MedQuest™ COLLEGE

OFFICIAL SCHOOL CATALOG

2025-2026 / Volume 19.1

April 27, 2026

LOUISVILLE CAMPUS

10400 Linn Station Road, Ste 120

Louisville, KY 40223

502-245-6177

LEXINGTON CAMPUS

1575 Winchester Road, Ste 110

Lexington, KY 40505

859-554-3919

LEXINGTON CAMPUS (NURSING)

1591 Winchester Road, Ste 111

Lexington, KY 40505

859-554-3919

TABLE OF CONTENTS

All information included in this catalog pertains to all MedQuest campuses unless otherwise specifically stated.

Welcome	6	Hazardous Weather & Emergency Plan	29
Academic Calendar	13	History & Ownership	5
Academic Integrity	55	Immunizations	30
Academic Leadership	10	Institutional Refunds	50
Accident/Incident	30	Learning Outcomes	8
Accreditation, License & Approvals	8	Leave of Absence	27
Admissions Requirements	17	Observed Holidays	16
Advanced Placement & Experiential Learning	26	Philosophy, Mission Statement, & Values	7
Anti-Hazing	40	Physical Location	55
Attendance	26	Practical Nursing	96
Background Check	23	Pregnancy	30
Campus Code of Conduct	31	Re-admission	24
Cancellations & Refunds	50	Return of Unearned TA Funds	54
Career Services	56	Return to Title IV	52
Change of Program	24	Satisfactory Academic Progress	48
Classroom Policies	19	State Licensure or Certification Requirements	24
Collections	23	Student Advising	46
Comprehensive Dental Assisting	61	Student Complaints/Grievance Process	40
Comprehensive Medical Assisting	91	Student Records	46
Consumer Disclosures	43	Student Safety	29
Copyright Infringement	43	Student Services	45
Continuing Education Courses	70	Student to Teacher Ratio	41
Credit Hours	48	Textbooks & Supplies	47
Delivery Method Definitions	17	Title IX – Sexual Violence & Harassment	33
Dental Hygiene	65	Transcripts	50
Diagnostic Medical Sonography	77	Transfer of Credit	26
Dismissal/Termination	28	Veterans Affairs	20
Dress Code	29	Veterinary Technology	104
Drug & Alcohol Prevention	31	Withdrawal	28
Electronic Communication	28		
Facilities	9		
Faculty	56		
FERPA	44		
Financial Aid Options	22		
General Policies	17		
Grading Scale	47		
Graduation Requirements	50		

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HISTORY & OWNERSHIP

Operations at the Academy of Dental Assisting began in Frankfort, Kentucky in 1999. The Louisville campus opened in 2001 and became the main campus. Subsequently, the Frankfort campus became the non-main campus (sometimes known as a branch campus). In 2010 the Academy of Dental Assisting expanded the Frankfort campus by opening a satellite classroom in Lawrenceburg, Kentucky. The Academy of Dental Assisting began conducting business as MedQuest College in April 2010 and the college continues to operate as such.

The college has been owned and operated by Dr. Robin Cropper since August 23, 2005. Her husband, Tom, joined her in managing the school in 2009. In April 2012, Bruce Kepley (Caris College, Florida Academy), L.J. Zielke (Florida Academy), and Mike Howell (Florida Academy) purchased 67% of the school from Dr. and Mr. Cropper and began to diversify the program offerings.
Administrative offices, as well as student classrooms, labs and clinic areas are located at 10400 Linn Station Road, Suite 120, Louisville, Kentucky 40223 1575 Winchester Road, Suite 110, Lexington, Kentucky 40505 and 1591 Winchester Road, Suite 111, Lexington, KY 40505.

ADMINISTRATION AND LEGAL STRUCTURE

The following is a list of the Administrative Staff and their respective titles:

GENERAL/ADMINISTRATIVE

- Robin Boughey, Executive Director (rboughey@medquestcollege.edu)
- Christina Branham, Nursing Administrative Support Associate, Louisville (cbranham@medquestcollege.edu)
- Tom Cropper, Campus Development/Industry Partnership (tcropper@medquestcollege.edu)
- Dr. James M. Davis, EdD, Campus Director, Lexington (jdavis@medquestcollege.edu)
- Rebecca Edwards, Registrar (redwards@medquestcollege.edu)
- Allison Ellerbrock, Campus Director, Louisville (aellerbrock@medquestcollege.edu)
- Shandi Griffith, Nursing Administrative Support Associate, Lexington (sgriffith@medquestcollege.edu)
- Bruce Kepley, Chief Executive Officer (bkepley@medquestcollege.edu)
- Madelyn Lane, Student Services Coordinator, Louisville (mlane@medquestcollege.edu)
- Margaret Murray, Administrative Support Associate, Lexington (mmurray@medquestcollege.edu)
- Katherine Rodriguez, Administrative Support Associate, Louisville (krodriguez@medquestcollege.edu)
- Leslie Schweitzer, Financial Controller (lschweitzer@medquestcollege.edu)
- Haley Scott, Dental Hygiene Administrative Support Associate, Louisville (hscott@medquestcollege.edu)
- Stephanie Slone, Director of Career & Student Services, Lexington & Accreditation Compliance (sslone@medquestcollege.edu)
- Lindsay Stark, Bursar (lstark@medquestcollege.edu)

ADMISSIONS

- Lauren Ferrell, Admissions Advisor, Louisville (lferrell@medquestcolleg.edu)
- Alyssa Halsell, Admissions Advisor, Lexington (ahalsell@medquestcollege.edu)
- Donee McKnight, Admissions Advisor, Louisville (dmcknight@medquestcollege.edu)
- Jesse Napier, Admissions Advisor, Lexington (jnapier@medquestcolleg.edu)
- Stephanie Putnam, Director of Admissions (sputnam@medquestcollege.edu)
- Coleman Stephenson, -Admissions Manager, Lexington (cstephenson@medquestcollege.edu)

FINANCIAL AID

- Vilma Burman, Financial Aid Director (vburman@medquestcollege.edu)
- Sarah Coleman, Financial And Processor, Louisville (scoleman@medquestcollege.edu)
- Brianna Ely, Financial Aid Processor, Lexington (bely@medquestcollege.edu)
- Randy (Chip) Mullins,Associate Director of Financial Aid, (rmullins@medquestcollege.edu)

MedQuest College is owned by Dental Assisting Academy of Louisville, LLC, a Kentucky entity.

Dear Students,

MedQuest College welcomes you! Our purpose is to better lives by providing the most direct path to a great career in healthcare. We offer a modern, state-of-the-art learning environment to carry out this mission. By enrolling at MedQuest College, you are taking the first step toward a lifetime of success in growing industries. We are thrilled that you have chosen to take that step with us.

At MedQuest College, we pride ourselves on the quality of our facility and on the professionalism of our faculty and staff. Each student receives a hands-on educational experience unlike anywhere else. We hope that you find success in the challenges that await you at MedQuest College.

We also take pride in the services we can provide, outside the classroom. Our extensive student services and career services departments are here to help with your non-academic needs throughout your educational journey and beyond graduation.

On behalf of the faculty and administration of MedQuest College, I wish you the best in your program of choice during this important time in your life.
Kind regards,



Robin Boughey Executive Director

PHILOSOPHY

MedQuest College recognizes that skillful healthcare will have a positive influence on one's overall well-being. The goal, therefore, is to assist students in achieving their potential in these career paths. The college, with modern classrooms and clinical practicum areas, provides students with a professional environment for learning theory and techniques taught by faculty who have years of experience working in their field.

MedQuest College betters lives by providing the most direct path to a great career in healthcare. To achieve this, students have access to experienced and dedicated faculty, a knowledgeable administrative staff, and equipment and supplies found in a professional setting. MedQuest College provides quality training that relates to the individual needs of students, thereby enhancing their ability to comprehend and gain proficiency in their field of study.

MISSION STATEMENT

The career training programs offered by MedQuest College are designed to prepare students for successful careers in the healthcare fields.

"We better lives by providing the most direct path to a great career in healthcare."

MedQuest College accomplishes this by:

- Conducting market research and collecting advisory board feedback; we create accelerated healthcare programs that support careers that are in demand.
- Educating our students in technical skills and professionalism along with providing lifetime career placement assistance.
- Maintaining strong relationships with community partners and reputable employers who continue to seek out our trained students to fill their staffing needs.

VALUES

Student-Centered
We know our students are the most important. Our decisions revolve around them.

Innovation
We challenge the conventional.

Passion
We commit to leaving a legacy of success through instilling a love of lifelong learning.

Empower
We believe everyone has a voice…and we listen.

Community
We promise to make a positive impact in our community.

Character
We value character as much as credentials.

LEARNING OUTCOMES FOR MEDQUEST COLLEGE

Institutional Learning Outcomes (ILOs) include the knowledge, skills and competencies embedded within every aspect of the college to inspire and enhance each student's transferable learning skills. The ILOs represent the broad categories of competence that enable students to be successful in further education, careers, as citizens and in their personal lives.

Communication Skills – Students will be able to effectively express and exchange ideas through listening, speaking, reading, writing and other modes of interpersonal expression.

- Effectively organize communications, ensuring there is a clear introduction and conclusion, the content is well-sequenced and there are appropriate transitions.
- Know and use active listening skills.
- Translate or explain what written information means and/or how it can be used.
- Use appropriate posture, gestures, eye contact and vocal expressiveness to effectively communicate information.
- Use high-quality, credible, relevant sources to support writing.
- When communicating, use language that is appropriate to the audience.

Critical Thinking Skills – Students will be able to gather and synthesize relevant information, evaluate alternatives, and implement creative and effective solutions.

- Clearly and completely state and describe a problem/issue.
- Create and/or organize data and information into meaningful patterns to interpret and draw inferences from it.
- Evaluate information to identify limitations and biases.
- Identify the best solution to a problem or issue.
- Use creativity and alternative thinking to brainstorm new ideas and possible solutions to problems or issues.
- Use rules or frameworks to provide context for and understand problems or issues.

Social Responsibility Skills – Students will be prepared to practice community engagement that addresses environmental responsibility, social justice, and cultural diversity.

- Articulate the importance of and how to find opportunities to volunteer/serve in the community.
- Discuss how communities, countries or cultures differ in their values, politics, communication styles, beliefs, and practices.
- Understand the laws, regulations, institutional policies, and etiquette related to the access and use of information resources.
- Use reflection to examine personal beliefs and values and identify their origins and potential biases.

Personal Responsibility Skills – Students will become independent learners who understand and express the lifelong skills necessary for physical, social, economic, mental, and emotional health.

- Adapt to change by developing new ideas or finding better methods of doing things.
- Complete work accurately, with attention to detail.
- Develop specific goals and plans to prioritize, organize, and accomplish work.
- Give and receive constructive feedback.
- Make informed and effective decisions about personal finances.
- Manage time effectively.
- Work well in teams and with others.

ACCREDITATION, LICENSE & APPROVALS

MedQuest College is licensed by the Kentucky Commission on Proprietary Education. In addition, it is institutionally accredited by the Accrediting Bureau of Health Education Schools (ABHES), a national accreditation commission recognized by the United States Department of Education. Their contact information is as follows: Accrediting Bureau of Health Education Schools (ABHES) 6116 Executive Blvd, Suite 730, North Bethesda, MD 20852.

The institution is approved by the following:

- Accrediting Bureau of Health Education Schools
- American Veterinary Medical Association (AVMA-CVTEA))
- Better Business Bureau of Louisville, KY



- Commission on Dental Accreditation
- Commission on Accreditation of Allied Health Education Programs.
- Indiana Board of Proprietary Education
- Indiana State Department of Health Medical Radiology Services
- Kentucky Board of Nursing – Initial Status, Pre-Licensure Practical Nursing
- Kentucky Commission for Proprietary Education
- Kentucky State Board of Dentistry
- Trade Adjustment Act (TAA)
- Vocational Rehabilitation, Departments of KY and IN
- Workforce Innovation and Opportunity Act (WIOA)

MedQuest College is approved by the Kentucky State Approving Agency for Veterans Education (SAA) to offer VA Educational Benefits (GI Bill ®) to eligible individuals enrolled in approved programs. *GI Bill is a registered trademark of the U.S. Department of Veterans Affairs (VA)*

This institution is authorized by the Indiana Board for Proprietary Education 101 W. Ohio St., Ste. 300 Indianapolis, IN 46204-4206

Existence of the Kentucky Student Protection Fund
Pursuant to KRS 165A.450, all licensed schools, resident and nonresident, shall be required to contribute to a student protection fund. The fund shall be used to reimburse eligible Kentucky students, to pay off debts, including refunds to students enrolled or on leave of absence by not being enrolled for one (1) academic year or less from the school at the time of the closing, incurred due to the closing of a school, discontinuance of a program, loss of license, or loss of accreditation by a school or program.

Process for Filing a Claim against the Kentucky Student Protection Fund
To file a claim against the Kentucky Student Protection Fund, each person filing must submit a signed and completed Form for Claims Against the Student Protection Fund, Form PE-38 and provide the requested information to the following address: Kentucky Commission on Proprietary Education, 500 Mero Street, 4th Floor Frankfort, KY 40601. The form can be found on the website at www.kcpe.ky.gov.

FACILITIES

While MedQuest College utilizes both residential and blended educational delivery methods, the main campus for MedQuest College is in the heart of the Bluegrass State in Louisville, Kentucky. The campus is easily accessible from I-64, I-71, and the Louisville International Airport. Located at 10400 Linn Station Road, Suite 120, Louisville, Kentucky 40223. The phone number for the main campus is 502-245-6177 and the website is www.medquestcollege.edu

MedQuest College offers a spacious environment for both lecture and lab activities in the campus facility. Equipment used is appropriate for professional training and consists of dental operatories, dental labs, processors, a computer laboratory with dental software, and digital projectors. In addition to a full dental lab, MedQuest College provides lab and patient examination areas for use in the Comprehensive Medical Assisting program. Included in this area are phlebotomy chairs, patient examination tables, EKG machine, phlebotomy supplies, microscopes, etc. The campus provides access to a variety of resources both on-campus and electronically. Additionally, MedQuest College subscribes to the Health Sciences Library Online through KYVL (Kentucky Virtual Library).

The non-main campus (sometimes known as a branch campus) is located at 1575 Winchester Road, Suite 110 Lexington, Kentucky 40505. It is approximately 67 miles from the main campus and easily accessible by I-64/I-75 at Exit 110. The phone number for the non-main campus is 859-554-3919 and the website is www.medquestcollege.edu.

Located adjacent to the non-main campus is the nursing program suite for the non-main campus. At 1591 Winchester Road, Suite 111, Lexington, Kentucky 40505, it is approximately 67 miles from the main campus and easily accessible by I-64/I-75 at Exit 110. The phone number for this space is 859-554-3919 and the website is www.medquestcollege.edu.

The Lexington campus' lobby is bordered by the admissions suite to the left of the entrance and the administrative office to the right. The space includes dedicated classrooms and computer labs, a full-scale dental clinic including a dental lab and sterilization

area equipped for appropriate professional training consisting of dental operatories, dental labs, a computer laboratory with dental software, and digital projectors. In addition to a full dental lab, MedQuest College provides lab and patient examination areas for use in the Comprehensive Medical Assisting program. Included in this area are phlebotomy chairs, patient examination tables, EKG machine, phlebotomy supplies, microscopes, etc. Our Lexington Campus offers Diagnostic Medical Sonography with a dedicated spacious scanning lab, setup to mirror a medical scanning facility with Echocardiography and Vascular sonography equipment such as the Philips IU22 and IE33 units. In addition to the above, our Lexington Campus offers Veterinary Technology with two dedicated state of the art labs, a mock surgical suite, examination stations, and clinical lab fully equipped to prepare students for their field. A large break room for students and staff completes the space. The campus provides access to a variety of resources both on-campus and electronically. The on-campus Resource Center hosts a variety of topic-specific reference books, periodicals, and journals. Additionally, MedQuest College subscribes to the Health Sciences Library Online through KYVL (Kentucky Virtual Library).

A separate learning center is located in the adjacent building of the Lexington campus. This area provides learning space for students in the Practical Nursing program. It contains a lobby, library space, conference room, faculty workspace, private office for the program director, two lab spaces, three classrooms, breakroom, and restrooms. Students enrolled in the Practical Nursing program primarily use the separate learning center but have direct access to additional resources in the adjacent building.

MedQuest College campuses maintain a strict zero-tolerance policy for tobacco products including, but not limited to, cigarettes, smokeless tobacco, and electronic cigarettes.
MedQuest College utilizes residential and blended distance education delivery modes.

ACADEMIC LEADERSHIP

COMPREHENSIVE DENTAL ASSISTING

Joy Finner, RDA (AMT) – Dental Assisting Program Director – Louisville
Joy Finner has been a part of MedQuest for many years. She graduated from MedQuest in 2014 and joined the MedQuest family in 2018 as an adjunct instructor. She worked as a Pediatric dental assistant for 5 years. Joy has worked in many areas at MedQuest and was promoted to Program Director in June 2023. Joy enjoys making connections with students from different backgrounds and helping them become the best Dental Assistant/ EDDA they can be! In her free time, she loves to travel and take cruises.

Heather McIlvoy EDDA, RDA (AMT) – Dental Assisting Program Director - Lexington
Heather began teaching as a Dental Clinical Instructor at MedQuest College in 2016. She was an integral part of the program's curriculum development and recently took the lead on developing and implementing the distance education curriculum for the Dental Assisting Program. Heather began her career in dentistry in 2011 after she graduated, with honors, and received her diploma in Dental Assisting. Heather continued to grow in the dental field by obtaining her EDDA Certification from the University of Louisville and her Coronal Polishing Certification from the University of Kentucky. She began working in general dentistry, but always had a passion for working with children which led her to move to pediatric dentistry. While working in pediatrics, she took on the role of lab technician where she was responsible for fabricating orthodontic appliances for her patients. She also has experience with sedation dentistry in pediatrics, patient management, and treatment planning. Heather always had a dream to become a teacher, and those dreams brought her to MedQuest College. Whether it's giving a presentation, demonstrating how to take X-rays, or showing a student how to place a filling, she always tries to bring fun and positivity to the classroom. Heather became a Registered Dental Assistant (RDA) in 2019 and recently became an accreditation evaluator for Dental Assisting and Distance Education. When not on campus, Heather enjoys spending time with her husband Shawn, 6 kiddos, and her golden retriever Sophie.

COMPREHENSIVE MEDICAL ASSISTING

Nanette Mosser, RMA (AMT) – Medical Assisting Program Director – Louisville
Nanette began teaching at MedQuest College when the Medical Assisting Program was created. She taught the first class of Medical Assistants and has seen them through to their externship; "I'm proud I was able to see them change and work hard toward their goal to be a successful medical assistant." Nanette has been working with MedQuest College since October 2013. "My favorite thing about MedQuest College is the small class size. I like to know my students on a more personal level because it allows them to feel more comfortable asking for help; as a result, I have a better understanding of how to help them." She obtained a Degree in Nursing from Spencerian College and a Degree in Healthcare Management from Ottawa University. Before joining MedQuest College, Nanette was a full- time instructor at ATA College for seven years. Before that, she was a nurse and Staff Development Manager for Signature Healthcare for 14 years. When she is not at work, Nanette enjoys going to the movies, shopping and spending time with

her husband, Gerry, and children: Ethan and Emily.

Tonya Thomas, CMA – Medical Assisting Program Director- Lexington
Tonya has over 26 years of experience as a Medical Assistant, over 11 years managerial experience with 5 of those being in higher education. Ms. Thomas holds her Associate of Science degree in Medical Assisting from Eastern Kentucky University. She has worked as a Clinical CMA, Phlebotomist, Medical Coordinator, Team Lead, Office Manager, Instructor and Director of Health Science Education over two college campuses with American National University prior to joining MedQuest College.

DENTAL HYGIENE

Garrett Westerfield, RDH, MAE – Dental Hygiene Program Director - Louisville
Garrett is a licensed dental hygienist in Kentucky. He attended the University of Louisville where he obtained his Bachelor of Science in Dental Hygiene. He earned his master's degree in Adult Education from Western Kentucky University. Garrett has practiced clinical dental hygiene in a variety of dental settings in Louisville and Lexington. He is licensed to administer local anesthesia and nitrous oxide, perform laser bacterial reduction, and has general supervision privileges. Prior to joining MedQuest College's Dental Hygiene Program as the Clinic Lead, Garrett taught in a dental assisting program, as well as taught and served as the Clinic Coordinator for BCTC's Dental Hygiene Program in Lexington. Additionally, Garrett is the current President for the Kentucky Dental Hygienists' Association.

DIAGNOSTIC MEDICAL ASSISTING

Jean Roberts, RDCS, (ARDMS), BHS – Diagnostic Medical Sonography Program Director
Jean earned her Associates of Science in Adult Cardiac Sonography from St. Catharine College in Springfield, Kentucky, where she also earned her Bachelor of Health Science. Prior to her role as program director, Jean celebrated her one-year anniversary with MedQuest College as a full-time instructor specializing in Echocardiography. Before joining MedQuest, she was with Hardin Memorial for eight years and KentuckyOne Health prior to that.

PRACTICAL NURSING

Kathy Khoshreza, MSN, RN – Practical Nursing Program Director – Lexington
Kathy considers herself a life-long learner and understands the challenges many students face balancing family, work, and school. Her goal is to mentor students who have a passion for the noble, caring profession of nursing.
Kathy began her nursing career almost 40 years ago. She earned her Associate of Science Degree in Nursing from Eastern Kentucky University while working full-time as a nurse's assistant at Pikeville Medical Center. Working in a rural county meant learning to work in many areas and wearing lots of "hats". Her areas of specialty included medical/surgical nursing, dialysis, cardiac nursing, cancer care and "other duties as assigned." She opened the hospital's first dialysis center, developed a certified diabetes education program, established the area's first endocrinology specialty practice, wrote, and received grants for a pediatric fitness program to combat childhood obesity, was executive director of the hospital's cancer center and served as an assistant chief nursing officer and assistant vice president. Kathy has also led the quality assurance/risk management and staff education programs at Shriners Hospitals for Children in Lexington and served in leadership roles in long-term care facilities. She served as a legislative ambassador for the American Cancer Society, which worked with Congress to achieve improvements in healthcare for cancer patients.
After practicing as a nurse for more than 20 years, Kathy realized she needed additional tools and knowledge which could only be obtained by furthering her education. With a full-time nursing job, a husband, and two school-aged sons, she enrolled in the University of Phoenix and obtained her Bachelor of Science Degree in Nursing and Master of Science Degree in Nursing.
Her path to teaching and mentoring others to become nurses started by leading practicums for a local nursing school. Before joining MedQuest College, she was a faculty member at three nursing schools in eastern Kentucky and in Lexington, KY. Her experience has ranged from leading clinicals in a variety of healthcare settings to teaching the fundamentals of nursing in the classroom.

Emily Wolff, MSN, ED, RN
Emily is a Registered Nurse licensed in Kentucky. She received her BSN from the University of Louisville and went on to earn her MSN in Nursing Education from Indiana Wesleyan University. Emily began her healthcare career at Frazier Rehab Institute, working her way up to Nurse Manager. Her nursing education career spans many roles including Medical-Surgical and Pediatric Clinical Instructor, Nursing Faculty/Simulation Instructor, Assistant Professor, and Curriculum Development Lead Faculty.

VETERINARY TECHNOLOGY

Carrie Long, LVT – Veterinary Technology Program Director - Lexington

Carrie began her career in veterinary health care as a veterinary assistant over twenty years ago. She attended Morehead State University where she earned her degree in Veterinary Technology. Her experience expands the full spectrum, from working in vaccine clinics to emergency animal care. She has been employed as a Registered Veterinary Technician and Shift Lead, before being promoted to Practice Manager.

Carrie has volunteered with the Bath County Humane Society for the past five years, she is a member of the Kentucky Herbalism Alliance, Organic Association of Kentucky, Co-coordinator of the Midwest Herbal Conference, and Co-coordinator of Mycelium Mysteries Conference among other endeavors all while being focused on the success of future Veterinary Technology students.

For a complete and current listing of all program directors between official catalog publishing, please visit the Faculty and Staff page on MedQuest College's website.

2026 ACADEMIC CALENDAR

PLEASE NOTE THAT ALL DATES ARE SUBJECT TO CHANGE

Comprehensive Dental Assisting – Louisville Campus

Delivery Mode	Start Date	Expected Grad Date	Class Days	Program Length
Blended	01/19/26	11/23/26	MW	44 Weeks
Blended	03/02/26	01/18/27	TTh	44 Weeks
Blended	04/13/26	03/01/27	Evening	44 Weeks
Blended	05/25/26	04/12/27	TTh	44 Weeks
Blended	07/06/26	05/24/27	MW	44 Weeks
Blended	08/17/26	07/05/27	TTh	44 Weeks
Blended	09/28/26	08/16/27	MW	44 Weeks
Blended	09/28/26	08/16/27	Evening	44 Weeks
Blended	11/09/26	09/27/27	TTh	44 Weeks

Comprehensive Dental Assisting – Lexington Campus

Delivery Mode	Start Date	Expected Grad Date	Class Days	Program Length
Blended	02/09/26	12/14/26	TTh	44 Weeks
Blended	03/23/26	02/08/27	MW	44 Weeks
Blended	05/04/26	03/22/27	TTh	44 Weeks
Blended	06/15/26	05/03/27	MW	44 Weeks
Blended	07/27/26	06/14/27	TTh	44 Weeks
Blended	09/07/26	07/26/27	MW	44 Weeks
Blended	09/07/26	07/26/27	Evening	44 Weeks
Blended	10/19/26	09/06/27	TTh	44 Weeks
Blended	11/30/26	10/18/27	MW	44 Weeks

Please note: All dental assisting programs require a 320-hour externship after their on-campus portion of training has concluded. On-campus length includes the original program length plus winter break, if applicable.

Comprehensive Medical Assisting – Louisville Campus

Delivery Mode	Start Date	Expected Grad Date	Class Days	Program Length
Blended	01/19/26	10/26/26	Day	40 Weeks
Blended	02/23/26	11/30/26	Evening	40 Weeks
Blended	03/30/26	01/18/27	Day	40 Weeks
Blended	06/08/26	03/29/27	Day	40 Weeks
Blended	07/13/26	05/03/27	Evening	40 Weeks
Blended	08/17/26	06/07/27	Day	40 Weeks
Blended	09/21/26	07/12/27	Day	40 Weeks
Blended	10/26/26	08/16/27	Day	40 Weeks
Blended	11/30/26	09/20/27	Evening	40 Weeks

Comprehensive Medical Assisting – Lexington Campus

Delivery Mode	Start Date	Expected Grad Date	Class Days	Program Length
Blended	01/19/26	10/26/26	WTh	40 Weeks
Blended	03/30/26	01/18/27	MT	40 Weeks
Blended	03/30/26	01/18/27	Evening	40 Weeks
Blended	05/04/26	02/22/27	WTh	40 Weeks
Blended	06/08/26	03/29/27	MT	40 Weeks
Blended	07/13/26	05/03/27	WTh	40 Weeks
Blended	08/17/26	06/07/27	WTh	40 Weeks
Blended	10/26/26	08/16/27	MT	40 Weeks
Blended	10/26/26	08/16/27	Evening	40 Weeks
Blended	11/30/26	9/20/27	WTh	40 Weeks

Please note: MA Programs complete their Externship during the 4th term of their on-campus training.

Practical Nursing – Louisville Campus

Delivery Mode	Start Date	Expected Grad Date	Class Days	Program Length
Residential	01/05/26	12/21/26	M-F	51 Weeks
Residential	03/30/26	03/29/27	M-F	51 Weeks
Residential	07/06/26	06/21/27	M-F	51 Weeks
Residential	09/28/26	09/27/27	M-F	51 Weeks

Practical Nursing – Lexington Campus

Delivery Mode	Start Date	Expected Grad Date	Class Days	Program Length
Residential	03/02/26	03/01/27	M-F	51 Weeks
Residential	05/25/26	05/24/27	M-F	51 Weeks
Residential	08/31/26	08/16/27	M-F	51 Weeks
Residential	11/23/26	11/22/27	M-F	51 Weeks

Dental Hygiene - Louisville Campus

Delivery Mode	Start Date	Expected Grad Date	Class Days	Program Length
Blended	03/23/26	12/06/27	Day	91 Weeks
Blended	08/24/26	05/22/28	Day	91 Weeks

Diagnostic Medical Sonography - Lexington Campus

Delivery Mode	Start Date	Expected Grad Date	Class Days	Program Length
Blended	02/16/26	02/07/28	Day	101 Weeks
Blended	08/17/26	07/24/28	Day	101 Weeks

Veterinary Technology – Lexington Campus

Delivery Mode	Start Date	Expected Grad Date	Class Days	Program Length
Residential	02/16/26	02/07/28	Day	101 Weeks
Residental	08/17/26	07/24/28	Day	101 Weeks

Please note: On-campus length includes the original program length plus winter break, if applicable.

DMS

****Please note: After each 10-week term, DMS students will have a 1 week make up period and a 1 week break. These breaks are in addition to a two-week winter break and a two week summer break.***

PN

****Please note: Students will have a 2 week break in the summer and a 2 week holiday break.***

DH

****Please note: After each 10-week term, DH students will have a 1 week break. This break is in addition to a two- week winter break.***

VT

****Please note: After each 10-week term, VT students will have a 1 week make up period and a 1-week break. These breaks are in addition to a two-week winter break and a two week summer break.***

2025-2026 OBSERVED HOLIDAYS

2025

New Year's Day
January 1, 2025(Campus Closed

Martin Luther King Jr., Day
January 20, 2025 (Campus Closed)

Memorial Day
May 26, 2025 (Campus Closed)

Juneteenth Holiday
June 19, 2025 (Classes Cancelled)

Independence Day
July 4, 2025 (Campus Closed)

Labor Day
September 1, 2025 (Campus Closed)

Thanksgiving
November 27-28, 2025 (Campus Closed)

Christmas Eve
December 24, 2025 (Campus Closed)

Christmas Day
December 25, 2025 (Campus Closed)

New Year's Eve
December 31, 2025 (Campus Closed)

2026

New Year's Day
January 1, 2026 (Campus Closed)

Martin Luther King Jr., Day
January 19, 2026 (Campus Closed)

Memorial Day
May 25, 2026 (Campus Closed)

Juneteenth Holiday
June 19, 2026 (Classes Cancelled)

Independence Day
July 3, 2026 (Campus Closed)

Labor Day
September 7, 2026 (Campus Closed)

Thanksgiving
November -26-27, 2026 (Campus Closed)

Christmas Eve
December 24, 2026 (Campus Closed)

Christmas Day
December 25, 2026 (Campus Closed)

New Year's Eve
December 31, 2026 (Campus Closed)

Classes will not be in session from Monday, December 21, 2026, and will resume Monday, January 4, 2027.

GENERAL POLICIES

KNOWLEDGE OF RULES AND REGULATIONS

MedQuest College reserves the right to change any provision or requirements in this catalog at any time without notice. The school further reserves the right to dismiss a student from the school for just cause, defined as any cause deemed detrimental to the school or other students, as determined by the Campus Director.

The Campus Director may suspend students violating the conduct standards.A suspended student may appeal this decision in accordance with school policy.

DELIVERY METHOD DEFINITIONS

MedQuest College utilizes residential, blended, and online delivery methods for courses. Course delivery methods are listed on the individual course syllabi.

Residential courses are defined as courses that are offered fully on-campus or fully in-person at an approved externship or clinical location. Residential courses do not have required distance learning components.

Blended courses are defined as courses that utilize a mixture of residential and online learning components. Part of the course will be completed on-campus or in-person and include online learning elements through the Learning Management System (LMS) which is Populi.

Online courses, also referred to as distance learning, are defined as courses that are completed entirely through the LMS. There will be no requirement to attend the course on-campus or in-person.

ADMISSION REQUIREMENTS - GENERAL

MedQuest College strives to maintain a student body that is committed to higher learning and career development. The Admissions Department actively searches for students who have a yearning for postsecondary education within the healthcare field. All applicants who wish to transfer previously earned credits must follow the transfer of credit policy.

Admission to the career training programs is limited to ensure the quality of training. The admission process also takes into consideration the professionalism required in the field of study the student is seeking to enter. Likewise, MedQuest College reserves the right to enforce additional admissions requirements based on the specific program. In such cases, these requirements will be specified by the program separately.

All applicants are required to have a personal interview with an Admissions Advisor and have a tour of the campus prior to acceptance. Applicants are required to be in good health, free of communicable disease and can fully participate in the discipline they seek acceptance without risking injury to themselves or others. Admission to MedQuest College is at the discretion of the Director of Admissions, Campus Director and/or Executive Director.

Based on previous experiences, MedQuest College believes that a high school diploma or GED certificate indicates a reasonable expectation for academic success. The belief is based on the College's years of successful completion rates and placement rates. All applicants must have earned and provide proof of high school completion. Students may submit a copy of a high school diploma recognized by the States' Department of Education, a copy of a final, official high school transcript that shows the date when the diploma was awarded, a copy of a General Educational Development (GED) certificate or GED transcript that indicates the student passed the exam, or an academic transcript that indicates the student successfully completed at least a two-year program that is acceptable for full credit towards a bachelor's degree at any Title IV participating school. Students must also be beyond the age of compulsory school attendance for the state of Kentucky, which is 18 years of age unless the individual is a high school graduate.

The timeframes for receiving official transcript requests for other institutions vary. MedQuest College will accept the student's copy of a high school diploma or GED as sufficient unless additional high school documentation verification is required due to, but not limited to, financial aid verification, high school validity, or homeschool authentication.

In compliance with guidance from the U.S. Department of Education, all verification documentation must be submitted no more than 15 days following the first request from MedQuest College to the student. Students that do not have immediate access to their

transcripts can sign the Credential Request Authorization Form which would allow MedQuest College to request their high school transcripts on their behalf.

If a student has a high school diploma or GED from a foreign country, MedQuest College may require the student to have the high school diploma or GED certificate professionally translated by a credential evaluation service such as World Education Services (WES) or Educational Credential Evaluators (ECE). This information must be received within 30 days of the program start date. Any fees required for this service through the credential evaluation service must be paid by the student.

As part of the admissions process, all applicants must complete an enrollment agreement along with additional required documents and an application. If the student indicates that English is not their primary language on the application, an English assessment test will be required. If the student does not successfully pass the English assessment test, the student will be required to complete an English as a Second Language (ESL) course. If acceptance cannot be determined while the student is on campus, notification will promptly be made by phone, email, or mail. If additional information is required for the admission decision, the student will be promptly notified.

MedQuest College encourages early enrollment due to the limited space in the career training programs. Late enrollment requires permission from the Director of Admissions, Campus Director and Program Director. The admission period for students for late enrollment is limited to the 1st week of classes in the program (7 calendar days after the program start date) unless otherwise approved by the Program Director and Campus Director.

An enrollment fee is paid to complete an application and continue through the enrollment process which includes, but is not limited to, meeting with the financial aid department. Enrollment fees for the Dental Hygiene Program, Practical Nursing Program, Diagnostic Medical Sonography Program, and Veterinary Technology Program are $60. An enrollment fee of $30 is paid to complete an application for the Comprehensive Dental Assisting Program and the Comprehensive Medical Assisting Program. This fee may be paid by credit/debit card or check/money order made payable to MedQuest College. A $25.00 service charge will be charged for any returned funds presented to MedQuest College.

MedQuest College provides equal admissions opportunities to all applicants. Qualified persons are selected without prejudice or discrimination by reason of race, age, gender, sexual orientation, religious belief, national or ethnic origin, or disability. The institution follows the tenets and spirit of the Americans with Disabilities Act. Otherwise, qualified individuals with physical or mental disabilities are eligible for admission on an equal basis with non-disabled applicants. Reasonable accommodations may be requested through the Americans with Disabilities Act Coordinator by accepted students with disabilities.

ADMISSION REQUIREMENTS – DISTANCE LEARNING

Applicants who choose to enroll in a blended program will attend courses in-person as well as online components. Due to all students being required to be on campus, blended program applicants must meet all standard admission requirements and any programmatic admission requirements.

We offer blended programs to the states of Kentucky, Ohio, and Indiana. Students who reside in any of these three states are eligible for enrollment into our distance education cohorts. If an enrolled student changes their state of residency during the course of the program, they will not be able to complete their degree with MedQuest College. Additionally, we offer employment assistance to graduates residing in any of the three states (KY, IN, OH).

In addition to meeting general admission requirements and any programmatic admission requirements, applicants wishing to enroll in a blended program must provide the following items before completing the admissions process:

- Online readiness assessment report from https://www.surveymonkey.com/r/MedQuestOnlineLearningSurvey and
- Proof of internet bandwidth rates which can be done for free through www.speedtest.net

At this time, no specialized or additional fees will be associated with distance education. All charges will be the same regardless of delivery method. If this changes in the future, charges will be disclosed in the official school catalog and enrollment agreement.

Technology Requirements

Outside of educational content, the computer and Internet connection are the two most important components of a rewarding

educational experience. To successfully complete courses though blended delivery, the following items are necessary.

These basic technology requirements are necessary to pursue goals at MedQuest College. Accessing virtual education is simple with the right tools.

Recommended Computer Specifications

- **PC**
- Processor: Intel Core 2 Duo
- RAM: 4 GB
- Available Hard Drive Space: 1 GB
- Operating System: Windows 7,8,9,10 or better
- Webcam (internal or external)
- Microphone access through internal microphone, external headset or headphones, or telephone to call into
- remote meetings.

MAC

- Processor: Intel Core 2 Duo
- RAM: 4 GB
- Available Hard Drive Space: 1 GB
- Operating System: 7,8,9, 10 or better
- Webcam (internal or external)
- Microphone access through internal microphone, external headset or headphones, or telephone to call into remote meetings.

Internet Access

High speed Internet connection with a minimum bandwidth of 8 Mbps upload/download speed (Verify this information at www.speedtest.net.)

Web Browser

The latest version of Google Chrome, Mozilla Firefox, Apple Safari, or Microsoft Edge

Productivity and Additional Software

Getting access to Microsoft Office Suite for coursework is something to consider. While using open-source word processors or spreadsheet applications like Google Docs and Google Sheets can work for some basic classes, Excel, PowerPoint, and Word may be needed to complete some Microsoft specific lessons.

There are a few options that can work for different needs and budgets. The software can be bought in a one-time purchase, or, for short-term access to Excel and PowerPoint, monthly subscriptions are available.
Access to Microsoft 365 or 2016 recommended, Microsoft Office 2010 at minimum

- Latest version of Adobe Reader Free Download
- Latest version of Adobe Flash Player Free Download
- Latest version of Oracle Java Free Download

Because online learning tools at MedQuest College are mobile responsive, students may use mobile devices such as tablets (e.g., iPad), mobile phones, and notebook computers (e.g., Chromebooks) to perform some academic activities and thereby supplement the use of a desktop computer or laptop. However, a desktop computer or laptop must remain the primary device for studies at MedQuest College.

Please note that to install and use mobile apps for studies at MedQuest College, the mobile device must meet the apps' hardware, storage, and data requirements. Data rates may apply; check with the mobile service provider.

Distance Learning On-Campus Requirements

The structure of all blended programs at MedQuest College requires physical attendance at a MedQuest College campus, externship or clinical experiences, and the ability to meet all the technical requirements previously listed. It is the student's responsibility to update and maintain all personal technology to successfully complete and graduate the program.

