



Chicago Community  
Learning Center



2025 /2026

Catalog

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# Welcome to the Chicago Community Learning Center

Growing and Changing for Success



## **Chicago Community Learning Center**

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## Table of Contents

Catalog Date of Publication	2
Letter from the CEO	4
Vision and Mission Statement	5-6
Campus Descriptions and Addresses	7
Admission / Enrollment/ Grading Scale	8-9
Holidays and School Closures	11
Refund Policy	11-12
Student Complaints	14-17
Attendance	11
Student Conduct	12
Testing Misconduct	13
Confiscation Policy	14
General Policies	14-19
Sexual and Discrimination Harassment Policy	20-24
Course Offerings	31-37
State and National Certifications	42-43
IBHE Institutional Disclosure 2024	43-44



Dear Student,

On behalf of the administration and faculty, it is my sincere pleasure to welcome you to the Chicago Community Learning Center (CCLC). It's a time of recommitment and renewal of purpose for students pursuing their individual aspirations. CCLC is guided by a range of concepts, including Mission and Vision Statements, Core Values, and Competencies. These varieties of methods allow the school to better plan strategically, focusing on academic quality and students' success. Our goal is to enroll talented students, create marketable healthcare training programs, and provide students with the best tools in career services that are needed to graduate and become gainfully employed.

CCLC is a student-centered healthcare school where teaching and learning are at the heart of what we do. We pride ourselves on personal service to students, and students will time and again reference the warmth and welcoming environment on campus. With an average class size of 15 students, you will really get to know accomplished faculty members who care about your LEARNING, first and foremost. You certainly will begin the process of shaping your own direction and destiny.

CCLC is a career-oriented vocational healthcare school, which means our curriculum will provide you with more than just the basic general education and necessary technical skills for your chosen field. You will also receive an education that provides the soft skills necessary to be career-ready. Part of your education here will include resume writing, how to search for the right employment "fit," how to prepare for an interview, and practice interviewing. As such, graduates have an excellent reputation among employers both for their skills and for their career readiness.

CCLC is a vocational healthcare school for the 21st century. We believe in tailoring education to meet the many demands of a diverse student body. CCLC students range from traditional high school students to individuals holding full-time jobs and raising children while going to school, to military veterans, and lifelong learners. To meet the wide variety of needs, each student has the choice to select time schedules that better assist them.

Our commitment to excellence stems from the core of our mission—we care for our students and create an educational environment that facilitates strong educational outcomes. Indeed, we claim your dreams, goals, and challenges as our own. Regardless of your personal education and career goals, you can count on the caring faculty and staff at CCLC.

Sincerely,

Asfia Rather, CEO of Operations and Finance

...about the

## Chicago Community Learning Center

**Vision:** The vision of the Chicago Community Learning Center is to assist individuals to become self-sufficient through career-focused vocational training with a spirit of excellence.

**Mission:** The Chicago Community Learning Center cares for our students and creates an educational environment that facilitates strong educational outcomes. Indeed, we claim your dreams, goals, and challenges as our own. Regardless of your personal education and career goals, you can count on the caring faculty and staff at CCLC. The Chicago Community Learning Center strives to offer career-oriented and certified training in a variety of areas with a focus on healthcare disciplines.

**Goals and Objectives:** The Chicago Community Learning Center's goals and objectives are to empower graduates with superior skills and utmost training to be the best allied healthcare professionals they can be:

- To provide a diverse faculty qualified by education, experience, continuing education, and on-going professional development in the medical or allied healthcare field(s) for which they are assigned to teach;
- To prepare students fully for entry-level employment in the student's selected allied healthcare field;
- To enable student attainment of knowledge through lectures, examinations, and evaluations;
- To ensure student achievement of competency-based clinical skills through laboratory training within the institution and clinical training utilizing internship facilities;
- To assist students in gaining workplace and life skills, study techniques, test-taking techniques, and effective utilization of CCLC's faculty and staff and programs.
- To prepare students to take the appropriate certification/licensure examinations for their chosen allied healthcare career; and to guide and prepare students for their job search by providing opportunities to learn interviewing techniques, develop electronic communications, and prepare a professional resume.

**Our Purpose:** To ensure that students receive the quality education identified in our mission, Chicago Community Learning Center will provide the following:

- Continuous assessment of students, personnel, and programs through
  - Placement and progress testing of students
  - Instructor evaluations of student performance
  - Student and school evaluations of instruction

- Active involvement of community and program advisory committees in program reviews
- Quality instructors who
  - Help students define their goals
  - Remain current in their disciplines and the art and technologies of teaching through professional development and periodic evaluations by peers and students
  - Are devoted to effective classroom teaching and learning
  - Are oriented to student learning outcomes
  - Help students take responsibility for their own learning
  - Help students see practical applications of classroom learning
- Relevant curriculum that
  - Meet the transfer needs of the Illinois Articulation Initiative
  - Satisfy industry and professional job requirements
  - Lead to certification in specific fields
  - Reflect the interests and needs of the students, employers, and community
- Support services consisting of:
  - Academic support for classroom instruction and learning
  - Non-academic services to address student needs
  - Resources to foster personal development and self-expression
- Resources consisting of:
  - Quality faculty devoted to student learning
  - A campus culture that promotes the free exchange and sharing of ideas and allows for innovation
  - Opportunities for professional development
  - Facilities, technology, and staff that promote and support student learning
  - Counseling and other advisory services

## **Chicago Community Learning Center 3 Campuses**

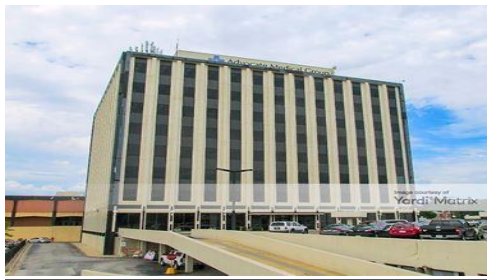


### **Chicago Thorek Campus**

The Chicago Community Learning Center, Chicago Campus (CCLC) is located (840 W. Irving Park Rd, suite 203, Chicago Illinois) in the heart of the Uptown Community. Uptown is one of Chicago's 77 community areas. Uptown has well-defined boundaries. They are: Foster on the north; Lake Michigan on the east; Montrose, and Irving Park on the south; Ravenswood, and Clark on the west. Uptown borders three community areas and Lake Michigan. To the north is Edgewater, to the west is Lincoln Square, and to the south is a view of the Lake. The school occupies two suites in the Professional Medical Building known as the Thorek Memorial Hospital.

The two suites occupied by CCLC consist of a large reception area, administration offices, classrooms, conference rooms, a library/computer room, break areas, and clinical observation classrooms. Each floor is equipped with accessible restrooms for males and females and handicapped accessible.

Served by two of the busiest bus lines in the city (Broadway - Route 36 and Irving Park - Route 80). And half a block from the Red Line stop at Sheridan.



### **Evergreen Park Campus**

The Chicago Community Learning Center, Evergreen Park campus is located at (9730 S Western Ave, suite 502, Evergreen Park, Illinois) anchored by Advocate Medical Group and the entire eight floors consist of professional medical offices. The building borders the city of Chicago to the north and anchors the new Evergreen Plaza home to many retailers. The population in a 2-mile radius is over 93,000 with nearly 33,400 households having experienced 4.46% population growth between 2010-2017. Along Western Avenue exceeds 35,000 vehicles per day. Little Company of Mary Hospital is less than a mile away. Pace Bus Route #349 provides convenient access with a stop at the building. The Metra train station at Beverly Hills – 99th Street station is a mile to the east. I-57 is 1.8 miles to the southeast.

