of dishonesty or plagiarism
- Disruption or obstruction of teaching or other College activities
- Physical abuse, verbal abuse, bullying, threats, stalking, intimidation, harassment, coercion, and/or other conduct which threatens or endangers the health or safety of any person
- Any sexual harassment or sexual misconduct or any other violation of the College's Non-Discrimination, Harassment, and Sexual Misconduct Policy
- Attempted or actual theft of and/or damage to property of the College or member of the College community
- Hazing
- Failure to comply with the directives of College officials or law enforcement officers acting in the performance of their duties
- Unauthorized possession, duplication or use of keys to any College premises or unauthorized entry to or use of College premises
- Violation of any federal, state, local law or College policy, rule, or regulation published in hard copy or available electronically on the College website
- Use, possession, manufacturing, or distribution of alcoholic beverages, marijuana, heroin, narcotics, or other controlled substances except as expressly permitted by law, or any violation of Mid's Alcohol and Other Drug Policy
- Possession or use of firearms, explosives, other weapons, or dangerous chemicals on College premises
- Participating in an on-campus or off-campus demonstration, riot or activity that disrupts the normal operations of the College
- Obstruction of the free flow of pedestrian or vehicular traffic on College premises or at College sponsored or supervised functions
- Conduct that is disorderly, lewd, or indecent; breach of peace
- Theft or other abuse of computer facilities and resources
- Abuse of the Student Conduct System
- Bringing children on campus and leaving them unattended.

Conduct Process

midmich.edu/midcares

Any member of the College community may file a complaint against a student for violations of the Student Code. A complaint should be submitted through the online reporting system (Maxient) or prepared in writing and directed to Student Conduct. Any complaint should be submitted as soon as possible after the event occurs. The online reporting form can be accessed at midmich.edu/midcares or by contacting Student Conduct at (989) 386-6622.

As a general rule, dispute resolutions will be available in two formats: the informal/mediation resolution and the formal/administrative investigation. The preponderance of the evidence standard is used for determination. The brief description below is only intended to provide an overview. For a full description and understanding of the process, individuals should refer to whichever Policy is being referenced.

Informal/Mediation Resolution

An informal/mediation resolution is available under most circumstances, except for allegations of sexual violence. An informal process is available when it is suggested by the individual/investigator and the involved parties agree. The individual/investigator assigned to the Case will work with the parties to reach a resolution that will end the misconduct, prevent reoccurrence, and remedy its effects for the victim and/or the College. Minor sanctions may be imposed.

Formal/Administrative Resolution

A formal/administration resolution encompasses opening an investigation where the parties involved are interviewed and afforded the opportunity to share their account of the events. They are asked to provide any supporting documentation and suggest any witnesses that should be interviewed. All exculpatory (evidence that tends to justify or show a person's lack of involvement in an act) and inculpatory (evidence that tends to show a person's involvement in an act) evidence will be considered and using the preponderance of the evidence standard (more likely than not), a determination and finding will be rendered. This Determination will endeavor to end the misconduct, prevent reoccurrence, and remedy its effects for the victim and/or the College. Sanctions may be imposed.

Sanctions

Sanctions may be imposed upon any student found to have violated the Code of Conduct, including but not limited to: a warning, No Contact Order, probation, loss of privileges, fines, restitution, referral for external assessment, behavior contract, discretionary assignment, suspension, expulsion, revocation of admission, withholding of transcript or degree, or immediate removal from the campus. More than one of the listed sanctions may be imposed for any single violation and may also be applied to a student group or organization.

Right to Appeal

A decision reached by Student Conduct and sanctions imposed may be appealed by the Alleged Student(s) to the Appeal Board within five (5) business days of the decision. Such appeals must be made in writing and shall be delivered to the Student Conduct Case Manager or their designee.

Student Right to Know

midmich.edu/righttoknow

The Student Right to Know webpage offers an easy way to access information and materials that provide students the opportunity to make fully informed choices regarding Mid. This information is in accordance with the Student Right to Know Act of 1990, which requires Federally Title IV funded Colleges and Universities to disclose certain information to prospective and enrolled students, parents, and employees.

By providing this information in one location, our objective is to make this site as resourceful and efficient as possible. Students are encouraged to become familiar with the information housed on the Student Right to Know webpage. We hope the provided information assists students in making the best possible choices for their future educational journey.

Filing a Complaint or Grievance

midmich.edu/midcares

In any healthy environment, it is unavoidable that from time to time, complaints, disputes or concerns may arise between individuals or the College itself. These are due to misunderstandings, missed communication, unanswered questions, or perceived injustices. Communication should always be the first recourse. Exchanging information in a respectful and effectual manner is the foundation on which good human relations are built and it helps the College function as a cohesive community to meet objectives.

However, while there are times when effective communication has brought forth concerns that need to be addressed, there are times when constructive communication is not possible or fails in its attempt. For that reason, Mid offers a robust reporting structure that allows reparation to individuals through means of various channels, depending on the nature of the report and the governing policy through the Mid Cares webpage.

Prior to reporting a concern, complaint, or grievance, the College encourages communication between the parties, when feasible.

Academic Advising

midmich.edu/advising

Mid Mentors provide academic advising services which are available to students throughout the academic year and between semesters. Mid Mentors are trained to assist students one-on-one with career selection, program and pathway planning, course scheduling, and to provide assistance to students who are experiencing academic difficulties.

All new first-time freshmen need to speak with a Mid Mentor before registering for courses. Prior to meeting with a Mid Mentor, students should complete an admissions application, submit high school and college transcripts, and provide SAT scores when available.

Some students, depending on their status, are required to see a Mid Mentor prior to registering for courses. It is generally recommended for students to contact their Mid Mentor whenever they have a question about their pathway, course selection, or are struggling academically.

Choosing a Guided Pathway and Building Your Educational Plan

midmich.edu/pathways

Guided Pathways outline the courses that should be taken each semester. Students create a personalized pathway with their Mid Mentor, and that plan can be updated at any time to reflect changing needs or goals.

The number of credits that should be taken each semester depends on many factors. At Mid, we recommend students complete at least 30 credits per academic year. The 15-to-Finish campaign saves students thousands, both in tuition costs and wages from postponing a career. Students who take at least 15 credits per semester or 30 per year, earn higher GPAs on average and graduate at much higher rates than students taking fewer credits. Mid Mentors help students balance courses, work, and family, while taking into account prerequisites and course availability when building individualized educational plans.

Academic Support

midmich.edu/lls

Math Lab

The Math Lab is open to help students with instructional materials and assignment assistance throughout the semester.

Public Speaking Skills Center

The Public Speaking Center is available to provide assistance with the speech development process and to enhance public speaking skills.

Science Center

The Science Center is open to help students with diagrams, models, resources, and assignment assistance throughout the semester.

Supplemental Instruction

Supplemental Instruction and Peer Tutoring are available for students who need additional help to confidently master course material. These peer-assisted study sessions are regularly-scheduled, informal review sessions in which students compare notes, discuss readings, develop organizational tools, and discuss possible test items. Students learn how to integrate course content and study skills while working together.

Tutoring

We offer tutoring for many academic courses offered at Mid.

Writing and Reading Center (WRC)

The WRC is designed to help students with writing and reading for any course. Students can seek help during any stage of the writing process or assigned reading by scheduling an appointment.

Accommodation Services

midmich.edu/accommodation-services

Mid Michigan College is committed to making accommodations and providing services to students with documented disabilities that interfere with their learning process. Accommodations vary and depend on the specific disability. Services may include readers, note-takers, interpreters, adaptive equipment, assistive technology, alternative testing methods, assistance with accessibility, and referrals to College and community resources.

Students must provide written verification of their disability before accommodations can be made. In addition, students must register for services and reapply each semester for continued support.

Admissions

midmich.edu/admissions

Mid offers an education that is rich and unique. Whether you're looking to save money on your four-year or advanced educational goals, you're coming back to college later in life, or you want to begin a career in two years or less, we're confident that you'll find your path to a bolder, brighter, better future at Mid.

Students should apply well in advance of their anticipated start date to allow time for assessment, academic advising, and course registration. As soon as students have applied for admission at Mid they are connected to a Mid Mentor. As a student's single-point-of-contact, Mid Mentors can assist with everything from financial aid to registering for courses.

There are specific Next Steps for particular types of students to help them navigate the application and admissions process.

- First-Time Freshman, Transfer, and Returning Students midmich.edu/nextsteps
- Guest Students midmich.edu/guest
- Military-Connected and Veteran Students midmich.edu/veterans
- International Students midmich.edu/international
- Dual Enrolled High School Students midmich.edu/dual

Athletics

midmich.edu/athletics

Since the revival of athletics in 2008, the program has grown at a steady pace. Mid's Lakers compete in the Michigan Community College Athletic Association (MCCAA) against other community colleges for conference championships and participate in state and national tournaments. The Lakers compete in the National Junior College Athletic Association (NJCAA) as well. The NJCAA includes the MCCAA as one of forty junior college conferences nationwide.

Mid currently fields men's and women's varsity teams in bowling, basketball, baseball, and softball. The College also offers coed teams for bass fishing, clay target shooting, and esports. If students are interested in participating, they can complete a Prospective Student Athlete Form located on the website.

Attendance

midmich.edu/academics

Mid strongly suggests that students attend their courses and actively participate in their education. If students choose not to attend scheduled courses their financial aid may be impacted and students can be dismissed from the College.

If a student is reported as not attending a course during the first two weeks of the semester, Mid institutionally withdraws the student from that course. This applies to students who never attended, have stopped attending, or have not engaged in academic-related activities, including remote courses, within the first two weeks of the semester. If institutionally withdrawn from a course, a grade of X will be given for that course. The course will not show up on the student's transcript or impact attempted/completed credits or GPA. The student will be responsible for paying any tuition and fees owed. Students who receive Pell Grants, loans, or scholarships become ineligible for federal funding if they are not attending. Failure to have attendance/participation verified could result in financial aid being reduced or cancelled. The student would then be responsible to pay any outstanding tuition, fees, and Campus Store charges incurred at Mid.

To verify attendance, students receive an Attendance Verification Letter which instructs them to email their instructor(s) requesting verification. Instructors should verify the attendance of a student by emailing the student name, student ID number, course number, and course section to attendance@midmich.edu.

Campus Cupboard

midmich.edu/campus-cupboard

The Campus Cupboard is the on-campus student food pantry and is sponsored by the Mid Michigan College Foundation. Enrolled students are eligible to request non-perishable food and other items each week by using the order form available on the Campus Cupboard web page linked above.

Campus Life

midmich.edu/lakerlife

At Mid, we call campus life, Laker Life! Our unique blend of clubs and campus activities help students get a broader college experience. Mid has a number of clubs that allow students to gather together, share experiences, and connect over interests they share. All student clubs have Mid advisors that help them organize and grow. Clubs can be formed around almost any topic, start one today!

Bookstore

midmich.edu/bookstore

Mid has one Bookstore on each campus. Required textbooks and supplies for courses, along with a variety of items including Mid clothing, office supplies, snacks, and gifts are also available.

Using Financial Aid at Mid's Bookstores

Students have the option of using financial aid to pay for Bookstore charges. Bookstore financial aid charges typically start one week before the beginning of each semester and end on the second Friday of the semester. Your Mid student ID is required to complete financial aid charges at the Campus Store.

Career Center

midmich.edu/careercenter

Mid's Career Center assists students with determining a career path that meets their interests, academic abilities, personal values, lifestyle, and the current job market. Students can receive help with résumé and cover letter development, interview preparation, career exploration, internships, and applying for local job openings.

Collegiate Recovery, Education, & Wellness (CREW)

midmich.edu/crew

Mid Michigan College has partnered with Ten16 to create a Collegiate Recovery Education & Wellness (CREW). CREW offers a comprehensive response to issues related to alcohol and other drugs for students. CREW integrates a collection of prevention, early intervention, and peer support activities and makes these activities available to all students, regardless of whether they have a mild, moderate, or severe substance use disorder, and are in early or established recovery. You can meet with our certified Recovery Coach to assist, support, and encourage your recovery journey.

Commencement

midmich.edu/graduation

Commencement is the ceremony held for those who have completed credential requirements. Mid has one Commencement each May, after the Winter Semester. Students are eligible to participate in Commencement if they have graduated in the previous Fall Semester or are scheduled to graduate in the Winter or following Summer Semester.

Each term, Registration & Records reviews students' records to identify those who are on schedule to complete their program of study. Students are then notified for confirmation.

Students should confirm by April 1 to have their name included in the commencement program. Applicants after that date are eligible to participate in the ceremony, but their name may not appear in the program.

Students may purchase caps, gowns, diploma covers, frames, and tassels at Mid's Campus Stores beginning in early April. Honors Graduates receive honor cords to wear with graduation attire at no cost. Cords can be picked up at either Campus Store.

Computer Labs

All students have free access to open computer labs for academic pursuits.

Counseling

midmich.edu/wellness

Visit midmich.edu/wellness for current mental health counseling options and supports available for students.

Dining Options

midmich.edu/dining

Laker Cafe is available on the Harrison Campus and features a wide selection of snacks, coffee, smoothies, and more.

Dual Enrollment

midmich.edu/dual

Dual enrollment, taking college courses while still in high school, allows students to get a jump start on their college careers and equips them for college success. Mid partners with more than 50 local high schools to offer dual enrollment options for students. Dual enrolled students at Mid are paired with a dedicated Mid Mentor to assist them with any questions or issues that may arise throughout the process.

Early Middle College

midmich.edu/dual

Early Middle College Programs are partnerships between a college and high school or intermediate school district that allow high school students to graduate with both their high school diploma and one of the following; 60 transferable college credits, an associate degree, a professional certification, the Michigan Early Middle College Association (MEMCA) technical certificate, or the right to participate in a registered apprenticeship. These programs receive State of Michigan designations, recognizing the Early Middle College as a 5-year, State-funded entity.

To complete the 60 college credits option, students begin taking college courses in their 10th or 11th grade years. Early Middle College students attend a fifth year of high school, in which they spend nearly 100% of their time taking college courses. To ensure that students meet their goals, Mid Mentors and high school counselors help students select and schedule courses that work toward their goals.

Email

midmich.edu/mymid

MidMich email is essential for student success. Students are issued an account upon admission. Official messages from Financial Aid, Registration & Records, and others are sent here. Students are strongly encouraged to check their Midmich email regularly to ensure they are aware of important communications. Students can setup their Midmich email account at midmich.edu/mymid.

Emergency Fund

midmich.edu/wellness

The student emergency fund provides one-time grants to help students cover the costs of unexpected emergency needs that would otherwise prevent the student from being able to complete their coursework at Mid. Students can apply for emergency funding by completing the online application and submitting supporting documentation. Students' academic progress, attendance, and financial aid package may be reviewed by Student Wellness & Equity to determine eligibility.

Financial Aid

midmich.edu/finaid

Financial Aid encourages all students to apply for federal financial aid by completing the Free Application for Federal Student Aid (FAFSA). Students may apply online at StudentAid.ed.gov. A majority of first-time, full-time freshmen receive some type of financial aid. Financial aid programs offer students the opportunity to pursue their educational goals. Mid, along with federal and state programs and private and civic organizations, offer a variety of scholarships, grants, loans, and employment opportunities to assist students in financing their education.

How to Apply

The Free Application for Federal Student Aid (FAFSA) is the first step in the financial aid process. This application can be submitted online at StudentAid.ed.gov. Once a student's financial aid has been completely processed they may charge tuition, fees, and books against any available financial aid funding.

Students transferring to Mid must add Mid's school code, 006768, to their FAFSA at StudentAid.ed.gov. Students must renew their FAFSA each year. Contact Financial Aid for summer semester financial aid eligibility.

Students selected for verification may be required to submit documents to Financial Aid. For these students, Mid must compare the information from the FAFSA to the applicable tax forms and other required documents.

- Financial aid is not awarded until all required documents are provided. If it is determined that additional documents are required, financial aid previously awarded may be cancelled.
- Falsification of income information submitted for the purpose of receiving financial assistance may result in the cancellation of all future assistance and required repayment of all previously awarded financial aid.
- If federal and/or state funds are involved, the appropriate government agencies are notified including the U.S. Department of Education, Michigan Department of Treasury, and/or the Office of Inspector General.

Eligibility Requirements

To be eligible for federal and state financial aid, including employment and student loan programs, students must meet all of the following requirements

- Be admitted to or enrolled as a regular student in a qualified academic program leading to a degree or certificate
- Be a U.S. citizen or an eligible noncitizen
- Students cannot be in default on a federal student loan or owe money back on a federal student grant
- Students who are enrolling in higher education for the first time on or after July 1, 2012, must have either a high school diploma or recognized equivalent, such as a General Educational Development certificate (GED) or have been home schooled
- Meet Mid's Institutional Financial Aid Requirements for various institutional awards.
- Make satisfactory academic progress
- Meet any additional requirements for specific federal and state financial aid programs
- Have financial need, except for some loan programs
- Have a valid social security number
- Complete and sign a Free Application for Federal Student Aid (FAFSA) stating that student financial aid is used only to pay for the cost of attending an institution of higher education

Financial Aid Need

Financial need is determined by subtracting a student's Expected Family Contribution (EFC) from their cost of attendance at Mid. Additional information regarding Mid's cost of attendance and need based aid can be found at midmich.edu/finaid. Mid must consider all sources of financial assistance and subtract the estimated amount of all assistance from the student's estimated total financial need.

To determine a student's eligibility for financial need-based assistance, Mid must consider the student's EFC. The EFC is calculated by the U.S. Department of Education from the information submitted in the student's FAFSA. The EFC measures a family's financial strength and determines the student's eligibility for federal student aid. Financial Aid must use the EFC calculated by the U.S. Department of Education. However, when appropriate Financial Aid may make adjustments.

Financial Aid Package and Use

A student's financial aid package may include all awards, including scholarships, grants, work-study, and student loans. The awards are determined annually. Financial Aid notifies students of the estimated financial aid award that

they are eligible for by mail or email. Financial aid awards are subject to change due to changes in the student's enrollment, finances, or satisfactory academic progress. Changes in enrollment status, including a reduction of credit hours or withdrawing from all courses before the end of the semester may result in a reduction or cancellation of all financial aid. Students should check with Financial Aid before dropping courses. If a student or student's family experiences a change in financial circumstances, the student should contact Financial Aid to determine if an adjustment needs to be made to the student's FAFSA.

Financial Aid Refunds

All financial aid funds, scholarships, grants, and student loans are credited to the student's account. If the student has any remaining funds, a refund is issued to the student for the balance.

Students have the option of using financial aid to pay for charges and fees incurred beyond tuition costs such as: Campus Store charges, Library or Parking fines, Graduation fees, or Club Membership fees. Financial aid may include Federal Student Aid, which can include Pell Grants, Supplemental Educational Opportunity Grants, and Federal Direct Loans.

Students have the right to cancel or modify this approval at any time by submitting a signed, dated, written request to Financial Aid at Mid. A request for cancellation or modification is effective as of the date it is received by Mid. Because this request is not retroactive, Mid may use financial aid funds to pay any authorized charges incurred before the notice was received by the College.

Students may receive refunds as a check, delivered through standard mail which takes 5-10 business days after the refund is issued, or as a direct deposit. Students may sign up for direct deposit service at midmich.edu/directdeposit. Students are responsible for verifying the accuracy of all billing charges, credits, and the remaining financial aid balance. Refunds for remaining financial aid are available approximately six to eight weeks after the semester starts. Students should plan their personal finances with this time frame in mind.

Financial Aid Student Rights and Responsibilities

Rights of Financial Aid Applicants

- You have the right to know what financial aid programs are available.
- You have the right to know the deadlines for submitting applications for each of the financial aid programs available.
- You have the right to know how financial aid is distributed, how decisions on that distribution are made, and the basis for these decisions.
- You have the right to know how your financial need was determined and what resources (such as parental contribution, other financial aid, your assets, etc.) were considered in the calculation of your need.
- You have the right to know how much of your financial need as determined by the institution has been met.
- You have the right to request an explanation of the various programs in your student aid package.
- You have the right to know the Mid Financial Aid Refund Policy.
- You have the right to know what portion of the financial aid you received must be repaid, the payback procedures, the length of time you have to repay, and when repayment is to begin.
- You have the right to know how Mid determines whether you are making satisfactory academic progress and what happens if you are not.

For an explanation of any of the above rights, visit Financial Aid and meet with a Financial Aid Representative.

Responsibilities of Financial Aid Applicants

- You must complete all application forms accurately and submit them on time to the right place.
- You must provide correct information. If you purposely give false or misleading information, you may be fined up to $20,000, sent to prison, or both.
- You must return all additional documentation, verification, corrections, and/or new information requested by either Financial Aid or the agency to which you submitted your application.
- You are responsible for reading and understanding all forms that you are asked to sign and for keeping copies of them.
- You must accept responsibility for all agreements that you sign.
- You must perform the work that is agreed upon in accepting Work Study employment.
- You must meet satisfactory academic progress guidelines to continue to receive aid. See Mid's Satisfactory Academic Progress Policy.
- You are responsible for reporting the type and amount of any assistance you have received from any source outside of Mid.
- You must be attending your courses in order to be eligible for Federal Aid funding.

Satisfactory Academic Progress Policy (SAP)

All students receiving financial aid from federal and state sources at Mid must meet satisfactory academic progress (SAP) standards. These standards are established to ensure that students are progressing towards an educational objective and are able to complete a degree within a maximum time frame (MTF). All academic grades are required to be calculated in the review, regardless if the student received aid. Academic grade records are reviewed for SAP at the end of each semester of enrollment (Fall, Winter, and Summer) or at the time the FAFSA application is received if a SAP status has not previously been determined. Students without a prior SAP status who are not meeting the overall standards go on "Warning "or "Ineligible" status depending on the number of unsuccessful semesters on record. Students who are not meeting the SAP requirements are notified of their SAP status by means of their Mid email account.

The standards of satisfactory academic progress include the following components.

- Grade Point Average (GPA)
  - Students must maintain a minimum overall 2.0 GPA
- Completion Rate
  - Students must complete 67% of all attempted credits, including transfer credits. The completion rate is calculated by dividing the number of completed credits by the number of attempted credits
  - All "F", "W", and "I" grades are considered as credits attempted but not as completed
  - If a student receives a grade of D- or higher in a course and repeats the course, the repeated credits are counted as attempted but not completed
  - Transfer, ESL, and remedial courses are counted as attempted and completed credits
  - Credit hours taken as an audit are not included in determining enrollment status for financial aid disbursement or satisfactory academic progress
- Maximum Time Frame (MTF)
  - Students may receive aid up to 150% of the credits required for graduation, refer to specific programs for credits required.

Maximum Time Frame Examples		
Program Type	Total Credit Hours Required	Maximum Attempted Credit Hours Allowed*
Associate in Arts (AA)	60	90
Training Credential	30	45
Certificate	24	36

* The maximum attempted credits hours allowed is dependent on the specific program a student is enrolled in.

Satisfactory Academic Progress (SAP) Review

Students who are not meeting the minimum overall standards of SAP are placed on a status of WARNING for the next enrolled semester. During that semester, students may continue to receive federal and state financial aid. Students with a WARNING status should seek additional services from a Mid Mentor to discuss issues related to their academic performance.

After the semester spent on WARNING status, students who do not obtain the minimum SAP standards become INELIGIBLE to receive federal or state financial aid. Students who are unable to meet SAP standards are encouraged to make an appointment with a Mid Mentor.

Students who have reached their Maximum Time Frame or graduate with an associate degree are not eligible to receive a WARNING status. They lose their eligibility for Title IV funds unless they file a successful appeal.

Students may regain eligibility for financial aid by meeting the minimum SAP standards. Students must successfully complete the number of credits needed to obtain those standards without the use of federal or state financial aid.

Satisfactory Academic Progress (SAP) Appeal

Students who become ineligible have the right to appeal for continued eligibility. Students must meet with a Mid Mentor to complete an Individual Academic Plan (IAP). The student must submit a complete Appeal Packet which includes an IAP, SAP Appeal Form, appeal letter, and supporting documentation to Financial Aid.

Students should clearly describe (1) the circumstances that occurred beyond their control that contributed to their failure to meet the minimum SAP standards and (2) what corrective action has been taken to prevent this from happening in the future.

Examples of situations considered beyond a person's control may include

- Serious illness or injury to a student that required extended recovery time
- Death or serious illness of a family member
- Significant trauma in student's life that impaired the student's emotional and/or physical health
- Other documented situations

Before submitting the Appeal Packet, students should have a completed FAFSA on file. Students should also complete exit counseling at studentloans.gov if they have borrowed funds from the Federal Direct Student Loan program. In addition, students should also submit official academic transcripts from all colleges attended. Student copies are accepted in certain circumstances. Results of the transcripts or failure to provide transcripts, factors into the decision of the Financial Aid Appeal Committee.

The Financial Aid Committee generally reviews all completed Appeal Packets within 2-4 weeks of submission. Before a decision is finalized, students may need to meet with Financial Aid. The student is notified by email of the committee's decision. If an appeal is approved, the student regains their eligibility for federal and state aid. The student must meet the conditions of the IAP until he or she is able to meet SAP or if the student has an approved appeal for the Maximum Time Frame requirement, they must meet the terms of the IAP until they graduate.

Failure to meet the terms of the IAP results in the loss of eligibility for federal and state financial aid. Students may file subsequent appeals if there were different extenuating circumstances from the original appeal. If students are requesting an approval for a change of program of study, they must meet with a Mid Mentor, submit a revised IAP, Change of Program Appeal Form, and documentation to Financial Aid for approval.

Students who have an Approved Appeal but fail to enroll for one full academic year return to an ineligible status. Students may need to meet with a Financial Aid Officer and a Mid Mentor before their appeal can be considered for reinstatement. The Financial Aid Committee has the right to deny reinstatement of a formally Approved Appeal on a case by case basis. Grounds for denial may include credit hours taken at another institution, change in the approved program of study, or any unresolved issues that may prevent the student from achieving academic success.

If the appeal is denied but there are circumstances or documentation that was not considered in the original decision, the student may request a second review of the appeal. The request and any additional documentation must be submitted in writing to the Director of Financial Aid. The Financial Aid Committee reviews the request and notifies the student of the decision within ten business days. The committee's decision is considered final. The Financial Aid Committee consists of representatives from mentoring, financial aid, admissions, compliance, and faculty. A minimum of three members is required for reviewing the request and reversing the denial.

Returning Title IV Funding

Students who withdraw from all courses prior to completing more than 60% of a semester have their eligibility for aid recalculated based on the percent of the semester completed. For example, a student who withdraws and completes 30% of the semester has earned only 30% of any Title IV to which they were entitled. The school and/or the student must return the remaining 70%. Students considering withdrawing from all courses prior to completing 60% of the semester are strongly encouraged to contact Financial Aid to determine how withdrawing affects current and future financial aid.

This policy applies to all students who withdraw, drop out, unofficially withdraw, receive all F's and/or W's, or are expelled from Mid and receive financial aid from Title IV funds.

- Title IV Funds include Federal financial aid programs authorized under the Higher Education Act of 1965, as amended, and includes the following programs, Federal Direct Loans including Direct Unsubsidized, Direct Subsidized, and PLUS Loans, Federal Pell Grants, and Federal SEOG.
- A student's official withdrawal date is the date the student began the institution's withdrawal process as defined in Mid's College Catalog, officially notified the institution of intent to withdraw, or the student's last date of attendance at a documented academically related activity.

Title IV aid is earned in a prorated manner on a per day basis up to and including the 60% point in the semester. Title IV aid and all other aid is viewed as 100% earned after 60% of the semester is complete.

- When the total amount of unearned aid is greater than the amount returned by Mid from the student's account, the student is responsible for returning unearned aid to the appropriate program(s) as follows
    - Unsubsidized Direct Loan*
    - Subsidized Direct Loan*
    - PLUS - Parent Loans to Undergraduate*
    - Federal Pell Grant
    - Federal SEOG

      *Loan amounts are returned within the terms of the promissory note.

A notice of the refund calculation is sent to the student's Mid email following the withdrawal or after grades are submitted at the end of the semester. A copy of the calculation is available upon request.

- Students are responsible for any portion of their institutional charges that the College has to return to the federal aid program. Repayment arrangements may be made with the Business Services within fourteen days to avoid further action.
- Students who owe unearned grant aid directly to the federal program may repay the College within fourteen days to avoid losing Title IV eligibility and being turned over to the U.S. Department of Education (FSA) Collection Division.

If students do not receive all of the funds they earned, they may be due a post-withdrawal disbursement. If the post-withdrawal disbursement includes loan funds, students must notify Mid that they wish to receive the loan funds. Mid may automatically use all or a portion of the post-withdrawal disbursement including loan funds, if students accept them for current year tuition and fees. For all other school charges, Mid needs a student's permission to use the post-withdrawal disbursement funds.

Refunds and adjusted bills are sent via direct deposit or to the student's home address following withdrawal. Students are responsible for any portion of their institutional charges that are left outstanding after Title IV funds are returned.

The fees, procedures, and policies listed above supersede those published previously and are subject to change at any time.

State of Michigan Financial Aid Programs

Futures for Frontliners

Futures for Frontliners (F4F) is a State of Michigan scholarship program for frontline workers. Michiganders who worked in essential industries during the State COVID-19 shutdown in spring 2020 are eligible. F4F provides a pathway for tuition-free access to public community colleges to earn an associate degree or an industry-recognized certificate for frontline workers without a college degree. For more information, visit this website.

Michigan Children of Veterans Tuition Grant

Dependent children of deceased or totally and permanently disabled veterans whose injuries were a result of military service may be eligible for VA Benefits. Children must be between the ages of 16 and 26 and be Michigan residents for 12 months prior to application. They must be enrolled at least half-time and the amount depends on enrollment status. Applications may be obtained online at michigan.gov/mistudentaid. Contact Financial Aid if you have difficulty locating the application. Students that are covered under any of the veteran's programs must contact Financial Aid each semester.

Michigan Competitive Scholarships

These scholarships are credited to tuition and fees of Michigan residents of 12 months who are high school graduates, who qualify through a competitive examination, and who show financial need. Awards may be renewed annually for a maximum of ten semesters as long as need and at least a 2.0 GPA are maintained. More information is available from high school counselors and by contacting Student Scholarships and Grants, at 1-888-447-2687 or mistudentaid@michigan.gov.

Michigan Gaining Early Awareness and Readiness for Undergraduate Programs (MI GEAR UP)

Recipients must have successfully completed the GearUP! Scholarship six-year program and be nominated. They must also possess a high school diploma, be less than 22 years old, be a resident of Michigan, and must use the scholarship within five years of high school graduation. Scholarship maximum is $1,000 per year and is renewable for three years. For more information, visit this website.

Michigan Reconnect

If you are 25 years or older, you may be eligible for tuition-free community college. In February 2021, the State began accepting applications for Michigan Reconnect, a new program that offers tuition-free community college to Michigan residents who are 25 or older and do not have a college degree. Visit the Michigan Reconnect to apply.

Michigan Rehabilitation Services

Michigan Rehabilitation Services is a division of the Michigan Department of Human Services and provides rehabilitative services to vocationally handicapped or impaired individuals. Any person with impairment can complete an application for service by contacting the Office of the State of Michigan Rehabilitation Services serving the student's local area. All services provided are individually planned to meet the established need and could include, for example, tuition, fees, books, prosthetic devices, maintenance, or other services that would be required for the completion of a rehabilitation program.

Tuition Incentive Program (TIP)

This high school completion program offers to pay for the first two years of college and beyond for eligible students identified be the State who graduate from high school or complete their GED before age 20. The TIP application must be completed by the student prior to the deadline of August 31 of the academic year in which the student graduates from high school or its recognized equivalent. TIP covers up to 24 credit hours of tuition and up to $250 in fees per year at Michigan Community Colleges and select Michigan universities. More information is available from high school counselors and by contacting Student Scholarships and Grants at 1-888-447-2687 or mistudentaid@michigan.gov.

Federal Financial Aid Programs

Carl D. Perkins Grant

This is a federal program designed to help students who are enrolled in a two-year state-approved program. Special population students must qualify under one or more of the following categories: single parent, displaced homemaker, non-traditional career choice, documented disability, limited English or economically disadvantaged. The law requires the institution to consider students' performance on federal accountability measures in the aggregate and disaggregated for the subpopulations defined in Perkins V. Data must be disaggregated by gender, race and ethnicity, and migrant status (per ESEA) and each of the special populations categories, which include individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for nontraditional fields; single parents, including single pregnant women; out-of-work individuals; English learners; homeless individuals; youth who are in or who have aged out of the foster care system; and youth with a parent who is on active duty in the military.

Students who are eligible must apply for financial aid (Pell) and have an unmet need as defined by financial aid. Assistance may be in the form of: academic and career counseling, college and community agency referrals, registration assistance and financial assistance - which may include help with transportation, child care, books and tuition. Assistance is limited and interested students are required to submit an application each semester by the application deadline to be considered. Priority consideration is given to those students who have the greatest unmet need and are closest to completing their degree. For additional information, contact (989) 317-4613.

Federal Pell Grants

Students may apply for Pell Grants by filling out a FAFSA. Eligibility for Pell Grants is based on financial need as determined by the federal formula and is applied to all applicants. Award amounts are subject to change. The amount of the award is adjusted based on the student's actual enrollment status.

Federal College Work-Study Program (FCWS)

These work opportunities are awarded to students who meet Financial Aid Eligibility requirements. Job placement extends to most areas of the College. Every effort is made to refer students to positions compatible with their interests and qualifications, although this is not always possible. Pay rates are commensurate with federal wage guidelines. Students are paid once every two weeks for hours worked. Placement of students in FCWS employment is handled through Human Resources. Apply online at midmich.edu/jobs.

Federal Supplemental Educational Opportunity Grants (FSEOG)

FSEOG is a federal grant awarded to students with the greatest financial need according to the federal formula. The grants vary from $100 to $1,600 per year for Mid students. Students must be Pell Grant eligible and meet all other conditions outlined in the Financial Aid Eligibility requirements to continue receiving the grant. The FSEOG is awarded by Financial Aid in accordance with federal guidelines.

William D. Ford Federal Direct Loan Program

This program provides low-interest Direct Student Loans directly from the Department of Education. Student loans are insured by the federal government. These loans are only to be used to finance the cost of education and must be repaid.

Subsidized Direct Loans are based on financial need and the interest is paid by the government while the student is in school. Unsubsidized Direct Loans are for students who do not qualify for Subsidized Direct Loans or are borrowing more than the subsidized limits. Students are responsible for the interest from the time the loan is disbursed until the loan is paid in full. The interest rate is determined by federal regulation and may be paid monthly, quarterly, or capitalized. Capitalizing interest increases the amount of loan the student has to repay.

Loans are made in equal multiple disbursements throughout the academic loan period. The lender may charge up to 1.5% in fees on each loan disbursement. Students can receive a subsidized loan and an unsubsidized loan for the same enrollment period as long as the annual loan limits are not exceeded.

The annual loan limits for dependent students are

- $5,500 for students with less than 24 completed credit hours. No more than $3,500 can be in Subsidized Direct Loans.
- $6,500 for students with 24 or more completed credit hours. No more than $4,500 can be in Subsidized Direct Loans.
- Dependent students whose parents cannot borrow under the Federal PLUS loan program can borrow up to an additional $4,000 in additional unsubsidized loans.

The annual loan limits for independent students are

- $9,500 for students with less than 24 completed credit hours. No more than $3,500 can be in Subsidized Direct Loans.
- $10,500 for students with 24 or more completed credit hours. No more than $4,500 can be in Subsidized Direct Loans.

For either type of Direct loan, students must first fill out a FAFSA and provide the College all necessary forms to complete the financial aid file requirements. Students may be eligible for a Federal Direct Loan if they meet the requirements included in the Financial Aid Eligibility requirements and are enrolled at least half-time (6 credits). Students must complete all federal and school requirements such as completing Entrance Loan Counseling, a Master Promissory Note (MPN), and accepting or denying loans in Self-Service. If the loan is approved, the borrower receives a Disclosure Statement from the Department of Education listing the approved amount of the loan and the approximate date(s) the loan funds become available. Student's complete loan information can be found at studentaid.gov.

The Department of Education makes a financial commitment to the borrower by helping to finance the student's education. Borrowers are responsible for contacting their loan servicer immediately if they

- Withdraw, graduate or are enrolled less than halftime
- Change their name or address
- Transfer schools

In their last semester of attendance, students must complete Exit Counseling. Six months after a student is no longer enrolled at least half-time, payment arrangements must be made with the loan servicer. Payment arrangements are subject to all of the following regulations

- The minimum monthly payment must be $50. Under unusual circumstances the loan servicer may permit reduced payments.
- The standard repayment period is 10 years; however, there are other repayment options available for up to 25 years.
- Repayment in whole or in part may be made at any time without penalty.

Students may be entitled to a temporary postponement of payments called a deferment. Loan Servicers have a complete listing of all authorized deferments and time limitations. This information may also be found on the student's master promissory note.

Default occurs if the borrower fails to make scheduled loan payments or fails to meet other terms of the promissory note. If the student defaults on the loan, the student's loan servicer may, add collection costs, report the default to national credit bureaus, and may pursue collection in the following manner

- Assign the student's loan to a collection agency
- File suit against the student to recover the amount owed, plus court costs and fees
- Garnish the student's wages or federal funds
- Withhold federal and state income tax refunds

A defaulted loan is immediately due and payable in full. Student's credit rating is adversely affected and may seriously jeopardize chances for qualifying for any future loans (auto, mortgage, etc.) Students who have defaulted on loans are not eligible to receive any additional Federal or State Financial Aid.

PLUS Loans are for parents who want to borrow to help pay for their dependent children's education. The child's dependency status is determined by completing a FAFSA. Parent Plus loan eligibility is contingent upon credit history. Parents may borrow up to the remaining cost of the dependent student cost of attendance minus other financial aid. PLUS loans are issued at a fixed interest rate and cannot exceed 7% and are subject to origination fees. Parent Plus loan funds are disbursed to the school at equal intervals within the loan period. Repayment on the PLUS loan normally begins within 60 days of disbursement, however payment deferment is available. Repayment terms are scheduled by the loan servicer and usually range from 5 to 10 years. In general, the minimum monthly payment is $50.

Veterans Administration Benefits

These benefits are available to veterans of the armed services and/or dependents/spouses of veterans. The following information references the veteran; however it is for all qualifying individuals. All students must complete the Mid Admissions Application and then contact Mid's Coordinator of Veterans Affairs.

- Mid's Coordinator of Veterans Affairs can assist you with the online application at vets.gov to determine if you qualify for VA benefits and with the completion of other forms that are required for certification.
- To ensure prompt receipt of VA payments, you must be registered for courses at least 30 days prior to start of each semester.
- To be eligible for maximum benefits, you must enroll full-time each semester. If you are enrolled less than full-time, you are eligible for prorated payments, but must take at least 7 credits to receive the VA monthly housing stipend.
- If you have attended other schools beyond high school, you must have an official transcript from your previous school(s) sent to Registration & Records for evaluation of possible transfer credit(s). This includes requesting a Military transcript for any courses you may have been taken during your time of service. Mid Michigan College notifies you and the U.S. Department of Veterans Affairs when credit(s) are granted.
- In accordance with VA guidelines, you must make satisfactory academic progress towards your degree to continue receiving VA benefits.
- If you have previously received VA benefits at other institutions you must complete the Change of Study/Program Form.
- If you are covered under any of the veteran's programs, you must contact Mid's Coordinator of Veterans Affairs each semester to sign a semester certification form.

Title 38-Tansition Act of 2018

Mid Michigan College certifies veteran education benefits for qualified students who are veterans of the U.S. Armed Forces. Mid requires a certificate of eligibility, or VAF 28-1905 for VR and E, before the first day a program starts. For dependents of veterans who are eligible for veteran education benefits, a letter from the VA indicating such is required. Mid does not impose a penalty, including the assessment of late fees, denial of access to school facilities, or require the beneficiary to borrow additional funds, because of delayed payments from the VA.

Grades

Grading System		
Grade	Significance	Points Per Semester Hour
A	Superior	4.0
A-		3.7
B+		3.3
B	Above Average	3.0
B-		2.7
C+		2.3
C	Average	2.0
C-		1.7
D+		1.3
D	Below Average	1.0
D-		0.7
F	Failure	0.0
I	Incomplete	
Z	Deferred Grade	
AU	Audit	
W	Withdrawal	
X	Institutional Withdraw for Non-Attendance	
CR/NC CR	C or Better	
NC	C- or Below	
CR	Transfer Credit, Advanced Credit, Articulation Credit, Credit for Prior Learning	

The Grade Point Average (GPA) is found by dividing the total points earned by the hours. Instructors may choose whether or not to use the +/- grading options for their students.

Incomplete Grades

In order to qualify for an incomplete contract the student must have completed at least 75% of the course work. It is at the discretion of the instructor to grant an incomplete grade (I).

Upon completion of the course requirements, the instructor changes the student's grade from an Incomplete (I) to the regular letter grade earned by the student in the course. Failure of the student to comply with these requirements by the due date results in an automatic change of the Incomplete (I) to a grade of Failure (F).

The following is the maximum timeline for completing an incomplete contract. If the incomplete is for the fall semester, all course requirements must be completed by the end of the next winter semester. An incomplete for winter semester, must be completed by the end of the next fall semester. An incomplete for the summer semester must be completed by the end of the next fall semester.

Credit/No Credit

A student may take courses on a credit/no credit basis by notifying Registration & Records during the official schedule adjustment period for the semester. The instructor is not notified when a course is taken credit/no credit and assigns the student a letter grade. The grade is converted to credit or no credit according to the following guidelines.

- The student earns credit (CR) for the course and credit toward graduation when a grade of C or better is assigned.
- No credit (NC) is recorded when the assigned grade is a C- or below.

A student who officially elects the credit/no credit option for a course may not change the registration to a letter grade designation after the schedule adjustment period. The course appears on the student's permanent records with the CR or NC grade, but the grade has no effect on the grade point average.

Departments designate which of their courses may be taken on a credit/no credit basis. A department may offer certain courses exclusively on a credit/no credit basis after approval by the appropriate curricular authorities and once the course is labeled as such in Self-Service.

A maximum of 12 credit hours earned under the credit/no credit option may be applied toward a degree. Courses exclusively offered on this basis are not included in the 12 credit hour restriction.

For students using Federal Financial Aid, including but not limited to Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Work Study, and/or Direct Loans, credit hours taken as credit/no credit are included in determining enrollment status for financial aid disbursement and satisfactory academic progress (SAP). For purposes of calculating SAP, a grade of "credit" equates to a grade of C, and a grade of "no credit" equates to a grade of F. Click here to read Mid's full SAP Policy.

Checking Grades

Grade reports can be obtained using Self-Service which can be accessed through myMid. Grade reports are not released for students who have outstanding account balances or who have overdue books in the Library.

Changing Grades

Responsibility for resolving grade disputes is shared between the instructor, student, appropriate Academic Administrator, and Vice President of Academic Affairs & Community Outreach.

Instructors determine grades. If a student has a question about a grade, the student must first discuss the matter with the instructor. The instructor should discuss the matter willingly and provide clear evidence for the basis of the grade issued. In turn, the student should provide a valid basis for grieving the grade.

If the instructor agrees at this point to make a grade change, a Change of Grade Form must be completed by the instructor, approved by the appropriate Academic Dean, and submitted to the Registrar.

If the instructor determines the grade should remain unchanged, and the student believes there is valid justification for a grade grievance, the student can follow the formal Grade Grievance Policy.

Graduation

midmich.edu/graduation

Requirements

Graduation requirements for a certificates, training credentials, or associate degrees are based on the regulations and requirements printed in the College Catalog in effect at the time of a student's initial registration. A College Catalog published after initial registration may be chosen by the student when it is to his or her advantage, provided that the student has attended at least 1 semester per academic year. If a student stops out for a period of one year or more, the student needs to follow the College Catalog in effect at the time they reenter the College. For students with continual enrollment, there is a seven year time limitation on the use of a selected catalog; the time limitation is in place so that no student may graduate under the requirements of a College Catalog published more than seven calendar years prior to the date of graduation. Graduation requirements for certificate or associate degrees in limited seat programs are based on the regulations and requirements printed in the College Catalog in effect at the time the student is officially accepted into the program of study and is in effect for two years from that date. This time line is in place because of the rapidly changing requirements in these specialized programs for job placement. Generally, students must do each of the following to be eligible for a degree

- Complete the number of credit hours required for each degree. A minimum of 60 is required for an associate degree (some programs of study require more); minimums vary for certificates and training credentials; and 30 is the minimum for a Training Credential.
- Maintain a 2.0 GPA or higher. Some programs of study require students to get minimum grades in many or all of their courses. Students are expected to be aware of program specific grade requirements.
- Earn a minimum of 15 credit hours at Mid Michigan College for an associate degree and 6 credits for a certificate or training credential.
- Courses numbered below 100 do not count toward graduation.
- For each additional associate degree, a student must take an additional 15 credits at Mid. For each additional certificate or training credential, a student must take an additional 6 credits at Mid.
- If a student has taken courses at another college, the transcript must be received by Mid within two weeks after the scheduled gradation date in order to allow the student to graduate in said semester. It is strongly advised to have relevant transcripts sent as soon as possible. If transcripts are received late, the degree will be posted but dated as of the end of the subsequent term.

Mid reserves the right to make changes in academic programs, graduation requirements, or grading policy at any time.

Graduating with Honors

Graduation with honors or high honors is determined by the student's cumulative GPA at the end of the last semester prior to graduation.

A student must have a cumulative GPA of 3.500 through 3.899 to graduate with Honors and cumulative GPA of 3.900 through 4.000 to graduate with High Honors.

Students who transfer credit into Mid should note that a minimum of one-half of the student's credits toward a program should be taken at Mid to be eligible to graduate with honors.

Help Desk

midmich.edu/helpdesk

The Help Desk is a part of Mid's Information Technology department and provides support to students, faculty, and staff who are experiencing technical difficulties, building issues, or just have a question they do not know how to answer.

If you are experiencing any problems with technology, a classroom issue, or just need a question answered you can contact the Help Desk. Our staff includes trained Help Desk personnel as well as technical professionals. If we cannot answer submitted questions, we connect you to someone who can.

Information Technology

midmich.edu/technology

Information Technology provides students, faculty, and staff with support and resources related to the technology tools available at Mid. If support is needed contact helpdesk@midmich.edu or call 411.

International Students

midmich.edu/international

Mid is certified by the Student and Exchange Visitor Program (SEVP) to enroll F-1 Visa students in the United States. Each semester we serve students from across the world as they pursue American college degrees. Mid values diverse classroom and learning experiences for all of our students.

Library

midmich.edu/lls

The Library provides a wide variety of services to assist faculty, staff, and students in their academic and educational pursuits including: Collections, Research Services, Kindle/Laptop Rental, Mobile/Hotspot Loan Program, and Interlibrary Loan.

The Charles A. Amble Library provides services that are designed to meet the academic, general, and technical needs for students, faculty, and staff at Mid. In addition to serving the College's academic community, the library offers information services and programs to members of the community as well.

The Harrison Library contains a collection of informational material. All of the information that is housed in the library is cataloged under the Library of Congress Classification System. Other resource holdings include a collection of numerous periodicals and newspaper subscriptions, along with an audio and video collection that is approaching 2,000 titles.

Both library locations provide the most up to date technology and services including free wireless internet, laptops for both in-house and take-home use, viewing facilities for students who need to watch a DVD for course related purposes, and desktop computers for both student and community member use. The staff at both libraries can provide bibliographic instruction, library tours, and research tutorials for instructional purposes.

In order to meet the research needs of our student population, an array of online academic databases are available. Some of the academic databases that can be found at both campus locations are JSTOR, ProQuest, Ebsco, ECO, The Gale Reference Library, Info Trac, and MEDLINE. Other online services include the Oxford Dictionary Online, The Routledge Encyclopedia Online, online tutorials for all of the academic styles of writing, tutorials on how to effectively avoid plagiarism, and interactive research tutorials.

Mid's Charles A. Amble Library is a member of the Michigan Electronic Library (MeL) and the Valley Library Consortium. These partnerships give both students and community members InterLibrary Loan (ILL) access to the majority of college, university, and public libraries throughout the state of Michigan. This computerized resource sharing system allows users to navigate the databases of over 1 million items held by these various libraries by author, title, subject, and keyword searches. All of Mid's ILL and online services are available for on or off-campus users. Off-campus access is restricted to library card holders.

MidAlert

midmich.edu/midalert

A concerted effort is conducted to keep the campus community informed and responsive. The College uses a notification system, MidAlert!, which allows the College to send notifications out to the campus community. There are two components to this system: (1) an emergency notification which allows members of the Core Crisis Team or Campus Security to send out time sensitive information such as warning notices, emergency situations, inclement weather, and campus closures; (2) a second component sends notification of general campus information such as activities, notices, and announcements. Students currently enrolled at Mid are, by default, automatically enrolled to receive automated voice calls to the telephone numbers listed on file. Students, faculty, and staff need to enroll in order to receive notifications via text. To update preferences, receive MidAlert! general campus information, or to opt-out visit midmich.edu/midalert.

Mid Mentors

midmich.edu/mentors

Mid Mentors care about student success and about students as individuals. That's why Mid Mentors are committed to a personalized approach that provides students with an ally and advocate from application through graduation. As soon as students have applied for admissions at Mid, they are connected with a Mid Mentor. Mid Mentors can assist students with everything from financial aid to selecting and registering for courses.

Moodle

moodle.midmich.edu

Moodle is the learning management system Mid uses to deliver remote courses, and to supplement face-to-face instruction. Students are able to easily navigate through course work, contact instructors, and interact with other students in Moodle.

myMid

midmich.edu/mymid

myMid provides access to the Help Desk, Mid email, Self-Service, Moodle, and more through single-sign-on verification. Campus events, frequently used online tools, and more can also be accessed by using myMid. This is the place to start if unsure where to find something. Add myMid to your phone home screen for easy access to useful tools and important updates. Launch a web browser on your phone and type in midmich.edu/mymid. Tap the share button or browser menu, tap the 'add to home screen button', and tap 'add'.

Parking

Parking is free at Mid and a permit is not required.

Phi Theta Kappa

midmich.edu/ptk

The mission of Phi Theta Kappa is to recognize academic achievement of college students and to provide opportunities for them to grow as scholars and leaders.

Phi Theta Kappa is the international honor society of two-year colleges. Phi Theta Kappa has recognized academic excellence since 1918 and has become the largest, and one of the most prestigious, honor societies in higher education. More than 3.5 million members have been inducted at 1,300 colleges across the United States.

Membership is primarily based upon academic achievement. Invitations to membership are extended twice a year to Mid students who have completed at least twelve credit hours and have a GPA of 3.0 or better.

Mid launched a PTK chapter in 1989—one of nearly 1300 PTK chapters worldwide. Over the past 33 years, Mid's chapter has grown and obtained the highest level of achievement - a 5 Star Chapter. Through chapter and individual projects, members have succeeded in serving the College and surrounding communities.

Referral Management System (RMS)

The RMS is a tool used by instructors to identify students who do something exceptional and students who may need support to succeed. Students identified in the RMS system are contacted by the appropriate team who can offer assistance.

Registration & Records

midmich.edu/enrollment

Registration & Records maintains student records and assists students in registering for, dropping, adding, and withdrawing from courses. This department also evaluates incoming transcripts from other institutions, coordinates requests for Mid Michigan College transcripts, and awards degrees and other credentials upon completion of program requirements. Changes in name, contact information, academic records, or program of study are also handled by Registration & Records.

Advanced Placement

College course credit is granted to students who participate in Advanced Placement (AP) and pass AP examinations with a score of 3 (qualified), 4 (well qualified), or 5 (extremely well qualified) in College approved AP exams. Only those AP courses approved by Mid faculty transfer in as Mid credit. AP exam scores should be sent directly to Registration & Records. AP exams measure the college level learning experience that takes place in a high school AP course, honors

course, an intensive regular course, or an independent study. Grade comparability studies in various AP subject examinations have compared to college student's performance in similar courses. A recording fee may be charged at the time of transferring the Advanced Placement credit, contact Registration & Records for more information on applicable fees.

Articulation

Articulation is a term used to describe the transition process of a student from one educational institution to another, or from one level of education to the next with minimum duplication of coursework. High school students successfully completing career/technical training may receive college credit through articulation. For more information contact Registration & Records.

Changing Your Program of Study

At the time of application, students are required to declare a program of study and are given an Academic Pathway to follow, which outlines all courses required for completion of the degree or c. If a student decides to change their program of study, Registration & Records must be notified and a new Academic Pathway should be used to assure that the student completes the necessary courses required for the new program.

Credit for Prior Learning

midmich.edu/cfpl

Students possessing education experiences or skills gained through non-traditional sources such as work experience, may request such experiences be evaluated for credit. Students may obtain a Non-Traditional Credit Application from Registration & Records. The completed application should be returned to Registration & Records with any and all supporting documentation for evaluation. If credit is granted, a $20 per credit hour fee is charged at the time the non-traditional credit is recorded. Students should be aware that non-traditional credit typically does not transfer to other colleges or universities.

Credit by Examination

A registered student who has had experience or background comparable to a course offered at Mid Michigan College may wish to receive credit for the course through the Credit by Examination process. Credit by Examination should be requested through Library & Learning Services to complete the Credit by Examination permission form. It is recommended to meet with a Mid Mentor to determine if Credit by Examination is an option for the program of study selected by the student.

The student then pays a set fee ($15.00 per credit for general education courses and $20.00 per credit for non-general education courses) to cover testing costs. Library and Learning Services makes the necessary arrangements for the examination. Students receive credit upon successful completion of the exam, not a grade for the course the examination is replacing. Students should be aware that Mid Credit by Examination is unlikely to transfer to another college or university.

College Level Examination Program (CLEP)

The College Level Examination Program (CLEP) sponsored by the College Board affords students the opportunity to demonstrate their academic proficiency in specific subjects. After completing the CLEP exam(s), students should have their scores sent directly from the College Board to Registration & Records for evaluation.

