

# SCHOOL CATALOG

2019-2020



CONCORDE<sup>SM</sup> 

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## History of the School

The school was founded in 1966 as Computer Career Institute. In April 1985, Concorde Career Colleges, Inc., acquired the school. Shortly thereafter, allied health programs were added, and the existing computer-related curriculum was phased out. In 1989, the school's name changed to Concorde Career Institute. The school relocated to the Hollywood District in 1990. In September 2004, the school moved to its present location. In December 2009, the school changed its name to Concorde Career College.

## Location & Contact Information

The campus is located at 1425 Northeast Irving Street, Building 300, Portland, OR 97232; Phone: 503-281-4181; Fax: 503-281-6739; [www.concorde.edu](http://www.concorde.edu). Classes are held at this location, with the exception of clinical/externship activities.

## Our Mission Statement

Concorde prepares committed students for successful employment in a rewarding healthcare profession through high-caliber training, real-world experience, and student-centered support.

This is Our Mission, our North Star, a guiding light that defines and illuminates the course to our future and for potential students, the path to a successful healthcare career. It defines our handshake with students and establishes the primacy of that covenant. We acknowledge their commitment, the financial and personal sacrifices they make to attend Concorde. We dedicate ourselves to making their sacrifices manageable, and we commit to truly preparing them for success in a gainful healthcare profession.

Our students have set very immediate goals for starting careers. The practical hands-on learning needed to attain their goals is foremost in their minds. We satisfy their expectations by modeling our faculty, facilities, equipment, and curriculum after the healthcare field they will enter.

We know that the ultimate judge of their preparation will be their future employers. Employers expect our students to have more than just knowledge and technical skills. They are looking for integrity, discipline, team play, and the drive that defines professionals, and we accept responsibility for modeling and instilling those values. We partner with employers to ensure our programs reflect real work expectations and settings through program advisory boards, externships, and clinical rotations. Once students have completed their training, we again call on our network of employer relationships to support students in securing a job in their chosen profession.

Throughout our students' preparation, we endeavor to meet the highest practicable standards, and our faculty, equipment, and facilities reflect that commitment. We strive for superior outcomes in student satisfaction, program completion and, most importantly, career placement.

Concorde prepares committed students for successful employment in a rewarding healthcare profession through high-caliber training, real-world experience, and student-centered support.

We are Concorde Career College and this is Our Mission.

## Values

### The five core values at Concorde are:

- Integrity
- Respect for the Individual
- Customer Service
- Teamwork
- Achievement

## Governing Body

Concorde Career Colleges, Inc., and its subsidiaries, 5800 Foxridge Drive, Suite 500, Mission, KS 66202-2336, is a national network of proprietary schools offering training in allied health occupations. Concorde is owned by a private equity firm, Liberty Partners.

The Corporate officers are:

Name	Title
Frazier, Jami	President and Chief Operating Officer
Fisher, Juli	Chief Financial and Administrative Officer
Hatcher, Jeremiah	Corporate Secretary

The Board of Directors are:

Name	Title
Foster, Timothy E.	Chairman
Evans, W. Chester	
Stakias, George M.	

## Accreditations, Approvals & Memberships Institutional Accreditations

- Accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC), a nationally recognized accrediting agency.
- Programs are approved for the training of veterans and eligible persons under the provisions of Title 38, United States Code.
- Approved by the Vocational Rehabilitation Departments of Oregon and Washington.
- Eligible to participate in the student financial assistance programs authorized by Title IV of the Higher Education Act of 1965, as amended.

### State of Oregon

This school is a business unit of a corporation and is authorized by the State of Oregon to offer and confer the academic degrees and certificates described herein, following a determination that state academic standards will be satisfied under OAR 583-030. Inquiries concerning the standards or school compliance may be directed to the Office of Degree Authorization, 255 Capitol Street, NE, Salem, OR 97310.

### State of Washington

- Concorde Career College is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Concorde Career College to advertise, recruit and offer field placements for specific degree programs. The



Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430.

- All Washington residents enrolling in programs leading to professional licensure should check with the Washington Department of Health, Health Profession Quality Assurance Division, to determine if their program will prepare them for licensure in Washington State.
- Concorde Career College is licensed under Chapter 28C.10 RCW. Inquiries or complaints regarding this private vocational school may be made to the: Workforce Training and Education Coordinating Board, 128 10th Avenue, SW, P.O. Box 43105, Olympia, WA 98504; 360-709-4600; [www.wtb.wa.gov](http://www.wtb.wa.gov); email: [wtecb@wtb.wa.gov](mailto:wtecb@wtb.wa.gov).

## Programmatic Accreditations

### Medical Assistant Program

The Medical Assistant program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), 25400 U.S. Highway 19 North, Suite 158, Clearwater, FL 33763; 727-210-2350; [www.caahep.org](http://www.caahep.org), on recommendation of the Medical Assisting Education Review Board (MAERB), 25400 U.S. Highway 19 North, Suite 158, Clearwater, FL 33763; 727-210-2350; [www.caahep.org](http://www.caahep.org).

### Polysomnographic Technology Program

The Polysomnographic Technology program has been awarded initial accreditation by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), 25400 U.S. Highway 19 North, Suite 158, Clearwater, FL 33763; 727-210-2350; [www.caahep.org](http://www.caahep.org), as recommended by the Committee on Accreditation for Polysomnographic Technologist Education (CoA PSG), 1711 Frank Avenue, New Bern, NC 28560; 252-626-3238; [www.coapsg.org](http://www.coapsg.org).

### Practical Nursing Program

The Practical Nursing program has been granted continuing Board approval by the Oregon State Board of Nursing. Oregon State Board of Nursing: 17938 Southwest Upper Boones Ferry Road, Portland, OR 97224-7012; [www.oregon.gov/OSBN](http://www.oregon.gov/OSBN).

### Respiratory Therapy Program

The Respiratory Therapy program is accredited by the Commission on Accreditation for Respiratory Care (CoARC). Commission on Accreditation for Respiratory Care: 1248 Harwood Road, Bedford, TX 76021-4244; 817-283-2835; [www.coarc.com](http://www.coarc.com).

### Surgical Technology Program

The Surgical Technology program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), 25400 U.S. Highway 19 North, Suite 158, Clearwater, FL 33763; 727-210-2350; [www.caahep.org](http://www.caahep.org), as recommended by the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA), 6 West Dry Creek Circle, Suite 110, Littleton, CO 80120; 303-694-9262; [www.arcstsa.org](http://www.arcstsa.org).

## Campus Facilities

The school occupies 30,000 square feet in three buildings at the Lloyd Plaza in Portland. There are expanded classrooms, laboratories, and administrative offices, as well as a handicap accessible elevator and restrooms. Parking is available at Lloyd Plaza at no additional cost.

Among the various classrooms, laboratories, and other facilities provided for students are:

- Computer laboratories equipped with word processing software, office management software, and equipment for self-paced keyboarding and typing instruction.
- A dental x-ray darkroom equipped for the processing of dental x-rays.
- A dental laboratory onsite and fully functional, equipped with four dental operatories, dental x-ray units, and teaching and x-ray mannequins.
- Medical laboratories equipped with examining tables, mannequins, and simulated examination rooms.
- A respiratory laboratory equipped with therapeutic equipment.
- A surgical technology laboratory equipped with a simulated operating room and scrub area.
- A Learning Resource Center (LRC), providing a quiet area where students may refer to various publications, journals, technical manuals, and reference books. Students are allowed to check out books from the LRC for purposes of research, review, or report preparation. Books may be checked out with the library supervisor. Students are also able to complete homework assignments with the use of ten online computers.

Students will be held responsible and accountable for books and other items belonging to Concorde Career Colleges, Inc., and the LRC. Once a book, or other item, is borrowed from the LRC by a student, it becomes the responsibility of the receiver (student) to maintain the integrity/condition of the book and return the item within three business days (excluding Saturdays, Sundays, and holidays). Students who have checked out a book from the LRC will have three business days to use the item in its educational capacity. If the book is needed for longer than the three-day checkout, it may be rechecked at the discretion of the Academic Technology and Media Coordinator. If the book is then not returned within the three-day period, a charge of \$.50 per day will be assessed. If the student loses the book, the student will be responsible for paying the original list price for the lost book. If the student damages the book, the student can be charged a minimum of \$10, up to full, original list price, depending on the damage and ability to reuse the book.

Students are placed on Records Hold until all LRC materials are either returned or the replacement cost of any damaged or lost materials is paid.

- A nonsmoking student lounge, which includes vending machines and microwaves, is available for student use.

## Equipment

Equipment and instruments are available to instruct students in the skills they will need in their chosen careers. Concorde students acquire knowledge and technical skills through demonstrations, actual operation of equipment, and the practice of techniques. Among the major items of equipment available to Concorde students are the following (by program):

### Dental Assistant Program

Four dental chairs with rear delivery units, four x-ray units, including digital radiography, three model trimmers, vibrators, biosonic/ultrasonic cleaners, autoclave and station sterilizers, dental instruments, cements and materials, infection control supplies, DXTRR and Fletcher models, videos, and other teaching aids.

## Medical Assistant Program

This program has a laboratory stocked with medical test supplies and equipment, such as stethoscopes, glucometers, sphygmomanometers, examination and treatment tables, autoclaves, electrocardiograph machines, centrifuges, microscopes, teaching mannequins, and other teaching aids.

## Medical Office Administration Program

This program has a fully equipped computer lab with industry-standard personal computers and software.

## Polysomnographic Technology Program

A comprehensive laboratory equipped with digital electroencephalographic machines, continuous positive airway pressure machines with humidifiers and masks, pulse oximetry, oxygen devices (cannulas and masks), various types of recording electrodes and application tools, air pump, video and auditory monitoring equipment, plus a library complete with neurodiagnostic- and polysomnographic-related medical journals, texts and audiovisual equipment.

## Practical Nursing Program

Two patient care units containing beds, overbed tables, bedside cabinets, anatomical mannequins, sphygmomanometers, oxygen equipment, suction equipment, wheelchairs, walkers, crutches, anatomical charts, electronic vital sign monitor, drug administration cart, I.V. poles, and pumps and supplies to support a complete skills laboratory.

## Respiratory Therapy Program

This program has a comprehensive laboratory equipped with oxygen devices, aerosol/humidity devices, lung expansion devices (intermittent positive pressure breathing machines, incentive spirometers, continuous positive airway pressure machines), mechanical ventilators (respirators), airway maintenance devices (suction machines, intubation tools, artificial airways), and ancillary equipment (arterial blood gas equipment, oximetry, capnography, pulmonary function equipment, mannequins), plus a library complete with respiratory and respiratory-related medical journals, texts, and audiovisual equipment.

## Surgical Technology Program

A laboratory containing two operating tables, operating lights, simulated autoclave, scrub room and assorted furnishings, and other teaching aids.

## Audiovisual Aids

Concorde's programs are supported with reference books, charts, field trips, demonstrations, and other teaching aids. Speakers from business and industry are used when possible to supplement classroom instruction.

# Admissions

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## Entrance Requirements

Prospective students are encouraged to review this catalog prior to signing an Enrollment Agreement.

The school reserves the right to reject applicants and/or rescind eligibility for an applicant to begin classes if all general and selective admissions requirements are not successfully completed within the required timeframe.

Admission to any one program does not automatically qualify a student for admission into any other program. If a student wishes to apply to another program in the future, the individual must independently meet all the admissions requirements in place for that program at the time of the future enrollment. The student will also be subject to all selection procedures in place for admittance into the other program. Admittance into the other program is not guaranteed.

## General Admissions Requirements

The following items must be successfully completed prior to enrollment and prior to being eligible to sit in class:

- Personal interview and campus tour
- Completion of all admissions documentation, including but not limited to the Enrollment Agreement and disclosures
- Completion and passage of applicable entrance assessments
- Completion of Online Readiness Assessment
- Acceptable proof of graduation from an institution providing secondary education or the equivalent of such graduation. A valid institution is one that is recognized as a provider of education by the U.S. Department of Education. <sup>(1)</sup>

<sup>(1)</sup> Acceptable documentation of high school graduation must be received by the Institution prior to the student's first scheduled class of the program. It is the student's responsibility to provide acceptable documentation of high school graduation or its equivalency, as well as any additional documentation that may be needed to support the validity of the documentation. Any student who does not provide valid documentation of high school graduation or its equivalent within this timeframe will be unregistered from all classes and his or her program of study.

All applicants must be citizens, permanent residents, or eligible noncitizens of the United States. Documentation of eligibility status may be required.

Prospective students may be conditionally accepted contingent upon satisfaction of all admissions requirements and receipt of supporting documentation no later than the first scheduled day of class.

Admission to Concorde is open to all applicants who will be 18 years of age at the time the clinical/externship portion of their program begins (as applicable). A parent, legal guardian, or spouse of legal age must co-sign the Enrollment Agreement for applicants under 18.

A health certificate, immunization records, and the results of certain tests may be required for some programs.

Applicants must be able to read, speak, and write in English.

Please refer to the "Financial Information" section of this catalog for information on additional requirements applicable to tuition financing.

## Social Security Number

Applicants for admission must possess a valid social security number. Documentation must be provided upon request. A valid social security number is required to be registered and/or certified by appropriate boards. Other documents may be required by some licensing agencies.

## Foreign Transcripts

Applicants indicating that they graduated from a foreign high school and have the equivalent of a U.S. secondary education must present original credentials (diploma, transcript, etc.). In addition, documentation from foreign countries must be translated and certified to be at least the equivalent of a U.S. high school diploma.

Coursework taken at a foreign institution (excluding secondary school documents that are in English and are recognized by the U.S. Department of Education) must be evaluated for equivalence to coursework taken at a United States institution. Concorde only accepts for consideration the evaluations of foreign coursework conducted by agencies approved by the National Association of Credential Evaluation Services (NACES) or Association of International Credential Evaluators, Inc. (AICE), which charge applicants directly for these services. Listings of approved agencies can be found at:

- [www.naces.org](http://www.naces.org)
- [www.aice-eval.org](http://www.aice-eval.org)

## Document Integrity

Any forged/altered academic document, foreign or domestic, submitted by a prospective student will be retained as property of the Institution and will not be returned to the prospective student. The student will not be considered for admission.

If a student is currently attending, and the Institution becomes aware of a forged credential, the following applies:

- If the forged document was used to admit the student, and the absence of that credential would make the student inadmissible, the student will be dismissed from the Institution with no earned credits awarded; or
- If the forged document was used to gain transfer credit, the student will be dismissed from the Institution and any transfer credit already awarded from the forged credential will be removed.

## Personal Interview

The school requires a personal, on-campus interview with each applicant prior to acceptance into any program. The school encourages parents or spouses to attend the interview. This gives applicants and their families the opportunity to see the campus's equipment and facilities and to ask specific questions relating to the school, the curriculum, and career training being considered. The personal interview also gives the school the opportunity to meet prospective students and evaluate their qualifications and aptitude. Certain programs may also require an interview with the program director prior to enrollment.

## Acceptance by the School

For Dental Assistant, Medical Assistant and Medical Office Administration programs, available seats are filled on a first-come-first-served basis once all entrance requirements have been fulfilled.

For all other programs, once all entrance requirements have been completed, the applicant will be placed on a waitlist.