## Admission Requirements

The Chicago Community Learning Center (CCLC) welcomes students from diverse educational backgrounds and provides a wide range of learning opportunities. An individual may be admitted to the school by completing and submitting the Student Enrollment Form.

Additional admission requirements are as follows:

1. High School or GED required.
2. 18 years of age or older.
3. Have a photo ID and a Social Security card
4. Be available to be in class from 9:00 a.m. to 2:00 p.m. Monday through Friday.
5. Illinois State Police Background Testing: Students are required to undergo fingerprinting before the start of the Nurse Aide Program. This extensive background check is mandatory, and the fees are paid by the school. Students must undergo fingerprinting through CCLC's authorized vendor ([www.accuratebiometrics.com](http://www.accuratebiometrics.com)/or 1-866-361-9944).

Students must submit health requirements to CCLC's Office before the start of class, regardless of registration date. Students who do not have Health Clearance will not be permitted to go to clinical sessions. Below are the health requirements needed before a student will be allowed to attend clinical sessions of the program.

- A. Complete physical exam, signed by health care provider. Physicals are required annually and must not expire during the period of enrollment.
- B. Immunization Records must include, but are not limited to, the following:
  1. Measles (Rubella)
  2. Mumps
  3. German Measles (Rubella)
  4. Chicken Pox (Varicella)
  5. Tetanus

(Students who do not have appropriate immunization records must obtain required immunizations before the start of the class.)
- C. Hepatitis B – Immunization is required
  - a. Either dates of series immunization
  - b. Positive titer – titer is recommended one to two months after receiving the complete series.
- ci. TB Testing – A two-step Mantoux per the Illinois Department of Public Health
  - a. Must be given and documented by a healthcare provider
  - b. First test is to be “read” and documented between 48 hours and 7 days after the test was initiated
  - c. Second test is to be done 7-21 days after the first and should be “read” 48 to 72 hours after the second test was administered.

- d. If a TB skin test is positive, or is known to be positive by the student, a chest x-ray will need to be done and referred to the health care provider.

(The above must be completed before the student will be allowed to attend the clinical section of the program. Students will be held to the missed clinical policy. It is the responsibility of the student to bring all health-related information as stated above to the school before the start of class.)

**7. Students** must have a background check performed. These checks are performed through Accurate Biometrics for all programs and are included in the cost of tuition.

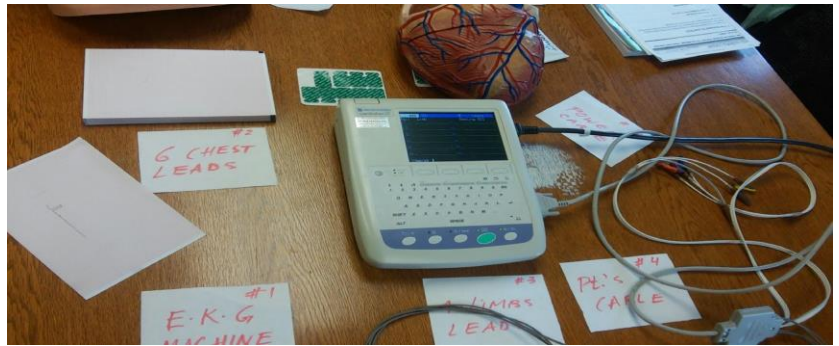
### Grading Scale

Percentage	Letter Grade
100-90	A
89-80	B
79-70	C-D
69 or below	F

A student must receive a 76% Grade C or higher to pass the class. A student will receive various written and verbal notifications throughout the course if he or she is not performing satisfactory work. A student-teacher conference will then be implemented to assist the student. If required, another meeting will take place, including the school administrator, student, and instructor.

## Classroom

Classrooms are equipped with all necessary materials for proper instruction (i.e., Smartboards, LCD projectors, flip charts, instructional board, phlebotomy arms, EKG machines, blood pressure machines, and patient beds).



The maximum student /teacher ratio is EKG Monitors (above) and Phlebotomy Arms (below) are standard 15:1. This includes lecture and laboratory types of instructional equipment used in the classrooms. settings.

## Attendance

Every student is expected to attend all classrooms, laboratories, and clinicals. It is the student's responsibility to follow the instructor's direction. Students are responsible for all missed work during an absence and must contact the appropriate faculty member for make-up work.

If the student is absent for more than five days of class, they may not be able to register for the state or national license exams.



## **Holidays and School Closures**

- New Year's Day
- Martin Luther King Jr's Birthday
- President's Day
- Good Friday
- Memorial Day
- Juneteenth Day
- Independence Day
- Labor Day
- Columbus Day
- Veterans Day
- Week of Thanksgiving
- Winter Break Last Two Weeks of December

### **Cancellation and Unearned Tuition Policy**

#### **Refund Policy**

Students not accepted to the school are entitled to all monies paid. Students who cancel classes by notifying the school within three (3) business days are entitled to a full refund of all tuition and fees paid. Students who withdraw after three (3) business days, but before commencement of classes, are entitled to a full refund of all tuition and fees paid except the maximum cancellation charge of \$150.00 or 25% of the tuition price, whichever is less. In the case of students withdrawing after commencement of classes, the school will retain a cancellation charge plus a percentage of tuition and fees, which is based on the percentage of contact hours attended as described in the table below. The refund is based on the last date of recorded attendance.

#### **Refund Table**

Student is entitled to upon withdrawal/termination	Refund
Within first 10% of program (Lessons 1 - 2)	90% less cancellation charge
After 10% but within first 25% of program (Lessons 3 – 5)	75% less cancellation charge
After 25% but within first 50% of program (Lessons 6 – 10)	50% less cancellation charge

After 50% but within first 75% of program (Lessons 11 – 15)	25% less cancellation charge
After 75% (Lesson 16) [if paid in full, cancellation charge is not applicable]	NO Refund

1. The student may cancel the student enrollment form any time prior to midnight of the third business day after signing the student enrollment form.
2. All refunds will be made within 30 days from the date of termination. The official date of termination or withdrawal of a student shall be determined in the following manner:
  - a. The date on which the school receives written notice of the student’s intention to discontinue the training program; or
  - b. The date on which the student violates published school policy, which provides for termination.
  - c. Should a student fail to return from an excused leave of absence, the effective date of termination for a student on an extended leave of absence or a leave of absence is the earlier of the date the school determines the student is not returning or the day following the expected date of return.
3. The student will receive a full refund of tuition and fees paid if the school discontinues a program / standalone course within a period a student could have reasonably completed it, except that this provision shall not apply in the event the school ceases operation.
4. The policy for granting credit for previous training shall not impact the refund policy.
5. All refund requests must be submitted in writing to CCLC’s School Director of Operations, Asfia Rather, 4753 N. Broadway, suite 602 Chicago, IL 60640. Email: astiq@aol.com

### **Student Conduct**

When on campus or off campus but involved in school-related activities (trips, observations, exhibitions, etc.), students are to present a neat appearance and demonstrate professional conduct and courtesy. Inappropriate and disruptive behavior will not be tolerated and may be cause for expulsion:

The following rules are in effect:

- Uniforms must be worn at all times when attending CCLC
- No food or beverage in class

- No submission of work other than the student's own is allowed
- No behavior that interrupts other student's ability to learn
- Attempted or actual theft or damage to school property or to the property of a member of the school is not allowed
- No indecent or profane language
- No physical or verbal abuse of any person
- No cell phones or pagers in class

Students may audit a class at any time with CCLC permission and provide a seat that is open within six months and before the National Certification exam. If at any time a student feels that they do not comprehend class material, they should notify the teacher immediately. The entire CCLC staff is here to assist learners.