Programs requiring credentialing to gain employment, such as Practical Nursing and Diagnostic Medical Sonography, meet all requirements in the states of Kentucky, Ohio, and Indiana to attempt license or credential examinations. Due to individual state regulations, students who reside outside these states may not be eligible to enroll in on- ground (residential) or online education courses or programs for which the College is not approved. Students who relocate while enrolled at MedQuest College may be unable to complete their studies if they move to a state where the College is not currently authorized to offer an online option for

the program. Any student who is considering relocation while enrolled should contact the Program Director and/or Campus Director to discuss how relocation should alter their eligibility. It is the student's responsibility to inform the College of his/her relocation.

CLASSROOM POLICIES

Student Privacy

Students are required to do a two-factor authentication process to log in to Populi to ensure their privacy while they are engaging in distant learning. The two-step process will require the student to use their mobile device to confirm their identity. Students are provided with a code for login, which is regenerated every 30 seconds. This authentication system ensures that students' identities are protected while logging in to Populi to complete assignments/tests for Distance Education (blended/online) classes.

Online (asynchronous) Class Schedule

Students are required to participate each week to maximize their learning potential and to receive both attendance and assignment points. The online classes begin the first day of the term.

Conduct Policy for Classes

In the online classroom, students will submit assignments and post comments within threaded discussions. The students are expected to use education appropriate language and to interact respectfully with their instructors and peers in these threads.

Late Work

Please refer to the course syllabi for detailed information on assignments due dates and policies regarding late work penalties.

VETERAN AFFAIRS

MedQuest College is an approved Institute of Higher Learning (IHL) for federal educational benefits. All associate degrees and diplomas are certified as approved educational programs by the Kentucky State Approving Agency. Each campus has designated VA School Certifying Officials (SCO) to guide Veterans and Veteran dependents through a successful education experience.

Education Call Center

The toll-free number for the Education Call Center is 1-888-442-4551. The Call Center is in Muskogee, OK, and Education Case Managers are available 7:00 a.m. to 6:00 p.m. (CST), Monday through Friday. The system's automated functions can provide information about benefits, applications, etc., and are available 24 hours a day, 7 days a week. Veterans can access their own record to obtain the date of last benefit payment, check amounts, etc.

Applications for Benefits

VA students can submit applications online at http://www.va.gov/education/how-to-apply/. If students do not have access to apply online, they can call 1-888-442-4551 and ask that an application be mailed to them.

All VA students must file an application when they first start school before they can receive benefits. Students who have never received VA benefits must file an original application. Students who have received benefits before must file a "Request for Change of Program or Place of Training." Please refer to the website above to submit applications. Students are required to submit their Certificate of Eligibility or Transfer of Entitlement no later than the first day of class to remain eligible to receive VA Educational Benefits.

Comparison Tool

Please use the VA Comparison Tool at https://va.gov/gi-bill-comparison-tool/ to calculate VA education benefits. This is a great tool to show how much a VA student could receive based on the benefit chapter and percentage.

Request Transcripts

If a VA student has previously attended other colleges, even if no credit was earned or can be transferred, the student must request official copies of the college transcripts be sent to MedQuest College. If transcripts are not received within 30 days of the program start date, the student will be subject to having VA benefits terminated according to Section 1775 of Title 38 U.S. Code. The VA will not pay for any classes that have already been satisfactorily completed at a prior institution.

If the VA student has military transcripts, those transcripts should also be provided to MedQuest College.

Financial Aid

Students using VA Educational Benefits may also be eligible to receive financial aid. These additional funds help pay for tuition, books, and supplies while awaiting VA Educational Benefits.

Any tuition, supplies, and fees either not covered through education benefits or financial aid are the financial responsibility of the student to pay to MedQuest College. Any payment arrangements to cover the full amount of tuition, supplies, and fees is required to be completed before the student attends classes.

Repeating Courses

VA regulations prohibit repeating a course in which a passing grade (D grade or higher) was earned. However, if a C grade or better is necessary to progress to the next level, then the repeated course can be certified.

Monthly Monetary Award and Certificate of Eligibility

All eligibility and monthly monetary awards are determined by the Department of Veterans Affairs and not by MedQuest College SCOs. It may take 4 to 12 weeks to start receiving a monthly VA payment. Monthly VA payments are paid based on the following: number of credit hours the student is enrolled; location of residential classes; class attendance; and the program the student is participating in.

All eligible tuition and fees will be certified through the VA by the VA SCO. Book cost is paid through a book stipend. The stipend is a lump sum payment paid directly to the student from the VA when the student's enrollment certification is processed. The stipend is prorated by the student's length of service percentage. The maximum stipend is $1000 per academic year (08/01/YY – 07/31/YY). Any tuition, supplies, and fees either not covered through education benefits or financial aid are the financial responsibility of the student to pay to MedQuest College. Any payment arrangements to cover the full amount of tuition, supplies, and fees is required to be completed before the student attends classes.

Students using Chapter 30 - Montgomery GI Bill®, Chapter 35 - Survivors' and Dependents' Educational Assistance Program or Chapter 1606/1607 - Montgomery GI Bill® will receive a monthly Educational Assistance Allowance. This allowance can be used toward paying tuition and fees or toward personal expenses. It is recommended that students using these benefits speak with a financial aid processor about whether additional payment methods will be needed and what their options are.

VA students must provide MedQuest College a copy of the Certificate of Eligibility (COE) no later than the first day of class, if using the Chapter 31 - Vocational Rehabilitation and Employment or Chapter 33 - Post 9/11 GI Bill®

- A "Statement of Benefits" obtained from the VA website – eBenefits, or a VA Form 28-1905 from Chapter 31 authorization purposes can substitute a COE.
- VA students are permitted to attend or participate during education during the period beginning on the date on which the individual provides to MedQuest College a COE for entitlement to educational assistance and ending on the earlier of the following dates:
    - The date on which payment from VA is made to the institution
    - 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility
- No penalty, including assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any VA student because of the student's inability to meet the financial obligations to the institution due to the delayed disbursement funding from VA under Chapter 31 or Chapter 33.

Reporting Changes

To avoid a delay, suspension, or overpayment of VA benefits, students must report all changes to the VA SCO as stated below:

- Address Changes
- Name Change
- Change in credit hours
- Withdrawal from classes or school

Student Verification of Enrollment

Students receiving Chapter 30, 33, 1606, and 1607. Chapter 33 students are required to verify their enrollment status through text messaging or a call to the 1-888-442-4451 (GI-BILL1) toll free line. Verifications must be received through a text messaging solution

known as Twilio. Students enrolled in a program on or after August 1, 2021, will either receive the option to opt into the text messaging process to verify their attendance monthly OR they will be required to contact the 1-888-442-44551 toll free number to verify.

Chapter 30, 1606, and 1607 recipients must verify their enrollment monthly to the VA by using the Web Automated Verification of Enrollment (WAVE) or by the Interactive Voice Response (IVR).

The preferred verification method is WAVE, which includes features not in IVR. When students are awarded benefits, the award letter they receive describes WAVE and IVR. The earliest students can verify their enrollment is the last calendar day of each month. WAVE allows students to verify their enrollment on the Internet. WAVE is on the Education Service website at https://www.gibill.va.gov/wave/index.do.

Veterans Called to Active Duty

MedQuest College recognizes that veteran students may have unique challenges if they are still serving on an active or reserve basis. Veterans who are enrolled in the current term who get called to active duty can petition for an administrative withdrawal with 100 percent tuition refund for the current term by providing the appropriate documentation to the Campus Director.

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

FINANCIAL AID OPTIONS

Financial Aid funding is available to students who qualify. The Financial Aid Advisor is available to assist students in applying for federal, state, and private pay options. The advisor also works closely with the student and the Bursar to overcome any gap funding issues.

Please note that as part of the Financial Aid application process, students may be requested to provide additional documentation, including, but not limited to, tax transcripts, proof of eligibility, or high school completion.

Students may be eligible to enroll in an In-House Payment Plan or Private Payment Plan directly with MedQuest College as an interest-free option to cover tuition and fees not covered by other financial aid sources. Enrollment in a payment plan is subject to administrative approval, and students may be requested to provide documentation demonstrating financial capability to ensure the payment schedule can be maintained. A down payment may be required prior to enrolling into the plan. Payment plans typically do not exceed the duration of the student's specific program of study.

Students are personally responsible for all tuition, fees, and other charges arising from and during enrollment at the College. Tuition must be secured by satisfactory arrangements prior to the class start. If tuition and fees are secured by alternate means, funds must be forwarded to the school on behalf of the student before the student will be considered as having fulfilled all financial obligations to the College. If the financial obligations are not fulfilled by the alternate funding source, the student will be responsible for all unpaid tuition and fees.

All payment arrangements must be current before a student can begin or continue attendance or receive school services. All financial obligations to the school must be met before grades or transcripts can be issued or a diploma/Degree awarded. Students are also required to have all financial obligations met to participate in MedQuest College's graduation ceremony.

RETURN OF FUNDS

A $25.00 service charge will be assessed for any returned funds presented to MedQuest College.

COLLECTIONS

MedQuest College reserves the right to submit delinquent student accounts to a collection's agency or other third- party agencies to collect the debt. Students are notified by the Bursar if payment towards their student account balance has not been received. Students will be given a deadline to contact the Bursar to make payment. If the deadline passes without any communication from the student, the student will be notified a final time with a final deadline. After the second (2nd) deadline passes without any communication and no satisfactory payment terms have been met, MedQuest College reserves the right to send the delinquent student account to a collection's agency or other third-party agencies. The student will be responsible for any additional costs.

BACKGROUND CHECK

To protect the safety and well-being of faculty, staff, students, and future patients and to ascertain the likelihood of students to become licensed and/or certified after graduation, criminal background checks will be performed on all students. . Confidentiality will be maintained consistently with FERPA guidelines. Applicants or students who do not consent to the required background check, refuse to provide information necessary to conduct the background check, or provide false or misleading information regarding the background check will be subject to additional actions up to, and including, refusal of admission or dismissal from MedQuest College. MedQuest College collaborates with an outside agency, Complio, to conduct background investigations of students. MedQuest College is unable to accept background checks by other providers. Applicants or students who wish to disclose previous convictions or arrests must complete the Arrest and Conviction Self- Disclosure Form.

The Program Director will review the initial criminal background check report results for all conditionally admitted applicants. If adverse information is obtained in the conditionally admitted applicant's criminal background check report, the Program Director will send the report to the Campus Director for review.

MedQuest College may ask the applicant to provide a written response to questions/concerns raised from the background investigations.

The criminal background check will include a record of all convictions (guilty plea, a guilty verdict, Alford plea, or a no contest plea). All students who complete a background check will receive a copy of the report from Complio. It is the responsibility of the student or degree program applicant to ensure that any misinformation in the initial criminal background check report is corrected, and to ensure that a written statement with supporting documentation indicating the correction is submitted to MedQuest College.

The existence of a conviction does not automatically disqualify an applicant from entering MedQuest College. Relevant considerations may include, but are not limited to the date, nature, and number of convictions; the relationship the conviction bears to duties and responsibilities of the position; and successful efforts towards rehabilitation. Any decision to allow an applicant to enter MedQuest College with a conviction is solely at the discretion of MedQuest College.

If a decision to admit a student cannot be determined by the Program Director and Director of Admissions, an evaluation of each conviction will be made by a Review Committee composed of at least 3 members appointed by the Campus Director. Any applicant receiving a conditional admission whose acceptance is referred to the Review Committee has the right to explain the findings from the criminal background check. Failure to disclose all previous convictions, other than minor traffic convictions, will be considered falsification of records and will be grounds for discipline up to and including withdrawal of conditional acceptance into MedQuest College and if discovered after enrollment, termination of enrollment for the student.

Any enrolled student engaged in an active investigation (or case), convicted of a felony, or convicted of a misdemeanor (of any type) must report the offense to the Campus Director in writing within 30 days of the conviction and complete an Arrest and Conviction Self-Disclosure form. Conviction includes plea agreements, guilty pleas, etc. Active investigations or cases include cases pending a court date, etc.

MedQuest College will not be held responsible for issues pertaining to a student's criminal background. Students with prior convictions/arrests may have difficulty in career placement after graduation.

For program specific policies on when background checks will be completed, please see the program information.

CHANGE OF PROGRAM

MedQuest College recognizes that from time-to-time students enroll in a program and later decide they would prefer to change to a different program. The student must have a personal interview with the desired program's Chair.

Upon recommendation by the desired program's chair, the Campus Director will determine approval. Once the student is approved, the student will meet with a representative from the Admissions Department to sign appropriate enrollment papers for the new program. After the appropriate paperwork is completed, the student will be transferred from one program to the other.

All grades earned in the original course will transfer to the new program for the courses that are a part of the new program of study. Financial credit is given for the course hours that are accepted toward the new program of study.

RE-ADMISSION

The Campus Director will determine re-admission eligibility for any student having been dismissed for attendance, grades, or disciplinary problems. The decision regarding readmission will be based upon factors such as grades, attendance, conduct, student account balance, and the evidence presented by the student regarding how the previous problem has been resolved. It is not the College's desire to have a student leave school and return only to have the same problem cause interference with their academic success. The Campus Director must be convinced of the student's commitment to complete the program.
Dismissed students may not reapply for six (6) months from the date of their dismissal, however exceptions may be made on a case by case basis. Their application will be considered for acceptance along with all other applicants. Dismissed students who are readmitted must sign a new Enrollment Agreement and their student account must be in good financial standing. Current tuition and fees will be charged to the new enrollment.

Students who have left their program of study for any reason prior to completion must see the Student Services Coordinator for re-admission. All successful applicants applying for re-entry must complete the admissions process and will be considered along with all other applicants. There is no guarantee that a student that drops or is suspended during their training will be re-admitted.

MedQuest College students who return to complete their program more than one year after attending must perform and pass a hands-on demonstrative skill assessment before being placed in the remaining portion of their original attendance. The testing is designed to ensure the applicant has retained the skills required to be successful in their career path.

PROGRAMS LEADING TO LICENSURE OR CERTIFICATION

All MedQuest College's diploma and degree programs' curricula meet the state education requirements leading to professional licensure or Certification in the Commonwealth of Kentucky. Please refer to the chart below regarding credential eligibility in other states. This chart is subject to change. Students are encouraged to contact MedQuest College should they relocate outside of the state.

Program Name and Credential Awarded	*State(s)** where the institution determined that program curriculum **meets** the state educational requirements for a license or credential	*State(s)** where the institution determined that program curriculum **does not** meet the state educational requirements for a license or credential	*State(s)** where the institution **has not determined** whether its curriculum meets the state educational requirements for a license or credential
Comprehensive Medical Assisting, Diploma	AL, AK, American Samoa, AZ, AR, CA, CO, CT, DE, FL, GA, Guam, HI, IA, ID, IL,IN, KS, KY, LA, ME, MA, MI, MN, MS, MO, MT, NE, NV, NH, NJ, NM, NY, NC, ND, N. Marianas Island, OH, OK, OR, PA, PR, RI, SC, SD, TN, TX, UT, VT, Virgin Islands, WA, WV, WI, WY, DC, MD, VA	N/A	N/A
Comprehensive Dental Assisting, Diploma	KY	NA	AL, AK, AZ, AR, CA, CO, CT, DE, DC, FL, GA, HI, ID, IL, IN, IA, KS, LA, ME, MD, MA, MI, MN, MS, MO, MT, NE, NV, NH, NJ, NM, NY, NC, ND, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, VT, VA, WA, WV, WI, WY

Program Name and Credential Awarded	*State(s)** where the institution determined that program curriculum **meets** the state educational requirements for a license or credential	*State(s)** where the institution determined that program curriculum **does not** meet the state educational requirements for a license or credential	*State(s)** where the institution **has not determined** whether its curriculum meets the state educational requirements for a license or credential
Dental Hygiene, A.A.S.	IN, GA, KY	N/A	AL, AK, American Samoa, AZ, AR, CA, CO, CT, DE, FL, Guam, HI, ID, IL, IA, KS, LA, ME, MA, MI, MN, MS, MO, MT, NE, NV, NH, NJ, NM, NY, NC, ND, N. Marianas Island, OH, OK, OR, PA, PR, RI, SC, SD, TN, TX, UT, VT, Virgin Islands, WA, WV, WI, WY, DC, VA, MD
Diagnostic Medical Sonography, A.A.S	AL, AK, AZ, AR, CA, CO, CT, DE, DC, FL, GA, HI, ID, IL, IN, IA, KS, KY, LA, ME, MD, MA, MI, MN, MS, MO, MT, NE, NV, NH, NJ, NM, NY, NC, ND, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, VT, VA, WA, WV, WI, WY	N/A	N/A
Practical Nursing, Diploma	MT, ID, WY, UT, CO, AZ, NM, ND, SD, NE, KS, OK, TX, IA, MO, AR, LA, WI, IN, KY, TN, MS, AL, WV, VA, NC, SC, GA, FL, VT, NH, ME, OH, PA, NJ, DE, MD, DC, and Virgin Islands.	N/A	MA, NY, MI, AK, CA, CT, HI, IL, MN, NV, OR, RI, WA
Veterinary Technology, A.A.S.	AL, American Samoa, AZ, AR, CO, CT, DC, DE, FL, GA, Guam, HI, IA, ID, IL, IN, KS, KY, LA, ME, MA, MD, MI, MN, MS, MO, MT, NE, NV, NH, NJ, NM, NY, NC, ND, NH, Marianas Island, OH, OK, OR, PA, PR, RI, SC, SD, TN, TX, UT, VA, VT, Virgin Islands, WA, WV, WY	AK, CA, WI	N/A

TRANSFER OF CREDIT

For information regarding specific transfer credit policies, please refer to program policy details. Students transferring credits from other schools are required to earn at least 75% of the credits required for completion of their program through instruction at MedQuest College. For credit from another institution to be considered for acceptance by MedQuest College, a minimum grade of "C" must have been achieved, and the course being reviewed for transfer of credit must have been completed within five (5) years from the beginning of first- term classes, unless otherwise approved.

A determination will be made by MedQuest College as to the number of credits that can be transferred as credit toward the program requirements. This determination will be made in view of the course material previously taken and the length of time since the course was completed.

To have credits received at a previous institution considered for transfer, the applicant must submit an official transcript no later than seven (7) days before the beginning of first-term classes. Syllabi and course outlines, though not required, may be helpful in the determination process. An unofficial transcript may be used for evaluation purposes only. An official transcript must be sent directly to MedQuest College by the previous school for review by the Program Director or appointed official. Special circumstances may be reviewed on a case-by-case basis by the Campus Director.

TRANSCRIPTS FROM FOREIGN SCHOOLS

Applicants whose transcripts are issued from schools located outside of the United States do not qualify for transfer of credit. Consequently, the candidate must attend the entire program of study at MedQuest College.

TRANSFER OF CREDIT TO A DIFFERENT INSTITUTION

Educational institutions vary greatly in their practice of accepting transfer credit for courses completed at other institutions. The acceptance of transfer credits is always at the discretion of the institution to which a student transfers. Students planning to transfer out of MedQuest College should verify with the receiving institution that hours will be accepted.

ADVANCED PLACEMENT & EXPERIENTIAL LEARNING

MedQuest College does not accept advanced placement credits or experiential learning for previous training.

ATTENDANCE

MedQuest College programs are accelerated which allow students to receive training and be career ready in the least amount of time possible. Regular class attendance is essential to student success. Students must complete their program of study in a maximum one hundred fifty percent (150%) timeframe. Failure to maintain regular attendance can lead to a variety of consequences, up to and including termination from the school. While MedQuest College understands that extenuating circumstances arise, regular tardiness/absence may result in termination from the program.

On-Campus Course Attendance

For course specific attendance policies, please refer to the course syllabus for more information. If a student has questions regarding attendance policies, please contact the Program Director.

Tardiness or early departure is excused only for mitigating reasons. If either is taken advantage of, it may count as an unexcused absence.

Externship Course Attendance & Timesheets

For externship attendance policies (except Practical Nursing), please refer to the course syllabus for more information. Practical Nursing students, please refer to the Practical Nursing Student Handbook for clinical attendance policies. If a student has questions regarding externship or nursing clinical attendance policies, please contact the Program Director.

Students are expected to maintain professionalism at their externship location by attending the minimum number of hours per week in accordance with their agreed upon externship schedule. Students are allowed two (2) excused occurrences[3] from their externship with documentation provided to the Externship Coordinator. If a student has more than two (2) occurrences or an unexcused occurrence, an externship jeopardy letter will be sent with a one (1) week deadline to respond. If the student does not respond to the externship jeopardy letter within the deadline, the student will be reviewed for dismissal by the Program Director, Externship Coordinator, and Campus Director.

Externship timesheets are required to be approved by the office manager or doctor using the contracted third-party externship software. It is the responsibility of the student to submit timesheets every week to the Externship Coordinator.

Attendance for online courses

Please refer to the course syllabus for online course attendance policies.

LEAVE OF ABSENCE

MedQuest College permits students to request a leave of absence (LOA) for up to one hundred eighty (180) days in any twelve (12) month period, provided students have extenuating circumstances that require the students to interrupt their education. Students may request a LOA for medical or military reasons. All students will be required to provide appropriate documentation prior to LOA approval. LOA requests for any other reason will be reviewed by the Campus Director and Program Director on an individual basis.

Prior to a LOA being granted, students must complete a *LOA Request Form*. The request must fully explain the reasons for the leave of absence and the date of the expected return to school. In a case of an emergency, the LOA may be granted by the school official by speaking with the student or their designated emergency contact over the phone. Documentation will be maintained by the school in the student's permanent academic record. After the *LOA Request Form* is completed, the Program Director must approve the request before the LOA becomes official. In emergency situations, the Campus Director may grant and approve the LOA.

Although an approved LOA will prolong the student's program of study, no additional tuition charges are assessed. However, students may incur additional charges for supplies, fees and/or textbooks upon LOA return. Students on an approved LOA can receive their Pell Grant disbursement, if they are eligible to receive the funds. Students are not able to receive any other form of financial aid during the LOA period.

Students on an approved LOA are not considered to be withdrawn and will not be subject to any increase in tuition or change in graduation requirements that may have occurred during their absence. At the point the student is scheduled to return to class, the student must contact either their Program Director (PD) or the Student Services Coordinator (SSC). The student will be contacted by a representative of the school, to start the LOA return process and will schedule the required Financial Aid appointment. During the period when the student is waiting to be placed back in their course, the school continues the LOA and is subject to the one hundred eighty (180) day maximum LOA time frame.

The student may request an extension of their original return date by submitting an official request. The official request must be submitted to a school official via postal mail, email, or documented verbal request. It must contain the new return date as well as sufficient evidence of legitimate extenuating circumstances preventing the return by the original date. A LOA may not exceed a maximum of one hundred eighty (180) days in any twelve (12) month period.

If a student does not return from an approved LOA on the date agreed upon, the student will be subject to the attendance policy. If the student later returns to MedQuest College after being withdrawn, they will be considered a re-entering student and will be subject to increases in tuition or changes in their program of study as well as the policies for all re-entering students.

DISMISSAL/TERMINATION

Since career preparation is the objective of MedQuest College programs, student conduct should be that which is normally required in the healthcare profession. MedQuest College reserves the right to dismiss or terminate any student prior to completion of their program. Reasons include but are not limited to the following: failure to show academic progress, failure to fulfill financial agreements, excessive absences without prior authorization from administration or course instructor, having a weapon on campus, the unlawful possession, use or distribution of illicit drugs and/or alcohol on school property or as part of any school activity, tampering with attendance sheets, quiz/exam answer sheets or administrative records, not wearing official uniform in classroom or any behavior which may be detrimental to the reputation of MedQuest College. Harming oneself or another, displaying any inappropriate behavior in the classroom/lab/clinical/extern site, displaying inappropriate behavior to any student, staff, or faculty member, being disruptive to the learning environment, or being found in violation of local, state, or federal law may also result in dismissal. In extreme cases, it may be necessary to take immediate disciplinary action. A dismissed student's tuition refund is calculated in accordance with the Return to Title IV policy (for Title IV students only) and the Institutional Refund Policy.

WITHDRAWAL

Official withdrawal from any program must be communicated in person, by email, documented verbal request, or by certified mail to the College. The official withdrawal date is the last date of attendance as determined from attendance records. Tuition will be adjusted according to the Institutional Refund Policy. If the student has already begun the program and an official withdrawal notice has not been received, MedQuest College has selected 14 consecutive calendar days, without prior administration approval, from the last date of attendance to begin the dismissal process. This date will also act as the determination date for financial aid purposes.

Students who officially withdraw before the course is finalized will receive a W as the earned grade. This grade will not impact the student's GPA but will impact the student's rate of completion as an attempted course

Students who are dismissed or withdrawn will be withdrawn by the College using a determination date no more than 14 consecutive calendar days from the last date of attendance. If the course is finalized before the date of determination, the student will receive the grade earned as of the end of the course. This grade will impact both the student's GPA and the student's rate of completion.

ELECTRONIC COMMUNICATION

Due to the expansion of technology and methods of communication, MedQuest College recognizes the need to accept additional forms of signatures and documentation verification. MedQuest College does not require a specific method of acceptance of an electronic signature. Decisions regarding the acceptance of an electronic signature are made by a MedQuest College designated official. The MedQuest College designated official will make all possible efforts to positively verify the student or other third-party individual or business which may include but is not limited to confirming contact information in Populi.

This policy does not mandate the use of an electronic signature or otherwise limit MedQuest College to conduct business on paper nor does it apply to any situation where a written signature is required by law. Sometimes it is necessary to contact students or other third-party individuals or businesses through electronic means such as email, text messaging, or social media platforms. When possible, traditional methods of communication, such as phone calls or letters, will be used as well when attempting to receive documentation verification or other information.
Individuals who falsify electronic signatures or other documentation verification are subject to disciplinary action, up to and including dismissal or criminal prosecution under applicable federal and state laws.

DRESS CODE

All students are required to wear MedQuest College ID badges while on campus. Hair should be clean, dry, neat, and not 'unnatural' in color. Facial hair should also be neatly groomed.

Students are expected to wear clothing that is not revealing or inappropriate for the school environment until MedQuest College scrubs are received. No tank tops are permitted. All shirts must have short or long sleeves. Students will then be required to wear scrubs to all classes—scrubs should be laundered regularly and absent of excessive wrinkles. Students must wear MedQuest College scrubs and appropriate personal protective equipment (PPE) during clinical and externship hours. This includes a lab coat, safety glasses, mask, gloves, and closed toe shoes.

Personal hygiene is expected to be exceptional. Students may wear no more than two earrings or gauges in each ear. Basic nose piercing with a simple stud will be allowed. Tattoos should be reasonably covered with clothing, make-up, or bandages. Disciplinary actions will be taken against students who do not follow appropriate personal appearance and hygiene up to and including dismissal.

Students will be sent home if they come to class without scrubs, appropriate PPE equipment or if they are not wearing closed toed shoes. Failure to return to class after changing will result in an absence for the class.

Disciplinary actions will be taken against students who do not follow appropriate personal appearance and hygiene up to and including dismissal.

Some courses may require additional policies regarding attire and personal appearance. Please refer to the course syllabus for additional information.

STUDENT SAFETY

MedQuest College takes safety very seriously and wants to provide the safest environment for the students and faculty to operate in. Please report any unsafe condition or practice immediately to your instructor or director (i.e., broken instruments, equipment etc.). It is the responsibility of the student to have long hair pulled back during clinical activities as it may interfere with proper usage of the equipment (i.e., operating hand pieces, model trimmers etc.) It is also the responsibility of the student to wear appropriate personal protective equipment during all clinical and externship activities (safety glasses, gloves, masks, lab coats, closed toe shoes).

MedQuest College provides every student with liability insurance for any injuries with exposure to blood- borne pathogens, so no medical costs are incurred by the student, externship site, or any patient affected. If a student is injured or experiences exposure to blood-borne pathogens while in externship, the student must report the incident to the Externship Coordinator immediately. If the incident occurs during externship, the student must also report to their office supervisor and follow any additional office protocol. If an exposure occurs and the patient can be identified, then the patient should seek proper care and blood work as well.

Students should follow the protocol outlined in the Externship syllabus by proceeding to the nearest Baptist Health Occupational Medicine location for treatment. If there is no Baptist Health Occupational Medicine location nearby or in case of emergency, proceed to the nearest urgent treatment facility or emergency room for proper care and/or blood work to be completed.

All students receive a badge that grants them access to their respective campus. This badge will only be active while the student is enrolled.

HAZARDOUS WEATHER & EMERGENCY

Inclement weather is a frequent concern, especially during winter months at MedQuest College. Forecasts are closely monitored, and precautionary measures are taken to ensure that the students and staff members remain safe under potentially hazardous travel conditions. Preventative measures, such as salting the parking lots and sidewalks, are taken in advance of inclement weather.

- If the weather is so severe that it forces a campus closure, all students and staff members are notified individually through phone call/text message. Additionally, social media accounts, such as Facebook, are updated to reflect the status. Media outlets, such as WAVE-3 (in Louisville) and LEX-18 (in Lexington) are also notified to increase awareness.

- If isolated areas are affected, students and staff members are always instructed to use their best judgment before traveling. If they feel it is unsafe to drive, MedQuest College does not expect them to attend class/clinical site until driving conditions improve. These instances are handled on a case-by-case basis and accommodations (i.e., tutoring, alternative work schedules, etc.) are made when necessary.
- If a tornado or similar weather condition should occur, students and staff members of the Louisville campus are directed to gather in the interior hallway of the school with all doors closed. Students and staff members at the Lexington Campus are directed to safe areas in the interior of the building. Safe areas are marked on maps located by all doorways. (Tornado safe spots are classrooms 107, 108 and 109.) All areas disclosed in this section are considered the designated safe zones for the institution in the event of a tornado or similar natural disaster.
- If a fire or other emergency occurs where all students and staff members are required to exit the building, Louisville campus is instructed to go to the furthest row of the back parking lot and await further instructions. The Lexington campus is instructed to go to the furthest row of the front parking lot and await further instructions.

MedQuest College strives to provide every student with a consistent educational experience. When classes are canceled or dismissed early, all efforts will be made to cover course material effectively.

For more information regarding campus safety, please reference the most recent publication of MedQuest College's Campus Safety and Security Report located on Populi under Files.

ACCIDENT / INCIDENT

All accidents should be reported immediately to an instructor or supervisor. The student should complete an accident report. Accident/Incident Reports are available upon request from the front desk. All completed reports are submitted to the Campus Director.

PREGNANCY

MedQuest College is committed to supporting students who have children during their program and to working with such students to facilitate the completion of their education. Our goal is to provide a realistic option for the mother to continue making progress toward completion of their educational goals.

Considering the relatively complex decision-making that surrounds having a baby while in school, no written policy can cover all contingencies and unique circumstances. As in many aspects of school life, there is no substitute for open and timely communication, cooperation, and good-faith efforts among all parties involved. A student who becomes pregnant during school should consult with the Campus Director and Program Director. Students who are recipients of financial aid must also meet with Financial Aid. We strongly recommend that students consult with their own obstetrician regarding prevention of potentially harmful exposures in the clinical environment.

IMMUNIZATIONS

Students need to complete documentation regarding their immunization history during the enrollment process. Please refer to the specific program section for immunization requirements.

***COVID-19 UPDATE:** Healthcare workers can be at increased risk of COVID-19 exposure and subsequent transmittal. As a result, many clinical externship affiliates have started to require the COVID-19 vaccine. Please note that MedQuest College does NOT require the COVID-19 vaccine to attend school. However, if a student chooses not to receive the COVID-19 vaccination, clinical externship availability may be limited, and the student will be at risk of not completing the program. It is the responsibility and decision of the student to become vaccinated. Clinical or externship experiences are a requirement of all programs of study, therefore should a student decline to meet site vaccination requirements, MedQuest College will not be held liable for the failure of a student's progress towards meeting graduation requirements.

DRUG SCREENING

As future members of the healthcare workforce, it is an ethical responsibility that MedQuest College students live a drug free lifestyle. As this is a very vital part of the profession, students may be required to have a drug screening before enrollment into their program and, oftentimes, before entering their externship. If staff at MedQuest College feel it is necessary to drug screen a student enrolled in any program, the student will be required to comply or face additional actions up to and including potential dismissal.

If the first drug screening returns a positive or diluted result, either negative or positive, the student will be financially responsible for completing a second drug screening and must retest within two weeks of the first test date. Only one retest will be allowed, and MedQuest College will accept the second result as the final determination. A positive test will result in dismissal.

MedQuest College will not be held responsible for any issues with student drug test results or history. Students with a record of drug use may have difficulty in career placement after graduation.

CAMPUS CODE OF CONDUCT

- Students, faculty, and staff are not permitted to smoke inside the MedQuest campus. Smoking is only allowed at specifically designated areas.
- Student, faculty, and staff behavior must always be professional and courteous.
- Faculty and student cell phones are to remain off (not on vibrate) during all instructional and laboratory classes. They are only permitted to be on during class breaks or between classes.
- Obscene or foul language will not be tolerated.
- All firearms and weapons of all types are prohibited on the College premises, including buildings, affiliated sites, parking lots, etc.
- Drug and alcohol use is not permitted in any area of the College, including parking lots. College sponsored activities are considered part of the facility. No one under the influence of any controlled substance will be allowed to enter the College. Campus officials will refer anyone with a suspected substance abuse problem to the appropriate local mental health agency for counseling and/or require a drug test to be completed.
- Faculty, staff, and students are expected to uphold high standards of personal integrity. Respect will be shown to all faculty, staff, and students.
- Any form of cheating or academic dishonesty is unacceptable and cause for immediate expulsion.
- Regular attendance and active participation in every class is essential.
- Faculty and students must be willing to explore different points of view.
- High standards of personal hygiene are essential.
- No fraternization between faculty, staff, and students while enrolled in MedQuest College.
- Professional boundaries must be maintained with students, faculty, and staff.
- Satisfactory progress must be maintained in class and during externship/clinicals.
- Financial obligation to the College must be met.
- A safe learning environment must be always maintained. No bullying or threats of any kind will be tolerated.

Anyone not in compliance with the Code of Conduct may be placed on warning, probation, dismissed or terminated from MedQuest College. The Campus Director and Executive Director makes the final decision regarding which action will be taken.

DRUG & ALCOHOL PREVENTION

To maintain a campus environment that supports and encourages the dissemination of knowledge, MedQuest College will provide a drug and alcohol prevention program in compliance with the Drug-Free Workplace Act of 1988 and Drug-Free Schools and Communities Act Amendment of 1989. All students and employees share in the responsibility for protecting the environment and are expected to demonstrate high standards of professional and personal conduct. The unlawful manufacture, distribution, dispensation, possession or use of alcohol; illegal drugs; or controlled substances by members of the MedQuest College community adversely affects the education environment. Therefore, MedQuest College is committed to having a drug-free campus.

All employees and students are expected to adhere to this policy during employment and/or enrollment at MedQuest College.

Alcohol, Drugs, and Tobacco

MedQuest College is committed to maintaining a safe and healthy educational environment free from alcohol, drugs, and tobacco.

Health Risks

The use of such products is known to be harmful to one's physical and psychological well-being. Their use is associated with a wide variety of health risks. Some of the most known risks include severe weight loss, malnutrition, physical and mental dependence, changes in the reproductive system, high blood pressure, stroke, heart problems, damage to the liver and/or lungs, and even death.

Standards of Conduct

The use, possession, or distribution of alcoholic beverages and illicit drugs, all forms of hallucinogenic drugs, or the abuse of legal substances, are prohibited on campus. Furthermore, MedQuest College prohibits smoking, including e-cigarettes/vapor cigarettes, and all forms of tobacco use everywhere on- campus. Campus visitors are expected to comply with these standards.

College Sanctions

Students violating this policy will be subject to disciplinary procedures ranging from probation to dismissal as determined by the Campus Director and/or Executive Director.

Students who are found in violation of the institution's zero-tolerance drug and alcohol policy are subject to the loss of Federal Student Aid. In ordinance with HEA 484(r)(2) of the HEA (20 U.S.C. 1091(r)(2)); MedQuest College will notify such students, in writing, the conditions surrounding their loss of aid eligibility and allow students to regain access to Federal Student Aid when appropriate sanctions are met. A student whose eligibility has been suspended may resume eligibility before the end of the ineligibility period if-

- The student satisfactorily completes a drug rehabilitation program that: includes at least two (2) unannounced drug tests, has received, or is qualified to receive funds and insurance directly or indirectly under a Federal, State, or local government program, is administered or recognized by a Federal, State, or local government agency or court and by a Federally- or State-licensed hospital, health clinic, or medical doctor OR
- The conviction is reversed, set aside, or otherwise rendered nugatory.

Legal Sanctions

In addition to MedQuest College sanctions, Kentucky and Federal law allows for fines and/or imprisonment for the unlawful possession, sale, manufacture, or distribution of drugs or alcohol. The amount of the fines and the length of imprisonment vary according to the type and amount of the substance involved, the offender's past record for such offenses, and several additional factors.

Support

MedQuest College offers information regarding counseling, treatment, rehabilitation, or re-entry programs for those who need assistance. For those seeking help, please speak with any campus official for assistance. For those seeking self-help, Narcotics.com offers an extensive and up-to-date directory of Narcotics Anonymous meetings across Kentucky.

Annual and Biannual Review

The Drug and Alcohol Awareness Program and Policy will be reviewed annually by the Executive Director and the Director of Compliance in preparation for the publication of the MedQuest College Catalog. Furthermore, to comply with Drug-Free Schools and Campuses Regulations a more detailed biennial review will be conducted by MedQuest College. The purpose of the review is to:

- Determine the effectiveness and implement changes to the program, if needed
- Ensure that the disciplinary sanctions described in the program are consistently enforced

The biannual review will include the Executive Director, Director of Compliance, one (1) community representative, and two (2) MedQuest College alumni volunteers. Any substantive concerns or findings will be presented to the Board of Directors with suggestions for improvements and/or changes to the program.

TITLE IX – SEXUAL VIOLENCE & HARASSMENT

All employees and students are expected to adhere to the following policies during employment and/or enrollment at MedQuest College.

MedQuest College prohibits harassment of any kind, including sex-based harassment, sexual violence, domestic violence, dating violence, and stalking. Such behavior violates both law and MedQuest College policy. MedQuest College will respond promptly and effectively to all reports of discrimination, harassment, retaliation, and will take appropriate action to prevent, correct, and when necessary, discipline behavior that violates this policy.

In all cases, MedQuest College strongly encourages complainants to report sexual violence directly to the Title IX coordinator. When a complainant tells the Title IX coordinator or another MedQuest College employee about a sexual violence incident, the complainant has the right to expect MedQuest College to take immediate and appropriate steps to investigate what happened and to resolve the matter promptly and fairly. MedQuest College will need to determine what happened – and will need to know the names of the alleged victim(s) and the alleged perpetrator(s), any witnesses, and any other relevant facts, including the date, time, and specific location of the incident.

To the extent possible, information reported to the Title IX coordinator or other MedQuest College employees will be shared only with individuals responsible for handling MedQuest College's response to the incident. MedQuest College will protect the privacy of individuals involved in a sexual violence incident except as otherwise required by law or MedQuest College policy. A sexual violence report may result in the gathering of extremely sensitive information about individuals in the campus community. No MedQuest College employee, including the Executive Director, should disclose the complainant's identity to the police without the complainant's consent or unless the alleged victim has also reported the incident to the police.