## Student Orientation

Prior to beginning classes, all new students attend an orientation program. Orientation facilitates a successful transition into Concorde; therefore, attendance for new students is imperative regardless of prior college experience. At orientation, students are acquainted with the campus, administrative staff, faculty and their peers. Administrative departments explain ways in which they assist students and clarify students' rights and responsibilities. In the event a student is unable to attend orientation, Student Affairs will meet with the student during the first week of class to ensure all relevant information is reviewed with him/her.

## Waitlists

Concorde limits the number of students who are accepted for admission to its programs to maintain optimum faculty to student ratios and ensure appropriate clinical opportunity for all students. Once all applicants are processed, those placed on the waitlist will be ranked using a rubric. The rubric is a points-based assessment, with points awarded based on applicant success in the following components: Online Readiness Assessment, clinical entrance assessment, interview with department personnel, and financial readiness.

## Alternates

Depending on circumstances, students may be conditionally accepted into certain programs as an Alternate Student. Alternates are chosen based on the rank order of the waitlist. Waitlist applicants selected as an alternate must attend orientation and all classes scheduled in the first seven calendar days. Alternates are subject to the requirements of the school catalog, including attendance, behavior, dress code, and classroom assignments.

Should space become available within the seven days, alternates have the opportunity to be accepted as regular students. If not formally accepted as regular students during the seven days, alternates will not be able to attend further classes. If not accepted as regular students, alternates will not incur any tuition charges. Alternates may be charged for books and equipment not returned in accordance with the requirements of the school catalog and the Enrollment Agreement. Alternates not accepted as regular students have the option of transferring their enrollment to a future start date or canceling it.

## Retesting for Waitlist Students

Prospective students who are placed on a waitlist for any program may retest for a higher score at their own expense. Contact the Director of Admissions for further information.

## Distance Education

Currently, the school offers General Education classes and certain core classes through online delivery. The online courses are offered through a consortium agreement with Concorde Career College, Kansas City, Mo. Certain courses may only be offered in a distance education format; therefore, all students must meet the requirements outlined in the "Distance Education/Online" section of this catalog.

In addition to the Entrance Assessment Requirements below, all students must take an Online Readiness Assessment (ORA) immediately following the first attempt of the Wonderlic. A passing score on the Wonderlic does not preclude the requirement for the applicant to complete the ORA. The ORA is used for assessing the applicant's readiness for online coursework and to identify any obstacles where he or she may need extra support or guidance.

## Entrance Assessment Requirements

Prospective students applying for admission who are high school graduates or hold a GED must meet the minimum assessment scores as follows:

	Wonderlic SLE	HESI A <sup>2</sup>
Dental Assistant	8	N/A
Medical Assistant	8	N/A
Medical Office Administration	8	N/A
Polysomnographic Technology	15	N/A
Practical Nursing	17	70
Respiratory Therapy	17	70
Surgical Technology	17	65

Applicants for all programs may attempt the Wonderlic a total of three times and, when required, the Health Education Systems, Inc. (HESI) A<sup>2</sup> entrance assessment a total of two times. If the minimum score is not met, the applicant must wait six (6) months before retesting.

All previously completed HESI assessments from Concorde or another institution will be accepted at Concorde's approved acceptable minimum scores if completed within two years of enrollment. In addition, assessments from other institutions must not have been taken within 30 days of enrollment.

A valid U.S. government-issued photo identification card is required for all entrance assessments.

The Wonderlic SLE requirement may be waived upon receipt of documentation of any of the following:

- SAT score of 1300 or above achieved within five years of the date of application to Concorde.
- ACT score of 19 or above achieved within five years of the date of application to Concorde.
- All applicants, including reentry students and former graduates, are exempt from Wonderlic SLE testing if they can provide official proof of earning an Associate's or higher degree that was taught in the English language. Applicants will still be required to take the ORA and HESI if applicable.
- Official proof of successfully passing the Wonderlic SLE within the last two years at the current required score.

## Clinical Programs

Prospective clinical students will sit for the Wonderlic SLE. Prospective students applying for clinical programs that lead to board exams and/or licensure who meet the initial Wonderlic SLE acceptable minimum score will be required to take the HESI. Candidates for these programs must achieve the minimum composite score to move forward in the admissions process.

Those meeting the Wonderlic SLE minimum score requirement and HESI minimum score requirement will be placed on a waitlist, if applicable. The list will be sorted high to low based on the current waitlist criteria. Students will be selected from the waitlist and notified at least two weeks to the start of the program.

## Core Programs

Prospective students will be allowed to attempt the Wonderlic SLE three times in a six-month period for a total of three attempts. All students who meet the initial Wonderlic SLE acceptable minimum score will be eligible for enrollment. After two unsuccessful attempts on the Wonderlic SLE, the student may attempt a third time, but this may not be on the same day, in a six-month period. All students who subsequently meet the acceptable minimum score will be eligible for enrollment.

## Program-Specific Selective Admissions Criteria

In addition to meeting the General Admissions Requirements, applicants to the following programs must also meet the following selective criteria.

### Polysomnographic Technology

The Polysomnographic Technology program requires a criminal background check for admission. See the "Criminal Background Check" section in this catalog for details.

### Practical Nursing

The Practical Nursing program requires a criminal background check for admission. See the "Criminal Background Check" section in this catalog for details.

### Respiratory Therapy

The Respiratory Therapy program requires a criminal background check for admission. See the "Criminal Background Check" section in this catalog for details.

### Surgical Technology

The Surgical Technology program requires a criminal background check for admission. See the "Criminal Background Check" section in this catalog for details.

## Readmission

It is Concorde's policy to encourage previously withdrawn students to return to school to complete their education.

Students must meet all entrance requirements in place at the time of readmission. The reentry process requires review and approval of the student's financial status, financial aid eligibility (when applicable), completion of enrollment agreement, collection and review of official transcripts, as well as prior academic performance and any other documentation required by the program the student is reentering. Students may be required to demonstrate skill competency prior to readmission. Readmission is contingent upon space availability and requires final approval of the Campus President. Returning students will be enrolled into the program curriculum in place at time of reentry; exceptions may apply for students who are withdrawn in good standing. Students who are dismissed from the program are not eligible for readmission.

## Criminal Background Check

It is Concorde's policy to ensure that enrolling students are aware of the potential effect and consequences of past criminal behaviors. Externship/clinical sites, employers or state/national licensing agencies have requirements that could prevent a student from completing the program or finding employment in his/her chosen field. Consent to perform a criminal

background check must be completed and received as part of the admissions process. Results will be evaluated immediately upon receipt, but no later than the add/drop period. Convictions, guilty pleas or nolo contendere pleas for certain drug-related, fraud-based, or other serious crimes will disqualify a prospective student from remaining actively enrolled: s/he will be unregistered from all courses and the Institution without incurring academic or financial penalty. A listing of the specific offenses that are considered can be obtained from the Institution.

If a potential applicant believes that the results of the background check are incorrect, the Institution will provide the student with the contact information to appeal the Institution's decision. However, the application process will not move forward until the appeal is complete, and the student may need to reapply for a future class if the appeal is accepted.

Many states, employers, and agencies impose restrictions on the employment, registration, licensure, or certification of workers with certain criminal convictions. Facilities and institutions that accept Concorde students for clinical rotation and/or externships, as well as potential employers, may require an additional criminal and/or personal background check and may reject a student based on criteria different from those applied to the student during the enrollment process.

Additionally, some agencies and employers may require candidates to submit to a drug screening test. Students with criminal records that include felonies or misdemeanors (including those that are drug-related) or personal background issues such as bankruptcy might not be accepted by these agencies for clinical assignments, externship or employment following completion of the program. Employment and externship decisions are outside the control of the Institution.

Concorde cannot guarantee clinical rotation and/or externship placements for individuals with criminal, drug-related, or personal background histories that preclude them from working in a professional setting.

Applicants who have questions regarding how these issues may affect their clinical/externship placement or potential future employment should discuss this matter with a school official prior to beginning their program.

## Drug Testing

Externship and clinical facilities may require the school to follow drug-screening requirements, including unannounced testing, prior to working with patients. We reserve the right to random drug testing anytime throughout the program. Test results are confidential, and results are on a pass/fail basis. Students failing the screening will immediately be dismissed from the school and are not eligible for readmission. A student may request a retest, at his or her own expense, if he or she believes it was a false positive by submitting to a retest, consisting of an observed urine test, within 24 hours at a facility directed by Concorde. If the retest is negative, the student may continue in school. Diluted, adulterated, and/or substituted readings will be considered "flagged" and will be considered a failed test.

Students should be advised that Concorde is governed by federal law in matters regarding the possession and use of controlled or illegal substances. As referenced in the Drug & Alcohol Abuse Policy outlined in this catalog, the possession or use of amphetamines, cocaine, marijuana, opiates, and phencyclidine are illegal under federal law.

Concorde does not accommodate student requests to be exempt from placement at clinical/extern sites that require drug testing.

Pharmacy Technician students will be drug-screened during the admissions process. This information will be used to make appropriate decisions regarding acceptance to the program. Acceptable drug-screen results must

be received within the first five class days. A prospective student may have his or her enrollment cancelled based upon the results of the drug screen. Students who have their enrollments cancelled will not incur any tuition charges.

## Articulation Partnerships for Concorde – Oregon

Concorde is proud to partner with a growing list of other institutions of higher education. Articulation partners allow students to continue pursuing their education by transferring credits earned at Concorde. Transfer of credit and program availability varies by each articulation partner.

Credits that transfer to an institution are done so on an individual course basis. Please contact the Academics or Student Affairs team for details.

### Articulation (Partnership) Agreements

Chamberlain College of Nursing

Colorado Technical University

Denver School of Nursing

Grand Canyon University

Grantham University

Independence University

Minnesota State University-Mankato

National American University

Park University

United States University

University of Phoenix

## Veterans Administration Students

Students applying for veteran's benefits must report all previous education and training. The school will evaluate any previous postsecondary transcripts to determine appropriate credit. The veteran and Veterans Administration will be notified of any reduction in training time or tuition.

## Statement of Nondiscrimination

No person shall be excluded from participation, denied any benefits, or subjected to any form of discrimination based on race, sex, religion, color, national origin, age, disability, or any other factor protected by law.

Pursuant to Washington law, Concorde does not discriminate against students or potential students on the basis of race, creed, color, national origin, sex, veteran or military status, sexual orientation, or the presence of any sensory, mental, or physical disability or the use of a trained guide dog or service animal by a person with a disability.

Any person unlawfully discriminated against, as described in ORS 345.240, may file a complaint under ORS 659A.820 with the Commissioner of the Bureau of Labor and Industries.

# Programs of Study

## Dental Assistant

Diploma Program  
 800 Contact Hours  
 26.00 Semester Credits  
 32 Instructional Weeks – Full Time

### Program Overview

The Dental Assistant is a valuable member of the dental healthcare team and performs many services on behalf of the dentist. The Dental Assistant's responsibilities may include preparing patients for procedures, maintaining treatment records, exposing and processing dental x-rays, reviewing oral hygiene and postoperative care instructions, performing laboratory work, and managing such essential functions as maintaining inventory, infection control, and OSHA compliance.

### Program Purpose

Upon completion of the Dental Assistant program, the student will possess the theoretical knowledge and practical skills to perform efficiently in a professional capacity. This program includes courses covering business administration skills, laboratory procedures, patient psychology, and communication needed to function successfully in an entry-level position. Students will also be eligible to take the written Radiation Health and Safety (RHS) exam of the Dental Assisting National Board prior to entering externship for x-ray certification. Registration and certification requirements for taking and passing these examinations are not controlled by Concorde, but by outside agencies, and are subject to change by the agency without notice. Therefore, Concorde cannot guarantee that graduates will be eligible to take these exams, at all or at any specific time, regardless of their eligibility status upon enrollment.

### Program Objectives

Upon completion of the program, the student will be eligible to:

- Perform chairside dental assisting techniques allowed under the rules of the Oregon Board of Dentistry.
- Utilize proper sterilization techniques and infection control procedures as required by OSHA.
- Advise patients on dental care as directed by the dentist.
- Perform administrative front office duties.
- Utilize principles of dental radiology to position, expose, process, and mount dental radiographs after certification.
- Respond to medical emergencies, including basic life support.

### Skills Proficiency

Students must be able to perform certain skills in order to work as a Dental Assistant. These skills are learned in the clinical (lab) portion of the program. The lab portion of the program involves the practical application of theory. All lab activities and competencies are demonstrated first by the instructor; then students practice the skill on typodonts and/or patients as appropriate before being evaluated and graded by the instructor. Hands-on instruction, using the actual dental instruments and equipment, allows for facilitation of transferring theory to practical experience. Students will perform certain procedures on each other as well as on typodonts. All students must take and pass clinical competency skills before being released to externship.

### Classroom Size

Classes are limited in size to a ratio of 16 students per instructor in a laboratory session.

Course #	Course Title	Theory Hours	Lab Hours	Externship Hours	Semester Credit Hours
CPSO1001*	Career Path Success A	15			0.50
CPSO1002*	Career Path Success B	15			0.50
CPSO1003*	Career Path Success C	15			0.50
CPSO1004*	Career Path Success D	15			0.50
CPSO1005*	Career Path Success E	15			0.50
CPSO1006*	Career Path Success F	15			0.50
DNTA1331	Introduction to Dental Assisting and Dental Terminology	40	40		3.00
DNTA1333	Dental Specialties	40	40		3.00
DNTA1335	Materials and Procedures	40	40		3.00
DNTA1337	Patient Care and Management	40	40		3.00
DNTA1339	Diagnostics and Orthodontics	40	40		3.00
DNTA1341	Dental Radiology	40	40		3.00
DNTA1201	Externship I			115	2.50
DNTA1202	Externship II			115	2.50
	Subtotals	330	240	230	26.00

\* These courses are offered online.

# Medical Assistant

Diploma Program  
800 Contact Hours  
26.00 Semester Credits  
32 Instructional Weeks – Full Time

## Program Overview

Whether in a physician's office, a clinic, or hospital-owned physician network, the Medical Assistant performs many services on the physician's behalf. These may include admissions work, preparing the patient for examination or treatment, operating diagnostic equipment, and performing diagnostic procedures. The Medical Assistant is also responsible for the patient's medical records and insurance forms as well as for scheduling appointments and maintaining medical records for the physician. A diploma will be issued upon successful completion of the program.

## Program Purpose

Upon completion of the Medical Assistant program, the student will possess the knowledge and skills required in the areas of anatomy, physiology, pathology, the body systems, medical terminology, medical front office procedures, venipuncture, laboratory diagnostic procedures, EKG, and administration of parenteral medications to function successfully in an entry-level position as a Medical Assistant in a clinic or a physician's office.

## Program Outcome

To prepare competent, entry-level Medical Assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

## Program Objectives

- To provide a learning atmosphere that is similar to an actual working atmosphere.
- To provide a clinical experience that correlates with classroom instruction.
- To instill in the student a sense of professionalism in behavior, attitude, and dress.

## Skills Proficiency

Students must be able to perform certain skills in order to work as a Medical Assistant. These skills are learned in the lab portion of the program. The program is divided into one-half lecture and theory and one-half lab. The lab portion involves the practical application of theory. The instructor evaluates every lab experiment or practical work. Hands-on instruction, using the actual tools of the trade, facilitates the transfer from theory to practice. Students will perform certain procedures on each other. All students must participate. All students must take and pass a clinical skills test before being released for externship.