At Mid, the minimum scores for CLEP subject examinations are determined by the department authorizing credit for the subject. See Registration & Records for a detailed list of CLEP subject exams accepted for credit, as well as their critical cut scores.

To be eligible for CLEP credit, a student must have been granted admission to Mid and an official score report must be sent directly from the College Board. CLEP examination credit may not be used to repeat any course(s) previously taken. Students receive credit upon successful completion of the exam, not a grade for the course the examination is replacing. Mid currently does not proctor CLEP examinations. Visit collegeboard.org for a list of testing centers.

Military Training Credit

Veterans are eligible to receive academic credit for their military experience. To have military experience evaluated for credit, veterans should send their certified DD 214 to the American Council on Education at acenet.edu. Mid follows the American Council on Education's recommendations for evaluating credits. In addition, Mid awards veterans credit for MID 150 Career Readiness and two physical education elective credits (PED XXX). Veterans planning to transfer from Mid should be aware that other colleges or universities may not accept the credit for military training awarded by Mid.

Developmental Education

Developmental courses prepare students for college-level course work. Students who are required to take a developmental course must earn a passing grade before enrolling in a credit bearing course.

Honors Recognition

Each semester students who achieved academic excellence are recognized for their hard work and dedication.

- President's List recognition is awarded to a student who has earned a letter grade in 12 or more college-level credit hours and earned a 4.0 grade point average for that semester.
- Dean's List is for a student who has earned a letter grade in 12 or more college-level credit hours and earned a 3.5 - 3.999 grade point average for that semester.
- Scholars List is for a student who has earned a letter grade in 6 or more but fewer than 12 college-level credit hours with a 3.5 or higher grade point average for that semester.

President's, Dean's and Scholars Lists are calculated at the end of the fall and winter semesters. A notation of these awards is posted on the student's transcript for each eligible semester.

How Many Credits?

Credit hours represent the time invested in a course. For each credit hour awarded, Mid requires 800 minutes of instruction, or its equivalent, to be delivered to the student. In addition to this instructional time, there are two hours of out-of-classroom work each week for fifteen weeks, or its equivalent that students should invest in their courses. Remote courses are awarded the same credit hours as on-campus courses provided that the same learning outcomes are expected in both formats. Credit hours for labs, clinicals, internships, co-ops, and other similar offerings are awarded on a ratio of contact hours to credit hours ranging from 2:1 to 5:1, depending on how independently the student is working.

Twelve or more credit hours is considered full-time, 9-11 credit hours is considered three-quarter-time, and 6-8 credit hours is considered half-time. Students earning 0 through 23.9 credit hours are designated as freshmen; students earning 24 through 62 credit hours are designated as sophomores; students earning 63 or more credit hours are designated as other.

Mid encourages students to complete 30 credit hours each academic year. Taking 15 credits a semester (or 30 per academic year) dramatically increases students' chances of reaching graduation. Students committing to their education at this level often earn higher grade point averages, and save on their education by completing academic programs more quickly and beginning their careers sooner.

A student may not elect more than 18 credit hours per semester without special permission from the Vice President of Student Services and the Registrar. Students wishing to enroll in more than 20 credit hours per semester must receive special permission from the Vice President of Academic Affairs & Community Outreach.

How to Register

All new first-time freshman will receive academic advising while meeting with their Mid Mentor. Students who are attempting or have completed at least 12 credit hours and have no holds on their account may register in person or online using Self-Service via myMid. All other students must see a Mid Mentor to register for courses.

Add Courses

Students may add courses to their schedule during the schedule adjustment period by completing the Course Registration Form obtained from Registration & Records or by utilizing Self-Service via myMid if they are eligible to do so.

Audit Courses

A course in which a student enrolls for no grade and no credit is regarded as an Audit. Students must pay the regular tuition and fees. Audited courses are not computed into the GPA and do not count toward graduation. A course cannot be changed from audit to credit or from credit to audit after the official schedule adjustment period is over.

Drop Courses

Students may drop courses from their schedule by completing the Course Registration Form obtained from Registration & Records or by utilizing Self-Service via myMid if eligible to do so. Refund of tuition is based on the Tuition Refund Policy. Courses from which students withdraw after the schedule adjustment period are assigned a grade of "W" with no grade point average penalty. No refund is available for withdrawals from courses. Students are not allowed to withdraw from courses after the posted last day to withdraw date.

Independent Study Courses

A student may, at the discretion of the instructor, register for a course as an independent study. Independent study courses contain the same learning objectives and expectations as courses taught in-person or remote instructional formats. Independent study courses should only be used after all other instructional methods have been considered. All independent study coursework must be approved by the appropriate faculty member and Dean.

LUCES Courses

LUCES (Learning and Understanding Content to Empower Success) is a faculty-driven cohort program that aims to improve placement, retention, and completion rates using the Sheltered Instruction Observation Protocol (SIOP) methodology to ensure all students are ready to meet the course text literacy standards required for success in college. This SIOP methodology is used to help students navigate barriers to college such as college readiness, academic language, and other external factors. Communities of students that have found LUCES to be especially helpful include speakers of English as a second language, post-traditional students returning to education after a significant time away, and students in need of additional help transitioning from high school coursework to college.

Repeating Courses

When a course is repeated for the purpose of improving a grade, the lower grade with its credit hours and points are removed from the existing grade point average (GPA); the higher grade with its credit hours and honor points are computed into the GPA. The GPA is found by dividing the total honor points earned by the GPA hours. Credit cannot be earned more than once for any given course. An equivalent course taken at another institution does not remove the Mid equivalent from the Mid transcript. In an effort to avoid potential same course re-enrollment abuse, the following conditions apply

- Regardless of grade(s) earned in a course(s) previously, a student is allowed to re-enroll for the same course for a second time without conditions unless it is in a restricted enrollment program which requires written approval to re-enroll by the Program Director.
- Regardless of grade(s) earned in course(s) previously, a student is allowed to re-enroll for a course for a third time but must complete a Same Course Enrollment Form in consultation with a Mid Mentor prior to registering.
- For a student to re-enroll in a course for a fourth time or more the student must make a request in writing and receive approval from the Vice President of Student Services plus agree, in writing, to pay the complete course cost and an additional $50 per contact hour fee. The purpose for requiring this fee is to ensure the student pays a majority of the course cost thus freeing the local and state taxpayers of any financial contribution.

Substituting Courses

Students are expected to take the required courses for the program of study they have declared. Occasionally, however, circumstances necessitate a substitution. If this should become necessary, the student should obtain a Waiver/Substitution Form from Registration & Records. This form should be completed by the student in consultation with a Mid Mentor or with a faculty member from the program that would be accepting the substituted course. A clear rationale for the substitution must be provided. This substitution must then be approved by the Dean and by the Registrar. If any of the three disapproves the action, the student must take the required course.

Substitutions are not encouraged and should be considered only under the most unusual circumstances. Students should be aware that course substitutions may not transfer to another institution. Students planning to transfer are strongly encouraged to consult with their intended destination institution for specific course requirements.

Withdrawing

Students who withdraw totally from the College must initiate formal withdrawal procedures with Registration & Records to avoid the posting of failing grades for all courses not completed. Students who receive Title IV Federal Student Aid Funds and withdraw completely prior to completing 60% of a semester or session may have to repay a portion of the aid they received, see Return of Title IV Funds Policy.

Mid can withdraw a student who has never attended any courses, or has quit attending courses during a semester. Institutional considerations, including reporting requirements, guide the utilization of this policy. If a student feels they have been identified in error, they may contact Registration & Records.

In some instances, Mid may not allow students to withdraw from a course. For example, a student may not be allowed to withdraw from a course to avoid a penalty for academic dishonesty. For this or other reasons, the College may not grant a student's request for a withdraw. In these instances, the Registrar will communicate the detailed reason to the student.

Safety and Security

midmich.edu/safety

Campus Safety and Security Oversight

Campus Security endeavors to provide a safe, secure educational environment for all students and employees and is responsible for oversight of campus security services. Campus Security is comprised of the Director of College Compliance & Ethics, Liaison Officers from Clare and Isabella County Sheriff's Department, and STT contract Security Officers. Campus Security is located on both the Harrison and Mt. Pleasant campuses, and all safety and security questions can be directed as follows:

Martricia (Tricia) Farrell
Director of College Compliance & Ethics
Chief Title IX/Civil Rights Coordinator
mfarrell@midmich.edu
(989) 386-6622 x394
Harrison Main Building, Room 205
CLAB 168C

Becky Knickmeier
Administrative Assistant to the VP of Finance & Administration
rknickmeier@midmich.edu
(989) 386-6638
Harrison Main Building, Room 204
CLAB 168C

Liaison and Security Officers

Liaison and Security Officers maintain a presence on both the Harrison and Mt. Pleasant campuses. Mid maintains a written agreement with both the Clare and Isabella County Sheriff's Departments which assign sworn law

enforcement officers to Mid's Harrison and Mt. Pleasant campuses. These uniformed liaison officers are armed and have full powers of arrest. Their role is to help create a secure campus environment by fulfilling the responsibilities of certified law enforcement officers including but not limited to, responding to reports of alleged criminal incidents, deterrence of criminal behavior, providing guidance to the campus community on safety and security issues, and upholding local, state and federal laws. Mid also has a written contract with STT Security to provide uniformed security officers for the Harrison and Mt. Pleasant campuses. These officers are unarmed and do not have arrest powers. Both Liaison and Security Officers assist the College with enforcement of policies and investigation of incidents for administrative purposes as they relate to the College's judicial process. Criminal incidents may be investigated by the Liaison Officers or entrusted to local law enforcement with proper jurisdiction for investigation and possible criminal prosecution.

Security coverage is generally provided during courses and open building hours. Summer hours may vary, but are generally maintained for the duration of daily course times and while Mid buildings are open to students, staff, and visitors. Security Coverage is usually available for all on-campus events and activities when buildings are open and accessible to the campus community or when events occur outside normal operational hours. The general exception to this is our Outdoor Educational Center, which is addressed in the Campus Facilities section.

Liaison and Security Officers have the jurisdiction to operate on College owned property and conduct regular foot and vehicle patrols of the campus grounds and buildings. They may also patrol the public property adjacent to and accessible from on-campus property areas (street and sidewalks) bordering or connecting the campus. Certain areas of the campuses are monitored by use of security cameras.

Additional Campus Security services provided include escort service, campus surveillance, property patrol, parking enforcement, emergency assistance (first aid, auto-jump start), and general campus information and/or directions. Lost and found is also housed with Campus Security.

Reporting Options – Criminal Incidents and Emergencies

Students, staff, and visitors are encouraged to promptly report any incidents, crimes, or emergencies occurring within the College's Clery geography, which is property that is in/on campus, on property adjacent to College-owned property/buildings, or property frequented by students and owned by the College, to Campus Security in an accurate, prompt and timely manner so that issues can be assessed and properly addressed. Campus Security has been designated by Mid as the official location for campus crime reporting. All reports received will be reviewed and appropriate action taken as deemed necessary. Members of Campus Security are trained to collect, document, investigate and determine how reported crimes need to be managed and processed. Further, all matters will be reviewed to determine if notification to the campus community is necessitated and evaluated for inclusion in the Annual Security Report.

Law Enforcement/Emergency Reporting

In an emergency, contact 911. For incidents occurring at off-campus events or activities, contact 911 or the law enforcement agency with responding jurisdiction and follow through with Campus Security.

Campus Security Reporting

Information of any act (criminal or otherwise) that may have harmful implications, damage property, or threaten the safety of a person or the campus community should be reported immediately to Campus Security.

Harrison Campus Security
(989) 339-4204
security@midmich.edu

Mt. Pleasant Campus Security
(989) 339-7323
security@midmich.edu

Mid Michigan College makes timely reports to the campus community when crimes are reported and considered to pose an ongoing threat. To learn more about Mid's Timely Warning and Emergency Notification processes visit midmich.edu/safety-security.

Annual Security Report

Mid Michigan College is required to publish and distribute an Annual Security Report. Campus Security and the Director of College Compliance & Ethics collect, compile, and prepare the information contained within the yearly report, in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. The information is gathered from law enforcement agencies, various college departments, officials and Campus Security Authorities. Mid's Annual Security Report contains crime statistics that cover our prior three-year period along with current policies, procedures and measures that are implemented to create a learning environment that is engaging to students yet guarded and safe for the Campus community. Crime statistics contained within the Report cover the following areas: in/on campus property, on public property within or immediately adjacent to College owned buildings, and on any properties frequented by students that are owned or otherwise controlled by the College but not immediately adjacent to Campus property. College policies addressed within the Report include: Drug and Alcohol; Non-Discrimination, Harassment, and Sexual Misconduct; Smoke-Free Campus; Weapons; and various Campus Safety and Security policies such as Timely Warning, Emergency Notification, and Campus Evacuations and Modes. The Report is designed to provide the campus community with timely, accurate and replete information about the safety of our campuses and any reported crime statistics. By October 1st, college employees and students are emailed a copy of the Annual Security Report. Mid's most recent Report is available by visiting midmich.edu/securityreport. A paper copy may be freely obtained by contacting (989) 386-6638 or by emailing sos@midmich.edu.

Incident Reporting

If you or someone else are in the midst of any kind of emergency, immediate harm or threat of harm, contact 911. Reports of any act (criminal or otherwise) which threaten a person, damage property or result in harmful implications can be made in person to Campus Security as follows:

Campus Security

Harrison Campus	(989) 339-4204	Room 124/E-208
Mt. Pleasant Campus	(989) 339-7323	CSS 146

Director of College Compliance & Ethics, Chief Title IX/Civil Rights Coordinator/Clery Compliance Officer

Martricia (Tricia) Farrell	(989) 386-6622 x394	Harrison Campus, Room 205

Administrative Assistant to the Vice President of Finance & Administration

Becky Knickmeier	(989) 386-6638	Harrison Campus, Room 204

Online Reporting System

Maxient	midmich.edu/incidentreport	Click on "Student Concern Report"

Scholarships

midmich.edu/scholarships

Students can complete one online scholarship application to be considered for all of Mid's scholarships. The online application is available from October 1 through March 15 for the upcoming academic year. Availability of scholarships is subject to change based upon the availability of funds. Check the Financial Aid web page for more information at midmich.edu/finaid.

Student Employment

midmich.edu/jobs

Part-Time Opportunities

Students who are not Work Study eligible, can still apply to be student workers. Many departments on campus have funds available to support their areas of work with student employees. Students can view and apply for current available student employment positions online at midmich.edu/jobs.

Work-Study Opportunities

Students are eligible to be hired via the Federal Work Study Program. Work Study is a part of a student's federal financial aid package. A student's eligibility is determined via their FAFSA submission. Students interested in this route should be sure to answer YES to the question on their FAFSA about wanting to be considered for Work Study. Students who are eligible for the Federal Work Study Program can view and apply for current available positions online at midmich.edu/jobs.

Student ID

midmich.edu/lls

Student ID cards are issued to students who are registered for any Mid course. The original ID card is free and replacement cards are available for $5 at either Mid library.

Student Wellness

midmich.edu/midcares

midmich.edu/support-for-success

Mid is concerned about the health, safety, and success of each student, and recognizes that students face adverse situations throughout their time at Mid. Student Wellness connects students to resources on campus and in the community that can help them cope with difficult circumstances. Students may seek help themselves by completing a request at midmich.edu/midcares. Students may also be referred to Student Wellness by members of the campus community. For a comprehensive listing of community resources, visit 211nemichigan.org or email wellness@midmich.edu.

Study Abroad

midmich.edu/studyabroad

Mid offers study abroad educational experiences to enrich and expand learning opportunities. Students have enjoyed traveling the world with Mid for nearly 10 years. From Nicaragua to the Dominican Republic and even Europe, Mid puts the world at your fingertips. Plus, many trips give back to the communities they visit through service learning activities.

Testing Centers

midmich.edu/lls

Mid's testing centers offer test proctoring for remote courses, make-up exams, credit by examination, and placement testing. Students should schedule an appointment to take a test. To schedule an appointment for testing, students should call the campus they prefer to use. The Testing Centers are located in the Library on the Harrison Campus and CLAB Room 168 on the Mt. Pleasant Campus.

Transcripts

midmich.edu/transcripts

Request Mid transcripts by going to midmich.edu/transcripts. Students can request a digital PDF of a transcript for a fee through the National Student Clearinghouse. Digital transcripts can be sent to any destination email address. Students may also request printed transcripts for no fee; these transcripts will be mailed via USPS. Students may also obtain a printed transcript for no fee at the Harrison Campus or the Mt. Pleasant Campus upon presentation of valid photo ID.

Mid Michigan College
Registration & Records
1375 S. Clare Ave.
Harrison, MI 48625

Transfer

midmich.edu/transfer

Students are able to transfer to Mid or from Mid to other colleges and universities. Mid accepts most course work completed with a C or better from an accredited institution and our Transfer Degrees make transitioning into public or private four-year colleges and universities easy. Transferring is a convenient and economical option for many students. Our Mid Mentors consider what students have already completed and what courses they should take at Mid to achieve their goals.

Michigan Transfer Agreement (MTA)

Many Michigan four-year colleges and universities are part of the Michigan Transfer Agreement. The Agreement requires the completion of 30 credit hours of course work in general education areas. If a student has successfully completed the appropriate coursework, that student's transcript is marked MTA Satisfied. Participating four-year colleges and universities accept the transcript notation as completion of the 30 credits towards general education requirements. Not all four-year colleges and universities participate in MTA. Students intending to transfer should contact their intended transfer institution. The MTA requires that colleges list coursework that is applicable. The following are Mid's Designated MTA courses by MTA area. Each course must be completed with a minimum grade of C.

- *English Composition* ENG 111.
- *Communication* Either ENG 222, COM 101, or COM 257.
- *Mathematics* Either MAT 107, 114, 124, 126, 212, 225, 226, 230, 240.
- Natural Science: Two of the following, each from a different subject area. BIO 100, 101, 103, 107, 111, 112, 131, 141, 142, 201, 203, 210, 245; CHM 105, 111, 112; ENV 200; GEL 101; PHY 101, 105, 211; PSC 101, 102; SCI 200. At least one course must be a laboratory science.
- *Social Science* Two of the following, each from a different subject area. ANT 170; ECO 110, 201, 202; HIS 211, 212, 223; POL 201, 250; PSY 101, 103, 205, 212, 230, 240, 285; SOC 101, 200, 202, 211, 220, 250, 289; SSC 111, 195, 200, 253.
- *Humanities* Two of the following, each from a different subject area. ART 283, 284; ENG 112, 201, 202, 205, 206, 213, 226, 289; FRN 101, 102; GER 101, 102; HIS 101, 102; HUM 101, 102, 183, 200, 205, 210, 225, 242, 253; MUS 275; PHL 201, 210, 220, 250; REL 111, 200, 225, 250; SPN 101, 102, 201; TAI 275. Only one Language course may be applied.

Credits transferred from other MTA granting institutions that have no direct equivalent to the above, but are granted departmental elective credit in one of the above areas, are also eligible for application towards an MTA Endorsement from Mid.

Transfer Credit to Mid

Mid accepts transfer credit from other accredited institutions. An evaluation is only done from an official transcript. An official transcript bears the appropriate signatures and seals and is sent directly to Mid from the issuing institution, either electronically or in print via postal carrier. Transcripts not sent directly from an issuing institution are considered unofficial and are not evaluated. Credits are transferred for courses with a minimum grade of C or better. Grades from transfer courses are not calculated into the Mid Michigan College cumulative grade point average. Transfer credits are shown on the student's academic record. A minimum of one-half of the student's credits toward a program must be taken at Mid to be eligible to graduate from Mid with honors.

Students who transfer to Mid after completing a degree at

- An accredited two-year institution are exempt from 100 Level General Education requirements with the exception of math. 200 Level requirements are determined in the transcript evaluation process.
- An accredited four-year institution are exempt from both the 100 and 200 Level General Education requirements (ENG 111, CIS 100, COM 101, HUM 200, SSC 200, and ENV 200). Students will also be awarded competency for MAT 104 unless there is transferable credit for a higher level math course.

- "Accredited" refers to institutions accredited by one of six academic accrediting agencies: The Higher Learning Commission/North Central Association, the Middle States Commission on Higher Education, the New England Association of Colleges and Schools, the Northwest Commission on Colleges and Universities, the Southern Association of Colleges and Schools, and the Western Association of Schools and Colleges. Students with transcripts not accredited by one of the above agencies may be able to receive limited credit with documentation of course contents through a credit for prior learning process.
- Students transferring with completed Associate or Baccalaureate Degrees will receive the listed exemptions. Other transferable credits will be added as they are applicable to the student's program of study, in consultation with a Mid Mentor.

Transcript evaluation generally takes four to six weeks after the transcript is received by the Registrar. Students planning to transfer to Mid should have transcripts from other institutions sent to the College well in advance of their planned start date.

TRIO

TRIO-SSS

midmich.edu/trio

TRIO-SSS is a program designed to help students achieve their maximum potential at Mid Michigan College. TRIO-SSS connects students to staff and resources who can help them overcome barriers and broaden their horizons. Program services and benefits include personalized advising, academic support, career advising and assistance, job Shadowing and career coaching, tuition assistance if qualified, cultural and leadership experiences, professional development, transfer planning, university visits, and trips.

TRIO-ETS

midmich.edu/ets

Mid Michigan College has received a federal grant to provide services to 6-12 grade students from public schools within the Clare-Gladwin RESD and Coleman Community Schools who are low income and/or potential first-generation college students. The goal is to make sure these students are prepared for postsecondary education. Students receive assistance with study and time management skills, financial aid, college visits, ACT/SAT fee waivers, job shadowing, portfolio creation, life management skills, volunteer and service projects, career exploration, academic and personal advising, and college admissions.

Tuition and Fees

midmich.edu/tuition

Tuition rates are based on student type or residency, and are subject to change without notice by action of the Board of Trustees.

Residency Policy

Students must verify residency at the time of each official registration by providing an appropriate document such as driver's license, voter registration card, Secretary of State Identification Card, or property tax receipt for the tax period immediately preceding registration, or by procedures as authorized by the President.

Students are considered in-district residents if they meet one of the following criteria

- They are a dependent student (according to Internal Revenue Service regulations) residing with a parent or guardian and the parent or guardian maintains their primary residence within one of the public school districts of Beaverton, Clare, Farwell, Gladwin, Harrison, or Mt. Pleasant.
- They reside within the college district at the time of registration and are a United States citizen or permanent resident.
- The student, the student's spouse, or the parents of a dependent student hold real property within the College district against which real property taxes have been assessed in support of the College for the tax

period immediately preceding registration; the tax receipt must show proof of payment of taxes in support of the College.

- The student is an employee of a business or industrial firm or governmental agency or is a member of a professional organization within the College district and the employer or organization, by written agreement, agrees to pay directly to the College all tuition and/or fees of a student for employer-approved courses.
- Military personnel whose Home of Record or Legal Residence is within one of the public school districts of Beaverton, Clare, Farwell, Gladwin, Harrison, or Mt. Pleasant.
- The students are enrolled under the provisions of Act 245, Public Acts of 1935, as amended by Act 371, Public Acts of 1965 (students receiving benefits under the Michigan Veterans Trust Fund).

Tuition rates are applied per contact hour. Contact hours are computed by totaling lecture hours + lab hours. For example, BIO.101 is a 4 credit course with 3 lecture hours + 2 lab hours equaling 5 contact hours. There is a cap of 15 contact hours per course.

Tuition Rates	2022-2023 Academic Year
Student Residency Classification	Tuition Rate
In-District and Dual Enrollees	$142
Out-District	$237
International	$410

Courses in Nursing, Radiography, and Physical Therapist Assistant programs will be assessed an additional $25 per contact hour over the tuition rates listed above.

Any individual using educational assistance under either Chapter 30 (Montgomery GI Bill® – Active Duty Program), Chapter 33 (Post-9/11 GI Bill®), of title 38, United States Code, and/or the Marine Gunnery Sergeant John David Fry Scholarship (38 U.S.C. § 3311(b)(9)) who lives in the State of Michigan while attending Mid, regardless of his/her formal state of residence, are granted in-state tuition rates. Once a student qualifies for in-state tuition, that status continues while the student stays enrolled in the same degree program at Mid. The in-state tuition rate remains in effect even if the student's military spouse or parents are transferred out of Michigan.

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

Fees

- *Assessment Fees* Anyone who is not a registered Mid student is charged an Assessment Fee when making use of services provided by Library and Learning Services (LLS).
- *Course Fees* Varies by course to defray the cost of special equipment, processes, or materials.
- *Enrollment Fee* A fee is required each semester a student is registered, with the amount based upon the date of they initially register. The fee is $50 during the designated Early Registration period, and $100 during Late Registration.
- *Facilities Fee* The fee is $10/contact hour for courses offered on the Harrison or Mt. Pleasant campuses, as well as courses that are independent study, clinical, or co-op.
- *Student Activities Fee* A $7.50 per contact hour fee is assessed to all students.
- *Technology Fee* A $17 per contact hour fee is assessed to all students.

Fees are subject to change without notice by action of the Board of Trustees.

How to Pay Your Bill

midmich.edu/payment

Mid students have several options for paying tuition and fees. Financial aid can be used if the student has already applied for aid and received an award letter. Students also have the option to pay online using Self-Service via myMid or by mail.

Mid Michigan College
Cashier
1375 S. Clare Ave., Harrison, MI 48625

Payment plans are available through Nelnet Business Solutions. Additional information explaining the payment plan program is available at Registration & Records on either campus or by calling NBS at (800) 609-8056.

Any student with an outstanding bill at the College is not allowed to charge costs to financial aid, re-enroll, or obtain grades, transcripts, or diplomas until such time as their bill is paid in full.

Tuition Refund Policy

Mid Michigan College has an established schedule for refunding tuition and fees based upon the date when a student drops a course. During a 16-week semester, a full refund is allowed through the second Friday of the semester. There is no differentiation between partial and total drops in terms of the percentage of refund for tuition and fees. The refund period for courses scheduled for less than 16-weeks may be shortened. Check with Registration & Records for updated tuition refund schedules. Library Learning Services courses and Independent Study courses shall be considered to be 16-weeks in length. The date the drop is initiated is counted as the date of refund.

Veteran Resources

midmich.edu/veterans

Mid is dedicated to supporting veterans and their dependents. Our veteran service representative works directly with military-connected students to navigate Mid and VA processes and forms required for federal and state education benefits.

Mid's Veteran Resource Center provides space for student-veterans to study and interact with one another, features computers with CAC card readers and information specific to military-connected students and their family members.

Voter Registration

www.michigan.gov/sos

Voter registration information can be found at www.michigan.gov/sos. Voter registration applications can also be obtained on the Harrison and Mt. Pleasant campuses.

Academic Affairs

midmich.edu/academic-affairs

Programs of Study

Programs of Study focus on specific skill sets that connect to industry standards in different career fields. Programs of Study are constructed to enable students to progress through levels of courses, building skills throughout the process, and upon achieving the learning outcomes and credit requirements associated with Program of Study to earn a degree or credential. The listed programs of study and course descriptions represent what is generally available. New programs of study and courses are continuously being developed, course offerings often adjust based on instructor availability, and at times certain programs of study or courses may cease to be offered. For complete details visit Self-Service via myMid. Some programs require a separate application process. More information about selective admission programs and their application processes are available on the Mid Michigan College website.

Program Application Deadlines		
Program	Application Deadline	Campus
Computed Tomography Technology	July 1	Remote
Medical Assistant	May 1	Mt. Pleasant
Magnetic Resonance Imaging (MRI)	February 1	Remote
Neurodiagnostic Technician (EEG)	March 1	Remote
Nursing	Fall – Third Friday in May Winter – First Friday in September	Fall – Harrison Winter – Mt. Pleasant
Pharmacy Technician	July 1	Mt. Pleasant
Physical Therapist Assistant (PTA)	March 1	Mt. Pleasant
Radiography (X-Ray)	March 1	Harrison

Guided Pathways

midmich.edu/pathways

Guided Pathways offer students an easy-to-follow sequence of courses that correspond directly to a specific degree or credential within a Program of Study. Areas of Interest group Programs of Study and their related Guided Pathways into categories connected by similar interests or skills. Mid's Guided Pathways are organized into the following Areas of Interest: Arts and Communications, Business and Technology, Health Sciences, Human Services, Math and Science, and Skilled Trades.

Industry-Recognized Certifications

midmich.edu/certifications

To help alert and inform employers about skills Mid students have mastered, the College has partnered with organizations representing a wide-range of career-fields to award industry-recognized skill certifications. As part of this effort, Mid is affiliated with NC3, the National Coalition of Certification Centers, a nationwide network of education/training providers and corporations that develops, implements, and sustains industry-recognized certifications built on national skills standards.

Degrees and Credentials

The degrees and credentials offered at Mid are relevant to today's workforce needs, and students can ladder their learning from one achievement to the next. Students may begin with a Short-Term Training to gain an understanding of the career field, and then extend their skills via a Certificate or Training Credential. Many students then continue their education to attain an Associate Degree. With many Mid courses able to transfer to four-year colleges and universities, students are able to continue studying and earn advanced degrees.

Course Distribution Groups

Courses that apply toward associate degrees or certificates are arranged into Distribution Groups.

- Group I: Communication Skills

    - English 110, 111, 222, Communication, American Sign Language
- Group II: Science and Mathematics
    - Mathematics, Biology, Chemistry, Engineering, Geology, Physical Science, Physics, Science
- Group III: Social Science
    - Anthropology, Economics, Human Environmental Studies, Political Science, Psychology, Social Science, Social Work, Sociology, History 211, 212, 223, 230
- Group IV: Humanities and Fine Arts
    - Art, Music, Theatre, English 112, 201, 202, 205, 206, 211, 212, 213, 225, 226, 281, 289, French, German, History 101, 102, Humanities, Hunting & Angling Studies 104, 105, Japanese, Philosophy, Religion, Spanish
- Group V: Applied Arts and Sciences
    - Accounting, Administrative Assistant Professional, Advanced Integrated Manufacturing, Agriculture, Allied Health, Automotive Service, Business, Computer Information Systems, Computed Tomography, Criminal Justice, Computer Aided Drafting, Early Childhood Education, Facilities/Heating/Refrigeration/Air Conditioning, Hunting & Angling Studies 200, Magnetic Resonance Imaging, Neurodiagnostic (EEG) Technologist, Nursing, Pharmacy Technician, Physical Therapist Assistant, Plastics Engineering Technology, Radiography, Welding
- Group VI: Health Education
    - Health Education, Hunting & Angling Studies 101, 102, 103
- Group VII: Education
- Group VIII: Personal Development
    - MID Courses

General Education Requirements

The purpose of General Education is to build the intellectual skills of Mid students. Any student who enrolls in an associate degree program at Mid is required to fulfill the General Education requirements for that degree. General Education requirements may be met by completing the required course work or meeting equivalent competency.

General Education Requirements for Associate in Applied Sciences and Associate in Nursing Degrees

A minimum of 15 credits of General Education is required from the following categories (total number of General Education credits will vary depending on degree requirements). Please refer to the degree requirements for specific General Education degree requirements.

- Required General Education categories include, for a minimum of 9 credit hours:
    - *Written Communicative Fluency* ENG 111
    - *Oral Communicative Fluency* Either COM 101 or 257
    - *Quantitative Fluency* (e.g. MAT depending on program requirement)
- The additional requirement of 6 credits of General Education will be in at least two of the three following distribution groups:
    - Humanities and Fine Arts
    - Social Science
    - Science and Mathematics

General Education Requirements for Associate in Arts and Associate in Science Degrees

The Associate in Arts and Associate in Science degrees are intended for students planning to transfer to a four-year college or university. Beginning in the 2014-2015 academic year, these degrees were redesigned to coordinate General Education goals with Michigan Transfer Agreement requirements.

- *Communication Skills* Three courses -- ENG 111, ENG 222, and either COM 101 or COM 257
- *Quantitative Reasoning* One of the following -- MAT 107, MAT 114, or MAT 212. Any of the following can substitute for MAT 107 in this requirement MAT 124, 126, 225, 226, or 230.

- *Natural Science* Two courses -- each from a different subject area from the Natural Science Designated MTA List.
- *Social Science* Two courses -- each from a different subject area from the Social Science Designated MTA List.
- *Humanities* Two courses -- each from a different subject area from the Humanities Designated MTA List.

Curriculum Changes

New Programs of Study

- Associate in Applied Science: Engineering Technology AAS.EGR
- Training Credential: Administrative Assistant Professional – Virtual AAP.TC.VAA
- Training Credential: Michigan Land Title Association BUS.TC.MLTA
- Certificate: Law Enforcement CJS.C.LAWENFORCEMENT
- Certificate: State Corrections CJS.C.CORRECTIONS

Revised Programs of Study

- AA.LBS Associate in Arts: Liberal Studies Transfer
    - Reducing minimum credits to 60
- AA.VISUAL Associate in Arts: Visual Arts
    - Replaced HUM.101 and HUM.102 with ART.283 and ART.284
- AAS.AIM Associate in Applied Science: Advanced Integrated Manufacturing
    - Changed degree requirements
- AAS.AMS Associate in Applied Science: Automotive & Diesel Service
    - Added new WLD.105 course to degree requirements
- AAS.CIS.SWD Associate in Applied Science: CIS Software Development
    - Updated guidesheet
- AAS.DESIGN Associate in Applied Science: Graphic Design
    - Replaced HUM.101 and HUM.102 with ART.283 and ART.284
- AAS.EEG Associate in Applied Science: Neurodiagnostic Technologist (EEG)
    - Added prerequisite requirement of BIO.101 or HED.115 dependent on the science course taken for the degree
- AAS.PTA Associate in Applied Science: Physical Therapist Assistant
    - Removed general education courses and added new PTA courses
- AAS.SBM Associate in Applied Science: Small Business Management & Entrepreneurship
    - Changed name of degree to General Business and updated degree requirements
- AS.MSC Associate in Science: Math & Science Studies Transfer
    - Reduced minimum credits to 60 and changed Group V requirements
- ECE.C Certificate of Achievement: Early Childhood Education
    - Changed to Training Credential: Early Childhood Education
- AIM.TC.MO Training Credential: Advanced Integrated Manufacturing – Machine Tool
    - Removed and added required courses
- AMS.TC Training Credential: Automotive & Diesel Service
    - Added four courses to the degree requirements
- BUS.TC.SBM Training Credential: Small Business Management & Entrepreneurship
    - Removed and added required courses
- MTA.ND Non-Degree/Endorsement: Michigan Transfer Agreement

Discontinued Programs of Study

- Certificate: Web Design CERT.WEBDSGN

New Courses

- AAP.130 Creating a Virtual Office
- AGR.101 Introduction to Agriculture
- AGR.102 Introduction to Animal Science
- AIM.213 CNC Programming II
- AIM.216 MasterCam II
- AIM.280 CNC Capstone
- ART.283 Art History I
- ART.284 Art History II
- BIO.289 Biology of the Florida Keys
- CJS.255 Physical Training (was PED.255)
- EGR.101 Introduction to Engineering
- EGR.201 Engineering Technology
- ENV.200 Environmental Biology (was SCI.200)
- HIS.230 Native American History
- PTA.201 Prosthetics/Orthotics
- PTA.202 Prosthetics/Orthotics Lab
- PTA.203 Cardiopulmonary
- PTA.204 Cardiopulmonary Lab
- WLD.105 Automotive Welding

Revised Courses

- AIM.250 Advanced CNC Programming
  - Updated course description, prerequisites, and corequisites
- AIM.250X Advanced Cnc Programming P.1
  - Updated course description, prerequisites, and corequisites
- AIM.250Y Advanced Cnc Programming P.2
  - Updated course description, prerequisites, and corequisites
- ALH.212 Clinical Procedures I
  - Updated course description, prerequisites, and corequisites
- ALH.213 Pharmacology for Medical Assistants
  - Updated course description, prerequisites, and corequisites
- ALH.214 Clinical Procedures II
  - Updated course description, prerequisites, and corequisites
- ALH.230 Laboratory Procedures for the Medical Office
  - Updated course description, prerequisites, and corequisites
- ALH.250 Medical Assisting Office Externship
  - Updated course description, prerequisites, and corequisites
- ALH.298 Current Topics in Alh
  - Course name changed to Special Topics
- ALH.299 Current Topics in Alh
  - Course name changed to Special Topics
- BIO.138 Human Anatomy and Physiology
  - Removed BIO.101 as a prerequisite
- BUS.122 Management Theory and Practice
  - Course name changed to Principles of Management

- BUS.297 Current Topics
    - Course name changed to Special Topics
- BUS.298 Current Topics
    - Course name changed to Special Topics
- BUS.299 Current Topics
    - Course name changed to Special Topics
- CIS.131 .Net Programming I
    - Added CIS.110 as a prerequisite
- CIS.185 Intro to Cybersecurity
    - Removed CIS.170 as a corerequiste
- ECE.113 Early Childhood Development and Learning
    - Added ECE.112 as a prerequisite
- ECO.201 Principles of Economics (macroeconomics)
    - Revised course description
- ECO.202 Principles of Economics (microeconomics)
    - Revised course description
- PED.255 Physical Training
    - Changed to CJS.255 Physical Training
- PTA.130 Advanced Therapeutic Exercise
    - Changed course objectives
- PTA.131 Advanced Therapeutic Exercise Lab
    - Changed course objectives
- PTA.207 Rehabilitation Techniques
    - Credits reduced, prerequisites and corequisites updated
- PTA.208 Neurorehabilitation Techniques Lab
    - Credits reduced, prerequisites and corequisites updated
- RAD.100 Intro to Rad Tech
    - Course description updated
- RAD.180 Clinical Education I
    - Course description updated
- RAD.201 Clinical Issues in Radiography I
    - Course description updated
- RAD.205 Clinical Education II
    - Course description updated
- RAD.221 Clinical Issues in Radiography II
    - Course description updated
- RAD.250 Clinical Education II
    - Course description updated
- SCI.200 Science, Technology, and Society
    - Course changed to ENV.200 Environmental Biology
- SOC.211 Social Inequalities
    - Removed SOC.101 as a prerequisite
- SSC.295 Current Topics
    - Course name changed to Special Topics
- WLD.130 Metal Fabrication
    - Updated prerequisites

Course Fee Changes

- AAP.136 Term and Proofreading
- AAP.138 Basic Legal Terminology
- AAP.140 Beg Work Proc/Keybrd
- AAP.142 Inter Wood Proc/Keyb
- AAP.230 Written Correspondence I
- AAP.238 Legal Transcription
- AAP.240 Advanced Work Processing/Keyboarding
- ACC.261 Computerized Accounting
- ALH.212 Clinical Procedures I
- ALH.213 Pharmacology for Medical Assistants
- ALH.214 Clinical Procedures II
- ALH.230 Laboratory Procedures for the Medical Office
- ALH.250 Medical Assisting Office Externship
- CIS.100 Intro to Inform Sys
- CIS.110 Programming Logic
- CIS.125 Database Systems
- CIS.130 Appl W-Microcomp
- CIS.131 .Net Programming I
- CIS.135 Intro Website Design
- CIS.150 Ethics in Information Tech
- CIS.155 Computer Operating Systems
- CIS.155A Comp Operating Systems Pt. 1
- CIS.155B Comp Operating Systems Pt. 2
- CIS.170 Networking Essentials
- CIS.170A Networking Essentials Pt. 1
- CIS.170B Networking Essentials Pt. 2
- CIS.175 Computer Programming I
- CIS.185 Intro to Cybersecurity
- CIS.185A Intro to Cybersecurity Pt. 1
- CIS.185B Intro to Cybersecurity Pt. 2
- CIS.190 Intro to Cisco Networking
- CIS.190A Intro to Cisco Nwkg Pt.1
- CIS.190B Intro to Cisco Nwkg Pt.2
- CIS.195 Switching, Routing, & Wireless
- CIS.195A SWRE Pt. 1
- CIS.195B SWRE Pt. 2
- CIS.215 Cybersecurity Operations
- CIS.220 Adv Cobol Prog
- CIS.225 Database Systems
- CIS.230 Special Topics
- CIS.231 .NET Programming II
- CIS.235 Website Design II
- CIS.250 Help Desk Fundamentals
- CIS.255 Linux Fundamentals
- CIS.265 Ethical Hacking
- CIS.275 Comp Prog II

- CIS.285 Network Cybersecurity
- CIS.290 Networking, Security & Autom
- CIS.295 Prof Cert Exam Prep
- CJS.220 Intro to Corrections
- CJS.220X Intro to Corrections Pt 1
- CJS.220Y Intro to Corrections Pt 2
- CJS.221 Legal Iss in Correct
- CJS.222 Correctional Facilities and Institutions
- CJS.223 Client Growth/Development
- CJS.224 Client Relations in Corrections
- HRA.102 Refrigeration Fundamentals
- HRA.104 Residential Refrigeration
- HRA.285 HRA Internship
- MRI.200 Professional Prospectus
- MRI.201 Computer Apps in Medical Imaging
- MRI.220 MRI Physics I
- MRI.222 MRI Physics II
- MRI.230 Procedures/Pathology I
- MRI.232 Procedures/Pathology II
- MRI.240 MRI Image Analysis
- MRI.241 Applied Sectional Anatomy
- MRI.260 Pre-Clinical Prep
- MRI.261 Clinical Practice I
- MRI.262 Clinical Practice II
- MRI.263 Clinical Practice III
- MRI.295 MRI Certification Exam Prep
- NUR.204 Adult Health II
- PTA.110 Therapeutic Exercise
- PTA.111 Therapeutic Exercise Lab
- PTA.131 Advanced Therapeutic Exercise Lab
- PTA.140 Clinic I
- PTA.210 Clinical Forum
- RAD.130 Radiographic Procedures I
- WLD.126 SENSE 1A
- WLD.127 SENSE 1B
- WLD.130 Metal Fabrication
- WLD.225 Advanced Welding
- WLD.245 Pipe Welding
- WLD.245A Pipe Welding Pt.1
- WLD.245B Pipe Welding Pt.2

Discontinued Courses

- ACC.290, ACC.291, ACC.292, ACC.293, ACC.294, ACC.295, ACC.296 Selected Topics
- ALH.296, ALH.297 Current Topics in ALH
- BIO.290, BIO.291, BIO.292, BIO.293, BIO.294, BIO.295, BIO.296 Selected Topics
- BUS.293, BUS.294, BUS.295, BUS.296 Current Topics In Business
- CHM.290, CHM.291, CHM.292, CHM.293, CHM.294, CHM.295, CHM.296 Selected Topics
- CJS.290, CJS.291, CJS.292, CJS.293, CJS.294, CJS.295, CJS.296 Special Topics

- ECO.150 Economic Problems
- ECO.175 Personal Finance
- ECO.290, ECO.291, ECO.292, ECO.293, ECO.294, ECO.295, ECO.296 Selected Topics
- ENG.290, ENG.291, ENG.292, ENG.293, ENG.294, ENG.295, ENG.296 Selected Topics
- HIS.290, HIS.291, HIS.292, HIS.293, HIS.294, HIS.296 Selected Topics
- HRA.115 Plumbing
- HRA.175 Solar Heating Systems
- HRA.282 Insulating Systems
- HRA.283 Independent Study in Heat, Refrig, & Air C
- HRA.199, HRA.295, HRA.296 Special Topics
- HUM.295, HUM.296 Special Topics
- MAT.290, MAT.291, MAT.292, MAT.293, MAT.294, MAT.295, MAT.296 Selected Topics
- PED.103 Body Mech/Aerobics
- PED.109 Beg Dance Exercise
- PED.110 Beg Body Dynamics
- PED.119 Beginning Golf
- PED.121 Intro to Scuba
- PED.124 Beginning Skiing
- PED.126 Beginning Bowling
- PED.132 Beginning Karate
- PED.145 Beginning Snowboarding
- PED.203 Inter Body Mech/Aerobics
- PED.207 Inter Kardio-Kickbx
- PED.208 Inter Kickboxng
- PED.210 Inter Body Dynamics
- PED.218 Intermediate Tennis
- PED.219 Intermediate Golf
- PED.224 Intermediate Skiing
- PED.226 Intermediate Bowling
- PED.232 Intermediate Karate
- PED.243 Adv Body Mech-Aerob
- PED.244 Advanced Skiing
- PED.246 Advanced Bowling
- PED.248 Advanced Tennis
- PED.249 Adv Kickbxng
- PED.251 Adv Body Dynamics
- PED.252 Adv Karate
- PHL.290, PHL.291, PHL.292, PHL.293, PHL.294, PHL.295, PHL.296 Selected Topics
- POL.290, POL.291, POL.292, POL.293, POL.294, POL.295, POL.296 Selected Topics
- PSY.290, PSY.291, PSY.292, PSY.293, PSY.294, PSY.295, PSY.296 Selected Topics
- SCI.290, SCI.291, SCI.292, SCI.293, SCI.294, SCI.295, SCI.296 Selected Topics
- SOC.290, SOC.291, SOC.292, SOC.292, SOC.294, SOC.295, SOC.296, SOC.299H Current Topics in Sociology
- SSC.190, SSC.191, SSC.192, SSC.193, SSC.194, SSC.196 Special Topics

AA.BUS 2022-2023 03-23-2022

AA.BUS (Associate in Arts Degree: Business Studies Transfer) Requirements		
A minimum of 62 credits is required to complete this program.		
Communication Skills (Group I) - 9 credit hours		
☐	**ENG 111**	**Freshman English Composition**
☐	**ENG 222**	**Expository Writing & Research**
☐	**COM 101**	**Fundamentals of Communication**
	OR COM 257	**Public Speaking**
Science and Mathematics (Group II) – 10 credit hours		
☐	**MAT 107***	**College Algebra**
	OR MAT 114	**Mathematical Literacy**
	OR MAT 212	**Introduction to Probability and Statistics**
	***MAT 124, 126, 225, 226, 230, and 240 also satisfy this requirement. Other MAT courses do not.**	
	Two courses from different subject areas selected from the MTA Natural Science List	
☐		
☐		
Social Sciences (Group III) - 9 credit hours		
☐	**ECO 201**	**Principles of Economics (Macro)**
☐	**ECO 202**	**Principles of Economics (Micro)**
☐		**Select 3 credits from MTA Social Science list**
Humanities (Group IV) - 6 credit hours		
	Two courses from different subject areas selected from the MTA Humanities List	
☐		
☐		
Program Electives - 13 credits from ACC, BUS, CIS or AAP subjects; MAT 217 also applicable		
☐	**Elective (ACC, BUS, CIS or AAP only)**	
☐	**Elective (ACC, BUS, CIS or AAP only)**	
☐	**Elective (ACC, BUS, CIS or AAP only)**	
☐	**Elective (ACC, BUS, CIS or AAP only)**	
Electives – credits to reach minimum of 62		
	Maximum of 2 credit hours from HED, EDU, MID, and courses below 100 level are NOT applicable.	
☐	**Elective**	
☐	**Elective**	
☐	**Elective**	
☐	**Elective**	
☐	**Elective**	
☐	**Elective**	

AA.CJS 2022-2023 3-23-2022

AA.CJS (Associate in Arts Degree: Criminal Justice - Law Enforcement Transfer) Requirements	
A minimum of 62 credits is required to complete this program.	
Communication Skills (Group I) - 9 credit hours	
☐ ENG 111	Freshman English Composition
☐ ENG 222	Expository Writing & Research
☐ COM 101	Fundamentals of Communication
OR COM 257	Public Speaking
Science and Mathematics (Group II) – 10 credit hours	
☐ MAT 107*	College Algebra
OR MAT 114	Mathematical Literacy
OR MAT 212	Introduction to Probability and Statistics
*MAT 124, 126, 225, 226, 230, and 240 also satisfy this requirement. Other MAT courses do not.	
Two courses from different subject areas selected from the MTA Natural Science List	
☐	
☐	
Social Sciences (Group III) - 6 credit hours	
Two courses from different subject areas selected from the MTA Social Science List	
☐	
☐	
Humanities (Group IV) - 6 credit hours	
Two courses from different subject areas selected from the MTA Humanities List	
☐	
☐	
Criminal Justice and Applied Science Courses - 15 credit hours	
☐ CJS 200	Intro to Law Enforcement
☐ CJS 201	Criminal Law for Police Officers
☐ CJS 202	Juvenile Law and Procedures
OR CJS 204	Criminal Investigation
☐ CJS 205	Evidence and the Police Officer
OR CJS 206	Police Patrol Operations
☐ CJS 207	Communications in Criminal Justice
Electives – credits to reach minimum of 62	
Choose from Group III, IV, V and VI (CJS 255 recommended)	
☐ Elective	
☐ Elective	
☐ Elective	
☐ Elective	
☐ Elective	
☐ Elective	

Program of Study Notes

1. All coursework must be completed with a minimum grade of "C".
2. Prior to entering one of the three Criminal Justice programs (Law Enforcement Pre-Service, Transfer, or Corrections), students must meet with an Advisor and/or Program Coordinator to assure that the student meets the minimum standards set by the Michigan commission on Law Enforcement Standards (MCOLES) or the Michigan Department of Corrections.

AA.ECE 2022-2023 03/23/2022

AA.ECE (Associate in Arts Degree: Early Childhood Education Transfer) Requirements

A minimum of 62 credits is required to complete this program.

Communication Skills (Group I) - 9 credit hours		
☐	ENG 111	Freshman English Composition
☐	ENG 222	Expository Writing & Research
☐	COM 101	Fundamentals of Communication
	OR COM 257	Public Speaking
Science and Mathematics (Group II) – 10 credit hours		
☐	MAT 107*	College Algebra
	OR MAT 114	Mathematical Literacy
	OR MAT 212	Introduction to Probability and Statistics
☐	*MAT 124, 126, 225, 226, 230, and 240 also satisfy this requirement. Other MAT courses do not.	
☐	Two courses from different subject areas selected from the MTA Natural Science List	
☐		
☐		
Social Sciences (Group III) - 9 credit hours		
☐	Two courses from different subject areas selected from the MTA Social Science List	
☐		
☐		
☐		
Humanities (Group IV) - 9 credit hours		
☐	Two courses from different subject areas selected from the MTA Humanities List	
☐		
☐		
☐		
Program Core - 15 credits from ECE		
☐	ECE 112	Infant-Toddler Development
☐	ECE 113	Early Childhood: Development & Learning
☐	ECE 114	Interacting with Children, Parents/Adults Relations
☐	ECE 202	Creative Development of the Child
Electives – credits to reach minimum of 62		
	Maximum of 6 credit hours from HED, EDU, MID, and courses below 100 level are NOT applicable.	
☐	Elective	
☐	Elective	
☐	Elective	
☐	Elective	
☐	Elective	
☐	Elective	

AA.EBUS 2022-2023-03/23/22

AA.EBUS (Associate in Arts Degree: Enhanced Business Studies Transfer) Requirements

A minimum of 82 credits is required to complete this program.

Communication Skills (Group I) - 9 credit hours		
☐	ENG 111	Freshman English Composition
☐	ENG 222	Expository Writing & Research
☐	COM 101	Fundamentals of Communication
	OR COM 257	Public Speaking
Science and Mathematics (Group II) – 10 credit hours		
☐	MAT 107*	College Algebra
	OR MAT 212	Introduction to Probability and Statistics
	*MAT 124, 126, 225, 226, 230, and 240 also satisfy this requirement. Other MAT courses do not.	
	Two courses from different subject areas selected from the MTA Natural Science List	
☐		
☐		
Social Sciences (Group III) - 9 credit hours		
☐	ECO 201	Principles of Economics (Macro)
☐	ECO 202	Principles of Economics (Micro)
☐		Select 3 credits from MTA Social Science list
Humanities (Group IV) - 6 credit hours		
	Two courses from different subject areas selected from the MTA Humanities List	
☐		
☐		
Applied Arts and Sciences: Business Core - 23 Credit Hours		
☐	ACC 201	Financial Accounting
☐	ACC 211	Managerial Accounting
☐	BUS 122	Management Theory & Practice
☐	BUS 162	Principles of Marketing
☐	BUS 213	Business Law and Ethics
☐	CIS 100	Introduction to Information Systems
☐	CIS 130	Applications with Microcomputers
Electives – credits to reach minimum of 82		
	Maximum of 2 credit hours from HED. EDU, MID, and courses below 100 level are NOT applicable.	
☐		Elective
☐		Elective
☐		Elective
☐		Elective
☐		Elective
☐		Elective
☐		Elective
☐		Elective

AA.LBS 2022-2023 04-04-2022

AA.LBS (Associate in Arts Degree: Liberal Studies Transfer) Requirements

A minimum of 60 credits is required to complete this program.

Communication Skills (Group I) - 9 credit hours		
☐	**ENG 111**	**Freshman English Composition**
☐	**ENG 222**	**Expository Writing & Research**
☐	**COM 101**	**Fundamentals of Communication**
	OR COM 257	**Public Speaking**
Science and Mathematics (Group II) – 10 credit hours		
☐	**MAT 107***	**College Algebra**
	OR MAT 114	**Mathematical Literacy**
	OR MAT 212	**Introduction to Probability and Statistics**
	***MAT 124, 126, 225, 226, 230, and 240 also satisfy this requirement. Other MAT courses do not.**	
	Two courses from different subject areas selected from the MTA Natural Science List	
☐		
☐		
Social Sciences (Group III) - 6 credit hours		
	Two courses from different subject areas selected from the MTA Social Science List	
☐		
☐		
Humanities (Group IV) - 6 credit hours		
	Two courses from different subject areas selected from the MTA Humanities List	
☐		
☐		
Electives – credits to reach minimum of 60		
	Courses must come from Groups I, II, III, IV, V (maximum 9 credits), VI (maximum 6 credits) and VII. MID courses and courses below 100 level are NOT applicable.	
☐	**Elective**	
☐	**Elective**	
☐	**Elective**	
☐	**Elective**	
☐	**Elective**	
☐	**Elective**	
☐	**Elective**	
☐	**Elective**	
☐	**Elective**	
☐	**Elective**	

AA.VISUAL 2022-2023 4/4/2022

AA.VISUAL (Associate in Arts Degree: Visual Arts) Requirements

A minimum of 62 credits is required to complete this program.