Non-Discrimination

MedQuest College does not discriminate based on gender, gender identity, sexual orientation, pregnancy, or pregnancy-related conditions in its education programs or activities. Title IX of the Education Amendments of 1972, and certain other federal and state laws, prohibit discrimination based on gender, sexual orientation, pregnancy, or pregnancy-related conditions in employment, as well as all education programs operated by MedQuest College and protect all people regardless of their gender or gender identity from sex discrimination, which includes sex-based harassment and sexual violence.

Pregnancy or Related Conditions

MedQuest College provides reasonable modifications for students, reasonable break time for employees for lactation, and private lactation space for both students and employees. Parental status includes adoptive parents, stepparents, or legal guardians. Upon learning of a pregnancy or related condition, MedQuest College complies with federal regulations and provides appropriate information and resources.

Definition of Terms

Complainant is defined as an individual who is alleged to be the victim of conduct that could constitute sex-based harassment. This allows any third party as well as the complainant the ability to report sex-based harassment. At the time of filing a formal complaint, a complainant must be participating or attempting to participate in the education program or activity of the school where the formal complaint is filed. Students, employees and individuals who suffered conduct that could constitute sex discrimination while they were participating or attempting to participate in the institution's education program or activity may file complaints. Individuals will be able to file a Title IX sex discrimination complaint even if they chose to leave the institution's education program or activity because of the discrimination or for other reasons.

Consent is defined as clear, knowing, and voluntary agreement by an individual of legal age. Silence, on its own, cannot be interpreted as consent. Neither relationship nor prior permission implies future consent.

Dating Violence is defined as violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. Dating violence includes, but is not limited to, sexual or physical abuse or threat of such abuse. Dating violence does not include acts covered under the definition of domestic violence.

Domestic Violence is defined as a felony or misdemeanor crime of violence committed –

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

Education Program or Activity includes locations, events, or circumstances over which the school exercised substantial control over both the respondent and the context in which the sex-based harassment occurs. This also includes events or conduct that occurs in any building owned or controlled by a student organization officially recognized by the school or conduct subject to discipline under the school's policies. The school must respond to notice of sex-based harassment even if some of the conduct occurred outside the institution's education program or activity or outside the United States.

Force may include, but is not limited to, the use or display of a weapon, physical immobilization, threats, intimidation, or coercion. Another example of force is psychological pressure or any attempt to take advantage sexually of an individual under duress or incapable of deciding on his or her own. This includes situations in which an individual is under the influence of alcohol, drugs, or otherwise physically incapacitated.

Formal Complaint is defined as a document filed by a complainant or signed by the Title IX Coordinator alleging sex-based harassment against a respondent and requesting that the school investigate the allegation of sex-based harassment. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information listed for the Title IX Coordinator. A document filed by a complainant means a document or electronic submission (such as by e-mail or through an online portal provided for this purpose by the school) that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint.

Notice or Report is defined as a report of sex-based harassment to the Title IX Coordinator or any official of the school who has authority to institute corrective measures on behalf of the school. This notice or report charges a school with actual knowledge and triggers the school's response obligations.

Respondent is defined as an individual who has been reported to be the perpetrator of conduct that could constitute sex-based harassment.

Sexual Assault is a sexual act committed or attempted against one's will. It includes a range of acts from unwelcome sexual touching to forced sexual intercourse. Sexual assault refers to any sexual act without the explicit consent of the recipient.

Sex-based Harassment
is defined to broadly include any of three types of misconduct on the basis of sex,not just harassment that is sexual in nature all of which jeopardize the equal access to education that Title IX is designed to protect: Any instance of quid pro quo harassment by a school's employee or an agent/other persons authorized by the school to provide an aid, benefit, or service under the school's education program or activity; any unwelcome sex-based conduct that is sufficiently severe or pervasive that, based on the totality of the circumstances and evaluated subjectively and objectively, denies or limits a person's ability to participate in or benefit from the recipient's education program or activity;s; any instance of sexual assault (as defined in the Clery Act), dating violence, domestic violence, or stalking as defined in the Violence Against Women Act (VAWA).

Who can help me file a sexual violence complaint?

Louisville and Lexington Campuses Stephanie Slone Title IX Coordinator (859) 554-3919 sslone@medquestcollege.edu

Sexual Offense is defined by the FBI's National Incident- Based Reporting System (NIBRS) edition of the Uniform Crime Reporting (UCR) program as any sexual act directed against another person, forcibly and/or against that person's will; or not forcibly or against the person's will where the victim is incapable of giving consent.

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

Supportive Measures is defined as individualized services reasonably available that are non-punitive, non- disciplinary, and not unreasonably burdensome to the other party while designed to ensure equal educational access, protect safety, or deter sex-based harassment. The purpose of supportive measures is equal access to education. Supportive measures may include but are not limited to counseling, course- related adjustments, modifications of work or class schedules, increased security and monitoring of certain areas on campus, and mutual restrictions on contact between the parties.

Title IX of the Education Amendments Act of 1972 or Title IX is a federal law that states no person in the United States shall, based on sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. Title IX applies to all a school's education programs or activities, whether such programs or activities occur on-campus or off-campus.

Title IX Personnel are individuals designated by the school to participate in Title IX dealings which may include but are not limited to Title IX Coordinators, investigators, decision-makers, and people who may facilitate any informal resolution process. Title IX personnel are required to be free from conflicts of interest or bias for or against complainants or respondents. All Title IX personnel are required to be trained on, but not limited to, the following: definition of sex-based harassment, the scope of the school's education programs or activities, issues of relevance, including how to apply the rape shield protections provided only for complainants, how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable, how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias, and any technology to be used at a live hearing. Evidence of training including but not limited to training materials will be posted on the MedQuest College website for members of the public to inspect.

MedQuest College Title IX Coordinator
Stephanie Slone
Career Services Director
859-554-3919
sslone@medquestcollege.edu

Confidentiality

Due to the private nature of sexual offenses, MedQuest College strives to protect the confidentiality of victims and other necessary parties in the following ways:

1. MedQuest College completes publicly available recordkeeping, including Clery Act reporting and disclosures, without the inclusion of personally identifying information about the victim, as defined in Section 40002(a)(20) of the Violence Against Women Act of 1994 (42 U.S.C. 13925(a)(20))
2. MedQuest College maintains as confidential any accommodations or protective measures provided to the victim, to the extent that maintaining such confidentiality would not impair the ability of the school to provide the accommodations or protective measures

Filing an Anonymous/Confidential Complaint

Conversations with a confidential resource are privileged communications and are not disclosed to others, including law enforcement or MedQuest College officials. To speak with a confidential resource, contact the Student Benefit Program through the Human Development Company at (800) 877-8332.

If a victim requests of the Title IX coordinator or other MedQuest College employee that his/her identity remain completely confidential, MedQuest College cannot always honor that request and guarantee complete confidentiality. If a victim wishes to remain confidential or request that no investigation be conducted or disciplinary action be taken, MedQuest College must weigh that request against the College's obligation to provide a safe, non-discriminatory environment for all students, employees, and third parties, including the victim. Under those circumstances, the Title IX coordinator will determine whether the victim's request for complete confidentiality and/or no investigation can be honored under the facts and circumstances of the case, including whether the College has a legal obligation to report the incident, investigate, or take other appropriate steps. Without information about a victim's identity, the College's ability to meaningfully investigate the incident and pursue disciplinary action against the perpetrator may be severely limited.

Filing a Criminal Complaint and Statistic Reporting

Victims have a right to pursue criminal charges (in cases involving sexual violence) whether they choose to pursue MedQuest College disciplinary charges. MedQuest College does not employ on-campus police officers. Therefore, the closest law enforcement dispatch service can be notified of the occurrence. If a student prefers to notify law enforcement directly, MedQuest College will assist the student in notifying these authorities. If a student or employee needs assistance in filing a criminal complaint to local law

enforcement, he/she may contact the designated Title IX coordinator at his/her campus.

If a victim reports to local law enforcement, the police are required to notify victims that their names will become a matter of public record unless confidentiality is requested. If a victim requests his/her name be kept confidential, his/her name will not become a matter of public record and the police will not report the victim's identity to anyone else at MedQuest College. MedQuest College is required by the federal Clery Act to report certain types of crimes (including certain sex offenses) in statistical reports, However, while MedQuest College will report the type of incident in the annual crime statistics report known as the Annual Security Report, victims' names/identities will not be revealed.

Reporting Procedures for MedQuest College Investigation

Victims are not required to file a complaint but are encouraged to do so. Reasonable available accommodations or supportive measures will be provided to the victim upon request regardless of the victims choice to report sex-based harassment or sexual violence.

In addition to or instead of filing a criminal complaint, students or employees who feel they have been a victim of sex-based harassment or sexual violence have the right to file a complaint with MedQuest College at any time, even if the police concluded there is not sufficient evidence for a criminal charge. When a student or employee reports to MedQuest College that he/she has been a victim of dating violence, domestic violence, sexual assault, or stalking, whether the offense occurred on or off campus, MedQuest College will provide him/her with a written explanation of his/her rights and options.

Any person may report sex discrimination, including sex-based harassment (whether the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sex-based harassment), in person, by mail, by telephone, or by e-mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time, including during non-business hours, by using the telephone number or e-mail address, or by mail to the office address listed for the Title IX Coordinator. Title IX Coordinators will contact local law officials, if deemed necessary.

MedQuest College will act promptly and effectively to end any prohibited sex-based harassment that has occurred in their education programs or activities, prevent its recurrence, and remedy its effects. If a sexual offense occurs, and the complainant wishes to report, the following procedures will be carried out:

1. It is crucial to preserve evidence of the alleged criminal offense. Therefore, MedQuest College officials will immediately coordinate the transportation of victims to a local healthcare facility for examination, if necessary. Law officials may also be contacted to complete the investigation.
2. The Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.
3. The Title IX Coordinator will inform the complainant of the initiation of an investigation prior to starting an investigation and will, to the extent possible, only share information with people responsible for handling the College's response to the incident. The Title IX Coordinator will remain mindful of the complainant's well-being and will take ongoing steps to protect the complainant from retaliation or harm, and work with the victim to create a safety plan.
4. **<u>Retaliation against the complainant or respondent, whether by students, employees or third parties, will not be tolerated.</u>**

Informal Resolution

MedQuest College may use discretion to choose to offer and facilitate informal resolution options, such as mediation, so long as both parties give voluntary, informed, written consent to attempt resolution. Any person who facilitates an informal resolution will be well trained in mediation methods. 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.

MedQuest College does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student. The school will not require, as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to a formal investigation and adjudication of formal complaints of sex-based harassment. Similarly, MedQuest College does not require the parties to participate in an informal resolution process and may not offer an informal resolution process unless a formal complaint is filed.

Investigating a Formal Complaint, Grievance Procedures, and Disciplinary Actions

If an alleged sexual offense is reported through a formal complaint, MedQuest College Title IX personnel will investigate the incident and take full disciplinary action up to and including immediate expulsion from school. All complainants will be treated equitably by providing remedies any time a respondent is found responsible. All respondents will be treated equally by not imposing disciplinary sanctions without following the investigation or grievance process fully. All investigations include the presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the investigation or grievance process.

The burden of gathering evidence and burden of proof is the responsibility of MedQuest College and not on either the complainant or the respondent. The investigation requires objective evaluation of all relevant evidence, inculpatory and exculpatory, and will avoid credibility determinations based on a person's status as complainant, respondent, or witness. MedQuest College has chosen to use the preponderance of the evidence standard for all formal complaints of sex-based harassment (including where employees and faculty are respondents). The evidence standard for all formal complaints of sex-based harassment whether the respondent is a student or an employee (including faculty member).

Institutional investigation and grievance procedures include the following:

1. All complainants and respondents will be sent a written notice of the allegations upon receipt of a formal complaint. MedQuest College may choose to consolidate formal complaints where the allegations arise out of the same facts. This notice will also include, but is not limited to, the following information: discussion of the formal complaint process, including any informal resolution options; the allegations of sex-based harassment; respondent innocence statement; advisor and evidence statement; and code of conduct statement that prohibits making false statements or knowingly submitting false information. If, during an investigation, MedQuest College decides to investigate allegations about the complainant or respondent not included in the initial written notice, the institution must provide an updated written notice to the parties detailing the new allegations.
2. The Title IX Coordinators and other designated officials will evaluate the alleged occurrence reviewing the incident and surrounding factors/evidence. Protection of a party's medical, psychological, and similar treatment records by stating that schools cannot access or use such records unless the school obtains the party's voluntary, written consent to do so.
3. MedQuest College will send written notice of any investigative interviews, meetings, or hearings including the date, time, location, participants, and purpose to all parties whose participation is invited or expected. All meetings conducted for the investigation by any Title IX personnel will be recorded and preserved for documentation.
4. The complainant and the respondent have an equal opportunity to present fact and expert witnesses and other inculpatory and exculpatory evidence. MedQuest College does not restrict the ability of the parties to discuss the allegations or gather evidence (e.g., no "gag orders").
5. The complainant and the respondent have the same opportunity to select an advisor of the party's choice, who may be, but need not be, an attorney.
6. MedQuest College will send the parties and their advisors, evidence directly related to the allegations, in electronic format or hard copy, with at least ten (10) days for the parties to inspect, review, and respond to the evidence.
    a. MedQuest College will make all such evidence subject to the parties' inspection and review available at any hearing to give each party equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination.
7. MedQuest College will send the parties and their advisors an investigative report that fairly summarizes relevant evidence, in electronic format or hard copy, with at least ten (10) days for the parties to respond.
8. At this time, a live hearing with cross examination session is required to be completed and will be scheduled by Title IX personnel within ten (10) days of the deadline for investigative report responses.
    a. Live hearings may be conducted with all parties physically present in the same geographic location or, at the school's discretion, any or all parties, witnesses, and other participants may appear at the live hearing virtually. MedQuest College will create an audio or audiovisual recording, or transcript, of any live hearing.
    b. At the request of either party, the recipient must provide for the entire live hearing (including cross- examination) to occur with the parties located in separate rooms with technology enabling the parties to see and hear each other.
    c. At the live hearing, the decision-makers of the Title IX personnel must permit each party's advisor to ask the other party and any witnesses all relevant questions and follow-up questions including those challenging credibility.

d. Such cross-examination at the live hearing must be conducted directly, orally, and in real time by the party's advisor of choice and never by a party personally.
e. Rape shield protections for complainants deeming irrelevant questions and evidence about a complainant's prior sexual behavior unless offered to prove that someone other than the respondent committed the alleged misconduct or offered to prove consent.
f. Only relevant cross-examination and other questions may be asked of a party or witness. Before a complainant, respondent, or witness answers a cross examination or other question, the decision- maker must first determine whether the question is relevant and explain to the party's advisor asking cross-examination questions any decision to exclude a question as not relevant.
g. If a party does not have an advisor present at the live hearing, MedQuest College must provide, without fee or charge to that party, an advisor of the school's choice who may be, but is not required to be, an attorney to conduct cross-examination on behalf of that party.
h. 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; provided, however, that 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.

9. Upon final determination of the institution disciplinary proceeding regarding alleged dating violence, domestic violence, sexual assault, or stalking; MedQuest College will enforce the maximum penalty up to and including, expulsion from school. Violators are also subject to state and federal sanctions pertaining to their offense.
10. The decision-maker (who may or may not be the same person as the Title IX Coordinator or the investigator) must issue a written determination regarding the responsibility with findings of fact, conclusions about whether the alleged conduct occurred, rationale for the result as to each allegation, any disciplinary sanctions imposed on the respondent, and whether remedies will be provided to the complainant. This written determination must be sent simultaneously to the parties along with information about how to file an appeal.
    a. MedQuest College will enforce the maximum penalty up to and including, expulsion from school. Violators are also subject to state and federal sanctions pertaining to the offense. Individuals alleged to have committed sexual violence may face criminal prosecution by law enforcement and may incur penalties because of civil litigation. Students and employees charged with sex discrimination, sex-based harassment or sexual violence will also be subject to discipline, pursuant of MedQuest College policies and will be subject to appropriate sanctions. In addition, employees and students may face discipline/sanctions at MedQuest College. Employees may face sanctions up to and including termination. Students may face sanctions including but not limited to the following: loss of financial aid, educational and remedial sanctions, denial of access to campus or persons, disciplinary probation, suspension, expulsion, and/or administrative hold and withholding a certificate/diploma/degree.
11. **<u>Retaliation against the complainant or respondent, whether by students, employees or third parties, will</u> <u>not be tolerated.</u>**

Dismissal of a Formal Complaint

MedQuest College is required to investigate the allegations in all formal complaints. The school must dismiss a formal complaint of sex-based harassment "for purposes of sex-based harassment under Title IX" if the alleged conduct does not meet the following criteria: would not constitute sex-based harassment even if proved, did not occur in the school's education program or activity, or did not occur against a person in the United States. A dismissed formal complaint does not exclude action under another provision of MedQuest College's Code of Conduct.

MedQuest College may additionally dismiss a formal complaint of sex-based harassment under Title IX if, at any time: a complainant notifies the Title IX Coordinator or personnel in writing that he or she would like to withdraw; the respondent is no longer enrolled or employed by the school; or specific circumstances prevent the school from gathering sufficient evidence to reach a determination.

Upon a required or optional dismissal, MedQuest College will promptly and simultaneously send written notice to the parties.

Appeal Process

MedQuest College offers both parties an appeal from a determination regarding responsibility and from a school's dismissal of a formal complaint or any allegations therein, on the following bases: procedural irregularity that affected the outcome of the matter, newly discovered evidence that could affect the outcome of the matter, and/or Title IX personnel had a conflict of interest or bias, that affected the outcome of the matter.

Any appeal must be in writing and must be received by the Campus Director no later than ten (10) business days after receiving notification of his/her dismissal from the school or the dismissal of a formal complaint. The letter must include an explanation of the base of the appeal, which is limited to the following: procedural irregularity that affected the outcome of the matter, newly discovered evidence that could affect the outcome of the matter, and/or Title IX personnel had a conflict of interest or bias, that affected the outcome of the matter. Documentation to support the appeal letter is also required.

The other party will be notified in writing when an appeal is filed, and appeal procedures will be implemented equally for both parties. The decision-maker for the appeal is not the same person as the hearing officer, the investigator, or the Title IX Coordinator and will be free of bias and conflict of interest and meets the Title IX personnel training
requirements. Both parties will be given ten (10) days to submit a written statement in support of, or challenging, the original outcome.

Both parties will simultaneously receive a written notification including the result of the appeal and the rationale within five (5) business days of the deadline to respond to the initial appeal notification letter. The appeal decision is final and may not be further appealed.

Retaliation Prohibited

No person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in a Title IX investigation, proceeding, or hearing.

1. Charging an individual with code of conduct violations that do not involve sex-based harassment but arise out the same facts or circumstances as a report of formal complaint of sex-based harassment, for the purpose of interfering with any right or privilege secured by Title IX constitutes retaliation.
2. MedQuest College must keep the following information confidential: the identity of complainants, respondents, and witnesses. Exceptions may be permitted by FERPA, as required by law, or as necessary to carry out a Title IX processing.
3. Complaints alleging retaliation may be filed according to MedQuest College's prompt and equitable grievance procedures.
4. The exercise of rights protected under the First Amendment does not constitute retaliation.
5. Charging an individual with a code of conduct violation for making a materially false statement in bad faith during a Title IX grievance proceeding does not constitute retaliation; however, a determination regarding responsibility, alone, is not sufficient to conclude that any party made a bad faith materially false statement.

Sex-based Harassment Recordkeeping

For each sex-based harassment complaint, MedQuest College must maintain records for seven (7) years that include: records of any actions, including supportive measures, taken in response to a report or formal complaint of sex-based harassment; the basis for the school's conclusion that its response was not deliberately indifferent; documentation that the school took measures to restore or preserve equal access; and if the school did not provide supportive measures, the reasons why such a response was not clearly unreasonable in light of the known circumstances. If there was an adjudication, the records also must contain any: determination regarding responsibility; audio or audiovisual recording or transcript; disciplinary sanctions imposed on the respondent; remedies provided to the complainant; appeal and result; and informal resolution and the result.

Apart from any specific proceeding, MedQuest College must also keep the following for seven (7) years: all materials used to train Title IX Coordinators, investigators, adjudicators, and any person who facilitates an informal resolution process. These training materials are publicly available on the MedQuest College website.

ANTI-HAZING POLICY

MedQuest College is committed to fostering a campus culture free from acts of violence or threatening behavior. MedQuest College adopts the US Dept. of Education's definition of hazing as Any intentional, knowing, or reckless act committed by a person against a student that:

- Is connected with initiation into, affiliation with, or maintenance of membership in an organization.
- Causes or is likely to cause a substantial risk of physical injury, mental harm, or degradation.
- This definition applies to acts committed in connection with student organizations, including fraternities, sororities, athletic teams, and other campus groups.

MedQuest College encourages prompt reporting of an experience that fits the definition of hazing. The following process is established for such events. Hazing or hazing-related events may be reported by an individual student or a group of students, those directly victimized or on behalf of the victim. Reports can be submitted verbally or in writing (by email or hand-written notice) to any active MedQuest College employee. MedQuest College employs individuals onsite who are trained in the reporting and investigation process for hazing/hazing-related instances. The reporter(s) will be connected with this individual for further guidance. MedQuest College officials will investigate the report and take appropriate action based on the outcome of the investigation.

Factual details of the report will be made available on the college's website.. Personally identifiable information will be redacted prior to publication.

A trained official at MedQuest College will receive formal reports of hazing/hazing-related incidents and investigate to determine the following:

- Does the report support the definition of hazing? Is the incident consistent with the definition of hazing?

  If yes, begin investigation of the facts. This process will include, but is not limited to collecting witness statements, documented proof of event(s), interviews with relevant individuals/parties, etc.

  If no, document the process taken to make this determination. Following the outcome of the investigation, the trained official will make a recommendation to college administration for review and distribution to related parties. The complainant and defendant have the option to appeal the outcome of the investigation if desired. MedQuest College has a zero-tolerance policy for retaliation and will not condone retaliatory conduct during the investigation process and following the outcome of the investigation.

A related party (complainant or defendant) has the ability to appeal the investigation outcome if desired. To do so, the individual should submit, in writing, the basis for their appeal and requested actions. The formal appeal should be submitted to college officials, who will then assign a committee to review the appeal and related facts/information and determine appropriate action. The decision of the review committee is not subject to further appeal.

STUDENT COMPLAINTS/GRIEVANCE PROCESS

MedQuest College offers a learning and working environment that is professional, safe, and supportive. To preserve this atmosphere, the college maintains a specific, well-defined process for resolving complaints fairly and promptly. No student will be subject to retaliation, harassment, or any adverse action by the college as a result of filing a grievance in good faith.

Informal Resolution

Students are encouraged to resolve concerns at the earliest possible stage.

Academic Grievances: The student should first speak directly with the faculty member involved. If unresolved, the student should meet with the Program Director or Campus Director (if the Program Director is unavailable). If the complaint is regarding the Program Director, it should be brought directly to the Campus Director.

Non-Academic Grievances: Concerns regarding administrative services, facilities, or other non-academic matters should be addressed directly with the Campus Director.

Formal Grievance Procedure

If informal steps do not reach a satisfactory resolution, a formal grievance must be submitted in writing within fifteen (15) business days of the occurrence to ensure school officials can investigate with accurate information. If the student requires assistance in drafting the complaint, a school official will provide support. Nursing students must submit their written grievance directly to the Nursing Program Director.

The written grievance must include:

- The nature of the complaint.
- The date(s) of the occurrence.
- The name(s) of the individual(s) involved (not hearsay).
- A summary of previous attempts to resolve the issue.
- The student's desired resolution or outcome.

Review Board and Decision

Within ten (10) business days of receiving a written complaint, the Campus Director will appoint a Review Board. The Board will meet within five (5) business days of its appointment to review the documentation and meet with the complainant. The Review Board will investigate and issue a final internal decision within ten (10) business days of the final hearing.

External Filing and Governing Bodies

If a grievance is not settled to the student's satisfaction after exhausting internal procedures, the student may contact the following governing bodies:

Accrediting Bureau of Health Education Schools (ABHES): Complaints must be submitted via the ABHES Online Complaint System. Address: 6116 Executive Blvd, Suite 730, North Bethesda, MD 20852 Email: complaints@abhes.org

Kentucky Commission for Proprietary Education (KCPE): Complaints must be filed on Form PE-24, accompanied by Form PE-25 (Authorization for Release of Student Records). Address: 500 Mero Street, 4th Floor, Frankfort, KY 40601 Website: www.kcpe.ky.gov. Phone Number: (502)564-4185.

Indiana Board for Proprietary Education (For Indiana Residents): Students may file an online Student Complaint Form with the Indiana Commission for Higher Education. Address: 101 W. Ohio Street, Suite 300, Indianapolis, IN 46204-4206 Website: www.in.gov/che.

For complaints involving alleged discrimination or sexual harassment, please refer to the Title IX Policies and Procedures section of this catalog for specific reporting timelines and federal compliance steps.

STUDENT TO TEACHER RATIO

MedQuest College offers an intimate educational environment that provides a professional, safe, and supportive structure for its students. General education and didactic courses are anticipated to meet a 20:1 ratio. Student to teacher ratios are anticipated to meet the following ratios per program.

General Education/Didactic	20:1
Comprehensive Dental Assisting Lab	12:1
Comprehensive Medical Assisting	20:1
Dental Hygiene Didactic	20:1
Dental Hygiene Lab	10:1
Dental Hygiene Clinic/Radiology	5:1
Diagnostic Medical Sonography	10:1
Practical Nursing (Lab)	12:1

Practical Nursing (Didactic)	28:1
Practical Nursing (Clinical)	10:1
Veterinary Technology Lab	12:1

While we strive to meet these ratios, extenuating circumstances may prevent it from time to time. MedQuest College meets or exceeds ratio guidelines as set forth by our accreditors.

CONSUMER DISCLOSURES

MedQuest College maintains all required accreditation and federal consumer disclosures including information regarding the institution and financial aid at http://medquestcollege.edu/consumer- disclosures.html. These disclosures are updated on a regular basis. Paper copies are available by request from the front desk.

COPYRIGHT INFRINGEMENT

Copyright Infringement is a serious matter, punishable by civil and criminal sanctions. MedQuest College upholds copyright law and will take the following steps, up to and including litigation, when violations occur:

When a copyright violation is discovered, copyright holders or their agents may report the alleged infringement to the Internet Service Provider (ISP) where the IP address of the infringer is registered. MedQuest College is required to respond to complaints from copyright holders, and organizations representing copyright holders, regarding computers on campus that are illegally distributing copyrighted materials. Copyright holders or their agents will request that the institution identifies the owner of the machine associated with the reported IP address and relay the Takedown or Digital Millennium Copyright Act (DMCA) Notice to the alleged copyright infringer and/or coordinate the removal of access to the infringing content. To send a DMCA notice to the Web Administrator, please use the following address: MedQuest College; 10400 Linn Station Road, Suite 120 Louisville, KY 40223, or fax to: (502) 245-4438 (on the cover sheet, please write: Attention: DMCA NOTICE).

Requests to remove/disable access to, or disable distribution of material allegedly involved in copyright infringement must include the following:

- A physical or electronic signature of a person authorized to act on behalf of the owner of an exclusive right that is allegedly infringed.
- Identification of the copyrighted work claimed to have been infringed, or, if multiple such works at a single online site are covered by a single notification, a representative list of such works at that site.
- Identification of the material that is claimed to be infringing or to be the subject of infringing activity that is to be removed or access to which is to be disabled, and information reasonably sufficient to permit the service provider to locate the material.
- Information reasonably sufficient to permit the service provider to contact the complaining party, such as an address, telephone number, and, if available, an electronic mail address at which the complaining party may be contacted.
- A statement that the complaining party has a good faith belief that use of the material in the manner complained of is not authorized by the copyright owner, or its agent, or the law; and
- A statement that the information in the notification is accurate, and under penalty of perjury, that the complaining party has the authority to enforce the owner’s rights that are claimed to be infringed.

Upon receipt of a proper notification from a bona fide copyright holder, or agent for the copyright holder, alleging that a system connected to MedQuest College’s network is in violation of the provisions of the DMCA, access to MedQuest College’s network will be disabled. The system's network privileges will only be restored after the infringing materials are removed and the person or persons responsible for the system agree to comply with the institution’s Copyright Infringement Policy.

The unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject you to civil and criminal liabilities. Penalties for infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than $750 and not more than $30,000 per work infringed. For "willful" infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. Willful copyright infringement also can result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense. For more information, please see www.copyright.gov. For legal alternatives to illegal downloading, please see http://www.educause.edu/legalcontent.

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (FERPA)

The Family Educational Rights and Privacy Act of 1974 (FERPA), a federal law, requires that MedQuest College, with certain exceptions, obtain a student’s written consent before disclosure of personally identifiable information from their educational records. However, MedQuest College may disclose appropriately designated directory information without written consent, unless

you have advised the College to the contrary. FERPA defines directory information as information that is generally not considered harmful or an invasion of privacy if released. MedQuest College defines directory information in accordance with the provisions of FERPA to include student name, address, telephone number, date and place of birth, major field of student, dates of attendance, degrees and awards received, most recent educational agency or institution attended, and/or participation in recognized activities.

Upon enrollment, students sign a form regarding disclosure of directory information. Students wishing to amend their request for disclosure of directory information may do so by filing a written request to a school official at any time. Such a request will remain in effect during the enrollment period unless the student requests its removal in writing, except as authorized by law. Such exceptions include, but are not limited to, agencies duly conducting authorized audits of school records, compliance with a legally authorized court order, school officials with legitimate educational interest, financial aid to a student, and accrediting organizations.

FERPA indicates that students and former students should be granted the opportunity to change their names on education records upon the production of evidence showing that the name has changed. The following procedure applies to requests for changes to the name appearing on a student's education record:

- Provide a photocopy of a Social Security card that reflects the new name and a valid driver's license or another form of photo identification
- Provide a photocopy of a birth certificate, marriage certificate or license, divorce decree, court order, or naturalization papers including certificate number, petition number, and registration number

Please note that all documentation used in support of this request should reflect the name for which you are requesting the change.

FERPA Disclosure

Due to the laws covering confidentiality, it is illegal for anyone to release information (grades, course enrollment, class schedule, and standing) about any student to anyone without permission from the student. The Family Educational Rights and Privacy Act (FERPA) requires the student to authorize the College before the release of any academic record information to a third party. Completion of the Student Information Release Form allows the student to approve disclosure of his/her academic record information to any third parties. The disclosure will remain valid until the student removes the authorization.

MedQuest College Notification of Rights under FERPA

MedQuest College distributes an electronic FERPA rights disclosure to active students on an annual basis.

The Family Educational Rights and Privacy Act (FERPA) afford students certain rights concerning their education records. These rights include:

- The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. A student should submit to the Registrar a written request that identifies the record(s) the student wishes to inspect. The college official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the college official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
- The right to request an amendment to the student's education record that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the College to amend a record should write to the Registrar, clearly identify the part of the record the student wants changed and specify why it should be changed. If the College decides not to amend the records as requested, the College will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding hearing procedures will be provided to the student when notified of the right to a hearing.
- The right to provide written consent before the College discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent. MedQuest College discloses education records without a student's prior written consent under the FERPA exception for disclosure to college officials with legitimate educational interests. A college official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position; a person or company with whom the College has contracted as its agent to provide a service instead of using College employees or officials (such as an attorney, auditor, or collection agent. A college official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibilities for the College. Upon request, the College also discloses education records without

consent to officials of another school in which a student seeks or intends to enroll.

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

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

Health or Safety Emergency

In the event of a health or safety emergency, FERPA allows college officials to disclose – without student consent – personally identifiable information to protect the health or safety of students or other individuals. FERPA also allows a postsecondary institution to disclose to an alleged victim of any crime of violence or non-forcible sex offense, the results of a disciplinary proceeding conducted by the institution against the alleged perpetrator of that crime, regardless of whether the institution concluded a violation was committed. An institution may also disclose to anyone the results of a disciplinary proceeding if it determines that the student is an alleged perpetrator of a crime of violence or non-forcible sex offense, and concerning the allegation made against him or her, the student has violated the institution's rules or policies.

TRANSFER OF EDUCATION RECORDS

FERPA permits college officials to disclose education records to another institution at which the student seeks or intends to enroll.

STUDENT SERVICES & ACTIVITIES

Orientation

A student orientation session is conducted prior to each start date to introduce the students to MedQuest College's facilities, policies, procedures and to meet staff members from the various departments.

During orientation, a Populi training is conducted by the department faculty. Technical support is provided through the Populi program. Students have 24-hour access to their Knowledge Base, which includes tutorials, how-to's, reference articles, and getting-started guides for every area of Populi. Support tickets can also be entered through Populi. Support can also be reached by phone. Populi's support hours are 6:00 a.m. to 5:00 p.m. Pacific Time, Monday through Friday (excluding major holidays).

Distance Learning Student Services Availability

Students that participate in the blended distance education program will receive all the same support services as residential students. Students will receive financial aid application help, employment assistance, academic tutoring, advising opportunities through the program director and/or student services coordinator.

Americans with Disabilities Act Assistance

MedQuest College is committed to equal opportunity for all qualified students and does not discriminate based on disability. Auxiliary aids and academic adjustments are available to students with disabilities who qualify, to afford them an equal opportunity to participate in and benefit from the College's educational, social, and cultural activities, programs, and services.

The ADA Coordinators are responsible for the coordination of disability-related accommodations for qualified applicants for admission and enrolled students with disabilities. Eligibility for services and what accommodations may be appropriate is determined by campus specific coordinators after review of documentation of disability and an interactive process involving, as appropriate, the student, ADA Coordinator, and/or faculty or other staff. The ADA Coordinator will inform the student of the decision whether a requested accommodation is to be granted. The College is not obligated to provide a student's specific choice of accommodations, if it offers alternate accommodations that are effective in affording the student equal access to the college's programs, activities, and services.

Lexington Campus: ADA Coordinator Stephanie Slone Title IX Coordinator (502)-554-3919
sslone@medquestcollege.edu
Louisville Campus: ADA Coordinator Madelyn Lane Title IX Coordinator (502)-245-6177
mlane@medquestcollege.edu

Student Advising

Occasionally, students may encounter difficulty within their personal lives, academic or financial affairs. Students experiencing problems should contact their instructor or the Program Director for direction. The College can make arrangements for student tutoring at no additional cost if needed. In the event financial impediments arise, students are asked to schedule an appointment with the Campus Director for a confidential referral to a professional in the local area. The Administration will also make available to students the names of local practitioners who offer counseling and other professional services for those needing occasional or on-going therapy and/or counseling. MedQuest College does not have any trained counselors on staff and only provides academic advising to students.

Academic Advising

MedQuest College provides academic advising as a part of the admission process by fully explaining the programs offered, type of activities and academic studies required as a part of the program, and the outcomes anticipated upon graduation. Once accepted into a program, additional academic advising may be obtained from the Program Director.

Student Records

Permanent student educational records are filed and maintained digitally in the administrative office of MedQuest College for each individual student. Students are permitted to view their records, by appointment during regular school hours.

Housing

MedQuest College does not provide student housing. Students will be able to access local resources by contacting the Student Services Coordinator.

Community Service

MedQuest College is committed to the community and expresses this through its on-going community involvement and participation. The school offers a volunteer-based committee of staff, faculty, and students called IMPACT (Integrating MedQuest Partnerships and Community Talents). IMPACT hosts regular events for students, faculty, and staff such as awareness programs, community projects, and local donation drives.

Insurance

All students of MedQuest College are covered by the school's liability policy. The coverage is paid for by students in their fees. Students, however, are responsible for their own health insurance.

Career Services

MedQuest College employs a full-time Director of Career Services. This position's primary responsibility is to provide career assistance services to graduating students and alumni. These services include instruction in resume writing, cover letters, interviewing techniques and networking skills. Special attention is given to developing professionalism in graduates.

The Career Services Office continually works with potential employers attempting to match their specific employment needs to the appropriate graduate. MedQuest College networks with a variety of healthcare practices and facilities. Because of these well-tended lines of communication, the Career Services department receives notices of a variety of available positions.

The College provides placement assistance for its graduates but makes no promise or guarantee of employment. Graduates in good standing may continue to use all placement resources indefinitely at no charge.

Follow-up surveys of both graduates and employers are conducted and maintained to improve curriculum and assist future graduates with employment. These surveys are expected to be completed as directed and outlined in the Enrollment Agreement.

Health Occupation Students of America (HOSA)

HOSA Future Health Professionals. A student-led campus organization supported by faculty and staff that provides students with an opportunity to provide community service, promote health awareness initiatives, to develop leadership capacity, and enhance professional networking skills. This organization is currently available to students at the Lexington Campus.

TEXTBOOKS & SUPPLIES

All courses have designated outside class work that must be completed with the correct textbook. All students are required to bring his/her textbook(s) to every class. Textbooks are required on the 1st day of class.

While MedQuest College provides a comprehensive and convenient textbook package that includes all books required for each course of all programs, students are not required to purchase books from the College. All students are given the option to purchase books from any source. All students are held to the same accountability standard. No student will be given additional consideration for delayed shipments of books, wrong books purchased, etc.

Students receiving financial aid but choosing to purchase books outside of MedQuest College's book package will be personally responsible for the cost of his/her textbooks.

If the student elects to purchase the package from the College, textbooks are given to the student for first (1st) term classes during orientation and each following term.

Supplies Information

MedQuest College provides all laboratory and clinical supplies and fees in the pricing for supplies and fees listed on the enrollment agreement and in the Institutional Catalog. Laboratory and clinical supplies are not permitted to be purchased separately or from any other source. This is to protect students' health and safety. Due to the hygienic nature of these supplies, student protection is the College's main concern. All supplies purchased by the school for student use are sealed, unused, and sanitized according to industry standards.

Disclaimer

MedQuest College is not held liable for books purchased outside of the MedQuest College book package. This includes, but is not limited to, any delays in shipping and processing, additional shipping and processing fees, availability of books, and wrong title(s) or wrong published date(s) purchased. Students are held fully and financially responsible for any textbooks purchased outside of the MedQuest College book package.

GRADING SCALE

Please refer to the program-specific information regarding acceptable grading scale for your course of study. Below are the general definitions of grades adopted by the institution.

Definition of Grades

- An "F" or "D" means the student has not satisfactorily met course requirements and must repeat the course.
- An "I" is assigned only when, due to mitigating circumstances and with the authorization from the Program Director, coursework is not completed. The student must complete all work within one (1) calendar week from the end of the term at which time the grade will be changed to the grade earned. For purposes of grade point and satisfactory progress, the "I" will be converted to a final grade and the GPA recalculated.
- An "IP" means the course is currently in progress. The grade has not been finalized for the course. A grade of "IP" will not be calculated in the cumulative grade point average (GPA).
- An "LOA" is assigned when a student has been granted a Leave of Absence. It does not affect the grade point average (GPA) but will affect the student's rate of completion.
- An "R" is assigned for when a student has not satisfactorily met course requirements and must retake a course. The initial attempt at the course will receive an "R." A grade of "R" will not be calculated in the cumulative grade point average (GPA).
- A "W" is assigned for withdrawals. A grade of "W" will not be calculated in the cumulative grade point average (GPA) but will affect the student's rate of completion.

GRADE REPORTS

Students are apprised of their grades throughout each course and notified of final grades through Populi, the Student Information System. Faulty meet with students that are not achieving satisfactory grades throughout the term to promote a successful completion.