NOTE: Students will be suspended for one day of class or terminated from CCLC's program if there is conduct of physical abuse or property damage to CCLC or classmates.

### **Testing Misconduct Policy**

Chicago Community Learning Center (CCLC) requires strict enforcement of testing standards. Students' test scores and or certificates of completion will be denied or revoked if students are found to be engaged in any of the following misconduct:

- Presenting false identification
- Impersonating someone else
- Receiving test questions or answers in advance
- Talking during the test
- Copying from another examinee
- Removing or attempting to remove any part of the test from the testing room
- Use of unauthorized aids
- Taking an unauthorized time extension
- Leaving my seat during testing without permission from the examiner
  
- Sitting in a seat other than the one assigned to me by the examiner
  
- Leaving the testing room before the Examiner collecting and inventories all testing materials
- Disclosing any items or essay topics from the test after the testing session
- Falsifying a certificate or transcript
- And/or other misconduct or behavior as determined by the Examiner

Testing candidates are not permitted to bring purses, backpacks, tote bags, pagers, cell phones, with or without the capability to take and transmit pictures or send/receive email, any portable device that has audio or video capabilities, portable music players, hand-held electronic games, cameras, handheld computers, calculators, food items,

textbooks (including dictionaries), newspapers, notebooks, supplies, jackets or coats, hats, or other nonessential items to their seats in the testing room.

The examiner shall provide an area in viewing distance of candidates, where all items listed above shall be deposited if accidentally brought to the testing session.

### **Confiscation Policy**

If, during or after testing, the examiner finds any of these items at your seat or in your possession, the examiner will collect your test materials, and your test will not be scored. Please be aware that cell phones, cameras, and other items as described above will be confiscated and may be retained indefinitely. If there is any reason to believe that a compromise of testing materials occurred or was contemplated. You will be required to leave the testing center. You may not reschedule the test within the next three months.

Chicago Community Learning Center's Office may also pursue other remedies for violations of this policy, including canceling test scores and prohibiting individuals from taking the test in the future.

### **Student Complaint Policy**

The Chicago Community Learning Center is committed to providing an environment that is free of discrimination and unlawful harassment. CCLC will admit students without regard to age, gender, race, disability, ethnic background, or religion. Actions, words, jokes, or comments based on an individual's race, ethnicity, age, religion, or any other legally protected characteristics will not be tolerated. Anyone engaging in these actions will be reprimanded according to the decision of the Administrative Office.

### **Non-Discrimination Policy**

Chicago Community Learning Center does not exclude, deny benefits to, or otherwise discriminate against any person based on race, color, national origin, disability, or age in admission to, participation in, or receipt of the services and benefits under any of its programs and activities, whether carried out by Chicago Community Learning Center directly or through a contractor or any other entity with which Chicago Community Learning Center arranges to carry out its programs and activities.

**Please note That Disabilities may require additional documentation.**

This statement is made by the provisions of Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and Regulations of the U.S. Department of Health and Human Services issued under these statutes at Title 45 Code of Federal Regulations Parts 80, 84, and 91.

**Student Transfer Policy**

Chicago Community Learning Center does not guarantee the transferability of credits to another school, college, or university. Credits or coursework are not likely to transfer; any decision on the comparability, appropriateness and applicability of credit and whether credit should be accepted in the decision of the receiving institution.

## **CCLC's Student Academic Appeals Policy**

CCLC's Academic appeals include those appeals related to final grades, attendance violations, and academic or financial aid eligibility. All formal academic appeals must be submitted in writing on an Academic Appeal Form to the Academic Dean within five (5) calendar days of the date the student has notice of the adverse academic decision. The appeal must include:

- The specific academic decision at issue
- The date of the decision
- The reason(s) the student believes the decision was incorrect
- The informal steps taken to resolve the disagreement over the decision
- The resolution sought

The written appeal may be accompanied by any additional documentation (e.g., papers, doctor notes, tests, syllabi) the student believes supports the conclusion that the academic decision was incorrect.

Note: Once a formal appeal is filed, no action based on the adverse academic decision may be taken until the appeal process is complete.

However, in cases involving financial aid eligibility, all financial aid disbursements shall be suspended until the matter is resolved, within five (5) calendar days of receiving the Academic Appeal Form, the School Administrator.

The School Administrator shall render a written decision within five (5) calendar days of the date the appeal was received by the faculty member, and shall forward the decision to the student and the instructor within five (5) calendar days thereafter. Copies of all documents relating to the appeal shall be placed in the student's academic file, and the decision of the School Administrator shall be noted in the official student information system.

### **Assignment/Test Grades**

Students who disagree with an assignment/test grade should discuss it with the instructor upon receipt of the grade. Assignments/test grades are reviewed at the instructor's discretion. If the instructor is not available, the matter should be discussed with the Academic Program Director. Only final course grades are eligible for appeal.

### **Final Course Grades**

Appeals of final course grades must be made within five (5) calendar days of the date the grade becomes final. The School Administrator may direct a grade to be changed only

when it is determined through the appeal process that a final grade was influenced by any of the following:

1. A personal bias or arbitrary rationale;
2. Standards unreasonably different from those that were applied to other students;
3. A substantial, unreasonable, or unannounced departure from previously articulated standards;
4. The result of a clear and material mistake in calculating or recording grades or academic progress.

### **Attendance Violations**

Appeals of attendance violations must be made within five (5) calendar days of the violation. For an attendance appeal to be considered, the student must:

1. Have perfect attendance while the appeal is pending;
2. Submit a written plan to improve attendance with the Appeal Form.

Provided that no applicable state requirement would be violated by doing so, an attendance appeal may be granted if the student demonstrates that the absence was caused by:

1. The death of a family member;
2. An illness or injury suffered by the student;
3. Special circumstances of an unusual nature that are not likely to recur.

The School Administrator may, as a condition of granting the appeal, require the student to make up missed class time or assignments, place the student on probation, and require the student to develop an Academic Advising Plan in conjunction with their advisor.

### **Satisfactory Academic Progress (SAP) Appeals**

SAP appeals must be made within five (5) calendar days of the date the student was notified of the violation. The student is deemed to have notice of the pending dismissal as of the date of the dismissal letter. Provided that the student can complete the program within the maximum time frame with the required minimum GPA, a SAP appeal may be granted if the student demonstrates that s/he is sincerely committed to taking the steps required to succeed in the program **and** that failure to maintain the required GPA was caused by any of the following mitigating circumstances:

1. The death of a family member;
2. An illness or injury suffered by the student;
3. Special circumstances of an unusual nature that are not likely to recur.

The School Administrator shall, as a condition of granting the appeal, require the student to develop an Academic Advising Plan in conjunction with their advisor and place the student on probation.

While CCLC makes painstaking efforts to protect students from undesired actions by others in the educational milieu, there are times that students may have questions or complaints about the acts of other students, faculty, staff, and/or operations of the school in general.