Communication Skills (Group I) - 9 credit hours		
☐	**ENG 111**	**Freshman English Composition**
☐	**ENG 222**	**Expository Writing & Research**
☐	**COM 101**	**Fundamentals of Communication**
	OR COM 257	**Public Speaking**
Science and Mathematics (Group II) – 10 credit hours		
☐	**MAT 107***	**College Algebra**
	OR MAT 114	**Mathematical Literacy**
	OR MAT 212	**Introduction to Probability and Statistics**
	***MAT 124, 126, 225, 226, 230 and 240 also satisfy this requirement. Other MAT courses do not.**	
	Two courses from different subject areas selected from the MTA Natural Science List	
☐		
☐		
Social Sciences (Group III) - 6 credit hours		
	Two courses from different subject areas selected from the MTA Social Science List	
☐		
☐		
Fine Arts and Humanities - 34 credit hours		
☐	**ART 105**	**Drawing I**
☐	**ART 115**	**Design I**
☐	**ART 283**	**Art History I**
☐	**ART 284**	**Art History II**
☐	**ART 240**	**Professional Practices/Portfolio**
	One course selected from the MTA Humanities list. Cannot carry HUM subject designator.	
☐		
	ART electives - 16 credit hours Select from: ART 110, 130, 135, 137, 152, 205, 206, 207, 210, 211, 215, 230, 235, 236, 237, 239, 240, 247, 252, 253, 254, 256, or 280. See Mid Michigan College Catalog for prerequisite information.	
☐	**Elective**	
☐	**Elective**	
☐	**Elective**	
☐	**Elective**	
☐	**Elective**	
☐	**Elective**	
Electives – credits to reach minimum of 62		
	Maximum of 2 credit hours from HED. MID courses and courses below 100 level are NOT applicable.	
☐	**Elective**	
☐	**Elective**	

AAS.ACC 2022-2023 4/4/2022

AAS.ACC (Associate in Applied Science Degree: Accounting) Requirements		
A minimum of 62 credits is required to complete this program.		
Communication Skills (Group I) - 6 credit hours		
☐	ENG 111	Freshman English Composition
☐	COM 101	Fundamentals of Communication
	OR COM 257	Public Speaking
Science and Mathematics (Group II) – 6 credit hours		
☐	MAT 107	College Algebra
☐	ENV 200	Environmental Biology
Social Sciences (Group III) - 3 credit hours		
☐	SSC 200	The Social Sciences and Contemporary America
Humanities (Group IV) - 3 credit hours		
☐	HUM 200	Modernity and Culture
	OR HUM 253	American Culture
Applied Arts and Sciences (Group V) - 44 credit hours		
☐	ACC 201	Financial Accounting
☐	ACC 205	Payroll Accounting
☐	ACC 211	Managerial Accounting
☐	ACC 231	Principles of Cost Accounting
☐	ACC 251	Tax Accounting I
☐	ACC 252	Tax Accounting II
☐	ACC 261	Computerized Accounting
☐	ACC 280	Accounting Internship
☐	AAP 264	Business Communications II
☐	BUS 151	Introduction to Business Issues
☐	BUS 213	Business Law and Ethics
☐	BUS 255	Entrepreneurial Finance
☐	CIS 100	Introduction to Information Systems
☐	CIS 130	Applications with Microcomputers
☐	MID 150	Career Readiness

AAS.AAP 2022-2023 4/4/2022

AAS.AAP (Associate in Applied Science Degree: Administrative Assistant Professional) Requirements

A minimum of 62 credits is required to complete this program.

Communication Skills (Group I) - 6 credit hours		
o	ENG 111	Freshman English Composition
o	COM 101	Fundamentals of Communication
	OR COM 257	Public Speaking
Social Sciences (Group III) - 3 credit hours		
o	PSY 103	Human Relations
Humanities (Group IV) - 3 credit hours		
o	HUM 200	Modernity and Culture
	OR HUM 253	American Culture
Applied Arts and Sciences (Group V) - 47 credit hours		
o	ACC 201	Financial Accounting
o	AAP 120	Office Mathematics
o	AAP 136	Terminology and Proofreading
o	AAP 142	Intermediate Word Processing/Keyboarding
o	AAP 164	Business Communications I
o	AAP 200	Advanced Word Processing Applications
o	AAP 230	Written Correspondence I
o	AAP 232	Introduction to Social Media Marketing
o	AAP 240	Advanced Word Processing/Keyboarding
o	AAP 259	Capstone
o	AAP 260	AAP Internship
o	AAP 264	Business Communications II
o	CIS 100	Introduction to Information Systems
o	MID 150	Career Readiness
A minimum of 9 hours must come from a selected track		
	General Business Office Track	
o	AAP 236	Intro to Event Planning
o	AAP 242	Introduction to Social Media Marketing
o	AAP 254	Office Procedures
	Medical Office Track	
o	ALH 100	Medical Terminology
o	ALH 112	Insurance Billing
o	AAP 236	Intro to Event Planning
o	AAP 255	Medical Office Procedures
	Legal Office Track	
o	AAP 138	Basic Legal Terminology
o	AAP 238	Legal Transcription
o	AAP 254	Office Procedures

AAS.AIM 2022-2023 04/04/2022

AAS.AIM (Associate in Applied Science Degree: Advanced Integrated Manufacturing)		
A minimum of 62 credits is required to complete this program.		
Communication Skills (Group I) - 6 credit hours		
☐	ENG 111	Freshman English Composition
☐	COM 101	Fundamentals of Communication
	OR COM 257	Public Speaking
Science and Mathematics (Group II) – 3 credit hours		
☐	MAT 170	Technical Mathematics
Social Sciences (Group III) - 3 credit hours		
☐	PSY 103	Human Relations
Humanities (Group IV) - 3 credit hours		
☐	HUM 200	Modernity and Culture
	OR HUM 253	American Culture
Applied Arts and Sciences (Group V) - 46 credit hours		
Completion of one of the following tracks		
	Automation	
☐	AIM 100	Industrial Safety
☐	AIM 101	Machine Shop Practices I
☐	AIM 102	Machine Shop Practices II
☐	AIM 103	Introduction to Robotics
☐	AIM 104	Blueprint Reading
☐	AIM 106	Introduction to Metrology
☐	AIM 107	Basic Electricity
☐	AIM 113	Introduction to CNC Programming
☐	AIM 116	CNC Programming
☐	AIM 150	Robotics Programming
☐	AIM 160	Introduction to Programmable Logic Controls
☐	AIM 200	Robotics Vision and Sensor
☐	AIM 213	CNC Programming II
☐	AIM 260	Advanced Programmable Logic Controllers
	Machine Tool	
☐	AIM 100	Industrial Safety
☐	AIM 101	Machine Shop Practices I
☐	AIM 102	Machine Shop Practices II
☐	AIM 104	Blueprint Reading
☐	AIM 106	Introduction to Metrology
☐	AIM 116	CNC Programming
☐	AIM 140	Metallurgy & Industrial Materials
☐	AIM 213	CNC Programming II
☐	AIM 216	MasterCam II
☐	AIM 250	Advanced CNC Programming
☐	AIM 280	CNC Capstone
☐	CAD 210	Introduction to SolidWorks
	Management	
☐	ACC 201	Financial Accounting
☐	AIM 100	Industrial Safety
☐	AIM 101	Machine Shop Practices I
☐	AIM 103	Introduction to Robotics
☐	AIM 104	Blueprint Reading

☐	AIM 106	Introduction to Metrology
☐	AIM 113	Introduction to CNC Programming
☐	AIM 150	Robotics Programming
☐	AIM 160	Introduction to Programmable Logic Controls
☐	BUS 122	Mangmnt Thry & Pract
☐	BUS 151	Intro to Business
☐	BUS 213	Business Law and Ethics
☐	BUS 231	Principles of Marketing
☐	CAD 210	Introduction to SolidWorks
☐	PHY 103	Applied Physics
	Plastics	
☐	AIM 100	Industrial Safety
☐	AIM 101	Machine Shop Practices I
☐	AIM 103	Introduction to Robotics
☐	AIM 104	Blueprint Reading
☐	AIM 106	Introduction to Metrology
☐	AIM 107	Basic Electricity
☐	AIM 113	Introduction to CNC Programming
☐	AIM 116	CNC Programming
☐	AIM 150	Robotics Programming
☐	AIM 160	Introduction to Programmable Logic Controls
☐	AIM 200	Robotics Vision and Sensor
☐	CAD 210	Introduction to SolidWorks
☐	PLT 101	Introduction to Plastics
☐	PLT 110	Plastics and Polymer Materials
☐	PLT 225	Production Planning/Control
	Welding	
☐	AIM 100	Industrial Safety
☐	AIM 101	Machine Shop Practices I
☐	AIM 102	Machine Shop Practices II
	OR WLD 245	Pipe Welding
☐	AIM 103	Introduction to Robotics
☐	AIM 104	Blueprint Reading
☐	AIM 106	Introduction to Metrology
☐	AIM 113	Introduction to CNC Programming
☐	AIM 140	Metallurgy & Industrial Materials
☐	AIM 150	Robotics Programming
☐	WLD 126	Sense 1a
☐	WLD 127	Sense 1b
☐	WLD 130	Metal Fabrication
☐	WLD 225	Advanced Welding

AAS.AMS 2022-2023 4/4/2022

AAS.AMS (Associate in Applied Science Degree: Automotive and Diesel Service)		
A minimum of 66 credits is required to complete this program.		
Communication Skills (Group I) - 6 credit hours		
☐	ENG 111	Freshman English Composition
☐	COM 101	Fundamentals of Communication
	OR COM 257	Public Speaking
Science and Mathematics (Group II) – 6 credit hours		
☐	MAT 101	Basic Mathematics
☐	ENV 200	Environmental Biology
Humanities (Group IV) - 3 credit hours		
☐	HUM 200	Modernity and Culture
	OR HUM 253	American Culture
Applied Arts and Sciences (Group V) - 48.51 credit hours		
☐	AMS 101	Introduction to Auto Service Technology
☐	AMS 104	Basic Automotive Electricity
☐	AMS 109	Small Engines and Fundamentals
☐	AMS 110	Engine Fundamentals and Overhaul
☐	AMS 116	Electrical Systems I: Electrical Accessories
☐	AMS 124	Automotive Heating & Air Conditioning
☐	AMS 125	Engine Performance I
☐	AMS 126	Engine Performance II
☐	AMS 205	Steering & Suspension Systems
☐	AMS 206	Brakes
☐	AMS 214	Automatic Transmissions
☐	AMS 222	Manual Transmissions
☐	AMS 232	Automotive and Diesel Service Internship
☐	AMS 240	Automotive Diesel Performance and Diagnostics
☐	WLD 105	Automotive Welding
☐	MID 150	Career Readiness

AAS.CAD 2022-2023 4/4/2022

AAS.CAD (Associate in Applied Science Degree: Computer Aided Drafting and Design Technology)		
A minimum of 64 credits is required to complete this program.		
Communication Skills (Group I) - 6 credit hours		
☐	**ENG 111**	**Freshman English Composition**
☐	**COM 101**	**Fundamentals of Communication**
	OR COM 257	**Public Speaking**
Science and Mathematics (Group II) – 7 credit hours		
☐	**MAT 170**	**Technical Math II**
☐	**PHY 103**	**Applied Physics**
Social Sciences (Group III) - 3 credit hours		
☐	**PSY 103**	**Human Relations**
Applied Arts and Sciences (Group V) - 48 credit hours		
☐	**CIS 100**	**Introduction to Information Processing Systems**
☐	**CAD 101**	**Technical Drawing**
☐	**CAD 120**	**Introduction to AutoCAD**
☐	**CAD 201**	**Mechanical Detail Drafting w/CAD**
☐	**CAD 210**	**Introduction to SolidWorks**
☐	**CAD 211**	**Advanced SolidWorks Applications**
☐	**CAD 216**	**Introduction to 3D Printing**
☐	**CAD 217**	**3D Printing Applications**
☐	**CAD 220**	**Introduction to Revit**
☐	**CAD 250**	**Drafting/CAD Internship**
☐	**CAD 280**	**CAD Program and Software Certification**
☐	**AIM 101**	**Basic Machine Shop Practices**
☐	**AIM 106**	**Precision Measurement**
☐	**AIM 113**	**CNC Machining**
☐	**AIM 116**	**CNC Programming**
☐	**MID 150**	**Career Readiness**

AAS.CIS.SWD 2022-2023 4/4/2022

AAS.CIS.SWD (Associate in Applied Science Degree: CIS - Software Development) Requirements		
A minimum of 62 credits is required to complete this program.		
Communication Skills (Group I) - 6 credit hours		
☐	ENG 111	Freshman English Composition
☐	COM 101	Fundamentals of Communication
	OR COM 257	Public Speaking
Science and Mathematics (Group II) – 6 credit hours		
☐	MAT 105	Intermediate Algebra
☐	ENV 200	Environmental Biology
Social Sciences (Group III) - 3 credit hours		
☐	SSC 200	The Social Sciences and Contemporary America
Humanities (Group IV) - 3 credit hours		
☐	HUM 200	Modernity and Culture
	OR HUM 253	American Culture
Applied Arts and Sciences (Group V) - 44 credit hours		
☐	ACC 201	Financial Accounting
☐	AAP 264	Business Communications II
☐	CIS 100	Introduction to Information Systems
☐	CIS 110	Programming Logic I
☐	CIS 125	Database Systems
☐	CIS 135	Introduction to Website Design
☐	CIS 150	Ethics in Information Technology
☐	CIS 155	Operating Systems
☐	CIS 170	Networking Essentials
☐	CIS 221	Computers In Business
☐	CIS 260	Systems Analysis
☐	MID 150	Career Readiness
Completion of one of the following tracks		
Game Programming		
☐	CIS 131	.NET Programming I
☐	CIS 231	.NET Programming II
☐	CIS 281	Game Programming I
Software Development		
☐	CIS 175	Programming I
☐	CIS 275	Programming II
☐	CIS 250	Helpdesk Functions

AAS.CJS 2022-2023 4/4/2022

AAS.CJS (Associate in Applied Science Degree: State Corrections) Requirements

A minimum of 62 credits is required to complete this program.

Communication Skills (Group I) - 9 credit hours		
☐	**ENG 111**	**Freshman English Composition**
☐	**ENG 222**	**Expository Writing & Research**
☐	**COM 101**	**Fundamentals of Communication**
	OR COM 257	**Public Speaking**
Science and Mathematics (Group II) – 9 credit hours		
☐	**MAT 105**	**Intermediate Algebra**
☐	**ENV 200**	**Environmental Biology**
☐		**Math/Science Elective**
Social Sciences (Group III) - 9 credit hours		
	Three courses from different subject areas selected from the MTA Social Science List	
☐		
☐		
☐		
Humanities (Group IV) - 9 credit hours		
	Three courses from different subject areas selected from the MTA Humanities List	
☐		
☐		
☐		
Applied Arts and Sciences (Group V) - 15-21 credit hours		
☐	**CIS 100**	**Introduction to Information Systems**
☐	**CJS 207**	**Communications in Criminal Justice**
	Select one of the following concentration tracks	
	State Corrections	
☐	**CJS 220**	**Intro to Corrections**
☐	**CJS 221**	**Legal Issues in Corrections**
☐	**CJS 222**	**Correctional Facilities and Institutions**
☐	**CJS 223**	**Client Growth & Development in Corrections**
☐	**CJS 224**	**Client Relations in Corrections**
	Local Detention	
☐	**CJS 231**	**Local Detention Academy I**
☐	**CJS 232**	**Local Detention Academy II**
☐	**CJS 233**	**Local Detention Academy III**
Electives (5-11 credit hours) Choose from Group III, IV, and VI (CJS 255 recommended). OTHER GROUP CREDITS ARE NOT ELIGIBLE.		
☐		**Group III, IV, or VI Elective**
☐		**Group III, IV, or VI Elective**
☐		**Group III, IV, or VI Elective**
☐		**Group III, IV, or VI Elective**

Program of Study Notes

1. All coursework must be completed with a minimum grade of C.
2. Prior to entering one of the three Criminal Justice programs (Law Enforcement Pre-Service, Transfer, or Corrections), students must meet with an Advisor and/or Program Coordinator to assure that the student meets the minimum standards set by the Michigan commission on Law Enforcement Standards (MCOLES) or the Michigan Department of Corrections.

AAS.CJS.PRE 2022-2023 04/04/2022

AAS.CJS.PRE (Associate in Applied Science Degree: Criminal Justice - Pre-Service)

A minimum of 64 credits is required to complete this program.

Communication Skills (Group I) - 6 credit hours		
☐	ENG 111	Freshman English Composition
☐	COM 101	Fundamentals of Communication
	OR COM 257	Public Speaking
Science and Mathematics (Group II) – 6 credit hours		
☐	MAT 105	Intermediate Algebra
☐	ENV 200	Environmental Biology
Social Sciences (Group III) - 3 credit hours		
☐	SSC 200	The Social Sciences and Contemporary America
Humanities (Group IV) - 3 credit hours		
☐	HUM 200	Modernity and Culture
	OR HUM 253	American Culture
Applied Arts and Sciences (Group V) - 43 credit hours		
☐	CIS 100	Introduction to Information Systems
☐	CJS 200	Intro to Law Enforcement and Criminal Justice
☐	CJS 201	Criminal Law for Police Officers
☐	CJS 202	Juvenile Law & Procedures
☐	CJS 203	Fundamentals of Supervision & Management in Criminal Justice
☐	CJS 204	Criminal Investigation
☐	CJS 205	Evidence and the Police Officer
☐	CJS 206	Police Patrol Operations
☐	CJS 207	Communications in Criminal Justice
☐	CJS 215	Criminal Justice Academy
Health and Physical Education (Group VI) - 3 credit hours		
☐	CJS 255	Physical Training

Program of Study Notes

1. All coursework must be completed with a minimum grade of "C".
2. Prior to entering one of the three Criminal Justice programs (Law Enforcement Pre-Service, Transfer, or Corrections), students must meet with an Advisor and/or Program Coordinator to assure that the student meets the minimum standards set by the Michigan commission on Law Enforcement Standards (MCOLES) or the Michigan Department of Corrections.

AAS.ECE 2022-2023 04/04/2022

AAS.ECE (Associate in Applied Science Degree: Early Childhood Education) Requirements		
A minimum of 62 credits is required to complete this program.		
Communication Skills (Group I) - 6 credit hours		
☐	ENG 111	Freshman English Composition
☐	COM 101	Fundamentals of Communication
	OR COM 257	Public Speaking
Science and Mathematics (Group II) – 6 credit hours		
☐	MAT 101	Basic Mathematics
☐	ENV 200	Environmental Biology
Social Sciences (Group III) - 6 credit hours		
☐	HES 100	Human Lifespan Development
☐	SSC 200	The Social Sciences and Contemporary America
Humanities (Group IV) - 3 credit hours		
☐	HUM 200	Modernity and Culture
	OR HUM 253	American Culture
Applied Arts and Sciences (Group V) - 35 credit hours		
☐	CIS 100	Introduction to Information Systems
☐	ECE 101	Intro to Early Childhood Education
☐	ECE 112	Infant-Toddler Development
☐	ECE 113	Early Childhood: Development and Learning
☐	ECE 114	Interacting with Children, Parent/Adult Child Relations
☐	ECE 201	Guidance & Implementation of Programs for Young Children
☐	ECE 202	Creative Development of the Child
☐	ECE 206	Parent, School & Community Involvement
☐	ECE 207	Early Childhood Education Practicum
☐	ECE 208	Early Childhood Education Administration
Electives - 6 credit hours		
Recommended: ART 110, ART 245, ECE 150, EDU 107, ENG 222, PSY 281. Neither ENG 104 nor ENG 110 can be used.		
☐		
☐		

AAS.EGR 2022-2023 3/11/2022

AAS.EGR (Associate in Applied Science Degree: Engineering Technology

A minimum of 60 credits is required to complete this program.

Communication Skills (Group I) - 6 credit hours		
o	**ENG 111**	**Freshman English Composition**
o	**COM 101**	**Fundamentals of Communication**
	OR COM 257	**Public Speaking**
Science and Mathematics (Group II) – 6 credit hours		
o	**MAT 170**	**Technical Mathematics**
o	**BIO 101**	**College Biology**
	OR CHM 105	**Introductory College Chemistry**
	OR PHY 103	**Applied Physics**
o	**EGR 101**	**Introduction to Engineering**
o	**EGR 201**	**Engineering Internship**
Social Sciences (Group III) - 3 credit hours		
o	**PSY 103**	**Human Relations**
	OR ECO 202	**Principles of Economics (microeconomics)**
Humanities (Group IV) - 3 credit hours		
o	**HUM 200**	**Modernity and Culture**
	OR HUM 253	**American Culture**
Applied Arts and Sciences (Group V) - 9 credit hours		
o	**AIM 100**	**Industrial Safety**
o	**AIM 106**	**Introduction to Metrology**
o	**CAD 210**	**Introduction to SolidWorks**
Completion of one of the following tracks		
	Mechanical Engineering	
o	**AIM 104**	**Blueprint Reading**
o	**WLD 126**	**Sense 1A Welding**
o	**WLD 130**	**Metal Fabrication**
o	**WLD 127**	**Sense 1B Welding**
o	**CAD 201**	**Mechanical Detail Drawing**
o	**HRA 105**	**Hydronics**
o	**WLD 245**	**Pipe Welding**
o	**PHY 105**	**Intro to College Physics I**
	Electrical Engineering	
o	**HRA 116**	**Fundamentals of Electricity**
o	**PHY 105**	**Intro to College Physics I**
o	**PHY 106**	**Intro to College Physics II**
o	**HRA 205**	**Motors and Controllers**
o	**AIM 120**	**Manufacturing Power and Equipment Systems**
o	**AIM 160**	**Introduction to Programmable Logic Controls**
o	**AMS 116**	**Electrical Accessories**
o	**AIM 103**	**Fundamentals of Industrial Robotics**
	Chemical Engineering	
o	**MAT 212**	**Statistics**
o	**CHM 111**	**General College Chemistry I**
o	**CHM 112**	**General College Chemistry II**
o	**AIM 140**	**Metallurgy & Industrial Materials**
o	**CHM 245**	**Organic Chemistry I**
o	**CHM 255**	**Organic Chemistry I Lab**

o	**CHM 246**	**Organic Chemistry II**
o	**CHM 256**	**Organic Chemistry II Lab**
	Manufacturing Engineering	
o	**MAT 212**	**Statistics**
o	**AIM 101**	**Basic Machine Shop Practices**
o	**AIM 103**	**Fundamentals of Industrial Robotics**
o	**HRA 116**	**Fundamentals of Electricity**
o	**AIM 120**	**Manufacturing Power and Equipment Systems**
o	**AIM 125**	**Manufacturing Equipment Maintenance and Operations**
o	**AIM 140**	**Metallurgy & Industrial Materials**
o	**BUS 270**	**Intro to Project Management**
o	**BUS 131**	**Intro to Supply Chain Management**

AAS.HRA 2022-2023 04/04/2022

AAS.HRA (Associate in Applied Science Degree: Facilities, Heating, Refrigeration, and Air Conditioning)		
A minimum of 62 credits is required to complete this program.		
Communication Skills (Group I) - 6 credit hours		
☐	**ENG 111**	**Freshman English Composition**
☐	**COM 101**	**Fundamentals of Communication**
	OR COM 257	**Public Speaking**
Science and Mathematics (Group II) – 10-13 credit hours		
☐	**MAT 170**	**Technical Math II**
☐	**PHY 103**	**Applied Physics**
Social Sciences (Group III) - 3 credit hours		
☐	**PSY 103**	**Human Relations**
Applied Arts and Sciences (Group V) - 38 credit hours		
☐	**CIS 100**	**Introduction to Information Processing Systems**
☐	**CAD 120**	**Introduction to AutoCAD**
☐	**HRA 102**	**Refrigeration Fundamentals**
☐	**HRA 104**	**Residential Refrigeration**
☐	**HRA 105**	**Hydronics**
☐	**HRA 106**	**Heating Fundamentals**
☐	**HRA 108**	**Heating Systems**
☐	**HRA 116**	**Fundamentals of Electricity**
☐	**HRA 191**	**Introduction to Facilities Plumbing Maintenance**
☐	**HRA 198**	**EPA Refrigerant Handler Certification**
☐	**HRA 204**	**Light Commercial Refrigeration**
☐	**HRA 205**	**Motors & Controls**
☐	**HRA 215**	**HRA Controls**
☐	**HRA 220**	**Commercial Refrigeration Design**
☐	**HRA 226**	**Residential HVAC Load & Distribution Determination**
☐	**HRA 240**	**Adv Comm Refrig**
☐	**HRA 285**	**HRA Internship**
Program Notes		
Students intending to transfer to Ferris State University should take MAT 124 and PHY 105		

AAS.GENLBUS 2022-2023 04/04/2022

AAS.GENLBUS (Associate in Applied Science Degree: General Business)		
A minimum of 62 credits is required to complete this program.		
Communication Skills (Group I) - 6 credit hours		
☐	**ENG 111**	**Freshman English Composition**
☐	**COM 101**	**Fundamentals of Communication**
	OR COM 257	**Public Speaking**
Science and Mathematics (Group II) – 3 credit hours		
☐	**MAT 105**	**Intermediate Algebra**
Social Sciences (Group III) - 9 credit hours		
☐	**ECO 201**	**Principles of Economics (macroeconomics)**
☐	**ECO 202**	**Principles of Economics (microeconomics)**
☐	**PSY 103**	**Human Relations**
Humanities (Group IV) - 3 credit hours		
☐	**HUM 200**	**Modernity and Culture**
	OR HUM 253	**American Culture**
Applied Arts and Sciences (Group V) - 41 credit hours		
☐	**ACC 201**	**Financial Accounting**
☐	**ACC 211**	**Managerial Accounting**
☐	**BUS 122**	**Management Theory & Practice**
☐	**BUS 151**	**Introduction to Business Issues**
☐	**BUS 213**	**Business Law and Ethics**
☐	**BUS 162**	**Principles of Marketing**
☐	**BUS 231**	**Principles of Advertising**
☐	**BUS 255**	**Entrepreneurship & Innovation**
☐	**BUS 291**	**Business Internship**
☐	**CIS 100**	**Introduction to Information Systems**
☐	**CIS 130**	**Applications with Microcomputers**
☐	**MID 150**	**Career Readiness**
	6 credit hours must come from the following courses	
☐	**BUS 131**	**Introduction to Supply Chain Management**
☐	**BUS 270**	**Principles of Project Management**
☐	**BUS 171**	**Principles of Sales**
☐	**BUS 241**	**Human Resources Management**
☐	**BUS 225**	**International Business**
☐	**BUS 250**	**Entrepreneurial Management**

AAS.DESIGN 2022-2023 04/04/2022

AAS.DESIGN (Associate in Applied Science Degree: Graphic Design)		
A minimum of 66 credits is required to complete this program.		
Communication Skills (Group I) - 6 credit hours		
☐	ENG 111	Freshman English Composition
☐	COM 101	Fundamentals of Communication
	OR COM 257	Public Speaking
Science and Mathematics (Group II) – 6 credit hours		
☐	MAT 101	Basic Mathematics
☐	ENV 200	Environmental Biology
Social Sciences (Group III) - 3 credit hours		
☐	SSC 200	The Social Sciences and Contemporary America
Humanities and Fine Arts (Group IV) - 42 credit hours		
☐	ART 283	Art History I
☐	ART 284	Art History II
☐	ART 105	Drawing I - Introductory
☐	ART 110	Basic Photography
☐	ART 115	Design I
☐	ART 205	Drawing II
☐	ART 215	Design II
☐	ART 130	Introduction to Oil Painting
☐	ART 135	Introduction to Graphic Design
☐	ART 235	Introduction to Digital Imagery
☐	ART 236	Logo and Corporate Identity
☐	ART 211	Digital Prepress and Continuity
☐	ART 239	Page Layout II
☐	ART 152	Introduction to Website Design
	OR CIS 135	Introduction to Website Design
☐	ART 240	Professional Practices/Portfolio
Elective – 6 credit hours: Choose TWO from the following:		
☐	ART 210	Digital Painting and Illustration
☐	ART 237	Photography II
☐	ART 230	Advanced Theories in Oil Painting
☐	ART 137	Digital Photography
☐	ART 206	Sequential Art and Storyboarding
☐	ART 207	Comic Book & Graphic Novel Illustration II
☐	ART 247	Contemporary Photography
☐	ART 252	Website Design II
☐	ART 253	Introduction to Animation
☐	ART 281	Internship I
☐	BUS 231	Principles of Advertising
☐	CAD 120	Introduction to AutoCAD
☐	CIS 100	Introduction to Information Systems

AAS.HAS.CO (Associate in Applied Science Degree: Hunting and Angling Studies - Conservation Officer) Requirements

A minimum of 67 credits is required to complete this program.

Communication Skills (Group I) - 6 credit hours		
☐	ENG 111	Freshman English Composition
☐	COM 101	Fundamentals of Communication
	OR COM 257	Public Speaking
Science and Mathematics (Group II) – 3 credit hours		
☐	MAT 105	Intermediate Algebra
☐	BIO 107	Intro. To Wildlife Management
Humanities (Group IV) - 9 credit hours		
☐	HAS 104	Visual Storytelling I
☐	HAS 105	Visual Storytelling II
☐	ENG 226	Creative Nonfiction Writing
Applied Arts and Sciences (Group V) - 34 credit hours		
☐	CJS 200	Intro to Law Enforcement and Criminal Justice
☐	CJS 201	Criminal Law for Police Officers
☐	CJS 203	Fundamentals of Supervision & Management in Criminal Justice
	OR CJS 204	Criminal Investigation
☐	CJS 205	Evidence and the Police Officer
☐	CJS 206	Police Patrol Operations
☐	CJS 207	Communications in Criminal Justice
☐	CJS 215	Criminal Justice Academy
Health and Physical Education (Group VI) - 12 credit hours		
☐	HAS 101	Hunting Strategies
☐	HAS 102	Fishing Strategies
☐	HAS 103	Safety and Survival
☐	CJS 255	Physical Training

AAS.HAS.OIE 2022-2023 04/04/2022

AAS.HAS.OIE (Associate in Applied Science Degree: Hunting and Angling Studies - Outdoor Industry Entrepreneur) Requirements

A minimum of 62 credits is required to complete this program.

Communication Skills (Group I) - 6 credit hours		
☐	ENG 111	Freshman English Composition
☐	COM 101	Fundamentals of Communication
	OR COM 257	Public Speaking
Science and Mathematics (Group II) – 6 credit hours		
☐	MAT 105	Intermediate Algebra
☐	BIO 107	Intro. To Wildlife Management
Humanities (Group IV) - 9 credit hours		
☐	ENG 226	Creative Nonfiction Writing
☐	HAS 104	Visual Storytelling I
☐	HAS 105	Visual Storytelling II
Applied Arts and Sciences (Group V) - 31 credit hours		
☐	AAP 232	Introduction to Social Media Marketing
☐	AAP 236	Introduction to Event Planning
	OR CAD 210	Introduction to Solidworks
☐	AAP 264	Business Communications II
☐	ACC 201	Financial Accounting
☐	BUS 151	Introduction to Business Issues
☐	BUS 162	Principles of Marketing
	OR BUS 231	Principles of Advertising
☐	BUS 241	Human Resource Management
	OR BUS 255	Entrepreneurial Finance
☐	BUS 250	Entrepreneurship & Innovation
☐	HAS 200	Outdoor Industry Internship
Health and Physical Education (Group VI) - 9 credit hours		
☐	HAS 101	Hunting Strategies
☐	HAS 102	Fishing Strategies
☐	HAS 103	Safety and Survival
Personal Development (Group VIII) - 1 Credit		
☐	MID 150	Career Readiness

AAS.HAS.OM 2022-2023 04/04/2022

AAS.HAS.OM (Associate in Applied Science Degree: Hunting and Angling Studies - Outdoor Media) Requirements

A minimum of 64 credits is required to complete this program.

Communication Skills (Group I) - 6 credit hours		
☐	ENG 111	Freshman English Composition
☐	COM 101	Fundamentals of Communication
	OR COM 257	Public Speaking
Science and Mathematics (Group II) – 6 credit hours		
☐	MAT 105	Intermediate Algebra
☐	BIO 107	Intro. To Wildlife Management
Humanities (Group IV) - 33 credit hours		
☐	ART 110	Basic Photography
☐	ART 135	Introduction to Graphic Design
☐	ART 137	Digital Photography
☐	ART 152	Introduction to Website Design
☐	ART 235	Introduction to Digital Imagery
☐	ART 236	Logo and Corporate Identity
☐	ART 237	Photography II
☐	ART 252	Website Design II
☐	ENG 226	Creative Nonfiction Writing
☐	HAS 104	Visual Storytelling I
☐	HAS 105	Visual Storytelling II
Applied Arts and Sciences (Group V) - 9 credit hours		
☐	AAP 232	Introduction to Social Media Marketing
☐	HAS 200	Outdoor Industry Internship
Health and Physical Education (Group VI) - 9 credit hours		
☐	HAS 101	Hunting Strategies
☐	HAS 102	Fishing Strategies
☐	HAS 103	Safety and Survival
Personal Development (Group VIII) - 1 Credit		
☐	MID 150	Career Readiness

AAS.CIS.ITC 2022-2023 04/04/2022

AAS.CIS.ITC (Associate in Applied Science Degree: IT Infrastructure and Cybersecurity) Requirements		
A minimum of 62 credits is required to complete this program.		
Communication Skills (Group I) - 6 credit hours		
☐	**ENG 111**	**Freshman English Composition**
☐	**COM 101**	**Fundamentals of Communication**
Science and Mathematics (Group II) – 6 credit hours		
☐	**MAT 105**	**Intermediate Algebra**
Social Sciences (Group III) - 3 credit hours		
☐		**Select at least three credits from the Designated MTA Social Science list**
Humanities (Group IV) - 3 credit hours		
☐		**Select at least three credits from the Designated MTA Humanities list**
Applied Arts and Sciences (Group V) - 49.5 credit hours		
☐	**ACC 201**	**Financial Accounting**
☐	**CIS 110**	**Programming Logic**
☐	**CIS 135**	**Introduction to Website Design**
☐	**CIS 140**	**IT Fundamentals**
☐	**CIS 155**	**Operating Systems**
☐	**CIS 170**	**Networking Essentials**
☐	**CIS 185**	**Introduction to Cybersecurity**
☐	**CIS 190**	**Introduction to Cisco Networking**
☐	**CIS 195**	**Switching, Routing, and Wireless Essentials**
☐	**CIS 215**	**Cybersecurity Operations**
☐	**CIS 255**	**Linux Fundamentals**
☐	**CIS 265**	**Ethical Hacking**
☐	**CIS 285**	**Network Cybersecurity**
☐	**CIS 290**	**Enterprise Networking, Security, and Automation**
☐	**CIS 295**	**Professional Certification Exam Preparation**
☐	**MID 150**	**Career Readiness**

AAS.MRI 2022-2023 04/04/2022

AAS.MRI (Associate in Applied Science Degree: Magnetic Resonance Imaging) Requirements

A minimum of 63 credits is required to complete this program.

Prerequisites to the Program – 26 credit hours		
o	**ALH 100**	**Medical Terminology**
o	**ENG 111**	**Freshman English Composition**
o	**MAT 105**	**Intermediate Algebra**
o	**PHY 101**	**Introductory Physics**
o	**BIO 138**	**Human Anatomy and Physiology**
	OR BIO 141 AND	**Anatomy and Physiology I**
	BIO 142	**Anatomy and Physiology II**
o	**COM 101**	**Fundamentals of Communication**
	OR COM 257	**Public Speaking**
o	**PSY 101**	**Introduction to General Psychology**
o	**SSC 200**	**The Social Sciences and Contemporary America**
Completion of BIO 141 and BIO 142 is recommended to students intending to transfer to a four-year institution.		
Applied Arts and Sciences (Group V) - 37 credit hours		
	First Semester	
o	**MRI 200**	**Professional Prospectus**
o	**MRI 260**	**MRI Pre-Clinical Preparation**
o	**MRI 241**	**Applied Sectional Anatomy**
	Second Semester	
o	**MRI 220**	**Physics I**
o	**MRI 230**	**MRI Procedures and Pathophysiology I**
o	**MRI 201**	**Computer Applications in Medical Imaging**
o	**MRI 261**	**Clinical Practice I**
	Third Semester	
o	**MRI 222**	**MRI Physics II**
o	**MRI 232**	**MRI Procedures and Pathophysiology II**
o	**MRI 240**	**Image Analysis**
o	**MRI 262**	**Clinical Practice II**
	Fourth Semester	
o	**MRI 263**	**Clinical Practice III**
o	**MRI 295**	**MRI Certification Exam Preparation**

Program Notes

All courses in a semester must be passed with a minimum grade of “C” to progress to the next semester.
BIO 138 (or BIO 141 & BIO 142 each) must be passed with a minimum grade of “B-“.
Anatomy and Physiology courses must be completed within five (5) years prior to the student's program admission date, or the student must have worked in the field of Radiography during at least half of the interim.
Prerequisites for this program may only be repeated once.
All MRI courses are offered through Michigan Colleges Online.

AAS.MA 2022-2023 04/04/2022

AAS.MA (Associate in Applied Science: Medical Assistant)

A minimum of 64 credits is required to complete this program.
It is recommended that students first complete the Training Credential: Medical Assistant in the first two semesters.

First Semester - 16 Credit Hours		
	First 8 Weeks	
☐	**ALH 100**	**Medical Terminology**
☐	**BIO 120**	**Intro to Human Disease**
☐	**MAT 102**	**Algebraic Concepts**
☐	***ALH 212**	**Clinical Procedures I**
	Second 8 Weeks	
☐	***ALH 214**	**Clinical Procedures II**
☐	**HED 205**	**CPR/AED/First Aid**
Second Semester - 20 Credit Hours		
	First 8 Weeks	
☐	**ALH 112**	**Insurance Billing**
☐	***ALH 213**	**Pharmacology for the Medical Assistant**
☐	**ALH 220**	**Medical Law and Ethics**
	Second 8 Weeks	
☐	**AAP 255**	**Procedures for the Medical Office**
☐	***ALH 230**	**Laboratory Procedures for the Medical Office**
☐	***ALH 250**	**Medical Assistant Office Externship**
Optional - 3 Credit Hours		
☐	**ALH 290**	**Exam Preparation**
Other courses required for completion of the Associate in Applied Science: Medical Assistant - 28 Credit Hours		
☐	**ENG 111**	**Freshman Composition**
☐	**COM 101**	**Fundamentals of Communication**
	OR COM 257	**Public Speaking**
☐	**CIS 100**	**Intro to Information Systems**
☐	**HES 100**	**Human Lifespan Development**
☐	**SOC 101**	**Principles of Sociology**
☐	**ENV 200**	**Environmental Biology**
☐	**HUM 200**	**Modernity and Culture**
☐	**ACC 201**	**Financial Accounting**
☐	**AAP 164**	**Business Communications I**

Program Notes

All courses marked with an asterisk (*) are Restricted Enrollment Classes. The student must get a signature from the Program Director or the Associate Dean of Health Sciences to be granted permission to the take these courses.

Completion of BIO 120 must be taken within five years of being accepted into ALH 212.

All courses leading to the completion of the Medical Assistant degree must be taken with a minimum grade of C and may be repeated only once, including withdrawals.

A cumulative GPA of 2.5 (C+) is required to be eligible to be selected into the MA program classes (ALH 212, ALH 213, ALH 214, ALH 230, ALH 250).

AAS.EEG 2022-2023 03/21/2022

AAS.EEG (Associate in Applied Science Degree: Neurodiagnostic (EEG) Technologist)

A minimum of 61 credits is required to complete this program.

Prerequisites to the Program – 31 - 35 credit hours		
☐	ALH 100	Medical Terminology
☐	CIS 100	Introduction to Information Processing Systems
☐	ENG 111	Freshman English Composition
☐	MAT 104	Basic Algebra
☐	BIO 101	College Biology
	OR HED 115	Stress Management
☐	BIO 138	Human Anatomy and Physiology
	OR BIO 141 AND	Anatomy and Physiology I
	BIO 142	Anatomy and Physiology II
☐	COM 101	Fundamentals of Communication
	OR COM 257	Public Speaking
☐	PSY 101	Introduction to General Psychology
☐	SSC 200	The Social Sciences and Contemporary America
☐	HUM 200	Modernity and Culture
	OR HUM 253	American Culture
Applied Arts and Sciences (Group V) - 30 credit hours		
	First Semester	
☐	EEG 100	Neuroanatomy and Physiology
☐	EEG 101	Introduction to Neurodiagnostic Procedures
☐	EEG 102	EEG Applications
☐	EEG 120	EEG Pre-Clinical Preparation
	Second Semester	
☐	EEG 130	Principles of EEG
☐	EEG 131	Principles of Electricity and Electrical Safety
☐	EEG 132	EEG Instrumentation
☐	EEG 200	EEG Procedures and Pathology 1
☐	EEG 201	EEG Instrumentation 2
☐	EEG 202	EEG Quality Control
☐	EEG 220	EEG Clinical Practice 1
	Third Semester	
☐	EEG 230	EEG Procedures and Pathology 2
☐	EEG 231	EEG Procedures and Pathology 3
☐	EEG 232	EEG Procedures and Pathology 4
☐	EEG 221	EEG Clinical Practice 2

Program Notes

All courses in a semester must be passed with a minimum grade of "C" to progress to the next semester.

BIO 138 (or BIO 141 & BIO 142 each) must be passed with a minimum grade of "B-".

Anatomy and Physiology courses must be completed within five (5) years prior to the program admission date.

Prerequisites for this program may only be repeated once.

EEG courses are offered through Michigan Colleges Online.

AAS.PTA 2022-2023 03/20/2022

AAS.PTA (Associate in Applied Science Degree: Physical Therapist Assistant)

A minimum of 67 credits is required to complete this program.

Prerequisites to the Program – 15-17 credit hours		
☐	**PTA 101**	**Orientation to Physical Therapy**
☐	**ALH 100**	**Medical Terminology**
☐	**BIO 138**	**Human Anatomy and Physiology**
	OR BIO 141 AND	**Anatomy & Physiology I AND**
	BIO 142	**Anatomy & Physiology II**
Completion of BIO 141 and BIO 142 is recommended to students intending to transfer to a four-year institution.		
☐	**ENG 111**	**Freshman English Composition**
☐	**COM 101**	**Fundamentals of Communication**
	OR COM 257	**Public Speaking**
Other Program Requirements – 9 credit hours (The other program requirements must be passed with a cumulative GPA of B- (2.7) or higher with a minimum grade of "C" in each course and may be taken before or while PTA courses are in progress.)		
☐	**MAT 104**	**Basic Algebra**
☐	**PHY 101**	**Introductory Physics**
☐	**PSY 101**	**Intro to General Psychology**
Applied Arts & Sciences (Group V) - 43 credit hours		
☐	**PTA 105**	**Modalities I**
☐	**PTA 106**	**Modalities I Lab**
☐	**PTA 110**	**Therapeutic Exercise**
☐	**PTA 111**	**Therapeutic Exercise Lab**
☐	**PTA 115**	**Clinical Kinesiology**
☐	**PTA 116**	**Clinical Kinesiology Lab**
☐	**PTA 125**	**Measurement Techniques**
☐	**PTA 126**	**Measurement Techniques Lab**
☐	**PTA 130**	**Advanced Therapeutic Exercise**
☐	**PTA 131**	**Advanced Therapeutic Exercise Lab**
☐	**PTA 140**	**Clinic I**
☐	**PTA 201**	**Prosthetics/Orthotics**
☐	**PTA 202**	**Prosthetics/Orthotics Lab**
☐	**PTA 203**	**Cardiopulmonary**
☐	**PTA 204**	**Cardiopulmonary Lab**
☐	**PTA 205**	**Modalities II**
☐	**PTA 206**	**Modalities II Lab**
☐	**PTA 207**	**Rehabilitation Techniques**
☐	**PTA 208**	**Rehabilitation Techniques Lab**
☐	**PTA 210**	**Clinical Forum**
☐	**PTA 240**	**Clinic II**

Prerequisite Notes

The following courses must each be passed with a minimum grade of "B-"(2.7) and may be repeated only once: BIO 138 (or BIO 141 and BIO 142 each), ALH 100, ENG 111, COM 101 or COM 257 and PTA 101.

BIO 138 or (BIO 141 and BIO 142) must be taken within 5 years of beginning the Physical Therapist Assistant (PTA) Program and may be repeated only once.

PTA Course Notes

Admission to the PTA Program is required before taking all PTA Courses with the exception of PTA 101 which is a which is a prerequisite course.

Students must pass each PTA didactic (lecture and laboratory) course with a minimum grade of "B-" (2.7). Students must pass each PTA clinical education course (PTA 140 & 240). PTA 140 & 240 courses will be pass/fail; no grade will be given. Each course may be repeated only once.

PTA Program of Study Notes

Students must finish their Associate Degree in Applied Science requirements before receiving their Physical Therapist Assistant Certificate.

The Physical Therapist Assistant Program at Mid Michigan College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) (3030 Potomac Ave, Alexandria, VA 22305-3085; phone (800) 999-2782; accreditation@apta.org; http://www.capteonline.org).

AAS.PBH 2022-2023 04/04/2022

AAS.PBH (Associate in Applied Science Degree: Public Health)		
A minimum of 62 credits is required to complete this program.		
Communication Skills (Group I) - 9 credit hours		
☐	ENG 111	Freshman English Composition
☐	ENG 222	Expository Writing & Research
☐	COM 101	Fundamentals of Communication
	OR COM 257	Public Speaking
Science and Mathematics (Group II) – 9 credit hours		
☐	MAT 105	Intermediate Algebra
☐	MAT 212	Introduction to Probability and Statistics
☐	BIO 131	Basic Anatomy and Physiology
Social Sciences (Group III) - 6 credit hours		
☐	PSY 101	Introduction to General Psychology
☐	SSC 200	The Social Sciences and Contemporary America
Humanities (Group IV) - 6 credit hours		
☐	HUM 200	Modernity and Culture
	OR HUM 253	American Culture
☐	PHL 220	Ethical Issues
Health Education (Group V) - 32 credit hours Generalist or Health Navigator		
☐	HED 106	Healthy Lifestyles
☐	HED 110	Introduction to Public Health
☐	HED 111	Introduction to Health Education Theories
☐	HED 120	Health Care Delivery
☐	HED 121	Health Insurance
☐	HED 122	Accessing & Analyzing Health Information
☐	HED 203	Leadership for Health Professions
☐	HED 205	CPR and First Aid
☐	HED 252	Environmental Health
☐	HED 285	Community Health
☐	HED 289	Public Health Internship

AAS.RAD 2022-2023 04/04/2022

AAS.RAD (Associate in Applied Science Degree: Radiography)

A minimum of 68 credits is required to complete this program.

Prerequisites to the Program – 17-19 credit hours		
☐	**ALH 100**	**Medical Terminology**
☐	**ENG 111**	**Freshman English Composition**
☐	**MAT 104**	**Basic Algebra**
☐	**BIO 138**	**Human Anatomy and Physiology**
	OR BIO 141 AND	**Anatomy and Physiology I**
	BIO 142	**Anatomy and Physiology II**
	Completion of BIO 141 and BIO 142 is recommended to students intending to transfer to a four-year institution.	
Other Required courses - 12 credit hours		
☐	**COM 101**	**Fundamentals of Communication**
	OR COM 257	**Public Speaking**
☐	**PSY 101**	**Introduction to General Psychology**
☐	**SSC 200**	**The Social Sciences and Contemporary America**
Applied Arts and Sciences (Group V) - 45 credit hours		
	First Semester	
☐	**RAD 100**	**Introduction to Radiologic Technology**
☐	**RAD 110**	**Radiation Physics**
☐	**RAD 113**	**Radiation Biology**
	Second Semester	
☐	**RAD 115**	**Principles of Radiographic Exposure**
☐	**RAD 130**	**Radiographic Procedures I**
☐	**RAD 213**	**Radiation Protection**
	Third Semester	
☐	**RAD 175**	**Radiographic Procedures II**
☐	**RAD 180**	**Clinical Experience I**
	Fourth Semester	
☐	**RAD 201**	**Clinical Issues in Radiography I**
☐	**RAD 205**	**Clinical Experience II**
☐	**RAD 211**	**Sectional Anatomy**
☐	**RAD 217**	**Advancements in Imaging**
	Fifth Semester	
☐	**RAD 221**	**Clinical Issues in Radiography II**
☐	**RAD 250**	**Clinical Experience III**

Program Notes

All courses in a semester must be passed with a minimum grade of “C” to progress to the next semester.
BIO 138 (or BIO 141 & BIO 142 each) must be passed with a minimum grade of “B-“.
Anatomy and Physiology courses must be completed within five (5) years prior to the student's program admission date.
Prerequisites for this program may only be repeated once.

NUR.ADN2 2022-2023 04/04/2022

NUR.ADN2 (Associate Degree in Nursing)

A minimum of 65 credits is required to complete this program. Group I and Group II courses must be completed to apply to the Nursing Program.

Communication Skills (Group I) - 6 credit hours		
☐	**ENG 111**	**Freshman English Composition**
☐	**COM 101**	**Fundamentals of Communication**
	OR COM 257	**Public Speaking**
Science and Mathematics (Group II) – 9 credit hours		
☐	**MAT 104**	**Basic Algebra**
☐	**BIO 138**	**Human Anatomy & Physiology**
	OR BIO 141	**Anatomy & Physiology I**
	AND BIO 142	**Anatomy & Physiology II**
Social Sciences (Group III) - 3 credit hours		
☐	**SSC 200**	**The Social Sciences & Contemporary America**
Humanities (Group IV) - 3 credit hours		
☐	**HUM 200**	**Modernity & Culture**
	OR HUM 253	**American Culture**
Highly Recommended Group - 10 credit hours		
☐	**ALH 100**	**Medical terminology**
☐	**CHM 225**	**Survey of Organic Biological Chemistry**
☐	**BIO 210**	**Microbiology**
Applied Arts & Sciences (Group V) - 44 credit hours		
☐	**NUR 101**	**Foundations in Nursing**
☐	**NUR 150**	**Pharmacology in Nursing**
☐	**NUR 151**	**Assessment in Nursing**
☐	**NUR 102**	**Adult Health I**
☐	**NUR 103**	**Mental Health Nursing**
☐	**NUR 202**	**Adult Health II**
☐	**NUR 203**	**Family Centered Nursing**
☐	**NUR 204**	**Adult Health III**
☐	**NUR 227**	**Leadership in Nursing**
☐	**NUR 229**	**Capstone**
☐	**NUR 132**	**Program Readmission Practicum**

Program of Study Notes

All NUR courses in a semester must be passed with a minimum grade of "78%" to progress to the next semester. For those intending to transfer, it is strongly recommended to take BIO.141 and BIO.142. Please speak with your advisor or Nursing Director. BIO. 138, BIO. 141 & BIO. 142 courses must be passed with a minimum grade of "B-" to enter the program. BIO. 141 & BIO. 142 courses must also be taken at the same institution. If students have taken BIO. 138, BIO. 141 & BIO. 142 courses prior to admission to the Nursing Program, the courses must have been completed within five (5) years of the date the student formally begins the Nursing Program.

Prerequisites may be repeated only once, which includes withdrawals.

Admissions to the Mid Michigan College Nursing Program is based on a Selective Admission Process. Highly Recommended Courses will be awarded additional bonus points toward overall admission score. For further information contact the Nursing Department.

Final acceptance into the nursing program is based on results of a criminal background check and urine drug screen.

All NUR courses require a signature on the registration form from the Director of Nursing. Entry level students will receive this form at the orientation scheduled for incoming nursing students.

AS.HST 2022-2023 04/04/2022

AS.HST (Associate in Science Degree: Health Science Transfer)

A minimum of 62 credits is required to complete this program.

Communication Skills (Group I) - 9 credit hours		
☐	ENG 111	Freshman English Composition
☐	ENG 222	Expository Writing & Research
☐	COM 101	Fundamentals of Communication
	OR COM 257	Public Speaking
Science and Mathematics (Group II) – 15 credit hours		
☐	MAT 107*	College Algebra
	OR MAT 114	Mathematical Literacy
	OR MAT 212	Introduction to Probability and Statistics
	*MAT 124, 126, 225, 226, 230, and 240 also satisfy this requirement. Other MAT courses do not.	
	Two courses from different subject areas selected from the MTA Natural Science List	
☐		
☐		
	Math/Science Elective	
☐		
Social Sciences (Group III) - 9 credit hours		
	Three courses from at least two different subject areas selected from the MTA Social Science List	
☐		
☐		
☐		
Humanities (Group IV) - 9 credit hours		
	Three courses from at least two different subject areas selected from the MTA Humanities List	
☐		
☐		
☐		
Electives – credits to reach minimum of 62		
	Select courses from Group II, Group V (ALH, CIS 100, CTG, EEG, MRI, NUR, RAD, PHT, PTA), or Group VI (HED).	
☐	Elective	
☐	Elective	
☐	Elective	
☐	Elective	
☐	Elective	
☐	Elective	
☐	Elective	

AS.MSC 2022-2023 04/04/2022

AS.MSC (Associate in Science Degree: Math and Science Studies Transfer) Requirements

A minimum of 60 credits is required to complete this program.