CREDIT HOURS

Completed academic units of credits are issued in quarter credit hours. Ten (10) clock hours of lecture or theory equal one-quarter credit hour; twenty (20) clock hours of laboratory equal one quarter credit hour; and thirty (30) clock hours of externship equal one quarter credit hour. A clock hour is between 50 and 60 minutes of instruction.

GRADE APPEAL

If a student has reason to believe that a grade received is incorrect, the student must first contact the instructor to resolve it. If satisfactory resolution is not reached, the student must contact the Program Director to Petition the Grade Appeal. The appeal must be filed within the first week of the subsequent term. The appeal will be forwarded to the Campus Director for determination and reported back to the Program Director.

Should the student not be satisfied, a letter must be written to the Campus Director asking for a review of the grade by an Academic Review Committee (ARC). The committee will convene and decide within seven (7) business days. The student has the right to be heard by the committee. The ARC determination is final, and the student will be notified of the decision in writing within two (2) business days following the meeting.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

The MedQuest College measures satisfactory academic progress (SAP) by considering student's quantitative (time) and qualitative (grades) components. The institution will measure both components at specified time periods. It is imperative to realize that all students, regardless of Federal Student Aid program participation, must complete their training within one hundred and fifty percent (150%) maximum time frame of the expected time to complete their program of study.
All students in all programs must meet the following academic requirements to meet SAP:

1. Complete the program of study before attempting 1 ½ times the credit hours required for graduation from the program. Students must successfully complete 66.6% of the credit hours attempted each academic term and achieve a cumulative grade point average (GPA) of 2.0.
2. Achieve a cumulative grade point average (GPA) of 2.0 and successfully complete all required courses in the program with a grade of "C" or higher to qualify for graduation.
3. Students who have failed to complete the program successfully and have attempted 150% of the program credit hours will be dismissed from the institution.

To fulfill the quantitative component for meeting SAP, students must progress at a pace of successfully completing 66.6% of credit hours attempted during each academic term. This is calculated by dividing the cumulative number of hours the student has successfully completed by the cumulative number of hours the student has attempted. Students can access the results of their current SAP evaluation after all grades have been submitted for each academic term through the student information system.

Non-punitive grades such as pass/fail do not affect the student GPA. Incompletes, grades of "I," are only given for a temporary grade. Outstanding work must be completed and submitted within one (1) calendar week from the end of the term at which time the grade will be changed to the grade earned. If the work is not finalized within the 1 calendar week, all outstanding work will convert to a zero (0) and will be averaged with all other coursework. The final grade is submitted to the Registrar and counts in the academic progress calculation. Course withdrawals are counted towards attempted credit hours but not completed credit hours.

The standards used to judge satisfactory academic progress includes all periods of a student's enrollment. However, MedQuest College has a policy for a student who changes program of study. It does not include in the calculation of a student's academic standing the credits and grades that do not count toward the student's new program of study. Similarly, transfer credits that apply toward the student's program of study will be counted as both attempted and completed hours as well as towards the 150%

maximum time frame of the expected time to complete. Transfer credits are not counted towards the student's cumulative grade point average (CGPA).

Satisfactory academic progress is monitored using the Student Information System (SIS). The SIS identifies students at risk of failing SAP standards by tracking key areas of interest such as average grade, lowest assigned grade, attendance, etc. Those who currently fail to meet the academic and attendance requirements are denoted with a red flag. Those at risk of failing to meet the academic and attendance requirements are denoted with an orange flag. Students who are identified as at-risk through the flag system will be advised during an on-site meeting with their instructor (or designated official). During this time, a Plan of Action (POA) will be completed. The student will continue to be monitored through the Student Information System throughout his/her enrollment. At the end of each academic term, the student's cumulative grade point average (CGPA) and rate of progress is reviewed to determine whether the student officially meets the SAP requirements. If a student has failed to meet the SAP guidelines at the end of the academic term or has failed a pre-requisite or core course, the student will meet with the Program Director and Campus Director (or designated official) for further discussion. At this time, the student will be academically dismissed from MedQuest College and will not be eligible for Title IV program assistance. In the event that a student is academically dismissed, the student may reapply for admission after the six (6) month waiting period has ended according to the Re- Admission policy. If a student is accepted for re-admission, he/she will be placed on an Academic Success Plan (ASP). The Academic Success Plan will carry out through the student's first two terms upon re-enrollment to ensure that the student is securely on the path to successfully completing the program. If a student does not meet the SAP minimum requirements (2.0 CGPA or successfully completing 66.6% of the credit hours in the academic term), regardless of participation status in the Academic Success Plan, he/she will be academically dismissed due to failure to comply with Satisfactory Academic Progress.

Students who fail a course that is not considered a pre-requisite or core course may advance in their program and may retake the failed course later if the student is able to complete the program within the 150% maximum timeframe. The retaken course(s) affect the maximum timeframe for completion because both course credits (original course and retake course) will be counted towards SAP. The student will be contacted by the Campus Director and/or Program Director to discuss and complete a Plan of Action and schedule a time for retaking the course.

Appeals of Failed SAP Determination and Academic Dismissal

A student who has been determined to fail SAP by MedQuest College or been academically dismissed may appeal the determination if special or mitigating circumstances exist. Mitigating circumstances that may lead to a successful appeal may include student illness or injury, death of a student's immediate relative, or other reason resulting in extreme hardship to the student.

Any appeal must be in writing and must be received by the Campus Director no later than five (5) business days after receiving notification of his/her dismissal from the school. The letter must include reasons why minimum academic requirements were not achieved and what corrections will be made to achieve minimum satisfactory academic progress standards the following term. Documentation to support the appeal letter is also required. The student will be notified by the Campus Director of the outcome of the appeal within five (5) business days of the receipt of the appeal letter. The decision of the Campus Director may include but is not limited to creating an individual plan of action for the student that establishes readmission into the program and eligibility to receive Title IV program assistance. The decision of the Campus Director is final and may not be further appealed.

GRADUATION REQUIREMENTS

To participate in MedQuest College's graduation ceremony, students must meet all the following eligibility requirements:

- Achieve a minimum overall grade point average (GPA) of 2.0
- All externship hours and documentation must be completed and verified by the school
- Fulfill financial obligations to the school

Academic honor awards will be presented during graduation for eligible graduates.

Honors Level	Grade Point Average Range
Summa Cum Laude	3.9-4.0
Magna Cum Laude	3.70-3.89
Cum Laude	3.5-.369

TRANSCRIPTS

Transcripts are provided to graduates in good standing. No transcript of grades will be released to a third party without the student's prior written approval via the Transcript Request Form. Graduates will be provided with one free official transcript. Each subsequent transcript for graduates (or any transcript for a non-graduate) will be furnished after receipt of a ten-dollar ($10) service fee. Two weeks' notice is required for processing.

CANCELLATIONS & REFUNDS

Cancellation by School

The institution may cancel the start date of a program due to the insufficient number of students enrolled, emergency situation or act of God. All funds collected by the school in advance of a start date of a program and the school cancels the class will be one hundred percent (100%) refunded. The refund will be made within forty-five (45) days of the planned start date.

Any student who violates the school's rules and regulations as outlined in the school catalog, including attendance policies, or who fails to meet all financial obligations to the school may be terminated by the Executive and/or Campus Director. Should the student be terminated, any refund due, will be made according to the Institutional Refund Policy and Return to Title IV Policy listed below.

Cancellation by the Student

Any student wishing to terminate their enrollment should notify the school in writing. Official withdrawal or cancellation must be made in person, by email, or by certified mail to the Campus Director.

INSTITUTIONAL REFUNDS

If a student withdraws or is dismissed for any reason, refunds will be made as follows:

1. Applicants who have not visited the school before enrollment will have the opportunity to withdraw without penalty within three (3) business days following either the regularly scheduled orientation or following a tour of the school facilities and inspection of equipment where training and services are provided.
2. All monies will be refunded if the school does not accept the applicant (Diploma programs only) or if the student cancels within three (3) business days of signing the enrollment agreement and making the initial payment. After the three-day cancellation period, an applicant requesting cancellation prior to the start of classes is entitled to a refund of all monies paid less an enrollment fee of sixty dollars ($60).
    a. Withdrawal or dismissal after attendance has begun, but prior to eighty percent (80%) attempted credits of the program, will result in a Pro-Rata refund. Diploma programs tuition will be refunded based on the percentage of credits attempted in the full program. For all degree programs tuition will be refunded based on the percentage of credits attempted in terms 1-4 or 5-8, this is determined based on which half of the program the student ceases

attendance in. This refund is computed by subtracting the sixty-dollar ($60) enrollment fee and the cost of any books/fees. Upon completion of the refund calculation, the student will be notified if they will be eligible for a refund or tuition adjustment. Funds will be awarded accordingly. Please see below for the breakdown of the refund calculation.

b. If a student officially withdraws during the first 14 calendar days of the program start date (also known as the cancellation period) they will be considered a "Cancel." Tuition charges will be canceled and the student will only be responsible for 1st term books and supply fees. Books may be returned if unopened.
c. After the first day of the program class start through less than twenty percent (20%) of the credit hours attempted of the program, the student will be responsible for 20% of the tuition and 100% of all books, supplies, and fees associated with the credit hours attempted. Diploma programs tuition will be refunded based on the percentage of credits attempted in the full program. For all degree programs tuition will be refunded based on the percentage of credits attempted in terms 1-4 or 5-8, this is determined based on which half of the program the student ceases attendance in.
d. After twenty percent (20%) but less than forty percent (40%) of the credit hours attempted of the program, the student will be responsible for 40% of the tuition and 100% of all books, supplies and fees associated with the credit hours attempted. Diploma programs tuition will be refunded based on the percentage of credits attempted in the full program. For all degree programs tuition will be refunded based on the percentage of credits attempted in terms 1-4 or 5-8, this is determined based on which half of the program the student ceases attendance in.
e. After forty percent (40%) but less than sixty percent (60%) of the credit hours attempted of the program, the student will be responsible for 60% of the tuition and 100% of all books, supplies and fees associated with the credit hours attempted. Diploma programs tuition will be refunded based on the percentage of credits attempted in the full program. For all degree programs tuition will be refunded based on the percentage of credits attempted in terms 1-4 or 5-8, this is determined based on which half of the program the student ceases attendance in.
f. After sixty percent (60%) but less than eighty percent (80%) of the credit hours attempted of the program, the student will be responsible for 80% of the tuition and 100% of all books, supplies and fees associated with the credit hours attempted. Diploma programs tuition will be refunded based on the percentage of credits attempted in the full program. For all degree programs tuition will be refunded based on the percentage of credits attempted in terms 1-4 or 5-8, this is determined based on which half of the program the student ceases attendance in.
g. For cancellation after eighty percent (80%) of program credit hours, the student will be responsible for 100% of the tuition, books, supplies and fees. Diploma programs tuition will be refunded based on the percentage of credits attempted in the full program. For all degree programs tuition will be refunded based on the percentage of credits attempted in terms 1-4 or 5-8, this is determined based on which half of the program the student ceases attendance in.

3. The termination date, for refund computation purposes, is the last date of actual attendance or academically related activity.
4. Refunds will be made within forty-five (45) days of termination, notification of cancellation, withdrawal, or dismissal.

INSTITUTIONAL REFUNDS

Please refer to the number 2 in the *Cancellations and Refunds Policy*. Diploma programs tuition will be refunded based on the percentage of credits attempted in the full program. For all degree programs tuition will be refunded based on the percentage of credits attempted in terms 1-4 or 5-8, this is determined based on which half of the program the student ceases attendance in.

INDIANA UNIFORM REFUND POLICY

If a postsecondary educational institution utilizes a refund policy of their recognized regional/national accrediting body or the current United States Department of Education (USDOE) Title IV refund policy, the postsecondary educational institution must provide written verification in the form of a final refund calculation, upon the request of the Commission/Board, that its refund policy is more favorable to the student than that of the Commission's/Board's. Postsecondary educational institutions accredited by a regionally/nationally recognized accrediting body must uniformly apply the Commission's/Board's tuition refund policy or the refund policy of their recognized accrediting body, as previously approved by the Commission/Board to all first-time students enrolled. Postsecondary educational institutions using a refund policy other than that of the Commission's/Board's must list the complete policy and its location in the institutional catalog and the enrollment agreement.

The postsecondary educational institution shall pay a refund to the student in the amount calculated under the refund policy specified in this section or as otherwise approved by the Commission/Board. The institution must make the proper refund no later than thirty-one (31) days of the student's request for cancellation or withdrawal.

The following refund policy applies to each resident postsecondary educational institution, except as noted in section 4.5 of the Indiana Department of Workforce Development regulations:

1. A student is entitled to a full refund if one (1) or more of the following criteria are met:
    a. The student cancels the institutional student contract or enrollment agreement within six (6) business days after signing.
    b. The student does not meet the postsecondary educational institution's minimum admission requirements.
    c. The student's enrollment was procured because of a misrepresentation in the written materials utilized by the postsecondary educational institution.
    d. If the student has not visited the postsecondary educational institution prior to enrollment, and, upon touring the institution or attending the regularly scheduled orientation/classes, the student withdrew from the program within three (3) days.
2. A student withdrawing from an instructional program, after starting the instructional program at a postsecondary educational institution and attending one (1) week or less, is entitled to a refund of ninety percent (90%) of the cost of the financial obligation, less an application/enrollment fee of ten percent (10%) of the total tuition, not to exceed one hundred dollars ($100).A student withdrawing from an instructional program, after attending more than one (1) week but equal to or less than twenty-five percent (25%) of the duration of the instructional program, is entitled to a refund of seventy-five percent (75%) of the cost of the financial obligation, less an application/enrollment fee of ten percent (10%) of the total tuition, not to exceed one hundred dollars ($100).
3. A student withdrawing from an instructional program, after attending more than twenty-five percent (25%) but equal to or less than fifty percent (50%) of the duration of the instructional program, is entitled to a refund of fifty percent (50%) of the cost of the financial obligation, less an application/enrollment fee of ten percent (10%) of the total tuition, not to exceed one hundred dollars ($100).
4. A student withdrawing from an instructional program, after attending more than fifty percent (50%) but equal to or less than sixty percent (60%) of the duration of the instructional program, is entitled to a refund of forty percent (40%) of the cost of the financial obligation, less an application/enrollment fee of ten percent (10%) of the total tuition, not to exceed one hundred dollars ($100).
5. A student withdrawing from an institutional program, after attending more than sixty percent (60%) of the duration of the instructional program, is not entitled to a refund.

RETURN TO TITLE IV, TITLE IV STUDENTS ONLY

To be eligible for Return to Title IV procedures, a Title IV eligible student must begin attendance and completely withdraw, or otherwise cease attending. If a Title IV eligible student enrolled but never attended any classes, then the student did not establish eligibility for any funds and all Title IV aid disbursed must be returned. Information regarding the Return to Title IV policies and procedures is located on the Enrollment Agreement signed during the student admission process and, in further detail, below.

Students who receive financial assistance from Title IV Programs (Federal Pell Grant and Direct Loans including subsidized, unsubsidized, and PLUS loans) earn Title IV aid through attendance. After a Title IV eligible student completes more than sixty percent (60%) of the scheduled hours in a payment period, they have earned one hundred (100%) percent of scheduled Title IV funds for that specific period. If a Title IV eligible student withdraws from school before completing more than sixty percent (60%) of the scheduled hours in the payment period, he/she is subject to the Return of Title IV Funds requirements established by the U.S. Department of Education.

The Return of Title IV Funds procedure is as follows:

- *Determine the percentage of the payment period or period of enrollment completed.*
  To determine the percentage, divide the credit hours scheduled to have been completed as of the withdrawal date in the payment period or period of enrollment by the total credit hours in the payment period or period of enrollment.
    a. If this percentage is greater than sixty percent (60%), one hundred percent (100%) is used in Step 3 below.
    b. If this percentage is less than or equal to sixty percent (60%), multiply the percentage of the Title IV aid disbursed plus the Title IV aid that could have been disbursed for the payment period or period of enrollment as of the date

the student withdrew.

- *Calculate days in payment period or period of enrollment.*
    a. For every academic year, MedQuest College has two equal payment periods for non-standard term programs (diploma programs) relative to Title IV funding. Associate Degree of Applied Science Programs are standard term-based and are charged per term. Payment period start and end dates are calculated based on program length and student enrollment status.
    b. When a student is no longer enrolled, the amount of Title IV funds to be returned is determined by the payment period he/she is currently in. If a student has attended 60% or more days in the current payment period, he/she is responsible for 100% of the Title IV aid received during that period. If a student attends less than 60% of days in the payment period, the amount of Title IV aid to be returned to the Federal Student Aid program is prorated based on the student's attendance.
    c. The total number of calendar days in a payment period or period of enrollment includes all days within the period that the student was scheduled to complete, except those scheduled breaks of at least five
    (5) consecutive days are excluded from the total number of calendar days in a payment period or period of enrollment and the number of calendar days completed in that period. The total number of calendar days in a payment period or period of enrollment does not include days in which the student was on approved leave of absence.
- *Compare the amount earned to the amount disbursed.*
    If less aid was disbursed than was earned, the student, if they have met the conditions, may receive a post withdrawal disbursement for the difference. If more aid was disbursed than was earned, the difference is refunded back to Title IV programs.
- *Receive post withdrawal disbursements.*
    When Title IV aid disbursed is less than Title IV aid earned, a Post-Withdrawal disbursement will be requested. The disbursement will be made from available grant funds before available loan funds. The school will provide written notification within thirty (30) days of the date of determination of withdrawal. This notification will include the type and amount of funds, explain the option to accept or decline some or all the funds, explain obligation to repay any loan funds disbursed, and provide at least a fourteen (14) calendar day response deadline. The school must receive confirmation from the student (or in some cases, a parent borrower) before the disbursement.
- *Allocate responsibility for returning unearned aid between the school and the student.*
    a. Return of unearned aid, responsibility of the institution
    MedQuest College will return the lesser of the total amount of unearned title IV assistance to be returned as calculated according to step 2b or an amount equal to the total institutional charges incurred by the student for the payment period or period of enrollment multiplied by the percentage of title IV grant or loan assistance that has not been earned by the student.
    b. Return of unearned aid, responsibility of the student
    Students who receive living expenses would be responsible for repayment of any unearned aid. If the student's share of the unearned funds that must be returned are attributed to a Title IV Loan program, then repayment will still be based under the terms and conditions of the promissory note. If the student's share of the unearned funds that must be returned are attributed to a Title IV Grant Program, the initial amount to return will be reduced by fifty percent (50%).
- *Distribute the unearned aid of the payment period back to the Title IV Programs.*

Refunds will be returned in the following order:

a. Unsubsidized William Ford Direct Loans
b. Subsidized William Ford Direct Loans
c. Direct PLUS Loans
d. Federal Pell Grant Program
e. Other Federal, State, private or institutional assistance.
f. The student

- *Time frame for Return of Title IV funds.*
    All returns of Title IV program funds will be made as soon as possible but no later than forty-five (45) days of termination, notification of cancellation, withdrawal, or dismissal.
- *Refund Requirements*
    A student will become eligible for a refund or return of title IV funds once all tuition, books, and supplies & fees have been paid in full to MedQuest College. Any funds received after full payment is made will become a credit balance on the

student's account. Students are notified by email from the Financial Aid department as soon as possible but no later than seven (7) days once their student account shows an available credit balance. Students are given twenty-four (24) hours to respond with confirmation to receive the credit balance in the form of a refund check or as an application towards title IV loans. Any application of credit balance to Title IV funds will be made in the same order as outlined in step 4.

- *Student Notification*
  Students are notified of the outcome of all financial calculations (Institutional Refund policy calculations and Return to Title IV Refund Policy calculations) and student account balance by official letter from the Bursar as soon as possible but no later than forty-five (45) days of termination, notification of cancellation, withdrawal, or dismissal.

Be advised that this is only the Return to Title IV refund. Once MedQuest College determines the amount of Title IV aid that may be retained, the institution will then calculate the Institutional Refund policy, located on the Enrollment Agreement signed during the student admission process. It is possible that a student may owe a balance to the school once the Title IV refund policy has been applied.

RETURN OF UNEARNED TUITION ASSISTANCE (TA) FUNDS

The following policy is related to Military Tuition Assistance (TA) Funds provided by the United States Department of Defense only. TA eligibility and rules vary by branch of service as well as between different units within the same branch depending on whether the unit is active, reserve, or National Guard. TA funds will be applied to tuition costs only. The calculations described below are only in relation to Military Tuition Assistance program funds and take place before any other return of funds policy including Return to Title IV and/or Institutional Refund policies.

Military Tuition Assistance (TA) is awarded to a student under the assumption that the student will attend school for the entire period for which assistance is awarded. When a student withdraws, the student may no longer be eligible for the full amount of TA funds originally awarded. The return of any TA program funds will be returned directly to the Military Department, not to the service member. To comply with the U.S. Department of Defense policy, MedQuest College will return any unearned TA funds on a proportional basis through at least 60% portion of the period for which the funds were provided. If a service member stops attending due to a military service obligation, MedQuest College will work with the affected service member to identify solutions that will not result in a student debt for the returned portion.

A student's official withdrawal date is used as the last date of attendance and to calculate earned percentage of TA funds. A student's official withdrawal date is determined by using the last date of attendance that is documented. Once the last date of attendance has been determined, MedQuest College will recalculate a student's TA eligibility based on the following formula:

$$\frac{\textit{Number of days completed}}{\textit{Total days of the course (start to end date)}} = \textit{Percent of TA Earned}$$

The amount of TA funding that is earned is determined on a pro-rata basis. If this results in an unpaid tuition balance, payment will be the responsibility of the student. MedQuest College will return unearned TA funds to the government on behalf of the student. These funds will be returned to the government within forty-five (45) days of determination of the withdrawal.

1. Prior to the class start or term start date through the first week of term, the student is required to return 100% of TA funds. A student withdrawing after attending more than one (1) week but equal to or less than twenty-five percent (25%) of the term is required to return seventy-five percent (75%) of TA funds. A student withdrawing after attending more than twenty-five percent (25%) but less than or equal to fifty percent (50%) of the term is required to return fifty percent (50%) of TA funds.
2. A student withdrawing after attending more than fifty percent (50%) but less than sixty percent (60%) of the term is required to return twenty-five percent (25%) of TA funds.
3. After a student completes sixty percent (60%) or more of the current term, they have earned one hundred percent (100%) of the TA funds and will not be required to return any TA funds received.

PHYSICAL LOCATION

MedQuest College identifies a student's physical location based on information in the SIS, Populi at the time of enrollment. The student may identify his/her physical address as "primary", indicating their official physical location. In the event that a student should change his/her physical address, they must notify the Registrar in writing (email info@medquestcollege.edu) to ensure appropriate updates are made in the SIS, Populi. The Registrar will confirm the student's updated primary physical address and upload the written request in Populi to serve as documentation for the change. Former address(es) will be marked as "old" in the system to signify that it is no longer valid.

In the event that the College receives returned mail or is otherwise unofficially notified of a potential change of address, school officials will document the notice and make attempts through email, phone call, text message, etc., to verify the students' updated address. All outreach attempts will be documented in the SIS, Populi. If verified, former address(es) will be marked as "old" in the system to signify that it is no longer valid.

If a student relocates out of state, the student should officially notify the Registrar in writing (email info@medquestcollege.edu) within 14 days of the relocation. Upon receipt of this information, MedQuest College will provide direct written notice to the student regarding the program's ability to meet the state's requirements within 14 days.

Twice annually, MedQuest College sends an email to all active students, reminding them to validate their contact information in the SIS, Populi.

ACADEMIC INTEGRITY

Effective learning is critical to career education. In all academic work, the ideas and contributions of others must be appropriately acknowledged, and work that is presented as original must be, in fact, original.

Faculty, students, and administrative staff all share the responsibility of ensuring the honesty and fairness of the learning environment at MedQuest College. Therefore, the institution reserves the right to take appropriate action when academic integrity is questioned in the following areas.

Plagiarism
To plagiarize is to steal and pass off (the ideas or words of another) as one's own without properly crediting the source. Please note that even with proper citation, plagiarism still exists when written verbiage is not adapted or changed in any way.

Cheating
Cheating is defined as the act or an instance of fraudulently deceiving.

Copying another's work
Copying the work of another without knowledge or consent of that individual is strictly prohibited.

Fabrication/Falsification of Records
Individuals may not tamper with recordkeeping/information related to their coursework, attendance, clinical hours, etc.

Artificial Intelligence
The capability of computer systems or algorithms to imitate intelligent human behavior is known as artificial intelligence (AI). The use of AI for course assignments or examinations without instructor knowledge and consent is in violation of MedQuest College's Academic Integrity policy. For specific AI usage allowance, please refer to your course syllabus for additional information.

MedQuest College operates under a zero-tolerance policy for violations of academic integrity. In the event that any of the aforementioned areas of academic integrity are violated, disciplinary action up to, and including, dismissal from the program will be exercised.

FULL-TIME FACULTY MEMBERS

Tim Amshoff, LAT (Louisville)

Tim has a Masters of Arts in Teaching and a Bachelor of Science in Exercise Science and Sports medicine from the University of Louisville. He is a licensed Athletic Trainer through the KY Board of Medical Licensure. Experienced healthcare educator for 30 years with emphasis in emergency procedures, sport injury and illness as well as general healthcare studies. Instructor in general studies and Medical Assistant program.

Carol L. McDonald Biddle (Louisville)

Carol comes to MedQuest College with over 20 years of experience working in the healthcare field and the non- profit arena. Before coming to MedQuest, Carol served as the Program Director of Allied Health/Instructor for the past seven years for Medtech College, which included the Medical Assisting Program and the Medical Billing and Coding Program. She earned her Associate of Applied Science Degree of Medical Assisting from Indiana Business College in 2007.Her time spent in the non-profit arena allowed her to gain experience in helping to raise funds for causes such as HIV awareness and helping to serve the underprivileged. Her passion is to be able to give back by using the knowledge she has gained throughout her different experiences to help others be successful!

Jasmine Bishop (Lexington)

Jasmine is a Registered Medical Assistant. She earned her MA diploma through MedQuest College in 2023. She has a variety of clinical experience including outpatient family medicine.

Leah Connolly (Lexington)

Leah earned her associate in science degree in Veterinary Technology from the University of Cincinnati. With almost a decade of experience in the field working with animals, she enjoys sharing her passion with students, here in her native home of Lexington.

Kristie Duke (Louisville)

Kristie completed her Bachelor of Science in Dental Hygiene degree at Western Kentucky University in 2016. Prior to that, she earned her Associate of Science in Dental Hygiene degree at BCTC. She has over a decade of experience working in the field. She also has over five years of adjunct instructor experience in a postsecondary setting.

Jamie Ely (Louisville)

Jamie is a Registered Dental Hygienist licensed in Kentucky and Michigan with over 15 years of experience in the dental field. She earned her M.P.H. from George Washington University, her B.S. in Health Sciences from Central Michigan University, and her A.A.S. in Dental Hygiene from Ferris State University.

Krista Farrer (Louisville)

Krista graduated from PCI/Kaplan College with her certification in Medical Assisting. She has been an instructor for14 years in the allied health field teaching in medical billing and coding and clinical work.

Angie Fuller (Lexington)

Angie graduated with her Associates Degree in Applied Science and went on to earn her Practical Nursing diploma through Central Kentucky Vocational Tech. She has previously taught at MedTech College and worked as a nurse for an internal medicine office, Samaritan Hospital, and The Homeplace Nursing Home.

Laura Gabbard (Louisville)

Laura has over 6 years of higher education teaching experience. Prior to that, she served as an RN in a major hospital system. She earned her Masters of Science in Nursing from the University of Cincinnati in 2016. She earned her Bachelor of Science in Nursing from the University of Louisville in 2010.

Jennifer Guest, RMA (Louisville)

Jennifer has been working in the medical field since 2013. She graduated with her Associates Degree in Applied Science concentrating in Medical Assisting from Brown Mackie College.

Kayla Hackworth (Lexington)

Kayla is a Registered Cardiac Sonography through ARDMS (2021). She completed her Associate's of Applied Science in Echocardiography at MedQuest College in 2021. She served as a Cardiac Sonographer in the field for a number of years.

Donna Lassanske (Lexington)
Offering thirty years' experience as a registered nurse in patient care and education, Donna earned her M.S.N from Marquette University after attending the University of Wisconsin-Milwaukee and the University of Miami. Her field of specialty is Maternal nursing, Med Surg, and home health. She is a Certified Nurse Educator with the National League of Nursing. Donna has a love for her horses and a hobby of SCUBA diving.

Savannah Lykins (Lexington)
Savannah joined our staff in 2024 as a clinical instructor. She has been a nurse since 2009 ranging from LPN to RN Adult Gerontology Nurse Practitioner from Maryville University in 2022. She has six years of teaching experience in practical nursing programs.

Sherona Malone (Louisville)
Sherona Attended and Graduated from MedQuest College in 2016, earning a Certification in EDDA (Dental Assistant). She has 7 years of experience, specializing with adults with intellectual disabilities. She is also experienced in General Dentistry and Pediatric Dentistry.

Desiree Mayes (Louisville)
Desiree always wanted to be a teacher growing up yet her interest in dentistry won her over. She graduated with her Diploma in Dental Assisting from ATA College in 2013. Since then, Desiree has worked in general dentistry, oral surgery, and pediatric dentistry. She has primarily worked chairside as a pediatric assistant for the last 7 years. She is the clinical director of her current office. She enjoys teaching her students how to take x-rays, impressions, and proper chairside manner.

Carol McDonald (Louisville)
Carol holds certifications with American Association for Medical Assistants as a Certified Medical Assistant and National Healthcare Association as a Certified Billing and Coding Specialist.

Tanya Meeks (Lexington)
Tanya earned her CNA and Medication Tech certifications from KTI, then Medical Assisting Associates, Phlebotomy Diploma, and X-ray Operator degree / certifications from Spencerian College. Tanya founded the Central Kentucky Harm Reduction Coalition and served as Executive Director for five years. She began her career with MedQuest as an adjunct instructor before moving on to full time medical assisting instructor.

Richard Pinson (Lexington)
Richard is a Registered Nurse. He completed his Bachelor of Science in Nursing from Indiana Wesleyan University (2011). He also holds CCRN certification. He holds over twenty years of experience in nursing, serving in director roles at multiple facilities. He also served as a faculty member at Big Sandy Community and Technical College.

Lisa Raymond (Lexington)
Lisa graduated from Saint Catherine College with an associate degree of Science in Vascular Technology. She has been working in the Sonography field for nearly 10 years. In 2017, she presented a case study on pseudoaneurysms and ruptures of bovine pericardial patch angioplasties following carotid endarterectomies.

Valerie Redmon (Lexington)
Valerie completed her studies as an Expanded Functions Dental Assistant in 2017, completed a medical reception program with BCTC and went on to complete her Dental Anesthesia Assistant National Certification in 2020. She began working in the field of dentistry shortly after graduation, she was employed as an oral surgery assistant and hospital coordinator before joining a local practice as their business assistant responsible for insurance billing and follow through as well as collections. Since joining MedQuest she has taken on the role preparing the next generation of Dental Assistants and their "front office" training.

Tracy Sanders (Louisville)
Tracu has over 5 years of experience in higher education, including roles as an instructor, lab instructor, and clinical coordinator. Prior to that, she served as a Registered Nurse in a dialysis clinic.

Winfred Butch Stacy (Lexington)
Winfred earned his associate degree in Nursing with RN licensure in 2005 from Gateway Community College. Previously, he earned his Practical Nursing diploma from Northern Kentucky University in 1991. He has practiced in several states, primarily in the Cincinnati, Ohio, area and specialized in various arenas of acute care.

Kim Stephens (Lexington)
Kim is a RVT and RDCS sonographer, earning her Bachelor's degree in Medical Imaging through Marshall University. She has a variety of clinical experience in a hospital setting.

Sharon Thompson (Lexington)
Sharon brings over 25 years of experience in the dental field. She received her Dental Assisting training from Kentucky Vocational Technical School. She is also a certified BLS instructor.

Brooke Tindall (Lexington)
Brooke has been a medical-surgical nurse for 6 years with a background entirely in acute care. She graduated with her ADN from Midway University in 2016 and a BSN from Chamberlain University with Honors in 2018. Brooke obtained her Medical-Surgical Nurse board certification in 2019. She taught clinicals as an adjunct for the BSN program for Midway University in Fall 2021. She will finish her MSN with a concentration in nursing education in 2022.

Kelli Tinsley (Louisville)
Kelli brings over 8 years of dental field experience. She received her Comprehensive Dental Assisting diploma from the Academy of Dental Assisting.

ADJUNCT FACULTY MEMBERS

Adam Banks (Lexington)
Adam has a master's degree in Communication from Morehead State University received in 2011. He has taught Public Speaking, Business Communication, and College Success Skills at Brown Mackie College as well as Southern West VA Community and Technical College.

Tajia Coulter (Louisville)
Tajia is a Registered Nurse, earning her associate's degree from Sullivan University in 2023. Prior to that, she earned her diploma in Practical Nursing from Sullivan University. She currently works as an RN with Norton Children's Hospital, specializing in the Medical Surgical Unit.

Mekenna Davis (Louisville)
Mekenna is a Registered Nurse, earning credentials in both Licensed Practical Nursing (2020) and Registered Nursing (2022) from Galen College of Nursing. She currently works as a Nurse in the field of senior care.

Susil Dhaurali (Louisville)
Susil earned his Bachelor of Science in Nursing from Spalding University in 2025. Prior to that, he earned his Associate Degree in Nursing from Sullivan University. Susil currently serves as a Registered Nurse with Norton Children's Hospital, a role he has held since 2023.

Danielle Dodson (Louisville)
Danielle obtained her associate of applied science degree in Dental Hygiene in 2013. She went on to earn her bachelor's degree in public health in 2016. She is a licensed dental hygienist with the KY Board of Dentistry and IPLA/ISBD. She also holds her local anesthesia certification with the KY Board of Dentistry.

Frank Donnelly (Lexington)
Frank holds a Masters of Arts in Education from the University of the Cumberlands (2016). He has over 15 years of total teaching experience. He previously taught for Jefferson County Public Schools and Madison County Public Schools. He currently teaches for Fayette County Public Schools.

Kasie Enix (Louisville)
Kasie has always had an interest in teeth and in people's smiles. When she graduated from high school, she knew she wanted to go to school to be in the dental field. After spending 2 years at UofL and realizing that a university was not for her, she started school at MedQuest College to become a dental assistant. She worked in pediatric dentistry for over 8 years and is excited to be sharing her knowledge as an instructor at the same school that helped her turn her passion into a career.

Marcus Harris (Lexington)
Marcus earned a Bachelor of Science degree in Medical Laboratory Science from Eastern Kentucky University in 2021. Marcus is currently pursuing a master's degree in Public Health from Eastern Kentucky University. Marcus has contributed to multiple research projects in the field of biological sciences and currently serves as a Medical Laboratory Scientist for Norton Women and Children Clinic.

Gail Jones (Lexington)
Gail earned her CNA from KCTC ushering her into the healthcare field, she then graduated from Spencerian College in Lexington as a Medical Assistant. Over fifteen years in healthcare she has worked with MedLab as a phlebotomist, she has worked as a medical assistant and clinical assistant. She worked a number of years in the cardiology field and as a field technician.

Anna Justus (Lexington)
Anna is a licensed Veterinary Technician (2017) and currently serves as the Senior LVT for Noah's Ark Animal Hospital. She earned her Bachelor's Degree in Veterinary Technology from Morehead State University in 2017.

Tammy Lafferty (Lexington)
Tammy is a graduate of New York Chiropractic College with a M.S. in Anatomy and Physiology Instruction, holds a
M.B.A from Midway University in Healthcare Administration, and a M.S. in Management from Sullivan University. Approaching 14 years as an instructor, Tammy says "Teaching is what inspires and energizes me."

Jean'na Lewis (Lexington)
Jean'na completed the Comprehensive Dental Assisting diploma program at MedQuest College in 2022. She worked in general dentistry and also orthodontics for a number of years.

Autumn Martin (Louisville)
Autumn earned her MA in Sociology from Middle Tennessee State University in 2022. Prior to that she earned a BS in Psychology from Middle Tennessee State University. She is currently a Doctoral Candidate through the University of Louisville. She has teaching experience in a variety of sociology courses.

Kristen Morgan (Louisville)
Kristen in an MSN, APRN, currently working for a local cosmetic surgery center. Prior to that, Kristen held APRN roles for UL Health as well as The Little Clinic. She also has professional experience in the neonatal unit of multiple hospital settings.

Jenny Navin (Louisville)
Jenny earned her MA in English from Clemson University (2021). Prior to that, she completed her B.A. in English with a Spanish minor from Covenant College (2016). She served in a faculty role with Northwest Michigan College.

Habibur Rahman (Lexington)
Habibur earned his Master's degree in Physics from The University of Texas Rio Grande Valley (UTRGV) in 2023. He specializes in research topics such as quantum mechanics, mathematical physics, nuclear physics, and biophysics. He was a TA at University of Texas Rio Grande Valley and West Catholic Preparatory High School.

Sofia Sachtjen (Louisville)

Sofia earned her Master of Science degree in Applied Behavior Analysis from California State University, Northridge in 2022. Prior to that, she earned a BA in Psychology (minor in Spanish) through the University of Kentucky. She is a board certified behavior analyst and has prior teaching experience with JCTC.

Dr. Melissa Sawyers (Lexington)

Dr. Sawyers earned her DVM through Auburn University in 2013. Prior to that, she completed her Bachelor of Science degree from Eastern Kentucky University. She has clinical experience through a series of roles at a local Pet Hospital.

Dr. Dee Smith (Louisville)

Dr. Smith earned her Doctoral degree in Dentistry from the University of Louisville in 2006. Prior to that, she earned her Bachelor's degree in Chemical Engineering from the University of Louisville. She served as a dentist in the field from 2006 - 2021.

Rachel Sweet (Louisville)

Rachel earned her BSN from Spalding University in 2018. She has extensive experience in critical care with Baptist Health Louisville. Rachel also has postsecondary instructor experience with multiple institutions of higher learning.

Allison Vorst (Louisville)

Allison is a Registered Dental Hygienist in Kentucky and Ohio. She graduated from Western Kentucky University with a B.S. in Dental Hygiene and from the University of Cincinnati with a Master of Health Informatics. With over a decade of clinical dental hygiene experience, Allsion brings years of knowledge to the classroom and clinic to help train and mentor future dental hygienists. Prior to joining MedQuest College, Allison served as an adjunct clinical instructor at University of Cincinnati Blue Ash in their dental hygiene program.

Dr. Lauren Welch (Lexington)

Dr. Welch earned her VMD from the University of Pennsylvania in 1995. Prior to that, she earned a B.S. in Animal Bioscience from The Pennsylvania State University. She has over two decades of veterinary experience in a variety of healthcare settings.

DENTAL ASSISTING PROGRAM

IMMUNIZATIONS

Students must complete immunization documentation during the enrollment process. The following table outlines the vaccines and tests required for each program.

PROGRAM	HEPATITIS B	TB	TDaP	MMR	VARICELLA	SEASONAL FLU	COVID-19
DENTAL ASSISTING	1st in series only, titer test, or declination	Not Required	Not Required	Not Required	Not Required	Not Required	May be required by Clinical Extern Sites

PROGRAM OBJECTIVE

Program Objective

The Comprehensive Dental Assisting program is designed to prepare students to become multi-skilled Dental Assistants in the front office or working with the dentist. Students completing the programs are expected to demonstrate a diverse skill set that enables them to work in any dental or specialty office, including General Dentistry, Endodontics, Orthodontics, Oral Surgery, Pedodontics, Periodontics, Prosthodontics, or a Dental Lab. The program includes a balance of classroom, clinical, and laboratory experiences. Upon completion of the program and meeting all the course requirements, students will receive a Comprehensive Dental Assisting diploma, Radiation Safety and Technique certificate, and Expanded Duties Dental Assistant certificate. Graduates will be eligible to sit for the national certification examination administered by the American Medical Technologists (AMT). Upon successful completion of the national examination, students will receive the credential Registered Dental Assistant (RDA) from the AMT.