For all questions or complaints regarding issues or the behavior of an individual student or professor, students should address this concern confidentially with the School Administrator, **Angie Spencer**, at 840 W. Irving Park Rd, suite 203, Chicago, IL 60613, Telephone (773) 506-1503.

If a student has a complaint that is directed at the institutional level, the student may register the complaint with the CEO of Operations, **Asfia Rather**, 840 W. Irving Park Rd, suite 203, Chicago, IL 60613, Telephone (773) 506-1503.

**If a student attempts to file a complaint at the institutional level and is not successful, the student may contact IBHE at (217) 557-7359. The student may also submit a complaint via email: [complaints@ibhe.org](mailto:complaints@ibhe.org)**

**Students may also write:      Illinois Board of Higher Education  
   1 North Old State Capital Plaza, Suite 333  
   Springfield, Illinois 62701**

## **Notification of Rights under the Family Educational Rights and Privacy Act**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights concerning their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have been transferred are "Eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, parents or eligible students can't review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records that they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

School officials with legitimate educational interest; Other schools to which a student is transferring;  
Specified officials for audit or evaluation purposes;  
Appropriate parties in connection with financial aid to a student;  
Organizations conducting certain studies for or on behalf of the school;  
Accrediting organizations;  
To comply with a judicial order or lawfully issued subpoena;  
Appropriate officials in cases of health and safety emergencies; and State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual

means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

### **Family Education Rights Privacy Act of 1974 (FERPA)**

- Otherwise known as the Buckley Amendment.
- The law was designed to prevent any unlawful disclosures of students' educational records or information.
- Guarantees the right of privacy of any student against third-party disclosures. Once a student reaches 18 years of age, the student's parents become a third party. In other words, the Vocational Independence Program (VIP) may not disclose student educational information without the express written consent of the student, even to his or her own parents.
- There are exceptions to this law that are worth noting. These exceptions are:
  1. Situations that involve the health and safety of a student, disclosures without prior consent can occur.
  2. The student signs a release of information granting VIP permission to speak to a third party.
  3. The parent has provided the program with proof of either legal guardianship or power of attorney.
  4. The student has an active Individualized Education Program (IEP). In this case, the program can speak to both the parents and the school district, funding the student's placement.
  5. The parent provides a completed federal income tax return from the most recent tax year, claiming the student as a dependent.

The program may disclose student information for directory purposes. Those students who do not wish to have their information contained in a program directory must request that their information be withheld. **This request must be made in writing.**

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the **Federal Relay Service**.

Or you may contact us at the following address:

Family Policy Compliance Office  
U.S. Department of Education 400  
Maryland Avenue, SW  
Washington, D.C. 20202-8520

## **Sexual and Discriminatory Harassment Policy**

### **A. Policy**

It is the policy of the Executive Officer that no member of the school community shall be subject to the form of unlawful discrimination known as harassment or sexual harassment. The school is committed to maintaining an environment free from illegal discrimination and harassment. The school will not tolerate harassment, whether verbal or physical, flagrant or subtle, related to any individual's race, color, religion, gender, national origin, age, disability, sexual orientation or marital status. All campuses (Chicago/Waukegan) will not tolerate behavior that contributes to creating a hostile work or learning environment.

In addition, the school will not tolerate retaliation against any person who, in good faith, makes a complaint of harassment or participates in an investigation. Employees and students will be expected to report situations of any form of harassment, whether they are the subject of such behavior or whether they observe or know of a fellow employee or student, or a group of employees or students, who are subjected to such behavior.

### **B. Delegation to the Executive Officer**

The Executive Officer is authorized to make, promulgate, issue, rescind, and amend reasonable rules, regulations, and procedures to carry out this policy.

### **C. Procedure**

Actions considered to be a case of sexual harassment should be reported to the office of the Executive Officer, Program Director, and the School Administrator.

#### ***Sexual and Discriminatory Harassment Procedure***

Chicago Community Learning Center (Chicago, Waukegan and Little Village Campuses) has a policy that prohibits sexual and discriminatory harassment. As stated in our policy, CCLC is committed to maintaining an environment free from illegal discrimination and harassment, and will not tolerate behavior that contributes to creating a hostile work or learning environment.

The procedures listed below are meant to support a harassment-free work and learning environment.

## **I. Identifying Harassment**

### *A. Harassment*

Harassment involves unwelcome verbal or physical conduct based upon gender, race, color, religion, national origin, age, disability, sexual orientation or marital status that has the purpose or effect of unreasonably interfering with an individual's work performance or learning experience or creating an intimidating, hostile or offensive working or learning environment. Conduct of this type between employees and/or students is prohibited regardless of where it occurs. Examples of prohibited racial harassment include derogatory comments, taunting, slurs, jokes, cartoons, or graffiti about or motivated by a person's race. Unprofessional actions and remarks become harassment when they are unwelcome. Individuals who believe they have been harassed by supervisors, co-workers, peers or students are encouraged to effectively address their concerns or objections regarding the incident directly with the person demonstrating the harassing behavior. In as professional a way as possible, make it clear that such behavior is offensive. If the unwelcome behavior continues, follow the process outlined in section IV under Complaint and Investigation Procedures in this document.

### *B. Sexual Harassment*

Sexual harassment involves unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature, when submission of such conduct is made, either explicitly or implicitly, a term or condition of employment; a condition to receive a passing grade; or when submission to or rejection of such conduct by an individual is used as a basis for employment decisions affecting an individual; or when submission to or rejection of such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working or learning environment. This conduct is prohibited regardless of whether it involves employees or students of the same or different genders.

Sexual Harassment can include, but is not limited to:

- Conversations with unwelcome sexual innuendo such as sexually suggestive comments or jokes, comments of a sexual nature, or derogatory comments about gender;
- Improper questions about an employee's/student's private life; requests for sexual favors; or graphic, degrading, or condescending comments about an employee's/student's appearance, dress, or anatomy;
- Repeated social invitations when the invitee has previously indicated that he or she is not interested in accepting such invitations;

- Circulating material (by any method, electronically or otherwise) which ridicules agender or which is sexually suggestive, or other forms of discriminatory ridicule or insults, regardless of whether the ridicule is directed at specific individuals;
- Undesired, intentional physical contact (e.g., embracing, touching, pinching), or any threats or suggestions of such contact;
- Display of sexually suggestive calendars, objects, cartoons, computer applications, similar displays;
- Abuse of familiarity or inappropriate behavior such as whistling or catcalls, offensive gestures, or leering.
- The awarding of favorable grades, ratings, promotions, or salary considerations based on sexual favors or acceptance of social invitations, regardless of whether the employee/student welcomes the invitations.

### **C. In the Context of Academic Freedom**

Evaluation of perceptions of behavior as sexually harassing assumes special importance in the context of carrying out responsibilities in the classroom, laboratory, studio, library, office, and similar contexts in fulfilling our educational objectives as related to teaching, learning, and scholarship. Speech or expression of a sexual nature, which is professional and appropriate to a lesson or teaching strategy, may be disturbing without also being harassing. Such speech or expression may, however, depart so far from professional or appropriate behavior that it is not protected by academic freedom. The professional teaching of controversial issues shall not be construed as constituting such a departure. However, speech or expression that is determined to be too far from professional, or that is, upon investigation, determined to be inappropriate behavior, is unacceptable and is not protected by academic freedom.