Communication Skills (Group I) - 9 credit hours		
☐	**ENG 111**	**Freshman English Composition**
☐	**ENG 222**	**Expository Writing & Research**
☐	**COM 101**	**Fundamentals of Communication**
	OR COM 257	**Public Speaking**
Science and Mathematics (Group II) – 24 credit hours		
	A minimum of 9 credits of Mathematics and Natural Science courses must be at the 200 level. (SCI 200 excluded)	
☐	**MAT 107***	**College Algebra**
	OR MAT 114	**Mathematical Literacy**
	OR MAT 212	**Introduction to Probability and Statistics**
	***MAT 124, 126, 225, 226, 230, and 240 also satisfy this requirement. Other MAT courses do not.**	
	Two courses from different subject areas selected from the MTA Natural Science List	
☐		
☐		
	Math/Science Electives	
☐		
☐		
☐		
☐		
Social Sciences (Group III) - 6 credit hours		
	Two courses from different subject areas selected from the MTA Social Science List	
☐		
☐		
Humanities (Group IV) - 6 credit hours		
	Two courses from at least two different subject areas selected from the MTA Humanities List	
☐		
☐		
Electives – credits to reach minimum of 60		
	Select courses from Groups I, II, III, IV, and VIII. A maximum of 6 Credits can come from Group VI (HED, HAS). (From Group V, BUS 213, CIS 175, CIS 275, and either CAD 201 or CAD 210 can be applied) MID courses and courses numbered below the 100 level are NOT applicable.	
☐	**Elective**	
☐	**Elective**	
☐	**Elective**	
☐	**Elective**	
☐	**Elective**	
☐	**Elective**	
☐	**Elective**	

Training Credential: Administrative Assistant Professional

AAP.TC 2022-2023 04/04/2022

AAP.TC (Training Credential: Administrative Assistant Professional)		
A minimum of 31 credits is required to complete this program.		
First Semester (Fall) 15 credit hours)		
o	**AAP 120**	**Office Mathematics**
o	**AAP 140**	**Beginning Word Processing/Keyboarding**
o	**AAP 200**	**Advanced Word Processing Applications**
o	**CIS 100**	**Introduction to Information Systems**
o	**ENG 111**	**Freshman English Composition**
Second Semester (Winter) - 16 credit hours		
o	**AAP 142**	**Intermediate Word Processing/Keyboarding**
o	**AAP 164**	**Business Communications I**
o	**AAP 232**	**Introduction to Social Media Marketing**
o	**ACC 201**	**Financial Accounting**
o	**COM 101**	**Fundamentals of Communication**
	OR COM 257	**Public Speaking**

Training Credential: Virtual Administrative Assistant Professional

AAP.TC.VAA 2022-2023 04/04/2022

AAP.TC.VAA (Training Credential: Virtual Administrative Assistant Professional)		
A minimum of 34 credits is required to complete this program.		
First Semester (Fall) - 18 credit hours		
☐	**AAP 130**	**Creating a Virtual Office**
☐	**CIS 100**	**Introduction to Information Systems**
☐	**BUS 122**	**Principles of Management**
☐	**AAP 142**	**Intermediate Word Processing/Keyboarding**
☐	**AAP 232**	**Social Media Marketing**
	ART 152	**Introduction to Web Design**
	OR CIS 135	**Introduction to Web Design**
Second Semester (Winter) - 16 credit hours		
☐	**ACC 201**	**Financial Accounting**
☐	**AAP 254**	**Office Procedures**
☐	**AAP 242**	**Useful Apps for the Administrative Assistant**
☐	**AAP 236**	**Event Planning**
☐	**CIS 130**	**Applications with Microcomputers**

Training Credential: Advanced Integrated Manufacturing – Automation

AIM.TC.ATM 2022-2023 04/04/2022

AIM.TC.ATM (Training Credential: Advanced Integrated Manufacturing - Automation/Robotics)		
A minimum of 33 credits is required to complete this program.		
First Semester - 17 credit hours		
☐	**AIM 101**	**Machine Shop Practices I**
☐	**AIM 103**	**Introduction to Robotics**
☐	**AIM 106**	**Intro to Metrology**
☐	**AIM 113**	**Introduction to CNC Programing**
☐	**AIM 160**	**Introduction to Programable Logic Controls**
Second Semester - 17 credit hours		
☐	**AIM 102**	**Machine Shop Practices II**
☐	**AIM 104**	**Blueprint Reading**
☐	**AIM 107**	**Introduction to Electricity**
☐	**AIM 150**	**Robotics Programming**
☐	**MAT 170**	**Technical Math**

Training Credential: Advanced Integrated Manufacturing – Machine Tool Operation

AIM.TC.MTO 2022-2023 04/04/2022

AIM.TC.MTO (Training Credential: Advanced Integrated Manufacturing - Machine Tool Operation)		
A minimum of 32 credits is required to complete this program.		
First Semester - 17 credit hours		
☐	**AIM 101**	**Machine Shop Practices I**
☐	**AIM 104**	**Blueprint Reading for Trades**
☐	**AIM 106**	**Intro to Metrology**
☐	**AIM 113**	**Introduction to CNC Programing**
☐	**MAT 170**	**Technical Math**
Second Semester - 15 credit hours		
☐	**AIM 102**	**Machine Shop Practices II**
☐	**AIM 116**	**CNC Programing**
☐	**AIM 140**	**Metallurgy & Industrial Materials**
☐	**AIM 213**	**CNC Programing II (Prereq AIM.113)**

Training Credential: Automotive and Diesel Service Technology

AMS.TC 2022-2023 04/04/2022

AMS.TC (Training Credential: Automotive and Diesel Service Technology)		
A minimum of 45 credits is required to complete this program.		
First Semester - 24 credit hours		
☐	**AMS 101**	**Intro.-Automotive Service Technology**
☐	**AMS 104**	**Basic Automotive Electricity**
☐	**AMS 109**	**Small Engines and Engine Fundamentals**
☐	**AMS 110**	**Auto Engine Fundamentals & Overhaul**
☐	**AMS 116**	**Electrical Systems I: Electrical Accessories**
☐	**AMS 125**	**Engine Performance I**
☐	**AMS 205**	**Steering and Suspension systems**
Second Semester - 21 credit hours		
☐	**AMS 124**	**Automotive Heating & Air Conditioning**
☐	**AMS 126**	**Engine Performance II**
☐	**AMS 206**	**Brakes**
☐	**AMS 214**	**Automatic Transmissions**
☐	**AMS 222**	**Manual Transmissions and Drive Train**
☐	**AMS 240**	**Automotive Diesel Performance and Diagnostics**
☐	**MAT 101**	**Basic Mathematics**

Training Credential: Computer Aided Drafting and Design Technology

TC.CAD 2022-2023 04/04/2022

TC.CAD (Training Credential: Computer Aided Drafting and Design Technology)		
A minimum of 41 credits is required to complete this program.		
Communication Skills (Group I) - 6 credit hours		
☐	**ENG 111**	**Freshman English Composition**
☐	**COM 101**	**Fundamentals of Communication**
	OR COM 257	**Public Speaking**
Science and Mathematics (Group II) – 3 credit hours		
☐	**MAT 170**	**Technical Math II**
Applied Arts and Sciences (Group V) - 32 credit hours		
☐	**CIS 100**	**Introduction to Information Processing Systems**
☐	**CAD 101**	**Technical Drawing**
☐	**CAD 120**	**Introduction to AutoCAD**
☐	**CAD 201**	**Mechanical Detail Drafting w/CAD**
☐	**CAD 210**	**Introduction to SolidWorks**
☐	**CAD 211**	**Advanced SolidWorks Applications**
☐	**CAD 280**	**CAD Program and Software Certification**
☐	**AIM 101**	**Basic Machine Shop Practices**
☐	**AIM 106**	**Precision Measurement**
☐	**AIM 113**	**CNC Machining**

Training Credential: Early Childhood Education

ECE.TC 2022-2023 04/04/2022

ECE.TC (Training Credential: Early Childhood Education)		
A minimum of 31 credits is required to complete this program.		
First Semester - 14 credit hours		
☐	**ECE 101**	**Introduction to Early Childhood Education**
☐	**ECE 112**	**Infant Toddler Development**
☐	**CIS 100**	**Introduction to Information Systems**
☐	**ENG 111**	**Freshman English Composition**
Second Semester - 17 credit hours		
☐	**ECE 113**	**Early Childhood Development and Learning**
☐	**ECE 114**	**Interacting with Children, Parent/Adult Child Relations**
☐	**MAT 101**	**Basic Mathematics**
☐	**HES 100**	**Human Lifespan Development**
☐	**COM 101**	**Fundamentals of Communication**
	OR COM 257	**Public Speaking**

Training Credential: Geothermal Technology

HRA.GEO.TC 2022-2023 04/04/2022

HRA.GEO.TC (Training Credential: Geothermal Technology)		
A minimum of 19 credits is required to complete this program. **Courses must be taken in sequence.** **This program is not intended for students without collegiate or professional experience.**		
☐	**HRA 251**	**Geothermal Basics**
☐	**HRA 254**	**Air Source Heat Pumps**
☐	**HRA 261**	**Geothermal System Design**
☐	**HRA 262**	**Geothermal Loop Systems**
☐	**HRA 263**	**Closed Loop Ground Source Heat Pump Installation Workshop IGSHPA**
☐	**HRA 265**	**Geothermal Research and Development**

Training Credential: HRA – Facilities, Heating, and Electricity Specialist

HRA.TC.HEAT 2022-2023 04/04/2022

HRA.TC.HEAT (Training Credential: HRA - Facilities, Heating, and Electricity Specialist)		
A minimum of 25 credits is required to complete this program.		
First Semester - 15 credit hours		
☐	**HRA 116**	**Fundamentals of Electricity**
☐	**HRA 205**	**Motors & Controls**
☐	**HRA 106**	**Heating Fundamentals**
☐	**HRA 108**	**Heating Systems**
☐	**HRA 226**	**Residential HVAC Load and Distribution Determination**
Second Semester - 8 credit hours		
☐	**HRA 191**	**Introduction to Facilities Plumbing Maintenance**
☐	**HRA 105**	**Hydronics**
☐	**HRA 285**	**HRA Internship**
Third Semester - 3 credit hours		
☐	**HRA 215**	**HRA Controls**

Training Credential: HRA – Refrigeration and Air Conditioning Specialist

HTA.TC.RAC 2022-2023 04/04/2022

HRA.TC.RAC (Training Credential: HRA - Refrigeration and Air Conditioning Specialist)		
A minimum of 25 credits is required to complete this program.		
First Semester - 5 credit hours		
☐	**HRA 116**	**Fundamentals of Electricity**
☐	**HRA 205**	**Motors & Controls**
Second Semester - 11 credit hours		
☐	**HRA 102**	**Refrigeration Fundamentals**
☐	**HRA 104**	**Residential Refrigeration**
☐	**HRA 285**	**HRA Internship**
☐	**HRA 204**	**Light Commercial Refrigeration**
Third Semester - 9 credit hours		
☐	**HRA 198**	**EPA Refrigerant Handler Certification**
☐	**HRA 220**	**Commercial Refrigeration Design**
☐	**HRA 215**	**HRA Controls**
☐	**HRA 240**	**Advanced Commercial Refrigeration**

Training Credential: Management and Marketing Level II

BUS.TC.MGTMKTG 2022-2023 04/04/2022

BUS.TC.MGTMKTG (Training Credential: Business Management and Marketing - Level II)		
A minimum of 25 credits is required to complete this program.		
First Semester (12 credits)		
☐	**BUS 122**	**Management Theory & Practice**
☐	**BUS 151**	**Introduction to Business Issues**
☐	**BUS 213**	**Business Law and Ethics**
☐	**BUS 162**	**Principles of Marketing**
Second Semester (13-14 credits)		
☐	**ACC 201**	**Financial Accounting**
☐	**BUS 231**	**Principles of Advertising**
☐	**BUS 225**	**International Business**
☐	**ACC 211**	**Managerial Accounting**
	OR BUS 171	**Business Communications II**
	OR BUS 241	**Human Resources Management**

Training Credential: Michigan Land Title

BUS.TC.MLTA 2022-2023 06/28/2022

BUS.TC.MLTA (Training Credential: Michigan Land Title Association)		
A minimum of 30 credits is required to complete this program.		
☐	**BUS 151**	**Introduction to Business Issues**
☐	**BUS 162**	**Principles of Marketing**
☐	**BUS 171**	**Principles of Sales**
☐	**BUS 213**	**Business Law and Ethics**
☐	**BUS 291**	**Internship**
☐	**BUS 299**	**Special Topics**
☐	**CIS 221**	**Computers in Business**
☐	**ENG 111**	**Freshman English Composition**
☐	**ACC 201**	**Financial Accounting**
☐	**COM 101**	**Fundamentals of Communication**
☐	**OR COM 257**	**Public Speaking**

Training Credential: Medical Assistant

MA.TC 2022-2023 04/04/2022

MA.TC (Training Credential: Medical Assistant)		
A minimum of 36 credits is required to complete this program.		
First Semester - 16 Credit Hours		
	First 8 Weeks	
☐	**ALH 100**	**Medical Terminology**
☐	**BIO 120**	**Intro to Human Disease**
☐	**MAT 102**	**Algebraic Concepts**
☐	***ALH 212**	**Clinical Procedures I**
	Second 8 Weeks	
☐	***ALH 214**	**Clinical Procedures II**
☐	**HED 205**	**CPR/AED/First Aid**
Second Semester - 20 Credit Hours		
	First 8 Weeks	
☐	**ALH 112**	**Insurance Billing**
☐	***ALH 213**	**Pharmacology for the Medical Assistant**
☐	**ALH 220**	**Medical Law and Ethics**
	Second 8 Weeks	
☐	**AAP 255**	**Procedures for the Medical Office**
☐	***ALH 230**	**Laboratory Procedures for the Medical Office**
☐	***ALH 250**	**Medical Assistant Office Externship**
Optional - 3 Credit Hours		
☐	**ALH 290**	**Exam Preparation**

Program Notes

All courses marked with an asterisk (*) are Restricted Enrollment Classes. The student must get a signature from the Program Director or the Associate Dean of Health Sciences to be granted permission to the take these courses.

Completion of BIO 120 must be taken within five years of being accepted into ALH 212.

All courses leading to the completion of the Medical Assistant degree must be taken with a minimum grade of C and may be repeated only once, including withdrawals.

A cumulative GPA of 2.5 (C+) is required to be eligible to be selected into the MA program classes (ALH 212, ALH 213, ALH 214, ALH 230, ALH 250).

Training Credential: Small Business Management / Entrepreneurship

BUS.TC.SBM 2022-2023 04/04/2022

BUS.TC.SBM (Training Credential: Small Business Management/Entrepreneurship)		
A minimum of 32 credits is required to complete this program.		
First Semester (16 credits)		
☐	**ACC 201**	**Financial Accounting**
☐	**BUS 122**	**Management Theory & Practice**
☐	**BUS 151**	**Introduction to Business Issues**
☐	**BUS 162**	**Principles of Marketing**
☐	**MAT 105**	**Intermediate Algebra**
Second Semester (16 credits)		
☐	**ACC 211**	**Managerial Accounting**
☐	**BUS 213**	**Business Law and Ethics**
☐	**BUS 171**	**Principles of Sales**
	OR BUS 241	**Human Resources Administration**
☐	**BUS 255**	**Entrepreneurial Finance**
☐	**BUS 250**	**Entrepreneurship and Innovation**

Training Credential: Welding

WLD.TC 2022-2023 04/04/2022

WLD.TC (Training Credential: Welding Technology)		
A minimum of 35 credits is required to complete this program.		
First Semester - 12 credit hours		
☐	**WLD 126**	**SENSE IA**
☐	**CAD 101**	**Technical Drawing**
☐	**AIM 140**	**Metallurgy & Industrial Materials**
☐	**MAT 170**	**Technical Mathematics II**
Second Semester - 9 credit hours		
☐	**WLD 127**	**SENSE IB**
☐	**WLD 130**	**Metal Fabrication**
☐	**CAD 120**	**Introduction to AutoCAD**
Third Semester - 11 credit hours		
☐	**WLD 225**	**Advanced Welding**
☐	**WLD 245**	**Pipe Welding OR**
	OR AIM 101	**Basic Machine Shop Practices**

Certificate: Advanced Integrated Manufacturing – Pre-Apprentice

CERT.AIM.APPRENTICE 2022-2023 04/04/2022

CERT.AIM.APPRENTICE (Certificate: Advanced Integrated Manufacturing - Pre-Apprentice) Requirements		
A minimum of 12 credits is required to complete this program.		
First Semester - 6-7 credit hours		
☐	**AIM 101**	**Basic Machine Shop Practices**
	OR AIM 101X	**Machine Shop Practices I Pt 1**
	AND AIM 101Y	**Machine Shop Practices I Pt 2**
☐	**AIM 103**	**Fundamentals of Industrial Robotics**
	OR AIM 110	**Manufacturing Production Processes**
Second Semester - 6-7 credit hours		
☐	**AIM 102**	**Machine Shop Practices II**
	OR AIM 102X	**Machine Shop Practices II Pt 1**
	AND AIM 102Y	**Machine Shop Practices II Pt 2**
☐	**AIM 106**	**Introduction to Metrology**
	OR AIM 299	**Special Topics: Manufacturing Internship**

Certificate: Computed Tomography Technology

CTG.C 2022-2023 04/04/2022

CTG.C (Certificate: Computed Tomography Technology)		
A minimum of 16 credits is required to complete this program.		
First Semester - 8 credit hours		
☐	**CTG 210**	**CT Patient Care and Safety**
☐	**CTG 215**	**Principles of CT**
☐	**CTG 230**	**CT Procedures and Pathophysiology II**
☐	**CTG 240**	**CT Clinical Practice I**
Second Semester - 8 credit hours		
☐	**CTG 220**	**Financial Accounting**
☐	**CTG 231**	**Advanced Word Processing Applications**
☐	**CTG 241**	**Intermediate Word Processing/Keyboarding**

Certificate: Criminal Justice State Corrections

CJS.C.CORRECTIONS 2022-23 6/28/2022

CJS.C.CORRECTIONS (Certificate: Corrections)		
A minimum of 18 credits is required to complete this program.		
☐	**CJS.200**	**Introduction to Law Enforcement and Criminal Justice**
☐	**CJS.221**	**Legal Issues in Corrections**
☐	**CJS.222**	**Correctional Facilities and Institutions**
☐	**CJS.223**	**Client Growth & Development in Corrections**
☐	**CJS.224**	**Client Relations**
☐	**CJS.207**	**Communications in Criminal Justice**

NOTES:

1. All coursework must be completed with a minimum grade of "C".
2. All credits must be taken at Mid.

Certificate: Criminal Justice Law Enforcement

CJS.C.LAWENFORCEMENT 2022-23 6/28/2022

CJS.C.LAWENFORCEMENT (Certificate: Law Enforcement)		
A minimum of 18 credits is required to complete this program.		
☐	**CJS.200**	**Introduction to Law Enforcement and Criminal Justice**
☐	**CJS.220**	**Introduction to Corrections**
☐	**CJS.207**	**Communications and the Police Officer**
☐	**CJS.201**	**Criminal Law for the Police Officer**
Two (2) of the Following courses are required to complete the program		
☐	**CJS.202**	**Juvenile Law and Procedures**
☐	**CJS.203**	**Fundamentals of Supervision and Management**
☐	**CJS.204**	**Criminal Investigation**
☐	**CJS.205**	**Evidence and the Police Officer**
☐	**CJS.206**	**Police Patrol Operations**

NOTES:

1. All coursework must be completed with a minimum grade of "C".
2. All credits must be taken at Mid.

Certificate: Business Management and Marketing Level I

CERT.MGTMKTG 2022-2023 04/04/2022

CERT.MGTMKTG (Certificate: Business Management and Marketing - Level I)		
A minimum of 16 credits is required to complete this program.		
Required Courses (16 credits)		
☐	**BUS 122**	**Management Theory & Practice**
☐	**BUS 151**	**Introduction to Business Issues**
☐	**BUS 213**	**Business Law and Ethics**
☐	**BUS 162**	**Principles of Marketing**
☐	**ACC 201**	**Financial Accounting**

Certificate of Achievement: Pharmacy Technician Specialist

PHT.C 2022-2023 04/04/2022

PHT.C (Certificate of Achievement: Pharmacy Technician Specialist)		
First Semester - 13 credit hours		
☐	**PHT 104**	**Orientation to Pharmacy & Community Pharmacy Practice**
☐	**PHT 105**	**Pharmacy Law**
☐	**PHT 106**	**Pharmaceutical Calculations**
☐	**PHT 113**	**Orientation to Institutional Pharmacy Practice**
Second Semester - 11 credit hours		
☐	**PHT 114**	**Pharmacology for Pharmacy Technicians**
☐	**PHT 115**	**Pharmacy Technician Clinical**

NOTES:

* All courses in a semester must be passed with a minimum grade of C to progress to the next semester.
* Students must maintain a minimum GPA of 2.0.
* PHT courses may be repeated only once.
* Limited Enrollment Program. Student must be admitted to PHT program prior to registering for PHT classes.

Certificate: Pre-Apprentice Welding

WLD.C.APP 2022-2023 04/04/2022

WLD.C.APP (Certificate: Pre-Apprentice Welding)	
A minimum of 12 credits is required to complete this program.	
First Semester - 3 credit hours	
☐ **WLD 126**	**SENSE IA**
Second Semester - 6 credit hours	
☐ **WLD 127**	**SENSE IB**
☐ **WLD 130**	**Metal Fabrication**
Third Semester - 3 credit hours	
☐ **WLD 245**	**Pipe Welding**

Certificate: Pre-Apprentice Welding CTE

WLD.C.APPCTE 2022-2023 04/04/2022

WLD.C.APPCTE (Certificate: Pre-Apprentice Welding CTE)	
A minimum of 12 credits is required to complete this program.	
First Semester - 3 credit hours	
☐ **WLD 126**	**SENSE IA**
Second Semester - 3 credit hours	
☐ **WLD 127**	**SENSE IB**
Third Semester - 3 credit hours	
☐ **WLD 130**	**Metal Fabrication**
Fourth Semester - 3 credit hours	
☐ **WLD 245**	**Pipe Welding**

MTA.ND (Non-Degree: Michigan Transfer Agreement)

A minimum of 30 credits is required to complete the MTA. At least 1 course must be taken at Mid Michigan College. Coursework transferred from other institutions that does not have a direct Mid Michigan College equivalent may be eligible to satisfy MTA, dependent on evaluation.

Designated MTA courses: EACH course must be completed with a minimum grade of C.

English Composition

☐	ENG 111	Freshman English Composition	

Communication

☐	ENG 222	Expository Writing & Research	
	OR COM 101	Fundamentals of Communication	
	OR COM 257	Public Speaking	

Mathematics

☐	MAT 107	College Algebra	
	OR MAT 114	Mathematical Reasoning	
	OR MAT 212	Introduction to Probability and Statistics	

MAT 124, MAT 126, MAT 225, MAT 226, MAT 230, and MAT 240 also fulfill this requirement.

Natural Science

Two of the following, each from a different subject area:

BIO 100, 101, 103, 107, 111, 112, 131, 135, 141, 142, 201, 203, 210, 245; CHM 105, 106, 111, 112, 245/246, 255/256; GEL 101, 112; PHY 101, 105, 211; PSC 101, 102; SCI 200. At least one must be a laboratory science.

☐		MTA Natural Science
☐		MTA Natural Science

Social Science

Two of the following, each from a different subject area:

ANT 170; ECO 110, 201, 202; HIS 211, 212, 223; POL 201, 250; PSY 101, 103, 205, 212, 230, 240, 285; SOC 101, 200, 202, 211, 220, 250, 289; SSC 111, 195, 200, 253.

☐		MTA Social Science
☐		MTA Social Science

Humanities

Two of the following, each from a different subject area:

ART 283, 284; ENG 112, 201, 202, 205, 206, 213, 226, 253, 289; FRN 101, 102; GER 101, 102; HIS 101, 102; HUM 101, 102, 183, 200, 205, 210, 225, 242, 253, 283; MUS 275; PHL 201, 205, 210, 220, 250;

REL 111, 200, 225, 250; SPN 101, 102, 201; TAI 275. Only one Language course may be applied.

☐	**MTA Humanities**
☐	**MTA Humanities**
Additional Coursework	
If necessary, additional Designated MTA courses (from above lists) to total or exceed 30 credit hours.	
☐	**MTA Additional Course (if needed)**
☐	**MTA Additional Course (if needed)**

Many Michigan four-year colleges and universities are part of the Michigan Transfer Agreement. The Agreement requires completion of 30 credit hours of coursework in general education areas. If a student has successfully completed the appropriate coursework, that student's transcript will be marked "MTA Satisfied". Participating four-year colleges and universities will accept that as completion of 30 credits toward their general education requirements. Students intending to transfer should contact their intended transfer institution. The MTA requires that colleges list coursework which is applicable.

Course Descriptions

Course numbers and names are listed, followed by the number of credit hours and the number of lecture and lab hours. Prerequisites, courses that must be completed before the listed course can be taken, and corequisites, courses that can be taken before or at the same time as the listed course, are also included.

Administrative Assistant Professional (AAP)

AAP 100 Keyboarding 1(1-0)

This course is for anyone who wishes to develop basic touch keyboarding (typewriting) skills on computers. Using the touch method, students learn to key (type) alphabetic, numeric, punctuation, and symbol keys; and use the ten-key pad. In addition to classroom work, students are required to complete a minimum of one half-hour of computer lab work per week.

AAP 120 Office Mathematics 3(3-0)

This course covers basic mathematical operations and concepts as applied to a variety of business and personal situations. Examples of topics: review of arithmetic operations, fractions, decimals, mortgages, taxes, checking accounts, payroll, and consumer and business credit.

AAP 120A Office Mathematics Pt. 1 1(1-0)

This course covers basic mathematical operations and concepts as applied to a variety of business and personal situations. Examples of topics: review of arithmetic operations, fractions, decimals, mortgages, taxes, checking accounts, payroll, and consumer and business credit. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

AAP 120B Office Mathematics Pt. 2 1(1-0)

This course covers basic mathematical operations and concepts as applied to a variety of business and personal situations. Examples of topics: review of arithmetic operations, fractions, decimals, mortgages, taxes, checking accounts, payroll, and consumer and business credit. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

AAP 130 Creating a Virtual Office 3(3-0)

Students will learn how to become a virtual administrative assistant, including what a virtual administrative assistant does and how to provide virtual assistant services, how to develop skills to succeed in a virtual administrative assistant career, how to get hired for employment as a virtual administrative assistant, and how to start a virtual administrative assistant business and get customers.

AAP 136 Terminology and Proofreading 3(3-0)

This course helps the student build a better vocabulary and improve spelling and proofreading skills. Three hundred groups of commonly confused words and special lists of frequently misspelled terms are studied. Topics include working with the dictionary, pronunciation, phonetics, word division, prefixes and suffixes, plurals and possessives, and specialized and reference vocabularies. Students improve proofreading skills by identifying errors in typing, spelling, grammar, punctuation, capitalization, format, numbers, word division, and content using appropriate proofreader's marks.

AAP 138 Basic Legal Terminology 3(3-0)

This course is designed to give students knowledge and understanding of approximately 800 terms commonly used in the legal field. The students will learn to spell, define, and use the terms in a legal context. Students will learn correct pronunciation by studying pronunciation guides taken from the dictionary and by listening to CDs. Topics covered include courts and legal systems; litigation, pretrial, trial, proceedings, verdicts, judgements, and appeals; civil

actions; criminal law; probate, wills and estates; real property; contracts; leases; domestic relations, marriage, separation, and divorce; commercial paper; bankruptcy; agency; equity; partnerships; and corporations.

AAP 140 Beginning Word Processing/Keyboarding 3(3-0)

This course is for the beginning typist. Topics include mastery of the touch system, development of personal-use skills, basic letter styles, term papers, tabulation, and centering using the most current word processing software. Speed ranges of 25-40 words a minute are needed to pass.

AAP 140A Beginning Word Processing/Keyboarding Pt. 1 1(1-0)

This course is for the beginning typist. Topics include mastery of the touch system, development of personal-use skills, basic letter styles, term papers, tabulation, and centering using the most current word processing software. Speed ranges of 25-40 words a minute are needed to pass. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

AAP 140B Beginning Word Processing/Keyboarding Pt. 2 1(1-0)

This course is for the beginning typist. Topics include mastery of the touch system, development of personal-use skills, basic letter styles, term papers, tabulation, and centering using the most current word processing software. Speed ranges of 25-40 words a minute are needed to pass. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

AAP 142 Intermediate Word Processing/Keyboarding 3(3-0)

This course is designed to build marketable keyboarding (typewriting) skills. Business letters, business forms, speed, and accuracy are stressed. Students will use the most current word processing software to create documents. Speed ranges of 40-55 words a minute are needed to pass.

- *Prerequisite(s)* AAP 140 or equivalent

AAP 142A Intermediate Word Processing/Keyboarding Pt. 1 1(1-0)

This course is designed to build marketable keyboarding (typewriting) skills. Business letters, business forms, speed, and accuracy are stressed. Students will use the most current word processing software to create documents. Speed ranges of 40-55 words a minute are needed to pass. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

- *Prerequisite(s)* AAP 140 or equivalent

AAP 142B Intermediate Word Processing/Keyboarding Pt. 2 1(1-0)

This course is designed to build marketable keyboarding (typewriting) skills. Business letters, business forms, speed, and accuracy are stressed. Students will use the most current word processing software to create documents. Speed ranges of 40-55 words a minute are needed to pass. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

- *Prerequisite(s)* AAP 140 or equivalent

AAP 164 Business Communications I 3(3-0)

Students will learn/review basic grammar rules, punctuation rules, and sentence structure. Students will use the computer and current word processing software for realistic business office applications of the rules. Students will be introduced to machine transcription and will learn to use office reference manuals.

AAP 200 Advanced Word Processing Applications 3(3-0)

This course gives students hands-on experience and exposure to a wide variety of advanced word processing applications using computers and the most current word processing software. The advanced word processing features teach students the skills needed to pass expert certification exams. These exams validate a student's skills, and supply objective proof to an employer, or prospective employer, that the student knows how to use the software efficiently and productively. Microcomputers are used to produce a wide variety of documents, as well as ways in which the software program interacts with Windows and the Internet. Practice exercises and assignments are the primary source of instruction on the microcomputer. Microsoft Office Specialist (MOS) approved software is used to provide students with skills needed to complete the MOS Expert Certification Exam.

- *Prerequisite(s)* AAP 140 or equivalent

AAP 230 Written Correspondence I 3(3-0)

Using the computer, current word processing software, and a variety of reference materials, students develop skill and accuracy in transcribing from CDs and producing mailable documents. Transcription begins with sentences and expands to business letters and other correspondence. Emphasis is placed on correct spelling, grammar, and punctuation skills and proofreading.

AAP 232 Introduction to Social Media Marketing 3(3-0)

Do you have a Facebook account? What about Twitter, Snapchat, or Instagram accounts? Whether you use social media or not, knowing how to use it in the business world is crucial in order to survive and thrive in this age of digital communication. For the purposes of this course, you will be expected to open accounts in various social media platforms. You'll be exposed to Facebook, Twitter, Pinterest, Snapchat, Instagram, and various other social media. This course will introduce you to the basics as well as provide you with strategies to use when promoting a business or product using social media.

AAP 236 Intro to Event Planning 3(3-0)

This course includes everything the administrative assistant professional needs to plan, execute, and manage office events. Techniques and tactics covered include design, project management, site selection and development, safety and security, food and beverage service, entertainment, prizes and incentives, awards and recognition, etc.

AAP 238 Legal Transcription 3(3-0)

This course is an intense application of skills learned in business communications, English, keyboarding/word processing, transcription, and legal terminology. The student will transcribe dictated material into high-quality (mailable) documents using computers, current word processing software, cassette transcribing machines, and a variety of reference materials. A legal simulation will be used along with dictated documents on CD recordings.

- *Prerequisite(s)* AAP 138

AAP 240 Advanced Word Processing/Keyboarding 3(3-0)

Advanced keyboarding (typewriting) techniques as related to mailable production work are emphasized. Problem-solving ability is developed. To provide a realistic experience, a word processing simulation is used. Speed ranges from 55-70 words a minute are needed to pass.

- *Prerequisite(s)* AAP 142

AAP 242 Useful Apps 3(3-0)

This course is designed to give students knowledge and understanding of approximately 30 applications useful to an administrative assistant. Students will learn to apply mobile apps, to set up their preferences, and base preferences on which employees/customers can be served with customized content. Students will administer apps to track and observe employee/customer engagement, and utilize it to offer custom recommendations and updates to the employee/customer. Furthermore, students will manipulate apps to identify the location of the employee/customer in real-time to provide geography-specific content.

AAP 254 Office Procedures 3(3-0)

This is a course planned for the last semester of the student's program and is an intense application of skills learned in previous courses. Topics include dress and grooming for business, human relations, telephone etiquette, dictation techniques, job search strategies, effective research, oral presentation techniques, interview preparation, self-analysis and self-improvement, professionalism, and problem solving. Students participate in mock employment interviews and program assessment exit interviews with AAP advisory committee members. Other forms of AAP program assessment may be required. The student continues with preparation of high-quality (mailable) documents from both dictated and rough draft materials.

AAP 255 Medical Office Procedures 3(3-0)

This is a course that introduces and teaches medical assisting administrative tasks; teaches records management, medical communications, and scheduling skills; and describes procedures for preparing patients' charts and bills. Medical practice management and finances are also addressed. Multi-day simulations provide real-world experience with physician dictation. Topics include dress and grooming for business, human relations, telephone etiquette, dictation techniques, job search strategies, effective research and oral presentation techniques, interview preparation, self-analysis and self-improvement interviews.

AAP 259 Capstone 3(3-0)

This course is designed to be a capstone course for the office professional and provides a working knowledge of administrative office procedures. Emphasis is placed on written and oral communication skills, office software applications, office procedures, ethics, event planning, social media marketing, and professional development. Upon completion, students should be able to adapt in an office environment.

AAP 260 Admin Assistant Professional Internship 3(3-0)

Internship is a capstone course planned for the last semester of the Associate in Applied Science: Administrative Assistant Professional Degree. The students will be employed in an approved internship position selected by the college coordinator and faculty. A waiver may be allowed for the work component only with equivalent previous/present work experience as determined by the coordinator. Documentation by the employer will be required.

- *Prerequisite(s)* In order to be placed in a training site and enrolled in AAP 260, the student should have completed the first three semesters of the program and completed MID 150

AAP 264 Business Communications II 3(3-0)

This course studies approaches to verbal and nonverbal communications in business-related situations. Students will prepare written correspondence including business letters and formal business reports. Students will learn techniques for effective oral presentations including the basic creation and use of PowerPoint slides. Internet use is emphasized throughout the course.

AAP 290 Special Topics 3(3-0)

Accounting (ACC)

ACC 050 Accounting Basics 1(2-0)

This Individualized Learning Center course is a computerized accounting course designed for understanding of basic accounting concepts. The course may be taken as a review of such material or as initial preparation for further accounting studies.

ACC 201 Financial Accounting 4(4-0)

This course is an introduction to the accounting process including measurement, reporting, and interpretation of principles for assets, liabilities, owners' equity, revenues, and expenses. Covers service and merchandising types of businesses.

ACC 205 Payroll Accounting 3(4-0)

This course is designed as a study of the methods of computing wages and salaries, keeping payroll records, and making government reports. Students will practice completing government forms and filing of periodic reports. This course also introduces students to the processing of payroll through the use of the microcomputer. In addition to the classroom work, each student is required to do a minimum of one hour of individual laboratory work per week.

- *Prerequisite(s)* ACC 201 recommended

ACC 211 Managerial Accounting 4(4-0)

The emphasis in this course is on uses of accounting data internally by managers in directing the affairs of organizations. An introduction to financial statement analysis and manufacturing accounting included in addition to classroom work.

- *Prerequisite(s)* ACC 201 with a minimum grade of C

ACC 231 Principles of Cost Accounting 3(3-0)

This course covers the use of cost accounting as an aid to management decision making. Process, job order, and standard cost systems are covered in detail.

- *Prerequisite(s)* ACC 211

ACC 251 Tax Accounting I 3(3-0)

This course is designed for persons new or inexperienced in the preparation of federal and Michigan income tax returns. The emphasis is preparation of form 1040 and supporting schedules. Included is an introduction to computerized tax planning and preparation.

- *Prerequisite(s)* ACC 201 recommended

ACC 252 Tax Accounting II 3(3-0)

The emphasis in this course is placed on current tax law provisions. Topics include corporations, partnerships, and estates and trusts, as well as more complex individual tax returns.

- *Prerequisite(s)* ACC 251

ACC 261 Computerized Accounting 3(3-0)

An introduction to the use of computers in accounting, this course covers computerized business accounting systems including computerized payroll systems. In addition, there will be utilization of spreadsheets.

- *Prerequisite(s)* CIS 130, ACC 211

ACC 275 Intermediate Accounting I 3(3-0)

ACC 275 is the first of two intermediate accounting courses that describe accounting theory and principles for defining, measuring, and reporting financial information, with an emphasis on assets. The course will provide an opportunity to understand the challenges and limitations of accounting standards in order to critically evaluate and understand financial accounting. It will require the use of spreadsheets for problem solving and analysis.

- *Prerequisite(s)* ACC 211 with a minimum grade of C

ACC 276 Intermediate Accounting II 3(3-0)

ACC 276 is the second of two intermediate accounting courses that describe accounting theory and principles for defining, measuring, and reporting financial information, with an emphasis on Liabilities and Equity. Additionally, accounting for investments, leases, debt, and earnings per share will be considered. Provides an opportunity to understand the challenges and limitations of accounting standards in order to critically evaluate and understand financial accounting. It will require the use of spreadsheets for problem solving and analysis.

- *Prerequisite(s)* ACC 275 with a minimum grade of C

ACC 280 Accounting Internship 2(2-0)

Internship is a capstone course planned for the last semester of the Associate in Applied Science: Accounting Degree. The students will be employed in an approved internship position selected by the college coordinator and faculty. A

waiver may be allowed for the work component only with equivalent previous/present work experience as determined by the coordinator. Documentation by the employer will be required.

- *Prerequisite(s)* The student must have completed at least 45 credit hours in the Associate in Applied Science: Accounting Degree and MID 150

ACC 297-299 Selected Topics 3(3-0)

Agriculture (AGR)

AGR 101 Introduction to Agriculture 3(3-0)

The course includes the introduction of some basic scientific principles relating to agriculture and food production. Students will gain an awareness of educational and career opportunities in agriculture. Examples of global and local agriculture will be presented through readings and discussions. The course is designed for any student interested in agriculture.

AGR 102 Introduction to Animal Science 4(3-2)

This course describes the history and development of animal agriculture in the United States and the world. The relationship of animal agriculture to human needs and production systems, marketing, and environmental concerns are discussed. Current issues and goals of U.S. farm animal production are presented. Labs include possible field trips to explore different types of production and industries in the local area.

Advanced Integrated Manufacturing (AIM)

AIM 100 Industrial Safety 3(3-0)

This course covers basic industrial safety practices and includes samples of lessons learned in a manufacturing setting. Safety topics include fire, electrical, moving machinery, lifting, vision, hearing, overhead work, PPE, and proper cleanup investigation and documentation. This course is designed for a flipped classroom environment. Utilizing online delivery of course content with on campus meetings for discussion, project/lab demonstration, and hands-on activities. This course will be part of a program that uses ADS (Alternative Delivery System).

AIM 101 Basic Machine Shop Practices 4(4-0)

This is a one semester program designed to prepare students for a variety of jobs in the Machine Tool Industry. The students will be trained on periphery processes (common hand and portable electric tools), as they are related to the machine shop. Extensive safety training in each of these processes will be covered as well. Students will also learn a wide variety of measuring techniques most often found in the Machine Tool Industry.

- *Corequisite(s)* AIM 106

AIM 101X Machine Shop Practices Pt. I 2(2-0)

This is the first half of a program designed to prepare students for a variety of jobs in the Machine Tool Industry. The students will be trained on periphery processes (common hand and portable electric tools), as they are related to the machine shop. Extensive safety training in each of these processes will be covered as well. Students will also learn a wide variety of measuring techniques most often found in the Machine Tool Industry. Students who complete AIM 101X and AIM 101Y will have credit equivalent to AIM 101.

AIM 101Y Machine Shop Practices Pt. 2 2(2-0)

This is the second half of a program designed to prepare students for a variety of jobs in the Machine Tool Industry. The students will be trained on periphery processes (common hand and portable electric tools), as they are related to the machine shop. Extensive safety training in each of these processes will be covered as well. Students will also learn a wide variety of measuring techniques most often found in the Machine Tool Industry. Students who complete AIM 101X and AIM 101Y will have credit equivalent to AIM 101.

- *Prerequisite(s)* AIM 101X

AIM 102 Machine Shop Practices II 4(4-0)

This is a one semester program designed to prepare students for a variety of jobs in the Machine Tool Industry. The students will be trained in processes including sawing, mill operations, and lathe operations. Extensive safety training

in each of these processes will be covered as well. Students will also learn a wide variety of measuring techniques most often found in the Machine Tool Industry. This program is an extension of AIM 101. This program takes basic machining and measuring techniques and takes them to another level. The expectations along with the project work will greatly increase in this course.

- *Prerequisite(s)* AIM 101

AIM 102X Machine Shop Practices II Pt. I 0.5(2-0)

This is the first half of a program designed to prepare students for a variety of jobs in the Machine Tool Industry. The students will be trained in processes including sawing, mill operations, and lathe operations. Extensive safety training in each of these processes will be covered as well. Students will also learn a wide variety of measuring techniques most often found in the Machine Tool Industry. This program is an extension of AIM 101. This program takes basic machining and measuring techniques and takes them to another level. The expectations along with the project work will greatly increase in this course. Students who complete both AIM 102X and AIM 102Y will have credit for AIM 102.

- *Prerequisite(s)* AIM 101, MAT 104 with a minimum grade of C or equivalent

AIM 102Y Machine Shop Practices II 2(2-0)

This is the second half of a program designed to prepare students for a variety of jobs in the Machine Tool industry. The students will be trained in processes including sawing, mill operations, and lathe operations. Extensive safety training in each of these processes will be covered as well. Students will also learn a wide variety of measuring techniques most often found in the Machine Tool industry. This program is an extension of AIM 101. This program takes basic machining and measuring techniques and takes them to another level. The expectations along with the project work will greatly increase in this course. Students who complete both AIM 102X and AIM 102Y will have credit for AIM 102.

- *Prerequisite(s)* AIM 102X

AIM 103 Fundamentals of Industrial Robotics 3(3-0)

The goal of this course is to introduce students to Industrial Robots. Through online, lecture, text, and laboratory work, students will better understand the various uses of Robots in Industry. In addition to uses, students will also have a better understanding of how to manipulate, program, and maintain the robot.

AIM 103X Fund of Industrial Robotics Pt. 1 1.5(1.5-0)

The goal of this course is to introduce students to Industrial Robots. Through online, lecture, text, and laboratory work, students will better understand the various uses of Robots in Industry. In addition to uses, students will also have a better understanding of how to manipulate, program, and maintain the robot. (AIM 103X is the first half of AIM 103.)

AIM 103Y Fund of Industrial Robotics Pt. 2 1.5(1.5-0)

The goal of this course is to introduce students to Industrial Robots. Through online, lecture, text, and laboratory work, students will better understand the various uses of Robots in Industry. In addition to uses, students will also have a better understanding of how to manipulate, program, and maintain the robot. (AIM 103Y is the second half of AIM 103.)

AIM 104 Blueprint Reading for Trades 3(2-1)

This technical blueprint-reading course, with practical applications, is structured around a workbook approach to learning. Topics include basic projection of views, lines, reading scales, sketching, isometric and oblique projection, sections, perspectives, threads, title blocks, stock lists, and interpreting blueprints. This course also contains a brief introduction to geometric dimensioning and tolerancing (GD&T). Drawings and schematics for fluid power, and electrical will also be discussed and studied. This course is designed for a flipped classroom environment. Utilizing online delivery of course content with on campus meetings for discussion, project/lab demonstration, and hands-on activities. This course will be part of a program that uses ADS - Alternative Delivery System. The course management system (MOODLE) will be used for all course materials, testing, grading, and attendance.

AIM 104X Blueprint Reading Pt. 1 1.5(1-0.5)

This is the first half of a technical blueprint-reading course with practical applications that is structured around a workbook approach to learning. Topics include basic projection of views, lines, reading scales, sketching, isometric and oblique projection, sections, perspectives, threads, title blocks, stock lists, and interpreting blueprints. This course also contains a brief introduction to geometric dimensioning and tolerancing (GD&T). Drawings and schematics for fluid power, and electrical will also be discussed and studied. This course is designed for a flipped classroom environment. Utilizing online delivery of course content with on campus meetings for discussion, project/lab demonstration and hands-on activities. This course will be part of a program that uses ADS - Alternative Delivery System. The course management system (MOODLE) will be used for all course materials, testing, grading, and attendance. Students who complete AIM 104X and AIM 104Y will have credit equivalent to AIM 104.

AIM 104Y Blueprint Reading Pt. 2 1.5(1-0.5)

This is the second half of a technical blueprint-reading course with practical applications that is structured around a workbook approach to learning. Topics include basic projection of views, lines, reading scales, sketching, isometric and oblique projection, sections, perspectives, threads, title blocks, stock lists, and interpreting blueprints. This course also contains a brief introduction to geometric dimensioning and tolerancing (GD&T). Drawings and schematics for fluid power, and electrical will also be discussed and studied. This course is designed for a flipped classroom environment. Utilizing online delivery of course content with on campus meetings for discussion, project/lab demonstration and hands-on activities. This course will be part of a program that uses ADS - Alternative Delivery System. The course management system (MOODLE) will be used for all course materials, testing, grading, and attendance. Students who complete AIM 104X and AIM 104Y will have credit equivalent to AIM 104.

AIM 105 Introduction to Advanced Integrated Manufacturing 2(2-0)

This course is designed to introduce the student to the world of advanced manufacturing and establish a foundation upon which further studies in manufacturing might rest. Students will explore basic manufacturing materials and processes, tools, techniques, and produce some simple products. This course is designed for a flipped classroom environment. Utilizing online delivery of course content with on campus meetings for discussion, project/lab demonstration, and hands-on activities. This course will be part of a program that uses ADS (Alternative Delivery System).

AIM 106 Introduction to Metrology 3(1.5-1.5)

This course (Metrology I), with practical applications is structured around a textbook, lab book, homework through the course management system (Moodle), and PowerPoint presentations. Topics covered will include the language and systems of measurement, tolerances, graduated scales and scaled instruments, micrometers, gauge blocks, and measurement by comparison. This course will utilize face to face lecture, lab demonstrations, and student application of the knowledge and skills learned in both the classroom and lab. Students completing the course will be able to discuss what precision measurement is as well as be able to select the best tool and method for the measurement being asked for.

- *Corequisite(s)* AIM 101

AIM 107 Introduction to Electricity 3(1.5-1.5)

This course, with practical applications, is structured around a textbook, lab book, homework through the course management system (Moodle), and PowerPoint presentations. Topics covered will include the terminology used in the electrical field. The mathematical laws that apply to electricity and the calculations for the purpose of calculating circuit load, voltage drops, and resistance. Testing tools will be used in this course that are common in the electrical trades. Also a Snap On certification cart will be used to issue National Coalition of Certification Center (NC3) certificates upon completion of this course.

AIM 110 Manufacturing Production Processes 2(2-0)

This course is designed to provide the student with a hands-on learning experience with the basic tools, equipment, and operations of manufacturing industries. The student will also understand the relationship between a

manufacturing need, a design, materials, processes, as well as tools and equipment. During this course, the student will utilize many of the basic manufacturing processes to produce primary and secondary materials for manufacturing.

AIM 113 Introduction to CNC Programming 4(4-0)

The student will be introduced to CNC programming codes developed from using basic blueprint reading skills to convert basic blueprint measurements into basic CNC programming language. This course will familiarize the student in learning G and M codes, translating basic print drawings into CNC programming codes, becoming familiar with general CNC principles and its functions, and introducing them to CNC machines and basic CNC programming skills. Students will also be introduced to MasterCam CNC graphic software.

- *Prerequisite(s)* AIM 101, may be taken concurrently

AIM 115 Manufacturing Materials 2(2-0)

This course will introduce students to manufacturing materials, materials testing, and material science. Additionally, this course will introduce students to primary and secondary processing in manufacturing and allow the student to construct and conduct experiments with various manufacturing materials. This course is designed for a flipped classroom environment. Utilizing online delivery of course content with on campus meetings for discussion, project/lab demonstration, and hands-on activities. This course will be part of a program that uses ADS (Alternative Delivery System).

- *Prerequisite(s)* AIM 100

AIM 116 CNC Programming 4(2-2)

This is a one semester program that is focused on the operations of CNC equipment along with the integration of Mastercam technology. Students will be working with a HAAS Machining Center.

- *Prerequisite(s)* AIM 101, AIM 113

AIM 120 Manufacturing Power and Equipment Systems 2(2-0)

This course is designed to expand upon previous courses and allow students the opportunity to demonstrate knowledge of power systems and use the advanced tools of manufacturing production. Students will plan, design, implement, use, and troubleshoot manufacturing power systems, equipment systems, and control systems. This course is designed for a flipped classroom environment. Utilizing online delivery of course content with on campus meetings for discussion, project/lab demonstration, and hands-on activities. This course will be part of a program that uses ADS (Alternative Delivery System).

- *Prerequisite(s)* AIM 100

AIM 125 Manufacturing Equipment Maintenance and Operations 2(2-0)

This course is designed to provide the student with a basic knowledge of manufacturing equipment, safety, maintenance and operation procedures, control systems, as well as leadership abilities in the field. This course is designed for a flipped classroom environment. Utilizing online delivery of course content with on campus meetings for discussion, project/lab demonstration, and hands-on activities. This course will be part of a program that uses ADS (Alternative Delivery System).

- *Prerequisite(s)* AIM 100

AIM 130 Design for Manufacturing 2(2-0)

This course is designed to expand on the introductory AIM courses and expose the student to basic design concepts, blueprint reading and schematics, and drawing skills used in product and process design within the field of manufacturing. Additionally, the course is designed to expose students to a number of interpersonal skills and competencies necessary for a sustained career in manufacturing. This course is designed for a flipped classroom environment. Utilizing online delivery of course content with on campus meetings for discussion, project/lab demonstration, and hands-on activities. This course will be part of a program that uses ADS (Alternative Delivery System).

- *Prerequisite(s)* AIM 100

AIM 135 The Manufacturing Enterprise 2(2-0)

This course is designed to expand upon concepts learned in AIM courses while allowing students to further explore how manufacturing enterprises are established, how they maintain control, how they plan, how they produce, package, and distribute. Emphasis in this course will be placed on Lean Manufacturing, Quality Systems (QS, ISO, TS, etc.), Kiazen, 5S's, Quick Response Manufacturing, and Inventory Control Systems. This course is designed for a flipped classroom environment. Utilizing online delivery of course content with on campus meetings for discussion, project/lab demonstration, and hands-on activities. This course will be part of a program that uses ADS (Alternative Delivery System)

- *Prerequisite(s)* AIM 100

AIM 140 Metallurgy and Industrial Materials 3(1.5-1.5)

An applied course covering the physical and mechanical properties, classification systems, and heat treatment procedures for common ferrous and non-ferrous metals. Lab experiences include quench and temper, carburizing, and tensile and hardness testing.

AIM 150 Robotic Programming/Material Handling 3(2-2)

This course is intended for a future operator, technician, engineer, or programmer who must set up and record programs on a robot. The course covers Robot Operations. Students will be required to set up a specific application, test, run, and refine the program; as one would in a production set up.

- *Prerequisite(s)* AIM 103

AIM 160 Introduction to Programmable Logic Controllers 3(1.5-1.5)

This course will introduce students to Programmable Logic Controllers. Upon completion of this course, students will be able to navigate through the Studio 5000 and FactoryTalk View Studio. Students will also know how to create PLC routines in ladder, sequential function chart, function block, and structured text, and how to develop operator interfaces.

AIM 200 Robotic Vision/Sensors 3(1-3)

This course will introduce students to Robotic Vision and Sensors. Through lecture, text, and laboratory work, students will better understand the safety, software, vision, and sensor capabilities of Robots and how this knowledge can be applied in an industrial setting. There will be several "pick and place labs" that will test the students' problem solving and analytical abilities.

- *Prerequisite(s)* AIM 103, AIM 150

AIM 213 CNC Programming II 4(4-0)

This is a one semester course designed to prepare students for a variety of jobs in the Machine Tool Industry. The students will be trained on Haas mills and lathes. This course is a continuation of AIM 113 and it focuses on programming at the machine using the Haas controller. Students will gain independence while developing an understanding of components, functions, and safe operation of CNC milling machines and lathes.

- *Prerequisite(s)* AIM 113

AIM 213X CNC Programming II Pt.1 2(2-0)

This is the first half of a course designed to prepare students for a variety of jobs in the Machine Tool Industry. The students will be trained on Haas mills and lathes. This course is a continuation of AIM 113 and it focuses on programming at the machine using the Haas controller. Students will gain independence while developing an understanding of components, functions, and safe operation of CNC milling machines and lathes. Students who complete AIM 213X and AIM 213Y will have credit equivalent to AIM 213.

- *Prerequisite(s)* AIM 113

AIM 213Y CNC Programming II Pt.2 2(2-0)

This is the second half of a course designed to prepare students for a variety of jobs in the Machine Tool Industry. The students will be trained on Haas mills and lathes. This course is a continuation of AIM 113 and it focuses on programming at the machine using the Haas controller. Students will gain independence while developing an

understanding of components, functions, and safe operation of CNC milling machines and lathes. Students who complete AIM 213X and AIM 213Y will have credit equivalent to AIM 213.

- *Prerequisite(s)* AIM 113

AIM 216 Mastercam II 4(4-0)

This is a one semester course designed to prepare students for a variety of jobs in the Machine Tool Industry. The students will be trained on Haas mills and lathes. This course is a continuation of AIM 116 and it focuses on MasterCam programming using the Haas controller. Students will gain independence while developing an understanding of components, functions, and safe operation of CNC milling machines and lathes.