Licensure/Certification

Currently, students are prepared for the Registered Dental Assisting Licensure through AMT. Although AMT is nationally recognized, specific states may have additional requirements.

Course #	Course Name	In-Class Clock Hours	Recognized Outside Clock Hours	Quarter Credit Hours
DA201	Clinical Procedures	48	36	4.0
DA202	Dental Radiography	48	36	3.5
DA203	Dental Specialties	48	36	4.0
DA204	Expanded Duties Dental Assistant	48	20	4.0
DA205	Dental Basic Sciences	48	48	4.5
DA206	Communications and Scheduling	48	48	4.0
DA207	Insurance Billing and Coding	48	24	4.0
DA208	Recall Systems and Treatment Plans	48	24	4.0
DA209	Dental Assisting Externship	320	-	12.0
DA210	Dental Assisting Career Development	64	30	6.0
DA211	Dental Assisting Certification Review	64	30	6.0
Program Totals		**832**	**332**	**56**
Grand Total		**1164**		**56**

The Diploma program is offered through residential and blended delivery methods at the Louisville and Lexington locations. For more information, see individual course syllabi for the delivery mode utilized.

Externship hours can be completed full-time or part-time; however, the best option suits the student's schedule and the practice schedule. Any questions should be directed to the Dental Assisting Program Director. MedQuest College anticipates completing externship hours over 20 weeks, at about 20 hours per week.

Tuition and Fees	**$17,662 Total**	
Comprehensive Dental Assisting Diploma Program	$16,240 Tuition	Cost per Credit Hour $290
44 weeks on campus, including externship	$172 Books	
	$1,250 Supplies/Fees	

Fees include typodonts, dental lab materials, safety equipment, two sets of uniforms, lab jacket, student liability policy, dental supplies, RDA certification exam through the AMT, and CPR certification.

GRADING SCALE

Definition of Grades

- A grade of "D" or "F" means the student has not satisfactorily met course requirements and must repeat the course.
- An "I" is assigned only when, due to mitigating circumstances and with the authorization from the Program Director, coursework is not completed. The student must complete all work within one (1) calendar week from the end of the term, at which time the grade will be changed to the grade earned. For purposes of grade point and satisfactory progress, the "I" will be converted to a final grade and the GPA recalculated.
- An "IP" means the course is currently in progress. The grade has not been finalized for the course. A grade of "IP" will not be calculated in the cumulative grade point average (GPA).
- An "LOA" is assigned when a student has been granted a Leave of Absence. It does not affect the grade point average (GPA) but will affect the student's rate of completion.
- An "R" is assigned when a student has not satisfactorily met course requirements and must retake a course. The initial attempt at the course will receive an "R." A grade of "R" will not be calculated in the cumulative grade point average (GPA).
- A "W" is assigned for withdrawals. A grade of "W" will not be calculated in the cumulative grade point average (GPA) but will affect the student's rate of completion.

Diploma Program (Comprehensive Dental Assisting)
Grading Scale
A (4.0) 100 - 93
B (3.0) 92 - 85
C (2.0) 84 - 75
D (1.0) 74 - 61

COURSE DESCRIPTIONS

DA201 Clinical Procedures **4 quarter credits** **48 clock hours**
Delivery Method: Blended
This course covers infection control, management of hazardous materials, and preparation for patient care, emergency management, introduction to the dental office, basic chair-side assisting, instrument transfer, maintaining the operating field, anesthesia and sedation, dental cements, bases, liners and bonding agents, restorative materials, dental dam, matrix, and wedges. Students should anticipate 36 hours of outside preparation for this class.

DA202 Dental Radiography **3.5 quarter credits** **48 clock hours**
Prerequisites: DA201
Delivery Method: Blended
This course will cover an introduction to dental radiography and equipment; the production and evaluation of dental radiographs; and extraoral and digital radiography. Students should anticipate 36 hours outside preparation for this class.

DA203 Dental Specialties **4 quarter credits** **48 clock hours**
Prerequisites: DA202
Delivery Method: Blended
This course will cover dental specialties that students may encounter in their careers. Topics covered include endodontics, oral and maxillofacial surgery, oral pathology, orthodontics, pediatric dentistry, periodontics, fixed prosthodontics, and laboratory materials and techniques. Students should anticipate 36 hours outside preparation for this class.

DA204 Expanded Duties Dental Assisting **4 quarter credits** **48 clock hours**
Prerequisites: DA203
Delivery Method: Blended
The EDDA course involves “hands-on” instruction where students have an opportunity to practice the various procedures of the Expanded Duties Dental Assistant. Topics included are as follows: Principles of Bonding, Occlusion, Placement of Composite Restorations, Dental Amalgam, Finishing and Polishing, and Provisional Restorations. Students should expect 20 hours outside preparation time for this course.

DA205 Dental Basic Sciences **4.5 quarter credits** **48 clock hours**
Delivery Method: Blended
This course will cover preventative dentistry, oral hygiene aids, tooth brushing techniques, dental flossing, oral hygiene for patients with special needs, fluoride, the dental arches and quadrants, types of teeth and their functions, nutrition, general anatomy and physiology, head and neck anatomy, embryology and histology, eruption schedule, divisions of the tooth, tooth surfaces, anatomical structures, permanent teeth descriptions, deciduous teeth, dental charts, numbering systems, cavity classifications, abbreviations of tooth surfaces, basic charting terms, charting color indications and symbols, drug names, prescriptions, drug laws, drug administration routes, drugs, herbal and other alternative medications. Students should expect 48 hours of outside preparation.

DA206 Communications and Scheduling **4 quarter credits** **48 clock hours**
Prerequisites: DA205
Delivery Method: Blended
This course will cover the different types and roles of an administrative dental assistant, the history of dentistry and progress of dentistry in the U.S., education, the ADA and ADAA, the dental team, psychology, communication, multicultural interaction, ethics, jurisprudence, HIPAA, members of the dental healthcare team, OSHA, legal standards, patient’s rights, elements of the communication process, interpersonal communications, barriers of effective communication and improving communication, telephone techniques, basic office designs, dental procedures, components of a clinical record, collecting patient information, clinical records risk management, computerized management of clinical records, mechanics of scheduling, making appointments, and time-saving techniques. Students should expect 48 hours of outside preparation time.

DA207 Insurance Billing and Coding **4 quarter credits** **48 clock hours**
Prerequisites: DA206
Delivery Method: Blended
This course will cover types of dental insurance, insurance coding, organizing insurance coverage for each patient, types of insurance information required, methods of filing insurance claims, insurance payments, insurance tracking systems, other types of insurance coverage, completing a dental claim form, sections of the ADA claim form, what is a financial policy and designing one, financial policy communications, managing accounts receivable, components of financial records organization, billing, daily routine for managing patient transactions, account receivable reports, completing a deposit slip. Students can expect 24 hours of outside preparation time for this course.

DA208 Recall Systems and Treatment Planning **4 quarter credits** **48 clock hours**
Prerequisites: DA207
Delivery Method: Blended
This course will cover preventative dentistry and its importance, periodontal disease, different types of recall appointments, preventative and diagnostic CDT coding, recall scheduling, recall reports, overdue patients, customer service, review communication skills, business etiquette, enhancing customer service skills, restorative and endodontic CDT coding, restorative and endodontic treatment planning and scheduling, restorative and endodontic billing procedures, prosthetic CDT coding, prosthetic treatment planning and scheduling, prosthetic billing procedures, lab cases, preparing and explaining a detailed treatment plan for different dental procedures. Students can expect 24 hours of outside preparation time for this course.

DA209 Dental Assisting Externship **12 quarter credits** **320 clock hours**
Prerequisites: DA204, DA208
Delivery Method: Residential (On-site at Clinical Affiliate Site)
The externship experience allows students to practice the skills learned in class in a dental practice. The training will vary day to day based on patient needs and the dental practice's needs. There may be some training provided in the externship that the students were not exposed to on campus. This will give students firsthand experience working with dental patients and gain experience in a professional environment.

DA210 Dental Assisting Career Development **6 quarter credits** **64 clock hours**
Prerequisites: DA204, DA208
Delivery Method: Online
Formerly BUS210-This course is designed to assist the student in understanding the importance of professionalism and proper communication in a professional setting. The student will learn skills to guide verbal, nonverbal, and written communication to interact appropriately with co-workers, patients, and guests. Students will learn the soft skills needed to project a professional image and to function as effective team members. Students will design and produce an individual career action plan through self- assessment, career planning, and academic work. Emphasis is placed on assisting students in identifying their individual marketable skills, venues on locating available job positions, writing resumes, correspondence, and interviewing skills. Students can expect 30 hours of outside preparation time for this course.

DA211 Dental Assisting Certification Review **6 quarter credits** **64 clock hours**
Prerequisites: BUS210
Delivery Method: Online
This course will review all previous courses in both the clinical and administrative dental curricula. It will prepare the student for multiple-choice examinations and the successful completion of the RDA (Registered Dental Assistant) exam through the AMT (American Medical Technologists). Students can expect 30 hours of outside preparation time for this course.

ADMISSION REQUIREMENTS

MedQuest College provides equal admissions opportunities to all applicants. Application for admission to MedQuest College is open to all persons without regards to race, religion, national origin, gender, or handicap. Admissions requirements can also be found in the Dental Hygiene Handbook. This can be electronically on the LMS (Populi) and a hard copy can be made available upon request. In order to be eligible for acceptance into the program there are multiple components that will be evaluated. Please review the following admissions eligibility requirements:

1. **Recommendation Letters**

   The purpose of obtaining recommendation letters from prospective students is to help gain insight on how a friend, co-worker, or management staff perceives them.

   - Two (2) recommendation letters:
     - The recommendation letters cannot be from a family member.
     - One recommendation letter can be a personal reference. One recommendation letter must be a professional reference. The professional reference must be on company letterhead or from a company/professional email account.
     - Letters must be signed, dated, and contain contact information for the person providing the recommendation.

2. **Transcripts**

   Reviewing transcripts is a very important admissions process. The program assesses grades in all the courses. The grades in the science and math courses are heavily scrutinized because these courses are the foundation for Dental Hygiene. The prospective student's course of study and prescribed high school program is also indicative of the applicant's readiness for the program. Questions related to transcripts from previous learning institutions may be asked during the interview process.

   - The Dental Hygiene Program requires a high school or GED transcript.
   - If a student received at least an associate degree from another post-secondary institution, the student must provide official transcripts from each institution where a degree was conferred.
     - Students transferring credits from other schools are required to earn at least 75% of the credits required for completion of a program through instruction at MedQuest College. To have any credits received at a previous institution be considered for transfer, the applicant must submit an official transcript within 30 days of beginning first (1st) term classes. Syllabi and course outlines, though not required, are helpful in the determination process. An unofficial transcript may be used only for evaluation purposes. An official transcript must be sent directly to MedQuest College by the previous school for previous credit within 30 days of beginning first (1st) term classes for Program Chair review. For credit from another institution to be considered for acceptance by MedQuest College, a minimum grade of "C" must be achieved. For Dental Hygiene students, the course being reviewed for transfer of credit must be completed within the last five (5) years. MedQuest College will only accept previous credit from another institution accredited by an agency recognized by the Secretary of Education or the Council for Higher Accreditation (CHEA). A determination will be made by MedQuest College as to the number of credits which can be transferred as credit towards the program requirements. This determination will be made in view of the course material previously taken and the length of time since the training was received. The final determination will be approved by the Program Director.

3. **Observation Hours**

   The purpose of the observation hours is to allow the applicant to witness first-hand the role of a dental hygienist and what the career title encompasses. Dental Hygienists are faced with ethical and moral decisions regarding their patients. Applicants need to be aware of the physical demands of being a dental hygienist and the aspect of caring for patients and their individual dental needs. The observation hours also measure the commitment of the prospective student. MedQuest College collects data on how important learning about being a dental hygienist is to the applicant by looking at punctuality, attendance, attitude, and desire to observe. Questions based on the applicant's experiences at the facility will be part of the

interview process. Applicants are required to complete a minimum of 16 contact hours observing a dental hygienist under the supervision of a dentist. Applicants are encouraged to complete more than the minimum number of hours.

- These hours may be completed at a dentist office, specialty office, or FQHC that has a dental clinic.
- Applicants are strongly encouraged to seek out multiple observation locations to gain exposure to different dental office settings.
- It is the applicant's responsibility to have the supervising dental hygienist or dentist complete the Observation Form and have it returned to their admissions advisor.

4. Personal Statement

Your personal statement is a one-page essay (not to exceed 4,500 characters, including spaces, numbers, letters, etc.) that gives MedQuest a clear picture of who you are and, most importantly, why you want to pursue a career in dental hygiene.

Although there is no set of rules mandating what a strong personal statement should include, here are a few tips to help you successfully craft a winning personal statement:

- Explain a defining moment that helped steer you toward a career in dental hygiene. Consider using that moment as the focal point of your essay.
- Be colorful, positive, imaginative, and personal when discussing why you are a good candidate for MedQuest. Ask yourself—in a pile of 100 applications, would I enjoy reading my statement? Be sure to convey your passion for dentistry in your statement.
- Be yourself. Do not use jargon, clichés, or big phrases that you would not use in daily conversation. Remember, we want to know about the real you.
- Be original and thoughtful; discuss how you would contribute to the profession and patient care, all of which will help you stand out from other applicants.
- Tell your story—make sure the essay is your story, not someone else's.
- Recruit a friend. Ask a friend, relative, or faculty advisor to read your essay and provide constructive criticism. Ask them to think about whether the essay is a good representation of your character, and what they know of your ideals and aspirations.
- Give yourself time to organize your thoughts and write well, making edits as necessary. Do not forget to proofread, proofread, proofread!

5. Academic Assessment

Students are given an assessment of academic skills, commonly referred to as the academic readiness assessment. The results of the assessment provide MedQuest with a means of determining the need for academic support through transitional studies courses and academic advisement. Due to the purposes of this assessment, students are advised to perform to the best of their abilities to accurately reflect if there is a need for additional academic support.

The following minimum AccuplacerSkills Insight™ scores must be achieved; otherwise, the student will be referred to service offering remediation course(s). Failure to achieve minimum assessment scores means that the exam must be repeated to be considered for enrollment.

ASSESSMENT	MINIMUM ACCUPLACER
ARITHMETIC	250
READING	250
WRITING	250

If a minimum score on the AccuplacerSkills Insight™ in the required subjects was achieved at another institution, it will be acceptable for admission provided the score was achieved within the past 365 days. Test scores greater than one year old will not be considered for admissions purposes and applicants must retest.

MedQuest will also accept the following exam scores if the student has taken within the past three years:

ASSESSMENT	MINIMUM SCORE
ACT	21

- Prior to an interview with the admissions committee, the prospective student is required to achieve the minimum scores for the AccuplacerSkills Insight™ or provide documentation of ACT scores.
- Candidates are limited to one retake of the AccuplacerSkills Insight™ per application period.
- The ACT math score will be used for the arithmetic assessment, ACT English for the writing assessment and ACT reading scores for the reading assessment.

6. Applicant Interview

Along with the academic assessment score, prospective students must complete an interview with members of the Dental Hygiene Admissions Committee. The interview is a part of the admissions committee process. Areas evaluated during the interview include:

- Basic observations (e.g., punctuality, attire, hygiene, professionalism, etc.).
- Preparation and knowledge of the profession.
- Preparation for meeting the demands of the educational program.
- Each potential candidate for the dental hygiene program is vetted through an admissions committee made up of dental hygiene faculty, the Program Director and academic administration. A screening tool is used to assist the committee with unbiased decision-making.
- In the event of the total number of students being greater than the allowable number of seats, students will be ranked using the screening tool and admitted according to their score. Students gain points for the following items:
    - Admission Exam or Outside Exam Scores
    - Observation Hours
    - Interview
    - Letters of Recommendation
    - Personal Statement

Additional points can be awarded for experience in the dental field or proficiency in a second language. Verification must be provided to receive points.

7. Selection/ Waitlist

Once all candidates have been scored and ranked, seats will be offered in order of highest scores. Candidates will be notified of acceptance into the Dental Hygiene program by phone call and email the Program Director. Because of the competitive selection process and limited seats available, individuals not selected for the program are placed on a waitlist as alternates. If any of the selected candidates are unable to accept their seat and begin classes, the open seat(s) will be offered to those on the waitlist. Once the add/drop period for classes has passed, the waitlist will be dissolved. Each candidate who did not get offered a seat is encouraged to review their pre admissions criteria and reapply.

8. Documentation

- TB- Gold Blood Test*
- Hepatitis B vaccination or signed waiver of declination*
- Up-to-date immunizations: Tdap, MMR, varicella, influenza*
- Current Basic Life Support for Healthcare Provider through The American Heart Association (provided in Term 1) *

***THESE MUST BE KEPT CURRENT THROUGHOUT THE ENTIRE CLINICAL EXPERIENCE**

IMMUNIZATIONS

Students need to complete documentation regarding their immunization history during the enrollment process. The following table outlines which vaccines or tests are required for each program.

PROGRAM	HEPATITIS B	TB	TDaP	MMR	VARICELLA	SEASONAL FLU	COVID-19
DENTAL HYGIENE	Full 3-part series or titer test	Gold Blood Test	Vaccine or Titer Test	Vaccine or Titer Test	Vaccine or Titer Test	Vaccine	Not Required

PROGRAM OBJECTIVE

As the population ages and research continues the link between oral health and overall health, the demand for dental services will increase, causing a demand for Dental Hygienists. The Dental Hygiene program offered by MedQuest College aims to provide an environment of quality education through teaching, case- based learning, and clinical experience. The Dental Hygiene program considers each student individually and aims to prepare them with the skills necessary to be the best clinician and healthcare provider possible. The primary role of the Dental Hygienist is in the maintenance of oral health which is done through assessment, diagnosing, planning, implementation, evaluation and documenting treatment for prevention, intervention and control of diseases and conditions in the oral cavity and surrounding areas. Most Dental Hygienists work in dental offices and more than half worked part- time. Other settings a Dental Hygienist may be employed in are hospitals, federal qualified health centers, public health departments, research facilities, colleges and universities, school systems, health care product companies, and military installations.

Licensure/Certification

Upon completion of the program and meeting all the course requirements, students will receive an Associate Degree of Applied Science in Dental Hygiene. They will then be prepared and eligible to submit their degree and transcript to apply to take the National Board Dental Hygiene Examination (NBDHE) through the Joint Commission on National Dental Examinations through the American Dental Association. Additionally, they will be eligible for testing for Local Anesthesia and Nitrous Oxide Administration through the American Board of Dental Examiners, if eligible in their state of licensure application. Additionally, MedQuest College prepares the graduates to apply for the ADEX SPTCE Exam, developed by the American Board of Dental Examiners.All states accept this exam except DE, and NE. However, this may change from month to month. For the most accurate, up-to-date acceptance maps for the ADEX DH examination, please visit: https://www.cdcaexams.org/adex-acceptance-map/. Please also note that the jurisprudence examination must be completed by all new applicants for DH licensure, and that each state has its own jurisprudence exam that candidates must pass to receive licensure in that state. Upon successful completion of the examinations, students will obtain the credential Registered Dental Hygienist (RDH) or Licensed Dental Hygienist (LDH), for the state of licensure application.

Course #	Course Name	In-Class Clock Hours	Recognized Outside Clock Hours	Quarter Credit Hours
A&P125	Anatomy & Physiology I	40	20	4.0
A&P225	Anatomy & Physiology II	40	20	4.0
BIO100	Microbiology	40	20	4.0
BUS115	Career Development	40	15	4.0
CHM100	Chemistry & Biochemistry	40	20	4.0
DH102	Pre-clinical Dental Hygiene I	80	10	2.5
DH103	Dental Materials	70	15	5.0
DH104	Head and Neck Anatomy	20	10	2.0
DH105	Dental Anatomy and Histology	20	10	2.0
DH111	Dental Hygiene Theory II	30	15	2.5
DH112	Clinical Dental Hygiene II	80	10	2.5
DH122	Radiology	70	20	5.0
DH125	Dental Nutrition	20	10	2.0

DH126	Periodontics I	20	10	2.0
DH131	Dental Hygiene Theory III	30	15	2.5
DH132	Clinical Dental Hygiene III	120	20	4.0
DH136	Periodontics II	20	10	2.0
DH140	Pain Management	70	20	5.0
DH141	Dental Hygiene Theory IV	20	10	2.0
DH142	Clinical Dental Hygiene IV	120	20	4.0
DH143	Pharmacology	40	20	4.0
DH144	General/Oral pathology	40	20	4.0
DH201	Dental Hygiene Theory V	10	5	1.0
DH202	Clinical Dental Hygiene V	120	20	4.0
DH211	Dental Hygiene Theory VI	10	5	1.0
DH212	Clinical Dental Hygiene VI	120	20	4.0
DH220	Community Dentistry	40	20	4.0
ENC100	English Composition	40	20	4.0
ENC101	Interpersonal Communications	40	20	4.0
MED110	Medical Math	20	10	2.0
MED115	Healthcare Safety	20	10	2.0
MED260	Healthcare Law & Ethics	40	20	4.0
PSY100	Principles of Psychology	30	15	3.0
SOC100	Introduction to Sociology	30	15	3.0
Program Totals		**1620**	**535**	**112**
Grand Total		**2155**		**112**

The Associates of Applied Science Degree Program is only offered residentially at the Louisville campus.

Tuition and Fees	**$59,940 Total**	
Dental Hygiene Associate Degree Program	$51,072 Tuition	Cost per Credit Hour $456
Two years on campus	$2.508 Books	
	$6,360 Supplies/Fees	

Fees include background check, student membership to SADHA, dental lab materials, safety equipment, student liability policy, three sets of scrubs, a white coat, CPR certification, two instrument cassettes, four ultrasonic inserts, and the first attempt on the NBDHE and The American Board of Dental Examiners. X clinical examination.

Gainful Employment Program Disclosures

Information regarding students enrolled in the MedQuest College Dental Hygiene Program Cohort One, during the 2022-2024 was: 80% retention; 100% career placement rate; 100% first-time pass rate on the NBDHE and ADEX clinical exam. Cohort Two, during the 2024-2025 year was: 80% retention; 100% career placement rate; 100% first-time pass rate on the NBDHE and ADEX clinical exam

DENTAL HYGIENE'S CONTINUING EDUCATION COURSES

Through the Dental Hygiene Clinic, MedQuest College is offering Continuing Education (CE) courses that are taught by the Dental Hygiene faculty members. These courses include, but are not limited to, Coronal Polishing, Local Anesthesia and Nitrous Oxide Analgesia for the Dental Hygienist, Dental Pathology, and Radiation Safety. These CU courses leverage digital, print, and tradeshow promotions to raise awareness among relevant healthcare professionals of the need to be certified in these different specialties/activities. Advertisements and publications referencing MedQuest College's ABHES accreditation clearly state that the CE courses are not included in MedQuest College's grant of accreditation from ABHES.

GRADING SCALE

Definition of Grades

- An "F" means the student has not satisfactorily met course requirements and must repeat the course.
- An "I" is assigned only when, due to mitigating circumstances and with the authorization from the Program Director, coursework is not completed. The student must complete all work within one (1) calendar week from the end of the term at which time the grade will be changed to the grade earned. For purposes of grade point and satisfactory progress, the "I" will be converted to a final grade and the GPA recalculated.
- An "IP" means the course is currently in progress. The grade has not been finalized for the course. A grade of "IP" will not be calculated in the cumulative grade point average (GPA).
- An "LOA" is assigned when a student has been granted a Leave of Absence. It does not affect the grade point average (GPA) but will affect the student's rate of completion.
- An "R" is assigned for when a student has not satisfactorily met course requirements and must retake a course. The initial attempt at the course will receive an "R." A grade of "R" will not be calculated in the cumulative grade point average (GPA).
- A "W" is assigned for withdrawals. A grade of "W" will not be calculated in the cumulative grade point average (GPA) but will affect the student's rate of completion.

Associate Degree of Applied Science (Dental Hygiene Program)
Grading Scale
A (4.0) 100 - 93
B (3.0) 92 - 85
C (2.0) 84 - 75
D (1.0) 74 - 61
F (0.0) 59 - below

COURSE DESCRIPTIONS

A&P125-DH Anatomy & Physiology I **4 quarter credits** **40 clock hours**
Delivery Method: Blended or Residential
This course covers the study of the organization, structure, and function of the human body. Cells, tissues, organs, and an overview of all body systems are included with emphasis on the interaction of the body systems in maintaining homeostasis. Pathological conditions, causes, and treatments that affect the body are discussed. Students should anticipate 25 hours (20 for Dental Hygiene) of outside preparation for this class.

A&P225-DH Anatomy & Physiology II **4 quarter credits** **40 clock hours**
Prerequisites: A&P125
Delivery Method: Blended or Residential
This course is a continuation of Anatomy and Physiology I. It will study the structure and the function of the human body including gastrointestinal, circulatory, respiratory, urinary, reproductive, and lymphatic systems. Further discussion of the disease processes as they relate to the disruption of the normal body homeostasis will be included. Students should anticipate 20 hours of outside preparation for this class.

BIO100-DH Microbiology **4 quarter credits** **40 clock hours**
Delivery Method: Blended or Residential
This course is an introduction to the basic concepts of microbiology and microbes. Students will learn an overview of the microorganisms, their environments, and their interactions with multicellular organisms. The course concentrates on microorganisms, the diseases they cause, treatments for the diseases, and the prevention for those diseases as they relate to healthcare professions. Students should anticipate 20 hours of outside preparation for this class.

BUS115-DH Career Development **4 quarter credits** **40 clock hours**
Delivery Method: Blended or Residential
This course teaches students to design and produce an individual career action plan through self-assessment, career planning and academic work. Emphasis is placed on assisting students on identifying their individual marketable skills, venues on locating available job positions, writing resumes, correspondence, and interviewing skills. Students should anticipate 20 hours (15 hours for Dental Hygiene) of outside preparation for this class.

CHM100-DH Chemistry & Biochemistry **4 quarter credits** **40 clock hours**
Delivery Method: Blended or Residential
This course is an introduction to the basic concepts of chemistry. Students will be introduced to the metric system, atomic structure, the periodic table, chemical bonding, nomenclature of elements and compounds, structures of matter, solution concentrations, balancing chemical reactions, and oxidation. Some fundamental mathematical concepts crucial to chemistry will also be covered. Students should anticipate 20 hours of outside preparation for this class.

DH101 Pre-Clinical Dental Hygiene Theory **3 quarter credits** **30 clock hours**
Prerequisites: A&P225, CHM100, BIO100, MED110, MED115
Corequisites: DH101
Delivery Method: Residential
This course will introduce students to the knowledge, theories and skills needed for the dental hygiene profession. It will cover a variety of topics and concepts of dental hygiene theory, including patients' rights, professional ethics, state practice act, health promotion and communication. Emphasis will be on the assessment phase of dental hygiene, medical emergencies and basic instrumentation. The students will learn foundational procedures to provide basic dental hygiene services that will be expanded on in future courses. Students taking this course must also be enrolled in DH102.

DH102 Pre-Clinical Dental Hygiene I **2.5 quarter credits** **80 clock hours**
Prerequisites: A&P225, BIO100, CHM100, MED110, MED115
Corequisites: DH101
Delivery Method: Residential
This course is the laboratory continuation of DH101 to introduce students to the basic concepts of dental hygiene through clinical skills simulation and practice of clinical skills on typodonts and student partners in a pre-clinical setting. Students will be introduced to clinical policies and procedures and fundamental skills for clinical application of dental hygiene. Students will learn foundational procedures of dental hygiene assessment, medical emergencies and basic instrumentation that will be expanded on in future courses. Students taking this course must also be enrolled in DH101. Students should anticipate 10 hours of outside preparation for this class.

DH103 Dental Materials **5 quarter credits** **70 clock hours**
Prerequisites: DH101, DH102, DH104, DH105, DH122
Delivery Method: Residential
This course is an introduction to the study of physical and chemical properties of dental materials utilized in the dental office. Students will learn the clinical skills necessary in the manipulation of dental materials, considerations of the mechanical functions, clinical appearances, and biocompatible properties of dental materials. These materials and concepts will be used throughout the subsequent courses and clinics. Students should anticipate 15 hours of outside preparation for this class.

DH104 Head & Neck Anatomy **2 quarter credits** **20 clock hours**
Prerequisites: A&P225, BIO100, CHM100, MED110, MED115
Delivery Method: Residential
This course is designed for students to learn a basic understanding of the gross anatomy of the head and neck region of the human body that in conjunction with the dental hygiene curriculum is essential to the dental hygienist's role. This course includes the study of the anatomical structures of the head and neck, with emphasis on the nerve and vascular supply, muscles of mastication, bones of the skull, and the oral cavity. This course will help students to synthesize solutions to clinical problems by understanding the morphological and functional interrelationship of anatomical structures. Students should anticipate 10 hours of outside preparation for this class.

DH105 Dental Anatomy & Histology **2 quarter credits** **20 clock hours**
Prerequisites: A&P225, BIO100, CHM100, MED110, MED115
Delivery Method: Residential
This course is designed for students to learn basic tooth anatomy and histology. Students will learn to identify Basic structure within the oral cavity, including tongue, soft tissues, and salivary glands. The knowledge acquired in this course will provide a foundation to a variety of procedures and services involved in dental hygiene care. Students should anticipate 10 hours of outside preparation for this class.

DH111 Dental Hygiene Theory II **2.5 quarter credits** **30 clock hours**
Prerequisites: DH101, DH102, DH104, DH105, DH122
Corequisites: DH112
Delivery Method: Residential
This course builds upon skills knowledge on dental hygiene theory and the clinical application of dental hygiene sciences learned in DH101. This course will emphasize dental hygiene clinic policies and procedures, professional conduct, patient assessment, clinical decision-making, treatment methods, and care plan development. Advanced instrumentation techniques are introduced for the application of non-surgical periodontal treatment. Students taking this course must also be enrolled in DH112. Students should anticipate 15 hours of outside preparation for this class.

DH112 Clinical Dental Hygiene II **2.5 quarter credits** **80 clock hours**
Prerequisites: DH101, DH102, DH104, DH105, DH122
Corequisites: DH111
Delivery Method: Residential
This course is the laboratory continuation of DH111 and is the second clinical course. Students will use knowledge and techniques previously learned to assess the oral health status, plan treatment, and implement care plans. Students will perform health assessments, identify conditions of health and pathology, and evaluate self-care practices with patients. Students taking this course must also be enrolled in DH111. Students should anticipate 10 hours of outside preparation for this class.

DH122 Radiology **5 quarter credits** **70 clock hours**
Prerequisites: A&P225, BIO100, CHM100, MED110, MED115
Delivery Method: Residential
This course will introduce the student to dental radiography. It will cover radiation physics, production, protection, and ethics. Radiographic imaging techniques, film processing, quality assurance procedures, radiographic anatomy and principles of interpretation will also be presented through lectures, demonstrations and practice in the laboratory setting. Students should anticipate 20 hours of outside preparation for this class.

DH125 Dental Nutrition **2 quarter credits** **20 clock hours**
Prerequisites: DH101, DH102, DH104, DH105, DH122
Delivery Method: Residential
This course is designed to introduce students to general nutrition, especially pertaining to the effects of nutrition on dental health, diet, and counseling strategies. The student will learn how to assist their patients in attaining and maintaining optimum oral health through nutrition. Students develop the skills needed to counsel a patient in dietary modifications and apply this in a clinical setting. Students should anticipate 10 hours of outside preparation for this class.

DH126 Periodontics I **2 quarter credits** **20 clock hours**
Prerequisites: DH101, DH102, DH104, DH105, DH122
Delivery Method: Residential
This course introduces students to the identification, treatment and prevention of pathological conditions that affect the periodontium. The course will cover the assessment, diagnosis, and treatment of periodontal disease, as well as the classification systems. Dental hygienists need to understand the anatomy and histology of normal periodontium, the etiology of periodontal diseases, and the resulting changes to the periodontium. An emphasis is placed on the application of theory to the clinical setting, treatment modalities, and therapeutic and preventive periodontics in the contemporary dental hygiene practice setting. Students should anticipate 10 hours of outside preparation for this class.

DH131 Dental Hygiene Theory II **2.5 quarter credits** **30 clock hours**
Prerequisites: DH103, DH111, DH112, DH125, DH126
Corequisites: DH132
Delivery Method: Residential
This course builds upon skills and knowledge learned in DH101 and DH111. This course will help the student in developing a greater competency in providing complete and individualized patient services and care. Students taking this course must also be enrolled in DH132. Students should anticipate 15 hours of outside preparation for this class.

DH132 Clinical Dental Hygiene II **4 quarter credits** **120 clock hours**
Prerequisites: DH103, DH111, DH112, DH125, DH126
Corequisites: DH131
Delivery Method: Residential
This course is the third clinical course and builds on patient care skills. Students are expected to utilize knowledge and skills acquired in DH102 and DH112 and continue to integrate it into clinical experiences with patients. The student is expected to develop competency in providing complete and individualized patient care. Students taking this course must also be enrolled in DH131. Students should anticipate 20 hours of outside preparation for this class.

DH136 Periodontics II **2 quarter credits** **20 clock hours**
Prerequisites: DH103, DH111, DH112, DH125, DH126
Delivery Method: Residential
This course allows students to expand on the skills and knowledge of periodontics, especially those learned in DH126. The course will expand on comprehensive treatment of complex periodontal patients, laser periodontal therapy, pain management, and antibiotic therapy. Students will use prior skills to perform evaluation, risk assessment, treatment planning, evaluation, and maintenance of periodontal patients. The course will also expand on periodontal instrumentation and soft tissue management. Students should anticipate 10 hours of outside preparation for this class.

DH140 Pain Management **5 quarter credits** **70 clock hours**
Prerequisites: DH131, DH132, DH136, DH143
Delivery Method: Residential
This course will introduce students to the basic science foundations on the safe and comfortable administration of local anesthesia in the dental clinic. Students will also learn safe and effective administration of nitrous oxide as a pain and anxiety measure. Students are expected to apply previously gained knowledge from anatomy, pharmacology, medical emergencies, and clinical courses. Laboratory sessions are structured to develop actual experiences in administration of local anesthetics and nitrous oxide. Students should anticipate 20 hours of outside preparation for this class.

DH141 Dental Hygiene Theory IV **2 quarter credits** **20 clock hours**
Prerequisites: DH131, DH132, DH136, DH143
Corequisites: DH142
Delivery Method: Residential
This course builds upon skills and knowledge learned in DH101, DH111 & DH131. This course will help the student in developing a greater competency in providing complete and individualized patient services and care. Students taking this course must also be enrolled in DH142. Students should anticipate 10 hours of outside preparation for this class.

DH142 Clinical Dental Hygiene IV **4 quarter credits** **120 clock hours**
Prerequisites: DH131, DH132, DH136, DH143 Corequisites: DH141
Delivery Method: Residential
This course is the fourth clinical course and second clinical course of patient care. Students are expected to utilize knowledge and skills acquired in previous courses and integrate it into clinical experiences with patients, build more advanced skills, and develop greater competency providing comprehensive and individualized patient care. Students will focus on building up their dental hygiene comprehensive care skills through the application of evidence-based knowledge, ethical decision-making, caries risk assessment/management, and best practices. Advanced instrumentation techniques are utilized in the application of more advanced periodontal cases. Students should anticipate 20 hours of outside preparation for this class.

DH143 Pharmacology **4 quarter credits** **40 clock hours**
Prerequisites: DH103, DH111, DH112, DH125, DH126
Delivery Method: Residential
This course discusses the classes of drugs, their uses, actions, interactions, side effects, contraindications, especially in relation to dental uses. Students will learn the role of dental hygienist in patient assessment, treatment planning, and everyday practice such as taking medical history and handling medical emergencies. Emphasis on local anesthetic agents, commonly prescribed drugs for medical and dental conditions and oral pharmacotherapy. Students should anticipate 20 hours of outside preparation for this class.

DH144 General/Oral Pathology **4 quarter credits** **40 clock hours**
Prerequisites: Prerequisites: DH131, DH132, DH136, DH143
Delivery Method: Residential
This course introduces general pathology concepts relevant to systemic and oral conditions. Students will learn the principles of human diseases, oral manifestations of systemic diseases, indices, and developmental anomalies of the oral cavity. Students will learn the basic principles of general pathology and immunology, including principles of inflammation and healing, developmental

disturbances, dental and oral abnormalities, pathology of dental caries, and oral injuries, with an emphasis on differentiating between pathological and normal tissues. Students should anticipate 20 hours of outside preparation for this class.

DH201 Dental Hygiene Theory V **1 quarter credits** **10 clock hours**
Prerequisites: DH140, DH141, DH142, DH144 Corequisites: DH202
Delivery Method: Residential
This course builds upon skills and knowledge learned in DH141 and DH136. This course will help the student in developing a greater competency in providing complete and individualized patient services and care. Students taking this course must also be enrolled in DH202. Students should anticipate 5 hours of outside preparation for this class.

DH202 Clinical Dental Hygiene V **4 quarter credits** **120 clock hours**
Prerequisites: DH140, DH141, DH142, DH144 Corequisites: DH201
Delivery Method: Residential
This course builds upon skills and knowledge learned in DH101, DH111, DH131 & DH141. This course will help the student in developing a greater competency in providing complete and individualized patient services and care. Students participate in increasingly complex problem-based learning activities that are designed to develop critical thinking skills and that emphasize appropriate assessment and planning techniques for a variety of practice related situations. Students taking this course must also be enrolled in DH202. Students should anticipate 20 hours of outside preparation for this class.

DH211 Dental Hygiene Theory VI **1 quarter credits** **10 clock hours**
Prerequisites: DH201, DH202 Corequisites: DH212
Delivery Method: Residential
This course builds upon skills and knowledge learned in DH101, DH111, DH131, DH141 & DH201. This course will help the student in developing a greater competency in providing complete and individualized patient services and care. Topics include student preparation for the clinical board exam, mock board requirements, clinical setting preparation and licensing requirements. Students taking this course must also be enrolled in DH142. Students should anticipate 5 hours of outside preparation for this class.

DH212 Clinical Dental Hygiene VI **4 quarter credits** **120 clock hours**
Prerequisites: DH201, DH202 Corequisites: DH211
Delivery Method: Residential
This course is the sixth and final clinical course in the dental hygiene clinic. Students are expected to utilize knowledge and skills acquired in previous courses and integrate it into clinical experiences with patients, build more advanced skills, and develop greater competency providing comprehensive and individualized patient care. Students will focus on building up their dental hygiene comprehensive care skills through the application of evidence-based knowledge, ethical decision-making, caries risk assessment/management, and best practices. Emphasis on critical thinking skills to prepare students for clinical and board examinations. Advanced instrumentation techniques are utilized in the application of more advanced periodontal cases. Students should anticipate 20 hours of outside preparation for this class.