## Washington State Residents

Washington law (RCW 18.135 and Title 246-826) requires persons who wish to become employed as medical assistants in the State of Washington to achieve "certification" from the Department of Health as a condition of employment. To achieve certification requires the applicant to:

- Have a high school diploma or GED;
- Have the ability to read, write, and converse in the English language;
- Present a transcript from a postsecondary school documenting that he or she has been trained in certain stipulated subject areas; and
- Pay a required fee.

## Classroom Size

Classes are limited in size to a ratio of 26 students per instructor per laboratory session.

Course #	Course Title	Theory Hours	Lab Hours	Externship Hours	Semester Credit Hours
CPSO1001*	Career Path Success A	15			0.50
CPSO1002*	Career Path Success B	15			0.50
CPSO1003*	Career Path Success C	15			0.50
CPSO1004*	Career Path Success D	15			0.50
CPSO1005*	Career Path Success E	15			0.50
CPSO1006*	Career Path Success F	15			0.50
MDCA1312	Medical Assisting A	40	40		3.00
MDCA1322	Medical Assisting B	40	40		3.00
MDCA1332	Medical Assisting C	40	40		3.00
MDCA1342	Medical Assisting D	40	40		3.00
MDCA1352	Medical Assisting E	40	40		3.00
MDCA1362	Medical Assisting F	40	40		3.00
MDCA1201	Externship I			115	2.50
MDCA1202	Externship II			115	2.50
Subtotals		330	240	230	26.00

\* These courses are offered online.

# Medical Office Administration

Diploma Program  
 800 Contact Hours  
 26.00 Semester Credits  
 32 Instructional Weeks – Full Time

## Program Overview

The Medical Office Administration (MOA) program is a generalist program that will equip graduates with the skills necessary to function in a wide range of medical office business and financial settings. Specific skills include accounts receivable and payable, billing and fee collection, payroll and taxes, records management, insurance claims processing, insurance coding, typing and word processing, medical terminology, anatomy, oral and written communications, and public relations.

## Program Purpose

The purpose is to provide sufficient theoretical knowledge and practical skills to function successfully in entry-level positions. It prepares students for the American Academy of Professional Coders certification test. Students focus on computer skills, medical terminology, anatomy and physiology, medical office procedures, psychosocial skills, office procedures, insurance, and ancillary coding procedures with continuous practice in school labs, plus an intensive externship with a participating provider.

Registration and certification requirements for taking and passing this examination are not controlled by Concorde, but by outside agencies, and are subject to change by the agency without notice. Therefore, Concorde cannot guarantee that graduates will be eligible to take this exam, at all or at any specific time, regardless of their eligibility status upon enrollment.

## Program Objectives

The objective of this program is to prepare students with sufficient theoretical knowledge to secure entry-level employment in front office positions at physicians' offices, dental offices, hospitals, insurance companies, and ancillary medical and dental organizations.

- To provide a learning atmosphere that is similar to an actual working atmosphere and an experience in the clinical area to correlate with classroom instruction.
- To instill in the student a sense of professionalism in behavior, attitude, and dress.
- To foster a basic work ethic that will enhance professionalism and skills in work performance.

## Skills Proficiency

Students must perform certain skills to work in a medical office position and be proficient in program work. Keyboarding/10-key lessons are designed to enable the student to perform at an acceptable rate. Hands-on instruction with tools of the trade facilitates the transfer from theory to practice. All students must participate.

Course #	Course Title	Theory Hours	Lab Hours	Externship Hours	Semester Credit Hours
CPSO1001*	Career Path Success A	15			0.50
CPSO1002*	Career Path Success B	15			0.50
CPSO1003*	Career Path Success C	15			0.50
CPSO1004*	Career Path Success D	15			0.50
CPSO1005*	Career Path Success E	15			0.50
CPSO1006*	Career Path Success F	15			0.50
POFM1311	Medical Office Procedures	40	40		3.00
POFM1321	Computer Applications	40	40		3.00
POFM1331	Medical Terminology & Communications	40	40		3.00
POFM1341	Medical Insurance Claims Processing	40	40		3.00
POFM1351	Medical Insurance Coding	40	40		3.00
POFM1361	Medical Office Applications	40	40		3.00
POFM1201	Externship I			115	2.50
POFM1202	Externship II			115	2.50
	<b>Subtotals</b>	<b>330</b>	<b>240</b>	<b>230</b>	<b>26.00</b>

\* These courses are offered online.



# Polysomnographic Technology

Diploma Program  
 914 Contact Hours  
 28.50 Semester Credits  
 30 Instructional Weeks – Full Time

## Program Overview

Polysomnographic (PSG) Technologists perform sleep tests and work with physicians to provide information needed for the diagnosis of sleep disorders. The Technologist monitors brain waves, eye movements, muscle activity, multiple breathing variables, and blood oxygen levels during sleep using specialized recording equipment. The Technologist interprets the recording as it happens and responds appropriately to emergencies. Technologists provide support services related to the treatment of sleep-related problems, including helping patients use devices for the treatment of breathing problems during sleep and helping individuals develop good sleep habits.

The Technologist takes the medical history, documents the clinical condition of patients, understands and employs the optimal use of PSG equipment, and applies adequate recording electrodes. Among other duties, the PSG Technologist also understands the interface between EEG and PSG equipment and other electrophysiological devices and procedures; recognizes and understands EEG sleep activity displayed; manages medical emergencies in the laboratory; and prepares a descriptive report of recorded activity for the interpreting physician. Additionally, the role of the PSG Technologist includes treatment of sleep-disordered breathing to include PAP therapy, oxygen therapy, and patient education. The responsibilities of the Technologist may also include laboratory management and the supervision of other Technologists. Considerable individual initiative, reasoning skill, and sound judgment are all expected of the polysomnography professional.

## Program Goals and Outcomes

The goal of Concorde's PSG program is to prepare competent, entry-level PSG Technologists with the knowledge, skills, values, and attitudes to become an instrumental part of the PSG professional workforce. Successful learning outcomes and competencies will be achieved through the completion of both course and clinical work. Students will work with patients from neonate to geriatric and will be able to perform Polysomnograms (PSGs), which monitor and evaluate brain, muscle, respiratory, and heart activity during sleep to help diagnose sleep disorders.

Upon completion of Concorde's PSG program, students will receive a diploma in Polysomnographic Technology. Graduates will then be eligible to take the professional certification examination offered by the Board of Registered Polysomnographic Technologists (BRPT).

## Program Mission

The mission is to provide a supportive learning environment in which students can acquire theoretical knowledge, technical skills, and professional behaviors to become contributing members of the health community. The program strives to instill personal growth, professional commitment, and community involvement. Graduates will be eligible to sit for the Board of Registered Polysomnographic Technologists (BRPT international credential). Registration and certification requirements for taking and passing this examination are not controlled by Concorde, but by outside agencies, and are subject to change by the agency without notice. Therefore, Concorde cannot guarantee that graduates will be eligible to take this exam, at all or at any specific time, regardless of their eligibility status upon enrollment.

Course #	Course Title	Theory Hours	Lab Hours	Clinical Hours	Semester Credit Hours
CPSO1001*	Career Path Success A	15			0.50
CPSO1002*	Career Path Success B	15			0.50
CPSO1003*	Career Path Success C	15			0.50
CPSO1004*	Career Path Success D	15			0.50
CPSO1005*	Career Path Success E	15			0.50
CPSO1006*	Career Path Success F	15			0.50
BIOL1201*	Anatomy & Physiology	45			2.00
PSOM1210	Polysomnography I	35	20		2.00
PSOM1221	Pharmacology for Health Careers	45			2.00
PSOM2110	Pattern Recognition	15	30		1.50
PSOM2111	Capstone-International Board Preparation	30			1.00
PSOM2415	PSG Clinical Experience I			160	4.00
PSOM2510	Polysomnography II	90	30		5.00
PSOM2815	PSG Clinical Experience II			324	8.00
Subtotals		350	80	484	28.50

\* This course is offered online.

# Practical Nursing

Diploma Program  
1,722 Contact Hours  
66.5 Semester Credits  
50 Instructional Weeks – Full Time

**Effective 7/22/2019 for all students starting on or after 11/25/2019.**

## Program Overview

The purpose of this program is to help the student to develop the nursing skills and human understanding needed to secure entry-level employment to care for both chronically and acutely ill patients in a variety of settings. The program combines classroom study with clinical experience in a variety of settings. Upon completion of this program, the graduate will be able to sit for the National Council Licensure Examination–Practical Nurse (NCLEX-PN).

Registration and certification requirements for taking and passing this examination are not controlled by Concorde, but by outside agencies, and are subject to change by the agency without notice. Therefore, Concorde cannot guarantee that graduates will be eligible to take this exam, at all or at any specific time, regardless of their eligibility status upon enrollment.

## Program Mission

Concorde Career College Practical Nursing Program ensures the healthcare community of competent graduates who are capable and productive entry-level practitioners. These individuals espouse professionalism, and adhere to established standards of care and ethical practice.

## Program Philosophy

The Practical Nursing program is founded on beliefs that are consistent with the parent organization and the community at large. The faculty of the Practical Nursing program holds the following beliefs about the individual, nursing, health, and nursing education.

## Practical Nursing

The scope of nursing is practiced at various levels of complexity. Practical Nursing represents one such level and is characterized by specific knowledge, technical skills, and complexity derived from the entire domain of nursing. Practical Nursing is practiced in a variety of healthcare settings in collaboration with the registered nurse and/or other healthcare providers.

## Individual

Each individual has value, worth, dignity, and right. Each individual is unique, and his or her uniqueness is manifested in a highly complex, ever-changing system of biological, sociological, psychological, cultural, and spiritual factors. Because of the interrelationship of these factors, it is imperative that each of these components be taken into consideration in order to address the wholeness of the individual. Each individual, to the extent that he or she is capable of making free choices, should be given the right to make free, informed choices, with the understanding that he or she is at the same time accountable for those decisions. Individuals seek healthcare in a variety of settings.

## Nursing

Nursing is the art of caring and is concerned with assisting individuals, families, and other groups in coping with and responding to actual or potential health problems. Nursing is best carried out in an organized, systematic manner in order to enhance the quality of human life that each individual is capable of attaining.

## Health

Health is the status or position of an individual on the wellness-illness continuum. The health status is a dynamic state and is based upon the interrelationship of biological, sociological, psychological, cultural, and spiritual factors of the individual.

## Nursing Education

Nursing education occurs both in the classroom and in clinical settings. Nursing education involves the development of problem-solving and decision-making skills based upon the acquisition of knowledge, psychomotor skills, and values. Practical Nursing education focuses on providing safe, competent nursing service to individuals of all age groups who are experiencing commonly occurring compromises in their health status with predictable outcomes. Practical Nursing education is based upon scientific principles and provides a foundation of competencies upon which the Practical Nurse may build in the future.

Education is an active process of both teaching and learning. Learning occurs best when the individual perceives a need or desire to learn. Learning is evidenced by a change in behavior. Learning is facilitated through a positive and supportive environment throughout the entire educational process. Teaching is both an art and a science. The purpose of teaching is to facilitate learning in a logical manner with optimal utility and relevance for the learner.

**End of Program Student Learning Outcomes:**

Concorde Practical Nursing graduates will:

1. Provide safe, caring and compassionate nursing care to diverse patients across the lifespan in various healthcare settings using evidenced based practice to improve outcomes.
2. Function as a competent, entry-level healthcare provider applying leadership and management skills and embracing ethical and legal principles in the provision of culturally appropriate nursing care.
3. Collaborate with members of the inter-professional healthcare team to provide optimal care for diverse patients and their families.
4. Communicate effectively through verbal, nonverbal and technological methods with patients, families and members of the inter-professional healthcare team.

Course #	Course Title	Theory Hours	Lab Hours	Clinical Hours	Semester Credit Hours
PNVN1811	Basic Foundations in Nursing & Nursing Practice	170			8.00
PNVN1111	Personal & Vocational Concepts	25			1.00
PNVN1319	Clinical Practice I		100		3.50
PNVN1521	Introduction to Medical-Surgical Nursing	124			5.50
PNVN1729	Clinical Practice II		24	196	7.50
PNVN1631	Medical-Surgical Nursing I	141			6.50
PNVN1739	Clinical Practice III		24	176	7.00
PNVN1541	Medical-Surgical Nursing II	111			5.00
PNVN1749	Clinical Practice IV			215	7.50
PNVN1350	Family Health Nursing	66			3.00
PNVN1150	Transitions to Practice	40			1.50
PNVN1759	Clinical Practice V		16	204	7.50
CPSO1001	Career Path Success A – Self Management	15			0.50
CPSO1002	Career Path Success B – Professionalism	15			0.50
CPSO1003	Career Path Success C – Business Communications	15			0.50
CPSO1004	Career Path Success D – Business Relationships	15			0.50
CPSO1005	Career Path Success E – Career Essentials	15			0.50
CPSO1006	Career Path Success F – Career Planning	15			0.50
	<b>Subtotals</b>	<b>767</b>	<b>164</b>	<b>791</b>	<b>66.5</b>

# Respiratory Therapy

Associate of Applied Science Degree Program  
1,865 Contact Hours  
76.00 Semester Credits  
70 Instructional Weeks – Full Time

## Program Overview

Respiratory Therapists assess, treat, and care for patients with breathing disorders. They assume primary responsibility for all respiratory care modalities, including the supervision of respiratory therapy technicians. Respiratory Therapists initiate and conduct therapeutic procedures; maintain patient records; and select, assemble, check, and operate equipment. They also may serve as asthma educators, patient educators, case managers, Hyperbaric Oxygen Specialists, Extra Corporeal Membrane Oxygenation Specialists and Sleep Specialists. Respiratory Therapists work in hospitals, clinics, skilled nursing facilities, home care, and diagnostic labs.

The Respiratory Care Practitioner (RCP) deals with patients of all ages who may be gravely injured or ill. The RCP is among the first on the medical team called to provide treatment in cardiopulmonary emergencies. The RCP also cares for patients in all aspects of their treatment and recovery. The RCP must be sensitive to the needs of those who have serious physical, mental, or psychological impairments. The RCP must also be able to cope with emergencies and work well as a member of the healthcare team.

## Program Mission

The purpose of the Respiratory Therapy program is to prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by Registered Respiratory Therapists (RRTs). Graduates will earn an Associate of Applied Science degree. Graduates of this program will be eligible to sit for the Therapist Multiple-Choice Examination (TMC) of the National Board for Respiratory Care (NBRC). If the candidate meets the RRT score on the TMC, the graduate is eligible to sit for the Clinical Simulation Examination (CSE) of the NBRC. Achieving the minimum acceptable score on the TMC will result in the candidate receiving the Certified Respiratory Therapist (CRT) credential. To receive the RRT credential, the candidate must pass the TMC, at the RRT level, and the CSE exams. Registration and certification requirements for taking and passing these examinations are not controlled by Concorde, but by outside agencies, and are subject to change by the agency without notice. Therefore, Concorde cannot guarantee that graduates will be eligible to take these exams, at all or at any specific time, regardless of their eligibility status upon enrollment.

## Program Objectives

- To provide a learning environment that correlates well with the actual workplace and a clinical experience that correlates with classroom instruction.
- To instill in the student a sense of professional behavior, attitude, and dress consistent with medical standards.
- To provide the student with entry-level knowledge and skills in the field of respiratory care.
- To prepare students for advanced-level competency as Registered Respiratory Therapists.
- To supply competent Respiratory Therapists to the national work pool.