- *Prerequisite(s)* AIM 116

AIM 216X Mastercam II Pt.1 2(2-0)

This is the first half of a course designed to prepare students for a variety of jobs in the Machine Tool Industry. The students will be trained on Haas mills and lathes. This course is a continuation of AIM 116 and it focuses on MasterCam programming using the Haas controller. Students will gain independence while developing an understanding of components, functions, and safe operation of CNC milling machines and lathes. Students who complete AIM 216X and AIM 216Y will have credit equivalent to AIM 216.

AIM 216Y Mastercam II Pt. 2 2(2-0)

This is the second half of a course designed to prepare students for a variety of jobs in the Machine Tool Industry. The students will be trained on Haas mills and lathes. This course is a continuation of AIM 116 and it focuses on MasterCam programming using the Haas controller. Students will gain independence while developing an understanding of components, functions, and safe operation of CNC milling machines and lathes. Students who complete AIM 216X and AIM 216Y will have credit equivalent to AIM 216.

AIM 250 Advanced CNC Programming 4(2-2)

This is a one semester CNC programming course designed to apply learned knowledge from AIM 113. Students will program at the machine using G&M code. This is a lab course that will focus on 2D projects utilizing cutter comp, interpolation, thread mill, and various G&M functions.

- *Prerequisite(s)* AIM 113

AIM 250X Advanced Cnc Programming P.1 2(2-0)

This is the first half of a one semester CNC programming course designed to apply learned knowledge from AIM 113. Students will program at the machine using G&M code. This is a lab course that will focus on 2D projects utilizing cutter comp, interpolation, thread mill and various G&M functions. Students who complete AIM 250X and AIM 250Y will have credit equivalent to AIM 250.

- *Prerequisite(s)* AIM 113

AIM 250Y Advanced Cnc Programming P.2 2(2-0)

This is the second half of a one semester CNC programming course designed to apply learned knowledge from AIM 113. Students will program at the machine using G&M code. This is a lab class that will focus on 2-D projects utilizing cutter comp, interpolation, thread mill and various G&M functions. Students who complete AIM 250X and AIM 250Y will have credit equivalent to AIM 250.

- *Prerequisite(s)* AIM 113

AIM 260 Advanced Programmable Logic Controllers 3(1.5-1.5)

Students completing this course will have the fundamental knowledge of how PLCs work and how to program them. PLC usage in everyday life and industry will be heavily emphasized. Upon completion of this course the students will have gained proficiency in AB languages, safety, and Ladder Logic terminology and symbols. Students will have the opportunity to apply the learned knowledge while working on PLC (Festo) trainers.

AIM 280 CNC Capstone 4(4-0)

This course is an independent capstone course that is facilitated by the instructor. Students will be given projects/assignments and will methodically work through the process of manufacturing/machining the assignments by means of CNC machining with very little faculty interaction.

- *Prerequisite(s)* AIM 250

AIM 280X CNC Capstone Pt.1 2(4-0)

This is the first half of an independent capstone course that is facilitated by the instructor. Students will be given projects/assignments and will methodically work through the process of manufacturing/machining the assignments by means of CNC machining with very little faculty interaction. Students who complete AIM 280X and AIM 280Y will have credit equivalent to AIM 280.

AIM 280Y CNC Capstone Pt.2 2(4-0)

This is the second half of an independent capstone course that is facilitated by the instructor. Students will be given projects/assignments and will methodically work through the process of manufacturing/machining the assignments by means of CNC machining with very little faculty interaction. Students who complete AIM 280X and AIM 280Y will have credit equivalent to AIM 280.

AIM 294 ST: Pre-App Fluid Power Tech 1(2-1)

This course consists of a combination of textbook and practical lab training. Pre-Apprentice Fluid Power Technology introduces the student to the properties and characteristics of basic machines, up to, internal combustion engines, hydraulics, and pneumatics. Students will gain an understanding of how these basic machines are utilized to assist in the manufacturing process. This course delves into the technology of simple machines and fluid power; and how they improve efficiency in the manufacturing environment. Concepts of levers, inclined plane and wedge, gears, work, power, force and pressure, pumps, valves, sealing devices and materials, actuators, and hydraulics/pneumatics are learned in this course.

AIM 295 ST: Pre-App Shop Floor Communication and Writing 1(2-1)

This is a non-academic course that is designed for the pre-apprentice in pursuit of honing their communication and writing skills within industrial professions. Students will be introduced to a variety of communication and writing skills that are utilized in industry. Prewriting, revising, editing, and process review are a few of the writing skills that will be focused on. Proper use of forms and email etiquette will also be practiced and discussed. The basics of workplace communication, listening, workplace dynamics, and presentations will be addressed, as well. This is an interactive course. Students will be assessed based on writings, presentations, tests, and quizzes.

AIM 298 Special Topics: Advanced CNC 4(4-0)

This is a one semester course that is focused on the advanced operations of CNC equipment and advanced integration of Mastercam technology. Students will be working with advanced HAAS programing during the duration of this course.

AIM 299 Special Topics 2(3-0)

These courses are designed to investigate various topics in Advanced Integrated Manufacturing not included in current courses. Topics will be announced.

Allied Health (ALH)

ALH 100 Medical Terminology 2(2-0)

This course is an introduction to medical terminology. Emphasis is placed on the meaning, pronunciation, spelling, and application of common medical terms, abbreviations, prefixes, stems, suffixes, etc., as related to the human body tissues, organs, systems, etc.

ALH 112 Insurance Billing 3(3-0)

This course deals with the insurance and billing processes needed to deal with the major health carriers. Students will learn how to process a variety of claim forms and will learn proper billing, record keeping, and collection procedures.

- *Prerequisite(s)* ALH 100

ALH 125 Introduction to the Health Care Environment 3(3-0)

This course is designed to introduce the allied health student to health care today, health care systems, functions and trends, ethical and legal responsibilities in health care, workplace safety, handling hazardous materials, reporting hazardous activities, emergency preparedness, ergonomics, infection control, controlling health care costs, historical background, interpersonal-relationships, future roles, and successful employment strategies. The student will be introduced to health care professional organizations. The course provides the student with the foundation upon which other courses build and expand.

- *Prerequisite(s)* ALH 100

ALH 212 Clinical Procedures I 3(2-2)

This course is an introduction to common procedures performed in the medical office setting. A course designed with emphasis on safe, accurate administration of medications. Through use of the text, the students will acquire knowledge of drug actions, major side effects, and techniques of administration as well as gain basic skills necessary to assist the physician in the examination of, diagnosis, and treatment of patients in the office setting.

- *Prerequisite(s)* Permission of MA Program Director

ALH 213 Pharmacology for Medical Assistants 3(2-2)

Competency-based objectives to guide Medical Assistant students in their study of each unit in the Pharmacology text. This course stresses the rights of drug administration, including drug administration procedures that include standard precautions, purpose, equipment/supplies, and procedure steps to administering medications. Emphasis is placed on the legal implications of drug therapy, safety, and accuracy in calculating and administering medications.

- *Prerequisite(s)* ALH 212, ALH 214 each with a minimum grade of C
- *Corequisite(s)* ALH 112, ALH 220

ALH 214 Clinical Procedures II 3(2-2)

Introduction to clinical duties of the Medical Assistant student related to medical specialties. Review of anatomy and physiology of the human body. Disorders of the human body, diagnostic and therapeutic procedures are emphasized, and critical thinking is utilized in caring for patients in the medical office.

- *Prerequisite(s)* ALH 100, BIO 120, MAT 102 (or higher-level MAT course) each with a minimum grade of C
- *Corequisite(s)* ALH 212, HED 205

ALH 220 Medical Law and Ethics 3(3-0)

This course is designed to teach the legal and ethical aspects of employment in health care delivery. Case studies will be reviewed and students will become familiar with the principles of medical ethics as they apply to both physicians and medical assistants. A few of the topics to be covered are: patient obligation in a medical contract, patient confidentiality, standards of care, physician's liability for employees, release of information, and patient rights and responsibility in receiving medical care.

ALH 230 Laboratory Procedures for the Medical Office 4(3-2)

This course is designed primarily for the allied health field and medical assistant students in particular. The student should have a basic understanding of both biological principles and anatomy and physiology. The student will, through lecture and lab, gain an understanding of the theory of laboratory procedures as well as the skills to perform accurately in the Physician's Office Laboratory (POL) setting.

- *Prerequisite(s)* ALH 112, ALH 212, ALH 231, ALH 214, ALH 220 each with a minimum grade of C
- *Corequisite(s)* AAP 255, ALH 250

ALH 230A Lab Procedures for the Medical Office Pt. 1 1(1-0)

This course is designed primarily for the allied health field, and medical assistant students in particular. The student should have a basic understanding of both biological principles and anatomy and physiology. The student will, through lecture and lab, gain an understanding of the theory of laboratory procedures as well as the skills to perform accurately in the Physician's Office Laboratory (POL) setting. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

- *Prerequisite(s)* ALH 112, ALH 212, ALH 231, ALH 214, ALH 220 each with a minimum grade of C
- *Corequisite(s)* AAP 255, ALH 250

ALH 230B Lab Procedures for the Medical Office Pt. 2 1(1-0)

This course is designed primarily for the allied health field, and medical assistant students in particular. The student should have a basic understanding of both biological principles and anatomy and physiology. The student will, through lecture and lab, gain an understanding of the theory of laboratory procedures as well as the skills to perform accurately in the Physician's Office Laboratory (POL) setting. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

- *Prerequisite(s)* ALH 112, ALH 212, ALH 231, ALH 214, ALH 220 each with a minimum grade of C
- *Corequisite(s)* AAP 255, ALH 250

ALH 250 Medical Assisting Office Externship 4(5.25-0)

This externship course provides supervised and professional work experience in a medical office setting and will include both administrative and clinical procedures. Written projects and reports will enable the student to develop management skills, professional communication, and critical thinking skills.

- *Prerequisite(s)* ALH 112, ALH212, ALH 213, ALH 214, ALH 220 each with a minimum grade of C
- *Corequisite(s)* AAP 255, ALH 230

ALH 260 Review Clinical Procedures 5.5(3-5)

This course is designed for students who have taken ALH 212, ALH 213, ALH 214, and ALH 230 and did not complete their externship within 12 months of these courses. It is a review of the functions, roles, and responsibilities of a medical assistant in a medical office setting. Students will practice competencies from textbook chapters on clinical skills like venipuncture, various injections, vital signs, EKGs, wound and patient care, sterile and infection control techniques, and must demonstrate and perform them with 100% accuracy. Students will also review and be assessed on their knowledge of system disorders, diagnostic techniques, therapeutic procedures, allergy testing, medication dosing, illnesses, and disorders. Students will be given a comprehensive exam over chapters covered in the text and must pass with a minimum score of 75% to successfully complete the course.

- *Prerequisite(s)* ALH 212, ALH 213, ALH 214, ALH 230 and permission of MA Program Director

ALH 290 St: Medical Assistant Exam Preparation 3(3-0)

A preparatory course for the Medical Assistant Certification Exam.

ALH 298-299 Special Topics

Automotive Service (AMS)

AMS 101 Automotive Service Introduction 3(2-2)

This course will introduce students to the soft skills needed to communicate with customers. Students will also learn the new service information systems available and become certified in its usage. Students will also get NC3 certifications in torque and measurement systems. This course is designed to help students at the beginning levels of the automotive fields and allow them to be top level employees.

AMS 104 Basic Automotive Electricity 3(2-2)

Studies fundamentals and applications in automotive electrical, electronics, voltage, current, resistance, series and parallel circuits, magnetism, application of Ohm's Law, and wiring diagrams. Develops skills in establishing an electrical base for advanced electrical/electronic courses through the use of meters and test equipment.

AMS 104A Basic Automotive Electricity Pt. 1 1(1-0)

Studies fundamentals and applications in automotive electrical, electronics, voltage, current, resistance, series and parallel circuits, magnetism, application of Ohm's Law, and wiring diagrams. Develops skills in establishing an electrical base for advanced electrical/electronic courses through the use of meters and test equipment. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

AMS 104B Basic Automotive Electricity Pt.2 1(1-0)

Studies fundamentals and applications in automotive electrical, electronics, voltage, current, resistance, series and parallel circuits, magnetism, application of Ohm's Law, and wiring diagrams. Develops skills in establishing an electrical base for advanced electrical/electronic courses through the use of meters and test equipment. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

AMS 109 Small Engines and Engine Fundamentals 3(2-2)

This is a hands-on lecture/lab course. During the course, students become familiar with the components and operating principles of the small engine. Topics covered include the similarities and differences in two-stroke and four-stroke engines. Engine part identification and definitions of terms, such as torque and horsepower, are emphasized. Two-stroke engines are powerful, but lightweight, and frequently require replacement parts. Students in this course learn to diagnose engine problems, replace small parts, and repair non-replaceable engine components. This course is taken after an introductory small engine operations course. The four-stroke engine is larger, heavier, and more complex than the two-stroke engine. This course introduces four-stroke engine components and systems. Students take the engine apart to learn how each piece fits and works together to power recreational and commercial equipment. In some programs, this course may be combined with the two-stroke engine course.

AMS 110 Automotive Engine Fundamentals and Overhaul 4(2-4)

Studies will include engine principles, design construction, and operation of automotive engines and also small engines such as a 4 stroke and 2 stroke. Skill development of proper service procedures of modern gas engines will be stressed. The student will remove and replace an engine from a car or light truck. They will also disassemble and reassemble a complete engine with emphasis on manufacturer's specifications and procedures.

AMS 110A Automotive Engine Fundamentals and Overhaul Pt. 1 1(1-0)

Studies will include engine principles, design construction, and operation of automotive engines and also small engines such as a 4 stroke and 2 stroke. Skill development of proper service procedures of modern gas engines will be stressed. The student will remove and replace an engine from a car or light truck. They will also disassemble and reassemble a complete engine with emphasis on manufacturer's specifications and procedures. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

AMS 110B Automotive Engine Fundamentals and Overhaul Pt. 2 1(1-0)

Studies will include engine principles, design construction, and operation of automotive engines and also small engines such as a 4 stroke and 2 stroke. Skill development of proper service procedures of modern gas engines will be stressed. The student will remove and replace an engine from a car or light truck. They will also disassemble and reassemble a complete engine with emphasis on manufacturer's specifications and procedures. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

AMS 116 Electrical Accessories 3(2-2)

In this lecture/lab/online course, students will develop technical knowledge and skills necessary to service and diagnose modern electrical systems. Emphasis will be placed on electrical testing techniques and use of electrical testing equipment. Instruction and lab work will cover chassis wiring, electrical accessories, batteries, starters, charging systems, and ignition system service. The student will be prepared to complete the ASE A6 technician certification exam, demonstrating knowledge of the skills necessary to diagnose, service, and repair automobile electrical systems.

- *Prerequisite(s)* AMS 104 or instructor permission

AMS 116A Electrical Accessories Pt. 1 1(1-0)

In this lecture/lab/online course, students will develop technical knowledge and skills necessary to service and diagnose modern electrical systems. Emphasis will be placed on electrical testing techniques and use of electrical testing equipment. Instruction and lab work will cover chassis wiring, electrical accessories, batteries, starters, charging systems, and ignition system service. The student will be prepared to complete the ASE A6 technician certification exam, demonstrating knowledge of the skills necessary to diagnose, service, and repair automobile electrical systems. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

AMS 116B Electrical Accessories Pt. 2 1(1-0)

In this lecture/lab/online course, students will develop technical knowledge and skills necessary to service and diagnose modern electrical systems. Emphasis will be placed on electrical testing techniques and use of electrical testing equipment. Instruction and lab work will cover chassis wiring, electrical accessories, batteries, starters, charging systems, and ignition system service. The student will be prepared to complete the ASE A6 technician certification exam, demonstrating knowledge of the skills necessary to diagnose, service, and repair automobile electrical systems. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

AMS 124 Automotive Heating and Air Conditioning 3(2-4)

In this lecture/lab/online course students will gain skills in refrigeration tools and materials, basic refrigeration systems, compressors, refrigerant controls, electric circuit controls, refrigerants testing, and repair of air conditioning units. The student will be prepared to complete the ASE A7 technician certification exam, demonstrating knowledge of the skills necessary to diagnose, service, and repair automotive heating and air conditioning systems.

AMS 124A Auto Heating and Air Conditioning Pt. 1 1(1-0)

In this lecture/lab/online course students will gain skills in refrigeration tools and materials, basic refrigeration systems, compressors, refrigerant controls, electric circuit controls, refrigerants testing, and repair of air conditioning units. The student will be prepared to complete the ASE A7 technician certification exam, demonstrating knowledge of the skills necessary to diagnose, service, and repair automotive heating and air conditioning systems. (The "A" and

"B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

AMS 124B Auto Heating and Air Conditioning Pt. 2 1(1-0)
In this lecture/lab/online course students will gain skills in refrigeration tools and materials, basic refrigeration systems, compressors, refrigerant controls, electric circuit controls, refrigerants testing, and repair of air conditioning units. The student will be prepared to complete the ASE A7 technician certification exam, demonstrating knowledge of the skills necessary to diagnose, service, and repair automotive heating and air conditioning systems. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

AMS 125 Engine Performance I 5(3-4)
Introduces basic fuel, emissions, and electronic control of today's modern vehicles. Practices NATEF tasks to MLR (maintenance and light repair) level related to engine performance systems. This lecture/lab course is designed to provide instruction in fundamentals, construction, operation, troubleshooting, and servicing of the components of the fuel and ignition control systems. Students will participate in disassembly and reassembly of components and fuel systems and in ignition control testing. Through the study of theory and use of testing and diagnostic procedures for computerized engine controls, the student will develop the skills required of a diagnostic drivability technician. The student will also complete the Scanner certificate through NC3.

AMS 125A Engine Performance I Pt. 1 1(1-0)
Introduces basic fuel, emissions, and electronic control of today's modern vehicles. Practices NATEF tasks to MLR (maintenance and light repair) level related to engine performance systems. This lecture/lab course is designed to provide instruction in fundamentals, construction, operation, troubleshooting, and servicing of the components of the fuel and ignition control systems. Students will participate in disassembly and reassembly of components and fuel systems and in ignition control testing. Through the study of theory and use of testing and diagnostic procedures for computerized engine controls, the student will develop the skills required of a diagnostic drivability technician. The student will also complete the Scanner certificate through NC3. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

AMS 125B Engine Performance I Pt. 2 1(1-0)
Introduces basic fuel, emissions, and electronic control of today's modern vehicles. Practices NATEF tasks to MLR (maintenance and light repair) level related to engine performance systems. This lecture/lab course is designed to provide instruction in fundamentals, construction, operation, troubleshooting, and servicing of the components of the fuel and ignition control systems. Students will participate in disassembly and reassembly of components and fuel systems and in ignition control testing. Through the study of theory and use of testing and diagnostic procedures for computerized engine controls, the student will develop the skills required of a diagnostic drivability technician. The student will also complete the Scanner certificate through NC3. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

AMS 126 Engine Performance II 4(2-4)
This lecture/lab/online course allows the student to study the theory and use of testing and diagnostic procedures for computerized engine controls. The student will develop the skills required of a diagnostic drivability technician. The

student will complete the ASE A8 technician certification exam, demonstrating knowledge of the skills necessary to diagnose, service, and repair automotive engine management systems.

- *Prerequisite(s)* AMS 125

AMS 126A Engine Performance II Pt. 1 1(1-0)

This lecture/lab/online course allows the student to study the theory and use of testing and diagnostic procedures for computerized engine controls. The student will develop the skills required of a diagnostic drivability technician. The student will complete the ASE A8 technician certification exam, demonstrating knowledge of the skills necessary to diagnose, service, and repair automotive engine management systems. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

- *Prerequisite(s)* AMS 125

AMS 126B Engine Performance II Pt. 2 1(1-0)

This lecture/lab/online course allows the student to study the theory and use of testing and diagnostic procedures for computerized engine controls. The student will develop the skills required of a diagnostic drivability technician. The student will complete the ASE A8 technician certification exam, demonstrating knowledge of the skills necessary to diagnose, service, and repair automotive engine management systems. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

- *Prerequisite(s)* AMS 125

AMS 205 Steering and Suspension Systems 3(2-4)

This is a lecture/lab/online course. This course studies passenger car and light duty truck suspension and steering systems. Skill development will focus on four-wheel alignment, power steering systems, and modern suspension systems. This course is also designed to improve students' communication, math, decision-making, thinking, reading, writing, ethics, and team-building skills.

AMS 205A Steering and Suspension Systems Pt. 1 1(4-0)

This is a lecture/lab/online course. This course studies passenger car and light duty truck suspension and steering systems. Skill development will focus on four-wheel alignment, power steering systems, and modern suspension systems. This course is also designed to improve students' communication, math, decision-making, thinking, reading, writing, ethics, and team-building skills. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

AMS 205B Steering and Suspension Systems Pt. 2 1(4-0)

This is a lecture/lab/online course. This course studies passenger car and light duty truck suspension and steering systems. Skill development will focus on four-wheel alignment, power steering systems, and modern suspension systems. This course is also designed to improve students' communication, math, decision-making, thinking, reading, writing, ethics, and team-building skills. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

AMS 206 Brakes 3(2-2)
Studies brake systems. Skill development will be focused on drum, disc, hydraulic, power assist, and anti-lock brake systems.

AMS 206A Brakes Pt. 1 1(1-0)
Studies brake systems. Skill development will be focused on drum, disc, hydraulic, power assist, and anti-lock brake systems. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

AMS 206B Brakes Pt. 2 1(1-0)
Studies brake systems. Skill development will be focused on drum, disc, hydraulic, power assist, and anti-lock brake systems. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

AMS 214 Automatic Transmissions 3(2-2)
In this lecture/lab/online course students are prepared to service, diagnose, and overhaul commonly used automatic transmissions and transaxles. Emphasis will be placed on principles of operation, model variations, servicing techniques, and troubleshooting procedures. The student will complete the ASE A2 technician certification exam, demonstrating knowledge of the skills necessary to diagnose, service, and repair automatic transmissions.

AMS 214A Automatic Transmissions Pt. 1 1(1-0)
In this lecture/lab/online course students are prepared to service, diagnose, and overhaul commonly used automatic transmissions and transaxles. Emphasis will be placed on principles of operation, model variations, servicing techniques, and troubleshooting procedures. The student will complete the ASE A2 technician certification exam, demonstrating knowledge of the skills necessary to diagnose, service, and repair automatic transmissions. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

AMS 214B Automatic Transmissions Pt. 2 1(1-0)
In this lecture/lab/online course students are prepared to service, diagnose, and overhaul commonly used automatic transmissions and transaxles. Emphasis will be placed on principles of operation, model variations, servicing techniques, and troubleshooting procedures. The student will complete the ASE A2 technician certification exam, demonstrating knowledge of the skills necessary to diagnose, service, and repair automatic transmissions. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

AMS 222 Manual Transmissions and Drive Train 4(2-4)
Studies passenger car and light truck clutches, manual transmissions, drive shafts, differentials, transaxles, front-drive axles, and transfer cases operation, service, and diagnosis. Develops skills in diagnosis and service of clutches, manual transmissions, drive shafts, differentials, transaxles, front-drive axles, and transfer cases.

AMS 222A Manual Transmissions and Drive Train Pt. 1 1(1-0)
Studies passenger car and light truck clutches, manual transmissions, drive shafts, differentials, transaxles, front-drive axles, and transfer cases operation, service, and diagnosis. Develops skills in diagnosis and service of clutches, manual transmissions, drive shafts, differentials, transaxles, front-drive axles, and transfer cases. (The "A" and "B" versions of

this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

AMS 222B Manual Transmissions and Drive Train Pt. 2 1(1-0)

Studies passenger car and light truck clutches, manual transmissions, drive shafts, differentials, transaxles, front-drive axles, and transfer cases operation, service, and diagnosis. Develops skills in diagnosis and service of clutches, manual transmissions, drive shafts, differentials, transaxles, front-drive axles, and transfer cases. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

AMS 232 Automotive Tech Internship 2(2-0)

Internship is a capstone course planned for the last semester of the Associate in Applied Science: Automotive Technology Degree. The students will be employed in an approved internship position selected by the College coordinator and faculty. A waiver may be allowed for the work component only with equivalent previous/present work experience as determined by the coordinator. Documentation by the employer will be required.

- *Prerequisite(s)* The student must have completed at least 45 credit hours of the program with remaining courses concurrent to Internship and completion of MID 150

AMS 240 Auto Diesel Performance and Diagnosis 4(2-4)

This is a lecture/lab/online course designed to teach students performance and diagnostic procedures on modern passenger car and light duty truck diesel engines. Differences between diesel engine diagnostics and gasoline engines will be covered in great detail. Combustion chamber, fuel, cooling, and lubrication system designs are discussed. Maintenance requirements due to low sulfur fuel, particulate traps, air filter service, and new engine oil configurations are all covered. The student will be trained to be able to complete the ASE A9 technician certification exam, demonstrating knowledge of the skills necessary to diagnose, service, and repair automotive diesel engines.

AMS 295 Special Topics 4(4-0)

This course is designed to investigate various topics in Automotive Technology that are not included in current courses. Topics will be announced. This course is offered based on demand.

Anthropology (ANT)

ANT 170 Introduction to Cultural Anthropology 3(3-0)

The student is introduced to the process of culture evolution as well as other anthropological theories. The purpose is to give the student an understanding of the underlying unity of the human experience while, at the same time, providing insight into cultural variability.

Art (ART)

ART 105 Drawing I-Introductory 3(3-0)

This course focuses on the development of observational skills and drawing techniques in black and white media. Students will explore line, value, shape, texture, and perspective through the use of still life, landscape, and the human figure.

ART 110 Basic Photography 3(3-0)

This course is designed for persons wanting a working knowledge of cameras, lenses, and fundamentals of photography. Topics covered include: f stops, shutter speeds, depth of field, film selection, composition, electronic flashes, and other basics. Students will be introduced to the black and white darkroom where they will develop film and produce prints.

ART 115 Design I 3(3-0)
This course focuses on the basic elements and principles of two-dimensional design. Students will be introduced to the design process for creative problem solving and visual communication using a variety of media.

ART 130 Introduction to Oil Painting 3(3-0)
An introduction to painting with the exploration of media, techniques, and the concepts of space, form, and color.

ART 135 Introduction to Graphic Design 3(3-0)
An introduction to the concepts and techniques of visual communication. The focus is on typography, page layout, grid structure, production requirements, design history, and the design problem-solving process.

ART 137 Digital Photography 3(3-0)
An introduction to digital photography and computer software used in photo manipulations. Students will learn various techniques in creating enhanced images, including color balance, sizing, and sharpening. Students will learn how to download images from digital cameras and to scan photographic prints and film. Students will learn correct file formats for output and print management. Discussions will also include composition, lighting, and personal creativity.

- *Prerequisite(s)* ART 110 or instructor permission

ART 152 Introduction to Website Design 3(3-0)
This course introduces the fundamentals of web design and development. Students will explore web technology topics and learn how to use HTML, CSS, JavaScript, and related technologies to construct web pages. As the final course outcome, students will build their own online portfolio or a website that acts as an individual portfolio piece. ART 152 is also cross-listed as CIS 135. Credit may not be earned in both courses.

ART 205 Drawing II 3(3-0)
A concentration of experimental media, techniques, spatial relationships, and conceptual processes of drawing.

- *Prerequisite(s)* ART 105

ART 206 Sequential Art and Storyboarding 3(3-0)
This course is designed to give students a comprehensive introduction into the concepts and techniques used in the creation of sequential art used in comic books and animation storyboarding. Students will explore character development, layout, timing, and illustration styles used in this specialized field, with specific focus on comic books, graphic novels, web strips, and animation.

ART 207 Comic Book and Graphic Novel Illustration II 3(3-0)
Students will have an opportunity to further explore the basic elements learned in ART 206, Comic Book and Graphic Novel Illustration. Students will write and illustrate their own original work. Emphasis is placed on the development of character design and storytelling skills, as well as the development of creative attitudes and concepts.

- *Prerequisite(s)* ART 206

ART 210 Digital Painting and Illustration 3(3-0)
Development of conceptual and technical skills in digital painting and illustration software for use in print, web, and animation.

ART 211 Digital Prepress and Continuity 3(3-0)
This course introduces the student to the software and tools used in the creation of single and multi-page documents. Students will learn the fundamentals of page layout, typography, effective use of color, proofing, and preparing documents for print and digital output.

ART 215 Design II 3(3-0)
Continuation of Design I, elements and principles of two-dimensional design. Introduction to three-dimensional design through problem-solving exercises.

- *Prerequisite(s)* ART 115

ART 220 Figure Drawing 3(3-0)
Students will learn to draw the human figure based on an understanding of anatomy, proportion, perspective, and the effect of light.

ART 230 Advanced Theories in Oil Painting 3(3-0)
A continuation of Introduction to Oil Painting introducing more advanced techniques and media.

- *Prerequisite(s)* ART 130

ART 235 Introduction to Digital Imagery 3(3-0)
A continuation of ART 135 with an emphasis on the integration of type and image in visual communication. Focuses on an exploration of tools, techniques, and hands-on skills required in the creation of professional illustrations and graphics.

- *Prerequisite(s)* ART 135

ART 236 Logo and Corporate Identity 3(3-0)
Continuation of ART 235 with an emphasis on refining problem-solving skills required in a professional environment. Focuses on research and analysis of visual communication, as well as the creation of portfolio-building projects.

- *Prerequisite(s)* ART 235 or instructor permission

ART 237 Photography II 3(3-0)
This course is a continuation of ART 110 Basic Photography. Students will be given advanced projects in exposure, lighting, motion control, depth control, film, and composition. Projects will be completed in black and white film, with the students processing and printing their own projects.

- *Prerequisite(s)* ART 110

ART 239 Page Layout II 3(3-0)
This course is a continuation of ART 211 Page Layout I. Students will be assigned advanced page layout projects. This course will examine all aspects of production as they relate to print, including correct document construction, color space and color systems, separations, preflight, print production, and paper considerations. Projects will focus on the use of effective design principles, proper file preparation, preflight of files, and production process.

- *Prerequisite(s)* ART 211

ART 240 Professional Practices/Portfolio 3(3-0)
This course focuses on the business of being a working visual artist or graphic designer. The first half of the semester is devoted to more practical issues such as billing rates, fees, taxes, and other legal issues of self- employed artists. The second portion of the course centers on the creation of both a traditional and online portfolio.

ART 241 Portfolio 1(1-0)
In this course the student will be taken through the process of preparing an art portfolio, resume, and artist statement based on their individual needs for the purpose of transfer to a 4-year college for further study or promotion of their artwork. Students will be guided through the process of selection of artwork, documentation, and compilation of the portfolio as well as the writing of a resume and artist statement.

- *Prerequisite(s)* Instructor permission

ART 245 Art in the Elementary School 3(3-0)
An investigation of how art fits into the Elementary School Curriculum and what its impact is on all elementary children. To be presented through lecture, readings, slides or prints, and a team-teaching experience by all participants. (Note: Please be advised that ART 245 will transfer to Central Michigan University as ART 345 only if: 1) the student has successfully completed EDU 107 and 2) 45 clock hours of pre-professional experience in K-12 classroom.)

ART 247 Contemporary Photography 3(3-0)

This course is designed for the student who has completed Art 110 and Art 137 and now wishes additional hands-on practical experience using the concepts and principles learned in these courses. Students will learn more advanced techniques and will be able to apply these techniques to projects a professional photographer might encounter.

- *Prerequisite(s)* ART 110, ART 137

ART 252 Website Design II 3(3-0)

This course applies advanced web design and development techniques. Students will explore open source content management systems and use advanced HTML, CSS, JavaScript, and related web technologies to customize the functionality and appearance of dynamic websites. As the final course outcome, students will implement their own CMS with a responsive design and e-commerce features. ART 252 is also cross-listed as CIS 235. Credit may not be earned in both courses.

- *Prerequisite(s)* CIS 135 or ART 152

ART 253 Introduction to Animation 3(3-0)

This course is an introductory animation course. Students will learn basic concepts of both traditional and digital animation such as staging, timing, key framing, and tweening. Students will also be introduced to industry standard animation software.

ART 254 Motion Graphics 3(3-0)

This course will focus on video pre and post-production for the purpose of commercial use, including video editing, sound production, operating production equipment, lighting, and industry standard digital effects. Students will apply media and dynamic rich content to their motion graphics and video projects. Final course outcome is a video portfolio.

ART 255 Emerging Web Technologies 3(3-0)

This course is a continuation of ART 252 Website Design II. It introduces advanced, emerging technologies in web design/multimedia design and current emerging web technologies. This is a growing field and will give graphic design students opportunities to expand their background in current web technologies. The final course outcome is a functional, online portfolio.

- *Prerequisite(s)* ART 252

ART 256 Business in Art-Entrepreneur 3(3-0)

This course will train students in the business of art, graphic design, and in an introduction to small business ownership. It is designed for students seeking key opportunities to attain professional development, self-employment, and administrative potential in the art and design industry or to prepare students to transfer their coursework towards further undergraduate study.

ART 280 Independent Study in Art I 3(3-0)

An opportunity for advanced students to work with an instructor on individualized projects in various selected media.

- *Prerequisite(s)* Instructor permission

ART 281 Internship I 3(1-0)

Designed to provide on-site work experience in a business environment. Under cooperative supervision by the College and the work-site supervisor, students will further develop skills and gain training in the design field.

- *Prerequisite(s)* Internship Coordinator permission

ART 282 Internship II 3(1-0)

Continuation of ART 281. Designed to provide on-site work experience in a business environment. Under cooperative supervision by the College and the work-site supervisor, students will further develop skills and gain training in the design field.

- *Prerequisite(s)* ART 281, Internship Coordinator permission

ART 283 Art History I 3(3-0)
A survey of the history of art and architecture from the Paleolithic period to the Middle Ages, examining objects in their cultural, historical, and artistic contexts.

ART 284 Art History II 3(3-0)
A survey of the history of art and architecture from the Early Renaissance to the contemporary era, examining objects in their cultural, historical, and artistic contexts.

- *Prerequisite(s)* ART 283

ART 285 Independent Study in Art II 3(3-0)
Continuation of ART 280.

- *Prerequisite(s)* ART 280, instructor permission

ART 290-292 Special Topics

American Sign Language (ASL)

ASL 105 Basic American Sign Language I 3(3-0)
This course is designed to give students a basic introduction to American Sign Language which includes signing and fingerspelling, expressive and receptive, and information about deaf culture and different sign systems.

ASL 205 Basic American Sign Language II 3(3-0)
Continuation of ASL 105. This course increases the students' receptive and expressive skills while continuing to provide information and knowledge of deaf culture.

- *Prerequisite(s)* ASL 105 or instructor permission

ASL 215 Basic American Sign Language III 3(4-0)
This course continues to increase students' sign vocabulary and knowledge of the grammatical structure of American Sign Language (ASL). English and ASL idioms are explored, as well as additional uses of classifiers. Students will begin to develop skills in changing English text to ASL.

- *Prerequisite(s)* ASL 205 or instructor permission

ASL 225 Basic American Sign Language IV 3(4-0)
This course will build upon previously learned American Sign Language (ASL) vocabulary, grammar, and structure. Students will continue to increase their understanding of and correct use of ASL. Special emphasis will be placed on developing skills in signing English texts in ASL.

- *Prerequisite(s)* ASL 215

Biology (BIO)

BIO 100 Introduction to Biology 4(3-2)
BIO.100 is a non-major, introductory course in Biology for students who have not had any previous Biology instruction and have no intention of obtaining a Biology or Health-related degree. Students will apply fundamental principles of Biology to evaluate and better understand current life sciences issues.

BIO 101 College Biology 4(3-2)
Survey of major topics in biology, with emphasis on cellular structure, physiology, reproduction, genetics, and the evolution of living organisms.

BIO 103 Concepts of Genetics and Biotechnology 3(3-0)
BIO 103 is a non-major introductory course for students without any biology background and have no intention of obtaining a biology or health-related degree. This course will provide a basic understanding of genetics and biotechnology and will cover DNA replication, gene expression, cell division, patterns of inheritance, cancer biology, and biotechnology.

BIO 107 Introduction to Wildlife Management 3(3-0)

BIO 107 is a non-major, introductory course for students who have not had any previous biology instruction. The course explores basic concepts in ecology used in wildlife conservation, especially the enhancement of both game and nongame wildlife populations through management. The impact of human behavior on human/wildlife interactions, habitat, wildlife populations, and diversity will be included.

BIO 110 Concepts in Microbiology 1(1-0)

This course is an introductory study of microorganisms such as bacteria, fungi, algae, viruses, and protozoa. The disease process involving these microorganisms will also be studied.

- *Prerequisite(s)* BIO 101 with a minimum grade of C

BIO 111 Fundamentals of Cell Biology and Molecular Biology 4(3-3)

This course provides students a foundation in cellular biology. The course will cover the structure and function of cells including the basic chemistry of biomolecules, prokaryotic and eukaryotic cell structure, cell communication, membrane transport, bioenergetics, photosynthesis, respiration, cell division, and gene expression. The laboratory portion of the course will include experiments that introduce students to the scientific processes employed by biologists.

BIO 112 Fundamentals of Evolution and Diversity 4(3-3)

This course provides students foundational knowledge in evolution and diversity. The course will cover patterns of inheritance, basic evolutionary principles, speciation, and the diversity of life. The laboratory portion of the course will include experiments that introduce students to the scientific processes employed by biologists.

BIO 120 Introduction to Human Disease 3(3-0)

This course is designed to introduce the student to the structure of common diseases, signs, symptoms, causes and effects, as well as treatment. Students will learn how the different diseases relate to the different body systems and other conditions.

- *Prerequisite(s)* ALH 100, may be taken concurrently

BIO 131 Basic Anatomy and Physiology 3(3-0)

This is an introductory course to Anatomy and Physiology. It is assumed that students enrolling in this course have limited background in chemistry and biological science. The major topics presented in the course are biological principles, skeletal, muscular, integumentary, nervous, circulatory, respiratory, digestive, excretory, endocrine, and reproductive organ systems.

- *Prerequisite(s)* BIO 101 with a minimum grade of C

BIO 138 Human Anatomy and Physiology 6(4-4)

This course provides students with an intensive, in-depth introduction to the structure and function of all human body organ systems. The emphasis is on homeostasis of body systems under normal structure and function, with the inclusion of some pathologies. The laboratory portion includes dissections, study of anatomical models and slides, and physiological experiments.

- *Prerequisite(s)* High School Biology and Chemistry within the last 5 years, ALH 100 recommended

BIO 141 Anatomy and Physiology I 4(3-2)

A lecture and lab course with a histological and gross anatomy approach to physiological functions of the organs in these human systems: integumentary, skeletal, muscular, nervous.

- *Prerequisite(s)* BIO 101 with a minimum grade of C or BIO 111 and BIO 112 each with a minimum grade of C

BIO 142 Anatomy and Physiology II 4(3-2)

A continuation of BIO 141, this lecture and lab course emphasizes a histological and gross anatomy approach to physiological function of the organs in these human systems: digestive, urinary, cardiovascular, lymphatic, respiratory, reproductive, and endocrine.

- *Prerequisite(s)* BIO 141 with a minimum grade of C or B- dependent on program of study

BIO 201 Botany 4(3-2)

Structure and function of major groups of plants with emphasis on metabolism and reproduction.

- *Prerequisite(s)* BIO 101 with a minimum grade of C or BIO 111 and BIO 112 each with a minimum grade of C

BIO 202 Field Ecology 3(3-2)

An introduction to a field study of basic ecology, with emphasis on the interactions between plants, animals, humans, and the environment.

BIO 203 Zoology 4(3-2)

Topics cover fundamental principles of zoology including taxonomy, evolution, and characteristics of major animal phyla with emphasis on anatomy and physiology of selected groups. Lab will support exploration of animal groups using microscopic observations and dissections of preserved specimens.

- *Prerequisite(s)* BIO 101 with a minimum grade of C

BIO 204 Human Genetics 3(3-0)

This is an introductory course dealing with principles of inheritance as they apply to humans. This course assumes no prior background in biology or chemistry. The topics considered are basic genetic principles, molecular basis of inheritance, regulation of gene expression, mutation, and the application of these principles to human heredity. Special emphasis is given to genetic disorders and the new technologies developed to deal with them.

BIO 210 Microbiology 4(3-3)

Microbiology involves a study of the bacteria, fungi, algae, viruses, protozoa, and other related microorganisms and their relationship to our society. The laboratory acquaints the student with standard handling and culture techniques of most of these organisms, the preparation of culture media, classification techniques, representative microorganisms (living and prepared slides) of the various groups, standard staining methods, and a number of biochemical tests.

- *Prerequisite(s)* BIO 101 with a minimum grade of C, or BIO 111 and BIO 112 each with a minimum grade of C, or a High School Advanced Placement Biology course completed within the past 3 years with a minimum grade of B

BIO 215 Radiation Biology 1(1-0)

This course is an introductory study of the biological effects of exposure to ionizing radiation. Topics include factors affecting radio sensitivity, hematologic effects, and radiation induced malignancy.

- *Prerequisite(s)* BIO 101 with a minimum grade of C

BIO 221 Nature Study 3(2-2)

Practical knowledge of the out-of-doors is stressed. Collection and identification of plants and animals and field activities included.

- *Prerequisite(s)* BIO 101 recommended

BIO 245 Advanced Anatomy and Physiology/Intro to Pathophysiology 4(4-0)

This course is an advanced study of the concept of Anatomy and Physiology with an emphasis on the disease process. It is intended for those students that have previously completed Anatomy and Physiology I and II more than 5 years ago and less than 10 years ago, and also for those students who would like to increase their knowledge of this subject matter. Pre-RAD or Pre-NUR students must complete this course with a grade of B- or better to qualify for admission into the program.

- *Prerequisite(s)* BIO 141 and BIO 142 completed less than 10 years ago

BIO 268 Independent Study in Biology 1(1-0)

This course is designed for students who desire to advance their understanding and challenge their ability in specialized areas of biology. Library, laboratory, and/or field research is required, as is a written report at the completion of the course.

- *Prerequisite(s)* Satisfactory completion of at least one laboratory biology course and instructor permission

BIO 289 Biology of the Florida Keys 3(3-0)

This course investigates the ecology of the Florida Keys and southern Florida ecosystems and the biology of the organisms in these environments. Students travel to Marine Lab in Key Largo, FL and participate in extensive field work. Major topics include organism identification, discussions, two or three snorkel-based field trips, and laboratory experiments. In addition to the onsite course work, students complete coursework prior to the trip online. Marine Lab is a field station run by Marine Resources Development Foundation on Key Largo that is dedicated to science, engineering, technology, and math education focusing on the subtropical marine ecosystems found in the Florida Keys. The station provides food and lodging, educational programs, classroom and laboratory facilities, and boat transportation to field sites.

BIO 297-299 Selected Topics

Business (BUS)

BUS 122 Principles of Management 3(3-0)

An analysis of the manager's job including functions, activities, problems, and responsibilities. The course is designed for first-line supervisors as well as those engaged in middle-management positions. A study is made of reasons why some managers fail and others succeed.

BUS 131 Introduction to Supply Chain Management 3(3-0)

Supply Chain is an exciting and growing discipline serving as the key business function in various industries of manufacturing, agriculture, service, and health care among others. Efficient, responsive, cost-effective, and reliable supply chain is crucial for a firm's success in today's volatile economy and competitive market environment. Through this course, students will learn a comprehensive range of topics and concepts in supply chains and enjoy a variety of industrial examples and cases to understand the important role and value of supply chains. This course lays foundations of a supply chain professional who will be suitable for the following career/jobs: Supply Chain, Transportation and Logistics, Purchasing and Procurement, or Operations.

BUS 151 Introduction to Business Issues 3(3-0)

A broad, introductory approach to the principles, practices, and procedures employed in modern business and industrial operations. Topics include: business organization, management, the role of stockholders, wholesale and retail marketing, finance and insurance, and location and site determination. An analysis is made of the current issues facing the business environment.

BUS 162 Principles of Marketing 3(3-0)

Introduction to the field of marketing, including history, market environment, marketing mix, specialized fields, and marketing arithmetic. A study of the marketing functions such as buying, selling, transportation, storage, financing, and pricing is included.

BUS 171 Principles of Sales 3(3-0)

Basic principles of sales techniques and personality, selection of sales force, personalities of customers, and methods of increasing sales are covered.

BUS 213 Business Law and Ethics 3(3-0)

This course introduces students to important legal and ethical challenges they will face in business. Classroom discussion and act all case studies focus on general background in law as applied to specific business applications such as torts and product liability, contracts, agency law, criminal law, employment law, securities law, the regulatory environment, business entity structures, and mergers and acquisitions.

BUS 225 International Business 3(3-0)

This course analyzes environmental changes as the firm expands globally. Emphasis is placed on the understanding and utilization of diversity and ethics in the development, operation, and international expansion of the firm. Multicultural work environments, employment and labor issues, domestic and international law, global marketing, trade and finance will be examined.

BUS 231 Principles of Advertising 3(3-0)

A survey of advertising as an instrument of modern business including various forms of advertising. Particular attention is paid to advertising for small and medium-sized businesses engaged in providing services and goods to the consumer.

BUS 241 Human Resource Management 3(3-0)

This course introduces students to important principles and techniques of human resources management in the 21st century. Classroom discussion, real-world case studies, and learning activities include the topics of recruiting and selection, on-boarding, performance management, training and performance support, development and succession planning, compensation and benefits, and workforce planning. Important HRM-related legal knowledge, including employment law and workplace safety and health regulations are covered. Students learn a broad understanding of human resources management and how it applies to any future role.

BUS 250 Entrepreneurship and Innovation 3(3-0)

Entrepreneurship is both a way of thinking and of doing. This course aims to provide students with an understanding of the nature of entrepreneurship and introduces them to the opportunities and challenges associated with the creation and management of entrepreneurial ventures with emphasis on the role of innovation and technology in the entrepreneurial process. Students will learn how to find business ideas, how to evaluate their potential, and how to recognize the barriers to success. This course uses an innovative Project-Based Learning (PBL) methodology. In the center of this course is a real-life simulation project. Practical activities will be supported by the entrepreneurial management theory.

- *Prerequisite(s)* ACC 201 and MAT 105

BUS 255 Entrepreneurial Finance 3(3-0)

A course designed for persons desiring to operate or presently operating a small business. Course content includes the study of acquiring business ownership, initial financial planning, and on-going financing requirements. The course emphasizes actual case studies.

- *Prerequisite(s)* ACC 201 and MAT 105, BUS 151 recommended, ECO 201 or ECO 202 recommended

BUS 270 Principles of Project Management 3(3-0)

This course focuses on developing a foundational knowledge of project management methodology through review of the project management knowledge areas, process groups, and project deliverables. Additionally, this course fulfills the educational requirements needed in order to sit for the Project Management Institute's Certified Associate of Project Management (CAPM) Certification.

BUS 291 Business Internship 2(2-0)

Internship is a capstone course planned for the last semester of the Associate in Applied Science: Business Degree. The students will be employed in an approved internship position selected by the college coordinator and faculty. A waiver may be allowed for the work component only with equivalent previous/present work experience as determined by the coordinator. Documentation by the employer will be required.

- *Prerequisite(s)* The internship will be limited to students within one semester of graduation and who have completed MID 150

BUS 293-299 Special Topics

Computer Aided Drafting (CAD)

CAD 101 Technical Drawing 3(3-0)

Basic through advanced technical sketching will be explored in order to master the skills of visualization, special perception, and basic blueprint reading. Freehand technical sketching, geometric constructions, orthographic (multi-view) projection, isometric drawings, auxiliary views, sectional views, and dimensioning will be covered as well as basic development of thread representation and manufacturing tolerances. Laboratory assignments include

producing piece part technical drawings utilizing industry standards. Students will also be briefly introduced to a CAD program to experiment with computer-aided drafting at the end of the course.

CAD 101A Technical Drawing Pt. 1 1(1-0)

Basic through advanced technical sketching will be explored in order to master the skills of visualization, special perception, and basic blueprint reading. Freehand technical sketching, geometric constructions, orthographic (multi-view) projection, isometric drawings, auxiliary views, sectional views, and dimensioning will be covered as well as basic development of thread representation and manufacturing tolerances. Laboratory assignments include producing piece part technical drawings utilizing industry standards. Students will also be briefly introduced to a CAD program to experiment with computer-aided drafting at the end of the course. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

CAD 101B Technical Drawing Pt. 2 1(1-0)

Basic through advanced technical sketching will be explored in order to master the skills of visualization, special perception, and basic blueprint reading. Freehand technical sketching, geometric constructions, orthographic (multi-view) projection, isometric drawings, auxiliary views, sectional views, and dimensioning will be covered as well as basic development of thread representation and manufacturing tolerances. Laboratory assignments include producing piece part technical drawings utilizing industry standards. Students will also be briefly introduced to a CAD program to experiment with computer-aided drafting at the end of the course. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

CAD 120 Introduction to Auto CAD 3(3-0)

This course is designed to acquaint students with computer aided drafting using AutoCAD software. System interface, creating, modifying/editing, and displaying geometry, dimension styles, block insertion, scale drawings, paper space/model space usage, creating templates, and file management will be introduced to students as they create basic mechanical detail drawings and basic architectural drawings. An introduction to 3D solid modeling will be explored at the end of the course.

CAD 120A Introduction to Auto CAD Pt. 1 1(1-0)

This course is designed to acquaint students with computer aided-drafting using AutoCAD software. System interface, creating, modifying/editing, and displaying geometry, dimension styles, block insertion, scale drawings, paper space/model space usage, creating templates, and file management will be introduced to students as they create basic mechanical detail drawings and basic architectural drawings. An introduction to 3D solid modeling will be explored at the end of the course. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

CAD 120B Introduction to Auto CAD Pt. 2 1(1-0)

This course is designed to acquaint students with computer aided-drafting using AutoCAD software. System interface, creating, modifying/editing, and displaying geometry, dimension styles, block insertion, scale drawings, paper space/model space usage, creating templates, and file management will be introduced to students as they create basic mechanical detail drawings and basic architectural drawings. An introduction to 3D solid modeling will be explored at the end of the course. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A"

and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

CAD 201 Mechanical Detail Drafting with CAD 3(3-0)

This course will prepare the student to make working drawings of mechanical component parts and small assemblies using CAD while gaining more experience using the AutoCAD program. Emphasis will be placed on dimensioning, views, projection, and manufacturing tolerances. Additional skills will be developed in creating pictorials, depicting threads and fasteners, and creating blueprints for manufacturing. Intermediate through advanced 2-D AutoCAD commands and techniques will be developed throughout the course. Students are expected to complete a minimum of 2 hours of individual work outside of course laboratory hours per week.

- *Prerequisite(s)* CAD 101, CAD 120

CAD 210 Introduction to Solidworks 3(3-0)

Students will have a thorough introduction to 3D parametric solid modeling design using SolidWorks.

CAD 210A Introduction to Solidworks Pt. 1 1(1-0)

Students will explore introductory through advanced SolidWorks commands and techniques including part model creation, assembly model creation, part drawing documents, and other modeling features and commands related to 3D solid modeling. Students will model mechanical component parts to apply commands and principles. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

CAD 210B Introduction to Solidworks Pt. 2 1(1-0)

Students will have a thorough introduction to 3D parametric solid modeling design using SolidWorks. Students will explore introductory through advanced SolidWorks commands and techniques including part model creation, assembly model creation, part drawing documents, and other modeling features and commands related to 3D solid modeling. Students will model mechanical component parts to apply commands and principles. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

CAD 211 Advanced Solidworks Applications 3(3-0)

Students will have a thorough introduction to advanced SolidWorks applications that include: sheet metal design, surface modeling, mold design, weldments, small structural design, and other topics. Students will model mechanical component parts and individual product designs to apply commands and principles.

- *Prerequisite(s)* CAD 210

CAD 211A Advanced Solidworks Applications Pt. 1 1(3-0)

Students will have a thorough introduction to advanced SolidWorks applications that include: sheet metal design, surface modeling, mold design, weldments, small structural design, and other topics. Students will model mechanical component parts and individual product designs to apply commands and principles. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

- *Prerequisite(s)* CAD 210

CAD 211B Advanced Solidworks Applications Pt. 2 1(3-0)

Students will have a thorough introduction to advanced SolidWorks applications that include: sheet metal design, surface modeling, mold design, weldments, small structural design, and other topics. Students will model mechanical

component parts and individual product designs to apply commands and principles. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

- *Prerequisite(s)* CAD 210

CAD 216 Intro to 3D Printing 3(3-0)

This course will teach students about the history, technology, and process of additive manufacturing as it relates to 3D printing. Students will learn how to install, set up, and operate different types of 3D printers and related equipment. Students will use past CAD experience to create 3D printed models of their CAD parts and assemblies. Previous successful 3D CAD software experience is required.

- *Prerequisite(s)* CAD 210 with a minimum grade of B or previous 3D CAD solid modeling experience with instructor permission

CAD 216A Intro to 3D Printing Pt. 1 0.5(3-0)

This course teaches students about the history, technology, and process of additive manufacturing as it relates to 3D printing. Students will learn how to install, set up, and operate different types of 3D printers and related equipment. Students will use past CAD experience to create 3D printed models of their CAD parts and assemblies. Previous successful 3D CAD software experience is required. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. (Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

- *Prerequisite(s)* CAD 210 with a minimum grade of B or previous 3D CAD solid modeling experience with instructor permission

CAD 216B Intro to 3D Printing Pt. 2 0.5(3-0)

This course teaches students about the history, technology, and process of additive manufacturing as it relates to 3D printing. Students will learn how to install, set up, and operate different types of 3D printers and related equipment. Students will use past CAD experience to create 3D printed models of their CAD parts and assemblies. Previous successful 3D CAD software experience is required. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

- *Prerequisite(s)* CAD 210 with a minimum grade of B or previous 3D CAD solid modeling experience with instructor permission

CAD 217 3D Printing Applications 3(3-0)

This course will build on the knowledge, skills, and experience after students complete the Introduction to 3D Printing course. Students will create more complex 3D printed parts and gain more experience with the 3D printers and other related equipment. Students will participate in field trips and learn about how 3D printing is used in the local manufacturing industry.