DH220 Community Dentistry **4 quarter credits** **40 clock hours**
Prerequisites: DH201, DH202
Delivery Method: Residential
In this course students are introduced to basic principles and concepts of community public health and dental health education. Students apply critical thinking skills to explore various research-related topics that incorporate biostatistics, study methods, and other considerations to advance knowledge and literature review competence. Student collaboration experiences culminate in designing a community health project that demonstrates understanding of needs assessment, planning, implementation, and outcome evaluations. Students should anticipate 20 hours of outside preparation for this class.

ENC100-DH English Composition **4 quarter credits** **40 clock hours**
Delivery Method: Blended or Residential
This course provides the student with knowledge of the writing process, emphasizing proofreading, language usage, organizing and connecting specific evidence, coherence, unity, and different formatting styles, including MLA and APA. Satisfactory course grades

and thorough understanding of course content is dependent upon consistent study and attendance. Students can expect 20 hours of outside preparation time for this course.

ENC101-DH Interpersonal Communications **4 quarter credits** **40 clock hours**
Delivery Method: Blended or Residential
This course will define the difference between communication skills and interpersonal skills. The course will introduce the practices and principles of interpersonal communication in a small or large group setting. It will study the communication with others by examining skills such as effective listening, reading, writing, speaking, and nonverbal communication. Upon completion of this course, the student will be able to utilize the skills learned to create good interpersonal communication between businesses, employees, and the public. Students can expect 20 hours of outside preparation time for this course.

MED110-DH Medical Math **2 quarter credits** **20 clock hours**
Delivery Method: Blended or Residential
This course is designed to teach the students fundamental mathematical concepts. These fundamental concepts will be the building blocks for calculation of adult and child drug dosage calculations. Students should anticipate 10 hours outside preparation for this class (Dental Hygiene). Students should anticipate 20 hours of outside preparation for this class (Medical Assisting)

MED115-DH Healthcare Safety **2 quarter credits** **20 clock hours**
Delivery Method: Blended or Residential
This course is a practical guide to the students on the fundamentals of healthcare quality and safety. It highlights the major risk categories that require attention to prevent injuries at healthcare facilities. These categories include musculoskeletal injuries, chemical safety and airborne exposures, disease prevention, and emergency management and security. It also provides a comprehensive overview of the hazards in healthcare. Students should anticipate 10 hours of outside preparation for this class.

MED260-DH Healthcare Law and Ethics **4 quarter credits** **40 clock hours**
Delivery Method: Blended or Residential
This course introduces students to the foundations of law & ethics in a healthcare setting. Topics covered include medical records, informed consent, HIPAA, professional liability, and medical malpractice. Students will review workplace legalities, death and dying, and healthcare trends and forecasts. Students should anticipate 20 hours of outside preparation for this class.

PSY101-DH Principles of Psychology **4 quarter credits** **40 clock hours**
Delivery Method: Blended or Residential
This course discusses the principles of psychology. It covers many important topics, such as stream of consciousness, emotion, habit, and will. Students will learn about the tools and methods psychologists use to investigate the mind, such as observing how the mind of a child changes and develops over time. Students should anticipate 20 hours of outside preparation for this class.

SOC100-DH Introduction to Sociology **3 quarter credits** **30 clock hours**
Delivery Method: Blended or Residential
This course is an overview of the discipline of sociology and introduces students to the complex and dynamic social world in which we live. Students will study social behavior and human groups, particularly the influence of culture, socialization, social structure, stratification, social institutions, differentiation by region, race, ethnicity, sex/gender, age, class, and socio/cultural change upon people's attitudes and behaviors. Students should anticipate 20 hours (15 hours for Dental Hygiene) of outside preparation for this class.

ADMISSION REQUIREMENTS

The Diagnostic Medical Sonography program has didactic and clinical components which are very structured and demanding of the student. The purpose of the following additional pre admission requirements is to gauge the commitment of each applicant.

1. **Essay**
   The Diagnostic Medical Sonography program requires an essay to examine the applicant's ability to perform research and to communicate through good writing skills. The essay will also focus on why they want to learn sonography and in what specialty the individual is interested in obtaining knowledge.
   - Two (2) Page Essay:
     - Describe the field of Diagnostic Medical Sonography and explain the 3 different scopes of practice in which a sonographer can specialize.
     - What scope of practice are you most interested in?
     - Who are you furthering your career for? (It could be your spouse, your child, yourself, etc.)

2. **Recommendation Letters**
   The purpose of obtaining recommendation letters from prospective students is to help gain insight on how a friend, co-worker, or management staff perceives them.
   - Two (2) Recommendation Letters:
     - The recommendation letters cannot be from a family member.
     - One recommendation letter can be a personal reference. One recommendation letter must be a professional reference. The professional reference must be on company letterhead or from a company/professional email account.
     - Letters must be signed, dated, and contain contact information for the person providing the recommendation.
3. **Transcripts**
   Reviewing transcripts is a very important admission process. The program assesses grades in all the courses. The grades in the science and math courses are heavily scrutinized because these courses are the foundation for sonography. The prospective student's course of study and prescribed high school program is also indicative of the applicant's readiness for the program.
   - The Diagnostic Medical Sonography program requires a high school or GED transcript.
   - If a student received at least an associate degree from another post-secondary institution or attended any post-secondary education, transcripts will need to be provided.

4. **Job Shadowing**
   The purpose of the shadowing is to measure the commitment of the prospective student. Looking at punctuality, attendance, attitude, and desire to observe examinations will provide MedQuest College data on how important learning sonography is to an applicant. During the shadowing process, the applicant will also gain a better understanding of the job responsibilities of a sonographer. Questions based on the applicant's experiences at the clinical facility will be part of the interview process.
   - At this point, the Sonography department has received the applicant's essay, letters, and transcript(s). Each prospective student will be advised of the need to complete 1.5 hours of shadowing in sonography on campus at the MedQuest College Lexington location.
   - Prospective students will receive scheduled dates and times by their Admissions Advisor to attend shadowing sessions.

5. **Placement Exam**
   Students will be evaluated on their math and verbal skills as part of the admissions process. The exam is intended to verify that each applicant has the necessary skills required for college-level courses.
   - Prior to an interview with the program director, the prospective student is required to take the Wonderlic exam and achieve a passing score of 285 for verbal, 267 for math.

- Candidates are limited to one retake of the Wonderlic per application period.

6. **Background Check**
   Each applicant will be required to complete a background check as part of the selective process. Admissions will provide applicants with instructions on how to complete this.

7. **Applicant Interview**
   - MedQuest College's Diagnostic Medical Sonography Program Director and faculty will review all the applicants. The recommendation letters, essay, transcripts, Wonderlic scores and shadowing paperwork will be examined, and a list of prospective student's names will be given to the admissions department and interviews will be set.
   - The faculty will provide the admissions department with a set of interview times. The applicants will be interviewed by the Program Director and DMS faculty with a set of specific questions. These questions will be scored based on the interviewee's responses.
   -

8. **Selection/Waitlist**
   Once all candidates have been scored and ranked, seats will be offered in order of highest scores. Candidates will be notified of acceptance into the Sonography program by phone call from the program director. Because of the competitive selection process and limited seats available, individuals not selected for the program are placed on a waitlist as alternates. If any of the selected candidates are unable to accept their seat and begin classes, the open seat(s) will be offered to those on the waitlist. Once the add/drop period for classes has passed, the waitlist will be dissolved. Each candidate who did not get offered a seat is encouraged to review their pre admission criteria and reapply.

BACKGROUND CHECK

In the field of Sonography, almost all healthcare facilities require new graduates to become registered with an accrediting body. For Echocardiography and Vascular Sonography, the two organizations most often utilized to become registered are the American Registry for Diagnostic Medical Sonography (ARDMS) and the Cardiovascular Credentialing Institute (CCI). Both organizations require that students inform them if they have any misdemeanor or felony charges. Upon disclosure, the registries will decide whether they will allow the student to sit for their credentialing exam. If a student cannot sit for their exam(s), he/she will incur great difficulty finding work in the Sonography field.

Some charges will not be a problem to either organization; however, we require that all students with any misdemeanor or felony charges speak with representatives from ARDMS and/or CCI to ensure eligibility for credentialing exams upon completion of the background check. MedQuest College may allow a student to start the program, but they must understand that if the registries deny them to sit for the boards, they will be dismissed from the program and will likely be ineligible to work in the field.

IMMUNIZATIONS

PROGRAM	HEPATITIS B	TB	TDaP	MMR	VARICELLA	SEASONAL FLU	COVID-19
DIAGNOSTIC MEDICAL SONOGRAPHY	Full 3-part series, titer test, or declination	One Time Blood Draw	Vaccine, Booster or Titer Test	Vaccine or Titer Test	Vaccine or Titer Test	Vaccine	May be required by Clinical Extern Sites

ECHOCARDIOGRAPHY: PROGRAM OBJECTIVE

Program Objective

The Diagnostic Medical Sonography Associate Degree of Applied Science program is designed to prepare competent entry-level echocardiography sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. Through this program, MedQuest College seeks to graduate competent Diagnostic Medical Sonographers in the Echocardiography modality that are qualified to perform a variety of standard and specialized diagnostic procedures. Upon completion of the program and meeting all the course requirements, students will receive a Diagnostic Medical Sonography – Echocardiography concentration Associate of Applied Science Degree and will be eligible to take the primary pathway certification and registry through The American Registry of Diagnostic Medical Sonography (ARDMS) or The Cardiovascular Credentialing International (CCI). Upon successful completion of the national examination, students will obtain the credential of Registered Diagnostic Medical Sonographer (RDCS) or Registered Cardiac Sonographer (RCS).

Licensure/Certification

Currently, New Hampshire, New Mexico, North Dakota, and Oregon are the only states with approved legislation mandating the licensure of sonographers. Although the other states do not require a license, most employers prefer to hire credentialed sonographers. The credentials we offer at MedQuest College carry over to any state in the US and, in many instances, our credentials are recognized internationally as well.

Course #	Course Name	In Class Clock Hours	Recognized Outside Clock Hours	Quarter Credit Hours
A&P125	Anatomy & Physiology I	40	20	4.0
A&P225	Anatomy & Physiology II	40	20	4.0
BUS115	Career Development	40	20	4.0
ECG100	Introduction to Echocardiography	40	20	4.0
ECG100L	Introduction to Echocardiography Lab	80	20	4.0
ECG110	Echocardiography I	60	30	6.0
ECG110L	Echocardiography I Lab	80	20	4.0
ECG111	Echocardiography Clinical I	330	-	11.0
ECG120	Echocardiography II	40	20	4.0
ECG120L	Echocardiography II Lab	120	30	6.0
ECG121	Echocardiography Clinical II	330	-	11.0
ECG130	Cardiac Procedures	40	20	4.0
ECG131	Echocardiography Clinical III	330	-	11.0
ECG140	Echocardiography Seminar	40	20	4.0
ECG141	Echocardiography Clinical IV	330	-	11.0
ENC101	Interpersonal Communications	40	20	4.0
MAT108	College Algebra	40	20	4.0
MED100	Medical Terminology	40	20	4.0
MED260	Healthcare Law and Ethics	40	20	4.0
PAT105	Intro to Patient Care & Sonography	40	20	4.0
PHY100	General Physics	60	30	6.0
SON101	Sonography Physics I	60	30	6.0
SON102	Sonography Physics II	40	20	4.0
VAS101	Principles of Vascular Sonography	40	20	4.0
Program Totals		2340	440	132
Grand Total		2780		132

The Associates of Applied Science Degree Program is offered through blended delivery at the Lexington campus. For more information, see individual course syllabi for delivery mode utilized.

Tuition and Fees	**$54,498 Total**	
DMS A.A.S. – Echocardiography Degree Program	$48,576 Tuition	Cost per Credit Hour $368
2 years on campus including clinicals	$1,842 Books	
	$4,080 Supplies/Fees	

Fees include SPI exam, medical lab materials, safety equipment, six sets of uniforms, lab jacket, student liability policy, and CPR certification.

GRADING SCALE

Definition of Grades

- An "F" means the student has not satisfactorily met course requirements and must repeat the course.
- An "I" is assigned only when, due to mitigating circumstances and with the authorization from the Program Director, coursework is not completed. The student must complete all work within one (1) calendar week from the end of the term at which time the grade will be changed to the grade earned. For purposes of grade point and satisfactory progress, the "I" will be converted to a final grade and the GPA recalculated.
- An "IP" means the course is currently in progress. The grade has not been finalized for the course. A grade of "IP" will not be calculated in the cumulative grade point average (GPA).
- An "LOA" is assigned when a student has been granted a Leave of Absence. It does not affect the grade point average (GPA) but will affect the student's rate of completion.
- An "R" is assigned for when a student has not satisfactorily met course requirements and must retake a course. The initial attempt at the course will receive an "R." A grade of "R" will not be calculated in the cumulative grade point average (GPA).
- A "W" is assigned for withdrawals. A grade of "W" will not be calculated in the cumulative grade point average (GPA) but will affect the student's rate of completion.

Associate Degree of Applied Science (Diagnostic Medical Sonography)
Grading Scale
A (4.0) 100 - 90
B (3.0) 89 - 80
C (2.0) 79 - 75
C- (2.0) 74 - 70
D (1.0) 69 - 60
F (0.0) 59 - below

COURSE DESCRIPTIONS

A&P125 Anatomy & Physiology I **4 quarter credits** **40 clock hours**
Delivery Method: Blended
This course covers the study of the organization, structure, and function of the human body. Cells, tissues, organs, and an overview of all body systems are included with emphasis on the interaction of the body systems in maintaining homeostasis. Pathological conditions, causes, and treatments that affect the body are discussed. Students should anticipate 25 hours (20 for Dental Hygiene) of outside preparation for this class.

A&P225 Anatomy & Physiology II **4 quarter credits** **40 clock hours**
Prerequisites: A&P125
Delivery Method: Blended
This course is a continuation of Anatomy and Physiology I. It will study the structure and the function of the human body including gastrointestinal, circulatory, respiratory, urinary, reproductive, and lymphatic systems. Further discussion of the disease processes as they relate to the disruption of the normal body homeostasis will be included. Students should anticipate 20 hours of outside preparation for this class.

BUS115 Career Development **4 quarter credits** **40 clock hours**
Delivery Method: Blended
This course teaches students to design and produce an individual career action plan through self-assessment, career planning and academic work. Emphasis is placed on assisting students on identifying their individual marketable skills, venues on locating available job positions, writing resumes, correspondence, and interviewing skills. Students should anticipate 20 hours (15 hours for Dental Hygiene) of outside preparation for this class.

ECG100 Intro to Echocardiography **4 quarter credits** **40 clock hours**
Prerequisites: A&P125, MAT108, MED100, PAT105
Delivery Method: Blended
Students will learn the history of the echocardiogram and how it became one of the most used tests for cardiac patients. This course provides a foundation in the principles of echocardiography and gray scale imaging. This course involves understanding and recognition of normal cardiovascular anatomy. Students will learn basic normal anatomy of the human heart and basic normal anatomy as it appears in echocardiogram. Students will learn the physiological principles behind how the human heart functions. Students should anticipate 20 hours of outside preparation for this class.

ECG100L Intro to Echocardiography Lab **4 quarter credits** **80 clock hours**
Prerequisites: A&P125, MAT108, MED100, PAT105
Delivery Method: Residential
This lab is associated with the ECG100 course. Students will have the ability to practice scanning procedures as well as learning protocols and ultrasound techniques. Students should anticipate 20 hours of outside preparation for this class.

ECG110 Echocardiography I **6 quarter credits** **60 clock hours**
Prerequisites: ECG 100, ECG 100L
Delivery Method: Blended
Students will continue their studies of normal anatomy learning to use additional testing tools such as color doppler and spectral doppler. During this course students will start to learn about abnormal anatomy along with different disease processes that can affect the heart. Students will be given in-depth exposure to electrocardiogram and how it relates to echocardiogram. Students should anticipate 30 hours of outside preparation for this class.

ECG110LEchocardiography Lab I **4 quarter credits** **80 clock hours**
Prerequisites: ECG 100, ECG 100L
Delivery Method: Residential
This lab is associated with the ECG110 course. Students will have the ability to practice scanning procedures as well as learn protocols and ultrasound techniques. Students should anticipate 20 hours of outside preparation for this class.

ECG111 Echocardiography Clinical I **11 quarter credits** **330 clock hours**
Prerequisites: ECG100/ECG100L, ECG110/ECG110L, ECG120/ECG120L
Delivery Method: Residential
These sessions involve rotations in a hospital or imaging center under the supervision of a Registered Sonographer. These off-site campus courses are to build upon the student's knowledge received from the didactic and lab courses. During the clinical rotation, students will be able to observe and perform, if authorized by the sonographer, ultrasounds and specialized procedures as well as moving and positioning patients.

ECG120 Echocardiography II **4 quarter credits** **40 clock hours**
Prerequisites: ECG110, ECG110L
Delivery Method: Blended
Students will continue their study of abnormal heart anatomy along with a multitude of abnormal findings and diseases. Students will start to put all their knowledge together as hemodynamics becomes important during this course. Students will develop knowledge in the field of congenital heart disease and pediatric echocardiogram. Students should anticipate 20 hours of outside preparation for this class.

ECG120L Echocardiography Lab II **6 quarter credits** **120 clock hours**
Prerequisites: ECG110, ECG110L
Delivery Method: Residential
This lab is associated with the ECG120 course. Students will have the ability to practice scanning procedures as well as learn protocols and ultrasound techniques. Students should anticipate 30 hours of outside preparation for this class.

ECG121 Echocardiography Clinical II **11 quarter credits** **330 clock hours**
Prerequisites: ECG111, ECG130
Delivery Method: Residential
These sessions involve rotations in a hospital or imaging center under the supervision of a Registered Sonographer. These off-site campus courses are to build upon the student's knowledge received from the didactic and lab courses. During their clinical rotation, students will be able to observe and perform, if authorized by the sonographer, ultrasounds and specialized procedures as well as moving and positioning patients.

ECG130 Cardiac Procedures **4 quarter credits** **40 clock hours**
Prerequisites: ECG120, ECG120L
Delivery Method: Blended
Students will use all their knowledge gained in the previous ECG courses to understand a multitude of different cardiac procedures involving echocardiogram along with cardiac procedures that do not utilize ultrasound. They will have the opportunity to practice any techniques or new skills learned from the clinical setting. Students should anticipate 20 hours of outside preparation for this class.

ECG131 Echocardiography Clinical III **11 quarter credits** **330 clock hours**
Prerequisites: ECG121
Delivery Method: Residential
These sessions involve rotations in a hospital or imaging center under the supervision of a Registered Sonographer. These off-site campus courses are to build upon the student's knowledge received from the didactic and lab courses.

During the clinical rotations, students will be able to observe and perform, if authorized by the sonographer, ultrasounds and specialized procedures as well as moving and positioning patients.

ECG140 Echocardiography Seminar **4 quarter credits** **40 clock hours**
Prerequisites: ECG131
Delivery Method: Blended
This lecture is designed to provide an overall review of the course material taught in the Diagnostic Medical Sonography - Echocardiography program. Professional organizations, certifications, licensure, continual education requirements, career paths, and the accreditation process will be presented. Qualified students will complete required paperwork to register for the CCI exam or the ARDMS exam. Students should anticipate 20 hours of outside preparation for this class.

ECG141 Echocardiography Clinical IV **11 quarter credits** **330 clock hours**
Prerequisites: ECG131
Delivery Method: Residential
These sessions involve rotations in a hospital or imaging center under the supervision of a Registered Sonographer. These off-site campus courses are to build upon the student's knowledge received from the didactic and lab courses. During the clinical rotations, students will be able to observe and perform, if authorized by the sonographer, ultrasounds and specialized procedures as well as moving and positioning patients.

ENC101 Interpersonal Communications **4 quarter credits** **40 clock hours**
Delivery Method: Blended
This course will define the difference between communication skills and interpersonal skills. The course will introduce the practices and principles of interpersonal communication in a small or large group setting. It will study the communication with others by examining skills such as effective listening, reading, writing, speaking, and nonverbal communication. Upon completion of this course, the student will be able to utilize the skills learned to create good interpersonal communication between businesses, employees, and the public. Students can expect 20 hours of outside preparation time for this course.

MAT108 College Algebra **4 quarter credits** **40 clock hours**
Delivery Method: Blended
This course will incorporate arithmetic processes by computing fractions, decimals, percentages, and proportions to solve equations. The student will perform conversions between the metric and English systems of measurement. Emphasis will be placed on algebraic functions including graphs, linear inequalities, quadratic, polynomials, exponential, and logarithmic functions. Students should anticipate 20 hours of outside preparation for this class.

MED100 Medical Terminology **4 quarter credits** **40 clock hours**
Delivery Method: Blended
This course provides the student with the study and practical application of the medical language in the healthcare field while incorporating body structure and function in health and disease. The student will have an effective understanding of the major body systems, including the musculoskeletal, cardiovascular, respiratory, digestive, genitourinary, and integumentary systems. Students should anticipate 25 hours of outside preparation for this class.

MED260 Healthcare Law and Ethics **4 quarter credits** **40 clock hours**
Delivery Method: Blended
This course introduces students to the foundations of law & ethics in a healthcare setting. Topics covered include medical records, informed consent, HIPAA, professional liability, and medical malpractice. Students will review workplace legalities, death and dying, and healthcare trends and forecasts. Students should anticipate 20 hours of outside preparation for this class.

PAT105 Intro to Patient Care & Sonography **4 quarter credits** **40 clock hours**
Delivery Method: Blended
This course is designed to provide, through lecture and lab instruction, the theoretical basis for patient care techniques. Didactic lectures cover the caregiver's role, anatomy, and communication as well as roles of various clinical personnel. Lab instruction provides hands-on training in interpersonal communication, safety and infection control, positioning, transferring patients, dressing, and undressing patients, feeding, oral and denture care. Students will become BLS CPR certified and learn how to assess vital signs, use personal protective equipment, isolation procedures, sterile techniques, and good body mechanics. Students should anticipate 25 hours of outside preparation for this class.

PHY100 General Physics **6 quarter credits** **60 clock hours**
Prerequisites: MAT108
Delivery Method: Blended
This course introduces Diagnostic Medical Sonography students the fundamental concepts that describe the physical world. It incorporates algebra and trigonometry mathematical models while focusing on mechanics, heat, waves, sound, light waves, electricity, and magnetism. This course will also study the structure of an atom and examine the quantum principles to predict behavior. Students should anticipate 30 hours of outside preparation for this class.

SON101 Sonography Physics I **6 quarter credits** **60 clock hours**
Prerequisites: PHY100
Delivery Method: Blended
This course is a detailed study of the physical principles of ultrasound and instrumentation. How ultrasound is produced and how it interacts with tissue is examined along with ultrasound physics, intensity, attenuation, resolution, and transducers. Students should anticipate 30 hours of outside preparation for this class.

SON102 Sonography Physics II **4 quarter credits** **40 clock hours**
Prerequisites: SON101
Delivery Method:Blended
This course builds off the SON101 course to give students a deeper understanding of ultrasound physics. During the second half of this course, students will be given ample opportunities to study and complete practice exams preparing them for the SPI Ultrasound exam. Students should anticipate 20 hours of outside preparation for this class.

VAS101 Principles of Vascular Sonography **4 quarter credits** **40 clock hours**
Prerequisites: A&P125, A&P225, ECG100/ECG100L, ECG110/ECG110L, MAT108, MED100, PAT105, MED260
Delivery Method: Blended
Cardiac students will learn the basic principles associated with vascular ultrasound. Normal anatomy along with some abnormal findings is discussed. Students are given the opportunity to develop new skills in the lab setting. Students should anticipate 20 hours of outside preparation for this class.

VASCULAR: PROGRAM OBJECTIVE

Program Objective

The Diagnostic Medical Sonography Associate Degree of Applied Science program is designed to prepare competent entry-level vascular sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. Through this program, MedQuest College seeks to graduate competent Diagnostic Medical Sonographers in the vascular modality that are qualified to perform a variety of standard and specialized diagnostic procedures. Upon completion of the program and meeting all the course requirements, students will receive a Diagnostic Medical Sonography – Vascular concentration Associate of Applied Science Degree and will be eligible to take the primary pathway certification and registry through the American Registry of Diagnostic Medical Sonography (ARDMS) or The Cardiovascular Credentialing International (CCI). Upon successful completion of the national examination, students will obtain the credential of Registered Vascular Technologist (RVT) or Registered Vascular Specialist (RVS).

Licensure/Certification

Currently, New Hampshire, New Mexico, North Dakota, and Oregon are the only states with approved legislation mandating the licensure of sonographers. Although the other states do not require a license, most employers prefer to hire credentialed sonographers. The credentials we offer at MedQuest College carry over to any state in the US and, in many instances, our credentials are recognized internationally as well.

Course #	Course Name	In Class Clock Hours	Recognized Outside Clock Hours	Quarter Credit Hours
A&P125	Anatomy & Physiology I	40	20	4.0
A&P225	Anatomy & Physiology II	40	20	4.0
BUS115	Career Development	40	20	4.0
ECG101	Principles of ECG Sonography	40	20	4.0
ENC101	Interpersonal Communications	40	20	4.0
MAT108	College Algebra	40	20	4.0
MED100	Medical Terminology	40	20	4.0
MED260	Healthcare Law and Ethics	40	20	4.0
PAT105	Intro to Patient Care & Sonography	40	20	4.0
PHY100	General Physics	60	30	6.0
SON101	Sonography Physics I	60	30	6.0
SON102	Sonography Physics II	40	20	4.0
VAS100	Introduction to Vascular Sonography	40	20	4.0
VAS100L	Introduction to Vascular Sonography Lab	80	20	4.0
VAS110	Vascular Sonography I	60	20	6.0
VAS110L	Vascular Sonography I Lab	80	20	4.0
VAS111	Vascular Sonography Clinical I	330	-	11.0
VAS120	Vascular Sonography II	40	20	4.0
VAS120L	Vascular Sonography II Lab	120	30	6.0
VAS121	Vascular Sonography Clinical II	330	-	11.0
VAS130	Advanced Imaging and Vascular Procedures	40	20	4.0
VAS131	Vascular Sonography Clinical III	330	-	11.0
VAS140	Vascular Sonography Seminar	40	20	4.0
VAS141	Vascular Sonography Clinical IV	330	-	11.0
Program Totals		**2340**	**430**	**132**
Grand Total		**2770**		**132**

The Associates of Applied Science Degree Program is offered through residential and blended delivery methods at the Lexington

campus. For more information, see individual course syllabi for delivery mode utilized.

Tuition and Fees	**$54,349 Total**	
DMS A.A.S. – Vascular Degree Program	$48,576 Tuition	Cost per Credit Hour $368
2 years on campus including clinicals	$1,693 Books	
	$4,080 Supplies/Fees	

Fees include SPI exam, medical lab materials, safety equipment, six sets of uniforms, lab jacket, student liability policy, and CPR certification.

GRADING SCALE

Definition of Grades

- An "F" means the student has not satisfactorily met course requirements and must repeat the course.
- An "I" is assigned only when, due to mitigating circumstances and with the authorization from the Program Director, coursework is not completed. The student must complete all work within one (1) calendar week from the end of the term at which time the grade will be changed to the grade earned. For purposes of grade point and satisfactory progress, the "I" will be converted to a final grade and the GPA recalculated.
- An "IP" means the course is currently in progress. The grade has not been finalized for the course. A grade of "IP" will not be calculated in the cumulative grade point average (GPA).
- An "LOA" is assigned when a student has been granted a Leave of Absence. It does not affect the grade point average (GPA) but will affect the student's rate of completion.
- An "R" is assigned for when a student has not satisfactorily met course requirements and must retake a course. The initial attempt at the course will receive an "R." A grade of "R" will not be calculated in the cumulative grade point average (GPA).
- A "W" is assigned for withdrawals. A grade of "W" will not be calculated in the cumulative grade point average (GPA) but will affect the student's rate of completion.

Associate Degree of Applied Science (Diagnostic Medical Sonography)
Grading Scale
A (4.0) 100 - 90
B (3.0) 89 - 80
C (2.0) 79 - 75
C- (2.0) 74 - 70
D (1.0) 69 - 60
F (0.0) 59 - below

COURSE DESCRIPTIONS

A&P125 Anatomy & Physiology I **4 quarter credits** **40 clock hours**
Delivery Method: Blended
This course covers the study of the organization, structure, and function of the human body. Cells, tissues, organs, and an overview of all body systems are included with emphasis on the interaction of the body systems in maintaining homeostasis. Pathological conditions, causes, and treatments that affect the body are discussed. Students should anticipate 25 hours (20 for Dental Hygiene) of outside preparation for this class.

A&P225 Anatomy & Physiology II **4 quarter credits** **40 clock hours**
Prerequisites: A&P125
Delivery Method: Blended
This course is a continuation of Anatomy and Physiology I. It will study the structure and the function of the human body including gastrointestinal, circulatory, respiratory, urinary, reproductive, and lymphatic systems. Further discussion of the disease processes as they relate to the disruption of the normal body homeostasis will be included. Students should anticipate 20 hours of outside preparation for this class.

BUS115 Career Development **4 quarter credits** **40 clock hours**
Delivery Method: Blended
This course teaches students to design and produce an individual career action plan through self-assessment, career planning and academic work. Emphasis is placed on assisting students on identifying their individual marketable skills, venues on locating available job positions, writing resumes, correspondence, and interviewing skills. Students should anticipate 20 hours (15 hours for Dental Hygiene) of outside preparation for this class.

ECG101 Principles of Cardiac Sonography **4 quarter credits** **40 clock hours**
Prerequisites: A&P125, A&P225, VAS100/VAS110, VAS110/VAS100L, MAT108, MED100, PAT105, MED260
Delivery Method: Blended
Vascular students will learn the basic principles associated with echocardiogram. They will learn normal anatomy along with some abnormal anatomy. They will be given the opportunity to work on their new classroom skills by performing basic echocardiogram protocols in a lab setting. Students should anticipate 20 hours of outside preparation for this class.

ENC101 Interpersonal Communications **4 quarter credits** **40 clock hours**
Delivery Method: Blended
This course will define the difference between communication skills and interpersonal skills. The course will introduce the practices and principles of interpersonal communication in a small or large group setting. It will study the communication with others by examining skills such as effective listening, reading, writing, speaking, and nonverbal communication. Upon completion of this course, the student will be able to utilize the skills learned to create good interpersonal communication between businesses, employees, and the public. Students can expect 20 hours of outside preparation time for this course.

MAT108 College Algebra **4 quarter credits** **40 clock hours**
Delivery Method: Blended
This course will incorporate arithmetic processes by computing fractions, decimals, percentages, and proportions to solve equations. The student will perform conversions between the metric and English systems of measurement. Emphasis will be placed on algebraic functions including graphs, linear inequalities, quadratic, polynomials, exponential, and logarithmic functions. Students should anticipate 20 hours of outside preparation for this class.

MED100 Medical Terminology **4 quarter credits** **40 clock hours**
Delivery Method: Blended
This course provides the student with the study and practical application of the medical language in the healthcare field while incorporating body structure and function in health and disease. The student will have an effective understanding of the major body systems, including the musculoskeletal, cardiovascular, respiratory, digestive, genitourinary, and integumentary systems. Students should anticipate 25 hours of outside preparation for this class.

MED260 Healthcare Law and Ethics **4 quarter credits** **40 clock hours**
Delivery Method: Blended
This course introduces students to the foundations of law & ethics in a healthcare setting. Topics covered include medical records, informed consent, HIPAA, professional liability, and medical malpractice. Students will review workplace legalities, death and dying, and healthcare trends and forecasts. Students should anticipate 20 hours of outside preparation for this class.

PAT105 Intro to Patient Care & Sonography **4 quarter credits** **40 clock hours**
Delivery Method: Blended
This course is designed to provide, through lecture and lab instruction, the theoretical basis for patient care techniques. Didactic lectures cover the caregiver's role, anatomy, and communication as well as roles of various clinical personnel. Lab instruction provides hands-on training in interpersonal communication, safety and infection control, positioning, transferring patients, dressing, and undressing patients, feeding, oral and denture care. Students will become BLS CPR certified and learn how to assess vital signs, use personal protective equipment, isolation procedures, sterile techniques, and good body mechanics. Students should anticipate 25 hours of outside preparation for this class.

PHY100 General Physics **6 quarter credits** **60 clock hours**
Prerequisites: MAT108
Delivery Method: Blended
This course introduces Diagnostic Medical Sonography students the fundamental concepts that describe the physical world. It incorporates algebra and trigonometry mathematical models while focusing on mechanics, heat, waves, sound, light waves, electricity, and magnetism. This course will also study the structure of an atom and examine the quantum principles to predict behavior. Students should anticipate 30 hours of outside preparation for this class.

SON101 Sonography Physics I **6 quarter credits** **60 clock hours**
Prerequisites: PHY100
Delivery Method: Blended
This course is a detailed study of the physical principles of ultrasound and instrumentation. How ultrasound is produced and how it interacts with tissue is examined along with ultrasound physics, intensity, attenuation, resolution, and transducers. Students should anticipate 30 hours of outside preparation for this class.

SON102 Sonography Physics II **4 quarter credits** **40 clock hours**
Prerequisites: SON101
Delivery Method: Blended
This course builds off the SON101 course to give students a deeper understanding of ultrasound physics. During the second half of this course, students will be given ample opportunities to study and complete practice exams preparing them for the SPI Ultrasound exam. Students should anticipate 20 hours of outside preparation for this class.

VAS100 Intro to Vascular Sonography **4 quarter credits** **40 clock hours**
Prerequisites: A&P125, MAT108, MED100, PAT105
Delivery Method: Blended
Students will learn the normal anatomy and physiology of the Carotid, Transcranial Doppler, and upper extremity arterial systems. Students will learn the history of Vascular Sonography and how it is used in today's practice. The skills involved with basic scan planes, orientation, and terminology will be learned as the student prepares for their first weeks of scanning. Learning basic "knobology" of the ultrasound machine will be discussed as well as the importance of ergonomics. Students will start to learn basic scans such as Carotid studies, Transcranial Doppler, and upper extremity arterial studies. Students will also start learning arterial hemodynamics. Finally, technical factors and image quality will be discussed. Students should anticipate 20 hours of outside preparation for this class.

VAS100L Intro to Vascular Sonography Lab **4 quarter credits** **80 clock hours**
Prerequisites: A&P125, MAT108, MED100, PAT105
Delivery Method: Residential
This lab is associated with the VAS100 course. Students will have the ability to practice scanning procedures as well as learn protocols and ultrasound techniques. Students should anticipate 20 hours of outside preparation for this class.

VAS110 Vascular Sonography I **6 quarter credits** **60 clock hours**
Prerequisites: VAS100, VAS100L
Delivery Method: Blended
Students will learn the basic and advanced principles associated with Arterial and Venous vascular ultrasound. Students will learn pathologies associated with atherosclerosis and venous thrombosis. They will learn normal anatomy along with pathologic findings. Students will understand the arterial hemodynamics and venous hemodynamics. Students will learn Doppler Segmental Pressures, and plethysmography. They will be given the opportunity to use their new skills in the lab setting. Students should anticipate 20 hours of outside preparation for this class.

VAS110L Vascular Sonography I Lab **4 quarter credits** **80 clock hours**
Prerequisites: VAS100, VAS100L
Delivery Method: Residential
This lab is associated with the VAS110 course. Students practice scanning procedures as well as learn protocols and ultrasound techniques. Students should anticipate 20 hours of outside preparation for this class.

VAS111 Vascular Sonography Clinical I **11 quarter credits** **330 clock hours**
Prerequisites: VAS100/VAS100L, VAS110/VAS110L, VAS120/VAS120L
Delivery Method: Residential
This session involves rotations in a hospital or imaging center under the supervision of a Registered Sonographer. This off-site campus course is to build upon the student's knowledge obtained from didactic and lab courses. During the clinical rotations, students will be able to observe and perform, if authorized by the sonographer, ultrasounds and specialized procedures as well as moving and positioning patients.

VAS120 Vascular Sonography II **4 quarter credits** **40 clock hours**
Prerequisites: VAS110, VAS110L
Delivery Method: Blended
Students will continue learning upper and lower venous systems while focusing on additional abnormalities. More advanced diseases processes will be covered. Cardiac effects on spectral Doppler analysis will be taught during this course. Lastly, surgical interventions related to vascular sonography will be discussed. Students should anticipate 20 hours of outside preparation for this class.

VAS120L Vascular Sonography II Lab **6 quarter credits** **120 clock hours**
Prerequisites: VAS110, VAS110L
Delivery Method: Residential
This lab is associated with the VAS120 course. Students will have the ability to practice scanning procedures and ultrasound techniques for upper and lower extremity venous and arterial studies as well as carotid duplex examinations. Students should anticipate 30 hours of outside preparation for this class.

VAS121 Vascular Sonography Clinical II **11 quarter credits** **330 clock hours**
Prerequisites: VAS111, VAS130
Delivery Method: Residential
This session involves rotations in a hospital or imaging center under the supervision of a Registered Sonographer. This off-site campus course builds upon the students' knowledge obtained from didactic and lab courses. During the clinical rotations, students will be able to observe and perform, if authorized by the sonographer, ultrasounds and specialized procedures as well as moving and positioning patients.

VAS130 Advanced Imaging and Vascular Procedures **4 quarter credits** **40 clock hours**
Prerequisites: VAS120, VAS120L
Delivery Method: Blended
This course will aid students in continuing their education of the arterial and vascular systems. Focus will extend to include abdominal venous and arterial studies. Students should anticipate 20 hours of outside preparation for this class.

VAS131 Vascular Sonography Clinical III **11 quarter credits** **330 clock hours**
Prerequisites: VAS121
Delivery Method: Residential
This session involves rotations in a hospital or imaging center under the supervision of a Registered Sonographer. This off-site campus

course is to build upon the students' knowledge obtained from didactic and lab courses. During the clinical rotations, students will be able to observe and perform, if authorized by the sonographer, ultrasounds and specialized procedures as well as moving and positioning patients.

VAS140 Vascular Sonography Seminar **4 quarter credits** **40 clock hours**
Prerequisites: VAS131
Delivery Method: Blended
This lecture is designed to have an overall review of the course material taught in the Diagnostic Medical Sonography
- Vascular program. The students will be able to address any questions they have over any of the material. Also, professional organizations, certifications, licensure, continual education requirements, career paths, and the accreditation process will be presented. The students will also fill out all the required paperwork to register for their CCI exam. Students should anticipate 20 hours of outside preparation for this class.

VAS141 Vascular Sonography Clinical IV **11 quarter credits** **330 clock hours**
Prerequisites: VAS131
Delivery Method: Residential
This session involves rotations in a hospital or imaging center under the supervision of a Registered Sonographer. This off-site campus course is to build upon the student's knowledge obtained from the didactic and lab courses. During the clinical rotations, students will be able to observe and perform, if authorized by the sonographer, ultrasounds and specialized procedures as well as moving and positioning patients.

IMMUNIZATIONS

Students need to complete documentation regarding their immunization history during the enrollment process. The following table outlines which vaccines or tests are required for each program.

PROGRAM	HEPATITIS B	TB	TDaP	MMR	VARICELLA	SEASONAL FLU	COVID-19
MEDICAL ASSISTING	1st in series only, titer test, or declination	* 2-step PPD	Vaccine, Booster or Titer Test	Vaccine or Titer Test	Vaccine or Titer Test	Vaccine	May be required by Clinical Extern Sites

**Note: Quantiferon TB-Gold test can be used in place of the 2-step PPD*

PROGRAM OBJECTIVE

The Comprehensive Medical Assisting program is designed to prepare students for successful careers as Medical Assistants with knowledge in pertinent aspects of the healthcare field. Students will learn skills that prepare them to perform administrative and clinical duties required in the daily operation of a healthcare facility. Upon completion of the program and meeting all the course requirements, students will receive a Comprehensive Medical Assisting diploma and will be prepared and eligible to take the national certification examination through The American Medical Technologists (AMT). Upon successful completion of the national examination, students will obtain the credential Registered Medical Assistant or RMA (AMT).