## Skills Proficiency

Students must be able to perform certain procedures and skills to work as Respiratory Care Practitioners. These are learned in the school's clinical laboratory and at hospital clinical sites under the direct supervision and evaluation of a preceptor. All students must participate. All students must take and pass preclinical written and oral examinations prior to advancing to the clinical portion of the program.

Course #	Course Title	Theory Hours	Lab Hours	Clinical Hours	Semester Credit Hours
BIOL1301*	Anatomy & Physiology	45			3.00
BIOL1330*	Microbiology	45			3.00
ENGL1310*	English Composition I	45			3.00
ENGL1320*	English Composition II	45			3.00
COMM1310	Elements of Human Communication	45			3.00
MATH Elective*	MATH1310: Contemporary Mathematics or MATH1320: College Algebra	45			3.00
PHIL1310*	Critical Thinking	45			3.00
PSYC1310*	General Psychology	45			3.00
RT210	Introduction to & Applied Respiratory Therapeutics	180	60		12.00
RT220	Clinical Medicine I	30	30	315	10.00
RT230	Clinical Medicine II	30	30	315	10.00
RT240	Clinical Specialty Areas/Comprehensive Review	75	30	180	10.00
RT250	Advanced Clinical Practice	100	40	90	10.00
<b>Subtotals</b>		<b>775</b>	<b>190</b>	<b>900</b>	<b>76.00</b>

\* These courses are offered online.

# Surgical Technology

Associate of Applied Science Degree Program  
1,625 Contact Hours  
63.50 Semester Credits  
60 Instructional Weeks – Full Time

## Program Mission

The mission of the Surgical Technology program is to prepare graduates with the basic knowledge and fundamental practical and professional skills needed for employment as entry-level generalists in the field. The program combines academic studies in the classroom, hands-on laboratory instruction, and clinical training in various surgical settings to prepare graduates who are eligible for employment in a variety of surgical settings.

## Clinical Case Requirements

Students must complete a total of 120 surgical procedures as delineated below. Students must complete a minimum of 30 cases in General Surgery, 20 of which must be in the first scrub role. The remaining 10 cases may be performed in either the first or second scrub role. Students must complete a minimum of 90 cases in various surgical specialties, excluding General Surgery, 60 which must be performed in the first scrub role. The additional 30 cases may be performed in either the first or second scrub role. A minimum of 60 surgical specialty cases must be performed in the first scrub role and distributed amongst a minimum of four surgical specialties. A minimum of 10 cases in the first scrub role must be completed in each of the required minimum of four surgical specialties (40 cases total required). The additional 20 cases in the first scrub role may be distributed amongst any one surgical specialty or multiple surgical specialties. The remaining 30 cases may be performed in either the first or second scrub role. Observations must be documented but are not counted. Diagnostic endoscopy cases and vaginal delivery cases are not mandatory. However, up to 10 diagnostic endoscopic cases and five vaginal delivery cases can be counted toward the maximum number of second scrub role cases. Vaginal delivery cases must be documented in the category of Labor and Delivery rather than in the OB/GYN specialty. These are requirements of the Revised "Surgical Rotation Case Requirements," Core Curriculum for Surgical Technology, 6th Ed.

All student activities associated with the curriculum, especially while students are completing clinical rotations, will be educational in nature. Students will not be substituted for hired staff personnel within the clinical institution, in the capacity of a surgical technologist.

## Program Outcome

To prepare competent, entry-level Surgical Technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

## Program Goals

### Cognitive Domain

The student will:

- Grasp concepts of human anatomy and physiology, pathophysiology, microbiology, and infectious process and recognize his or her relationship to safe patient care;
- Understand the principles of safe patient care in the preoperative, intraoperative, and postoperative settings; and
- Recognize the interdependent role of the Surgical Technologist with the other team members and ancillary services providers.

### Psychomotor Domain

The student will:

- Develop and apply fundamental surgical assisting skills through practice and evaluation in the clinical setting;
- Accurately apply the principles of asepsis across the spectrum of common surgical experiences; and
- Employ the Standard Precautions and other recognized safe practice guidelines in every surgical setting.

### Affective Domain

The student will:

- Recognize the variety of patients' needs and the impact of their personal, physical, emotional, and cultural experiences on the rendering of patient care;
- Demonstrate professional responsibility in performance, attitude, and personal conduct; and
- Practice within the confines of the recognized scope of practice within the healthcare community to provide optimal patient care.

## Description of the Profession

The Surgical Technologist is a highly skilled and knowledgeable allied health professional who, as an essential member of the surgical team, works with surgeons, anesthesia providers, operating room nurses, and other professionals in providing safe care to the surgical patient. Surgical Technologists possess expertise in assisting surgeons in the safe and effective conduct of both major and minor surgical procedures in several specialty services and in a variety of surgical settings.

Professional duties include aseptic technique, operating room environmental safety, equipment setup, instrumentation, preparing medications, and directly assisting in the three phases of surgical patient care: preoperative, intraoperative, and postoperative. The entry-level Surgical Technologist works in acute-care hospitals, outpatient surgery centers, surgical clinics, central sterile processing departments, birthing centers, and other healthcare settings throughout the United States.

## Program Objectives

The program is designed to prepare graduates with the basic knowledge and fundamental practical and professional skills needed for employment as entry level generalists in the field. It combines academic studies, hands-on laboratory instruction and clinical training in various surgical settings to prepare graduates who are eligible to sit for the National Certifying Examination for Surgical Technologists as sponsored by the National Board of Surgical Technology and Surgical Assisting (NBSTSA). The program meets Standards and Guidelines for the Accreditation of Educational Programs in Surgical Technology as established by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and as required by the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA). Registration and certification requirements for taking and passing this examination are not controlled by Concorde, but by outside agencies, and are subject to change by the agency without notice. Therefore, Concorde cannot guarantee that graduates will be eligible to take this exam, at all or at any specific time, regardless of their eligibility status upon enrollment.

Course #	Course Title	Theory Hours	Lab Hours	Clinical Hours	Semester Credit Hours
HPRS1320*	Foundations for Health Professions	45			3.00
MATH	MATH1310: Contemporary Mathematics	45			3.00
Elective*	or MATH1320: College Algebra				
ENGL1310*	English Composition I	45			3.00
ENGL1320*	English Composition II	45			3.00
BIOL1310*	Anatomy & Physiology I	45			3.00
BIOL1320*	Anatomy & Physiology II	45			3.00
COMM1310*	Elements of Human Communication	45			3.00
SURG1110	Surgical Technology Lab I		40		1.00
SURG1120	Surgical Technology Lab II		40		1.00
SURG1130	Surgical Technology Lab III		40		1.00
SURG1140	Surgical Technology Lab IV		40		1.00
SURG1150	Surgical Technology Lab V		40		1.00
SURG1160	Surgical Technology Lab VI		40		1.00
SURG1310	Surgical Technology Theory I	60			3.00
SURG1320	Surgical Technology Theory II	60			3.00
SURG1330	Surgical Technology Theory III	60			3.00
SURG1340	Surgical Technology Theory IV	60			3.00
SURG1350	Surgical Procedures I	60			3.00
SURG1360	Surgical Procedures II	60			3.00
SURG2150	Surgical Technology Clinical Review I	30			1.50
SURG2460	Surgical Technology Clinical Review II	80			4.00
SURG2560	Surgical Technology Clinical II			240	5.00
SURG2850	Surgical Technology Clinical I			360	8.00
<b>Subtotals</b>		<b>785</b>	<b>240</b>	<b>600</b>	<b>63.50</b>

\* These courses are offered online.



# Financial Information

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## Financing Requirements

All students must have a financing package on file no later than the seventh calendar day of their first term. This may include but is not limited to application and confirmation of eligibility for Title IV funding, if desired; executed individual payment plan; completion of all documentation needed to secure non-Title IV funding (e.g., WIA, VA, state grant).

Concorde reserves the right to withdraw at any time any student who fails to complete their individual financing requirements or make timely payments.

## Cancellation & Refund Student's Right to Cancel

Applicants or students may cancel or terminate their enrollment at any time, in writing, before or during their training. Cancellation or termination shall occur when you give written notice to the school at the address shown on the top of the first page of your Enrollment Agreement. The written notice, if sent by mail, is effective when deposited in the mail, properly addressed, with postage prepaid.

All monies will be refunded if the school does not accept the applicant or if the Student cancels within three (3) business days (excluding Saturdays, Sundays and holidays) after signing the Enrollment Agreement and making initial payment. Cancellation after the third (3rd) business day, but before the first class, will result in a refund of all monies paid, with the exception of the application fee. Refunds will be paid by the school within 30 days after receipt of the notice of cancellation. After the expiration of the cancellation period, the school is entitled to retain the application fee.

Students who have not visited the school prior to enrollment will have the opportunity to withdraw without penalty within three (3) days following either attendance at a regularly scheduled orientation or following a tour of the school and inspection of the equipment.

## Student's Right to Withdraw

The Institution's policy for determining the Student's withdrawal date is the earlier of (A) the date the Student notifies the Institution of his or her withdrawal or the date specified by the Student or (B) the last recorded date of class attendance by the Student, as documented by the Institution, if the Student stops attending classes without notifying the Institution or (C) the date the Student violates published Institution policy that provides for the Student being withdrawn.

The Student's start date through the last date of attendance will determine the percentage of program completion, and the applicable percentage will be applied to the formula used in the refund calculation as stated below.

For students withdrawing from degree-granting programs or the Practical Nursing program, the percentage of program completion is calculated by dividing the number of weeks the student was scheduled to attend in the period of enrollment or payment period as of the last recorded day of attendance into the number of weeks comprising the period of enrollment or payment period for which the Student has been charged.

For students withdrawing from diploma programs, the percentage of program completion is calculated by dividing the number of hours the Student was scheduled to attend in the period of enrollment or payment period as of the last recorded day of attendance into the number of hours

comprising the period of enrollment or payment period for which the Student has been charged.

## Refund Policy

Refunds are made for a student who withdraws or is withdrawn from the Institution prior to the completion of his/her program and are based on the tuition billed for the payment period or period of enrollment in which the Student withdraws, according to the Refund Calculation set forth below. Refunds will be based on the total charge incurred by the Student at the time of withdrawal, not the amount the Student has actually paid. When a Student withdraws from the institution, s/he must complete a student withdrawal form with the Institution's Registrar/Student Records Manager. The date from which refunds will be determined is the last date of recorded attendance. Refunds will be made within 45 calendar days of the notification of an official withdrawal or date of determination of withdrawal by the Institution. Students who withdraw, or are withdrawn prior to the end of the payment period or period of enrollment are subject to the Return of Title IV Funds Policy noted below which may increase their balance due to the Institution. If there is a balance due to the Institution after all Title IV funds have been returned, this balance will be due immediately, unless a cash payment agreement for this balance has been approved by the Institution. Concorde does not refund charges for books issued to the Student unless the books are returned in new and unused condition within 14 calendar days following the date of receipt or Student withdrawal. Credit balances due to the Student of less than \$5 (after all Title IV refunds have been made) will not be refunded unless requested by the Student.

## Refund Calculation

The schedule of refunds for students who withdraw after starting school, or are dismissed by the Institution, will be computed as follows:

- If a first-time student withdraws within the first twenty-one (21) calendar days of his or her program of study, no tuition charges will be incurred.
  - A first-time student is defined as one who has not previously attended the Institution.
- If a student withdraws after the first twenty-one (21) calendar days, but prior to the 75 percent point of the period of enrollment or payment period for which he or she has been charged, the Student shall be entitled to a pro rata refund of the tuition charged for the period of enrollment or payment period.
- If a student withdraws after the 75 percent point of the period of enrollment or payment period for which he or she has been charged, the Student shall be obligated for the tuition charged for the entire period of enrollment or payment period and not entitled to any refund.

Any inquiry a student may have regarding this contract may be made in writing to the school at 1425 Northeast Irving Street, Building 300, Portland, OR 97232-2242, or to the Office of Degree Authorization, Higher Education Coordinating Commission, 255 Capitol Street, NE, Salem, OR 97310; 503-378-5690.

## Student Notifications Regarding Withdrawal and Refunds

In case of prolonged illness or accident, death in the family, or other circumstances that make it impractical to complete the program, the school shall make a settlement that is reasonable and fair to both parties.

Students may repeat a class. If the Student should withdraw from the program for any reason, based on the refund policy, the hours or weeks in attendance for repeating a class, depending on the program, will be used in the program completion percentage calculation in determining the Student's financial obligation to the Institution.

If any portion of your tuition was paid from the proceeds of a loan, the refund will be sent to the lender or to the agency that guaranteed the loan. Any amount in excess of the unpaid balance of the loan will be first used to repay any federal/state/private student financial aid program from which you received benefits, in proportion to the amount of the benefits received. Any remaining amount greater than \$5.00 will be paid to you. If there is a balance due, you will be responsible for paying that amount.

## Financial Aid Office

The Financial Aid Office is open to students during the hours posted on campus. Students are encouraged to call or visit the office if they have any questions or need assistance regarding their financial aid.

The resources of the Financial Aid Office are available to all students. Financial Aid staff members assist students in determining individual eligibility for the various aid programs and in completing the necessary applications and paperwork. To receive federal financial assistance, students must maintain satisfactory academic progress toward completion of their program as outlined in the school catalog. The Financial Aid Office is responsible for monitoring each student's academic progress to ensure continued eligibility.

## Student Responsibilities

- Students must promptly return all required applications and paperwork to the Financial Aid Office.
- If the Financial Aid Office needs to see a student, the office will contact the student personally. It is the student's responsibility to see Financial Aid when notified.
- Each student who receives a student loan is required to complete entrance and exit counseling. The Financial Aid Office will notify each student when these sessions are scheduled. If a student misses a session, it is the student's responsibility to contact the Financial Aid Office to reschedule a date.
- If a student obtains a loan to pay for an educational program, the student will be responsible for repaying the full amount of the loan plus interest, less the amount of any refund.

## Financial Aid

Concorde Career College participates in the United States Department of Education's Federal Student Assistance programs. These programs are available for those who qualify.

## Federal Pell Grant

The Federal Pell Grant is a grant to students who qualify under the federal financial need guidelines. Application is made through the Free Application for Federal Student Aid (FAFSA).

## Federal Supplemental Educational Opportunity Grant (FSEOG)

The FSEOG is a grant that the school awards to students based on financial need and the availability of funds. Application is made through the Free Application for Federal Student Aid (FAFSA).

## Federal Subsidized and Unsubsidized Loans

Subsidized and Unsubsidized Loans are low-interest loans made by the U.S. Department of Education. See Financial Aid for details.

## Federal Parent Loans for Undergraduate Students (PLUS)

The Federal PLUS Loan is a low-interest-rate loan available for parents of dependent, undergraduate students enrolled at least half time. Applications are available online at [www.studentloans.gov](http://www.studentloans.gov).

## Default

If you received a loan guaranteed by the federal or state government and you default on the loan, both of the following may occur:

1. The federal or state government or a loan guarantee agency may take action against you, including applying any income tax refund to which the person is entitled to reduce the balance owed on the loan.
2. You may not be eligible for any other federal student financial aid at another institution or other government assistance until the loan is repaid.

## Alternative Financing

For those students who qualify, alternative financing is available through several lenders. Cosigners may be necessary, depending on credit history.

## Other Aid

Concorde Career College provides limited financing options to students who require funding beyond their federal eligibility.

## Veterans Administration Students

### Prior Credit Evaluation

All official college transcripts need to be submitted for evaluation for prior credit by the 24<sup>th</sup> week of school or by the end of the second term.