- *Prerequisite(s)* CAD 216

CAD 217A 3D Printing Applications Pt. 1 0.5(3-0)

This course will build on the knowledge, skills, and experience after students complete the Introduction to 3D Printing course. Students will create more complex 3D printed parts and gain more experience with the 3D printers and other related equipment. Students will participate in field trips and learn about how 3D printing is used in the local manufacturing industry. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the

remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

- *Prerequisite(s)* CAD 216

CAD 217B 3D Printing Applications Pt. 2 0.5(3-0)

This course will build on the knowledge, skills, and experience after students complete the Introduction to 3D Printing course. Students will create more complex 3D printed parts and gain more experience with the 3D printers and other related equipment. Students will participate in field trips and learn about how 3D printing is used in the local manufacturing industry. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

- *Prerequisite(s)* CAD 216

CAD 220 Introduction to Revit 3(3-0)

Students will have a thorough introduction to 2D and 3D architectural design using Revit. This course is available for students to design residential and light commercial buildings. Students will acquire the ability to design floor plans, floor systems and ceiling plans, roof plans, elevation drawings, cross section drawings, site plans, and framing diagrams.

CAD 220A Introduction to Revit Pt. 1 1(1-0)

Students will have a thorough introduction to 2D and 3D architectural design using Revit. This course is available for students to design residential and light commercial buildings. Students will acquire the ability to design floor plans, floor systems and ceiling plans, roof plans, elevation drawings, cross section drawings, site plans, and framing diagrams. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

CAD 220B Introduction to Revit Pt. 2 1(1-0)

Students will have a thorough introduction to 2D and 3D architectural design using Revit. This course is available for students to design residential and light commercial buildings. Students will acquire the ability to design floor plans, floor systems and ceiling plans, roof plans, elevation drawings, cross section drawings, site plans, and framing diagrams. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

CAD 250 Computer Assisted Design Internship 2(2-0)

CAD Internship is a capstone course planned for the last semester of the Associate in Applied Science: Computer Aided Drafting & Design Technology Degree. The students will be employed in an approved internship position selected by the college coordinator and faculty. Documentation by the employer will be required.

- *Prerequisite(s)* MID 150, CAD 101, CAD 105, CAD 120, CAD 201, CAD 210, CAD 211, AIM 101, AIM 106, AIM 113, AIM 116 all with a minimum grade of B or successful completion of a competency exam with a score of 83% or better

DRF 280 CAD Program and Software Certification 3(3-0)

This course will cover the necessary skills and techniques that are included on nationally recognized CAD software certification exams. This course is designed as a CAD program capstone course to help students prepare for program assessment exam(s) as well as CAD software certification exam(s). This course will allow students to revisit the fundamental objectives in computer aided drafting and design technology such as geometric constructions, object properties and organizational, orthographic, and multi-view drawings, dimensioning and notes, auxiliary views,

section views, and assembly drawings and block review. Students will also be reintroduced to solid modeling topics that include part modeling, advanced part modeling, assembly modeling, and advanced modeling theory and analysis.

- *Prerequisite(s)* CAD 101, CAD 105, CAD 120, CAD 201, CAD 210, CAD 211 all with a minimum grade of B or successful completion of a competency exam with a score of 83% or better

DRF 296-299 Special Topics 1(3-0)

These courses are designed to investigate various topics in Drafting and Design Technology that are not included in current courses. Topics will be announced. These courses are offered based on demand.

Chemistry (CHM)

CHM 105 Introductory Chemistry 4(3-2)

An elementary study of general chemistry. No previous chemistry background is necessary. The course deals with basic chemical principles and their application to inorganic chemistry. Designed for majors in liberal arts, business, pre-nursing, and to prepare students for CHM 106 or CHM 111. Two hours per week of lab work are included.

- *Corequisite(s)* MAT 104 or equivalent

CHM 111 General College Chemistry I 5(4-3)

CHM 111 serves as the first semester course in a standard first year College Chemistry sequence. This course covers fundamental concepts in Chemistry including atomic structure, molecular structure, chemical reactions, fundamentals of thermodynamics, measurement and chemical calculations, gases, and solution chemistry. The lab component provides a hands-on opportunity to investigate these concepts.

- *Prerequisite(s)* CHM 105 with a minimum grade of C or one year of High School Chemistry with a minimum grade of C
- *Corequisite(s)* MAT 105 or two years of High School Algebra

CHM 112 General College Chemistry II 5(4-3)

This course serves as the second semester in a standard first year Chemistry sequence. This course covers fundamental concepts in Chemistry including intermolecular forces, solutions, kinetics, equilibrium, acid/base chemistry, thermodynamics, and electrochemistry. The lab component provides a student with a hands-on opportunity to investigate these concepts.

- *Prerequisite(s)* CHM 111 with a minimum grade of C, MAT 105

CHM 225 Survey of Organic Biological Chemistry 4(3-3)

A survey course in organic chemistry and biochemistry covering the nomenclature, structure, reactivity, synthesis, and analysis of major classes of organic compounds with an emphasis on those with biological applications, especially carbohydrates, lipids, proteins, and nucleic acids and their relationship to DNA replication, protein synthesis, mutagenesis, cellular respiration, and cancer. The laboratory will introduce basic organic laboratory techniques and will include experiments in organic synthesis, separations, and analysis. CHM 225 is a non-major course for students interested in careers in health-related fields including nursing, medicine, and pharmacy.

- *Prerequisite(s)* CHM 105, CHM 111 with a minimum grade of C or equivalent completed within the past five years or instructor permission

CHM 245 Organic Chemistry I - Lecture 4(4-0)

Organic Chemistry I is the first course in a two semester sequence of organic chemistry for students who are considering careers in some field of science, pre-professional health studies, or engineering. It includes the study of the nomenclature, physical and spectral properties, structure, stereochemistry, spectroscopy, and reactions (with their mechanisms) of saturated and unsaturated hydrocarbons and alkyl halides. It is recommended that this course be taken concurrently with CHM 255 - Chemistry I Lab.

- *Prerequisite(s)* CHM 112 or CHM 111 with a minimum grade of B

CHM 246 Organic Chemistry II - Lecture 4(4-0)

Organic Chemistry II is the second course in a two semester sequence of organic chemistry for students who are considering careers in some field of science, pre-professional health studies, or engineering. It is a continuation of CHM 245 Organic Chemistry I. This course includes the study of the nomenclature, physical and spectral properties, structure, stereochemistry, and reactions (with their mechanisms) of conjugated dienes, benzene, alcohols, ethers, and carbonyl groups, featuring applications to biochemistry. Students will build on the core knowledge from CHM 245 to design more elaborate synthetic pathways and to create more complex mechanistic models for describing organic reaction pathways. It is recommended that this course be taken concurrently with CHM 256 Organic Chemistry II – Laboratory.

- *Prerequisite(s)* CHM 245

CHM 255 Organic Chemistry I - Lab 1(1-3)

Organic Chemistry Laboratory 1 is the first is a two semester sequence of organic chemistry laboratory courses for students who are considering careers in some field of science, pre-professional health studies, or engineering. It addresses the mastery of advanced laboratory techniques for the manipulation or organic compounds, including synthesis, separations, and purifications. The characterization of organic materials by physical and spectroscopic methods is also addressed. Each week students will conduct an experiment in the lab that is meant to help them understand organic chemistry principles and also to gain experience in scientific research methods. This laboratory course is designed to accompany CHM 245.

- *Prerequisite(s)* CHM 112 or CHM 111 with a minimum grade of B

CHM 256 Organic Chemistry II - Lab 1(1-3)

Organic Chemistry II - Laboratory is the second is a two semester sequence of organic chemistry laboratory courses for students who are considering careers in some field of science, pre-professional health studies, or engineering. It addresses the use of previously acquired advanced laboratory techniques for the manipulation of organic compounds, including synthesis, separations, and purifications. The characterization of organic materials by physical and spectroscopic methods is also addressed. Each week students will conduct an experiment in the lab that is meant to help them understand organic chemistry principles and also to gain experience in scientific research methods. This laboratory course is designed to accompany CHM 246.

- *Prerequisite(s)* CHM 255

CHM 297-299 Selected Topics

Computer Information Systems (CIS)

CIS 100 Introduction to Information Systems 3(3-0)

This course is designed for students across the curriculum. CIS 100 will emphasize how the computer is used as a conceptual basis for problem solving and the role each hardware and software components play in the computer process. Students will do online research using the internet and electronic libraries. In addition, this course takes students to a higher level of learning in some of the most widely used application programs. Outside lab work is required.

- *Prerequisite(s)* Touch keyboarding skills recommended

CIS 100A Introduction to Information Systems Pt. 1 1(1-0)

This course is designed for students across the curriculum. CIS 100 will emphasize how the computer is used as a conceptual basis for problem solving and the role each hardware and software components play in the computer process. Students will do online research using the internet and electronic libraries. In addition, this course takes students to a higher level of learning in some of the most widely used application programs. Outside lab work is required. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

- *Prerequisite(s)* Touch keyboarding skills recommended

CIS 100B Introduction to Information Systems Pt. 2 1(1-0)

This course is designed for students across the curriculum. CIS 100 will emphasize how the computer is used as a conceptual basis for problem solving and the role each hardware and software components play in the computer process. Students will do online research using the internet and electronic libraries. In addition, this course takes students to a higher level of learning in some of the most widely used application programs. Outside lab work is required. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

- *Prerequisite(s)* Touch keyboarding skills recommended

CIS 110 Programming Logic 3(3-0)

This course serves as a general introduction for students to acquire a foundation of knowledge and skills with computer programming concepts. Students will be introduced to programming concepts such as logic and flow charting as well as some basic programming techniques.

CIS 110A Programming Logic Pt. 1 1(1-0)

This course serves as a general introduction for students to acquire a foundation of knowledge and skills with computer programming concepts. Students will be introduced to programming concepts such as logic and flow charting as well as some basic programming techniques. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

CIS 110B Programming Logic Pt. 2 1(1-0)

This course serves as a general introduction for students to acquire a foundation of knowledge and skills with computer programming concepts. Students will be introduced to programming concepts such as logic and flow charting as well as some basic programming techniques. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

CIS 125 Database Systems 3(3-0)

This course covers relational database concepts and tools focused in an Oracle environment. Specifically, relational database concepts (rows, tables, and keys), table creation/modification (DDL and SQL), PL/SQL, forms, reports, and database administration tasks are presented. In-course work will consist of 1 1/2 hours of lecture followed by 1 1/2 hours of practical application. Required software is available on computers at the College; if students wish to complete assignments at home; they will need to procure the correct software.

- *Prerequisite(s)* CIS 100

CIS 125A Database Systems Pt. 1 1(1-0)

This course covers relational database concepts and tools focused in an Oracle environment. Specifically, relational database concepts (rows, tables, and keys), table creation/modification (DDL and SQL), PL/SQL, forms, reports, and database administration tasks are presented. In-course work will consist of 1 1/2 hours of lecture followed by 1 1/2 hours of practical application. Required software is available on computers at the College; if students wish to complete assignments at home; they will need to procure the correct software. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

- *Prerequisite(s)* CIS 100

CIS 125B Database Systems Pt. 2 1(1-0)

This course covers relational database concepts and tools focused in an Oracle environment. Specifically, relational database concepts (rows, tables, and keys), table creation/modification (DDL and SQL), PL/SQL, forms, reports, and database administration tasks are presented. In-course work will consist of 1 1/2 hours of lecture followed by 1 1/2 hours of practical application. Required software is available on computers at the College; if students wish to complete assignments at home; they will need to procure the correct software. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

- *Prerequisite(s)* CIS 100

CIS 130 Applications with Microcomputers 3(3-0)

A study of various computer applications as applied to business problems. Applications covered include spreadsheets, windows presentation programs, and databases.

- *Prerequisite(s)* CIS 100 with a minimum grade of C

CIS 130A Applications with Microcomputers Pt. 1 1(1-0)

A study of various computer applications as applied to business problems. Applications covered include spreadsheets, windows presentation programs, and databases. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

- *Prerequisite(s)* CIS 100 with a minimum grade of C

CIS 130B Applications with Microcomputers Pt. 2 1(1-0)

A study of various computer applications as applied to business problems. Applications covered include spreadsheets, windows presentation programs, and databases. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

- *Prerequisite(s)* CIS 100 with a minimum grade of C

CIS 131 .Net Programming I 3(3-0)

This course is an introduction to developing applications using the .NET framework. The focus is on designing and developing .NET applications within an organization.

- *Prerequisite(s)* MAT 104 and CIS 110

CIS 131A .Net Programming I Pt. 1 1(1-0)

This course is an introduction to developing applications using the .NET framework. The focus is on designing and developing .NET applications within an organization. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

- *Prerequisite(s)* MAT 104

CIS 131B .Net Programming I Pt. 2 1(1-0)

This course is an introduction to developing applications using the .NET framework. The focus is on designing and developing .NET applications within an organization. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

- *Prerequisite(s)* MAT 104

CIS 135 Introduction to Website Design 3(3-0)

This course introduces the fundamentals of web design and development. Students will explore web technology topics and learn how to use HTML, CSS, JavaScript, and related technologies to construct web pages. As the final course outcome, students will build their own online portfolio or a website that acts as an individual portfolio piece. ART 152 is also cross-listed as CIS 135. Credit may not be earned in both courses.

CIS 135A Introduction to Website Design Pt. 1 1(1-0)

This course introduces the fundamentals of web design and development. Students will explore web technology topics and learn how to use HTML, CSS, JavaScript, and related technologies to construct web pages. As the final course outcome, students will build their own online portfolio or a website that acts as an individual portfolio piece. ART 152 is also cross-listed as CIS 135. Credit may not be earned in both courses. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

CIS 135B Introduction to Website Design Pt. 2 1(1-0)

This course introduces the fundamentals of web design and development. Students will explore web technology topics and learn how to use HTML, CSS, JavaScript, and related technologies to construct web pages. As the final course outcome, students will build their own online portfolio or a website that acts as an individual portfolio piece. ART 152 is also cross-listed as CIS 135. Credit may not be earned in both courses. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

CIS 140 IT Fundamentals 3(3-0)

CIS 140 is an introductory course in information technology (IT) and is designed for students with any level of IT experience. Students will develop a working knowledge of the terminology, processes, and components associated with information technology. Students will develop fundamental skills for set up, configuration, and troubleshooting PCs and mobile devices. This course will cover the basics of computing, IT infrastructure, software development, IT security, and database use in alignment with the objectives of the CompTIA IT Fundamentals+ certification exam.

CIS 150 Ethics in Information Technology 3(3-0)

This course will explore the various ethical dilemmas that IT professionals confront. Students will learn to apply critical thinking skills to ethical questions. Topics will include ethics for employees, privacy, intellectual property rights, ethical decisions in software development, social media, and the impact of information technology on society.

CIS 155 Computer Operating Systems 3(3-0)

A detailed study of the Windows operating system. Windows terms, commands, installation, and optimizing techniques will be covered. In addition to the classroom work, each student is required to do a minimum of 1 1/2 hours of individual laboratory work per week.

CIS 155A Computer Operating Systems Pt. 1 1(1-0)

A detailed study of the Windows operating system. Windows terms, commands, installation, and optimizing techniques will be covered. In addition to the classroom work, each student is required to do a minimum of 1 1/2 hours of individual laboratory work per week. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

CIS 155B Computer Operating Systems Pt. 2 1(1-0)

A detailed study of the Windows operating system. Windows terms, commands, installation, and optimizing techniques will be covered. In addition to the classroom work, each student is required to do a minimum of 1 1/2 hours of individual laboratory work per week. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

CIS 170 Networking Essentials 3(3-0)

This course serves as a general introduction for students to acquire a foundation in current network technologies for local area networks (LANs), wide area networks (WANs), and the Internet. The course provides an introduction to the hardware, software, terminology, components, design, and connections of a network, as well as the topologies and protocols for LANs. It covers LAN-user concepts and the basic functions of system administration and operation.

CIS 170A Networking Essentials Pt.1 1(1-0)

This course serves as a general introduction for students to acquire a foundation in current network technologies for local area networks (LANs), wide area networks (WANs), and the Internet. The course provides an introduction to the hardware, software, terminology, components, design, and connections of a network, as well as the topologies and protocols for LANs. It covers LAN-user concepts and the basic functions of system administration and operation. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

CIS 170B Networking Essentials Pt.2 1(1-0)

This course serves as a general introduction for students to acquire a foundation in current network technologies for local area networks (LANs), wide area networks (WANs), and the Internet. The course provides an introduction to the hardware, software, terminology, components, design, and connections of a network, as well as the topologies and protocols for LANs. It covers LAN-user concepts and the basic functions of system administration and operation. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

CIS 175 Computer Programming I 3(3-0)

This course covers algorithm design and development. An introduction to the design and development of computer programs using object-oriented programming languages is included.

- *Prerequisite(s)* MAT 104 or higher MAT course, CIS 110

CIS 175A Computer Programming I Pt. 1 1(1-0)

This course covers algorithm design and development. An introduction to the design and development of computer programs using object-oriented programming languages is included. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

- *Prerequisite(s)* MAT 104 or higher MAT course, CIS 110

CIS 175B Computer Programming I Pt. 2 1(1-0)

This course covers algorithm design and development. An introduction to the design and development of computer programs using object-oriented programming languages is included. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

- *Prerequisite(s)* MAT 104 or higher MAT course, CIS 110

CIS 185 Introduction to Cybersecurity 3(3-0)

This course serves as a general introduction for students to acquire a foundation of knowledge and skills with current cybersecurity threats, vulnerabilities, and security concepts. Students will develop an in-depth knowledge of systems security, access control, network infrastructure, security assessments, security audits, cryptography, and organizational security. Students will implement and monitor security on networks, applications, and operating systems. This course is designed to help students prepare for the CompTIA Security+ certification exam.

- *Corequisite(s)* CIS 170

CIS 185A Introduction to Cybersecurity Pt. 1 1(1-0)

This course serves as a general introduction for students to acquire a foundation of knowledge and skills with current cybersecurity threats, vulnerabilities, and security concepts. Students will develop an in-depth knowledge of systems security, access control, network infrastructure, security assessments, security audits, cryptography, and organizational security. Students will implement and monitor security on networks, applications, and operating systems. This course is designed to help students prepare for the CompTIA Security+ certification exam. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

- *Corequisite(s)* CIS 170

CIS 185B Introduction to Cybersecurity Pt. 2 1(1-0)

This course serves as a general introduction for students to acquire a foundation of knowledge and skills with current cybersecurity threats, vulnerabilities, and security concepts. Students will develop an in-depth knowledge of systems security, access control, network infrastructure, security assessments, security audits, cryptography, and organizational security. Students will implement and monitor security on networks, applications, and operating systems. This course is designed to help students prepare for the CompTIA Security+ certification exam. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be

completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

- *Corequisite(s)* CIS 170

CIS 190 Introduction to Cisco Networking 3(3-0)

This course covers the architecture, structure, functions, and components of the Internet and other networks. Students achieve a basic understanding of how networks operate and how to build simple local area networks (LAN), perform basic configurations for routers and switches, and implement Internet Protocol (IP).

CIS 190A Introduction to Cisco Networking Pt. 1 1(1-0)

This course covers the architecture, structure, functions and components of the Internet and other networks. Students achieve a basic understanding of how networks operate and how to build simple local area networks (LAN), perform basic configurations for routers and switches, and implement Internet Protocol (IP). (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

CIS 190B Introduction to Cisco Networking Pt. 2 1(1-0)

This course covers the architecture, structure, functions and components of the Internet and other networks. Students achieve a basic understanding of how networks operate and how to build simple local area networks (LAN), perform basic configurations for routers and switches, and implement Internet Protocol (IP). (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

CIS 195 Switching, Routing, and Wireless Essentials 3(3-0)

Switching, Routing, and Wireless Essentials (SRWE) covers the architecture, components, and operations of routers and switches in small networks and introduces wireless local area networks (WLAN) and security concepts. Students learn how to configure and troubleshoot routers and switches for advanced functionality using security best practices and to resolve common issues with protocols in both IPv4 and IPv6 networks.

- *Prerequisite(s)* CIS 190

CIS 195A Switching, Routing, and Wireless Essentials Pt. 1 1(1-0)

Switching, Routing, and Wireless Essentials (SRWE) covers the architecture, components, and operations of routers and switches in small networks and introduces wireless local area networks (WLAN) and security concepts. Students learn how to configure and troubleshoot routers and switches for advanced functionality using security best practices and to resolve common issues with protocols in both IPv4 and IPv6 networks. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

- *Prerequisite(s)* CIS 190

CIS 195B Switching, Routing, and Wireless Essentials Pt. 2 1(1-0)

Switching, Routing, and Wireless Essentials (SRWE) covers the architecture, components, and operations of routers and switches in small networks and introduces wireless local area networks (WLAN) and security concepts. Students learn how to configure and troubleshoot routers and switches for advanced functionality using security best practices and to resolve common issues with protocols in both IPv4 and IPv6 networks. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an

independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

- *Prerequisite(s)* CIS 190

CIS 215 Cybersecurity Operations 3(3-0)

This course serves as a first step in acquiring the knowledge and skills needed to work with a Security Operations Center (SOC) team, and can be a valuable part of beginning an educational and career trajectory in the exciting and growing field of cybersecurity operations. The curriculum helps prepare students for entry-level cybersecurity career opportunities and is aligned to the Understanding Cisco Cybersecurity Fundamentals exam (210-250 SECFND) and Implementing Cisco Cybersecurity Operations exam (210-255 SECOPS) leading to the Cisco CCNA Cybersecurity Operations certification. This course uses hands-on labs using virtual environments to simulate real-world cybersecurity threat scenarios and create opportunities for ethical hacking, security monitoring, analysis, and resolution.

CIS 220 Advanced Cobol Programming 3(3-0)

Description Pending.

CIS 221 Computers in Business 3(3-0)

This course provides insight into the applications of the computer in modern business. The student will study the components of a business computer system, typical applications involving mainframe and personal systems, structure, use of files and databases, and the concepts of networking, teleprocessing, and distributed systems; explore the techniques of business computer system development; and also develop skills in using productivity programs such as databases and spreadsheets to build models solving practical business problems.

- *Prerequisite(s)* ACC 201, may be taken concurrently

CIS 221A Computers in Business Pt.1 1(1-0)

This course provides insight into the applications of the computer in modern business. The student will study the components of a business computer system, typical applications involving mainframe and personal systems, structure, use of files and databases, and the concepts of networking, teleprocessing, and distributed systems; explore the techniques of business computer system development; and also develop skills in using productivity programs such as databases and spreadsheets to build models solving practical business problems. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

- *Prerequisite(s)* ACC 201, may be taken concurrently

CIS 221B Computers in Business Pt.2 1(1-0)

This course provides insight into the applications of the computer in modern business. The student will study the components of a business computer system, typical applications involving mainframe and personal systems, structure, use of files and databases, and the concepts of networking, teleprocessing, and distributed systems; explore the techniques of business computer system development; and also develop skills in using productivity programs such as databases and spreadsheets to build models solving practical business problems. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

- *Prerequisite(s)* ACC 201, may be taken concurrently

CIS 230 Special Topics 3(3-0)

Courses designed to investigate relevant computer information systems. Topics covered are not included in the courses that are currently listed and will be announced prior to the semester in which they are offered.

- *Prerequisite(s)* CIS 100

CIS 231 .NET Programming II 3(3-0)

An intermediate level programming course using the .NET framework. The student will develop their programming techniques using a Windows based programming language in a graphical environment with an emphasis on procedures, menus, arrays, files, and classes.

- *Prerequisite(s)* CIS 131

CIS 231A .Net Programming II Pt.1 1(1-0)

An intermediate level programming course using the .NET framework. The student will develop their programming techniques using a Windows based programming language in a graphical environment with an emphasis on procedures, menus, arrays, files, and classes. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

- *Prerequisite(s)* CIS 131

CIS 231B .NET Programming II Pt.2 1(1-0)

An intermediate level programming course using the .NET framework. The student will develop their programming techniques using a Windows based programming language in a graphical environment with an emphasis on procedures, menus, arrays, files, and classes. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

- *Prerequisite(s)* CIS 131

CIS 235 Website Design II 3(3-0)

This course applies advanced web design and development techniques. Students will explore open source content management systems and use advanced HTML, CSS, JavaScript, and related web technologies to customize the functionality and appearance of dynamic websites. As the final course outcome, students will implement their own CMS with a responsive design and e-commerce features. ART 252 is also cross-listed as CIS 235. Credit may not be earned in both courses.

- *Prerequisite(s)* CIS 135 or ART 152

CIS 236 Emerging Web Technologies 3(3-0)

This course is a continuation of ART 252 Website Design II. It introduces advanced, emerging technologies in web design/multimedia design and current emerging web technologies. This is a growing field and will give graphic design students opportunities to expand their background in current web technologies. The final course outcome is a functional, online portfolio

- *Prerequisite(s)* CIS 235 or ART 252

CIS 250 Help Desk Fundamentals 3(3-0)

This course focuses on key skills for help desk professionals, including troubleshooting, problem-solving, verbal communication, written communication, self-management, help desk procedures, and end-user training.

- *Prerequisite(s)* CIS 155

CIS 255 Linux Fundamentals 3(3-0)

CIS 255 is designed to provide students an entry point for learning the fundamentals of the Linux operating system. Students will develop a working knowledge of Linux as an operating system, basic open source concepts, how Linux is used, and the basics of the Linux command line. Students will develop fundamental skills for set up, configuration,

and troubleshooting Linux PCs. This course will align with the objectives of the Linux Professional Institute (LPI) Linux Essentials Professional Development Certificate exam.

- Prerequisites: CIS 140, CIS 155

CIS 260 Systems Analysis 3(3-0)

Introduces the student to the fundamental concepts of systems analysis and design. The role of the systems analyst and the training and skills required to function in this position are presented. Special emphasis is placed upon both written and oral communication skills. The life cycle concept and its application to business systems are discussed. Structured design techniques are emphasized.

- *Prerequisite(s)* CIS 125, CIS 131, CIS 175

CIS 260A Systems Analysis Pt. 1 1(1-0)

Introduces the student to the fundamental concepts of systems analysis and design. The role of the systems analyst and the training and skills required to function in this position are presented. Special emphasis is placed upon both written and oral communication skills. The life cycle concept and its application to business systems are discussed. Structured design techniques are emphasized. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

CIS 260B Systems Analysis Pt. 2 1(1-0)

Introduces the student to the fundamental concepts of systems analysis and design. The role of the systems analyst and the training and skills required to function in this position are presented. Special emphasis is placed upon both written and oral communication skills. The life cycle concept and its application to business systems are discussed. Structured design techniques are emphasized. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

CIS 265 Ethical Hacking 3(3-0)

CIS 265 is designed to develop a professional capability to discover weaknesses and vulnerabilities in target systems using the same skills and tools as malicious threat actors for the purpose of assessing the security posture of networks and data. Students will utilize existing knowledge of TCP/IP, IP addressing, DNS, routing and switching, Windows and Linux skills, command line interface tools, text editing, and information security concepts to develop skills and proficiencies to plan, scope, investigate, test, and report vulnerability assessments in a lawful and legitimate manner. This course will align with the objectives of the CompTIA PenTest+ certification exam.

- *Prerequisite(s)* CIS 185, CIS 215, CIS 255

CIS 275 Computer Programming II 3(3-0)

A continuation of CIS 175, with an emphasis on elementary data structures, string manipulation, recursion, stacks, queues, linked lists, binary trees, sorting, and searching.

- *Prerequisite(s)* CIS 175

CIS 275A Computer Programming II Pt.1 1(1-0)

A continuation of CIS 175, with an emphasis on elementary data structures, string manipulation, recursion, stacks, queues, linked lists, binary trees, sorting, and searching. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

- *Prerequisite(s)* CIS 175

CIS 275B Computer Programming II Pt.2 1(1-0)

A continuation of CIS 175, with an emphasis on elementary data structures, string manipulation, recursion, stacks, queues, linked lists, binary trees, sorting, and searching. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

- *Prerequisite(s)* CIS 175

CIS 280 Computer Information Systems Internship 2(2-0)

Internship is a capstone course planned for the last semester of the Associate in Applied Science: Computer Information Systems Degree. The students will be employed in an approved internship position selected by the College coordinator and faculty. A waiver may be allowed for the work component only with equivalent previous/present work experience as determined by the coordinator. Documentation by the employer will be required.

- *Prerequisite(s)* The student must have completed at least 45 credit hours in the Associate in Applied Science: Computer Information Systems Degree and MID 150

CIS 281 Game Programming I 3(3-0)

This course will cover the fundamentals of designing and creating computer games. Topics will include defining game logic, game design, using a game engine, incorporating text and graphics, and preparing documentation.

- *Corequisite(s)* CIS 231

CIS 285 Network Cybersecurity 3(3-0)

Students will develop an in-depth, theoretical understanding of network security principles. CIS 285 is a hands-on, career-oriented course with an emphasis on practical experience to help students develop specialized security skills to advance their career opportunities implementing Cisco network security. This course provides an introduction to the core security concepts and skills needed for the installation, troubleshooting, and monitoring of network devices to maintain the integrity, confidentiality, and availability of data and devices. This course is designed to help students prepare for the Implementing Cisco IOS Network Security certification exam.

- *Prerequisite(s)* CIS 185, CIS 195

CIS 285A Network Cybersecurity Pt. 1 1(1-0)

Students will develop an in-depth, theoretical understanding of network security principles. CIS 285 is a hands-on, career-oriented course with an emphasis on practical experience to help students develop specialized security skills to advance their career opportunities implementing Cisco network security. This course provides an introduction to the core security concepts and skills needed for the installation, troubleshooting, and monitoring of network devices to maintain the integrity, confidentiality, and availability of data and devices. This course is designed to help students prepare for the Implementing Cisco IOS Network Security certification exam. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

- *Prerequisite(s)* CIS 185, CIS 195

CIS 285B Network Cybersecurity Pt. 2 1(1-0)

Students will develop an in-depth, theoretical understanding of network security principles. CIS 285 is a hands-on, career-oriented course with an emphasis on practical experience to help students develop specialized security skills to advance their career opportunities implementing Cisco network security. This course provides an introduction to the core security concepts and skills needed for the installation, troubleshooting, and monitoring of network devices to maintain the integrity, confidentiality, and availability of data and devices. This course is designed to help students prepare for the Implementing Cisco IOS Network Security certification exam. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work

experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

- *Prerequisite(s)* CIS 185, CIS 195

CIS 290 Enterprise Networking, Security, and Automation 3(3-0)

Enterprise Networking, Security, and Automation (ENSA) describes the architecture, components, operations, and security to scale for large, complex networks, including wide area networks (WAN) technologies. The course emphasizes network security concepts and introduces network virtualization and automation. Students learn how to configure, troubleshoot, and secure enterprise network devices and understand how application programming interfaces (API) and configuration management tools enable network automations.

- *Prerequisite(s)* CIS 195

CIS 295 Professional Certification Exam Prep 3(3-0)

This course is designed to prepare students to succeed on industry professional certification exams. The focus of this course is on all CCNA Exam related learning objectives and on industry recognized cybersecurity certification exam learning objectives. It is the final preparation for taking the Cisco Certification Networking Associate examination and the Comp TIA Security+ examination.

- *Prerequisite(s)* CIS 185, CIS 290

Criminal Justice System (CJS)

CJS 200 Introduction to Law Enforcement and Criminal Justice 3(3-0)

An introductory course designed to acquaint the student with the components of the criminal justice system. Corrections, courts, police systems are examined. The criminal justice process is explored in detail. The history, relationships, administration, and philosophy of the criminal justice system is also examined.

CJS 201 Criminal Law for Police Officers 3(3-0)

This course is designed to familiarize persons or refresh law enforcement personnel with the purposes and functions of criminal law in the operation of a law enforcement agency. Topics of discussion include philosophy and source of criminal law, criminal procedure, search and seizure, arrest, specific crimes, judicial procedure, and other topics such as defendant rights.

- *Prerequisite(s)* CJS 200

CJS 202 Juvenile Law and Procedures 3(3-0)

This course will examine a broad spectrum of trends and causation of juvenile delinquency, specific treatment techniques, ways of controlling and preventing delinquency, and the role of the law enforcement officer in dealing with all aspects of the legal basis of the police officer's work with juveniles.

- *Prerequisite(s)* CJS 200

CJS 203 Fundamentals of Supervision and Management in Criminal Justice 3(3-0)

An introductory course designed to acquaint the student with the basics of management and supervision. Criminal Justice roles and responsibilities are examined. Management styles are discussed. Issues of management, operations, employment, training, community relations, and leadership styles all receive attention within this course.

CJS 204 Criminal Investigation 3(3-0)

This course covers the fundamentals of criminal investigation including techniques of surveillance; search at the scene of the crime; collection, recording and preservation of evidence; interviewing witnesses; interrogation of suspects; methods used in the police science laboratory; and cooperation with other agencies in investigation procedures.

- *Prerequisite(s)* CJS 201

CJS 205 Evidence and the Police Officer 3(3-0)

A study of the rules of evidence, from its historical development through the present, pertaining to criminal cases. This course provides an examination into the testimonial, documentary and real evidence as discovered, and evaluated by police in anticipation of a criminal trial.

- *Prerequisite(s)* CJS 201

CJS 205X Evidence and the Police Officer Part 1 1.5(1.5-0)

A study of the rules of evidence, from its historical development through the present, pertaining to criminal cases. This course provides an examination into the testimonial, documentary and real evidence as discovered, and evaluated by police in anticipation of a criminal trial. (Note: CJS 205X constitutes the first half of CJS 205. When completed with CJS 205Y, the equivalent of CJS 220 will have been completed.)

- *Prerequisite(s)* CJS 201

CJS 205Y Evidence and the Police Officer Part Two 1.5(1.5-0)

A study of the rules of evidence, from its historical development through the present, pertaining to criminal cases. This course provides an examination into the testimonial, documentary and real evidence as discovered, and evaluated by police in anticipation of a criminal trial. (Note: CJS 205Y constitutes the second half of CJS 205. When completed with CJS 205X, the equivalent of CJS 205 will have been completed.)

- *Prerequisite(s)* CJS 201, CJS 205X

CJS 206 Police Patrol Operations 3(3-0)

This course provides a study of police patrol and its function. The course includes both the theoretical and functional aspects of patrol function. Emphasis is placed on police patrol responsibilities, its purpose, methods and the different types of police patrol. The student will examine the concept of police patrol to include community policing, types of service calls, interview and reports, the courtroom and testimony, and insights to the technological advancements affecting the patrol officer.

- *Prerequisite(s)* CJS 200

CJS 207 Communications in Criminal Justice 3(3-0)

This course is designed to introduce students to specific verbal, non-verbal, and written communication skills that will allow them to succeed in their performance of duty as Law Enforcement and Correctional Professionals. Students will be introduced to a variety of communication styles with emphasis placed on interpersonal communication strategies. Written communication skills will be taught specific to the reports necessary in Law Enforcement and Corrections fields.

- *Prerequisite(s)* COM 101 or COM 257

CJS 215 Criminal Justice Academy 16(16-693)

Students who successfully complete a Michigan Commission on Law Enforcement (MCOLES) approved training program will receive Mid Michigan College credit. In order to receive credit, a student must submit an official transcript showing satisfactory completion of the Basic Police Academy, Conservation Officer Academy, or Michigan State Police Academy.

CJS 220 Introduction to Corrections 3(3-0)

A study of the history, impact, and philosophy of community-based corrections services including sentencing alternatives and process, probation, parole, and imprisonment. Prisoner rights and offender profiles are also examined.

CJS 220X Introduction to Corrections Part 1 1.5(1.5-0)

A study of the history, impact, and philosophy of community-based corrections services including sentencing alternatives and process, probation, parole, and imprisonment. Prisoner rights and offender profiles are also examined. (Note: CJS 220X constitutes the first half of CJS 220. When completed along with CJS 220Y, the equivalent of CJS 220 will have been completed.)

CJS 220Y Introduction to Corrections Part 2 1.5(1.5-0)

A study of the history, impact, and philosophy of community-based corrections services including sentencing alternatives and process, probation, parole, and imprisonment. Prisoner rights and offender profiles are also examined. (Note: CJS 220Y constitutes the second half of CJS 220. When this course is completed with CJS 220X, the equivalent of CJS 220 will have been completed.)

- *Prerequisite(s)* CJS 220X

CJS 221 Legal Issues in Corrections 3(3-0)

An introduction to the laws and procedures regarding federal and state constitutional rights, criminal case processing, court organization, and prisoner rights.

CJS 222 Correctional Facilities and Institutions 3(3-0)

A study of American prisons and jails including their purpose, treatment program availability, organizational structure, and custodial and security requirements. The effect on the incarcerated inmate as well as future correctional considerations are also examined.

CJS 223 Client Growth/Development in Corrections 3(3-0)

An examination of the psychological, social, and environmental causes of criminal behavior in juveniles and adults, the impact of psychological, sexual, medical, and substance abuse problems of offenders and intervention strategies used in institutional and community settings.

CJS 224 Client Relations in Corrections 3(3-0)

An examination of the social and psychological formation of attitudes, their cultural influences, and their impact on minority perceptions. Discriminatory implications and professional responses in corrections are also considered.

CJS 231 Local Detention Academy One 3(3-0)

This course is designed to prepare Correctional Officers Training Students for employment at a local corrections (County Sheriff) facility. This course is one of three academic courses required to satisfy the Michigan Department of Corrections Local Detention Academy of 160 hours of total training. This course includes the following training academy modules and hours: Correctional Law (16 hours), Report Writing (8 hours), Interpersonal Communications (16 hours), Workplace Harassment (2 hours), Stress Management (4 hours), and Cultural Diversity (4 hours).

CJS 232 Local Detention Academy Two 3(3-0)

This course is designed to prepare Correctional Officers Training Students for employment at a local corrections (County Sheriff) facility. This course is one of three academic courses required to satisfy the Michigan Department of Corrections Local Detention Academy of 160 hours of total training. This course includes the following training academy modules and hours: Booking and Intake (8 hours), Custody and Security (24 hours), Prisoner Behavior (8 hours), Suicide Awareness (8 hours), and Ethics in Corrections (2 hours).

CJS 233 Local Detention Academy Three 4(3-0)

This course is designed to prepare Correctional Officers Training Students for employment at a local corrections (County Sheriff) facility. This course is one of three academic courses required to satisfy the Michigan Department of Corrections Local Detention Academy of 160 hours of total training. This course includes the following training academy modules and hours: Defensive Tactics (40 hours), Fire Safety (12 hours), and First Aid/CPR/AED (8 hours).

CJS 250 Correction Officer Training Internship 5(1-0)

The Corrections Officer Training Internship has been designed to provide the student a pragmatic work experience in a correctional institution/facility. The student intern will be required to complete a minimum of 60 hours at an operational corrections agency. The intern curriculum will include working in a variety of institutional departments and can be adjusted in accordance to the student's needs and/or interests. Students must be recommended by one or more corrections instructors and successfully interview with a Corrections Department representative.

CJS 255 Physical Training 35(3-0)

This course is designed to help students pass the M.C.O.L.E.S. physical training requirements. The objective is to teach the student to become physically and mentally fit to become a police officer.

CJS 291 Fundamentals of Supervision and Management in Criminal Justice 1.5(1.5-0)

An introductory course designed to acquaint the student with the basics of management and supervision. Criminal Justice roles and responsibilities are examined. Issues of management, operations, employment, training, community relations, and leadership styles all receive attention within this course. (CJS 291 is the second part of CJS 203; the first part is covered in CJS 290 during Fall 2017 term.)

CJS 297-299 Special Topics

Communication (COM)

COM 101 Fundamentals of Communication 3(3-0)

In this course, students use theory to describe and evaluate their interpersonal, intrapersonal, group, and public speaking situations; public speaking is emphasized as students use a variety of channels to synthesize theory and practice as they demonstrate communication proficiency.

COM 195 Intercultural Communication 3(3-0)

In this course, students use self-inquiry, communication theory, discussion, and ethnography to explore the relationships among communication, culture, and perception. They use their observations to increase cultural awareness, sensitivity, and ability to negotiate diverse experiences in personal, civic, and professional contexts. (Note: This course is cross-listed as SSC 195. Credit will be awarded only for COM 195.)

COM 253 Small Group Communication 3(3-0)

In this course, students examine the major concepts, principles, and theories associated with human communication in small groups. Students synthesize theory and practice through collaborative activities--including service learning--that require group development, leadership, conflict resolution, and decision- making. (Note: This course is cross-listed as SSC 253. Credit will be awarded only for COM 253.)

COM 257 Public Speaking 3(3-0)

In this course, students examine theories and practice techniques for effective public speaking and listening in civic and professional contexts. As speakers, they demonstrate effective public speaking techniques in the classroom and for wider audiences.

COM 261 Interpersonal Communication 3(3-0)

In this course, students investigate the creation of meaning as a social, symbolic process and refine their abilities to effectively co-create meaning in their personal, civic, and professional relationships.

COM 270 Special Topics in Communication 3(3-0)

Variable topics/credit course designed to address special issues and/or employ innovative teaching techniques in the study of communication.

- *Prerequisite(s)* Instructor permission

Computed Tomography Technology (CTG)

CTG 210 CT Patient Care and Safety 1(1-0)

This course prepares the CT student to safely practice within the hospital or ambulatory care setting. Students will discuss the importance of patient assessment. Emphasis will be placed on radiation safety and contrast administration.

- *Prerequisite(s)* Admission to the CTG Program

CTG 215 Principles of CT 1(1-0)

This course provides a historical overview of the CT profession. Students will explore the principles of digital imaging. Emphasis will be placed on the physical principles of computed tomography, data acquisition, and data processing.

- *Prerequisite(s)* Admission to the CTG Program

CTG 220 CT Instrumentation 2(3-0)

This course provides an introduction of the CT operating system. Students will review radiation physics and discuss factors affecting dose in CT. Emphasis will be placed on artifact recognition, artifact reduction, and image quality.

- *Prerequisite(s)* Admission to the CTG Program

CTG 230 CT Procedures and Pathophysiology I 3(3-0)

This is the first in a series of two courses that will provide the student with considerations related to routine imaging techniques of the central nervous system (CNS) and musculoskeletal system (MSK). Students will explore common pathologies found on CT images. Emphasis will be placed on contrast usage, imaging processes, and positioning considerations.

- *Prerequisite(s)* Admission to the CTG Program

CTG 231 CT Procedures and Pathophysiology II 3(3-0)

This is the final procedures and pathophysiology course in a series of two that will provide the student with considerations related to special imaging procedures. Students will explore common pathologies found on CT images. Emphasis will be placed on contrast usage, imaging processes, and positioning considerations.

- *Prerequisite(s)* Admission to the CTG Program

CTG 240 CT Clinical Practice I 3(3-0)

This is the first in a series of two clinical courses that provides the necessary supervised clinical education needed for the CT student to competently apply basic protocols, recognize when to appropriately alter the standard protocol and recognize equipment and patient considerations that affect image quality. Emphasis will be placed on patient safety and comfort while professional values, attitudes, and behaviors are upheld.

- *Prerequisite(s)* Admission to the CTG Program

CTG 241 CT Clinical Practice II 3(3-0)

This is the final clinical course in a series of two that provides the necessary supervised clinical education needed for the CT student to competently apply basic protocols, recognize when to appropriately alter the standard protocol, and recognize equipment and patient considerations that affect image quality. Emphasis will be placed on patient safety and comfort while professional values, attitudes, and behaviors are upheld.

- *Prerequisite(s)* Admission to the CTG Program

Early Childhood Education (ECE)

ECE 101 Introduction to Early Childhood Education 4(4-0)

This course is designed to assist the student to understand the role and personal characteristics of the child care provider or teacher, to become familiar with early childhood settings, developmental milestones, and development theories. The course consists of lecture and some hands-on activities to guide children's learning. This course introduces the student to the Child Development Association (CDA) national credential.

ECE 112 Infant-Toddler Development 4(3-2)

This course provides opportunities for students to explore, understand, and practice critical interactions with infants and toddlers that support and nurture their social-emotional, cognitive, and language and literacy development and learning. It is designed for current and future educators who work/will work in home or center-based group settings with infants and/or toddlers. Students are assigned to licensed lab sites where infants and toddlers are in attendance. Thirty (30) lab hours in the form of observation/interaction are required in addition to the course lectures. This course meets DHHS licensing requirements for lead infant-toddler caregivers.

- *Prerequisite(s)* Program Coordinator permission, Students are required to submit a negative TB test and DHHS Central Clearance Registry background check prior to registering for this course

ECE 112X Infant-Toddler Development Part 1 2(3-2)

This course provides opportunities for students to explore, understand, and practice critical interactions with infants and toddlers that support and nurture their social-emotional, cognitive, and language and literacy development and learning. It is designed for current and future educators who work/will work in home or center-based group settings with infants and/or toddlers. Students are assigned to licensed lab sites where infants and toddlers are in attendance. Thirty (30) lab hours in the form of observation/interaction are required in addition to the course lectures. This course meets DHHS licensing requirements for lead infant-toddler caregivers. (Note: This course constitutes the first half of ECE 112. When taken with ECE 112Y, it will be considered as an equivalent to ECE 112.)

- *Prerequisite(s)* Program Coordinator permission, Students are required to submit a negative TB test and DHHS Central Clearance Registry background check prior to registering for this course

ECE 112Y Infant-Toddler Development Part 2 2(3-2)

This course provides opportunities for students to explore, understand, and practice critical interactions with infants and toddlers that support and nurture their social-emotional, cognitive, and language and literacy development and learning. It is designed for current and future educators who work/will work in home or center-based group settings with infants and/or toddlers. Students are assigned to licensed lab sites where infants and toddlers are in attendance. Thirty (30) lab hours in the form of observation/interaction are required in addition to the course lectures. This course meets DHHS licensing requirements for lead infant-toddler caregivers. (Note: This course constitutes the second half of ECE 112. When this course is completed along with ECE 112X, the equivalent of ECE 112 will have been completed.)

- *Prerequisite(s)* ECE Program Coordinator permission, Students are required to submit a negative TB test and DHHS Central Clearance Registry background check prior to registering for this course

ECE 113 Early Childhood Development and Learning 4(3-2)

This course explores the principles of growth and development of children ages 3-8 years, as well as strategies for teaching this age group, observation techniques, working with the child in the context of their family, and addressing family diversity. 30 lab hours are required in a licensed Department of Human Services (DHS) program or school setting with children ages 3-8 years in attendance.

ECE 114 Interacting With Children, Parent/Adult 4(3-2)

This course will explore the theoretical perspective for interaction, and the influence of significant adults, especially parents, in the lives of children birth through age eight. The student will observe child-adult interactions in natural settings. 30 hours of lab time are required in observing young children in the community. Diversity and parenting styles will be studied.

- *Prerequisite(s)* ECE 112

ECE 150 Preparation for Child Development Associate Credential (CDA) 2(2-0)

This course is designed to prepare the student for assessment by the Council for Early Childhood Professional Recognition to earn the Child Development Associate Credential. The student will be guided through the preparation of a resource file, distribution of parent questionnaires, writing of statements of competence, and review of typical test questions and interview practice sessions.

- *Prerequisite(s)* Be employed in a licensed or registered child care setting or be a regular volunteer in such a facility and able to accumulate 480 hours working with young children (this requirement must be

accomplished in the three years prior to sending in an application for assessment), have accumulated 120-hours of early childhood training either through high school vocational classes, college courses, or in-service training with an early childhood agency, be able to document these training hours by transcript, certificates, or other acceptable means

ECE 201 Guidance and Implementation of Programs 3(2-2)

This course is designed to provide students with a variety of opportunities to learn developmentally appropriate methods and theories of guidance, both direct and indirect, in working with young children. In addition, the course will examine all aspects of the early childhood setting, including physical arrangement, curriculum development, positive atmosphere, and age and interest groupings. Evaluation techniques to assess child and program progress will be examined. 30 labs hours in a Department of Human Services (DHS) licensed setting are required. ENG 111 is highly recommended prior to enrolling in this course.

- *Prerequisite(s)* ECE 113, ECE 114

ECE 202 Creative Development of the Child 3(2-2)

This course will focus on curriculum development in an early childhood setting. Students will learn how children become creative thinkers and how to encourage creativity in young children in multiple content areas. Activities will be developed for implementation in a lab setting. 30-hour lab placement is required. ENG 111 is highly recommended prior to enrolling in this course.

- *Prerequisite(s)* ECE 113, ECE 114

ECE 206 Parent, School, and Community 3(2-2)

This course will explore the important relationship between the early childhood program and the families involved, as well as taking a look at the school and community resources available to programs and families. Some lab hours will be spent visiting service agencies and attending early childhood events, including a home visit, a parent-teacher meeting, and a parent-teacher conference. ENG 111 is highly recommended prior to enrolling in this course.

- *Prerequisite(s)* ECE 113, ECE 114

ECE 207 Early Childhood Education Practicum 4(3-2)

This course leads the student to culminate Early Childhood Education studies through self-selected research and presentation, professional portfolio development, and assignments based on theories and techniques learned and observed in prerequisite courses, and that require the student to apply ethical reflection to case studies. It includes time with peers and instructor to evaluate and discuss the field experience. Thirty (30) lab hours are required as assigned by instructor.

- *Prerequisite(s)* ECE 201, ECE 202, ECE 206, ENG 111
- *Corequisite(s)* ECE 208

ECE 208 Early Childhood Administration 3(2-2)

This course is designed to prepare students for the administrative and leadership role of early childhood program directors. Topics include: record-keeping, the hiring and training of staff, child advocacy, using community resources, budgeting, food service, collaboration, public relations, marketing, and fundraising. Thirty (30) lab hours in field settings are required in addition to course lectures. This course satisfies the Department of Health and Human Services (DHHS) staff qualification requirement to be named as an administrator on a center license.

- *Prerequisite(s)* ECE 201, ECE 202, ECE 206, ENG 111 or ECE Program Coordinator permission
- *Corequisite(s)* ECE 207

Economics (ECO)

ECO 110 Economics and Society 3(3-0)

An examination of the development of economic thought and institutions with emphasis on the application of this knowledge to the understanding of today's world.

ECO 201 Principles of Economics (Macroeconomics) 3(3-0)

Examines foundational economic doctrines and major subdivisions of the American economy. Some of the specific areas studied include national income, business cycles, unemployment, inflation, aggregate supply and demand, the theory and practice of fiscal policy and monetary policy, money and banking, international trade, transition economies, and economic growth.

ECO 202 Principles of Economics (Microeconomics) 3(3-0)

This course is designed to introduce the fundamentals of economics from the perspective of consumers and business firms. Topics include supply and demand in product and factor markets, the design and consequences of the tax system, international trade, externalities, public goods and common resources, market types ranging from perfect competition to monopoly, company production decisions, the labor market and discrimination, income inequality, and consumer choice.

ECO 297-299 Selected Topics

Education (EDU)

EDU 107 Introduction to Teaching 3(3-0)

Introduction to teaching as a career. Survey of student behavior and effective teacher responsibilities preparatory to guided observation and participation in K-12 settings.

EDU 290 Technology in Education 3(3-0)

Students will learn to operate various technology-based equipment; select and assess instructional media materials, courseware, and software; and integrate technology and media into K-12 instruction.

- *Prerequisite(s)* EDU 107, Basic computer and keyboarding skills

Neurodiagnostic Technology (EEG)

EEG 100 Neuroanatomy and Physiology 3(3-0)

This course provides an introduction to neuroanatomy and physiology necessary for working in the diverse field of Neurodiagnostics. Students will discuss the structures and functions of the Nervous System. Topics include the Central Nervous System, Peripheral Nervous System, and blood supply.

- *Prerequisite(s)* Admission to the EEG Program
- *Corequisite(s)* EEG 101, EEG 102, EEG 120

EEG 101 Introduction to Neurodiagnostic Procedures 3(3-0)

This course provides an introduction to the routine Neurodiagnostic testing procedures performed. Students will discuss the Scope of Practice specific to the Neurodiagnostic Technologist. Topics will include medical terminology, diagnostic procedures, and common neurological disorders.

- *Prerequisite(s)* Admission to the EEG Program
- *Corequisite(s)* EEG 100, EEG 102, EEG 120

EEG 102 EEG Applications 3(3-0)

This course provides the basic skills necessary to accurately measure and apply electrodes. Students will discuss the standards for electrode placement based on the International 10-20 System of Electrode Placement. Topics will include skin preparation, skin safety, and modification techniques.

- *Prerequisite(s)* Admission to the EEG Program
- *Corequisite(s)* EEG 100, EEG 101, EEG 120

EEG 120 EEG Pre-Clinical Preparation 3(3-0)

This course prepares the EEG student for safe participation in clinical education within the neurodiagnostic department. Students will explore and discuss the importance of patient safety, patient assessment, and equipment placement. While most of the course is delivered online, students will practice and master various procedures in a scheduled laboratory setting. (This course will be completed through Michigan Colleges Online.)

- *Prerequisite(s)* Admission to the EEG Program
- *Corequisite(s)* EEG 100, EEG 101, EEG 102

EEG 130 Principles of EEG 1.5(1.5-0)

This course explores the history of electroencephalograms (EEG). Students will discuss the use of EEG's in the diagnosis of neurological diseases. Topics will include the national competency standards for performing EEG's, fundamentals of patient care, and HIPPA compliance. (This course will be completed through Michigan Colleges Online.)

- *Prerequisite(s)* EEG 100, EEG 101, EEG 102, EEG 120
- *Corequisite(s)* EEG 131, EEG 132, EEG 220

EEG 131 Principles of Electricity and Electrical Safety 1.5(1.5-0)

This course familiarizes the Neurodiagnostic student with the principles of electricity and electrical safety. Students will discuss digital EEG, EEG recordings, and the digital EEG display. Topics will include risks related to current, grounding, and factors contributing to electrical injury. (This course will be completed through Michigan Colleges Online.)