Licensure/Certification

Currently the Registered Medical Certification is recognized nationwide and in Guam, Puerto Rico, and the American Virgin Islands, however some states have guidelines that require separate certifications/training in certain areas. For example, California requires RMA's to still train/certify on phlebotomy while Indiana requires training on administering TB skin tests. Washington state is the only state that requires MA's to be licensed.

Course #	Course Name	In-Class Clock Hours	Recognized Outside Clock Hours	Quarter Credit Hours
A&P125	Anatomy & Physiology I	40	25	4.0
BUS110	Keyboarding	70	25	5.0
BUS115	Career Development	40	20	4.0
BUS130	College Success Skills	20	15	2.0
MED100	Medical Terminology	40	25	4.0
MED110	Medical Math	20	20	2.0
MED202	Medical Billing & Insurance Procedures	60	20	4.0
MED215	Medical Records Management	60	20	4.0
MED220	Medical Administrative Procedures	60	22.5	4.5
MED230	Clinical Procedures I	60	22.5	4.5
MED235	Clinical Procedures II	60	20	4.0
MED240	Laboratory Procedures	60	20	4.0
MED250	Pharmacology	40	25	4.0
MED260	Healthcare Law & Ethics	40	20	4.0

MED270	Medical Assistant Certification Review	60	30	4.5
MED290	Medical Assisting Externship I	85	-	3.0
MED295	Medical Assisting Externship II	85	-	3.0
PAT100	Pathophysiology	40	25	4.0
Program Totals		**940**	**355**	**68.5**
Grand Total		**2155**		**68.5**

The Diploma Program is offered through residential and blended delivery methods at the Louisville and Lexington Campus. For more information, see individual course syllabi for the delivery mode utilized.

Tuition and Fees	**$18,880 Total**	
Comprehensive Medical Assisting Diploma Program	$16,166 Tuition	Cost per Credit Hour $236
40 weeks on campus including externship	$1,314 Books	
	$1,400 Supplies/Fees	

Fees include background check, one-year AMT membership, RMA certification exam, medical lab materials, safety equipment, three sets of uniforms, student liability policy, and CPR certification.

GRADING SCALE

Definition of Grades

- An “F” means the student has not satisfactorily met course requirements and must repeat the course.
- An “I” is assigned only when, due to mitigating circumstances and with the authorization from the Program Director, coursework is not completed. The student must complete all work within one (1) calendar week from the end of the term at which time the grade will be changed to the grade earned. For purposes of grade point and satisfactory progress, the “I” will be converted to a final grade and the GPA recalculated.
- An “IP” means the course is currently in progress. The grade has not been finalized for the course. A grade of “IP” will not be calculated in the cumulative grade point average (GPA).
- An “LOA” is assigned when a student has been granted a Leave of Absence. It does not affect the grade point average (GPA) but will affect the student’s rate of completion.
- An “R” is assigned for when a student has not satisfactorily met course requirements and must retake a course. The initial attempt at the course will receive an “R.” A grade of “R” will not be calculated in the cumulative grade point average (GPA).
- A “W” is assigned for withdrawals. A grade of “W” will not be calculated in the cumulative grade point average (GPA) but will affect the student’s rate of completion.

Diploma Program (Comprehensive Medical Assisting)
Grading Scale
A (4.0) 100 - 93
B (3.0) 92 - 85
C (2.0) 84 - 75
D (1.0) 74 - 61

COURSE DESCRIPTIONS

MED150 Basic Anatomy & Physiology **4 quarter credits** **40 clock hours**
Delivery Method: Blended or Residential
This course covers the study of the organization, structure, and function of the human body. Cells, tissues, organs, and an overview of all body systems are included with emphasis on the interaction of the body systems in maintaining homeostasis. Pathological conditions, causes, and treatments that affect the body are discussed. Students should anticipate 25 hours (20 for Dental Hygiene) of outside preparation for this class.

BUS110 Keyboarding **5 quarter credits** **70 clock hours**
Delivery Method: Blended
This course is laboratory in nature. Students' complete lessons that allow practice on keyboarding skills and basic word processing. Prior to this course beginning, students will have the opportunity to test out of the course provided they can pass a typing exam. If the students meets or exceeds the 30 WPM requirement they will be given a passing grade (P) and will not be required to take the course. Tuition will still be charged for the course, but the student will receive a reimbursement for the cost of the textbook. Students should anticipate 25 hours of outside preparation for this class.

BUS115 Career Development **4 quarter credits** **40 clock hours**
Delivery Method: Blended or Residential
This course teaches students to design and produce an individual career action plan through self-assessment, career planning and academic work. Emphasis is placed on assisting students on identifying their individual marketable skills, venues on locating available job positions, writing resumes, correspondence, and interviewing skills. Students should anticipate 20 hours (15 hours for Dental Hygiene) of outside preparation for this class.

BUS130 College Success Skills **2 quarter credits** **20 clock hours**
Delivery Method: Blended
This course teaches the student how to develop a mission statement and tolls that will form the cornerstone of their personal foundation for college success. Students will identify both the positive and challenging changes that come with the transition to college and learn how to manage these changes. Methods will be discussed on how to be better equipped to incorporate school responsibilities into a busy life. Students should anticipate 15 hours of outside preparation for this class.

MED100 Medical Terminology **4 quarter credits** **40 clock hours**
Delivery Method: Blended or Residential
This course provides the student with the study and practical application of the medical language in the healthcare field while incorporating body structure and function in health and disease. The student will have an effective understanding of the major body systems, including the musculoskeletal, cardiovascular, respiratory, digestive, genitourinary, and integumentary systems. Students should anticipate 25 hours of outside preparation for this class.

MED110 Medical Math **2 quarter credits** **20 clock hours**
Delivery Method: Blended
This course is designed to teach the students fundamental mathematical concepts. These fundamental concepts will be the building blocks for calculation of adult and child drug dosage calculations. Students should anticipate 10 hours outside preparation for this class (Dental Hygiene). Students should anticipate 20 hours of outside preparation for this class (Medical Assisting)

MED202 Medical Billing & Insurance Procedures **4 quarter credits** **60 clock hours**
Delivery Method: Blended
This course introduces students to the fundamentals of billing, insurance, and coding in an outpatient healthcare facility. The role and responsibilities of a medical biller will be discussed. Students will be taught the basics of health insurance, including patient and third- party payer billing. Emphasis is placed on learning accounts receivable management techniques and collection strategies.

Students will be introduced to coding sets including ICD-9-CM, ICD-10-CM, CPT, and HCPCS. Students should anticipate 20 hours of outside preparation for this class.

MED215 Medical Records Management **4 quarter credits** **60 clock hours**
Delivery Method: Blended
This course will introduce students to the administrative and clinical electronic health record using MOSS software. Transitioning from paper charts to electronic health records will be covered. Emphasis will be placed on privacy, confidentiality, and security of the electronic health record. Students should anticipate 20 hours of outside preparation for this class.

MED220 Medical Administrative Procedures **4.5 quarter credits** **60 clock hours**
Prerequisites: A&P125, MED100
Delivery Method: Blended
This course covers the study of administrative procedures involved in the operational flow of a healthcare facility. Students will be taught key factors on maintaining electronic and manual patient records. Emphasis is placed on interacting with patients, multiline telephone management, scheduling appointments, maintaining office equipment/supplies, and managing office administrative records. Students should anticipate 22.5 hours of outside preparation for this class.

MED230 Clinical Procedures I **4.5 quarter credits** **60 clock hours**
Prerequisites: A&P125, MED100
Delivery Method: Blended
This course introduces students to the clinical procedures performed in the healthcare facility. Principles of asepsis, infection control and blood borne pathogen training will be covered. Students will learn how to obtain vitals, patient history, and assist with exams. Students should anticipate 22.5 hours of outside preparation for this class.

MED235 Clinical Procedures II **4 quarter credits** **60 clock hours**
Prerequisites: A&P125, MED100, MED230
Delivery Method: Blended
This course is a continuation of MED230 in teaching additional clinical procedures that are performed in the healthcare facility. Students will be trained on the Needlestick Safety Act and learn how to administer injections. Diagnostic testing such as EKG & Pulmonary Function Tests will be covered. Assisting with minor surgery, application of cold and heat therapy, ambulation, emergency preparedness and first aid will be taught in this course. Students will obtain training and certification in CPR. Students should anticipate 20 hours of outside preparation for this class.

MED240 Laboratory Procedures **4 quarter credits** **60 clock hours**
Prerequisites: A&P125, MED100, MED230
Delivery Method: Blended
This course introduces students to basic laboratory procedures performed in a physician's office or other healthcare facilities. Students will be taught how to properly collect, process, and test specimens. Phlebotomy techniques are taught, including venipuncture and capillary puncture. Students will learn how to use a microscope in performing a urinalysis, as well as the use of other laboratory machines. Microbiology and hematology are covered in this course. CLIA requirements, quality control and laboratory safety are reviewed. Students should anticipate 20 hours of outside preparation for this class.

MED250 Pharmacology **4 quarter credits** **40 clock hours**
Prerequisites: A&P125, MED100
Delivery Method: Blended
This course is designed to teach the students basic information regarding drug names, classifications, and effects on the human body. Responsibilities and principles of medication preparation, administration, and safety will be covered. Students should anticipate 25 hours of outside preparation for this class.

MED260 Healthcare Law and Ethics **4 quarter credits** **40 clock hours**
Delivery Method: Residential or Blended
This course introduces students to the foundations of law & ethics in a healthcare setting. Topics covered include medical records, informed consent, HIPAA, professional liability, and medical malpractice. Students will review workplace legalities, death and dying, and healthcare trends and forecasts. Students should anticipate 20 hours of outside preparation for this class.

MED270 MA Certification Review **4.5 quarter credits** **60 clock hours**
Prerequisites: A&P125, MED100, MED110, MED202, MED215, MED220, MED230, MED240, MED250, MED260
Delivery Method: Blended
This course is designed to review all aspects of the medical assistant curriculum. Emphasis is given to preparing the student to perform well on the Medical Assistant Certification Exam. The principle guidelines for this course are based on the American Association of Medical Assistants (AAMA) Certification Examination Content outline. There are four major areas of comprehensive review: General Information, Administrative Procedures, Clinical Procedures, and a Practice Exam. Students should anticipate 30 hours of outside preparation for this class.

MED290 Medical Assisting Externship I **3 quarter credits** **85 clock hours**
Prerequisites: A&P125, MED100, MED230, MED235, MED240
Delivery Method: Blended
Externship will be performed at a practicing healthcare facility. The student will need to demonstrate thorough understanding of skills that have been taught throughout the curriculum. Additionally, the student will be required to participate in business office duties under supervision by a physician and/or appointed qualified staff. Specific duties will be based on patient and practice needs. This will give students firsthand knowledge working with medical patients and gaining on-the-job experience in a professional environment.

MED295 Medical Assisting Externship II **3 quarter credits** **85 clock hours**
Prerequisites: A&P125, MED100, MED230, MED235, MED240, MED290
Delivery Method: Blended
Externship will be performed at a practicing healthcare facility. The student will need to demonstrate thorough understanding of skills that have been taught throughout the curriculum. Additionally, the student will be required to participate in business office duties under supervision by a physician and/or appointed qualified staff. Specific duties will be based on patient and practice needs. This will give students firsthand knowledge working with medical patients and gaining on-the-job experience in a professional environment.

PAT100 Pathophysiology **4 quarter credits** **40 clock hours**
Prerequisites: A&P125, MED100
Delivery Method: Blended
This course presents material that will progress through a basic review of anatomy and physiology before introducing the most common diseases relevant to the allied health care student. This course explores etiology, symptoms and treatments that accompany each disease and disorder. Students should anticipate 25 hours of outside preparation for this class.

ADMISSION REQUIREMENTS

Practical Nursing (PN) Program Admission Requirements

- MedQuest College provides equal admissions opportunity to all applicants
- Application for admission to MedQuest College is open to all persons without regards to race, religion, national origin,gender, or disability.
- Those applicants who meet all requirements are granted admission. All applicants who wish to enter the Diploma program are admitted to the College as regular students.
- To qualify for admission to MedQuest College, each applicant must meet all the following general and program requirements.

Admission requirements can also be found in the Practical Nursing Handbook. This handbook can be found electronically on the LMS (Populi) and a hard copy can be given upon request.

MedQuest College was granted Developmental status by the Kentucky Board of Nursing in February of 2019. The designated status allows the college to admit 28 students 4 times a year (Jan, May, Aug, and Oct) for a total student enrollment of 112 available seats.

Prior to application to the practical nursing program, applicants must successfully complete a pre- entrance initial academic assessment. The student must take the pre-entrance initial academic assessment or arrange for an official transcript of previous exam scores to be sent to the Administrative Assistant for the Nursing program.

Applicants may take the pre-entrance initial academic assessment up to three times in a one-year period and must have a minimum of 14 days between testing dates. If a retake of the pre-entrance initial academic assessment is necessary, the results must be completed before the application is submitted. Both components of the pre-entrance initial academic assessment must meet benchmark scores to be considered passing.

1. **Initial Academic Assessment**

   Students are given an assessment of academic skills, commonly referred to as the academic readiness assessment. The results of the assessment provide the College with a means of determining the need for academic support through transitional studies courses and academic advisement. Due to the purposes of this assessment, students are advised to perform to the best of their abilities to accurately reflect if there is a need for additional academic support. Acceptable scores are determined at the campus level and published in the Practical Nursing Handbook.

   As soon as practical after the completion of the assessment or review of previous exam scores, students are advised to meet with the Nursing Administrator to review their performance and the plan for additional academic support toward success, which may include referral to off-campus resources. Students may retake the assessment after demonstration of appropriate remediation in deficient areas.

2. **Applicant Interview**

   Along with the initial academic assessment score, prospective students must complete an interview with the Program Administrator for Nursing. The interview is a part of the selection committee process.

   Each potential candidate for the nursing program is vetted through a selection committee made up of nursing faculty and the Program Administrator. A ranking tool is used to assist the committee with unbiased decision- making. In the event of the total number of students being greater than the allowable seats.

   Students will be ranked using the selection tool and admitted according to their score. Students gain points for the following items:

   - Admission Exam or Outside Exam Scores
   - Previous Educational Experience
   - Previous MedQuest College Graduate
   - Community Service
   - Health Care Experience
   - Interview

NURSING DECISION COMMITTEE SCREENING TOOL (LEXINGTON CAMPUS)

This form is utilized as part of MedQuest Nursing Program Decision Committee selection and screening process to ensure a systematic method of enrolling students eligible for the nursing program. Students are ranked based on a 20-point scale. In the case of tied scores, applicants will be evaluated by the Program Director.

Student Name: _____ Date: _____

Person Completing: _____

Evaluation Category	Explanation	Possible Points	Points Awarded
Assessment Test	Admission testing: Passed Assessment on first attempt	**1 Point**	
Admission Testing Quantitative	Minimum scores SAT 980/1330/ACT18/PAX 78/ TEAS 85 = Wonderlic Score Math Q >/= 267 = Wonderlic Score Math Q > 281 = Wonderlic Score Math Q >294 =	 **1 Point** **1 Point** **2 Points** **3 Points**	
Admission Testing Verbal	Minimum scores Wonderlic Score Verbal >/= 285 = Wonderlic Score Verbal > 303 = Wonderlic Score Verbal > 322 =	 **1 Point** **2 Points** **3 Points**	
Previous Educational Experiences	Diploma or Certificate = Associate Degree = Bachelor's Degree or Higher =	**1 Point** **2 Points** **3 Points**	
Health Care Experience	Health Care Volunteer = Health Care Employment (Unit Secretary, etc.) = Health Care Employment (CNA, MA) =	**1 Point** **2 Points** **3 Points**	
MedQuest College Graduate	Non-College Graduate = Non-MedQuest College Graduate = MedQuest College Graduate =	**0 Points** **1 Point** **2 Points**	
Interview	Unprofessional/Inappropriate = Professional with assistance/prompts = Professional =	**0 Points** **1 Point** **2 Points**	
Applicant's Total Points out of 17 possible =			

NURSING DECISION COMMITTEE SCREENING TOOL (LOUISVILLE CAMPUS)

This form is utilized as part of MedQuest Nursing Program Decision Committee selection and screening process to ensure a systematic method of enrolling students eligible for the nursing program. Students are ranked based on a 20-point scale. In the case of tied scores, applicants will be evaluated by the Program Director. (Nursing Decision Committee Screening Tool next page)

Student Name: _____ Date: _____

Person Completing: _____

Evaluation Category	Explanation	Possible Points	Points Awarded
Accuplacer	Accuplacer passed assessment on first attempt	**3 Points**	
SAT/ACT/NEX/TEAS	**Minimum scores SAT 980/1330/ACT18/NEX 78/ TEAS 85**	**4 Points**	
Admission Testing Math	**Accuplacer Score Math >/=** 240 Accuplacer Score Math >/=250 Accuplacer Score Math >/=260	**1 Point** **2 Points** **3 Points**	
Accuplacer Reading	**Accuplacer Score Reading >/= 240** Accuplacer Score Reading >/= 250 Accuplacer Score Reading >/= 260	**1 Point** **2 Points** **3 Points**	
Accuplacer Writing	**Accuplacer Score Writing >/= 240** Accuplacer Score Writing >/= 250 Accuplacer Score Writing >/= 260	**1 Point** **2 Points** **3 Points**	
Previous Educational Experiences	**Diploma or Certificate** Associate Degree Bachelor Degree or Higher	**1 Point** **2 Points** **3 Points**	
Healthcare Experience	Healthcare Volunteer Healthcare Employment (unit secretary, etc) Healthcare Employment (CNA, MA)	**1 Point** **2 Points** **3 Points**	
MedQuest College Graduate	Non-College Graduate Non MedQuest College Graduate MedQuest College Graduate	**0 Points** **1 Point** **2 Points**	
Interview	Unprofessional/Inappropriate Professional with assistance/prompts Professional	**0 Points** **1 Point** **2 Points**	
Applicant's Total Points out of 26 possible =			

3. **Background Check/Drug Screen**

In addition to the general admissions requirements and the above programmatic requirements, applicants seeking enrollment in the Practical Nursing (PN) program must obtain the following:

- Clear Drug Screen
- Clean Criminal Background Check

Students are notified via email/postal mail related to acceptance into the program of nursing. Once accepted into the PN program, students must complete and submit documentation for the following items by the end of the first term. A student without required documentation will not be admitted to a clinical agency until all paperwork is submitted, resulting in an absence, jeopardizing student success. All tests and vaccines that are required for the program are covered by tuition, supplies, and fees as outlined in the Enrollment Agreement. The physical exam is not covered by tuition, supplies, and fees. All health records and background screenings will be shared with clinical affiliates as requested for clinical placement.

- Emergency Medical Release Form
- One-Time Blood Draw or Two-step Mantoux® and yearly thereafter* (Or an annual chest X-ray or T- Spot)
- Hepatitis B vaccination or signed waiver of declination*
- Up-to-date immunizations: TDaP, MMR, varicella, Covid-19, influenza*
- Current Basic Life Support for Healthcare Provider through the American Red Cross*

THESE MUST BE KEPT CURRENT THROUGHOUT THE ENTIRE CLINICAL EXPERIENCE

IMMUNIZATIONS

Students need to complete documentation regarding their immunization history during the enrollment process. The following table outlines which vaccines or tests are required for each program.

PROGRAM	HEPATITIS B	TB	TDaP	MMR	VARICELLA	SEASONAL FLU	COVID-19
PRACTICAL NURSING	Full 3-part series or titer test, or declination	One-Time Blood Draw or 2 step Mantoux	Vaccine, Booster, or Titer Test	Vaccine or Titer Test	Vaccine or Titer Test	Vaccine	Vaccine

PROGRAM OBJECTIVE

Program Objective

The Diploma of Practical Nursing program is designed to prepare students for successful careers as a Licensed Practical Nurse with knowledge in pertinent aspects of the healthcare field. Students will learn skills that prepare them to perform patient care pertinent to entry-level into the nursing profession. Students can apply in various healthcare facilities from physicians' offices, education or corrections systems, home health, and short-term and long-term care facilities.

Licensure/certification

Upon completion of the program and meeting all the course requirements, students will receive a Practical Nursing diploma and will be prepared and eligible to submit their diploma and transcript to apply to take the national certification examination through the National Council for State Boards of Nursing (NCLEX- PN®). Successful completion of the national examination allows students to apply for licensure in their respective state.

Once obtained, the student's licensure is valid in the following 39 states/territories: MT, ID, WY, UT, CO, AZ, NM, ND, SD, NE, KS, OK, TX, IA, MO, AR, LA, WI, IN, KY, TN, MS, AL, WV, VA, NC, SC, GA, FL, VT, NH,

ME, OH, PA, NJ, DE, MD, DC, and Virgin Islands. Graduates with licensure can travel to any of the 39 states above and practice nursing. However, if the graduate changes their state of residence to any of these 39 states, they will need to apply for "Licensure by Endorsement", which takes a couple of weeks to obtain. The graduate cannot practice nursing outside of these 39 states/territories

including: CA, MA, NY, NV, MI, IL, OR, WA, HI, RI, CT, AK, and MN. Please note that this is subject to change as more states might be considering the implementation of Enacted NLC in the future.

Course #	Course Name	In Class Clock Hours	Recognized Outside Clock Hours	Quarter Credit Hours
NUR100	Human Structure and Function	72	35	7.0
NUR110	Introduction to Nursing & Healthcare	48	20	4.0
NUR115	Foundations of Nursing	204	75	15.0
NUR120	Medical-Surgical Nursing I	216	60	12.0
NUR125	Pharmacology	72	30	6.0
NUR130	Gerontology Nursing	72	26	4.0
NUR133	Mental Health Nursing	72	26	4.0
NUR135	Maternal-Child Nursing	132	44	9.0
NUR140	Medical-Surgical Nursing II	168	51	10.0
NUR145	Transition to Professional Practice	156	35	7.0
Program Totals		**1212**	**402**	**78**
Grand Total		**1614**		**78**

The Diploma program is only offered residentially at the Louisville and Lexington locations.

Tuition and Fees (Lexington Campus)	**$23,150 Total**	
Practical Nursing Diploma Program	$20,280 Tuition	Cost per Credit Hour $260
52 weeks on campus	$1,590 Books	
	$1,280 Supplies/Fees	

Tuition and Fees (Louisville Campus)	**$24,391 Total**	
Practical Nursing Diploma Program	$20,280 Tuition	Cost per Credit Hour $260
52 weeks on campus	$2,831 Books	
	$1,280 Supplies/Fees	

Fees include medical materials, safety equipment, three sets of uniforms, lab jacket, student liability policy, NCLEX-PN test fee, and Kentucky Board of Nursing Fees and Licensing Requirements.

GRADING SCALE

Definition of Grades

- An “F”or “D” means the student has not satisfactorily met course requirements and must repeat the course.
- An “I” is assigned only when, due to mitigating circumstances and with the authorization from the Program Director, coursework is not completed. The student must complete all work within one (1) calendar week from the end of the

term at which time the grade will be changed to the grade earned. For purposes of grade point and satisfactory progress, the "I" will be converted to a final grade and the GPA recalculated.

- An "IP" means the course is currently in progress. The grade has not been finalized for the course. A grade of "IP" will not be calculated in the cumulative grade point average (GPA).
- An "LOA" is assigned when a student has been granted a Leave of Absence. It does not affect the grade point average (GPA) but will affect the student's rate of completion.
- An "R" is assigned for when a student has not satisfactorily met course requirements and must retake a course. The initial attempt at the course will receive an "R." A grade of "R" will not be calculated in the cumulative grade point average (GPA).
- A "W" is assigned for withdrawals. A grade of "W" will not be calculated in the cumulative grade point average (GPA) but will affect the student's rate of completion.

Diploma Program (Practical Nursing)
Grading Scale
A (4.0) 100 - 93
B (3.0) 92 - 85
C (2.0) 84 - 75 (Lexington Campus), 84 - 78 (Louisville Campus)
D (1.0) 74 - 61 (Lexington Campus), 77 - 61 (Louisville Campus)

COURSE DESCRIPTIONS

A&P125 Anatomy & Physiology I **4 quarter credits** **40 clock hours**
Delivery Method: Blended or Residential
This course covers the study of the organization, structure, and function of the human body. Cells, tissues, organs, and an overview of all body systems are included with emphasis on the interaction of the body systems in maintaining homeostasis. Pathological conditions, causes, and treatments that affect the body are discussed. Students should anticipate 25 hours (20 for Dental Hygiene) of outside preparation for this class.

NUR100 Human Structure & Function **7 quarter credits** **107 clock hours**
Co-requisite: NUR110, NUR115
Delivery Method: Residential
NUR100 covers the study of the organization, structure, function, and interrelationship of each body system of the human body. NUR100 includes a focus on normal anatomy and physiology incorporating, basic chemistry, cell structure and physiology, tissues, integumentary, skeletal, muscular, nervous, endocrine, gastrointestinal, circulatory, respiratory, urinary, reproductive, and lymphatic systems. Further discussion of the disease processes as related to the disruption of the normal body homeostasis occurs. Students should anticipate 35 hours of outside preparation for this class.

NUR110 Introduction to Nursing & Healthcare **4 quarter credits** **68 clock hours**
Co-requisite: NUR100, NUR115
Delivery Method: Residential
NUR110 includes a historical overview of current health care including medical economics, ethical and legal parameters, roles, and responsibilities of health care team members with an emphasis on reflective nursing practice. NUR110 introduces the role of the practical nurse (PN) as an integral part of the healthcare team and profession. Concepts include critical thinking, nursing process, and evidenced-based practice. Exploration of medical terminology, therapeutic communication techniques, concepts of health, health assessment, self-care and basic needs related to activities of daily living across the lifespan occurs. Students should anticipate 20 hours of outside preparation for this class.

NUR115 Foundations of Nursing **15 qtr. credits** **279 clock hours**
Co-requisite: NUR100, NUR110

Prerequisite: None
Delivery Method: Residential
NUR115 focuses on the concepts of basic nursing care of adults and building practical nursing (PN) skills and knowledge throughout the course. Principles include gathering and recording assessment data, participating in the nursing process, and implementing patient care across the lifespan. Students learn infection control practices and patient safety as it relates to professional standards, competencies, and evidence-based practice utilizing theory and laboratory instructional methodology. Principles of therapeutic communication and health information are discussed relevant to patient care needs with emphasis on biopsychosocial needs, developmental theories, and cultural influences. Laboratory and experiences are focused on assisting adult patients with basic biopsychosocial and spiritual needs. Concepts and skills are enhanced in subsequent courses. Students should anticipate 75 hours of outside preparation for this class.

NUR120 Medical-Surgical Nursing I **12 qtr. credits** **276 clock hours**
Co-requisite: NUR125
Prerequisite: NUR100, NUR110, NUR115 Delivery Method: Residential
NUR120 focuses on meeting the biopsychosocial needs of the adult patient experiencing common acute medical- surgical conditions along the health-illness continuum. Students begin using therapeutic communication, therapeutic interventions, and the nursing process from the perspective of a practical nurse (PN). Emphasis on health promotion and maintenance, rehabilitation, and continuity of care occurs. Dimensions of NUR120 focuses on expanding the application of concepts from current and previous nursing science courses, competencies, and best practices, to provide safe patient-centered care in a clinical learning experience. Students should anticipate 60 hours of outside preparation for this class.

NUR125 Pharmacology **6 quarter credits** **102 clock hours**
Co-requisite: NUR120
Prerequisite: NUR100, NUR110, NUR115 Delivery Method: Residential
NUR125 outlines the basic concepts of pharmaceutics, pharmacokinetics, pharmacodynamics, and pharmacotherapeutics of drug classifications. Introductions of topics include concepts related to intravenous solutions as medications and their purpose. Learners begin to utilize critical thinking in the nursing process as it relates the role of the practical nurse (PN) in providing safe, effective nursing care in drug administration. Medication calculation and safe medication administration practices are applied. Students should anticipate 30 hours of outside preparation for this class.

NUR130 Geriatric Nursing **4 quarter credits** **98 clock hours**
Co-requisite: NUR133, NUR135
Prerequisite: NUR120, NUR125 Delivery Method: Residential
NUR130 provides the foundations of healthy aging and the basic biologic, safety, and security needs of the older adult patient. Exploration of nursing concepts, including physiological, cognitive, biological needs as they relate to providing therapeutic nursing interventions within this population of patients occurs. Concepts in Gerontological nursing, as well as nutrition, diet therapy, and microbiology, are integrated throughout the course. NUR130 focuses on building strong assessment and communication skills to contribute to the evaluation of the health plan of care. Gathering, observing, recording, and communicating patient responses to nursing interventions are demonstrated in the lab and clinical settings. Dimensions of NUR130 focus on expanding the application of concepts from current and previous nursing science courses, competencies, and best practices, to provide safe patient-centered care in a clinical learning experience. Students should anticipate 26 hours of outside preparation for this class.

NUR133 Mental Health Nursing **4 quarter credits** **98 clock hours**
Co-requisite: NUR130, NUR135
Prerequisite: NUR120, NUR125 Delivery Method: Residential
NUR133 focuses on meeting the physiological and psychosocial needs of patients experiencing complex mental health issues, including issues with sensory systems and substance abuse. Using therapeutic communication, therapeutic interventions, and the nursing process from the perspective of a practical nurse (PN), emphasis is on the role of health promotion and maintenance, illness care, and rehabilitation. Dimensions of NUR133 focus on expanding the application of concepts from current and previous nursing science courses, competencies, and best practices to provide safe patient-centered care in a clinical learning experience. Students should anticipate 26 hours of outside preparation for this class.

NUR135 Maternal-Child Nursing **9 quarter credits** **176 clock hours**
Co-requisite: NUR130, NUR133
Prerequisite: NUR120, NUR125 Delivery Method: Residential
NUR135 focuses on nursing care of normal childbearing families and at-risk families during the preconception, prenatal, intrapartum, neonatal, and postpartum periods emphasizing critical thinking and professional values within a legal/ethical framework. Exploration also includes related women's health issues. NUR135 provides a general overview of the healthcare needs of children and adolescents focusing on growth and developmental patterns, health promotion, risk reduction, and disease prevention.

Enhancement of theory content occurs through observational opportunities and supervised clinical experiences that allow the learner to utilize the nursing process, and therapeutic communication. Dimensions of NUR135 focus on expanding the application of concepts from current and previous nursing science courses, competencies, and best practices to provide safe patient-centered care. Students should anticipate 44 hours of outside preparation for this class.

NUR140 Medical-Surgical Nursing II **10 quarter credits** **219 clock hours**
Co-requisite: NUR145
Prerequisite: NUR130, NUR133, NUR135 Delivery Method: Residential
NUR140 is a continuation of NUR120 Medical-Surgical Nursing I with application of the nursing process to the care of the adult patient experiencing common chronic medical-surgical conditions along the health-illness continuum. Various body systems and the disease process associated with them will be covered in the areas of etiology, diagnosis, signs and symptoms, treatment, and nursing implications from the perspective of a practical nurse (PN). Dimensions of NUR140 focus on expanding the application of concepts from current and previous nursing science courses, competencies, and best practices to provide safe patient-centered care in a clinical learning experience. Students should anticipate 51 hours of outside preparation for this class.

NUR145 Transition to Professional Practice **7 quarter credits** **191 clock hours**
Corequisite: NUR140
Prerequisite: NUR130, NUR133, NUR135 Delivery Method: Residential
NUR145 introduces the practical nursing (PN) student to concepts of leadership, supervision, and nurse management skills, including assignment and delegation. NUR145 reinforces the concept of ethical comportment required for practice and assists the learner in making the transition from nursing student to practicing nurse. Issues and trends relevant to nursing, health care policy and funding are reviewed within legal and ethical considerations. Dimensions of NUR140 focus on synthesizing concepts and competencies from current and previous nursing science courses. Under the supervision of a preceptor and/or clinical faculty the learner integrates critical thinking skills and the application of clinical judgment in the provision of safe, competent patient-centered care. Students should anticipate 35 hours of outside preparation for this class.

ADMISSION REQUIREMENTS

1. **Observation Hours**

The purpose of the observation hours is to allow the applicant to experience first-hand the role of a veterinary technician and what that career path encompasses. Veterinary Technicians are faced with ethical and moral decisions regarding their patients. Applicants need to be aware of the physical demands of being a veterinary technician and the emotional aspect of caring for healthy and ill patients. The observation hours also measure the commitment of the prospective student. By looking at punctuality, attendance, attitude, and desire to observe will provide MedQuest College data on how important learning about being a veterinary technician is to an applicant. Questions based on the applicant's experiences at the facility will be part of the interview process. Applicants are required to complete a minimum of 16 contact hours observing a veterinarian or licensed veterinary technician under the supervision of a veterinarian. Applicants are encouraged to complete more than the minimum number of hours.

- These hours may be completed at companion animal hospitals, ambulatory veterinary care (i.e., farm calls), specialty/referral animal hospitals, or emergency animal hospitals. Observation hours are not accepted from zoos, animal shelters, pet stores, or your current place of employment.
- Applications are strongly encouraged to seek out multiple observation locations to gain exposure to many different animal species and settings. If necessary, a list of approved Veterinary Clinics is available through the Admissions Department or Program Director.
- It is the applicant's responsibility to have the supervising veterinarian or veterinary technician complete the Observation Form and have it returned to the Veterinary Technology Program Director.

2. **Transcripts**

Reviewing transcripts is a very important admission process. The program assesses grades in all the courses. The grades in the science and math courses are heavily scrutinized because these courses are the foundation for Veterinary Technology. The prospective student's course of study and prescribed high school program is also indicative of the applicant's readiness for the program. Questions related to transcripts from previous learning institutions may be asked during the interview process.

- The Veterinary Technology program requires a high school diploma or a GED transcript
- If a student received at least an associate degree from another post-secondary institution, the student must provide official transcripts from each institution where a degree was conferred.
    - Students transferring credits from other schools are required to earn at least 75% of the credits required for completion of a program through instruction at MedQuest College. To have any credits received at a previous institution be considered for transfer, the applicant must submit an official transcript within 30 days of beginning first (1st) term classes. Syllabi and course outlines, though not required, are helpful in the determination process. An unofficial transcript may be used only for evaluation purposes. An official transcript must be sent directly to MedQuest College by the previous school for previous credit within 30 days of beginning first (1st) term classes for Program Director review. For credit from another institution to be considered for acceptance by MedQuest College, a minimum grade of "C" must be achieved. For Veterinary Technology students, the course being reviewed for transfer of credit must be completed within the last five (5) years. MedQuest College will only accept previous credit from another institution accredited by an agency recognized by the Secretary of Education or the Council for Higher Education Accreditation (CHEA). A determination will be made by MedQuest College as to the number of credits which can be transferred as credit toward the program requirements. This determination will be made in view of the course material previously taken and the length of time since the training was received. The final determination will be approved by the Campus Director and Program Director.
- After transfer hours have been established and a personal interview with the Admissions Advisor has been successfully completed, the applicant will be charged a pro-rated tuition amount for the transferred course(s).

3. **Test Scores**

To ensure the applicant's academic readiness and to evaluate the student's probability of successful completion, Veterinary Technology applicants must meet one of the two minimum requirements listed below.

- MedQuest will also accept the following exam scores should the student have taken within the past three years

Assessment	Minimum Score
ACT	18
SAT	960-980

- Candidates are limited to one retake of each Wonderlic per application period.

Assessment	Minimum Wonderlic Score
Verbal	285 or higher
Quantitative	267 or higher

4. Applicant Interview

The interview is the final step in the admission process before acceptance into the program. The interview aims to meet the applicant, communicate individual career goals, and assess professionalism and preparedness to begin the veterinary technology program. MedQuest College's Veterinary Technology Program Director and faculty will review all the applicants. Observation hours, observation evaluation, transcripts, and test scores will be examined, and a list of prospective student's names will be given to the admissions department, and interviews will be scheduled

- The Program Director will provide the admissions department with a set of interview times. The applicants will be interviewed by the Program Director, and members of the Veterinary Technology faculty with a set of specific questions.

5. Background Check/Drug Screen

- Once a student has satisfactorily passed the academic readiness assessment, the applicant will meet with admissions for information on obtaining a criminal background check and drug screen, as outlined in the Enrollment Agreement. The results for the background check and drug screen must be CLEAR to proceed with acceptance in the veterinary technology program.

6. Acceptance

MedQuest prides itself on small classroom sizes so that students receive high-quality instruction and with a low student/instructor ratio. MedQuest College Veterinary Technology Program has a maximum capacity of twenty students per cohort, with two cohorts in a calendar year.

A. Students will be notified of their acceptance into the program via email.
B. Students who are not accepted into the enrolling class will also be notified via email.

7. Acceptance/Waitlist

Every qualifying student that does not get accepted into the enrolling class is placed on the waitlist. The waitlist does not omit a student from the next enrolling class. Each student is encouraged to revamp their pre- admission criteria and reapply.

IMMUNIZATIONS

Students need to complete documentation regarding their immunization history during the enrollment process. The following table outlines which vaccines or tests are required for each program.

PROGRAM	PRE-EXPOSURE RABIES	COVID-19
VETERINARY TECHNOLOGY	Vaccine must be up to date/Obtained upon acceptance into the program	May be required by Clinical Extern Sites

PROGRAM OBJECTIVE

Program Objective

The MedQuest College Veterinary Technology Program aims to serve our community and surrounding area by graduating highly skilled veterinary technician professionals. Our Veterinary Technology program promotes technicians to be caring, compassionate, knowledgeable, and technically accurate in animal-related duties. Students will be provided the opportunity to gain the knowledge and skills needed for entry-level employment as qualified veterinary technicians. The program promotes graduates to be lifelong learners by providing resources for opportunities for continuing education and giving students an appreciation of the veterinary technician profession. Upon completion of the program and meeting all the course requirements, students will receive a Veterinary Technology Associate of Applied Science Degree and will be prepared to apply to take the Veterinary Technology National Examination (VTNE) through the American Association of Veterinary State Boards (AAVSB). Upon successful completion of the national examination, students will be eligible to submit for licensure by the Kentucky Board of Veterinary Examiners (KBVE).

Licensure/certification

Veterinary Technology program curriculum meets the state educational requirements for licensure or credential in AL, American Samoa, AZ, AR, CO, CT, DC, DE, FL, GA, Guam, HI, ID, IL, IN, IA, KS, KY, LA, ME, MA, MD, MI, MN, MS, MO, MT, NE, NV, NH, NJ, NM, NY, NC, ND, NH, Marianas Island, OH, OK, OR, PA, PR, RI, SC, SD, TN, TX, UT, VA, VT, Virgin

Islands, WA, WV, and WY. Program curriculum does not meet the state educational requirements for licensure or credential in AK, CA, and WI.