### Partnership Agreements

Concorde participates in business and agency agreements with outside organizations. Enrollment pursuant to these agreements is contingent on the student meeting and maintaining eligibility as defined in individual agreements.

Any student who originally enrolled with a partnership agreement will need to reverify eligibility to return if he or she is withdrawn from the program.

## Scholarships

### Kozet Boyd Memorial Scholarship

The Scholarship Foundation for Concorde Career College established the Kozet Boyd Memorial Scholarship to assist students who display the same values and determination that Kozet epitomized as an educator with Concorde's North Hollywood campus. These scholarships are awarded to students who have demonstrated academic discipline and strong personal values that align with Concorde's Mission Statement and Core Values.

Kozet Boyd Scholarships will be based on personal circumstances and references, and the actual amount will be based on a recommendation from the Campus President.

## Presidential Hope Scholarship

The Hope Scholarship is a need-based scholarship program to assist students with meeting the financial obligations incurred during their career training at a Concorde school. Awards are distributed on a rolling basis until the Institution's annual funding allocation has been exhausted. Applications are available in the Financial Aid Office.

## Education Costs

Concorde will assist students in developing financial plans to pay for their education through a combination of student or family contributions, financial aid (if eligible), and finance plans. All students must sign a promissory note for direct educational costs not covered by Title IV or agency funding. All payments are the full responsibility of the student and are payable as stated in the student's Enrollment Agreement and retail installment contract if applicable.

Students may be required to make monthly payments while attending school. Payment amounts are based upon the program in which the student is enrolled and the amount of financial aid the student may be receiving.

Any change in financial situation that may affect a student's financial aid or ability to make scheduled payments must be discussed with the Financial Aid Office and the Business Office.

Failure to keep all payments current may result in withdrawal from the school.

## Return of Title IV Funds Policy

The Institution follows the federal Return of Title IV Funds Policy to determine the amount of Title IV funds the Student has received and the amount, if any, which needs to be returned at the time of withdrawal. Under current federal regulations, the amount of funds earned is calculated on a pro rata basis through 60% of the payment period or period of enrollment. After the 60% point in the payment period or period of enrollment, a Student has earned 100% of the Title IV funds. The Institution may adjust the Student's account based on any repayments of Title IV funds that the Institution was required to make.

Students who withdraw from school or are withdrawn by the school prior to completing more than 60% of their period of enrollment or payment period for degree programs (a period of time for which students receive Title IV aid) will have their Title IV eligibility recalculated based on the percentage of the period of enrollment or payment period for degree programs attended. For example, a student who withdraws completing only 30% of the period of enrollment or payment period for degree programs will have "earned" only 30% of Title IV aid. The school and/or the student must return the remaining 70%.

This policy applies to any student who withdraws or is withdrawn by Concorde Career College and receives financial aid from Title IV funds. The term "Title IV funds" refers to Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (FSEOG), Subsidized Federal Stafford Loans, Unsubsidized Federal Stafford Loans, and Federal Parent Loans for Undergraduate Students (PLUS).

For purposes of the Return of Title IV Funds Policy, a student's withdrawal date is the student's last day of attendance.

Title IV aid is earned in a prorated manner on a per diem basis up to and including the 60% point in the period of enrollment or payment period for degree programs. Title IV aid is considered 100% earned after that point in time. The percentage of Title IV aid earned is calculated as:

$$\frac{\text{Number of days completed by the student*}}{\text{Number of days in the period of enrollment or payment period for degree programs*}} = \text{Percentage of period of enrollment or payment period for degree programs completed}$$

*\*The total number of calendar days in a period of enrollment or payment period for degree programs and the number of days completed by the student will exclude any scheduled breaks of five days or more.*

The percentage of period of enrollment or payment period for degree programs completed will be the percentage of Title IV aid earned by the student. The percentage of Title IV aid unearned (i.e., amount to be returned to the appropriate Title IV program) will be 100% less the percentage earned. Concorde Career College will return unearned aid from the student's account as follows:

1. Unsubsidized Direct Stafford Loans (other than PLUS loans).
2. Subsidized Direct Stafford Loans.
3. Direct PLUS Loans.
4. Federal Pell Grants for which a return of funds is required.
5. Federal Supplemental Educational Opportunity Grants (FSEOG) for which a return of funds is required.

Concorde will return the unearned aid within forty-five (45) days from the date the school determined the student withdrew.

When the total amount of unearned aid is greater than the amount returned by Concorde Career College from the student's account, the student is responsible for returning unearned aid to the appropriate Title IV program as follows:

1. Unsubsidized Direct Stafford Loans (other than PLUS loans).\*
2. Subsidized Direct Stafford Loans.\*
3. Direct PLUS Loans.\*
4. Federal Pell Grants for which a return of funds is required.\*\*
5. Federal Supplemental Educational Opportunity Grants (FSEOG) for which a return of funds is required.\*\*

*\* Loan amounts are returned in accordance with the terms of the promissory note.*

*\*\* Unearned federal grant amounts to be returned by the student will be reduced by 50%.*

Within forty-five (45) days of the date the school determined the student withdrew, the student will be notified in writing if he or she is required to return any federal grant aid (Federal Pell or FSEOG). The student is considered to be in an overpayment status. A student who owes a federal grant overpayment remains eligible for Title IV funds for a period of forty-five (45) days from the earlier of the date the school sends a notification to the student of the overpayment or the date the school was required to notify the student of the overpayment.

If during the forty-five (45)-day period the student repays the overpayment to the school or signs a repayment agreement with the U.S. Department of Education, the student will remain eligible for further Title IV funds. If during the forty-five (45)-day period the student fails to repay the overpayment or sign a repayment agreement with the U.S. Department of Education, the student is considered to be in an overpayment status and, thus, ineligible for any additional Title IV aid until that amount is repaid.

## **Refund Procedures for Non-Title IV Financial Assistance**

Refunds for state aid programs and applicable third-party funding agencies (e.g., Veterans Administration, WIA, etc.) will be calculated as stated in the Cancellation & Refund provisions published in this catalog and in the student's Enrollment Agreement. Any state or third-party funding agency refund due will be calculated based on the agency contract or guidelines.

# Student Information & Affairs

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## Annual Security Report

The school publishes the policies and procedures for reporting crimes, as well as the types of crimes that have been committed on or near the campus, in the Annual Security Report. This publication is distributed annually to all students and is available at any time from a school administrator or on the school's website.

## Canceled Class Policy

When a scheduled class is canceled for unforeseen reasons (e.g., inclement weather, power outage, etc.), the class will be made up before the end of the term in which the cancellation occurred. If students are unable to attend the rescheduled class, they will be marked absent, and the Student Attendance Policy will apply.

In the event of unfavorable weather conditions, classes may be canceled at the discretion of the Campus President. Students will be notified through local television and radio stations and on social media.

## Graduate Employment

Placement services are available at any Concorde Career Institute/College, owned by Concorde Career Colleges, Inc. The Graduate Employment staff will assist students in their career search throughout and upon successful completion of studies by offering information on career opportunities, temporary assignments, résumé preparation, and guidance in interviewing techniques. Professional development seminars are conducted throughout each program to assist students in developing their interpersonal skills. The following services are included: career overview at orientation, pre- and post-interview techniques, personalized skills matching, one-on-one résumé review, career progression tips and completion certificates for professional portfolios.

Concorde does not guarantee employment for its graduates. Graduates are considered to be partners with Concorde in their career search. Graduates are expected to maintain consistent communication with their graduate employment team during their job search. This procedure keeps the school informed of a graduate's employment status and allows the school to keep the graduate current with career opportunities.

## Drug & Alcohol Abuse Policy

Concorde Career College ("Concorde") supports and endorses the Federal Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act amendments of 1989.

The unlawful manufacturing, distribution, dispensation, possession, or use of alcohol, marijuana, or any controlled substance by an employee or student on Concorde's property or as part of any Concorde activity is prohibited. Any student or employee of Concorde found to be using, possessing, manufacturing, or distributing alcohol, marijuana, or any controlled substances in violation of the law on Concorde property or at Concorde events shall be subject to disciplinary action. For employees, the school will take appropriate personnel action for such infractions, up to and including dismissal. Students who violate this policy will be dismissed and are not eligible for readmission.

For purposes of this policy, "conviction" means a finding of guilt (including a plea of nolo contendere) or imposition of sentence or both by any judicial

body charged with the responsibility of the federal or state criminal drug statutes.

## Health Risks

Abuse of alcohol and use of drugs is harmful to one's physical, mental, and social well-being. With excessive drug use, life becomes centered on drugs to the exclusion of health, work, school, family, and general well-being. Accidents and injuries are more likely to occur if alcohol and drugs are used. Alcohol and drug users can lose resistance to disease and destroy one's health. Increasing tolerance developed by the user complicates the effects of drug use. This tolerance may be psychological, physiological, or both and may lead to greater danger of overdose.

Alcoholism takes a toll on personal finances, health, social relationships, and families. Abuse of alcohol or use of drugs may cause an individual driving a motor vehicle to injure himself or herself or others and may subject the person to criminal prosecution.

The following summarizes the effects and dangers of the major categories of drugs:

**Amphetamines:** Physical dependency, heart problems, infections, malnutrition, and death may result from continued high doses of amphetamines.

**Narcotics:** Chronic use of narcotics can cause lung damage, convulsions, respiratory paralysis, and death.

**Depressants:** These drugs, such as tranquilizers and alcohol, can produce slowed reactions, slowed heart rate, damage to liver and heart, respiratory arrest, convulsions, and accidental overdoses.

**Hallucinogens:** These drugs may cause psychosis, convulsions, coma, and psychological dependency.

## Counseling, Treatment, or Rehabilitation Programs

The administration of Concorde maintains a list of hospital and community agencies available to assist employees and students seeking alcohol and drug counseling and treatment.

Employees and students who have a substance-dependency problem are strongly encouraged to obtain counseling and treatment. Anyone seeking additional information about health problems and treatment related to alcohol and drug problems can contact the Campus President or Human Resources. Requests for assistance will be held in complete confidentiality and will be provided on a need-to-know basis only.

## Penalties

A student suspected of the possession, sale, manufacture, use, or distribution of a controlled substance, may be suspended from the student's program of study during the investigation and may become ineligible for continued participation in the Higher Education Act (HEA), Title IV Student Assistance Programs. If convicted, the student's relationship with Concorde will be terminated, and the student may lose the ability to participate in the HEA, Title IV Student Assistance Programs.

A student who violates any provision of this policy shall be subject to appropriate disciplinary action to include dismissal from Concorde. A student who is dismissed is not eligible for readmission.

In addition, any student or employee who violates the standards of conduct as set forth in this policy may be subject to referral for prosecution.

## Health Requirements

### Health Services

The school does not provide health services on campus other than making available immunizations at scheduled times.

- **Immunizations:** Clinical/externship sites require various vaccinations prior to participation in a clinical/externship rotation. Concorde offers these immunizations during on-campus health clinics at no cost. The immunization requirements are based on general requirements for working in a healthcare setting and may change without notice. If students are unavailable during scheduled immunization times, it is the students' responsibility to ensure compliance with immunization requirements at their own cost. If a student declines any of these immunizations, Concorde cannot guarantee placement at a clinical/externship site. In these cases, the student may be required to complete additional health facility-specific documentation, including waivers. Under no conditions can Concorde guarantee employment.
- **Health Insurance Coverage:** The externship/clinical sites do not provide health insurance coverage for students. All students are covered by accident and liability insurance policies while in school, on externship, or on a clinical rotation. This policy does not automatically pay for all medical expenses due to school-related accidents. It is designed to work together with the insurance the student may already have. A student is required to meet with the Program Director regarding the processing of a claim. None of the programs provide health insurance as part of the tuition fee. Health insurance is the sole responsibility of the student.
- **Health Conditions:** It is the responsibility of the student to inform the appropriate instructor(s) of any physical or mental condition that could interfere with the safety of the student and/or patient while at the externship/clinical site.

While ill, it is the responsibility of the student to notify the Program Director, the Director of Clinical Education (DCE)/Clinical Instructor/Extern Coordinator and the externship/clinical site. Students are not permitted to attend class, externship or clinical with a communicable disease.

## General Information

### Accessibility for Disabilities

The buildings are designed to be accessible to the disabled. Spaces are clearly marked and are reserved for disabled students, staff, and faculty. Cars parked in these designated areas without the proper identification will be towed.

### Cellular Phones

Students may not use cell phones for personal reasons in the classroom unless approved by the instructor.

### Commencement Ceremonies

To be considered a Concorde graduate, students are required to successfully complete all program requirements. This includes all phases of their didactic training as well as their externship and/or clinical education.

Participation in commencement ceremonies does not constitute official graduation. All requirements as stated in the school catalog must be fulfilled prior to conferment of graduate status. To be eligible to participate in the official commencement ceremonies, graduates must be current on all financial obligations at the time of commencement. (For details regarding graduation requirements, see "Graduation Requirements" in the "Academic Standards" section.)

## Community Activities

Concorde participates in community activities and encourages students to become active community members. Students are encouraged to notify the Campus President, Academic Dean or Director of Student Affairs of any upcoming activities in which they would like the school to participate.

## Customized Training

Concorde Career College offers customized training and technical assistance to employers on a contractual basis. Specialized curriculum and consultant services can be provided for business-specific needs.

## Day Care Services

Children are not permitted in any class, nor are they allowed on school premises while a parent or guardian is attending class. For information regarding day care services available to students at a reasonable cost, students may contact the Student Affairs department. Many area day care centers understand the need for quality care at a reasonable cost while pursuing educational goals, and the school maintains a list of those centers.

## Eating & Smoking

Students are welcome to pause, relax, eat and drink in the student lounge. Smoking, in all forms (e.g., cigarettes, e-cigarettes), and chewing tobacco are not allowed in the building. If students wish to smoke or chew tobacco, they may do so outside of the building in designated areas. Absolutely no food or beverage are allowed in the labs. Absolutely no food or beverage are allowed in the classrooms unless approved by the campus administration.

## Emergency Telephone Numbers

Each student must provide the school with one or more telephone numbers where a family member may be reached in an emergency. Only in the case of an emergency will a student be called out of class to take a telephone call.

## Institutional Information Dissemination

Federal regulation 34 CFR 668.44 requires Concorde to designate an employee or group of employees who shall be available on a full-time basis to assist enrolled or prospective students in obtaining information on the following topics:

- Financial assistance information.
- Tuition and costs, withdrawal and refund policy, academic progress, facilities, faculty, and school approvals.
- Completion and retention rate calculations.
- Institutional Security Policies.

If a student has any questions, he or she should see one of the following personnel: Campus President, Director of Admissions, Financial Aid Director or Academic Dean.



## Insurance

Concorde provides students with accident insurance that covers injuries due to an accident that occurs while attending or participating in a Concorde-supervised and sponsored activity. The policy is intended to supplement the students' own insurance, and it requires students to submit a claim to their own insurance carrier first (if they have insurance). The insurance has a \$5,000 limit on covered benefits. For clarification, students should check with the Campus President.

## International Student Services

Concorde does not admit students based on student visas because Concorde does not participate in the SEVIS program.

## Language of Instruction

All classes at Concorde are conducted in English. No English language services are provided. All students must be able to demonstrate the English language proficiency of a U.S. high school graduate.