- *Prerequisite(s)* EEG 100, EEG 101, EEG 102, EEG 120
- *Corequisite(s)* EEG 130, EEG 132, EEG 220

EEG 132 EEG Instrumentation I 1.5(1.5-0)

This course provides a foundation for EEG instrumentation. Students will discuss the basic requirements of the EEG system. Topics will include amplifier settings, filters, chart speeds, calibration methods, system selections, and post-acquisition setting adjustments. (This course will be completed through Michigan Colleges Online.)

- *Prerequisite(s)* EEG 100, EEG 101, EEG 102, EEG 120
- *Corequisite(s)* EEG 130, EEG 131, EEG 220

EEG 200 EEG Procedures and Pathology I 1.5(1.5-0)

This course provides a comprehensive foundation in subjects related to the EEG instrument. Lessons include topics on basic electronic components of the electroencephalograph. Learners will gain an understanding about the appropriate use of amplifier settings, such as filters, sensitivity, chart speeds, to refine the EEG recording. Various types of montages are described, as well as calibration methods, system and other reference selections, and permissible post-acquisition setting changes. A brief introduction to polarity is provided. (This course will be completed through Michigan Colleges Online.)

- *Prerequisite(s)* EEG 100, EEG 101, EEG 102, EEG 120, EEG 130, EEG 131, EEG 132
- *Corequisite(s)* EEG 201, EEG 202, EEG 220

EEG 201 EEG Instrumentation 2 1.5(1.5-0)

This course provides the EEG student with the technical skills needed to analyze waveforms and polarity. Students will discuss techniques needed to improve EEG recording quality. Topics will include recording annotations, patient considerations based on specific need, and challenges of performing bedside procedures. (This course will be completed through Michigan Colleges Online.)

- *Prerequisite(s)* EEG 100, EEG 101, EEG 102, EEG 120, EEG 130, EEG 131, EEG 132
- *Corequisite(s)* EEG 200, EEG 202, EEG 220

EEG 202 EEG Quality Control 1.5(1.5-0)

This course explores the physiological and non-physiological artifacts found in routine EEG recordings. Students will discuss the factors that contribute to artifacts and troubleshoot the ways to eliminate them. Topics will include impedance and common mode rejection (CMR). (This course will be completed through Michigan Colleges Online.)

- *Prerequisite(s)* EEG 100, EEG 101, EEG 102, EEG 120, EEG 130, EEG 131, EEG 132
- *Corequisite(s)* EEG 200, EEG 202, EEG 220

EEG 220 EEG Clinical Practice I 3(3-0)

This is the first in a series of two clinical courses that provides the necessary supervised clinical education needed for the EEG student to competently perform routine procedures and recognize patient considerations that affect diagnosis. Emphasis will be placed on patient safety and comfort while professional values, attitudes, and behaviors are upheld.

- *Prerequisite(s)* EEG 100, EEG 101, EEG 102, EEG 120
- *Corequisite(s)* EEG 130, EEG 131, EEG 132, EEG 200, EEG 201, EEG 202

EEG 221 EEG Clinical Practice II 3(3-0)

This is the second in a series of two clinical courses that provides the necessary supervised clinical education needed for the EEG student to competently perform routine procedures and recognize patient considerations that affect diagnosis. Emphasis will be placed on patient safety and comfort while professional values, attitudes, and behaviors are upheld.

- *Prerequisite(s)* EEG 130, EEG 131, EEG 132, EEG 200, EEG 201 EEG 202, EEG 220
- *Corequisite(s)* EEG 230, EEG 231, EEG 232

EEG 230 EEG Procedures and Pathology II 1(1-0)

This course provides the EEG student with skills to recognize EEG patterns related to seizures. Students will discuss the International Classification of Seizures and Information. Topics will include seizure classification, treatment, and seizure protocols. (This course will be completed through Michigan Colleges Online.)

- *Prerequisite(s)* EEG 130, EEG 131, EEG 132, EEG 200, EEG 201 EEG 202, EEG 220
- *Corequisite(s)* EEG 230, EEG 221, EEG 231

EEG 231 EEG Procedures and Pathology III 1(1-0)

This course provides the EEG student with skills to recognize EEG patterns related to seizures. This course familiarizes the EEG student with the common neurological disorders found on electroencephalogram. Students will discuss the signs and symptoms related to various neurological disorders. Topics will include EEG patterns, diagnostic procedures, and patient considerations. (This course will be completed through Michigan Colleges Online.)

- *Prerequisite(s)* EEG 130, EEG 131, EEG 132, EEG 200, EEG 201 EEG 202, EEG 220
- *Corequisite(s)* EEG 221, EEG 230

EEG 232 EEG Procedures and Pathology IV 1(1-0)

This course familiarizes the EEG student with the skills needed to perform procedures on neonates and pediatric patients. The student will discuss the special considerations needed working with neonates and pediatric patients. Topics will include EEG patterns specific to age group, physiological variables, and challenges of working in critical care departments. (This course will be completed through Michigan Colleges Online.)

- *Prerequisite(s)* EEG 130, EEG 131, EEG 132, EEG 200, EEG 201, EEG 202, EEG 220
- *Corequisite(s)* EEG 221

Engineering Technology (EGR)

EGR 101 Introduction to Engineering 3(3-0)

An introduction to the field of Engineering. Students will learn about the kinds of work done by Mechanical, Electrical, Chemical, and Manufacturing Engineers.

EGR 201 Engineering Internship 3(3-0)

This course provides students with the opportunity to complete an internship in Engineering.

English (ENG)

ENG 050 Accelerated Learning Companion Course 1(1-0)

ENG 050 is an accelerated support course for ENG 110. ENG 050 is designed to provide intensive scaffolding and further practice for students in a small group setting as they learn the textual moves required in college (such as evidence, rhetorical choices, critical analysis, considering rival points of view, or synthesizing a new position). ENG 050 will support students as they focus on how to read, annotate, and respond to academic texts while practicing various writing strategies for producing college essays from their ENG 110 course.

- *Prerequisite(s)* Placement into ENG 050

ENG 051 ENG 111 Companion Course 1(1-0)

This course has been designed to help students who are placed into ENG 111, but feel they aren't quite ready for the rigor required in ENG 111. ENG 051 is a companion course, so students will concurrently take ENG 111 and ENG 051 during the same semester. Students enrolled in ENG 051 will attend designated courses of ENG 111. In addition, they will have one additional hour of classroom instruction per week. Students in ENG 051 will complete additional discussions, close readings, and activities to build the skills needed to succeed in ENG 111.

ENG 097 College Reading I 2(2-0)

ENG 097 is designed to develop the strategies, skills, and attitudes necessary for reading college-level texts. Based on reading placement score, completion of the English self-placement quiz, and discussion with a Mid Mentor, students may enroll in ENG 097 in conjunction with ENG 110 Introduction to Academic Writing, or another course with college-level reading. Students will learn and practice a variety of reading strategies they can use to better understand what they read. In addition to strategic reading, emphasis will be on integrating critical thinking with reading, reading comprehension, reading flexibility, and expanding vocabulary. With an instructor facilitating, students will develop existing reading skills in an interactive, collaborative setting.

- *Corequisite(s)* ENG 110 or a course with college-level reading

ENG 098 College Reading II 1(1-0)

ENG 098 is designed to develop the strategies, skills, and attitudes necessary for reading college-level texts. Based on reading placement score, completion of the English self-placement quiz, and discussion with a Mid Mentor, students may enroll in ENG 098 in conjunction with ENG 110 Introduction to Academic Writing, ENG 111 Freshman Composition, or another course with college-level reading. Students will learn and practice a variety of reading strategies they can use to better understand why they read. In addition to strategic reading, emphasis will be on integrating critical thinking with reading, reading comprehension, reading flexibility, and expanding vocabulary. With an instructor facilitating, students will develop existing reading skills in an interactive, collaborative setting.

- *Corequisite(s)* ENG 110, ENG 111, or a course with college-level reading

ENG 098A College Reading II 1(1-0)

ENG 098A is designed to develop the strategies, skills, and attitudes necessary for reading college-level texts. Based on reading placement score, completion of the English self-placement quiz, and discussion with a Mid Mentor, students may enroll in ENG 098 in conjunction with ENG 110 Introduction to Academic Writing, ENG 111 Freshman Composition, or another course with college-level reading. Students will learn and practice a variety of reading strategies they can use to better understand why they read. In addition to strategic reading, emphasis will be on integrating critical thinking with reading, reading comprehension, reading flexibility, and expanding vocabulary. With an instructor facilitating, students will develop existing reading skills in an interactive, collaborative setting.

- *Corequisite(s)* ENG 110, ENG 111, or a course with college-level reading

ENG 098B College Reading II 1(1-0)

ENG 098B is designed to develop the strategies, skills, and attitudes necessary for reading college-level texts. Based on reading placement score, completion of the English self-placement quiz, and discussion with a Mid Mentor, students

may enroll in ENG 098 in conjunction with ENG 110 Introduction to Academic Writing, ENG 111 Freshman Composition, or another course with college-level reading. Students will learn and practice a variety of reading strategies they can use to better understand why they read. In addition to strategic reading, emphasis will be on integrating critical thinking with reading, reading comprehension, reading flexibility, and expanding vocabulary. With an instructor facilitating, students will develop existing reading skills in an interactive, collaborative setting.

- *Corequisite(s)* ENG 110, ENG 111, or a course with college-level reading

ENG 098C College Reading II 1(1-0)

ENG 098C is designed to develop the strategies, skills, and attitudes necessary for reading college-level texts. Based on reading placement score, completion of the English self-placement quiz, and discussion with a Mid Mentor, students may enroll in ENG 098 in conjunction with ENG 110 Introduction to Academic Writing, ENG 111 Freshman Composition, or another course with college-level reading. Students will learn and practice a variety of reading strategies they can use to better understand why they read. In addition to strategic reading, emphasis will be on integrating critical thinking with reading, reading comprehension, reading flexibility, and expanding vocabulary. With an instructor facilitating, students will develop existing reading skills in an interactive, collaborative setting.

- *Corequisite(s)* ENG 110, ENG 111, or a course with college-level reading

ENG 110 Academic Writing 3(3-0)

This course is meant to serve as a companion course to ENG 111, and will utilize the same goals and outcomes. However, ENG 110 is designed to provide incoming students a more gradual and more thorough introduction to the textual practices required in college (such as evidence, critical analysis, considering rival points of view, or synthesizing a new position). This course will focus on how to read, annotate, and respond to academic texts, and will also introduce students to writing strategies designed to make them successful academic writers.

- *Prerequisite(s)* Placement into ENG 110

ENG 111 Freshman English Composition 3(3-0)

This course prepares a student for academic writing in the college setting, and concentrates on analyzing and discussing written sources. Emphasis is on writing that shows insight into published discussions of an issue and understanding of the contexts of academic debate (rather than on informational reports or personal expression essays). In addition, research and revision are treated as integral parts of the process of writing an academically acceptable essay. By the end of the course, a student must show 'competency' in an academic, synthesis essay of their choosing.

- *Prerequisite(s)* ENG 110 with a minimum grade of C or placement into ENG 111

ENG 111B Competency Tutorial 0(1-0)

English 111B is a free tutorial designed for students who received a C- in their English 111 course in their prior semester because their final synthesis essay was assessed as "unacceptable." This is an opportunity for them to work one-on-one each week with an experienced English Instructor to continue learning and improving their essay. If their essay is assessed as "acceptable" before the end of the semester, their ENG 111 grade will be changed according to their 111B contract.

ENG 112 Introduction to Literature 3(3-0)

This course introduces students to a variety of literature and enhances students' competency in critical reading and writing. The course will include introductions to genres of literature and critical theories of reading and responding to literature. Students should have completed ENG 111 and have basic writing skills.

- *Prerequisite(s)* ENG 111 with a minimum grade of C

ENG 201 English Literature I 3(3-0)

A survey of works of major authors of English literature from Beowulf through the 18th century.

- *Prerequisite(s)* ENG 111

ENG 202 English Literature II 3(3-0)

A continuation of ENG 201 from the late 18th century poets through the writers of the present.

- *Prerequisite(s)* ENG 111

ENG 205 American Literature to 1870 3(3-0)

A study of the nation's authors and literature from colonial times through the Civil War period.

- *Prerequisite(s)* ENG 111

ENG 206 American Literature From 1870 3(3-0)

A continuation of ENG 205 from the Reconstruction through mid-20th century works.

- *Prerequisite(s)* ENG 111

ENG 211 Masterpieces of Western Literature I 3(3-0)

An in-depth study of selected major classical literary works of Western civilization.

ENG 212 Masterpieces of Western Literature II 3(3-0)

A comprehensive study of leading authors from the time of the Renaissance through the 19th century.

ENG 213 Contemporary Literature 3(3-0)

Readings in the novel, short story, essay, autobiography, biography, poetry, and drama of the 20th and 21st centuries. From semester to semester, this course will focus on one of the following genres: Science Fiction, Postcolonial, Postmodern, Queer, African American, Women's, Native American, or Graphic Fiction Literature.

- *Prerequisite(s)* ENG 111, COM 101 or COM 257

ENG 222 Expository Writing and Research 3(3-0)

This course is designed to further develop skills in all phases of the nonfiction writing process with special emphasis on academic writing situations, argumentation, and library research. Writing is approached both as a way of learning and as a form of social behavior that varies according to conventions of aim, audience, and form. Instruction and assignments are partially individualized according to students' educational goals.

- *Prerequisite(s)* ENG 111 with a minimum grade of C

ENG 225 Creative Writing 3(3-0)

This course familiarizes students with multiple creative genres, and through analysis and exploration of published texts as well as practice in these genres, allows students to build their own creative writing skills. Ultimately, via discussion, exercises, and various portfolios, students will demonstrate the ability to identify and manipulate verse, voice, perspective, characterization, etc. in poetry, prose, drama, and creative nonfiction.

- *Prerequisite(s)* ENG 111 with a minimum grade of C

ENG 226 Creative Nonfiction Writing 3(3-0)

This course explores the creative nonfiction genre, including memoir, nature writing, the personal essay, and other subjective literary nonfiction forms. You will read and respond to published works of creative nonfiction. You will draw on your personal experiences and viewpoints to define your writing voice and to generate and revise your own works of creative nonfiction in an interactive classroom setting.

- *Prerequisite(s)* ENG 111 with a minimum grade of C

ENG 281 Children's Literature 3(3-0)

A review of the rich and diverse field of literature for children from preschool to adolescence. Recommended for students in the elementary teacher education curriculum.

- *Prerequisite(s)* ENG 111

ENG 289 Film, Filmmaking, and Culture 3(3-0)

In this course, film will be approached as an important sociological and cultural artifact and as both primary and secondary sources of historical information and insight. This course will also introduce the student to the techniques

of this unique art form. The goal is to learn how to watch film from an analytical perspective. Students will need to pay additional fees for Netflix and iTunes rentals/subscriptions, at an approximate cost of $75.

- *Prerequisite(s)* ENG 111

ENG 297-299 Selected Topics

Environmental Science (ENV)

ENV 200 Environmental Biology 3(2-2)

This course is intended to introduce students to the basic principles of environmental science with a focus on the relationship between society and the natural world. The course provides students with an understanding of the interdisciplinary nature of environmental science and explores a variety of topics including scientific literacy, energy, nutrient cycling, biodiversity, ecology, resource use, pollution, and risk.

- *Prerequisite(s)* ENG 111, COM 101 or COM 257 with a minimum grade of C

English as a Second Language (ESL)

ESL 098 College Reading for ESL Students 1(1-0)

ESL 098 is designed to develop the strategies, skills, flexibility, and approaches necessary for reading college-level texts. Based on reading placement score, completion of the English guided placement quiz, and discussion with a Mid Mentor and/or instructor recommendation, English as a second language students may enroll in ESL 098 in conjunction with ENG 110, Introduction to Academic Writing; ENG 111, Freshman Composition; or any other course with college-level reading. Students will learn and practice a variety of reading strategies they can use to better understand what they read. In addition to strategic reading, emphasis will be on integrating critical thinking with reading, comprehending complex texts, developing fluency, building cultural knowledge, and expanding academic vocabulary. With an ESL specialist facilitating, students will have the opportunity to develop existing reading skills and vocabulary in an interactive, collaborative setting. (Note: Students may take ESL 098 up to three times in three different semesters with three different courses.)

ESL 101 English for Non-Native Speakers 4(4-0)

ESL 101 is a course for speakers of English as a Second Language (ESL) on using English for a variety of academic and social situations to prepare them for success as international students. It is a classroom course (i.e. traditional face-to-face) that meets for 4 contact-hours every week, with some students also required to attend weekly tutoring sessions in the Writing & Reading Center. It is intended to be flexible and student-centered in order to meet diverse language needs.

- *Prerequisite(s)* This course is designed for students with lower language proficiency (equivalent to a TOEFL CBT score below 187). All students enrolled in ESL 101 must be non-native speakers of English. The instructor has discretion in determining who is a non-native speaker of English and is eligible for this course.

ESL 103 Academic English for Non-Native Speakers 4(4-0)

ESL 103 is a course for speakers of English as a Second Language (ESL) on reading and writing academic English intended to prepare them for the language tasks of an American postsecondary classroom. It is a classroom course (i.e. traditional face-to-face) that meets for 4 contact-hours every week.

- *Prerequisite(s)* Students enrolled in ESL 103 are required to have taken and passed ESL 101 with a grade of C or better. Students able to demonstrate a high language proficiency may be allowed to waive this prerequisite based on the instructor's evaluation (equivalent to a TOEFL CBT score less than 213 but above 187).

ESL 290-298 Special Topics

French (FRN)

FRN 101 Elementary French I 4(4-0)

This is an elementary course designed for students who have had little or no previous experience in French. It is designed to help students acquire foundational language skills necessary for basic communication in French. The

majority of course time will focus on verbal communication, however, reading and writing will be frequently integrated, and selected cultural information will be studied.

FRN 102 Elementary French II 4(4-4)

French 102 is a continuation of French 101 and will begin with a brief review of the material covered in FRN 101. Students in French 102 will continue the study of grammar and vocabulary and will use these to communicate utilizing speaking, writing, listening, and reading skills. This course is designed to provide the basis for further study of French at the intermediate level.

- *Prerequisite(s)* FRN 101 or equivalent

Geography (GEG

GEG 121 Cultures of the World 3(3-0)

Description Pending

Geology (GEL)

GEL 101 Physical Geology 4(3-2)

An introductory study of the processes that shape our world. Topics include minerals, rocks, volcanism, earthquakes, continental drift, erosion and deposition, the ice age, and economic significance of geology to humankind.

GEL 290 Special Topics 1(2-0)

German (GER)

GER 101 Elementary German I 4(4-0)

This is an elementary course designed for students who have had little or no previous experience in German. It is designed to help students acquire foundational language skills necessary for basic communication in German. The majority of course time will focus on verbal communication, however, reading and writing will be frequently integrated, and selected cultural information will be studied.

GER 102 Elementary German II 4(4-0)

GER 102 is a continuation of GER 101 and will begin with a brief review of the material covered in GER 101. Students in GER 102 will continue the study of grammar and vocabulary and will use these to communicate utilizing speaking, writing, listening, and reading skills. This course is designed to provide the basis for further study of German at the intermediate level.

- *Prerequisite(s)* GER 101 or equivalent

Hunting and Angling Studies (HAS)

HAS 101 Hunting Strategies 3(3-0)

Hunting Strategies is an experiential learning course that aligns with the hunting seasons. Students will attend seminars and/or workshops instructed by experts in hunting. Students will apply what has been learned through hunting activities and adventures. Safety and conservationism will be emphasized. Students will be required to create a YouTube channel, podcast, and blog about their experiences.

- *Prerequisite(s)* Instructor permission

HAS 102 Fishing Strategies 3(3-0)

Fishing Strategies is an experiential learning course that aligns with the fishing seasons. Students will attend seminars and/or workshops instructed by experts in fishing. Students will apply what has been learned through fishing activities and adventures. Safety and conservationism will be emphasized. Students will be required to create a YouTube channel, podcast, and blog about their experiences.

- *Prerequisite(s)* Instructor permission

HAS 103 Safety and Survival 3(3-0)

Safety and Survival will cover in-depth safety procedures for outdoor enthusiasts along with techniques needed to survive the wilderness in the event you become lost. Students will also study basic land and marine navigation

techniques. This is a hands-on course that will require field time along with classroom lecture. Students completing this course will become certified with the Michigan Department of Natural Resources in hunter safety and boating safety.

HAS 104 Visual Storytelling I 3(3-0)

HAS 104 students, working together as a production crew, will research and discover a compelling story to anchor a cornerstone project. The pre-production and production process of storytelling will be emphasized.

- *Prerequisite(s)* Students must be enrolled in a HAS Degree to register for this course

HAS 105 Visual Storytelling II 3(3-0)

HAS 105 students, working together as a production crew, will focus on post-production and the delivery process of their cornerstone project. The completed student-produced documentary will be entered into several statewide and national student film competitions.

- *Prerequisite(s)* HAS 104, Students must be enrolled in a HAS Degree to register for this course

HAS 200 Outdoor Industry Internship 6(6-0)

The Outdoor Industry Internship is designed to offer students hands-on work experience in their outdoor career field of choice. Students will be employed in an internship during their last semester of study. The internship will be approved by the Career Center Director, HAS Director, and worksite supervisor.

Health Education (HED)

HED 101 Introduction to the Health Professions 3(3-0)

This course provides students an opportunity to understand and navigate the college/university environment, value of learning, and student responsibilities within the healthcare professions. A survey of health professions, healthcare culture, interprofessional education, ethical and legal issues, employment opportunities, and market demands.

HED 101X Intro to the Health Professions Part 1 1.5(1.5-0)

This course provides students an opportunity to understand and navigate the college/university environment, value of learning, and student responsibilities within the healthcare professions. A survey of health professions, healthcare culture, interprofessional education, ethical and legal issues, employment opportunities, and market demands. (Note: HED 101X constitutes the first half of HED 101. When completed with HED 101Y, the equivalent of HED 101 will have been completed.)

HED 101Y Intro to the Health Professions Part 2 1.5(1.5-0)

This course provides students an opportunity to understand and navigate the college/university environment, value of learning, and student responsibilities within the healthcare professions. A survey of health professions, healthcare culture, interprofessional education, ethical and legal issues, employment opportunities, and market demands. (Note: HED 101Y constitutes the second half of HED 101. When completed with HED 101X, the equivalent of HED 101 will have been completed.)

- *Prerequisite(s)* HED 101X

HED 106 Healthy Lifestyles 3(2-2)

This course focuses on individual health and wellness concepts using quantitative reasoning and is designed to assist the individual in striving for lifelong learning about healthier lifestyles.

HED 110 Introduction to Public Health 3(3-0)

Introduction to Public Health focuses on current and emerging concepts and issues in the community and field of public health. The course addresses appropriate responses to problems related to current health issues using multi-disciplinary strategies and methods to measure, assess, and promote public health.

HED 111 Introduction to Health Education Theories 3(3-0)

This course addresses the field of health education as it relates to Public Health. Theories, practices, and principles of health promotion and disease prevention within the U.S. and global communities are discussed using an evidence-

based critical thinking approach. The role of the Health Educator in assessing and planning for community based health challenges is explored.

HED 115 Stress Management 2(2-0)
This course is designed to give the student an overall knowledge and understanding of the mechanisms of stress as a concept, to provide stress management tools to increase coping, and to provide health/wellness promotion.

HED 120 Health Care Delivery 3(3-0)
This course provides an introduction to health care services, offering students an overview of the U.S. health care delivery system, health care institutions and providers, health policy, funding sources, and comparison with other nations.

HED 121 Health Insurance 3(3-0)
This course will serve as an introduction to basic health insurance and health care financing principles and terminology. It is designed to serve as an overview of how the insured, uninsured, and underinsured interact with the United States healthcare system.

HED 122 Accessing and Analyzing Health Information 3(3-0)
This course will serve as an introduction to the use of evidence to draw conclusions about disease etiology and benefits through the use of evidenced-based recommendations. It is designed to provide an overview of health information concepts such as health literacy, health information skill development such as evaluating online health information and accessing data in health information systems.

HED 130 Introduction to Aromatherapy 1(1-0)
This course is designed to be an introduction to the field of Aromatherapy. Students will learn to understand the proper usage of essential oils. Upon completion of this course, students will be qualified to apply and diffuse the top twenty oils used in aromatherapy.

HED 132 Introduction to Reflexology 1(1-0)
This course is designed to be an introduction to the field of Reflexology. Students will learn the proper techniques for performing reflexology as a stress-reducing therapy. Students will be qualified to teach an introductory 1 hour class on the therapy of reflexology, and be able to perform a half-hour therapy for the purposes of improving circulation, enhancing immunity, and reducing stress.

HED 134 Introduction to Herbology 1(1-0)
This course is designed to be an introduction to the field of Herbology. Students will learn to understand the proper usage of herbal remedies. Upon completion of this course, students will be able to recognize the most commonly used herbs, as well as how and when they should be taken. Additionally, they will be able to educate others about the proper use of herbs.

HED 136 Introduction to Massage 1(1-0)
This course is designed to be an introduction to the field of Massage Therapy. Students will learn how to perform basic massage techniques as well as learn about the professionalism of massage as a therapy. Students will be qualified to perform a one-hour relaxation massage for family and friends.

HED 190 Introduction to Exercise Science 3(3-0)
This course introduces students to the concepts within the fields of exercise science, health sciences, physical education, and sports medicine. The focus is on the basic concepts of biomechanics, motor learning, exercise physiology, nutrition, and psychological theories, as well as career paths within these associated fields.

HED 203 Leadership for the Health Professions 3(3-0)
This course engages the student in exploring, understanding, and applying leadership concepts, principles, skills, and practices for effective personal and professional development and leadership in the healthcare environment. This is a writing-intensive course.

HED 205 CPR and First Aid 2(1-2)
This course includes CPR and first aid care. American Red Cross certification for first aid and CPR can be earned.

HED 252 Environmental Health 3(3-0)
This course emphasizes today's environmental issues related to health, air, water, radiation, housing, urbanization, disease, and weapons. Human responsibility and remedial actions to these problems are addressed from a public health perspective.

HED 285 Community Health 3(3-0)
This course has been designed to offer the student a comprehensive introduction to community health. Through awareness of the many health issues associated with any given community, the student will be able to critically assess the extent of and examine possible solutions.

HED 289 Public Health Internship 1(1-0)
The public health internship provides the student with the opportunity to observe, participate with, and learn under the supervision of public health professionals to be prepared to function as a community health worker and/or assist health education specialists and officials to meet the needs of priority populations. Opportunities exist at the local, state, and national levels in public health departments, health care settings, voluntary agencies, and worksite/industrial sites.

- *Prerequisite(s)* HED 106, HED 110, HED 111, HED 120, HED 121, HED 122
- *Corequisite(s)* HED 203, HED 252, HED 285

HED 289A Public Health Internship Pt. 1 1(1-0)
The public health internship provides the student with the opportunity to observe, participate with, and learn under the supervision of public health professionals to be prepared to function as a community health worker and/or assist health education specialists and officials to meet the needs of priority populations. Opportunities exist at the local, state, and national levels in public health departments, health care settings, voluntary agencies, and worksite/industrial sites. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

- *Prerequisite(s)* HED 106, HED 110, HED 111, HED 120, HED 121, HED 122
- *Corequisite(s)* HED 203, HED 252, HED 285

HED 289B Public Health Internship Pt. 2 1(1-0)
The public health internship provides the student with the opportunity to observe, participate with, and learn under the supervision of public health professionals to be prepared to function as a community health worker and/or assist health education specialists and officials to meet the needs of priority populations. Opportunities exist at the local, state, and national levels in public health departments, health care settings, voluntary agencies, and worksite/industrial sites. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

- *Prerequisite(s)* HED 106, HED 110, HED 111, HED 120, HED 121, HED 122
- *Corequisite(s)* HED 203, HED 252, HED 285

HED 290 Special Topics 1(1-0)
These courses are designed to investigate various topics in Health Education that are not included in current courses. Topics will be announced.

Human Environmental Studies (HES)

HES 100 Human Lifespan Development 3(3-0)

This course introduces students to the study of the principles of human development from conception to death. The course provides a focus on childhood foundations in our later development, as well as familial and societal influences on our development across the lifespan. This course is designed for students interested in early childhood development and family studies related majors and careers. Students who have taken PSY 212 or an equivalent will not also receive credit for HES 100.

History (HIS)

HIS 101 Issues in Western Civilization I 3(3-0)

A survey of the development of western civilization from ancient times through 1648. Emphasis is placed upon topics relating to the political, social, cultural, intellectual, and economic development of western civilization.

HIS 102 Issues in Western Civilization II 3(3-0)

A survey of the development of western civilization from 1648 to the present. Emphasis is placed on topics related to the political, social, cultural, intellectual, and economic development of western civilization.

HIS 211 History of the United States I 3(3-0)

A survey of the development of United States history from European settlement to 1877. Emphasis is placed on topics related to the political, social, cultural, intellectual, and economic development of the United States.

HIS 212 History of the United States II 3(3-0)

A survey of the development of the United States from 1877 to the present. Emphasis is placed on topics related to the political, social, cultural, intellectual, and economic development of the United States.

HIS 223 History of Michigan 3(3-0)

A survey of the development of Michigan history from early settlement to the present. Emphasis is placed on topics related to the political, social, cultural, intellectual, and economic development of the United States.

HIS 230 Native American History 3(3-0)

A survey of the development of Native American history from early settlement to the present. Emphasis is placed on topics related to the political, social, cultural, intellectual, and economic development of Native American societies.

HIS 297-299 Selected Topics

Heating, Refrigeration, & Air Conditioning (HRA)

HRA 102 Refrigeration Fundamentals 3(4-0)

As an introductory course to the field of refrigeration service, instruction is given in the handling of refrigerants, application, identification, reclaiming, and refrigerant alternatives. Particular attention is paid to the principles, construction, and operation of refrigerating systems. Theory underlying refrigeration principles is covered. Laboratory experience includes cutting, soldering, swaging, and flaring of copper tubing, the evacuation and recharge of refrigeration systems, electrical troubleshooting for basic systems, the diagnosis and repair of the refrigeration system, and testing equipment typically used in the field of refrigeration service.

HRA 104 Residential Refrigeration 3(4-0)

This course studies residential refrigeration systems, to include domestic refrigeration and air conditioning. Included in the instruction are ice makers, defrost controls, diagnostic display panels, and typical appliance system problems. Particular attention is paid to the principles, construction, and operation of these systems. Laboratory experience includes residential system electrical troubleshooting and repair, and the diagnosis and repair of the refrigeration system.

- *Prerequisite(s)* HRA 102

HRA 105 Hydronics 3(4-0)

An introduction of the concepts involving fluid system heating devices. Topics will cover: hot water and steam heating units, terminal units, control devices, piping, and diagnosis of hydronic systems.

- *Prerequisite(s)* HRA 106

HRA 106 Heating Fundamentals 3(4-0)

An introductory course into the fundamentals of heating systems and installation practices. Laboratory experience includes furnace installation, steel and copper piping, furnace and control wiring, and flue gas venting.

HRA 108 Heating Systems 3(4-0)

Residential and commercial forced air and hydronic heating systems are covered in this course. The instruction includes the fundamental operation of gas and oil burners, for both standard and high efficiency systems. In addition, system configuration and operation principles are studied for fossil fuel systems and solid fuel burners. Laboratory experiences include the troubleshooting and repair of spark ignition control systems, relay control safeties, hot surface ignition, flue dampers, and efficiency testing of heating systems.

- *Prerequisite(s)* HRA 106, HRA 116

HRA 116 Fundamentals of Electricity 3(4-0)

This course covers the principles of electrical wiring for heating, refrigeration, air conditioning, and manufacturing automation. Studies of frequency, phase, resonance and reactance, along with basic resistance, capacitance, inductance, voltage, and power which govern the fundamentals of all circuits will be explored. Laboratory work will be used to develop skill in analysis, troubleshooting of basic electronic circuitry, and use of test instruments.

HRA 191 Introduction to Facilities Plumbing Maintenance 3(1.5-1.5)

This course is designed as an orientation of the requirements and other information needed for practical entry into the facilities maintenance field. It will be taught with lecture and lab time as determined by the instructor. Installation and repair of basic plumbing fixtures used in facilities and homes. This course will cover the basic operation and service of residential/facilities plumbing fixtures, their purpose and use. The importance of providing safe drinking water and proper removal of building waste are stressed. Lectures followed by laboratory work will be used to develop the skills needed for entry into the plumbing phase of facilities management.

HRA 198 EPA Refrigerant Handler Certification 1(1-0)

This is a 4-day course specifically designed to teach students the required knowledge necessary to pass the Environmental Protection Agency's Refrigeration Handler Certification Exam. The specific content areas are; Core. The basic law regarding CFC, HCFC, HFC and other chlorinated refrigerants, containments, disposal, and other certification requirements. Type 1: This level of certification deals with factory charged refrigeration systems containing less than 5 pounds of refrigerant. Type 2: This level of certification deals with all other high pressure refrigerant systems with 5 pound of refrigerant or more or are custom manufactured. Type 3: This level of certification deals with low pressure chiller applications. Universal Certification is granted to those who pass all certification levels; the student must pass the Core section to be awarded any certification. The Refrigerant Handler Certification textbook and exam are included. The instructor for this course is an EPA Certified Refrigerant Handler Certification Exam instructor.

HRA 204 Light Commercial Refrigeration 3(4-0)

This course deals with more complex refrigeration systems associated with supermarkets and restaurants. Instruction and laboratory work are geared toward the installation and service of all types of light commercial refrigeration equipment such as walk-ins, reach-ins, water chillers, air cooled condensers, and water cooled condensers with cooling towers. Some of the other topics covered include heat controls for both single and three-phase systems.

- *Prerequisite(s)* HRA 102

HRA 205 Motors and Controls 2(3-0)

This course in electricity concerns itself with the operation of electric motor-driven systems and devices. Classroom and laboratory experiences will include testing, troubleshooting, and repair of electric motor control systems. Electric motor-driven devices applicable to many different fields are covered, such as heating and air conditioning, machine tool, and other electric-driven mechanical devices.

- *Prerequisite(s)* HRA 116

HRA 215 HRA Controls 3(4-0)

A course designed to provide theory of operation, installation, and design of programmable, electric, and pneumatic controls for heating, refrigeration, and air conditioning systems. Laboratory work includes the installation, wiring, and troubleshooting of these control systems.

- *Prerequisite(s)* HRA 116

HRA 220 Commercial Refrigeration Design 2(2-0)

Calculations in the sizing and design of refrigeration systems are covered in this course, as well as equipment layout and bid preparation. Topics include: U values, R values, insulation types and their installation, vapor barriers, construction details, and numerous charts, graphs, formulas, and other design material.

- *Corequisite(s)* HRA 204

HRA 223 Residential HVAC Load Determination 3(3-0)

A course designed to calculate the winter heat loss, summer heat gain, and the cost of operation for a residential heating and/or air conditioning system will be determined. Manual J methods, as well as computer software programs are used.

- *Prerequisite(s)* HRA 108

HRA 226 Residential HVAC Load and Distribution Determination 3(1.5-1.5)

A course designed to calculate the winter heat loss, summer heat gain, and calculate duct size of proper heat load designs. The cost of duct construction and operation for residential heating and air conditioning systems will be determined. Manual J and Manual D methods, as well as computer software programs are used.

- *Prerequisite(s)* HRA 108

HRA 240 Advanced Commercial Refrigeration 3(4-0)

This course deals with complex exotic refrigeration systems such as: environmental test chambers, supermarket refrigeration equipment, commercial ice-making equipment, and ground source heat pump systems. Also included are various applied control systems and components.

- *Prerequisite(s)* HRA 104, HRA 116, HRA 204

HRA 251 Geothermal Basics 3(3-0)

This is the first course in the Geothermal Program. It covers an in depth look at the Basics of geothermal technologies including system components, controls, troubleshooting, control schematics, system application, and domestic hot water production.

- *Prerequisite(s)* HRA.240 or Mid Heating and Refrigeration Training Credentials or an Associate Degree in Heating/Refrigeration from an accredited college/university, or HRA Program Lead Faculty permission

HRA 254 Air Source Heat Pumps 3(4-0)

This course concerns itself with the basic understanding of original air source heat pump technology in compliance with Air Conditioning Contractors of America (ACCA). Students will be introduced to system location requirements, components, flow requirements, and the installation and troubleshooting of air source heat pump systems using both theory and hands-on practical instruction.

- *Prerequisite(s)* HRA 251

HRA 261 Geothermal System Design 3(3-0)

This course deals with structure BTU calculation, equipment capacity and air flow requirements to maintain the comfort conditions of the home. Methods used will follow the ACCA J and D Manuals and the Right Suite computer load calculation software. At the completion of this course the student will take the Air Distribution exam of the Industry Competency Exam (ICE).

- *Prerequisite(s)* HRA 251

HRA 262 Geothermal Loop Systems 3(3-0)

This course is preparatory for HRA 263 International Ground Source Heat Pump Association (IGSHPA) Installer Certification workshop. This course will take a detailed look into the various types of underground loops used in geothermal heat transfer specifically; open loop, horizontal loops, slinky loops, pond loops, vertical well loops, and direct exchange loops. As well, the various types of fluids such as water, glycol, brine solutions, refrigerants, and emerging technologies used for the exchange of heat in an underground loop will be examined. Application methods used in this course will follow existing data from American Society of Heating Refrigeration Air Conditioning Engineers (ASHRAE).

- *Prerequisite(s)* HRA 251

HRA 263 Closed Loop Ground Source Pump Install 3(3-0)

This course deals with all pertinent topics related to International Ground Source Heat Pump Association (IGSHPA) Closed-Loop Geothermal Installation Certification and IGSHPA's High Density Polyethylene (HDPE) Fusion Welding Exam administered by North American Technician Excellence (NATE). Students who successfully pass the examinations will be certified by those accrediting agencies (IGSHPA, NATE).

- *Prerequisite(s)* HRA 251, or Associate Degree in Applied Science Heating Refrigeration Air Conditioning, or HRA Program Lead Faculty permission of approved significant, verifiable field experience in Heating Refrigeration Air Conditioning, or current recent field involvement in geothermal field processes including well drilling, architectural design, or HVACR design for geothermal systems

HRA 265 Geothermal Research and Development 4(2-4)

This course will put geothermal students on the cutting edge of HVAC technology as it relates to geothermal heating and cooling. Students will investigate areas of the complete geothermal system and evaluate possible system changes or potential areas of development. Using experimentation, prospective changes will be designed, constructed, installed, and the system will be operated, monitored, and evaluated. Potential system design changes will be enhanced and tested in actual field conditions in order to make industry-wide technical improvements.

- *Prerequisite(s)* HRA 251 with a minimum grade of C

HRA 285 HRA Internship 2(1-0)

Internship is a capstone course intended to be completed after the student has attained at least 30 credit hours of instruction including prerequisites. The students will be employed in an approved internship position selected by the college coordinator and faculty. A waiver may be allowed for the work component only with equivalent previous/present work experience as determined by the coordinator. Documentation by the employer will be required.

HRA 297-299 Special Topics

Humanities (HUM)

HUM 101 World of Creativity I 3(3-0)

An introduction and exposure to the creative arts. Together, HUM 101 and HUM 102 are designed to give the student a basic understanding of the terminology and concepts of the visual arts, theatre, dance, and music. Ideas and philosophies of specific periods are presented as a frame of reference for discussion. Speakers, films, and field trips are arranged to give the student a more distinct involvement with the arts. HUM 101 is taught chronologically and focuses on the Greek and Roman period through the Renaissance.

HUM 102 World of Creativity II 3(3-0)
Continuation of HUM 101, HUM 102 begins with the baroque period and ends with the current time.

HUM 183 Asian and African Cultures 3(3-0)
An exploration of specific non-Western cultures, past and present. Cultural focus may vary from term to term. The course is an investigation of their religions and artistic traditions, their ideas, their cultural achievements, and their associations with other cultures.

HUM 200 Modernity and Culture 3(3-0)
This course is designed to introduce students from a variety of programs to the humanities. This introduction will focus on the way the humanities and their concern with art, ethics, history, and culture impact the way we construct ourselves and our sense of meaning. This course will stress interaction through writing, collaborative assignments, presentations, and discussions to emphasize the humanities commitment to self-discovery and expression.

- *Prerequisite(s)* ENG 111, COM 101 or COM 257 each with a minimum grade of C

HUM 205 The History of Rock and Roll 3(3-0)
Develops an interest and respect for the origins and growth of Rock and Roll music in the United States and Europe through the focus on recordings and videos that documented its progress.

HUM 210 The History of Jazz 3(3-0)
Course is designed to assist students in developing an interest in and respect for Jazz as an original American art form. Students will trace Jazz history from its theoretical origins to the present time. The focus is on the evolution of the music and the artists who brought about Jazz.

HUM 225 Study Abroad 3(3-0)
An interdisciplinary study abroad course, offering students a unique insight into what is offered via traditional classroom experience. This course will study different aspects of a specific society. Students will interact directly with the idiosyncrasies of a specific culture and understand aspects such as: language, history, food, currency, religion, architecture, and ideas. The course will consist of combinations of lectures, tours, field research, cultural events, interviews, meetings with local experts, and a journal.

- *Prerequisite(s)* Instructor permission

HUM 242 Studies in Compassion 3(3-0)
This course is designed for students preparing to enter a career full of high stress and a high level of personal interaction. Students in this course will explore the global history of compassion, understand the psychology, biology, and neuroscience behind compassion, and connect the academic research they garner to their communities, careers, and personal lives. This online course focuses on writing, researching, interviewing, presenting, and hands-on experiential learning under the umbrella of humanities' critical approaches. Through this course, students will consider many different ways compassion is considered, shared, used, denied, rebuked, and cultivated. Through these studies, students work to convert academic theory into practice by bridging connections as we learn to understand ourselves and different humans' ways of being.

- *Prerequisite(s)* ENG 111, COM 101 or COM 257 each with a minimum grade of C

HUM 253 American Culture 3(3-0)
This course is designed to introduce from a variety of programs to a humanities approach into American Culture. This exploration will focus on the way the humanities and their concern with art, ethics, history, philosophy, and culture analyze the cultural production and reproduction of values in the United States. This course will stress interaction through writing, collaborative assignments, presentations, and discussions to emphasize the humanities' commitment to self-discovery, expression, and reflection.

- *Prerequisite(s)* ENG 111, COM 101 or COM 257 each with a minimum grade of C

HUM 297-299 Current Topics

Japanese (JPN)

JPN 101 Elementary Japanese I 4(4-0)

This is an introductory course in Japanese language, designed for students with little or no previous knowledge of Japanese. This course introduces the basic structure and vocabulary of modern Japanese, stressing the use of Japanese orthography (the writing system) from the very outset, so the subsequent adjustment to reading ordinary Japanese literature is minimal. Emphasis will be on vocabulary and oral training for conversation with reasonable ease, with an introduction to readings and writing. Familiarity with the sociocultural context in which the modern Japanese language is used will also be stressed.

- *Prerequisite(s)* JPN 101 or previous study of Japanese with instructor permission

JPN 102 Elementary Japanese II 4(4-0)

Students in Japanese 102 will continue to learn the basic language skills covered in 101 with increased emphasis on vocabulary, informal language and quick, natural-sounding speech.

- *Prerequisite(s)* JPN 101 or previous study of Japanese with instructor permission

Mathematics (MAT)

MAT 060 Math Study Skills 1(1-0)

This course will emphasize study skills important for success in mathematics courses. Topics to be covered include note taking, homework issues, how to study math, test taking, how to use the textbook, and anxiety. It is strongly recommended that students take another MAT course in the same semester they take MAT 060.

MAT 101 Basic Mathematics 3(3-0)

An introductory mathematics course with a focus on applications of arithmetic, including percents (increase/decrease, compound interest, investments, inflation/deflation), proportions (unit prices, revenue/cost/profit, medicine doses, comparisons, unit conversions), and geometry (perimeter/circumference, area, surface area, volume).

MAT 102 Algebraic Concepts 3(3-0)

Algebraic Concepts is a three credit course designed for the student with little or no previous algebraic background. It will acquaint the student with basic algebraic concepts as well as prepare them to take MAT 104. Also it gives the student the foundation to be successful in the mathematics required in other Mid Michigan College programs.

MAT 104 Basic Algebra 3(3-0)

Topics include real numbers, first degree equations and inequalities, special products and factoring, rational expressions, graphs, and linear systems.

- *Prerequisite(s)* MAT 101 or MAT 102 or equivalent with a minimum grade of C

MAT 105 Intermediate Algebra 3(3-0)

Intermediate Algebra is a course designed for students with prior knowledge of basic algebra. This course will focus primarily on rational, quadratic, and radical expressions, equations, and functions.

- *Prerequisite(s)* MAT 104 with a minimum grade of C or placement into MAT 105

MAT 107 College Algebra 3(3-0)

Students in College Algebra will study real and complex numbers, linear functions, quadratic functions, zeros of functions, interpreting graphs, linear, and quadratic inequalities, polynomial and rational functions, exponential and logarithmic functions, the algebra of functions, and conic sections.

- *Prerequisite(s)* MAT 105 with a minimum grade of C or equivalent

MAT 114 Mathematical Reasoning 3(3-0)

Provides a course for students majoring in fields that do not have a specific mathematics requirement. Emphasizes practical applications of mathematics, problem solving, and the communication of mathematics. Topics include Financial Mathematics, Growth Models, Probability and Statistics, and Voting and Apportionment. Topics determined

by the instructor will also be in the course. These topics may include graph theory, game theory, set theory, logic, linear algebra, economics, or other approved topics.

- *Prerequisite(s)* MAT 104 with a minimum grade of C or placement into MAT 105

MAT 118 Mathematics for Elementary Teachers I 3(3-0)

This course provides part of the mathematical background necessary for elementary teachers. Topics include sets, numerations systems, elementary number theory, natural numbers, integers, and rational numbers.

- *Prerequisite(s)* MAT 105 with a minimum grade of C or equivalent

MAT 124 Precalculus 5(5-0)

Preparation for students who desire to study calculus. Topics include properties of real numbers, inequalities, data analysis, modeling, functions and relations, logarithms and exponential functions, circular and trigonometric functions.

- *Prerequisite(s)* MAT 105 or MAT 107 or equivalent with a minimum grade of C

MAT 126 Calculus I 5(5-0)

The first of a series of four courses for mathematics, engineering, and science students. Topics include limits, continuity, differentiation of algebraic and trigonometric functions, applications of derivatives, fundamental integration, exponential, and logarithmic functions.

- *Prerequisite(s)* MAT 124 with a minimum grade of C or equivalent

MAT 170 Technical Mathematics II 3(3-0)

This applied mathematics course is for students who already have satisfactory arithmetic skills, or who have completed an introductory course, such as MAT 101. The object of the course is to apply geometry and trigonometry to realistic machine tool problems. Many problems will require the student to work with engineering drawings or blueprints. Topics covered will include signed numbers, the Cartesian coordinate system, solving equations, circles and arcs, geometric constructions, and trigonometry. Students are expected to have a scientific calculator. Calculator operations will be covered in the course.

- *Prerequisite(s)* MAT 101 or equivalent

MAT 212 Introduction to Probability and Statistics 3(3-0)

Selected topics from probability, variable, data collection and summarization, distribution, hypothesis testing, regression, and correlation. An interest course for use in teaching, science, business, biology, sociology, psychology, economics, and more.

- *Prerequisite(s)* MAT 104 with a minimum grade of C or equivalent

MAT 217 Business Calculus 4(4-0)

Fundamental calculus operations applied to business and financial situations. Topics will include limits, derivatives and their applications, curve sketching and optimization, exponential and logarithmic functions, integration and applications, an introduction to functions of several variables, and the mathematics of finance. Students are required to have a graphing calculator. The Texas Instruments TI-83+ calculator is strongly recommended.

- *Prerequisite(s)* MAT 107 with a minimum grade of C

MAT 218 Mathematics for Elementary Teachers II 3(3-0)

Continuation of MAT 118 to include decimals, percent, ratio-proportion, geometry, probability, statistics, introduction to algebra, and microcomputer use.

- *Prerequisite(s)* MAT 118 with a minimum grade of C

MAT 225 Calculus II 4(4-0)

Topics include indeterminate forms, methods and applications of integration, improper integrals, parametric equations, polar coordinates, and infinite series.

- *Prerequisite(s)* MAT 126 with a minimum grade of C or equivalent

MAT 226 Calculus III 4(4-0)

Topics covered include: functions of n-variables, partial differentiation, multiple integration, solid analytic geometry, 3-space vectors, and Green's Theorem.

- *Prerequisite(s)* MAT 225 with a minimum grade of C or equivalent

MAT 230 Introduction to Linear Algebra 3(3-0)

This course acquaints students with the theory and elementary application of vectors and matrices. Topics include linear systems, matrices, vectors, vector spaces, and linear transformations. (Note: Credit cannot be earned in both MAT 230 and MAT 240.)

- *Prerequisite(s)* MAT 126 with a minimum grade of C or equivalent

MAT 240 Differential Equations with Linear Algebra 4(4-0)

This course will cover first-order differential equations and applications, linear systems of equations and matrices, vector spaces, eigenvalues and eigenvectors, systems of linear differential equations, and Laplace transforms. (Note: Credit cannot be earned in both MAT 230 and MAT 240.)

- *Prerequisite(s)* MAT 225 with a minimum grade of C

MAT 297-299 Selected Topics

Personal Development (MID)

MID 101 Strategies for Success in College 1(1-0)

This course is designed for first time and returning college students. To develop the attitudes and behaviors of successful college students, the course covers topics such as learning styles, critical thinking, reading and comprehension strategies, as well as note taking, test taking, and time management strategies. Students will discuss and practice various techniques. By becoming familiar with the various styles of learning, studying, reading, and test taking, students will identify the ways that work best for them.

MID 102 Career Exploration and Development 1(1-0)

Career Exploration and Development is an 8-week, one credit course for new and returning students. This course will focus on assisting students in identifying their career goals through self-assessment of interests, aptitudes, and world of work preferences. Students will also learn resume and cover letter development, interview techniques, and job search strategies.

- *Corequisite(s)* This course must be taken in conjunction with at least one other course, not PED

MID 104 First Year Experience 2(2-0)

This course encourages academic and social interaction with peers, faculty and staff, and other members of the Mid community. The students will learn to have an active role in their education. Participation in the course facilitates improvement of creative and critical reasoning, study habits and preparation skills, information literacy, and presentation skills. This course provides the groundwork for independent and self-motivated learning and introduces or reintroduces students to skills and abilities which will allow them to thrive in a changing college environment.

MID 150 Career Readiness 1(1-0)

This course will prepare students on how to conduct themselves in a professional work setting and gain an understanding of workplace expectations. Topics include: career planning and exploration, career research, resume development, communication etiquette, and interview skills.

Magnetic Resonance Imaging (MRI)

MRI 200 Professional Prospectus 1(1-0)

This course serves to orientate the MRI student to the profession of medical imaging. Students will explore the integration of MRI within the encompassing health care system. The evolution of MRI as a profession will be investigated with students classifying various organizations and agencies that drive the development and continuing education of the MRI technologist's role and responsibilities. (Note: Students enroll for this course through Michigan Colleges Online.)

- *Prerequisite(s)* Admission into the MRI Program

MRI 201 Computer Apps in Medical Imaging 3(3-0)

This course serves to provide the MRI student with a basic understanding of computer applications. Students will explore the components, principles, and operation of digital imaging systems, image data management, and data manipulation as it relates to the imaging department. Students will also explore the basic concepts of patient information management including medical record concerns, patient privacy, and regulatory issues. (Note: Students enroll for this course through Michigan Colleges Online.)

- *Prerequisite(s)* Admission into the MRI Program, MRI 200, MRI 260, MRI 241 all with a minimum grade of C

MRI 220 MRI Physics I 3(3-0)

This is the first in a series of two courses that provide the MRI student with a basic foundation of MRI physics. Students will explore the properties of atoms and their interactions within the magnetic field. Emphasis will be placed on the basic principles of MRI, data acquisition, and tissues characteristics in image formation. (Note: Students enroll for this course through Michigan Colleges Online.)

- *Prerequisite(s)* Admission into the MRI Program, MRI 200, MRI 260, MRI 241 all with a minimum grade of C

MRI 222 MRI Physics II 3(3-0)

This is the final physics course in a series of two. The course content is a continuation of Physics I concepts including pulse sequencing, applications, coil selection as it relates to scan selection, calculation of scan times, scan parameters, and imaging factors. Emphasis will be placed on the topics of gradient echoes, cardiac imaging, magnetic resonance angiography, diffusion, perfusion, and spectroscopy. (Note: Students enroll for this course through Michigan Colleges Online.)

- *Prerequisite(s)* Admission into the MRI Program, MRI 220, MRI 230, MRI 201, MRI 261 all with a minimum grade of C

MRI 230 Procedures/Pathology I 3(3-0)

This is the first in a series of two courses that will provide the student with considerations related to routine imaging techniques of the central nervous system (CNS) and musculoskeletal system (MSK). Students will explore the signal characteristics of normal anatomy and compare it to common pathologies. Emphasis will be placed on tissue characteristics, protocol options, and positioning considerations. (Note: Students enroll for this course through Michigan Colleges Online.)

- *Prerequisite(s)* Admission into the MRI Program, MRI 200, MRI 260, MRI 241 all with a minimum grade of C

MRI 232 Procedures/Pathology II 3(3-0)

This is the final procedures and pathophysiology course in a series of two that will provide the student with considerations related to routine imaging techniques related to the abdomen and pelvis and special imaging techniques. Students will explore the signal characteristics of normal anatomy and compare it to common pathologies. Emphasis will be placed on tissue characteristics, protocol options, and positioning considerations. (Note: Students enroll for this course through Michigan Colleges Online.)

- *Prerequisite(s)* Admission into the MRI Program, MRI 220, MRI 230, MRI 201, MRI 261 all with a minimum grade of C

MRI 240 MRI Image Analysis 3(3-0)

This course provides the MRI student with the critical assessment skills necessary to recognize and identify pathology and artifacts. Students will explore the necessary parameter adjustments for differential diagnosis. Emphasis will be placed on quality control procedures, image post-processing, and image archiving. (Note: Students enroll for this course through Michigan Colleges Online.)