Course #	Course Name	In Class Clock Hours	Recognized Outside Clock Hours	Quarter Credit Hours
BIO101	Introduction to Biology	40	20	4.0
BUS115	Career Development	40	20	4.0
CHM101	Fundamentals of Chemistry	40	20	4.0
COM101	Fundamentals of Communication	40	20	4.0
ENC100	English Composition	40	20	4.0
MAT105	Mathematical Applications	40	20	4.0
VET110	Introduction to Veterinary Technology	40	20	4.0
VET120	Animal Anatomy and Physiology I	40	20	4.0
VET120L	Animal Anatomy and Physiology I Lab	40	10	2.0
VET122	Animal Care and Nursing I	40	20	4.0
VET130	Animal Anatomy and Physiology II	40	20	4.0
VET130L	Animal Anatomy and Physiology II Lab	40	10	2.0
VET132	Animal Care and Nursing II	40	20	4.0
VET140	Veterinary Surgical Techniques	40	20	4.0
VET140L	Veterinary Surgical Techniques Lab	40	10	2.0
VET142	Veterinary Clinical Pathology I	40	20	4.0
VET142L	Veterinary Clinical Pathology I Lab	40	10	2.0
VET250	Veterinary Technician Clinical I	90	-	3.0
VET252	Veterinary Clinical Pathology II	40	20	4.0
VET252L	Veterinary Clinical Pathology II lab	40	10	2.0

VET255	Veterinary Pharmacology I	40	20	4.0
VET260	Companion Animal Diseases	40	20	4.0
VET262	Veterinary Anesthesia & Analgesia I	40	20	4.0
VET265	Veterinary Pharmacology II	40	20	4.0
VET267	Veterinary Radiology and Imaging	40	20	4.0
VET270	Livestock Diseases	40	20	4.0
VET272	Veterinary Anesthesia and Analgesia II	40	20	4.0
VET275	Veterinary Emergency and Critical Care	40	20	4.0
VET277	Veterinary Dentistry	40	20	4.0
VET280	Veterinary Technician Clinical II	90	-	3.0
VET282	Veterinary Technician Seminar	40	20	4.0
VET290	Veterinary Technician Externship	240	-	8.0
Program Totals		**1580**	**530**	120
Grand Total		**2110**		120

The Associates of Applied Science Degree Program is only offered residentially at the Lexington campus.

Tuition and Fees	**$49,499 Total**	
Veterinary Technology A.A.S. Degree Program	$43,680 Tuition	Cost per Credit Hour $364
Two years on campus including clinicals	$1,739 Books	
	$4,080 Supplies/Fees	

Fees include VTNE certification exam, rabies vaccine, medical lab materials, safety equipment, six sets of uniforms, lab jacket, and student liability policy.

GRADING SCALE

Definition of Grades

- An “F” or “D” means the student has not satisfactorily met course requirements and must repeat the course.
- An “I” is assigned only when, due to mitigating circumstances and with the authorization from the Program Director, coursework is not completed. The student must complete all work within one (1) calendar week from the end of the term at which time the grade will be changed to the grade earned. For purposes of grade point and satisfactory progress, the “I” will be converted to a final grade and the GPA recalculated.
- An “IP” means the course is currently in progress. The grade has not been finalized for the course. A grade of “IP” will not be calculated in the cumulative grade point average (GPA).
- An “LOA” is assigned when a student has been granted a Leave of Absence. It does not affect the grade point average (GPA) but will affect the student’s rate of completion.
- An “R” is assigned for when a student has not satisfactorily met course requirements and must retake a course. The initial attempt at the course will receive an “R.” A grade of “R” will not be calculated in the cumulative grade point average (GPA).
- A “W” is assigned for withdrawals. A grade of “W” will not be calculated in the cumulative grade point average (GPA) but will affect the student’s rate of completion.

Associate Degree of Applied Science (Veterinary Technology)
Grading Scale
A (4.0) 100 - 90
B (3.0) 89 - 80
C (2.0) 79 - 75
C- (2.0) 74 - 70
D (1.0) 69 - 60

COURSE DESCRIPTIONS

A&P125 Anatomy & Physiology I **4 quarter credits** **40 clock hours**
Delivery Method: Blended or Residential
This course covers the study of the organization, structure, and function of the human body. Cells, tissues, organs, and an overview of all body systems are included with emphasis on the interaction of the body systems in maintaining homeostasis. Pathological conditions, causes, and treatments that affect the body are discussed. Students should anticipate 25 hours (20 for Dental Hygiene) of outside preparation for this class.

BIO101 Introduction to Biology **4 quarter credits** **40 clock hours**
Co-requisite: ENC100, MAT105, VET110
Delivery Method: Residential
During this introductory course, students learn cell structure and function, evolution, photosynthesis, relationships among all living organisms and the environment, reproduction, and the influence of genetics. Students can expect 20 hours of outside preparation time for this course.

BUS115 Career Development **4 quarter credits** **40 clock hours**
Delivery Method: Blended or Residential
This course teaches students to design and produce an individual career action plan through self-assessment, career planning and academic work. Emphasis is placed on assisting students on identifying their individual marketable skills, venues on locating available job positions, writing resumes, correspondence, and interviewing skills. Students should anticipate 20 hours (15 hours for Dental Hygiene) of outside preparation for this class.

CHM101 Fundamentals of Chemistry **4 quarter credits** **40 clock hours**
Co-requisite: VET120, VET120L, VET122
Prerequisite: BIO101, ENC100, MAT105, VET110
Delivery Method: Residential
This is a beginning course in general chemistry. Students will learn basic chemistry concepts such as properties of solids, liquids and gases, atomic structure, chemical bonding and radioactivity, acids, bases and pH scale, electrochemistry, the periodic table, chemical equations/reactions, and solutions and mixtures. Students can expect 20 hours of outside preparation time for this course.

COM101 Fundamentals of Communication **4 quarter credits** **40 clock hours**
Co-requisite: VET130, VET130L, VET132
Prerequisite: CHM101, VET120, VET120L, VET122
Delivery Method: Residential
This course teaches the organization and presentation of ideas through participation in frequent speech activities. Students present speeches to inform and persuade an audience. Students will also give a demonstration speech that explains a process, activity, or product to the audience. The communication needs of the individual students are considered, and the instructor gives guidance. Students can expect 20 hours of outside preparation time for this course.

ENC100 English Composition **4 quarter credits** **40 clock hours**
Delivery Method: Blended
This course provides the student with knowledge of the writing process, emphasizing proofreading, language usage, organizing and connecting specific evidence, coherence, unity, and different formatting styles, including MLA and APA. Satisfactory course grades and thorough understanding of course content is dependent upon consistent study and attendance. Students can expect 20 hours of outside preparation time for this course.

MAT105 Mathematical Applications **4 quarter credits** **40 clock hours**
Co-requisite: ENC100, BIO101, VET110
Delivery Method: Residential
This course is designed to teach students fundamental mathematical concepts. These fundamental concepts will be the building blocks for calculation of animal drug dosage calculations. Students can expect 20 hours of outside preparation time for this course.

VET110 Introduction to Veterinary Technology **4 quarter credits** **40 clock hours**
Co-requisite: ENC100, BIO101, MAT105
Delivery Method: Residential
This is an introductory course for veterinary technicians. This course teaches laws and ethics in veterinary medicine, veterinary medical record-keeping, practice management, occupational health and safety in veterinary hospitals, the importance of professional development and organizations, and an introduction to medical terminology. Students will also learn common companion animal breeds, livestock animal breeds, and common pet avian species. Students can expect 20 hours of outside preparation time for this course.

VET120 Animal Anatomy and Physiology I **4 quarter credits** **40 clock hours**
Co-requisite: CHM101, VET120L, VET122
Prerequisite: BIO101, ENC100, MAT105, VET110
Delivery Method: Residential
This course teaches students the basic comparative anatomy of domestic animals with an emphasis on the structure and function of the major organ systems. Instruction will include cell physiology, tissues, integument structures, skeletal and muscular systems of companion and large animal, nervous system, sense organs, and endocrine system. Students can expect 20 hours of outside preparation time for this course.

VET120L Animal Anatomy and Physiology I Lab **2 quarter credits** **40 clock hours**
Co-requisite: CHM101, VET120, VET122
Prerequisite: BIO101, ENC100, MAT105, VET110
Delivery Method: Residential
This lab is associated with the VET120 course. Laboratory instruction will focus on identifying the different components of the skeletal and muscular systems of canine, feline, bovine, and equine. Students can expect 10 hours of outside preparation time for this course.

VET122 Animal Care and Nursing I **4 quarter credits** **40 clock hours**
Co-requisite: CHM101, VET120, VET120L
Prerequisite: BIO101, ENC100, MAT105, VET110
Delivery Method: Residential
Students are taught normal and abnormal behavior, proper restraint and handling, the importance of collecting a comprehensive medical history, performing a complete physical examination, appropriate preventive health programs, nutrition, and diagnostic sampling and therapeutic techniques for companion and livestock animals. Students can expect 20 hours of outside preparation time for this course.

VET130 Animal Anatomy and Physiology II **4 quarter credits** **40 clock hours**
Co-requisite: COM101, VET130L, VET132
Prerequisite: CHM101, VET120, VET120L, VET122
Delivery Method: Residential
This course teaches students the basic comparative anatomy of domestic animals with an emphasis on the structure and function of the major organ systems. Instruction will include the cardiovascular system, respiratory system, digestive system (monogastric and

ruminant), nutrients and metabolism, urinary system, the reproductive system including pregnancy, development, and lactation. Basic avian anatomy and physiology will also be taught. Students can expect 20 hours of outside preparation time for this course.

VET130L Animal Anatomy and Physiology II Lab **2 quarter credits** **40 clock hours**
Co-requisite: COM101, VET130, VET132
Prerequisite: CHM101, VET120, VET120L, VET122
Delivery Method: Residential
This lab is associated with the VET130 course. Laboratory instruction will focus on identifying the structures, cardiovascular, respiratory, digestive, urinary, and reproductive systems. Students can expect 10 hours of outside preparation time for this course.

VET132 Animal Care and Nursing II **4 quarter credits** **40 clock hours**
Co-requisite: COM101, VET130, VET130L
Prerequisite: CHM101, VET120, VET120L, VET122
Delivery Method: Residential
This course introduces students to laboratory animal medicine. In this course, students will learn unique anatomic features, behavior, husbandry, restraint and handling, clinical procedures, and common diseases and disorders of laboratory animals and exotic pets. Students can expect 20 hours of outside preparation time for this course.

VET140 Veterinary Surgical Techniques **4 quarter credits** **40 clock hours**
Co-requisite: VET140L, VET142, VET142L
Prerequisite: COM101, VET130, VET130L, VET132
Delivery Method: Residential
Students will learn about standard veterinary surgical instruments and equipment. Preoperative patient and room consideration, patient preparation, patient monitoring, asepsis, operating room personnel, surgical assisting, the role of the veterinary technician during surgical procedures, surgical procedures commonly performed, post- operative patient and surgery room care, as well as client education for post-operative patients and the role of the technician in patient pain management, are all topics that are covered. Students can expect 20 hours of outside preparation time for this course.

VET140L Veterinary Surgical Techniques Lab **2 quarter credits** **40 clock hours**
Co-requisite: VET140, VET142, VET142L
Prerequisite: COM101, VET130, VET130L, VET132
Delivery Method: Residential
This lab is associated with the VET140 course. The laboratory course will focus on instrument and equipment identification, patient, and surgical team preparation (gowning, gloving, draping, and maintaining a sterile field), standard surgical procedures, patient positioning, and patient preparation, recognizing pain, the technicians' role in pain management, development of client education tools, development, and communication of patient discharge instructions. Students can expect 10 hours of outside preparation time for this course.

VET142 Veterinary Clinical Pathology I **4 quarter credits** **40 clock hours**
Co-requisite: VET140, VET140L, VET142L
Prerequisite: COM101, VET130, VET130L, VET132
Delivery Method: Residential
This course is a study of veterinary clinical pathology. Instruction will cover safety concerns in the veterinary laboratory, quality control, and record-keeping as well as comparative hematology, manual identification of blood cells, and automated hematology test methods, hemostasis and deficiencies, basic immunology concepts and testing for abnormalities, and urine collection and evaluation. Also discussed is the clinical application of information from laboratory tests. Students can expect 20 hours of outside preparation time for this course.

VET142L Veterinary Clinical Pathology I Lab **2 quarter credits** **40 clock hours**
Co-requisite: VET140, VET140L, VET142
Prerequisite: COM101, VET130, VET130L, VET132
Delivery Method: Residential
This lab is associated with the VET142 course. Laboratory instruction will focus on comparative hematology identification, hemostatic and immunologic testing, and physical, chemical, and microscopic evaluation of urine samples in common veterinary species. Students can expect 10 hours of outside preparation time for this course.

VET250 Veterinary Technician Clinical I **3 quarter credits** **90 clock hours**
Co-requisite: VET252, VET252L, VET255
Prerequisite: VET140, VET140L, VET142, VET142L
Delivery Method: Residential
This course provides students the opportunity to completed hands-on skills with live animals at an approved veterinary facility under the supervision of approved and trained program personnel. Students will complete essential skills and techniques they have learned throughout the first five terms of the program. Students must complete 90 clinical hours and all required skills as outlined by the Veterinary Technician Clinical I Essential Skills and Criteria packet.

VET252 Veterinary Clinical Pathology II **4 quarter credits** **40 clock hours**
Co-requisite: VET250, VET252L, VET255
Prerequisite: VET140, VET140L, VET142, VET142L
Delivery Method: Residential
This course is an advanced study of veterinary clinical pathology. Instruction will include clinical chemistry tests, automatic clinical chemistry testing methods, standard veterinary clinical microbiology testing, parasitology of companion and livestock animals with emphasis on zoonotic parasites, and standard veterinary cytology test. Also discussed is the clinical application of information from laboratory tests. Students can expect 20 hours of outside preparation time for this course.

VET252L Veterinary Clinical Pathology II Lab **2 quarter credits** **40 clock hours**
Co-requisite: VET250, VET252, VET255
Prerequisite: VET140, VET140L, VET142, VET142L
Delivery Method: Residential
This lab is associated with the VET252 course. This laboratory course will focus on macro and microscopic identification of internal and external parasites, standard clinical cytology techniques, and test results. Also discussed is basic necropsy procedure, clinical microbiology testing methods, identification of microorganisms, interpretation, and clinical application of results. Students can expect 10 hours of outside preparation time for this course.

VET255 Veterinary Pharmacology I **4 quarter credits** **40 clock hours**
Co-requisite: VET250, VET252, VET252L
Prerequisite: VET140, VET140L, VET142, VET142L
Delivery Method: Residential
This course introduces students to the pharmacokinetics and pharmacodynamics of conventional drug therapies used in veterinary medicine. This course will provide students with a review of dosage calculations and teach students about pharmacy management techniques, methods and routes of administration, drug classes, and specific medications used in veterinary medicine. Students can expect 20 hours of outside preparation time for this course.

VET260 Companion Animal Diseases **4 quarter credits** **40 clock hours**
Co-requisite: VET262, VET265, VET267
Prerequisite: VET250, VET252, VET252L, VET255
Delivery Method: Residential
This course provides instruction on a wide variety of diseases and the management of health conditions in companion animals. Instruction includes etiology, pathogenesis, clinical signs, diagnostic testing, and treatment. Students can expect 20 hours of outside preparation time for this course.

VET262 Veterinary Anesthesia and Analgesia I **4 quarter credits** **40 clock hours**
Co-requisite: VET260, VET265, VET267
Prerequisite: VET250, VET252, VET252L, VET255
Delivery Method: Residential
This is an introductory anesthesia and analgesia course for veterinary technicians. This course will discuss patient preparation, anesthetic agents and adjuncts and their effect on the body system. Anesthetic equipment, troubleshooting, and maintenance are discussed as well as workplace safety involved with administering anesthesia. Ventilation and special techniques such as epidurals, nerve blocks, and local anesthesia will also be covered. Students can expect 20 hours of outside preparation time for this course.

VET265 Veterinary Pharmacology II **4 quarter credits** **40 clock hours**
Co-requisite: VET260, VET262, VET267
Prerequisite: VET250, VET252, VET252L, VET255
Delivery Method: Residential
This course teaches students about different drug classes and specific medications used in veterinary medicine. Additionally,

chemotherapeutics and nutraceuticals are discussed. Students can expect 20 hours of outside preparation time for this course.

VET267 Veterinary Radiology and Imaging **4 quarter credits** **40 clock hours**
Co-requisite: VET260, VET262, VET265
Prerequisite: VET250, VET252, VET252L, VET255
Delivery Method: Residential
This course is designed to familiarize students with the properties of radiation and the dangers it can pose if not appropriately handled. This course will teach students the technical aspect of imaging, film processing and digital imaging, specialized imaging, and techniques used for accurate diagnostic imaging of multiple species. Students can expect 20 hours of outside preparation time for this course.

VET270 Livestock Diseases **4 quarter credits** **40 clock hours**
Co-requisite: VET272, VET275, VET277
Prerequisite: VET260, VET262, VET265, VET267
Delivery Method: Residential
This course provides instruction on a wide variety of diseases and disease management of livestock animals. Instruction includes etiology, pathogenesis, clinical signs, diagnostic testing, and treatment. Students can expect 20 hours of outside preparation time for this course.

VET272 Veterinary Anesthesia and Analgesia II **4 quarter credits** **40 clock hours**
Co-requisite: VET270, 275, VET277
Prerequisite: VET260, VET262, VET265, VET267
Delivery Method: Residential
This is an advanced course in anesthesia and analgesia for veterinary technicians. This course will discuss the physiology of pain, analgesia therapies, assessment, and management of pain. Anesthesia protocol selection, the process of placing an animal under anesthesia, recovery from anesthesia in various species, anesthetic problems, and emergencies are also covered. Students can expect 20 hours of outside preparation time for this course.

VET275 Veterinary Emergency and Critical Care **4 quarter credits** **40 clock hours**
Co-requisite: VET270, VET272, VET277
Prerequisite: VET260, VET262, VET265, VET267
Delivery Method: Residential
Students will learn about emergencies and critically ill animals encountered in veterinary medicine. Critical thinking and effective communication during an emergency are emphasized. This course teaches fluid therapy, transfusion medicine, nursing care of critically ill and emergency patients, and toxicology. Students will also learn proper CPR, geriatric and hospice care, human-animal bond, and euthanasia. Students can expect 20 hours of outside preparation time for this course.

VET277 Veterinary Dentistry **4 quarter credits** **40 clock hours**
Co-requisite: VET270, VET272, VET275
Prerequisite: VET260, VET262, VET265, VET267
Delivery Method: Residential
This course will introduce the student to the field of veterinary dentistry. Topics covered include oral anatomy, terminology, instrumentation, and dental prophylaxis for companion, exotic, and equine species. Companion oral radiography is included in the instruction. The clinical applications of modern veterinary dental care, the importance of dental health on overall health, the role of the veterinary technician in dental care, and client education for a companion, exotic, and equine species are also discussed. Students can expect 20 hours of outside preparation time for this course.

VET280 Veterinary Clinical Externship II **3 quarter credits** **90 clock hours**
Co-requisite: VET282, BUS115
Prerequisite: VET270, VET272, VET275, VET277
Delivery Method: Residential
This course provides students the opportunity to completed hands-on skills with live animals at an approved veterinary facility under the supervision of approved and trained program personnel. Students will complete essential skills and techniques they have learned throughout the program. Students must complete 90 clinical hours and all required skills as outlined by the Veterinary Technician Clinical II Essential Skills and Criteria packet.

VET282 Veterinary Technician Seminar **4 quarter credits** **40 clock hours**
Co-requisite: VET280
Prerequisite: VET270, VET272, VET275, VET277
Delivery Method: Residential
This course provides students with a comprehensive review to assist in preparation for the national veterinary technician licensing examination. Students will be able to address any questions they have over any of the material. Students will take practice tests for preparation. The process of applying to take the VTNE, required documents, testing centers, test dates, and how to apply for state licensure after passing the examination will also be presented. Students will also give two presentations on topics that are related to veterinary medicine and are approved by the instructor. Students can expect 20 hours of outside preparation time for this course.

VET290 Veterinary Technician Externship **8 quarter credits** **240 clock hours**
Co-requisite: VET280, VET282
Prerequisite: VET270, VET272, VET275, VET277
Delivery Method: Residential
This course provides students the opportunity to practice hands-on skills on live animals after primary learning and competency evaluation. This course will take place at an approved veterinary facility under the supervision of approved personnel. Students are expected to complete 240 externship hours.

Addendum A

BACHELOR COMPLETION PROGRAM IN HEALTH SCIENCES

PROGRAM OBJECTIVE

Program Overview

The Bachelor Completion Program in Health Sciences is designed for individuals who have already completed an associate degree or equivalent in a healthcare-related field and are seeking to advance their education and career opportunities. This program offers a comprehensive, multidisciplinary approach to health sciences, providing students with the knowledge and skills necessary to excel in various healthcare settings. The curriculum focuses on advanced health sciences topics, research methods, leadership, and critical thinking, empowering graduates to take on leadership roles and contribute to the future of healthcare.

Potential Future Jobs

Graduates of the Bachelor Completion Program in Health Sciences will be prepared for a wide range of career opportunities, including but not limited to:

1. Healthcare Administrator
2. Health Educator
3. Clinical Research Coordinator
4. Public Health Specialist
5. Health Policy Analyst
6. Medical and Health Services Manager
7. Wellness Program Director
8. Clinical Manager
9. Occupational Health and Safety Specialist
10. Case Manager in Healthcare Facilities

Additionally, graduates may choose to pursue further education, such as graduate programs in public health, healthcare administration, or specialized healthcare fields.

Program Goals

1. **Enhance Professional Knowledge:** Equip students with advanced knowledge in health sciences to deepen their understanding of healthcare systems, policies, and best practices.
2. **Promote Leadership and Management Skills:** Prepare students for leadership roles in healthcare by developing critical management, communication, and decision-making skills necessary to oversee teams and improve patient outcomes.
3. **Foster Research and Analytical Skills:** Encourage students to engage in healthcare research, analyze data, and apply evidence-based practices to improve health services.
4. **Develop Ethical and Cultural Competence:** Promote ethical decision-making and cultural competence, enabling graduates to provide inclusive and equitable care in diverse healthcare environments.
5. **Prepare for Health Promotion and Education:** Train students to design and implement health promotion programs that educate communities and improve public health outcomes.
6. **Support Interdisciplinary Collaboration:** Foster interdisciplinary teamwork by encouraging collaboration with professionals across various healthcare fields, ensuring comprehensive patient care.
7. **Encourage Lifelong Learning and Professional Development:** Instill a commitment to ongoing professional development, preparing students to adapt to the evolving healthcare landscape and continue advancing in their careers.

This program is ideal for healthcare professionals seeking to enhance their career prospects, make a meaningful impact on the health of individuals and communities, and contribute to the future of healthcare innovation.

Credit Hours

Quarter Credit Hours: 190

Core Credit Hours: 40 [10 courses]

Concentration Elective Credit Hours: 36 [9 courses]

Upper-Level General Education Courses: 24 [6 courses]

Transfer Credits Earned from Associate's Degree:

General Education - 30

Allied-Health Concentration – 60

Length: 72 weeks (excluding holiday breaks)

Delivery Method: Full Distance

Total Hours: 1,040

Tuition: $250/ credit hour

Quarter Term Technology Fee: $100

Books: At Student's Expense (information for purchasing will be provided to students at orientation)

Total Program Cost: $25, 900.00

PROGRAM CURRICULUM

Curriculum Outline

Course Name:	Credit Hours:
CORE HEALTH SCIENCE COURSES – 40 Hours	
HSC300: Foundations of Health Sciences	4.00
HSC305: Health Research Methods	4.00
HSC310: Health Care Practices	4.00
HSC320: Health Care Systems in the U.S.	4.00
HSC325: Health Ethics and Law	4.00
HSC330: Issues in Health Care	4.00
HSC335: Interprofessional Collaboration in Health Care	4.00
HSC340: Health Care Policy	4.00
HSC345: Conflict Resolution in Health Care Systems	4.00
HSC445: Senior Capstone in Health Sciences	4.00
HEALTH SCIENCE CONCENTRATION ELECTIVES – 36 Hours – Choose 9 Courses	
HSC315: Introduction to Epidemiology	4.00
HSC350: Fundamentals of Patient Education in Health Care	4.00
HSC355: Health Care Leadership	4.00
HSC400: Cultural Competency in Health Care	4.00
HSC410: Health Care Statistics	4.00
HSC415: Community Based Health Care	4.00
HSC420: Education for Health Care Professions	4.00
HSC425: Interprofessional Collaboration Seminar in Health Sciences	4.00
HSC430: Special Needs Health Populations	4.00
HSC435: Principles of Health Care Finance	4.00
UPPER-LEVEL GENERAL EDUCATION COURSES – 24 Hours	
ENC301: Advanced Written Composition	4.00
ENC310: Advanced Interpersonal Communications	4.00
PSY320: Foundations of Psychopathology and Behavioral Interventions	4.00
PSY401: Psychology of Human Behavior, Learning, and Change	4.00
HUM315: Digital Humanities and New Media	4.00
SOC310: Sociology Problems and Change Agencies	4.00

Course Outline

Term:	Start Week:	End Week:	Courses:
1	1	8	HSC300, ENC301, PSY320
2	9	16	HSC305. HSC310, ENC310
3	17	24	HSC320, HSC325, PSY320
4	25	32	HSC330, HSC335, SOC310
5	33	40	HSC340, HSC345, HUM315
6	41	48	Elective 1, Elective 2, Elective 3
7	49	56	Elective 4, Elective 5, Elective 6
8	57	64	Elective 7, Elective 8, Elective 9
9	66	72	HSC445

ADMISSIONS REQUIREMENTS

**See Separate PDF Attachment

GRADING SCALE

Definition of Grades

- An “F” means the student has not satisfactorily met course requirements and must repeat the course.
- An “I” is assigned only when, due to mitigating circumstances and with the authorization from the Program Director, coursework is not completed. The student must complete all work within one (1) calendar week from the end of the term at which time the grade will be changed to the grade earned. For purposes of grade point and satisfactory progress, the “I” will be converted to a final grade and the GPA recalculated.
- An “IP” means the course is currently in progress. The grade has not been finalized for the course. A grade of “IP” will not be calculated in the cumulative grade point average (GPA).
- An “LOA” is assigned when a student has been granted a Leave of Absence. It does not affect the grade point average (GPA) but will affect the student’s rate of completion.
- An “R” is assigned for when a student has not satisfactorily met course requirements and must retake a course. The initial attempt at the course will receive an “R.” A grade of “R” will not be calculated in the cumulative grade point average (GPA).
- A “W” is assigned for withdrawals. A grade of “W” will not be calculated in the cumulative grade point average (GPA) but will affect the student’s rate of completion.

Bachelor Program (Health Sciences)
Grading Scale
A (4.0) 100 - 93
B (3.0) 92 - 85
C (2.0) 84 - 75
D (1.0) 74 - 61
F (0.0) 59 - Below

COURSE DESCRIPTIONS

ENC301: Advanced Written Composition
Prerequisites: None
The purpose of this course is to expand and enhance students' knowledge to the format, content and thought processes for successful academic and professional writing through utilization of APA form and style manual. Deep discussion on literature reviews will take place. A review of proper sentence and paragraph structure, grammar, punctuation usage, formatting and bibliographic referencing will be discussed. Must be taken during first semester of enrollment in program.

ENC310: Advanced Interpersonal Communications
Prerequisites: ENC301
This advanced-level course explores the principles and strategies of effective interpersonal communication with a focus on both theory and practical application. Students will deepen their understanding of communication models, message transmission, feedback mechanisms, and the role of context in personal and professional interactions. Key topics include active listening, conflict resolution, nonverbal communication, cultural competence, and the impact of digital platforms on interpersonal relationships.
Emphasizing critical thinking and self-reflection, the course will provide hands-on opportunities to apply communication techniques in diverse scenarios, including collaborative team environments and leadership roles. Students will also explore the influence of networked systems and technology on modern communication patterns, enhancing their ability to navigate and adapt to evolving interpersonal dynamics.

HSC300: Foundations of Health Sciences
Prerequisites: None
This Fundamentals of Health Sciences course provides an introductory exploration into the core concepts, careers, and principles within the health sciences field. The course covers essential topics such as healthcare systems, medical terminology, anatomy and physiology, infection control, and professional ethics.
Students will gain foundational knowledge in various health professions, patient care standards, and the importance of effective communication within healthcare settings. Emphasis is placed on developing critical thinking skills, ethical decision-making, and a comprehensive understanding of the roles and responsibilities in the healthcare industry.

HSC305: Health Sciences Research Methods
Prerequisites: HSC300
The Health Sciences Research Methods course introduces students to the foundational principles and practices of research within the health sciences field. Students will explore the entire research process, from identifying research questions and designing studies to data collection, analysis, and interpretation.
The course emphasizes both qualitative and quantitative research methodologies, ethical considerations in human subject research, and critical appraisal of scientific literature. Students will develop the skills necessary to design their own research proposals, evaluate published health studies, and apply evidence-based decision-making in healthcare settings.

HSC305: Health Sciences Research Methods
Prerequisites: HSC300

HSC310: Health Care Practices
Prerequisites: HSC300
This course will introduce students to health care practice issues at the organizational, professional, interprofessional, and patient care levels. Course topics include licensure, certification, and accreditation of professionals and health service providers, the importance of understanding rules of practice and standards of care, and the study of different legal and regulatory mechanisms designed to prevent or minimize the occurrence of adverse health events and liabilities in health care settings. Through the discussion of case examples, students will have the opportunity to apply the concepts learned to real-life situations.

HSC315: Introduction to Epidemiology
Prerequisites: HSC300, HSC305, HSC310
The purpose of this course is to introduce the history and development of epidemiology in relation to public health and disease. Communicable, epidemic and endemic as well as social diseases will be discussed.

HSC320: Health Care Systems in the U.S.
Prerequisites: HSC300, HSC305, HSC310
The purpose of this course is to provide an overview and analysis of American health care delivery systems. An understanding of the economical, social, political and professional forces that shape the health care delivery system will be discussed as well as an examination of how the system is organized, how services are delivered, and the mechanisms by which health care services are financed.

HSC325: Health Ethics and Laws
Prerequisites: HSC300, HSC305, HSC310
This course is designed to introduce ethical thinking and concepts regarding health care to prepare the student with the essential vocabulary and thought processes to understand, evaluate and participate in ethical decision making. Students will be introduced to the idea that ethical problems are largely a matter of reason and that progress toward solutions can be gained through an application of normative ethical (philosophical) theory.

HSC330: Issues in Health Care
Prerequisites: HSC300, HSC305, HSC310, HSC320, HSC325
This course discusses current issues and concepts regarding health care to prepare the student with the essential vocabulary and thought processes to understand and evaluate the legal, political and ethical challenges facing health care in the US. and across the globe.

HSC335: Interprofessional Collaboration in Health Care
Prerequisites: HSC300, HSC305, HSC310, HSC320, HSC325
The purpose of this course is to inform students of the steps for advancing patient safety, quality of care while minimizing cost through interprofessional practice. The course will explore health care roles and relationships as they interact with other providers, patients and families within communities.

HSC340: Health Care Policy
Prerequisites: HSC300, HSC330; HSC335
This course provides the student with a broad understanding of Health Policy, how health care is organized, and how the practitioner can better work in the system. The focus will be on policy issues of population health and its determinants, access to care, and its impact on health. Students receive an introduction to key features in the US health care system, and will examine issues of rising health care costs and the quality of the care given.

HSC345: Conflict Resolution in Health Care Systems
Prerequisites: HSC300, HSC330; HSC335
The purpose of this course is to develop an understanding of conflict and effective conflict resolution strategies that increase personal achievement and create collaborative relationships in the workplace. A variety of health care disputes including employee-employee conflict, supervisor-subordinate conflict, patient-patient conflict, and patient/client-provider conflict are analyzed and problem-solving methods are applied that reduce stress, manage conflict, and create environments of positive growth, personal and organizational safety, and interpersonal and interpersonal satisfaction.

HSC350: Fundamentals of Patient Education in Health Care
Prerequisites: HSC325, HSC330, HSC340, HSC345
Patient education is an integral part of health care in every setting, from patient treatment, to health and wellness promotion, to injury and illness prevention. The focus of this course is to explore the many issues that impact patient education, from both a health care professional and management perspective. Adult education theory, patient/therapist interaction, communication barriers, strategies for success, web-based patient education, documentation, federal laws and initiatives and standards for patient education are some of the topics that will be examined.

HSC355: Health Care Leadership Syllabus
Prerequisites: HSC325, HSC330, HSC340, HSC345
This course will provide an overview of numerous leadership theories to prepare the student for a leadership role in Health Care. The course will critically analyze the differences between leadership and management.
HSC400: Cultural Competency in Health Care
Prerequisites: HSC325, HSC330, HSC340, HSC345

The purpose of this course is to develop competency and better understanding when confronted with issues related to culture, diversity and ethnically based customs, rituals, alternative health care choices, folk medicine, cultural structure and viewpoints and the practitioner's delivery of health care.

HSC410: Health Care Statistics
Prerequisites: HSC325, HSC330, HSC340, HSC345
This course is designed to introduce the conceptual foundation of statistical analysis & statistical reasoning of health sciences data, and prepare the student to calculate, interpret and utilize appropriate software packages for basic statistical analysis.

HSC415: Community Based Health Care
Prerequisites: HSC325, HSC330, HSC340, HSC345
This course provides students an overview of the role health care professionals can take to improve the health of communities by introducing them to strategies for capacity building. Strategies including facilitating linkages and teambuilding between sectors, consensus-building, developing skill base ad resources of communities, organizations, and individuals to improve health. Students will learn to identify relevant organizations and stakeholders within the community, who by working together, can delivery health outcomes within the community.

HSC420: Health Education and Promotion
Prerequisites: HSC3325, HSC330, HSC340, HSC345
This course provides an in-depth exploration of the theoretical frameworks that inform health education and health promotion practices. Students will examine and apply key health behavior theories and models, including the Health Belief Model, Social Cognitive Theory, and Transtheoretical Model, to understand their role in shaping health interventions and behavior change strategies. Emphasis will be placed on critically evaluating the effectiveness of these theories in diverse populations and health contexts.

HSC425: Interprofessional Collaboration Seminar in Health Sciences
Prerequisites: HSC335
This course builds upon skills learned in HSC335 and explores advanced pathways in interprofessional care teams. The course will explore advanced health care roles and relationships as they interact with other providers, patients and families within communities. Students will complete seminars in advanced IPCT situations, and learn to embrace the roles of other healthcare team members.

HSC430: Special Needs Health Populations
Prerequisites: HSC3325, HSC330, HSC340, HSC345
With the continued graying of the American population and the extending life expectancy of individuals with disabilities there are a growing number of individuals facing chronic life challenges. These individuals are consumers of health care. It is incumbent on health care providers to understand how different challenges affect a person’s abilities. Topics of discussion include: laws that impact services, the history of disability care, and specific disabilities and their impact on functioning.

HSC435: Principles of Health Care Finance
Prerequisites: HSC3325, HSC330, HSC340, HSC345
The course introduces the fundamental tools, concepts, and applications aimed at providing students an understanding of numerous financial theories and techniques utilized in health care financial management. The course materials are structured around emerging health care policies and the role finance and economics play in establishing policy. Cases studies are drawn from a variety of sources such as health maintenance organizations, home health agencies, nursing units, hospitals, and integrated health care systems. Some topics of discussion also include: concepts of capital financing for providers, budgeting, financial ethics, payment systems, provider costs, high cost of health care, and measuring costs.

HSC445: Senior Capstone in Health Sciences
Prerequisites: HSC3325, HSC330, HSC340, HSC345
Students select an area of study in cooperation with the course advisor and/or program director. The project may include such items as work-related studies, conference attendance, grant proposals and or planning documents. A comprehensive paper will be developed and delivered according APA form and style manual. Students must receive departmental and advisor approval in order to be allowed to register for this course.

HUM315: Digital Humanities and New Media

Prerequisites: None

This course explores the intersection of humanities scholarship and digital technology, emphasizing how emerging media transform the study, creation, and dissemination of cultural knowledge. This course introduces students to key concepts in digital humanities, including digital archives, data visualization, text analysis, and interactive media, while critically examining the impact of new media on cultural narratives, representation, and accessibility.

Students will engage with both theoretical frameworks and hands-on projects using digital tools to analyze and present humanistic content. Topics include the ethics of digital curation, the role of social media in cultural discourse, and the evolving nature of authorship and audience interaction in digital spaces.

PSY320: Foundations of Psychopathology and Behavioral Interventions

Prerequisites: None

This advanced-level course provides an in-depth exploration of the scientific principles underlying psychological disorders and evidence-based treatment approaches. This course covers key concepts in the classification, diagnosis, and etiology of mental health disorders, with a focus on the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) framework. Students will examine the biological, psychological, and sociocultural factors contributing to psychopathology across the lifespan.

The course also emphasizes foundational behavioral intervention strategies, including cognitive-behavioral techniques, motivational interviewing, and trauma-informed care. Through case studies and applied learning activities, students will develop critical thinking skills in assessing symptom presentation, treatment planning, and ethical considerations in mental health care.

PSY401: Psychology of Behavior, Learning, and Change

Prerequisites: PSY320

This course provides an advanced exploration of the psychological principles underlying human behavior, cognitive development, and behavioral modification. This course examines key theories of learning, including classical and operant conditioning, social learning theory, and cognitive-behavioral frameworks. Students will investigate how these theories apply to personal growth, habit formation, and behavior change across the lifespan.

The course also emphasizes the interaction between biological, psychological, and environmental influences on human behavior and the processes of adaptation and change. Through case studies, self-assessments, and applied learning projects, students will critically evaluate strategies for effective behavioral interventions in personal, educational, and professional contexts.

SOC310: Sociology Problems and Change Agencies

Prerequisites: None

This course examines the root causes, structural patterns, and societal consequences of major social problems in contemporary society. This course explores topics such as poverty, systemic inequality, environmental issues, discrimination, crime, public health crises, and education disparities. Emphasis is placed on the role of power dynamics, social institutions, and cultural values in perpetuating these issues.

Students will critically analyze how grassroots movements, non-profit organizations, government agencies, and global institutions serve as change agents in addressing and mitigating social problems. Case studies and real-world applications will be used to evaluate the effectiveness of various strategies for social change, including policy reform, advocacy, community organizing, and direct service interventions.

Addendum B: NC SARA Complaint Process

NC-SARA Student Complaint Process

For students enrolled in programs covered by NC-SARA and applicable interstate distance education requirements, additional complaint procedures may be available through the State Authorization Reciprocity Agreement (SARA).

Students must first complete the College's internal complaint resolution process before submitting an eligible complaint through the applicable state-level process which is stated on page 41 of the MedQuest College Student Catalog.

If a student is not satisfied after completing MedQuest College's grievance process, they may submit an eligible complaint to the appropriate state agency under NC-SARA guidelines.

Eligible complaints generally must be submitted within two years of the incident. Complaints about grades or student conduct are not covered by the NC-SARA complaint process.

External Complaint Resources

Students seeking additional information regarding NC-SARA complaint procedures may consult the following official resources:

- **NC-SARA Student Complaint Process:**
  https://nc-sara.org/sara-student-complaints-0/
- **NC-SARA Student Complaint Procedures by State:**
  https://nc-sara.org/sara-student-complaints-process-information-state/
- **NC-SARA State Portal Entity Contacts:**
  https://nc-sara.org/state-portal-entity-contacts/
- **Kentucky Council on Postsecondary Education — Consumer Complaint Process:**
  https://www.cpe.ky.gov/campuses/consumer_complaint.html

Students should review the applicable state procedures to determine eligibility, submission requirements, and the appropriate agency for their complaint.