## Lost Books & Supplies

Textbooks and curriculum materials are provided for all students; however, lost books are the student's responsibility to purchase at cost. Students will be expected to furnish such incidentals as paper, notebook, pencils and pens.

## Maximum Class Size

Classes are generally limited in size not to exceed 30 students per laboratory or lecture session. Specific programmatic requirements are addressed in the program section of this catalog.

## Parking

Parking is provided for students. Students park in the parking lot at their own risk. Concorde is not responsible for any damage or loss.

## Personal Belongings

Purses, clothes, books, etc., should not be left unattended, as the school does not assume responsibility for loss or theft.

## Personal Data Changes

Any change of name, address, email or telephone number must be reported to the Student Records Manager's office as soon as the change occurs. Emergency information should be kept current at all times.

## Refresher Training

Concorde offers limited refresher training to its graduates. A graduate may apply for refresher training at any Concorde Career College/Institute offering similar classes.

Graduates may be accepted for refresher training (excluding externship) on a space-available basis. The graduate must be in good standing with the Business Office. No tuition will be charged; however, there will be a fee for each class/term or partial class/term. The graduate must have or purchase current text(s), workbook(s), digital materials, and/or uniform(s) as required. The graduate is required to adhere to current school policies governing attendance and dress.

## Student Affairs

Concorde associates make every effort to maintain close communication with their students. Students have access to faculty and administrative staff for both vocational and academic advising. Students experiencing personal challenges that require professional advising will be referred to the appropriate agencies.

## Student Housing

While the school does not offer on-campus housing for its students, living accommodations are available within a convenient distance of the school. Students must arrange for their own housing.

## Student Injuries

Students injured while attending school, participating in a school-supervised function, or in transit to or from supervised school activities are to report immediately to the instructor who will accompany the student to the Campus President. If necessary, immediate emergency procedures will be implemented, and a member of the staff or faculty will accompany the student, in the absence of a parent, guardian or spouse, to the appropriate medical facility. Refer to the "Insurance" section in this catalog for more information.

## Student Complaint & Grievance Policy

Students are encouraged, at all times, to communicate their concerns to members of the faculty and administration. If a situation arises in which a student has a complaint or grievance regarding grades, instruction, disciplinary actions, or other topics related to his or her program of study, the student is to adhere to the following procedure:

1. Within 72 hours: Discuss the matter with his or her instructor, if applicable. If not resolved,
2. Within the following 72 hours: Discuss the matter with the Program Director. If not resolved,
3. Within the following 72 hours: Discuss the matter with the Academic Dean. If not resolved,
4. Within the following 72 hours: Discuss the matter with the Campus President/Director.

If a student is still unable to resolve the issue, a written grievance statement along with supporting documentation may be submitted to the Campus President. The written statement should include the details of the student's issue, a summary of the conversations the student had with individuals while following the above procedure, and an explanation as to why the student believes the issue remains unresolved.

The Campus President will schedule a grievance committee meeting within three business days of receipt of the written grievance. Students are required to appear before the grievance committee. The Campus President will inform the student of the time and place to appear before the committee. The grievance committee has the responsibility of reaching a decision that is in balance with the best interest of both the student and the college. Students will be notified in writing within three business days of the committee's decision. Legal representation is not permitted since a grievance committee meeting is not considered a legal proceeding.

Further, students have the right to report any apparent inconsistencies with the application of the Student Complaint & Grievance Policy outlined in the school catalog. The request must be completed in writing and submitted to Concorde's Campus Support Center Student Affairs Department at:

[studentaffairs@concorde.edu](mailto:studentaffairs@concorde.edu). The request must include a summary of the student's grievance and any details and supporting documentation of the student's conversation with campus staff regarding the grievance, and it must describe how the campus' management of the grievance procedure was inconsistent with the school catalog. The Student Affairs Department will research the student's report as deemed appropriate, including requesting additional information from the student as needed, and render a final decision that is binding. The student will be notified in writing of the decision.

## Additional Student Grievance Options

### Accrediting Commission of Career Schools and Colleges (ACCSC)

Schools accredited by the Accrediting Commission of Career Schools and Colleges must have a procedure and operational plan for handling student complaints. If a student does not feel that the school has adequately addressed a complaint or concern, the student may consider contacting the Accrediting Commission. All complaints reviewed by the Commission must be in written form and should grant permission for the Commission to forward a copy of the complaint to the school for a response. This can be accomplished by filing the ACCSC Complaint Form. The complainant(s) will be kept informed as to the status of the complaint as well as the final resolution by the Commission. Please direct all inquiries to:

Accrediting Commission of Career Schools & Colleges  
2101 Wilson Boulevard, Suite 302  
Arlington, VA 22201  
(703) 247-4212  
[www.accsc.org](http://www.accsc.org)

A copy of the ACCSC Complaint Form is available at the school and may be obtained by contacting the Campus President or online at [www.accsc.org](http://www.accsc.org).

### State of Oregon Procedure

Students aggrieved by action of the school should attempt to resolve these problems with appropriate school officials. Should this procedure fail, students may contact:

Higher Education Coordinating Commission  
775 Court Street, NE  
Salem, OR 97301  
503-378-5690

### State of Washington Procedure

This school is licensed under Chapter 28C.10RCW. Nothing in the policy prevents the student from contacting the Workforce Board at 360-709-4600 at any time with a concern or complaint. Inquiries or complaints regarding this or any other private vocational school may be made to the:

Workforce Training and Education Coordinating Board  
128 10th Avenue, SW  
P.O. Box 43105  
Olympia, WA 98504  
360-709-4600  
[www.wtb.wa.gov](http://www.wtb.wa.gov)  
Email: [wtecb@wtb.wa.gov](mailto:wtecb@wtb.wa.gov)

The Academic Dean and/or Campus President handle all student complaints. Both can be reached at Concorde Career College, 1425 Northeast Irving Street, Building 300, Portland, OR 97232; 503-281-4181.

A student in the Medical Assistant program may direct an unresolved complaint to:

Commission on Accreditation of Allied Health Education Programs (CAAHEP)  
25400 U.S. Highway 19 North, Suite 158  
Clearwater, FL 33763  
727-210-2350  
[www.caahep.org](http://www.caahep.org)

A student in the Polysomnographic Technology program may direct an unresolved complaint to:

Committee on Accreditation for Polysomnographic Technologist Education (CoA PSG)  
1711 Frank Avenue  
New Bern, NC 28560  
252-626-3238  
[www.coapsg.org](http://www.coapsg.org)

A student in the Practical Nursing program may direct an unresolved complaint to:

Oregon State Board of Nursing  
17938 Southwest Upper Boones Ferry Road  
Portland, OR 97224-7012  
[www.oregon.gov/OSBN](http://www.oregon.gov/OSBN)

A student in the Respiratory Therapy program may direct unresolved complaints to:

Commission on Accreditation for Respiratory Care  
1248 Harwood Road  
Bedford, TX 76021  
817-283-2835  
[www.coarc.com](http://www.coarc.com)

A student in the Surgical Technology program may direct an unresolved complaint to:

Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA)  
6 West Dry Creek Circle, Suite 110  
Littleton, CO 80120  
303-694-9262  
[www.arcstsa.org](http://www.arcstsa.org)

## Student Tutoring & Advising

Assistance is available for students who require individual tutoring in order to raise their grades to a passing level. Students who simply wish to further enhance their own clinical or theoretical knowledge may also take advantage of this service. Students should contact their instructor, Program Director, or Academic Dean for further details.

## Changes

In keeping with the school philosophy of remaining responsive to the needs of students and employers, the school reserves the right to make modifications and schedule changes without additional charges to the student and within regulatory guidelines.

# Academic Information

## Clinical Experience/Externship

Certain programs require students to serve a clinical experience/externship in the office of a physician, dentist, hospital, clinic, or long-term-care facility during, near the end or upon completion of academic training. The Director of Clinical Education (DCE)/Clinical Instructor/Extern Coordinator will arrange all clinicals/externships. The clinical/extern site is under no obligation to employ the student following completion of the clinical/externship. During the clinical experience/externship, students are given the opportunity to put their classroom and laboratory training into practical application under actual employment conditions. While on clinical/externship, the student is under the supervision of a Clinical Instructor/Externship Site Supervisor and Externship Coordinator or school faculty. Any absence incurred during the clinical experience/externship must be reported to the Program Director, the Clinical Instructor/Extern Coordinator, DCE and the Clinical/Extern Site Supervisor/Preceptor. Clinical experience/externship must begin immediately upon assignment following classroom completion. All program and catalog requirements apply, including dress code, name tags, drug use, etc. Additionally, students must abide by the rules and regulations of the site to which they are assigned. This includes rules governing confidentiality of medical records and reports to conform to the Health Insurance Portability and Accountability Act (HIPAA). While on clinical experience/externship, students must comply with the following clinical/extern regulations:

1. The school will assign students to a clinical/externship site. Students may not turn down a clinical/externship. The school cannot guarantee a particular facility or geographical location; however, Concorde will consider the student's request when making assignments. Students are not permitted to complete their clinical/externship experiences at current employers or sites where family members may have direct influence over students' clinical or externship experiences.
2. Students must work the same hours as employees at their assigned site. Some programs require 12-hour shifts and may be completed days, nights, and weekends to obtain the desired clinical skills. Depending upon state laws, a certain amount of time is required for lunch. Lunch time is not included in the total clinical/externship hours.
3. Clinical/externship is a part of the student's education. Students will not be paid and may be withdrawn from the program if the facility reports that they were asking for or receiving pay.
4. Certain clinical/extern sites may require that students be tested for drug usage and/or be checked for any criminal background prior to accepting them.
5. Students must meet the objectives on the clinical/externship checkoff and their midpoint evaluations. An unsatisfactory evaluation from the healthcare facility may require the student to serve an extra clinical/externship period, return to school for further training, or result in his or her withdrawal from the school. Poor performance or removal from a clinical site may result in withdrawal from the program.
6. As part of the externship requirements, students are responsible for completing and submitting forms and documents as required. Students are responsible for accurate and prompt recording of work hours as well as submitting time to the campus as instructed. Respiratory Therapy students must sign in and out using DataARC documenting software. All procedures performed must be logged in DataARC per program policy. Midterm evaluations (for programs requiring them) must be completed and submitted to the school at the halfway point of the externship. It is the student's responsibility to ensure that the

healthcare facility has completed and signed all evaluations and time verification sheets and that the Academic department has received them upon completion of his or her externship.

7. It is the student's responsibility to attend scheduled meetings, including site interviews, before and during his or her clinical/externship. Students may be required to return to the campus during their clinical/externship at the direction of their Clinical Instructor/Extern Coordinator or Program Director.
8. Students are expected to behave in a professional manner at all times. Any conduct that reflects discredit upon the student, the school, or the site will subject the student to withdrawal from the school.
9. If a student is going to be late or absent, he or she must notify the healthcare facility and the Clinical Instructor/Externship Coordinator. Violation of attendance policy will result in probation or withdrawal from school.
10. Students should immediately notify their Clinical Instructor/Extern Coordinator/DCE if any problems are encountered during clinical/externship: personality conflicts, illness, etc. (Students must never walk off the site, for any reason, without first notifying their Clinical Instructor/Extern Coordinator or Program Director.)
11. Tuition payments must be kept current.
12. If a student is dismissed from a clinical/externship site, the Program Director will evaluate the circumstances of his or her dismissal, and a decision will be made regarding his or her status as a student. The student may be withdrawn from school at that time. If the student is allowed to continue his or her clinical/externship and is dismissed from another site, he or she will be withdrawn from school. Students who are dismissed from clinical/externships will be required to repeat the entire clinical/externship.

Students may be required to travel up to 200 miles away from campus to attend clinical assignments, depending on programmatic requirements. Specific information regarding travel distance to clinical assignments will be provided to students during the enrollment process. Students are responsible for their own travel to and from clinical assignments and must plan accordingly.

## Criteria for Assessing Student Performance While on Externship

**Students must demonstrate passing scores in all courses, including practical written exams and hands-on lab exams, prior to being assigned an externship.**

During the externship course, each student will be evaluated in the areas of professional performance and appearance, attendance, and practical skills. To complete the externship successfully, a student must satisfactorily perform each procedure outlined in the training plan and demonstrate satisfactory work habits.

If, when evaluated, the extern is unable to perform certain procedures properly, the student will be required to return to campus for additional training in the unsatisfactory areas. During the externship course, the student may be required to return to campus for weekly scheduled meetings to provide continued interaction with the Extern Coordinator. If the student's work habits are unsatisfactory on the first evaluation, the coordinator will confer with the student at that time. If work habits are still unsatisfactory at the end of the externship period, the student may be required to serve an additional externship. A student may repeat the externship only once. If failure of the externship occurs twice, the student will be withdrawn from the program.

The externship evaluation scale is as follows:

- 3 Student knows the underlying principles and carries out procedures skillfully and accurately.
- 2 Student performs procedures with a fair degree of accuracy.
- 1 Student performs most procedures but requires guidance and supervision.
- 0 Student is unable to perform procedures even with guidance and supervision.
- X Procedure was not observed or performed.

## Student Records

The Student Records Manager’s office maintains academic records of all coursework completed at the school, and they are maintained on campus for five years. Academic transcripts are maintained indefinitely. Transcripts are released only after receipt of a signed, written request from the student. Transcripts issued to the student are marked “Issued to Student.” Students are allowed one transcript at no charge. A fee will be charged for each additional transcript. No official transcript(s) will be released if records are on hold for financial reasons or missing documentation. (See “Records on Hold” policy.) Students may request an unofficial transcript in this case. The word “Unofficial” will be stamped on the transcript. Third-party transcripts from other institutions cannot be released to any individual or institution.

## Records on Hold

Academic records may be placed on hold for any of the following reasons:

- A financial obligation to Concorde Career College;
- Failure to return Learning Resource Center materials or school equipment; or
- Default on a federal student loan.

Until the hold is removed, individuals will not be allowed to:

- Restart school from a withdrawal status; or
- Obtain an official transcript.

Appeals to this policy may be made to the Campus President in writing. The Campus President will notify the student in writing regarding the outcome of the appeal.

## Academic Units of Credit

One semester credit hour equals 45 units (and one quarter credit hour equals 30 units), comprised of the following academic activities:

- One clock hour in a didactic learning environment = 2 units
- One clock hour in a supervised laboratory setting of instruction = 1.5 units
- One hour of externship = 1 unit
- One hour of out-of-class work and/or preparation for the didactic learning environment or supervised laboratory setting of instruction that are designed to measure the student’s achieved competency relative to the required subject matter objectives = 0.5 unit

## Financial Aid Units of Credit

Concorde measures programs in either semester credit hours or financial aid units of credit. For financial aid eligibility and disbursements, the school uses

the system of clock hour to credit hour conversion established by the U.S. Department of Education. One credit is equal to 37.5 clock hours.

## Measure of Program Duration

The ending date or graduation date from a program is a “scheduled” graduation date. In-service days, holidays, and other unscheduled events that could cause interruptions in scheduled training may influence the actual calendar length of a program.