### **D. Hostile Environment**

A hostile work or learning environment is one in which unwelcome sexual or other harassing conduct unreasonably interferes with an individual's job performance or ability to learn, or creates an intimidating or offensive work or learning environment. This harassment does not necessarily result in tangible or economic job consequences, such as the loss of pay a promotion, or a lower grade. Employers, supervisors, co-workers, and students can create a hostile environment.

A hostile environment might include:

- Repeated requests for sexual favors
- Demeaning sexual inquiries and vulgarities

- Offensive language
- Other verbal or physical conduct of a sexual or degrading nature
- Sexually or otherwise offensive, explicit or sexist signs, cartoons, calendars, clothing, literature or photographs displayed in plain view
- Offensive or vulgar graffiti

## ***II. Retaliation***

The school will not tolerate retaliation against any person who, in good faith, makes a complaint of harassment or participates in an investigation. Employees and students will be expected to report situations of any form of harassment, whether they are the subject of such behavior or whether they observe or know of a fellow employee or student, or group of employees or students, who are subjected to such behavior.

## ***III. Complaint and Investigation Procedures***

- (a) Any employee who believes he or she has been subjected to or has observed harassment prohibited by this policy should promptly report it to the employee's supervisor, Department School Administrator, Program Director, and the Executive Officer. Students should report the prohibited harassment to any department Administrator.
- (b) Any employee who is advised of a harassment complaint, including any made anonymously, or who otherwise has reason to believe that a violation of this policy has occurred, should promptly notify their School Administrators, the Program Director or the Executive Officer.
- (c) The School Administrator is responsible for promptly investigating and resolving all employee complaints. The Executive Officer, Program Director and/or the School Administrator are responsible for promptly investigating and resolving all student complaints. Ordinarily, this should include:
  - (i) Meeting with the complainant, documenting the complaint, and explaining that the complaint will be investigated as confidentially as possible. Employees or students involved in the complaint may be asked to document their version of the incident.
  - (ii) Notifying the accused employee or student of the allegations and giving him or her an opportunity to respond.
  - (iii) Interviewing other potential witnesses, if necessary.

- (iv) Advising all employees or students involved in the investigation, including the complainant, that the complaint and investigation should be treated as confidential.
- (v) Informing both the complainant and the accused of the results of the investigation and ensuring that appropriate corrective action is taken if warranted; and
- (vi) Maintaining a confidential record of the complaint, including a summary of the allegations the accuser's response, and how the complaint was resolved.
- (vii) Although anonymous complaints may be difficult to investigate, the School Administrator, Program Director, and/or Executive Officer, nevertheless, should investigate such complaints, to the best of their ability, and take appropriate corrective action if it is determined that a violation of this policy has occurred.

#### ***IV. Who to Contact***

When the harassment is between Chicago Community Learning Center staff member, the matter is to be investigated by the School Administrator and/or their designee(s). All parties are to collaborate with the Executive Officer for student services, or designee, as necessary.

#### ***V. Corrective Action***

If, after an investigation, it is determined that this policy has been violated, corrective action designed to eliminate any form of prohibited harassment should be taken. This action may range from educating the employee or student on the inappropriateness of his or her behavior, to termination of employment or expulsion from the school. If the corrective action to be taken involves a change in an employee's employment status (i.e. transfer, demotion, or termination), the Executive Officer must be consulted. If the corrective action to be taken involves a change in a student's status (i.e. suspension or expulsion), the Executive Officer and the Program Director for student services must be consulted.

If the action taken is termination of employment, regular employees maintain the right to file a grievance. If the action taken is expelling a student, he/she maintains the right to file a grievance.

#### ***VI. Relation to Other Policies and Rules***

This procedure is not intended to supersede other school policies and rules, such as Grievance/Review, which addresses Regulations on Nondiscrimination based on Handicap, Americans with Disabilities Act, as well as all Affirmative Action complaints about discrimination in employment based on race, color, religion, sex, age, national origin, or sexual orientation.

## **Sex Offender Registry and Access to Related Information**

The federal Campus Sex Crimes Prevention Act requires institutions of higher education to issue a statement advising the campus community where law enforcement agency information provided by a State concerning registered sex offenders may be obtained. It also requires sex offenders already required to register in a State to provide notice, as required under State law, of each institution of higher education in that State at which the person is employed, carries on a vocation, or is a student.

### **Chicago Campus**

**840 W. Irving Park Rd, suite 203  
Chicago Illinois 60613  
773-506-1503 Phone  
Administrator: Angie Spencer, BS, MHA  
Email: [aspencer@cclctraining.org](mailto:aspencer@cclctraining.org)  
<http://www.cclctraining.org>**

### **Evergreen Park Campus**

**9730 S. Western Ave, suite 502, Evergreen Park, Illinois 60805  
773-506-1503 Phone  
Administrator: Angie Spencer, BS, MHA  
Email: [aspencer@cclctraining.org](mailto:aspencer@cclctraining.org)  
<http://www.cclctraining.org>**

Class and Program Descriptions  
Tuition and Fees  
Certification and Exam Information

## Nurse Aide Program & CPR CIP Code 51.2699

120 Hours 8 Weeks

80 Hours Theory + 40 Hours Clinical

Tuition	\$1230.00	Books	\$100.00
Insurance	\$0.00	Supplies	\$200.00
Uniform	\$25.00	Certification Fees	\$80.00
Fees	\$0.00	Total Tuition	\$1635.00

**Objective:** The Nurse Assistant Certificate Program prepares students for employment in long-term care facilities, home health agencies, and hospitals where basic bedside nursing care is needed. Classroom instruction includes an introduction to healthcare, infection control, basic nursing skills, body structure and function, and the job-seeking process, within an introduction to computer skills, as it relates to the healthcare industry. Students participate in clinical activities under the supervision of the instructor. All OBRA (Omnibus Budget Reconciliation Act) Skill Standards are included in this competency-based curriculum. Students are required to pass the Illinois State Certification Exam for Certified Nursing Aide to work as such in the State of Illinois. For more information, please visit the Illinois Nurse Aide Registry website (<http://www.nurseaidetesting.com>)

Pre-requisites: 18 years or older, GED or High School Diploma, English at 9th-grade level for entrance into the program. Health screening with QuantiFERON-TB Gold Test is required prior to clinical rotation and Illinois State Police background check with Accurate Biometrics is required before starting the Nurse Aide Program.

## Phlebotomy Technicians & CPR CIP Code 51.1009

104.5 Hours 6-8 Weeks

Tuition	\$1521.00	Books	\$100.00
Insurance	\$0.00	Supplies	\$100.00
Uniform	\$25.00	Certification Fees	\$104.00
Fees	\$0.00	Total	\$1850.00

**Objective:** This course is an introductory course designed to teach students basic phlebotomy skills and the proper preparation, labeling, and transportation of specimens to the laboratory. It will also discuss the different tubes used for collecting blood specimens and the order in which these specimens are collected. The collection of nonblood specimens will also be discussed. The student will be taught manual skills in doing venipuncture and dermal punctures. This course prepares the student for the following license certification exam: CPT: Certified Phlebotomy Technician from NHA (National Health-Careers Association) or AMCA (American Medical Certification Association)

Pre-requisites: 18 years or older, GED or High School Diploma is required

## EKG Technicians & CPR CIP Code 51.0902

104.5 Hours 6-8 Weeks

Tuition	\$1471.00	Books	\$150.00
Insurance	\$0.00	Supplies	\$100.00
Uniform	\$25.00	Certification Fees	\$104.00
Fees	\$0.00	Total	\$1850.00

**Objective:** EKG Technician involves the study of the principles of basic and advanced electrocardiography to prepare the technician to perform non-invasive cardiac testing procedures in a healthcare setting under the supervision of a nurse or physician. It includes basic anatomy and physiology with emphasis on the cardiovascular and respiratory systems, interpretation of basic electrocardiograms, the different types of arrhythmias, as well as interpretation of the EKG tracings of life-threatening arrhythmias. It will also teach the practitioner to perform basic electrocardiographic procedures and perform non-invasive cardiac testing procedures under the supervision of a physician or a nurse.