- *Prerequisite(s)* Admission into the MRI Program, MRI 220, MRI 230, MRI 201, MRI 261 all with a minimum grade of C

MRI 241 Applied Sectional Anatomy 3(3-0)

This course is a study of human anatomy as seen in multiple planes. Students will review the gross anatomy of the entire body and identify anatomic structures in the axial, sagittal, coronal, and orthogonal planes. Emphasis will be applied to the appearance characteristics of each structure as seen on illustrations and photographic images correlated with magnetic resonance (MR) and computed tomography (CT). (Note: Students enroll for this course through Michigan Colleges Online.)

- *Prerequisite(s)* Admission into the MRI Program

MRI 260 Pre-Clinical Prep 3(3-0)

This course prepares the MRI student for safe participation in clinical education within the MRI environment. Students will explore and discuss the importance of MRI safety and patient assessment. While most of the course is delivered online, students will practice and master various safety procedures in a face-to-face workshop setting. (Note: This course is available only through Michigan Colleges Online as part of a multi-institutional MRI consortium. Credits earned will fulfill requirements for Mid Michigan College's MRI Associate Degree.)

MRI 261 Clinical Practice I 3(3-0)

This is the first in a series of three clinical courses that provides the necessary supervised clinical education needed for the MRI student to competently apply basic protocols, recognize when to appropriately alter the standard protocol and recognize equipment and patient considerations that affect image quality. Emphasis will be placed on patient safety and comfort while professional values, attitudes, and behaviors are upheld. (Note: Students enroll for this course through Michigan Colleges Online.)

- *Prerequisite(s)* Admission into the MRI Program, MRI 200, MRI 241, MRI 260 all with a minimum grade of C

MRI 262 Clinical Practice II 3(3-0)

This is the second in a series of three clinical courses that provides the necessary supervised clinical education needed for the MRI student to competently apply basic protocols, recognize when to appropriately alter the standard protocol, and recognize equipment and patient considerations that affect image quality. Emphasis will be placed on patient safety and comfort while professional values, attitudes, and behaviors are upheld. (Note: Students enroll for this course through Michigan Colleges Online.)

- *Prerequisite(s)* Admission into the MRI Program, MRI 220, MRI 230, MRI 201, MRI 261 all with a minimum grade of C

MRI 263 Clinical Practice III 3(3-0)

This is the final clinical course in a series of three that provides the necessary supervised clinical education needed to complete all remaining competencies required by the American Registry of Radiologic Technologists (ARRT) following the Primary Pathway requirements. Emphasis will be placed on patient safety and comfort while professional values, attitudes, and behaviors are upheld. (Note: Students enroll for this course through Michigan Colleges Online.)

- *Prerequisite(s)* Admission into the MRI Program, MRI 222, MRI 232, MRI 240, MRI 262 all with a minimum grade of C

MRI 295 MRI Certification Exam Prep 3(3-0)

This course provides the student with instructional review and a self-examination process as preparation for the certification exam in MRI. Discussions will focus on the four content specifications for examination in magnetic resonance as outlined in the American Registry of Radiologic Technology (ARRT) primary pathway certification

handbook. Students will have the opportunity to participate in an 8-hour registry review seminar. (Note: Students enroll for this course through Michigan Colleges Online.)

- *Prerequisite(s)* Admission into the MRI Program, MRI 222, MRI 232, MRI 240, MRI 262 all with a minimum grade of C

Music (MUS)

MUS 131 Music for Elementary Teachers 3(3-0)

This course will prepare elementary teachers for uses and applications of music in the elementary classroom.

MUS 275 Music Appreciation 3(3-0)

This course will promote general musical understanding through active listening.

Nursing (NUR)

NUR 101 Foundations in Nursing 8.5(8.5-0.5)

This course is an introduction to the role of the professional nurse utilizing a systematic approach to foundational nursing concepts. The nursing process is utilized to develop critical thinking to safely meet geriatric clients' basic needs. There is a clinical component to this course.

- *Prerequisite(s)* Admission to the Nursing Program
- *Corequisite(s)* NUR 150, NUR 151

NUR 102 Adult Health I 7(8.75-0.25)

This course is an introduction to common acute and chronic conditions in adult clients. The course includes assessment and identification of clinical problems, prioritization, client-centered, and evidence-based nursing interventions, outcome development and evaluation, and recognition of the usual course of medical treatments. There is a clinical component to this course.

- *Prerequisite(s)* NUR 101, NUR 150, NUR 151
- *Corequisite(s)* NUR 103

NUR 103 Mental Health Nursing 3(3-0)

This course focuses on mental health concepts, understanding the dynamics of human behavior, and therapeutic communication with an emphasis on safe nursing care for the client. There is a clinical component to this course.

- *Prerequisite(s)* NUR 101, NUR 150, NUR 151
- *Corequisite(s)* NUR 102

NUR 132 Clinical Practicum VI 1(3-0)

This clinical course focuses on the information and skills previously learned in NUR 121, NUR 124, and NUR 150. It consists of a guided learning clinical experience in a selected long-term health care facility. Emphasis is placed on application of principles and techniques of basic nursing theory common to the institutionalized client. This clinical practicum is specifically targeted for the nursing student returning to the Nursing program. Students must successfully complete this clinical practicum to return to the Nursing program. This course also includes the practice and demonstration of competency of selected nursing skills in the Clinical Simulation Center (CSC) at the College.

- *Corequisite(s)* NUR 150

NUR 150 Pharmacology in Nursing 3(3-0)

This course is an introduction to the nurse's role in safe administration of a variety of medications and their preparation including dosage calculations.

- *Prerequisite(s)* Admission to the Nursing Program
- *Corequisite(s)* NUR 101, NUR 151

NUR 151 Assessment in Nursing 0.5(0.5-1)

This course is designed as an interactive lab to introduce the nursing student to the knowledge and skills required to perform a systematic physical assessment of a healthy adult and to record the findings appropriately. The course

emphasizes a holistic approach to assessment while encompassing the adult patient, as this is who is cared for in the first few semesters. This course is interactive with a hands-on approach, utilizing manikins and simulations.

- *Prerequisite(s)* Admission to the Nursing Program
- *Corequisite(s)* NUR 101, NUR 150

NUR 202 Adult Health II 6(5.75-0.25)

This course focuses on care of adult clients with increasingly complex acute and chronic conditions. The course includes the development of professional nursing skills such as delegation, collaboration, and prioritization. There is a clinical component to this course.

- *Prerequisite(s)* NUR 101, NUR 150, NUR 151, NUR 102, NUR 103
- *Corequisite(s)* NUR 203

NUR 203 Family Centered Nursing 5(5.75-0.25)

This hybrid course focuses on concepts of family and child development from conception through adolescence. The course includes participation in client-centered care of maternal/child and pediatric clients through the application of nursing judgment. There is a clinical component to this course.

- *Prerequisite(s)* NUR 101, NUR 150, NUR 151, NUR 102, NUR 103
- *Corequisite(s)* NUR 202

NUR 204 Adult Health III 6(5.75-.25)

This course focuses on delivering client-centered care to adult clients with emergent and multi-system problems. The course includes an introduction to critical care and emergency care nursing while applying nursing judgment, evidence-based practice, and collaboration with the interprofessional healthcare team. There is a clinical component to this course.

- *Prerequisite(s)* NUR 101, NUR 150, NUR 151, NUR 102, NUR 103, NUR 202, NUR 203
- *Corequisite(s)* NUR 227

NUR 227 Leadership in Nursing 2(2-0)

This hybrid course supports role transition and professional advocacy as a registered nurse as a leader/manager of care.

- *Prerequisite(s)* NUR 101, NUR 150, NUR 151, NUR 102, NUR 103, NUR 202, NUR 203
- *Corequisite(s)* NUR 204

NUR 229 Capstone 3(9-0)

This course facilitates the safe role transition from student nurse to graduate nurse while applying theory to practice in a supervised clinical setting.

- *Prerequisite(s)* NUR 101, NUR 150, NUR 151, NUR 102, NUR 103, NUR 202, NUR 203, NUR 204, NUR 227

NUR ADMIT Awaiting Admission 0(0-0)

This placeholder course represents the semester that students may have to wait between their application and their admission into the Nursing Program. Students should consult with a Mid Mentor about the best choices for this time.

Orientation (ORT)

ORT 100 College Navigation Course 0(0-0)

This course is designed to provide skills to students to navigate the college systems. In addition, students will explore their career options and develop an Education Plan, learn to manage their financial aid, and develop success strategies.

ORT 101 TRIO Success Strategies I 0(0-0)

This course is designed to provide students enrolled in the Mid TRIO SSS grant cohort with skills to navigate the college systems, and develop academic and personal strategies to empower them to successfully reach their academic goals. Some of the topics covered include Study Tips, Test Taking Strategies, Academic Support Services, Time Management, and Financial Aid. Restricted to students enrolled in the TRIO program.

- *Prerequisite(s)* Must be enrolled as member of Mid's TRIO SSS cohort

ORT 201 TRIO Success Strategies II 0(0-0)

This course is a continuation of ORT 101 and is designed to provide students enrolled in the Mid TRIO SSS grant cohort with skills to navigate the college systems, and develop academic and personal strategies to empower them to successfully reach their academic goals. Some of the topics covered include Learning Styles, Career Services, Financial Literacy, and Goal Setting. Restricted to students enrolled in the TRIO program.

- *Prerequisite(s)* Must be enrolled as member of Mid's TRIO SSS cohort

Philosophy (PHL)

PHL 201 Introductory Philosophy 3(3-0)

A problem approach organized to introduce the student to some of the thinkers, systems, and problems of philosophy facing humanity from ancient times to the present.

PHL 210 Social Philosophy: Ideals & Realities 3(3-0)

This course is an inquiry aimed at discovering which questions are the right ones to ask when evaluating a social system or when designing it. It covers several major social philosophies, as reflected in utopian and dystopian writings, and focuses on issues such as human nature, freedom, rights, and obligations, and the relationship between individual and community.

PHL 220 Ethical Issues 3(3-0)

A study of ethical principles, reasoning and practice as it occurs in such areas as business, law, medicine, ecology, and government. A brief review of the historical development of ethical theory together with case studies will be the primary focus of the course. The main objective is to provide students with the intellectual tools for recognizing and analyzing such ethical issues as confront members of our society.

PHL 250 Chinese Philosophies 3(3-0)

This course surveys three branches of traditional Chinese philosophy (Confucianism, Daoism, and Buddhism) and includes comparisons with Western thought. Readings include translations of founding thinkers plus later commentaries. Emphasis will be on the relevance of these philosophies for thinking about how we should live.

- *Prerequisite(s)* One philosophy course recommended

PHL 297-299 Selected Topics

Pharmacy Technology (PHT)

PHT 104 Orientation to Pharmacy/Community Pharmacy Practice 4(3-2)

This course presents an orientation to the work of pharmacy technicians and the context in which technicians' work is performed in a community pharmacy setting. The concept of direct patient care and the technicians' general role in delivery with particular emphasis on the complementary roles of pharmacists and technicians is presented and how they relate in a community pharmacy setting.

- *Corequisite(s)* PHT 105, PHT 106, PHT 113

PHT 105 Pharmacy Law 2(2-0)

This course presents information on the influence that medication laws, standards, and regulations have on pharmacy practice. Federal and State regulations that govern medicine use and standards of practice are presented. Laws, regulations and standards which govern the preparation of non-compounded, cytotoxic, and other hazardous medication products are emphasized.

- *Corequisite(s)* PHT 104, PHT 106, PHT 113

PHT 106 Pharmaceutical Calculations 3(3-0)

This course will present applications of pharmaceutical dosage calculations using various systems of measurements including conversions and applications of equations. This course also introduces basic business math skills, such as calculating inventory, purchasing, and profit margins.

- *Corequisite(s)* PHT 104, PHT 105, PHT 113

PHT 113 Orientation to Institutional Pharmacy Practices 4(3-2)

This course presents information on how to assist the pharmacist in an institutional pharmacy. Students will learn about the basic structure and functioning of an intuitional pharmacy. Students will gain hands-on experience in sterile and non-sterile compound product preparation. Emphasis will be on aseptic technique and parenteral product preparation where students develop skills in the manipulation of parenteral drug products.

- *Corequisite(s)* PHT 104, PHT 105, PHT 106

PHT 114 Pharmacology for Pharmacy Technicians 4(3.5-1)

This course presents information on the use and side effects of prescription medications, nonprescription medications, and alternative therapies commonly used to treat diseases affecting the body systems. Students learn the brand and generic names, standard pronunciations, dosage forms, and routes of administration for medications.

- *Prerequisite(s)* PHT 104, PHT 105, PHT 106, PHT 113
- *Corequisite(s)* PHT 115

PHT 115 Pharmacy Technician Clinical 7(7-0)

Skills and knowledge acquired during the first two semesters of the Pharmacy Technician program are applied in community and institutional pharmacy settings. All internship experience is under the supervision of a registered pharmacist. 160 hours will be completed in a community pharmacy setting and 160 hours will be completed in an institutional pharmacy setting for a total of 320 hours of internship experience.

- *Prerequisite(s)* PHT 104, PHT 105, PHT 106, PHT 113
- *Corequisite(s)* PHT 114

Physics (PHY)

PHY 101 Introductory Physics (non-Lab) 3(3-0)

A general non-mathematical physics presentation stressing a conceptual as opposed to laboratory approach. Some topics of discussion are mechanics, sound, heat, electricity, light, nuclear concepts, and everyday encounter of principles governing these topics. (Note: Not recommended for students majoring in science.)

PHY 103 Applied Physics 4(3-2)

This course is designed for students enrolled in technical education programs. The purpose of the course is to provide an understanding of physical principles and their application to industry. The course content includes a study of precision measurements; properties of solids, liquids, and gasses; force and motion; work energy and power; vectors; analysis of basic machines; temperatures and heat.

- *Corequisite(s)* MAT 104 or MAT 170

PHY 105 Introductory College Physics I 5(4-2)

This course focuses on the study of motion, forces, energy, sound, wave motion, and heat. Students should have had or be currently taking a course in trigonometry.

- *Corequisite(s)* MAT 124 or equivalent

PHY 106 Introductory College Physics II 5(4-2)

Continuation of PHY 105. Topics studied include optics, electricity and magnetism, atomic and nuclear theory, and relativity.

- *Prerequisite(s)* PHY 105

PHY 211 University Physics I 5(4-2)

This course covers mechanics, sound, and heat. It is a mathematical treatment of problems of force, motion, and energy designed for pre-engineering students and physics or mathematics majors. (Note: Not open to students with credit in PHY 105 or PHY 106.)

- *Prerequisite(s)* MAT 124 with a minimum grade of C
- *Corequisite(s)* MAT 126 recommended

PHY 212 University Physics II 5(4-2)

Electricity, magnetism, light, relativity, and nuclear structure are discussed. Designed for pre-engineering students and physics majors. (Note: Not open to students with credit in PHY 105 or PHY 106.)

- *Prerequisite(s)* PHY 211

Plastics Technology (PLT)

PLT 101 Survey of the Plastics Industry 2(2-0)

This course is intended to provide the student a base foundation of the plastics industry; including the history of people, materials, and processes that helped shape the modern plastics industry. Various careers in the plastics industry and related industries, such as drafting, design, machining, electronics, maintenance, computer information systems, network, and etc. will also be explored.

PLT 110 Plastics and Polymer Materials 3(3-0)

In this course students will be introduced to polymers, plastics, additives, fillers, and reinforcements commonly used in modern plastics manufacturing. Students will study the physical and mechanical characteristics of thermoset and thermoplastic materials, define the different materials classifications and types and review criteria used for material selection and cost estimating as related to design, fit, and function of finished goods.

PLT 120 Plastics Manufacturing Processes I 4(2-4)

In this course student will study Injection Molding, Blow Molding, and the Extrusion processes. This course will cover material and design differences for each application, processing difference, and will include a concise review of pre and post molding activities for each process.

- *Prerequisite(s)* PLT 101

PLT 225 Production Planning and Control 3(3-0)

This course will introduce students to the basic fundamentals of production planning, scheduling and controlling, such as the development and application of software solutions, inventory management, and lean production concepts. Topics include: forecasting, sales and operations, scheduling, materials requirements, capacity management, production control, "partnering" activities, and system integration. The materials presented in the course are applicable in many different disciplines and manufacturing facilities beyond Plastics that involve the planning, scheduling, and controlling of production.

- *Prerequisite(s)* PLT 101 or instructor permission

Political Science (POL)

POL 201 Introduction to American Government 3(3-0)

A survey of the structure and function of American government. Emphasis is placed on the Constitution, federalism, civil liberties and civil rights, the three branches of government, political parties and elections, interest groups, the media and public opinion, and the role of the individual citizen.

POL 250 International Relations 3(3-0)

A study of the nature of the international community and the forces which produce cooperation and conflict. Particular attention is given to analyzing power in terms of its acquisition and uses.

POL 297-299 Selected Topics

Physical Science (PSC)

PSC 101 Introductory Astronomy 4(3-2)

An introduction to astronomy for students who desire a basic understanding of the solar system and the universe. Topics include: historical astronomy, exploration of space, stellar evolution, solar system, galaxies, and the universe. Laboratory work includes individual student use of a telescope.

PSC 102 Introductory Physical Science 4(3-2)

A one semester course for science majors or non-science majors. The basic principles and concepts of physical science, including the structure of matter and the magnitude and character of energy and physical forces, will be analyzed and applied towards a scientific understanding of the Earth and other planetary bodies. Laboratory experiments will illustrate the role of observation, prediction, and modeling in the physical sciences. Appropriate for students considering further study in chemistry, physics, geology, meteorology, or astronomy. (Note, PSC 102 does not earn transferable science credit for any of the above listed scientific disciplines.)

- *Prerequisite(s)* MAT 104, may be taken concurrently or one year of High School Algebra

Psychology (PSY)

PSY 101 Introduction to General Psychology 3(3-0)

This course introduces students to the scientific discipline of psychology. This course will include a comprehensive coverage of basic concepts and principles, terminology, important trends in psychological research, and the application of this research. Emphasis will be placed on contemporary perspectives of psychology, including biological, learning, cognitive, sociocultural, psychodynamic, and humanistic perspectives in understanding normal and abnormal behavior and mental processes.

PSY 103 Human Relations 3(3-0)

This is an applied social science course. Focus will be on theory and research from the social sciences (primarily psychology) that apply to an individual's personal and professional development. This course is not intended solely for psychology or other social science majors, but for any student who is interested in improving psychological well-being.

PSY 205 Abnormal Psychology 3(3-0)

This course introduces students to abnormal psychology issues, including the criteria, nature, development, classification, and causes of mental disorders. Perspectives from each of the major contemporary perspectives in psychology will be included. In addition, major theories, significant research, and methods of treatment associated with each of these approaches are presented.

- *Prerequisite(s)* PSY 101

PSY 212 Developmental Psychology 3(3-0)

This course introduces students to the description and explanation of changes in an individual's behavior that are a result of maturation and experiences that fall within the lifespan concept; e.g. behavior-genetics, critical periods, learning cognition, and abnormal development. In addition, this course provides the student with an introduction into methodological research. (Students who have taken HES 100 or an equivalent will not also receive credit for PSY 212.)

- *Prerequisite(s)* PSY 101

PSY 230 Social Psychology: A Psychological Perspective 3(3-0)

The intent of this course is to analyze social behavior from the perspective of the individual. A Psychology centered focus will be used to examine a variety of topics including group dynamics, social influence, interpersonal relationships, gender, discrimination, and research methods in Social Psychology. (Students cannot receive credit in both PSY 230 and SOC 202.)

- *Prerequisite(s)* PSY 101

PSY 240 Theories of Personality 3(3-0)

This course presents issues in the measurement and research of personality. Historical and contemporary theories and theorists from each of the major domains of psychology will be critically examined regarding each of the domains' emphasis on development and assessment of personality. Application of course material will be emphasized.

- *Prerequisite(s)* PSY 101

PSY 250 Clinical Interviewing and Counseling 3(3-0)

This course is an introduction to theories of counseling as well as the techniques and processes of client and counselor communication. Students explore attitudes, values, and motivation for counseling. Emphasis is placed on the role of the counselor in various agency capacities as well as the development of empathetic and listening skills.

- *Prerequisite(s)* PSY 101 or instructor permission

PSY 281 Behavior Modification 3(3-0)

This course is an introduction into a survey of developments in behavior alteration. Specifically, emphasis is on behavior modification techniques in the areas of motivation, elimination of undesirable behaviors, an increase of desirable behaviors, and the promotion of academic and social participation in education and other environments.

- *Prerequisite(s)* PSY 101

PSY 283 Forensic Psychology 3(3-0)

This course introduces students to the nature, development, and application of Forensic Psychology. Students will examine the field of Forensic Psychology and the many applications it has within the legal system and our society.

- *Prerequisite(s)* PSY 101, PSY 205 recommended

PSY 283H HONORS Forensic Psychology 3(3-0)

This course introduces students to the nature, development, and application of forensic psychology. Students will examine the field of Forensic Psychology and the many applications it has within the legal system and our society. The Honors option involves completion of additional higher-level coursework in consultation with the instructor. There is no variance in grade value.

- *Prerequisite(s)* PSY 101, PSY 205 recommended

PSY 285 Research Methods 3(3-0)

This course provides an introduction to research methods in the social sciences. Research designs, data collection methods, basic statistical procedures, and ethical issues in research will be included. An APA-style research proposal will be completed.

- *Prerequisite(s)* PSY 101, MAT 212

PSY 297-299 Selected Topics

Physical Therapist Assistant (PTA)

PTA 101 Orientation to Physical Therapy 1(1-0)

This introductory course provides an overview of the profession of physical therapy and focuses upon the role of the physical therapist assistant. Ethical and legal standards, cultural competence, professional behaviors, and standards of practice are emphasized. Communication skills are presented to better serve diverse patients/clients in the healthcare environment.

PTA 105 Modalities I 1(1-0)

This course includes instruction in the principles, indications, contraindications, precautions, and techniques of biophysical agents, manual therapy, and patient positioning. Basic documentation is introduced.

- *Prerequisite(s)* Admission into the PTA Program
- *Corequisite(s)* PTA 106, PTA 110, PTA 111, PTA 115, PTA 116

PTA 106 Modalities I Lab 2(2-6)

This lab is coordinated with the lectures presented in Modalities I. Students gain hands on experience with biophysical agents, manual therapy, vital signs, and patient positioning. Basic documentation skills are practiced.

- *Prerequisite(s)* Admission into the PTA Program
- *Corequisite(s)* PTA 105, PTA 110, PTA 111, PTA 115, PTA 116

PTA 110 Therapeutic Exercise 1(1-0)

Basic exercise theory and implementation are presented. Fitness concepts of flexibility, strength, endurance, coordination, and relaxation are emphasized. Additionally, patient mobility with transfers and progressing to wheelchairs and assistive devices are introduced. The importance of patient and personal safety through proper posture, body mechanics, and monitoring are emphasized.

- *Prerequisite(s)* Admission into the PTA Program
- *Corequisite(s)* PTA 105, PTA 106, PTA 111, PTA 115, PTA 116

PTA 111 Therapeutic Exercise Lab 2(2-6)

This lab is coordinated with the lectures presented in Therapeutic Exercise. Students practice basic therapeutic exercise and fitness techniques. Students implement flexibility, strength, endurance, relaxation, and coordination programs. Students will also practice patient mobility with transfer techniques, wheelchairs, and assistive devices. Posture assessment and proper body mechanics are emphasized.

- *Prerequisite(s)* Admission into the PTA Program
- *Corequisite(s)* PTA 105, PTA 106, PTA 110, PTA 115, PTA 116

PTA 115 Clinical Kinesiology 1.5(1.5-0)

This course provides an in-depth review of functional human anatomy with an emphasis on the neuro-musculoskeletal system. Students will develop an understanding of normal and abnormal movement patterns and gait. A thorough understanding of kinesiology is essential to the Physical Therapist Assistant in understanding pathologies and injuries and providing appropriate and effective treatment for their patients.

- *Prerequisite(s)* Admission into the PTA Program
- *Corequisite(s)* PTA 105, PTA 106, PTA 110, PTA 111, PTA 116

PTA 116 Clinical Kinesiology Lab 1(1-3)

This lab is coordinated with the lectures presented in Clinical Kinesiology and provides practical observation, palpation, and identification skills of basic anatomical landmarks, especially bones, joints, and muscles. Normal movement patterns, functional activity analysis, and gait characteristics are included.

- *Prerequisite(s)* Admission into the PTA Program
- *Corequisite(s)* PTA 105, PTA 106, PTA 110, PTA 111, PTA 115

PTA 125 Measurement Techniques 1(1-0)

Students are presented with the assessment techniques most commonly used in physical therapy. Treatment plans are based upon the objective findings of this data collection. Techniques of goniometry, muscle testing, sensory assessments, gait/posture analysis, and balance assessment are presented.

- *Prerequisite(s)* PTA 105, PTA 106, PTA 110, PTA 111, PTA 115, PTA 116
- *Corequisite(s)* PTA 126, PTA 130, PTA 131, PTA 140

PTA 126 Measurement Techniques Lab 2(2-6)

This lab is coordinated with lectures presented in Measurement Techniques and allows for hands on practice. Students participate in guided practice with the assessment techniques of goniometry, muscle testing, sensory assessments, gait/posture analysis, and balance assessments.

- *Prerequisite(s)* PTA 105, PTA 106, PTA 110, PTA 111, PTA 115, PTA 116
- *Corequisite(s)* PTA 125, PTA 130, PTA 131, PTA 140

PTA 130 Advanced Therapeutic Exercise 2(2-0)

This course presents the principles and guidelines for treating musculoskeletal conditions. Normal and abnormal tissue healing of musculoskeletal structures is emphasized as well as appropriate physical therapy interventions at different stages of healing. Other therapeutic exercises are presented for vascular disorders and improper posture.

- *Prerequisite(s)* PTA 105, PTA 106, PTA 110, PTA 111, PTA 115, PTA 116
- *Corequisite(s)* PTA 125, PTA 126, PTA 131, PTA 140

PTA 131 Advanced Therapeutic Exercise Lab 2(2-6)

This lab is coordinated with the lectures presented in Advanced Therapeutic Exercise. Students participate in guided practice in providing physical therapy interventions for musculoskeletal conditions, as well as additional exercises for improper posture. Previous course information about basic therapeutic exercise and fitness are integrated into lab sessions.

- *Prerequisite(s)* PTA 101, PTA 105, PTA 106, PTA 110, PTA 111, PTA 115, PTA 116
- *Corequisite(s)* PTA 125, PTA 126, PTA 130, PTA 140

PTA 140 Clinic I 4(0.5-10)

The full time clinical education experience offers students opportunities to observe, assist with and implement treatment techniques which have been introduced in prior lecture and practiced in lab courses. The students are under direct supervision of a clinical instructor (physical therapist or physical therapist assistant) who facilitates learning. Students will be assigned to hospitals, outpatient clinics, nursing and rehabilitation centers, or home care settings for four weeks.

- *Prerequisite(s)* PTA 105, PTA 106, PTA 110, PTA 111, PTA 115, PTA 116
- *Corequisite(s)* PTA 125, PTA 126, PTA 130, PTA 131

PTA 201 Prosthetics/Orthotics 0.5(0.5-0)

Prosthetics and orthotics are introduced. Their application to patient scenarios and pathologies are covered.

- *Prerequisite(s)* PTA 125, PTA 126, PTA 130, PTA 131, PTA 140
- *Corequisite(s)* PTA 202, PTA 203, PTA 204, PTA 205, PTA 206, PTA 207, PTA 208

PTA 202 Prosthetics/Orthotics Lab 0.5(0.5-1.5)

This lab is coordinated with the lectures presented in Prosthetics/Orthotics. Prosthetic/Orthotics interventions are practiced for pathologies and patient scenarios. Students also gain hands-on experience with orthotics, prosthetics, and adaptive equipment.

- *Prerequisite(s)* PTA 125, PTA 126, PTA 130, PTA 131, PTA 140
- *Corequisite(s)* PTA 201, PTA 203, PTA 204, PTA 205, PTA 206, PTA 207, PTA 208

PTA 203 Cardiopulmonary0.5(0.5-0)

Cardiopulmonary interventions are introduced. Pathologies, normal physiology and interventions are covered.

- *Prerequisite(s)* PTA 125, PTA 126, PTA 130, PTA 131, PTA 140
- *Corequisite(s)* PTA 201, PTA 202, PTA 203, PTA 205, PTA 206, PTA 207, PTA 208

PTA 204 Cardiopulmonary Lab 0.5(0.5-1.5)

This lab is coordinated with the lectures presented in Cardiopulmonary. Students gain hands-on experience with cardiopulmonary interventions and their application to patient scenarios and pathologies.

- *Prerequisite(s)* PTA 125, PTA 126, PTA 130, PTA 131, PTA 140
- *Corequisite(s)* PTA 201, PTA 203, PTA 204, PTA 205, PTA 206, PTA 207, PTA 208

PTA 205 Modalities II 2(2-0)

The basic concepts, terminology, and physiology of electrotherapeutic agents are introduced. The course guides the student in understanding treatment parameters and the safe management of equipment for pain control, edema/swelling reduction, muscle spasm relief, and strengthening.

- *Prerequisite(s)* PTA 125, PTA 126, PTA 130, PTA 131, PTA 140
- *Corequisite(s)* PTA 206, PTA 207, PTA 208

PTA 206 Modalities II Lab 1.5(1.5-4.5)

This lab is coordinated with the lectures presented in Modalities II. Students participate in guided practice of safe and effective delivery of electrotherapeutic agents. The students use a variety of modalities for decreasing pain, increasing strength, reducing edema/swelling, and muscle spasm relief. Documentation skills are reinforced.

- *Prerequisite(s)* PTA 125, PTA 126, PTA 130, PTA 131, PTA 140
- *Corequisite(s)* PTA 205, PTA 207, PTA 208

PTA 207 Rehabilitation Techniques 1.5(1.5-0)

Rehabilitation techniques are introduced for neurological and pathological conditions. Normal growth and development and lifespan are covered.

- *Prerequisite(s)* PTA 125, PTA 126, PTA 130, PTA 131, PTA 140
- *Corequisite(s)* PTA 201, PTA 202, PTA 203, PTA 204, PTA 205, PTA 206, PTA 208

PTA 208 Neurorehabilitation Techniques Lab 1.5(1.5-4.5)

This lab is coordinated with the lectures presented in Rehabilitation Techniques. Rehabilitation treatments are practiced for common neurological and pathological conditions. Students also gain hands on experience with neurological and normal growth and development.

- *Prerequisite(s)* PTA 125, PTA 126, PTA 130, PTA 131, PTA 140
- *Corequisite(s)* PTA 201, PTA 202, PTA 203, PTA 204, PTA 205, PTA 206, PTA 207

PTA 210 Clinical Forum 3(3-0)

This seminar course offers networking with classmates and instructors to solve clinical problems, improve communication skills, and reinforce professional behavior. Emphasis is on evidence based clinical decision making, ethical practice, planning for future employment, and professional growth.

- *Prerequisite(s)* PTA 205, PTA 206, PTA 207, PTA 208
- *Corequisite(s)* PTA 240

PTA 240 Clinic II 12(12-15)

The full time clinical education experience offers students opportunities to implement and develop entry level competence in treatment techniques which have been introduced in prior lecture and practiced in lab courses. The students are under direct supervision of a clinical instructor (physical therapist or physical therapist assistant) who facilitates learning. Students will be assigned to hospitals, outpatient clinics, nursing and rehabilitation centers, or home care settings for 14 weeks.

- *Prerequisite(s)* PTA 205, PTA 206, PTA 207, PTA 208
- *Corequisite(s)* PTA 210

Radiography (RAD)

RAD 100 Introduction to Radiologic Technology 3(2-2)

This course is an introduction to the radiologic technology profession. Subject areas studied include the development of the practice of radiology, medical relationships and ethics, use of basic x-ray equipment and accessories, prime exposure factors, and digital imaging processing. Practice in the fundamentals of equipment operation and image processing in the Imaging Sciences X-Ray Lab provides the basis for developing initial psychomotor skills necessary to function as a radiographer.

- *Prerequisite(s)* Admission to the Radiography Program
- *Corequisite(s)* RAD 110, RAD 113

RAD 110 Radiation Physics 2(2-0)

Radiation Physics is a course designed to prepare students with a basic understanding of the principles of Radiation Physics, X-Ray Production, and Interactions. Areas of concentration include Units of Measurement, Forces, Motion, Electrostatics, Magnetism, Basic Electrical Circuits, and Atomic and Nuclear Physics. Emphasis will be placed on the study of ionizing radiation which is especially important to the Radiographer.

- *Prerequisite(s)* Admission to the Radiography Program
- *Corequisite(s)* RAD 100, RAD 113

RAD 113 Radiation Biology 1(1-0)

This course provides a study of the application of radiation and its effects. Areas of concentration are on the response and the biological effects of ionizing radiation on cells and tissues.

- *Prerequisite(s)* Admission to the Radiography Program
- *Corequisite(s)* RAD 100, RAD 110

RAD 115 Principles of Radiographic Exposure 3(2-2)

This course contains a study of the prime factors in radiographic techniques determination, the geometric and photographic basis of radiographic image formation, and how these relate to radiographic quality. Methods of technical conversions for adjusting radiographic technique to maintain radiographic quality are studied. An overview of the different systems of radiographic techniques is presented and students learn how to formulate a radiographic technique system. The basic principles of digital imaging are presented. Lab exercises augment the instruction.

- *Prerequisite(s)* RAD 100, RAD 110
- *Corequisite(s)* RAD 130

RAD 130 Radiographic Procedures I 4(2.5-3)

An introduction to radiographic positioning fundamentals, terminology, and procedures. The study of the fundamentals of patient care is integrated with study of the basic radiographic procedures of the thorax, abdomen, upper and lower extremities, pelvic girdle, spinal column, cranium, facial bones, and sinuses. Digital imaging basics are studied as well. Practice of the basic skills required in these procedures will be done in the campus x-ray labs. A cumulative final will be given the last week of courses.

- *Prerequisite(s)* RAD 100, RAD 110, RAD 113
- *Corequisite(s)* RAD 115

RAD 175 Radiographic Procedures II 3(2-2)

A continuation of Radiographic Positioning I Fundamentals, terminology, and procedures. The study of the fundamentals of patient care is integrated with study of the basic radiographic procedures of the upper gastrointestinal system, lower gastrointestinal system, gallbladder and biliary ducts, urinary system, mammary gland, pediatric radiography, arthrography, and myelography. Practice of the basic skills required in these procedures will take place in the campus x-ray lab. A cumulative final will be given the last week of courses.

- *Prerequisite(s)* RAD 115, RAD 130, RAD 213
- *Corequisite(s)* RAD 180

RAD 180 Clinical Education I 6(18-0)

The first phase of clinical practicum in the hospital environment. The students review the hospital organization and operation, become familiar with hospital policies and procedures and are introduced to and integrated into the Radiology Department operations. Opportunity to develop and perfect the initial skills needed to function as a radiologic technologist is scheduled, and the basic radiographic procedures are practiced and assessed. Student image conferences are conducted and pertinent clinical issues are discussed.

- *Prerequisite(s)* RAD 115, RAD 130, RAD 213
- *Corequisite(s)* RAD 175

RAD 201 Clinical Issues in Radiography I 2(2-0)

This course is the first in a series of courses intended to augment first year introductory courses and complement clinical education. Topics covered are medical legal issues, communication, critical thinking, and radiology administration. Students discuss case studies of selected radiographic procedures performed during clinical education. Review and preparation are begun for the American Registry of Radiologic Technologists examination.

- *Prerequisite(s)* RAD 175, RAD 180
- *Corequisite(s)* RAD 205, RAD 211, RAD 217

RAD 205 Clinical Education II 7(21-0)

The second phase of clinical practicum in the hospital environment provides the opportunity for the student radiographer to develop and perfect skills. Additional radiographic procedures are performed under the appropriate level of supervision and assessed. Student image conferences are conducted and pertinent clinical issues are discussed.

- *Prerequisite(s)* RAD 175, RAD 180
- *Corequisite(s)* RAD 201, RAD 211, RAD 217

RAD 211 Sectional Anatomy 1(1-0)

Content begins with a review of gross anatomy of the entire body. Detailed study of gross anatomical structures will be conducted systematically for location, relationship to other structures and function. Gross anatomical structures are located and identified in axial (transverse), sagittal, coronal, and orthogonal (oblique) planes. Illustrations and anatomy images will be compared with MR and CT images in the same imaging planes and at the same level when applicable. The characteristic appearance of each anatomical structure as it appears on a CT, MR, and ultrasound image, when applicable, will be stressed.

- *Prerequisite(s)* RAD 175, RAD 180
- *Corequisite(s)* RAD 201, RAD 205, RAD 217

RAD 213 Radiation Protection 1(1-0)

This course continues and summarizes the study of the principles of radiation protection included in previous program courses. The practical applications of radiation protection in the clinical setting are discussed. Minimizing patient exposure while maintaining image quality is emphasized, as is radiation safety for medical imaging and other medical professionals.

- *Prerequisite(s)* RAD 100, RAD 110, RAD 113
- *Corequisite(s)* RAD 115, RAD 130

RAD 217 Advancements in Imaging 2(2-0)

A continuation of advanced study in radiologic technology. Radiographic procedures and imaging methods used to demonstrate special anatomical areas or systems are investigated. The pathological processes that necessitate radiological investigation are introduced and correlated with their diagnostic manifestation on the imaging format utilized.

- *Prerequisite(s)* RAD 175, RAD 180
- *Corequisite(s)* RAD 201, RAD 211, RAD 205

RAD 221 Clinical Issues in Radiography II 2(2-0)

This course is the second in a series of courses intended to augment first year introductory courses and complement clinical education. Topics covered are critical thinking and problem solving skills in radiography and communication in medical imaging and career planning. A capstone portfolio is produced. Review for the American Registry of Radiologic Technologists examination is continued. Students are required to pass a capstone simulated registry examination.

- *Prerequisite(s)* RAD 201, RAD 205, RAD 211, RAD 217
- *Corequisite(s)* RAD 250

RAD 250 Clinical Education III 7.5(22.5-0)

The final phase of clinical practicum in the hospital environment designed to perfect the basic skills and develop the fundamental skills in more technically advanced procedures. Remaining entry-level procedures are assessed, and student image conferences are conducted.

- *Prerequisite(s)* RAD 201, RAD 205, RAD 211, RAD 217
- *Corequisite(s)* RAD 221

Religion (REL)

REL 111 Introduction to Academic Study of Religion 3(3-0)

Major forms of world religions, religious activity, and experience studied as an essential element of human life. Dimensions of the academic study of religion covered include myth, meaning, ritual, symbolism, traditions, religious social institutions, comparative religious study, the sacred, civil religion, religious art, and the social creation of moral ideologies.

REL 200 Religion, Race, Class, and Discrimination 3(3-0)

This course is an introduction to the study of the religious expressions and experiences of people who have lived with race and class discrimination in North America. Native American, African American, and Hispanic American groups provide the focus for the course.

REL 225 Death and Dying 3(3-0)

Each of us must deal with a complex of personal responses to death and grief while ascribing meaning and purpose to our lives. In a rapidly changing social and cultural world, conceptualizations of death, living, and grieving often compete with traditional community relationships and meaning. Death, living, and dying will be examined using dimensions of the academic study of Religion, Social Sciences, and the humanities. Death, grieving, and images and ideas of life will be explored. Topics covered include cultural, personal, emotional, legal, philosophical, moral, medical, social, and religious conceptualizations of living and dying. Myth, meaning, visual culture, music, ritual, symbolism, traditions, religious social institutions, civil religion, and the social creation of religious moral ideologies will be examined in the course.

REL 250 African American Religions 3(3-0)

This course is an introduction to the study of African American religions from the colonial era to the present. Indigenous African religious traditions, syncretic expressions, Christianity, and Islam will be covered.

REL 290 Special Topics: Death & Dying 3(3-0)

These courses are designed in to investigate various topics in Religion that are not included in current courses. Topics will be announced.

REL 291-292 Special Topics

Science (SCI)

SCI 297-299 Selected Topics

Sociology (SOC)

SOC 101 Principles of Sociology 3(3-0)

This course discusses the principles governing relationships among human beings and the organization of human societies. Primary emphasis on contemporary American society with integration of classical theories of sociology.

SOC 200 Contemporary Social Problems 3(3-0)

This course identifies the factors and issues in humanity's quest of a high quality of life in a changing technological society. The nature, extent, and consequences of major social problems are examined in terms of underlying social processes as well as specific factors.

- *Prerequisite(s)* SOC 101 recommended

SOC 202 Social Psychology 3(3-0)

This course examines the relationship between the individual and society. Contemporary theory and research are applied to areas such as symbol interaction, self, socialization, conformity, aggression and violence, group behavior, the social construction of reality, etc. Students are also introduced to the basic methods in social psychology and their application in everyday life.

- *Prerequisite(s)* SOC 101 recommended

SOC 211 Social Inequalities 3(3-0)

The course explores the relationship between identity and inequality. Focus is on the link race, class, and gender have to systematic inequality and the impact it has on society.

- *Prerequisite(s)* SOC 101

SOC 220 Sexuality and Society 3(3-0)

This course analyzes the impact of society on sex and sexuality. Emphasis is on interpersonal relationships and factual information necessary to enable students to understand better their own sexuality. Topics including sex roles, sexual interaction, sexual physiology, and public issues related to sex are discussed utilizing contemporary research and cultural definitions.

- *Prerequisite(s)* SOC 101 recommended

SOC 222 Juvenile Delinquency 3(3-0)

This course provides the student with a concentrated overview of theory and research in the field of juvenile delinquency. Students will review research findings on various aspects of juvenile delinquency, of the characteristics of young offenders, and of the results of different forms of judicial and therapeutic interventions designed to prevent or control delinquent activities.

- *Prerequisite(s)* SOC 101

SOC 250 The American Family 3(3-0)

This course analyzes the development of the family as a contemporary social-institution. Factors which influence the makeup, stability, and the cultural and interpersonal contributions of the modern American family are discussed.

SOC 289 Gender Studies 3(3-0)

This course is an analysis of the impact of gender throughout the social world. The impact of gender in social institutions, cultural definitions, and interpersonal relationships will be explored. Gender inequality and its reproduction will be a focus. Emphasis will be on the relationship of gender to other aspects of social location and diversity.

- *Prerequisite(s)* SOC 101 recommended

SOC 297-299 Current Topics in Sociology

Spanish (SPN)

SPN 101 Elementary Spanish I 4(4-0)

This course is designed to introduce students to basic conversational Spanish. It emphasizes essential grammar and touches on Hispanic culture since culture is an essential part in learning a new language. Students should, upon course completion, have the ability to speak, write, and understand basic Spanish conversation.

SPN 102 Elementary Spanish II 4(4-0)

Continuation of SPN 101; therefore, it will begin with a review of the material covered in SPN 101. Students in SPN 102 will continue the study of grammar and vocabulary and will use these to communicate utilizing speaking, writing, listening, and reading skills. The course is designed to provide the basis for further study of Spanish at an intermediate level. Students are expected to study the material outside of the classroom and come to course sessions prepared to participate.

- *Prerequisite(s)* SPN 101 or equivalent or 1 year of High School Spanish

SPN 201 Intermediate Spanish I 4(4-0)

SPN 201 is a course designed to help students in the acquisition of language skills necessary for verbal communication, grammar, reading, and writing at the intermediate level in Spanish. Cultural themes of the Hispanic world will be discussed in order to have a better cultural understanding.

- *Prerequisite(s)* SPN 102 or equivalent or 2 years of High School Spanish

Social Science (SSC)

SSC 101 Personal Development 2(2-0)

Introduction to the development of home management, parenting skills, and consumer-skill knowledge. (Note: This course does not satisfy Group III requirements.)

SSC 111 Introduction to the Academic Study of Religion 3(3-0)

Major forms of world religions, religious activity, and experience studied as an essential element of human life. Dimensions of the academic study of religion covered include myth, meaning, ritual, symbolism, traditions, religious social institutions, comparative religious study, the sacred, civil religion, religious art, and the social creation of moral ideologies.

SSC 195 Intercultural Communication 3(3-0)

In this course, students use self-inquiry, communication theory, discussion, and ethnography to explore the relationships among communication, culture, and perception. They use their observations to increase cultural awareness, sensitivity, and ability to negotiate diverse experiences in personal, civic, and professional contexts. (Note: This course is cross-listed as COM 195. Credit will be awarded only for SSC 195.)

SSC 197-295 Special Topics

SSC 200 The Social Sciences and Contemporary America 3(3-0)

This course introduces students to the social sciences and their unique perspectives on the human experience. The course will focus on the role of the social sciences in both America and the wider world. Students will apply the social sciences to a social problem in their community by completing a service learning project.

- *Prerequisite(s)* ENG 111, either COM 101 or COM 257 with a minimum grade of C

SSC 225 Death and Dying 3(3-0)

Each of us must deal with a complex of personal responses to death and grief while ascribing meaning and purpose to our lives. In a rapidly changing social and cultural world, conceptualizations of death, living, and grieving often compete with traditional community relationships and meaning. Death, living, and dying will be examined using dimensions of the academic study of Religion, Social Sciences, and the humanities. Death, grieving, and images and ideas of life will be explored. Topics covered include cultural, personal, emotional, legal, philosophical, moral, medical, social, and religious conceptualizations of living and dying. Myth, meaning, visual culture, music, ritual, symbolism, traditions, religious social institutions, civil religion, and the social creation of religious moral ideologies will be examined in the course.

SSC 253 Small Group Communication 3(3-0)

In this course, students examine the major concepts, principles, and theories associated with human communication in small groups. Students synthesize theory and practice through collaborative activities--including service learning--that require group development, leadership, conflict resolution, and decision- making. (Note: This course is cross-listed as COM 253. Credit will be awarded for only SSC 253.)

Social Work (SWK)

SWK 200 Introduction to Social Work 3(3-0)

This course focuses on the historical development of social welfare, social work, and various social services. The course focuses on the nature, causes, and extent of major social problems, and provides examples of how people are affected by such problems. Emphasis is placed on various roles of social workers, the generalist method, cultural competence,

ecological and systems theory, the strengths perspective, and responses to the needs of the poor, families, and populations at risk such as the elderly, children, sexual minorities, and people of color. Also addressed are changing trends in society and how they affect social work practice

Theatre (TAI)

TAI 275 Appreciation of the Theatre 3(3-0)

A survey of theatre history and an introduction to basic types of plays; concepts of professional and amateur; and principles of play selection, casting, and promotion are covered in this course.

Welding Technology (WLD)

WLD 099 Special Topics Welding 4(4-0)

Introductory survey of welding techniques.

WLD 105 Automotive Welding 3(3-0)

The course focuses on automotive specific welding and cutting techniques. GTAW, GMAW, Brazing, oxy-cutting, and Plasma.

WLD 125 Basic Industrial Welding 6(4-4)

Fundamentals of oxy-acetylene cutting, oxy-acetylene brazing and welding, ARC welding, MIG welding, TIG welding, manual plasma cutting, carbon arc gouging, and safety procedures are included in this course. Emphasis is placed on safe welding procedures in all positions and joint types.

WLD 126 SENSE 1A 3(4-0)

Fundamentals of oxy-acetylene cutting, oxy-acetylene brazing, ARC welding, MIG welding, TIG welding, F.C.A.W, manual plasma cutting, carbon arc gouging and safety procedures are included in this course. Emphasis is placed on safe welding procedures in Flat, Horizontal positions and a variety of joint types.

WLD 126A SENSE 1A Pt. 1 0.5(4-0)

Fundamentals of oxy-acetylene cutting, oxy-acetylene brazing, ARC welding, MIG welding, TIG welding, F.C.A.W, manual plasma cutting, carbon arc gouging, and safety procedures are included in this course. Emphasis is placed on safe welding procedures in Flat, Horizontal positions and a variety of joint types. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

WLD 126B SENSE 1A Pt. 2 0.5(4-0)

Fundamentals of oxy-acetylene cutting, oxy-acetylene brazing, ARC welding, MIG welding, TIG welding, F.C.A.W, manual plasma cutting, carbon arc gouging and safety procedures are included in this course. Emphasis is placed on safe welding procedures in Flat, Horizontal positions and a variety of joint types. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

WLD 127 SENSE 1B 3(4-0)

Fundamentals of oxy-acetylene cutting, ARC welding, MIG welding, TIG welding, F.C.A.W, manual plasma cutting, carbon arc gouging, and safety procedures are included in this course. Emphasis is placed on safe welding procedures in all positions, a variety of joint types, and in materials Steel, Stainless Steel, and Aluminum.

- *Prerequisite(s)* WLD 126

WLD 130 Metal Fabrication 3(4-0)

Fundamentals of metal fabrication procedures and metal layout procedures are covered in this course. Pipe layout and procedures are also covered.

- *Prerequisite(s)* WLD 126
- *Corequisite(s)* WLD 127 with a minimum grade of C

WLD 150 Non-Destructive Testing I 3(3-0)

A course to familiarize the student with the theory, technique, and equipment used for magnetic particle and liquid penetrant test methods as they are applied to inspection and nondestructive testing in the metal fabrication industry for quality control.

WLD 225 Advanced Welding 8(12-0)

Multi-position welding will be emphasized. The use of arc, TIG, and MIG welding equipment and weld-testing devices are covered. Reading of welding prints and use of A.W.S. welding symbols are also included. This course prepares students to pass A.W.S. structural code welding tests on plate.

- *Prerequisite(s)* WLD 127

WLD 225A Advanced Welding Pt. 1 1(1-0)

Multi-position welding will be emphasized. The use of arc, TIG, and MIG welding equipment and weld-testing devices are covered. Reading of welding prints and use of A.W.S. welding symbols are also included. This course prepares students to pass A.W.S. structural code welding tests on plate.

- *Prerequisite(s)* WLD 127

WLD 225B Advanced Welding Pt. 2 1(1-0)

Multi-position welding will be emphasized. The use of arc, TIG, and MIG welding equipment and weld-testing devices are covered. Reading of welding prints and use of A.W.S. welding symbols are also included. This course prepares students to pass A.W.S. structural code welding tests on plate.

- *Prerequisite(s)* WLD 127

WLD 226 Industrial Welding 8(12-0)

This course builds further proficiency in manual welding processes along with the associated welding theories. The welding processes in this course include submerged arc welding, TIG, MIG, SMAW, and pattern layout; and operation of multi-oxyacetylene electric-eye cutting torches.

- *Prerequisite(s)* WLD 225

WLD 227 Advanced Industrial Welding 8(12-0)

A further study of destructive and nondestructive testing, study and operation of plasma-arc welding (PAW), and plasma-arc cutting (PAC) are included in the course. The students also become more proficient in their chosen areas of manual welding processes.

- *Prerequisite(s)* WLD 226

WLD 245 Pipe Welding 3(4-0)

This course is designed to prepare students to meet the requirements of the A.W.S. D1.1-79 (American Welding Society) and A.S.M.E. Section 9 code (American Society of Mechanical Engineers) for power piping. This course includes safety in welding and cutting; pipe beveling; preparation of beveled or branch pipe; electrode selection; butt weld-vertical fixed position 2G; butt weld-horizontal fixed position 5G; and pipe layout.

- *Prerequisite(s)* WLD 125 or WLD 127

WLD 245A Pipe Welding Pt. 1 1(1-0)

This course is designed to prepare students to meet the requirements of the A.W.S. D1.1-79 (American Welding Society) and A.S.M.E. Section 9 code (American Society of Mechanical Engineers) for power piping. This course includes safety in welding and cutting; pipe beveling; preparation of beveled or branch pipe; electrode selection; butt weld-vertical fixed position 2G; butt weld-horizontal fixed position 5G; and pipe layout. (The "A" and "B" versions of

this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

- *Prerequisite(s)* WLD 125 or WLD 127

WLD 245B Pipe Welding Pt. 2 1(1-0)

This course is designed to prepare students to meet the requirements of the A.W.S. D1.1-79 (American Welding Society) and A.S.M.E. Section 9 code (American Society of Mechanical Engineers) for power piping. This course includes safety in welding and cutting; pipe beveling; preparation of beveled or branch pipe; electrode selection; butt weld-vertical fixed position 2G; butt weld-horizontal fixed position 5G; and pipe layout. (The "A" and "B" versions of this course are designed for students who may have completed some course requirements through prior learning or work experience. Partial credit will be awarded in "A" and the remaining requirements will be completed through an independent study in "B". Students who complete both portions will have the equivalent of the full course. Credits for each portion may vary.)

- *Prerequisite(s)* WLD 125 or WLD 127

WLD 246 Advanced Tig Pipe Welding 3(4-0)

This course is designed for the individual who is interested in becoming proficient in the TIG process in all welding positions for pipe welding. Students weld ferrous and nonferrous piping in horizontal and vertical fixed positions as required of A.W.S. D1.1-79 (American Welding Society), A.S.M.E. Section 9 code (American Society of Mechanical Engineers), and A.P.I. Standard 1104, 15th Edition (American Petroleum Institute).

- *Prerequisite(s)* WLD 245

WLD 249 Beginning Robotics 3(4-0)

This course will enable students to set-up and teach the robot to weld parts or assemblies in an efficient manner. Students will learn the appropriate safety techniques required to operate and maintain the robot. Students will learn to write and copy various programs utilizing the World Coordinate System, and they will edit and test these programs.

- *Prerequisite(s)* WLD 126, WLD 127 each with a minimum grade of C

WLD 281 Spec Projects - Welding I 2(2-2)

Students engage in intensive practice in a chosen welding technique or process such as MIG or TIG welding.

- Prerequisite: WLD 127 or equivalent experience as determined by the Instructor

WLD 282 Spec Projects - Welding II 2(2-0)

Continuation of WLD 281.

- *Prerequisite(s)* WLD 281

WLD 290-291 Special Topics