Program	Term Lengths
Dental Assistant	1–20 week term & 1–10 week term
Medical Assistant	1–20 week term & 1–10 week term
Medical Office Administration	1–20 week term & 1–10 week term
Polysomnographic Technology	10 week terms
Practical Nursing	10 week terms
Respiratory Therapy	10 week terms
Surgical Technology	2–18 week term & 1–12 week term

## Withdrawal Policy

### Student-Initiated Withdrawal

Students who wish to withdraw may do so by contacting the Academic Dean or Program Director via telephone, mail, or preferably in person. The withdrawal date will be the student’s last date of attendance. A student who withdraws during the first seven calendar days of a grading period will not have that course(s) recorded on his or her transcript. A student who withdraws after the first seven calendar days of a grading period will receive a grade of “W” up to 14 calendar days before the end of the term. Within 14 calendar days of the end of the term, the student will receive either a “WF” or “WP” depending on quality of course work completed to date. This is not calculated in his or her cumulative grade point average (CGPA). The credits will count toward attempted credits.

The student will be provided with exit interview forms. There are financial and/or financial aid implications for withdrawing. Please consult with the Financial Aid and/or Business Office to determine how withdrawal will impact your student account.

### Withdrawal for Violation of School Policy

The school may withdraw a student from his or her program of study for violation of published school policy. If a student withdraws from school without notifying the school, the withdrawal will be effective from the last date of attendance. If the student is withdrawn for violation of published school policy, the withdrawal date will be the last date of attendance.

A student who has been withdrawn during the first seven calendar days of a grading period will not have that course(s) recorded on his or her transcript. A student who has been withdrawn after the first seven calendar days of a grading period will receive a grade of “W,” which is not calculated in his or her cumulative grade point average (CGPA). The credits will count toward attempted credits.

## Course Drop/Add Policy

The Drop/Add period for each term is 7 calendar days. Students who do not attend a course by the end of the Drop/Add period will be unregistered from the course without incurring an academic or financial penalty. Students who notify the Program Director in writing of their intent to drop from a course before the end of the Drop/Add period will not incur an academic or financial penalty.

## Course Withdrawal Policy

A student withdrawing from a course after the Drop/Add period, but prior to the fourteenth calendar day before the end of the term, will receive a grade of "W". Course withdrawals thereafter will receive either a grade of Withdrawn-Fail (WF) or Withdrawn-Passing (WP) depending upon the student's grade for work completed up to the point of withdrawal. Withdrawing from a course may impact a student's eligibility for Financial Aid. Please speak with a Financial Aid Representative to discuss your individual account.

## Program Changes

A student who wishes to change programs may do so at any time prior to starting classes. A student changing programs after starting classes will be evaluated according to the school's refund policy.

## Program Monitoring

Concorde makes critical comparisons between the content of its programs and the needs and demands of business and industry by monitoring feedback from local agencies, the program advisory committee, test results, graduates, and employers. The instructors communicate closely with industry personnel to keep program objectives and content current.

## Dress Code

Students are preparing for careers and should develop the habit of wearing appropriate attire. Students are required to wear the designated school uniform in class and on externship or clinical experience unless directed otherwise. Clinical/externship sites may require students to wear white shoes. Students are responsible for meeting dress code requirements for the site.

A student's personal appearance must be appropriate at all times when the student is in school uniform. The general requirements are as follows:

- Uniforms will vary by program.
- Uniforms or scrubs must be clean, wrinkle-free and well-fitted. Pants and dresses must be proper length.
- No outerwear is permitted in the classroom except for a lab coat or sweater as established by school/program standards.
- Shoes must be leather or vinyl, closed-toed, and closed heel. Students must keep their shoes clean and polished.
- Underclothing is to be worn while in uniform. Undergarments must not be visible.
- The ID badge is part of the uniform and must be visible at all times.
- College-approved lab coats may be worn over the regulation uniform. T-shirts or turtlenecks may be worn under scrubs, but they must be tucked in. T-shirts or turtlenecks must be removed in the lab if they become a safety hazard.
- Jewelry may not be worn with the uniform, except for one pair of small stud earrings, one ring (e.g., wedding and/or engagement ring, class ring) and a watch. Dangling earrings, hoop earrings, or multiple earrings

will not be permitted. A single necklace that does not dangle may also be worn. For safety reasons, no jewelry may be worn under protective gloves. Jewelry used in body/tongue piercing other than the earlobe is not acceptable. Medical identification worn as a bracelet or necklace is acceptable.

- Hair must be of a natural hue, neatly combed, clean, and pulled away from the face, so that it does not hang in the face when bending over during lab/clinical activities. No head covers, including beads or jewels interwoven into the hair are to be worn. All religious head coverings must be approved by the Academic Dean.
- Fingernails must be kept short, clean, and neatly manicured. No polish, acrylic nails, overlays, or any synthetic enhancements to the natural nails.
- Proper daily hygiene, including the use of antiperspirant and mouthwash, is essential because students work very closely with others. Cologne and perfume should not be worn.
- Many healthcare facilities mandate coverage of tattoos, and students may be asked to leave a clinical or externship site if tattoos are visible. In order to ensure we are preparing you for the work environment of your chosen field, Concorde requires that students make a reasonable attempt to cover all tattoos.

**Failure to comply with the above expectations may result in dismissal from the classroom, externship, and/or clinical site.**

## Licensure Payment Policy

Concorde is committed to preparing students with the skills and knowledge necessary to become entry-level practitioners in their field of study. Some of the programs offered by Concorde have employment outcomes where passage of a professional certification, licensure or registry examination may be required for employment or that will enhance potential employment opportunities. Concorde will pay exam fees for graduates of these programs based on the eligibility requirements below. Please discuss with your Program Director which exams are relevant to employment in your field of study and the requirements for successfully demonstrating examination preparedness.

Eligibility is determined by the graduate's completion of the following:

- Receive approval from the Program Director, Academic Dean or Campus President before testing.
- Take the exam within two months of graduation, or take the first available exam opportunity for those exams offered only on a periodic schedule.
- Meet all Concorde graduation requirements.
- Demonstrate that the student is prepared to sit for licensure by completing a "green light" process at the campus.

If a second attempt is necessary due to first-time failure, all of the following must be met:

- Evidence of a valid benefit to the student and college, such as meeting or exceeding programmatic licensure pass rate standards and/or graduate employment rate standards;
- Campus President approval;
- Proof that the graduate sat for, and completed, the first-time exam(s);
- Submission of exam scores from the student's first exam attempt;
- Successful completion by the graduate of a remediation program approved by both the campus-level Program Director and Concorde's Vice President of Academic Affairs or designee.

Registration and certification requirements for taking and passing these examinations are not controlled by Concorde, but by outside agencies, and are subject to change by the agency without notice. Therefore, Concorde cannot guarantee that graduates will be eligible to take these exams, at all or at any specific time, regardless of their eligibility status upon enrollment.



# Distance Education/Online

Concorde supports the educational needs of the busy adult learner, delivering some courses in an online format. Online classes are not intended as easy substitutes for learning on campus. Students will find that learning online can be as challenging and rewarding as attending on-campus but allows the flexibility of determining when learning is convenient. Although time is flexible, attendance and participation is expected and monitored.

The convenience of online courses allows students to work on assignments and participate in class discussions as their schedules permit within specified timeframes. Learning is achieved through both individual inquiry and collaboration. Each course encompasses a variety of different graded learning activities.

Students enrolled in online classes and programs are expected to be capable of using a computer to complete some or all of their coursework and be familiar with accessing Internet resources. In addition, they must have access to a reliable computer and high-speed Internet connection sufficient to complete their coursework. Students are also welcome to utilize the Concorde computer labs and/or the Learning Resource Center (LRC) to complete coursework. Online courses utilize the Canvas Learning Management System (LMS), a secure, web-based platform that employs multimedia technologies and is accessible 24 hours per day via Internet access. Prior to enrollment, prospective students will be required to complete an online assessment of their readiness to successfully complete their education in an online environment. The campus may require the student to participate in an orientation as well as online sessions at the campus.

To complete online courses using the Canvas Learning Management System (LMS), students should refer to the following links to be sure they are using appropriate computer systems. Students also must have an Internet provider with reliable service.

- Computer Specifications  
<https://community.canvaslms.com/docs/DOC-2059>
- Browser Requirements  
<https://community.canvaslms.com/docs/DOC-1284>

Some courses may only be offered in a distance education format. Please refer to the Admissions Representative or Academic Dean for course schedules.

## Attendance Requirements

Online education affords students great flexibility in managing their time. However, academic success requires that students engage in learning activities regularly and participate in meaningful interactions with faculty and fellow students. Specific daily attendance is not required for online courses, as it would be on a campus. Students are required, however, to log into their class regularly and submit assignments in a timely manner, or they may risk being withdrawn for lack of attendance.

For each course, initial attendance is recorded when a student logs into his or her class and completes a learning activity. Students who only view the syllabus but make no other substantive participation for the rest of the course are not considered enrolled. Attendance in subsequent weeks is recorded by a student completing a learning activity. The act of logging in each week does not constitute attendance; the student must participate by

either engaging in the discussion board or submitting a graded assignment to be considered present for that week.

Once a student has logged into his or her class and completed a learning activity or assignment, he or she is considered officially enrolled in the course and expected to complete the entire course. Failure to post attendance for two consecutive weeks may subject the student to immediate withdrawal.

Coursework is assigned weekly. Students are expected to complete assignments according to the course outline. (Refer to the "Make-Up Work" policy for submitting missed coursework.) Students must show attendance within the first three days of the course, or they are subject to withdrawal from the course.

## Learning Activities

Online students use the Canvas Learning Management System (LMS) to view video content, receive and submit project work and assignments, take assessments, quizzes and tests, communicate with instructors and classmates, and review course progress and grades. In keeping with the modality of online learning much of the content will be delivered either with e-books or digital content. Successful online learning requires the student to be an active participant in all learning activities. Learning activities will vary by course but may include:

- discussion thread posts
- exams, quizzes and assessments
- case studies
- group interactive assignments
- other graded assignments

All learning activities associated with a course will be clearly outlined on the syllabus page within each Canvas course. Attendance is recorded when the student submits any learning activity. Students must contribute weekly to the discussion forums. Deadlines are established differently based upon the length of each term. Concorde offers online courses and programs in four-week and 10-week terms.

## Four-Week Modules

Due dates are established according to the day of the week the module starts. Weekly modules always begin at 12:00 a.m. CST and end at 11:59 p.m. CST. Courses generally last for four weeks. This is divided into four modules within the online course. Each module is five class days in length and does not include weekends. Initial discussion board posts are always due on the third class day of the weekly module. Assignments, assessments and discussion board responses are due on the fifth or last class day of each weekly module.

## Ten-Week Terms

Courses are 10 weeks in length, and the weekly module will always start on Monday (12:00 a.m. CST) to Sunday (11:59 p.m. CST). Initial discussion board posts are due not later than every Wednesday (11:59 p.m. CST), and assignments, assessments and discussion board responses are due by Sunday (11:59 p.m. CST).

Students who are considered officially enrolled in the course but do not fulfill all of the coursework required will receive a grade based on the assignments they have completed.



## Faculty/Student Interaction & Academic Advising

Faculty/student interaction is critical for student success in an online environment. Online methods of interaction include online lectures, email, document sharing, and threaded discussions. Faculty members review and respond to student requests within a 24-hour time period.

Ground students who have opted to take some of their General Education courses online receive the same benefits as fully online students in regard to faculty interaction. However, student advising during midterms and finals will be the responsibility of the campus at which the student is enrolled.

## Student Services

Students enrolled in online courses, whether they are fully online or ground students taking select General Education courses, will be given support and services. Ground students will be provided services directly through their home campus. Each campus has a designated "Online Champion" (OLC) who will be provided weekly reports for high-risk students and can provide basic troubleshooting within the Learning Management System (LMS). The OLC can also refer the student to the Director of Student Affairs located on campus.

Fully online students will have student support access through the Dean of Online Operations. The Dean will provide support to students who may be high-risk, typically via telephone or email, and may also assist students by involving other campus associates.

## Learning Resources

Concorde Career Colleges, Inc., subscribes to multiple databases from Gale Cengage Learning, which is available to all students through the Canvas Learning Management System (LMS). Included in these materials are over 20,000 titles with peer-reviewed full text articles exceeding 8,000 as well as ebooks, experiments, projects, and images. Many of the students' immediate research questions can be met by using these online reference sources. The user-friendly web interface has information from leading medical journals, encyclopedias, newspapers, newsletters, and pamphlets.

## Learning Outcomes

Learning outcomes for online coursework are the same as on-ground coursework.

## Graduation Requirements

Students taking online courses must meet the graduation requirements for their chosen program of study.

## Health Screens

Students enrolling in programs where health screens are required will be provided with a list of required immunizations. Students will be required to provide proof of immunization prior to beginning clinical rotations.

## Uniforms

Students enrolling in programs where uniforms are required for clinical rotations are responsible for providing their own clothing in accordance with the established policies of the institution where they will be completing their clinicals.

# Academic Standards

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## Attendance Policy

### General

Regular and punctual attendance at all scheduled classes as well as clinical and externship classes is expected of all students. When a student enrolls, that student accepts the responsibility of attending all scheduled class hours. Attendance is recorded and becomes part of the student's permanent record with the school.

Concorde recognizes that unforeseen situations do occur in students' lives, possibly resulting in a limited number of absences. For this reason, Concorde allows for two levels of attendance monitoring. Excessive time missed may cause a student to be placed on Attendance Warning or Attendance Probation or be withdrawn from the program.

In all cases, a student will be withdrawn following 14 consecutive calendar days of nonattendance, excluding published holidays and unscheduled closures of the school, clinical site or externship site.

### Excessive Absences

Excessive time absent will prevent a student from achieving course and program outcomes. For the purposes of this policy, excessive absences are defined as:

- Missing more than 20 percent of total scheduled time within a grading period for programs that include externship hours.
- Missing more than 10 percent of total scheduled time within a grading period for programs that include clinical hours.

### Attendance Warning

A student will be placed on Attendance Warning at the end of the first grading period during which he or she has excessive absences. A student will remain on Attendance Warning until the end of the next grading period. At the end of the next grading period, a student who did not have excessive absences will return to good standing.

### Attendance Probation

A student will be placed on Attendance Probation at the end of a grading period during which the student was on Attendance Warning and had excessive absences. A student will remain on Attendance Probation until the end of the next grading period. At the end of the next grading period, a student who did not have excessive absences will return to good standing. A student on Attendance Probation will be withdrawn immediately upon having excessive absences.

### Externship Courses

For programs with a required externship component, the successful completion of 100 percent of course hours is required for graduation.

Externship is scheduled in partnership with the externship site. Students must plan sufficiently in advance to attend every day of the scheduled externship. In the event a student will be absent from a site, the student must contact the site and the appropriate school official immediately upon becoming aware of the situation. Except in cases of documented emergency, notification of absence or tardiness must occur at least 60 minutes in

advance of the scheduled start time. If the site supervisor or school official determines that a student is not reliable for any reason, including absences, the student may be removed from the site and may be withdrawn from the program.

## Clinical Classes

Clinical participation is vital to student success, and students are expected to be present, on time, and prepared for every scheduled clinical experience.

If, for any reason, a student will be late or absent for a clinical shift, the student must notify the instructor or other designated Concorde individual immediately upon becoming aware of the situation. Except in the case of a documented emergency, failure to notify of an absence or tardiness at least 60 minutes before a scheduled start time or arriving more than 30 minutes late to a scheduled clinical shift may result in disciplinary actions up to and including withdrawal from the program. Some clinical facilities may have additional or stricter attendance requirements for students. In this case, students are required to follow the attendance policy in place at the clinical facility.

Students who have any absence or absences that result in not completing the required clinical hours, lab competencies, or required cases shall fail the course. Clinical make-up sessions may be provided; however, the program's ability to provide make-up hours is dependent upon scheduling and other factors that may prohibit the availability of clinical make-up hours.