This course prepares the student for the following certification exam: CET: Certified EKG/ECG Technician from NHA (National Health-Careers Association) or AMCA (American Medical Certification Association)

[Pre-requisites: 18 years or older, GED or High School Diploma is required](#)

## Medical Terminology & CPR CIP Code 51.0712

104.5 Hours 6-8 Weeks

Tuition	\$1500.00	Books	\$100.00
Insurance	\$0.00	Supplies	\$0.00
Uniform	\$25.00	Certification Fees	\$0.00
Fees	\$0.00	Total	\$1625.00

**Objective:** Medical Terminology is offered to complement or enhance the skills of the medical professional. Students learn the correct pronunciation, spelling, and definition of medical terms used for describing anatomy and physiology, diagnostic and treatment modalities, and current pharmacological therapies. This enables practitioners to work with doctors, diagnostic clinics, hospitals, surgical teams, emergency personnel, insurance companies, and forensic labs.

A certificate of completion is awarded from CCLC at the end of the program

[Pre-requisites: 18 years or older, GED or High School Diploma is required](#)

## Medical Billing & Coding & CPR CIP Code 51.0707

104.5 Hours 6-8 Weeks

Tuition	\$1321.00	Books	\$300.00
Insurance	\$0.00	Supplies	\$100.00
Uniform	\$25.00	Certification Fees	\$104.00
Fees	\$0.00	Total	\$1850.00

**Objective:** This program will provide the student with knowledge in processing electronic insurance claims and patient billing services for medical doctors, chiropractors, dentists, physical therapists, and other health care providers. It also includes the use of a medical billing software that would assist practitioners in preparing the claims and billing documents electronically.

This course prepares the student for the following certification exam: CBCS Certified Billing and Coding Specialist from NHA (National Health-Careers Association) or AMCA (American Medical Certification Association)

[Pre-requisites: 18 years or older, GED or High School Diploma is required](#)

## Pharmacy Technicians & CPR CIP Code 51.0805

104.5 Hours 6-8 Weeks

Tuition	\$1571.00	Books	\$100.00
Insurance	\$0.00	Supplies	\$100.00
Uniform	\$25.00	Certification Fees	\$104.00
Fees	\$0.00	Total	\$1900.00

**Objective:** This program provides education and training for entry-level employment in community pharmacies, hospital pharmacies, or other healthcare facilities that employ pharmacy technicians. The course will include lectures on preparing, packaging, and labeling medications; filling prescriptions, and dispensing orders from doctors and other healthcare professionals who are allowed to prescribe. Basic pharmaceutical calculations are also included in the course. Legal considerations in the field of Pharmacy will also be discussed, as well as ethical and moral standards, customer relations, and how to refer to pharmacists regarding patients' questions about their medications.

This course prepares the student for the following National exam: CPHT: Certified Pharmacy Technician from NHA (National Health-Careers Association) or AMCA (American Medical Certification Association).

[Pre-requisites: 18 years or older, GED or High School Diploma is required](#)

## Patient Care Technician with Computer Fundamentals

### CIP Code 51.0899

**Program Length: Total Clock Hours: 900 | Weeks: 40 | Externship Hours: 165**

Tuition	\$5000.00	Books & Supplies	\$960.00
Medical supplies	\$1465.00	License Certification	\$550.00
Uniform	\$25.00	<b>Total Tuition</b>	<b>\$8,000.00</b>
Fees	\$0.00		

**Objective:** The objective of the program is to prepare students for a variety of job opportunities in the health occupations areas and is designed to meet the need for cross-training of employees in healthcare facilities. The student is trained for entry-level positions in a variety of medical settings including hospitals, medical centers, nursing homes, home health agencies, and other medical facilities. Employment opportunities include performing duties as nursing assistants, home health aides, patient care assistants, electrocardiograph aides, phlebotomists, allied health assistants, and dialysis patient care technicians.

#### **Learners who complete the Patient Care Technician certificate will:**

- Differentiate the role and responsibilities of the patient care technician in each health care setting.
- Demonstrate principles and techniques of Standard Precautions, Infection Control, and other related OSHA Standards.
- This course will provide health career students with knowledge of the complex legal/ethical issues raised by contemporary medical practice. It will offer a sound foundation in ethical theory and medical law, with an emphasis on practical importance and application. It will further explore relationships between health professionals and their clients, colleagues, and societal institutions.
- Identify various safety and emergency principles as they relate to a healthcare facility.
- Communicate effectively with patients, their families, and other healthcare professionals.
- Properly access and document patient information.
- Demonstrate proper body mechanics when lifting, moving, and positioning patients.
- Demonstrate proper techniques for obtaining vital signs, height, and weight.
- Students will acquire an understanding of medical terminology and meanings applicable to the structure, function, and diseases of the human body.
- Demonstrate proper techniques when performing various diagnostic procedures such as EKG, spirometry, and venipuncture as they relate to physician offices, hospitals, and laboratories will be discussed.
- Demonstrate entry-level office skills in the areas of reception, scheduling, and word processing.

- Students who have very little experience with computers can learn the basics in this class. The goal of this course is to illustrate how important computers are in modern society and their value in solving problems. Fundamental operations and functions of the computer will be covered. Specific topics include the use of software applications, the Internet, basic computer functions, and the proper identification of computer hardware components. Knowledge of Microsoft Office is extremely important when searching for a new job. Many employers expect job seekers to have a basic understanding of Microsoft Word, Excel, and PowerPoint.
- **SIM CHART** which is a simulation of office scheduling software used in a medical office setting. You will learn how to enter and edit a patient's demographic and insurance information. We will run through different scenarios of phone and face-to-face patient encounters and scheduling different types of patient appointments.
- This class typically covers the basics of how to set up a document, use a spreadsheet, and create a presentation.
- Students are required to pass the Illinois State Certification Exam for Certified Nursing Aide to work as such in the State of Illinois. For more information, please visit Illinois Nurse Aide Registry website (<http://www.nurseaidetesting.com>)
- Students are required to pass the American Medical Certification Association(AMCA) National Exam for Patient Care Technician with EKG & Phlebotomy to be qualified as a Patient Care Technician.
- Externship for Patient Care Technician During this course the student will spend time in a clinical setting where they will apply the knowledge, skills, and competencies acquired in the classroom.

**Pre-requisites: 18 years or older, GED or High School Diploma, No Criminal background, and Physical health screening with TB skin test is required.**

## Certified Medical Assistant

### Plus CIP Code 51.0801

**Program Length: Total Clock Hours: 1200 | Weeks: 60 | Externship Hours: 165**

Tuition	\$8000.00	Books & Resources	\$2,100.00
Medical Equip& Supplies	\$2,800.00	License Certification	\$139.00
Two Uniforms	\$50.00	<b>Total Tuition</b>	<b>\$13,089.00</b>

**Objective:** The curriculum provides training in a variety of administrative and clinical tasks to facilitate the work of the physician. Administrative duties include patient communication, computer skills, and record-keeping. Clinical duties include assisting with examinations, treatments, diagnostic testing, patient education, and preparation and administration of medications.

Learners who complete the Certified Medical Assistant certificate program will:

- Apply quality education and training that develops the potential of each student to become a productive, responsible, and professional member of society, as well as a skilled member of the medical assisting workforce.
- Training will prepare competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.
- Encourage professionalism, integrity, and high standards in students with patient confidentiality and HIPAA.
- Apply knowledge of basic sciences and medical theory to the application and demonstrate knowledge and skills in Electronic Health Records and Scribe.
- Apply knowledge of preparing patients and help physicians in diagnostic procedures and minor surgical procedures performed in clinics.
- To adhere to professional standards incorporating the legal and ethical responsibilities of a Medical Assistant.
- Apply critical and creative thinking and analytical skills to make sound administrative and clinical judgments to enhance patient care.
- To prepare students to take the national exam for Certified Medical Assistant (CMA).
- Externship for Certified Medical Assistant Certificate program this course the student will spend time in a clinical setting where they will apply the knowledge, skills, and competencies acquired in the classroom.

**Pre-requisites: 18 years or older, GED or High School Diploma, No Criminal background, Physical health screening with TB skin test, and CPR Certification are required.**

### **CPR/AED/BLS CIP Code 51.001**

**Courses: \$90.00** 4.5 hours the goal of Chicago Community Learning Center’s CPR/AED/BLS courses is to help you gain, or maintain, the core knowledge, skills, and confidence necessary to provide effective emergency care until professional emergency medical care is available.

This course prepares the student to achieve Health Care Provider CPR certification from the American Heart Association

## **Graduation Requirements**

Candidates for all courses must:

1. Complete a specific minimum number of approved class certificates with a program quality-point average of at least C.
2. Receive faculty approval for awarding the specific class certificates by completing all designated courses as outlined in the curriculum and any other program requirements.
3. Fulfill clinical and statute-of-limitation requirements at the assigned site.
4. Satisfy all financial obligations. All services including but not limited to issuance of any class certifications or State Certification verifications will be withheld pending agreement to pay all indebtedness to the School.
5. Establish a complete “career development file” with the Student Services Coordinators.
6. Apply for graduation at the school’s Administration Office. At the beginning of the final term (last class).

Students who have completed or who are registered to complete all class requirements must apply for graduation. Upon successful completion of all course requirements, students will be officially graduated and receive their diploma which is a verification that the student has received their State Certification(s) about their specific healthcare course.

The official date of graduation will be determined for both campuses (Chicago and Waukegan). Students must apply for graduation promptly. Those who do not do so may not be listed in the commencement program.

## **Financial Assistance Programs**

### **WIOA Program:**

The **Workforce Innovation and Opportunity Act (WIOA) grant** funding may be available through a training voucher. WIOA is landmark legislation that is designed to strengthen and improve our nation's public workforce system and help get Americans, including youth and those with significant barriers to employment, into high-quality jobs and careers and help employers hire and retain skilled workers. Services are provided through the state's one-stop delivery system, Illinois Work Net™ Centers

**\*\*Chicago Community Learning DOES NOT offer Title IV Financial Aide at this time\*\***

## The Chicago Community Learning Center Payment and Collection Methods

### Payment Methods

Payments can be made by credit card, debit card, money order, or cashier's check. All payments should be made payable to the Chicago Community Learning Center.

### Payment Deadline

Full payment of tuition, class material fees, and other related charges is due before the start of the term as specified on the original bill. A past due balance may result in the prevention of registration or grade release and/or classroom certificates.

Payments will be accepted for billable charges only. The Chicago Community Learning Center is not able to process payments for more than the balance due on the student's account.

### Direct Payments to CCLC

Please remember:

- Your ATM/Debit card number is NOT your checking or savings account number
- Do not attempt to use credit card cash advance checks, brokerage account checks, or any other checks marked "Do Not Use for ACH."
- NO "Electronic checks" will be accepted.
- If the payment returned because of an error or insufficient funds, the school will pass any associated fees onto the student account.

### Cashier Checks or Money Orders

We can accept payment by cashier's checks or money orders under the following conditions

- Cashier's Checks or Money Orders is written on a US bank account
- Cashier's checks or Money Order must include the bank account owner's name and address
- The student's name is listed in the memo section of the cashier's check and/or money order.
- The check is made payable to the Chicago Community Learning Center or CCLC. We are unable to accept any other abbreviation
- The cashier checks and/or money order represents an amount due, or less. We are not able to accept overpayment.
- If you are mailing a payment without the payment coupon from the bill or sending the check overnight mail, please use the following addresses:
-

**If you are registered with the Chicago Campus:**

Zarbab Ahmed, Campus Coordinator  
The Chicago Community Learning Center, Chicago Campus  
840 W. Irving Park Rd, suite 203, Chicago, Illinois 60613 Phone:  
(773) 506-1503

**If you are registered with the Evergreen Park Campus:**

Zarbab Ahmed, Campus Coordinator  
The Chicago Community Learning Center, Evergreen Campus  
9730 S. Western Ave, suite 502, Chicago, Illinois 60805 (773) 506-1503

**Credit Card Payment**

Credit payments are accepted (VISA, MASTERCARD logos only). Students may submit payment to the School Administrator and/or the Executive Administrative Assistant on both campuses (Chicago/Waukegan).

**Unpaid Tuition and Collection Process**

You must submit full payments relating to all academic, classroom materials, and supplies before class certificates and State Certifications Examinations.

If not the following procedures will take place:

- Students will not receive classroom certificates
- Students will not be allowed to participate in the State Certification Examination
- Student will be allowed to make payment plans. Please discuss with the School Administrator and/or Executive Administrative Assistant
- Student information will be submitted to a collection agency after 90 days of delinquency.
- Student will be notified by mail regarding such actions

**State & National Certifications**

All students completing the following programs at CCLC will be eligible to register for the national license exam with the AMCA or NHA the choice of certifying agencies is left up to the students.

The lists of licensing exams are as follows:

- **Illinois Department of Public Health (IDPH)** Students completing the CNA program can be eligible to register for the State Nurse Aide Testing license exam.
  
- **American Medical Certification Association(AMCA) & or National Health Career Association (NHA)**
  1. Certified EKG Technician (CET)
  2. Certified Phlebotomy Technician (CPT)
  3. Certified Billing & Coding Specialist (CBCT)

4. Certified Patient Care Technician (CPCT)
5. Pharmacy Technician (CPT)

*Note: CPCT must have completed Certified Nurse Assistant and be active in the Illinois State Registry as well as complete and pass all exams for Phlebotomy Technician and EKG Technician.*

**National Certifying Agencies strive continually to:**

Ensure a high level of performance among healthcare professionals' competency certification testing. In addition to establishing credentials as a healthcare professional, certification through NHA or AMCA offers benefits that include:

- A practical means of assessing skills and experience
- Help in career advancement and compensation
- The satisfaction of evaluating oneself against the highest industry standards
- Membership in a distinctive peer group of fellow professionals
- Belonging to an organization that stands behind its membership
- The opportunity to continue education and knowledge by earning CEUs (Continuing Education Credits)

*Notice:* Chicago Community Learning Center does not guarantee the transferability of credits to another school, college, or university. Credits or coursework are not likely to transfer; any decision on the comparability, appropriateness, and applicability of credit and whether credit should be accepted is the decision of the receiving institution.





## Institutional Disclosures Reporting Table FY 2025

**Per Section 1095.200 of 23 Ill. Adm. Code 1095:**

<b>Institution Name:</b> <b>Chicago Community Learning Center</b>
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*The following information must be submitted to the Board annually; failure to do so is grounds for immediate revocation of the permit of approval.*

Disclosure Reporting Category	Program Name	Nurse Aide	EKG Tech.	Phlebotomy Te	Medical Billing	Pharmacy Tech
	CIP*	51.2699	51.0902	51.1009	51.0713	51.0805
	SOC*	31-1011	29-2031	31-9097	29-2070	29-2052
<b>A) For each program of study, report:</b>						
1) The number of students who were admitted in the program or course of instruction* as of July 1 of this reporting period.	10	0	0	0	0	0
2) The number of additional students who were admitted in the program or course of instruction during the next 12 months and classified in one of the following categories:						
a) New starts	10	0	0	0	0	0
b) Re-enrollments	2	0	0	0	0	0
c) Transfers into the program from other programs at the school	0	0	0	0	0	0
3) The total number of students admitted in the program or course of instruction during the 12-month reporting period (the number of students reported under subsection A1 plus the total number of students reported under subsection A2).	12	0	0	0	0	0
4) The number of students enrolled in the program or course of instruction during the 12-month reporting period who:						
a) Transferred out of the program or course and into another program or course at the school	0	0	0	0	0	0
b) Completed or graduated from a program or course of instruction	12	0	0	0	0	0
c) Withdrew from the school	0	0	0	0	0	0
d) Are still enrolled	0	0	0	0	0	0
5) The number of students enrolled in the program or course of instruction who were:						
a) Placed in their field of study	12	0	0	0	0	0
b) Placed in a related field	12	0	0	0	0	0
c) Placed out of the field	0	0	0	0	0	0
d) Not available for placement due to personal reasons	0	0	0	0	0	0
e) Not employed	0	0	0	0	0	0
B1) The number of students who took a State licensing examination or professional certification examination, if any, during the reporting period.	12	0	0	0	0	0
B2) The number of students who took and passed a State licensing examination or professional certification examination, if any, during the reporting period.	12	0	0	0	0	0
C) The number of graduates who obtained employment in the field who did not use the school's placement assistance during the reporting period; such information may be compiled by reasonable efforts of the school to contact graduates by written correspondence.	12	0	0	0	0	0
D) The average starting salary for all school graduates employed during the reporting period; this information may be compiled by reasonable efforts of the school to contact graduates by written correspondence.	\$18-\$26	\$18-\$26	\$21-\$26	\$18-\$26	\$18-\$26	\$18-\$26

\*CIP--Please insert the program CIP Code. For more information on CIP codes: <https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>

\*SOC--Please insert the program SOC Code. For more information on SOC codes: <http://www.bls.gov/soc/classification.htm>

\*A course of instruction is a standalone course that meets for an extended period of time and provides instruction that may or may not be related to a program of study, but is either not part of the sequence or can be taken independent of the full sequence as a stand-alone option. A Course of Instruction may directly prepare students for a certificate or other completion credential or it can stand alone as an optional preparation or, in the case of students requiring catch-up work, a prerequisite for a program. A stand-alone course might lead to a credential to be used toward preparing individuals for a trade, occupation, vocation, profession; or it might improve, enhance or add to skills and abilities related to

*} In the event that the school fails to meet the minimum standards, that school shall be placed on probation.*

*} If that school's passage rate in its next reporting period does not exceed 50% of the average passage rate of that class of schools as a whole, then the Board shall revoke the school's approval for that program to operate in this State. Such revocation also shall be grounds for reviewing the approval to operate as an institution.*

## Institutional Disclosures Reporting Table FY 2025

Per Section 1095.200 of 23 Ill. Adm. Code 1095:

<b>Institution Name:</b> <b>Chicago Community Learning Center</b>
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*The following information must be submitted to the Board annually; failure to do so is grounds for immediate revocation of the permit of approval.*

Disclosure Reporting Category	Program Name	Medical Term	CPR	Certified Medical Assistant		Patient Care Tech w
	CIP*	51.0712	51.001	51.0711		51.0899
	SOC*	43.6013	31-1014	31-9092		29-9099
<b>A) For each program of study, report:</b>						
1) The number of students who were admitted in the program or course of instruction* as of July 1 of this reporting period.		0	0	0		125
2) The number of additional students who were admitted in the program or course of instruction during the next 12 months and classified in one of the following categories:						
a) New starts		0	0	0		134
b) Re-enrollments		0	0	0		3
c) Transfers into the program from other programs at the school		0	0	0		0
3) The total number of students admitted in the program or course of instruction during the 12-month reporting period (the number of students reported under subsection A1 plus the total number of students reported under subsection A2).		0	0	0		262
265						
a) Transferred out of the program or course and into another program or course at the school		0	0	0		0
b) Completed or graduated from a program or course of instruction		0	0	0		246
c) Withdrew from the school		0	0	0		7
d) Are still enrolled		0	0	0		9
5) The number of students enrolled in the program or course of instruction who were:						
a) Placed in their field of study		0	0	0		189
b) Placed in a related field		0	0	0		40
c) Placed out of the field		0	0	0		20
d) Not available for placement due to personal reasons		0	0	0		0
e) Not employed		0	0	0		13
B1) The number of students who took a State licensing examination or professional certification examination, if any, during the reporting period.		0	0	0		250
B2) The number of students who took and passed a State licensing examination or professional certification examination, if any, during the reporting period.		0	0	0		235
C) The number of graduates who obtained employment in the field who did not use the school's placement assistance during the reporting period; such information may be compiled by reasonable efforts of the school to contact graduates by written correspondence.		0	0	0		25
D) The average starting salary for all school graduates employed during the reporting period; this information may be compiled by reasonable efforts of the school to contact graduates by written correspondence.		\$18	\$18	\$21-\$26		\$21-\$26

\*CIP--Please insert the program CIP Code. For more information on CIP codes: <https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>

\*SOC--Please insert the program SOC Code. For more information on SOC codes: <http://www.bls.gov/soc/classification.htm>

\*A course of instruction is a standalone course that meets for an extended period of time and provides instruction that may or may not be related to a program of study, but is either not part of the sequence or can be taken independent of the full sequence as a stand-alone option. A Course of Instruction may directly prepare students for a certificate or other completion credential or it can stand alone as an optional preparation or, in the case of students requiring catch-up work, a prerequisite for a program. A stand-alone course might lead to a credential to be used toward preparing individuals for a trade, occupation, vocation, profession; or it might improve, enhance or add to skills and abilities related to

*} In the event that the school fails to meet the minimum standards, that school shall be placed on probation.*

*} If that school's passage rate in its next reporting period does not exceed 50% of the average passage rate of that class of schools as a whole, then the Board shall revoke the school's approval for that program to operate in this State. Such revocation also shall be grounds for reviewing the approval to operate as an institution.*