## Online Courses and Programs

Students taking online courses should refer to the Distance Education/Online section of the catalog for specific attendance requirements.

## Make-Up Work

All graded work or performed competencies (letter grade or pass/fail) not completed by the due date, or missed due to absence, including being tardy or leaving early, will not be eligible for a grade. Students will receive a zero (0) for missed work or an "F" for missed competencies. Instructors may make case-by-case exceptions if a significant, documentable, and infrequent situation caused a student to miss a submission deadline. Instructors will ensure that all students receive equitable consideration when granting extensions.

## Marital, Parental and Military Leave Statuses

Concorde Career Colleges, Inc., complies with all requirements outlined in 34 C.F.R. 106.40 (a) and (b) with regard to the marital or parental status of students. Any student is eligible for leave in the care of pregnancy, childbirth, false pregnancy, termination of pregnancy, and recovery therefrom for so long a period as deemed medically necessary by the student's physician. The student will be administratively withdrawn from the Institution for this leave period. At the conclusion of the student's leave period, the student will be reinstated to the same academic and enrollment status that he or she held when the leave began. An academic skills assessment may be applicable upon return.

Additionally, Concorde complies with all requirements outlined in 34 C.F.R. 668.18 (a), (e), and (g). Students who have been deployed, or are required to attend military training, will be administratively withdrawn from school for this leave period. The school will promptly readmit a service member into the same or similar program, under the same academic status

and tuition at the time of withdrawal; in accordance with regulation, eligibility for this reinstatement is valid for up to one year from return from military service. The cumulative length of absence and of all previous absences from the school for military service may not exceed five years. Only the time the student spends actually performing service is counted. An academic skills assessment may be applicable upon return.

For further information on these statuses and how to apply, please contact a member of the Student Affairs department. For information on how these statuses impact your Financial Aid, please contact a member of the Financial Aid department.

## Campus Safety Policy

Concorde is committed to providing a safe and productive environment for all Concorde associates and students. To help prevent incidents of violence from occurring, Concorde has implemented this campus safety policy. Concorde expressly prohibits any acts or threats of violence by an associate, student, or former associate against any other associate or student in or about its facilities or clinical sites at any time. Concorde does not condone any acts or threats of violence against associates, students, clients, or visitors by an individual on the school's premises at any time or while such an individual is engaged in business with or on behalf of Concorde, on or off the school's premises. In keeping with the spirit and intent of this policy and to ensure that the objectives in this regard are attained, Concorde is committed to the following policies:

- Providing a safe and healthy work and educational environment.
- Taking prompt remedial action up to and including immediate dismissal of any associate or student who engages in any threatening behavior or acts of violence or uses obscene, abusive, or threatening language or gestures.
- Taking appropriate action when dealing with clients, former associates or students, or visitors to the school's facilities who engage in such behavior. Such action may include notifying the police or other law enforcement personnel and prosecuting violators of this policy.
- Prohibiting associates, former associates, students, clients, and visitors from bringing unauthorized firearms or other weapons onto the school's premises.

In furtherance of this policy, associates and students have a "duty to alert" their supervisors, the Campus President, or Human Resources of any suspicious activity, situations, or incidents that they observe or know of that involve other associates, students, former associates, clients, or visitors and that appear problematic. This would include threats or acts of violence, aggressive behavior, offensive acts, and threatening or offensive comments or remarks. Associate and student reports made pursuant to this policy are held in confidence to the extent possible. Concorde will not condone any form of retaliation against any associate or student for making a report in good faith under this policy.

Threats against individual(s) and/or Concorde should be immediately reported to the Campus President or Human Resources at the Campus Support Center. It is critical that any material relevant to the incident be maintained until Human Resources decides on the proper disposition. Confrontational threats while on campus may be dealt with by the Campus President and Human Resources. Actions may include suspension (for gathering additional facts), written warning, or dismissal.

## Student Code of Conduct

Concorde believes strongly in promoting the development of personal, professional and social responsibility. Concorde also believes in a humanistic

approach to discipline conducive to academic pursuits. However, Concorde recognizes that its responsibility for the protection of personal and institutional rights and property is a primary focus of the disciplinary process. Behavior that infringes upon rights, safety or privileges, or that impedes the educational process, is unacceptable and may lead to sanctions up to and including dismissal from the school. Courteous behavior and professional conduct, appropriate to a business environment, is to be displayed at all times.

All students are expected to respect the rights of others and are held responsible for conforming to the laws of the federal, local, and State governments. Students are expected to conduct themselves in a manner consistent with the best interests of Concorde and of the student body.

Concorde's administration reserves the right to develop any policy or take any action(s) deemed appropriate to maintain the safety and well-being of any or all students. Student conduct offenses may be related to persons, property, campus operations, and welfare, and the health or safety of students, faculty and staff.

Concorde reserves the right to discipline and/or dismiss a student, visitor, or employee for any of the following reasons: possession of firearms on campus property; failure to maintain satisfactory academic progress (SAP); failure to pay college fees and/or tuition by applicable deadlines; disruptive behavior (continued willful noncompliance, willful and persistent profanity or vulgarity, open and/or persistent defiance of authority, and/or persistent disrespect of personnel or students). ; posing a danger to the health or welfare of students or other members of the campus community; theft, on or off campus; any form of assault; State and Federal drug law violations; electronic or social media violations; or failure to comply with the policies and procedures of Concorde.

The list of examples is not intended to be all-inclusive, and Concorde reserves the right to act in the best interest of the students, faculty, and staff and may deem actions committed by a student to be a conduct violation, although the action does not appear on a list of examples.

Violation of the conduct policy is grounds for suspension of privileges, up to and including dismissal from the Institution. The Campus President reserves the right to take any action(s) deemed appropriate to ensure the immediate safety and well-being of any or all students, faculty, and staff.

Students are encouraged to share personal experiences while participating in classes at Concorde. However, students must be aware that should they disclose to any Concorde faculty members or staff information that may cause harm to themselves or others, faculty members and staff are required to report such information to the Academic Dean, Director of Student Affairs, or Campus President.

Every student is subject to federal and state law and respective county and city ordinances. A student who is convicted of any criminal offense which interferes with the orderly operation of the school or which the administration feels would endanger members of the Concorde community shall be subject to disciplinary action.

Infringements of the Student Code of Conduct are handled by the Concorde Academic Dean, Director of Student Affairs, and Campus President. Students have the right to request further review in accordance with the school's "Student Complaint & Grievance Policy" as outlined in this catalog.

Students dismissed from Concorde due to violation of the Code of Conduct are not eligible for readmission.

## Student Code of Conduct Offenses

### Offenses Related to Persons

An offense related to a person is committed when a student:

1. Intentionally or knowingly and without authority or consent limits or restricts the freedom of a person to move about in a lawful manner.
2. Threatens (by any means), intimidates or uses physical or sexual force in a manner that endangers the health or safety of another person or which reasonably causes another person to be fearful of physical or emotional harm.
3. Intentionally harasses another person. Harassment includes, but is not limited to, impeding another persistently or wronging or bothering another persistently.
4. Engages in any activity related to other persons which is prohibited by law or court order.

### Offenses Related to Property

An offense related to property is committed when a student:

1. Knowingly and without consent or authorization possesses, removes, uses, misappropriates, or sells the property or services of another person or of Concorde.
2. Intentionally or negligently damages or destroys property owned or in the possession of another person or of Concorde.
3. Obtains the property of another person by misrepresentation or deceptive means.
4. Enters or uses the facilities or property of another person or Concorde without consent or authorization.
5. Commits a computer-related offense, including, but not limited to, use of a Concorde computer to access graphically prurient or sexually explicit images of persons and/or children.

### Offenses Related to the Operation of Concorde

An offense related to the operation of Concorde is committed when a student:

1. Engages in illegal, obscene or indecent conduct on Concorde property or at Concorde-sponsored events.
2. Forges, alters, possesses, duplicates, or uses documents, records, keys or identification without consent or the authorization of appropriate Concorde officials.
3. Fails without just cause to comply with the lawful order of a Concorde official acting in the performance of his/her duties and authority.
4. Engages in solicitation in or on Concorde property or involving the use of campus property unless such solicitation is approved by appropriate Concorde officials.
5. Operation of any audio or video recording device without prior approval.
6. Intentionally acts to impair, interfere with, or obstruct the orderly conduct, processes, and functions of Concorde.

### Offenses Related to Welfare, Health or Safety

An offense related to welfare, health or safety is committed when a student:

1. Uses, possesses, or manufactures, without Concorde authorization, firearms, explosives, weapons, unregistered fireworks, illegal chemical or

biological agents or other dangerous articles or substances injurious to persons or property.

2. Falsely reports a fire, activates emergency warning equipment, or communicates false information regarding the existence of explosives or hazardous materials on Concorde property.
3. Abuses, removes, or damages fire and safety equipment or fails to vacate a building or facility when a fire alarm is activated.
4. Fails to leave a building, streets, walks, driveways or other facilities of Concorde when directed to do so by an official of the campus having just cause to so order.
5. Uses, possesses, distributes, sells, purchases or is under the influence of alcohol, narcotics, hallucinogens, dangerous drugs, or controlled substances.

## No Discrimination or Harassment Policy

Concorde Career College is committed to maintaining a work and learning environment that is free from discrimination and harassment for all Concorde associates and students. Accordingly, Concorde does not authorize and will not tolerate any form of discrimination or harassment of or by an associate, student, or visitor based on race, sex, religion, color, national origin, age, disability, or any other factor protected by law.

Pursuant to Washington law, Concorde does not discriminate against students or potential students on the basis of race, creed, color, national origin, sex, veteran or military status, sexual orientation, or the presence of any sensory, mental, or physical disability or the use of a trained guide dog or service animal by a person with a disability.

## Sexual Harassment

The prevention and elimination of sexual harassment is of special concern to Concorde. Sexual harassment includes:

- Physical assaults or physical conduct that is sexual in nature;
- Unwelcome sexual advances or comments or requests for sex or sexual activities, regardless of whether they are based on promises or threats;
- Sexual displays or publications such as calendars, cartoons, or graffiti;
- Other verbal or physical conduct of a sexual nature that has the purpose or effect of interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive work and learning environment; or
- Retaliation for complaints of harassment. Concorde regards all such pervasive conduct as creating a hostile and offensive work and learning environment in violation of this policy. Examples of sexual harassment include sexual propositions, sexual innuendo, sexually suggestive comments, sexually oriented "kidding," "teasing" or "practical jokes," jokes about gender-specific traits, foul or obscene language or gestures, displays of foul or obscene printed or visual material, physical contact such as patting, pinching or brushing against another's body, or reading or otherwise publicizing in the work and learning environment materials that are sexually suggestive or revealing.

## Racial, Religious, or National Origin Harassment

Racial, religious, or national origin harassment deserves special mention as well and is expressly prohibited by this policy. Racial, religious, or national origin harassment includes any verbal, written, or physical act in which race, religion, or national origin is used or implied in a manner that would make a

reasonable student or associate uncomfortable in the work and learning environment. Examples of racial, religious, or national origin harassment include jokes that include reference to race, religion or national origin, the display or use of objects or pictures that adversely reflect on a person's race, religion, or national origin, or use of language that is offensive due to a person's race, religion, or national origin.

## How to Report Instances of Discrimination or Harassment

Concorde cannot resolve matters that are not brought to its attention. Any associate or student, regardless of position or program, who has a complaint of or who witnesses discrimination or harassment at work or school by anyone, including supervisors, managers, associates, non-associates or students, has a responsibility to immediately bring the matter to Concorde's attention. To bring instances of discrimination or harassment to Concorde's attention, an associate or student must immediately complain to either of the following individuals who are responsible for enforcing this policy: the Campus President or Human Resources, Concorde Career Colleges, Inc. Complaints of sexual misconduct or harassment should be reported to the Campus President and/or campus Title IX Coordinator.

## Concorde's Commitment to No Discrimination or Harassment Policy

If a student feels that Concorde has not met its obligations under the policy, he or she should contact Human Resources at Concorde Career Colleges, Inc.

## Student Computer Network and Internet Conduct

Concorde Career Institute provides students access to its computer network and Internet access for purposes directly related to education. Concorde reserves the right to monitor all usage of its computers and computer systems. This includes the monitoring of email and website access. The following practices are prohibited:

- Installing or executing unauthorized software. Using computers to copy copyrighted or licensed software.
- Using the network for commercial purposes. Users may not buy or sell products or services through the system without prior consent of the corporate network administrator.
- Using the network for advertising or political lobbying.
- Accessing websites, newsgroups, or chat areas that contain material that is sexually related, obscene, or that promotes illegal acts. If a user accidentally accesses this type of information, he or she should immediately notify an instructor, the Learning Resource Center Coordinator, and/or network administrator.
- Using the network for any activity or to transmit any material that violates federal, state, or local laws. This includes, but is not limited to, illegal activities, such as threatening the safety of another person or peer-to-peer file sharing of copyrighted materials.
- Using vulgar, derogatory, or obscene language. Users may not engage in personal attacks, harass another person, or post private information about another person.
- Logging on to another person's account or attempting to access another user's files, with or without that person's permission.
- "Hacking" or otherwise trying to gain access to another person's or organization's computer system.
- Engaging in "spamming" (sending an email to more than 10 people at the same time) or participation in chain letters.
- Intentionally damaging any computer hardware or software.

Computer and network resources are of significant value, and their abuse can have a negative effect on other users. Noncompliance with this policy may result in loss of computer and network privileges, suspension, and/or withdrawal from school.

## Social Media Use Policy

This policy addresses the use of social media sites by Concorde students, whether or not the use involves the College's WiFi network or other computer resources. Social media includes, but is not limited to: texting, blogs and social media platforms such as Snapchat, Twitter, Facebook, LinkedIn, Instagram, Google+, YouTube, Flickr, and Yammer.

Concorde is aware that members of the College community may wish to express their personal ideas, thoughts, and opinions through their private social media accounts (not administered by the College). Nevertheless, Concorde students are expected to conduct themselves in a professional manner at all times. Concorde reserves the right, under circumstances it deems appropriate and subject to applicable laws and regulations, to impose disciplinary measures. Such disciplinary measures include dismissal from the College for students who use social media in violation of the guidelines in this policy, in ways that reflect poorly on the College, or interferes with the education of other students and/or the operation of the College. In appropriate cases, the conduct may also be reported to law enforcement authorities.

In connection with the use of social media, the conduct listed below is prohibited:

- Using social media to harass, threaten, insult, defame or bully another person or entity.
- Making threats of injury to any student, patient, member of faculty or staff, or officer or board member, including threats concerning their respective family members or personal property.
- Making comments that insult, disparage, disrespect or defame the College or members of the Concorde community.
- Making discriminatory or harassing comments that violate federal or state law and/or would be prohibited by Concorde's anti-discrimination / anti-harassment policy and/or Title IX policy.
- Violating any intellectual property law, such as copyright, trademark, fair use and/or financial disclosure law.
- Posting or sharing copyrighted content (such as text, video, graphics or sound files) without permission from the holder of the copyright.
- Posting or sharing trademarked content (such as logos, names, brands, symbols and designs) without permission from the trademark owner. The "@" symbol indicates that the mark is federally registered and the owner has the exclusive right to use it. The "TM and SM" symbols indicate that the owner may have common-law rights, but the mark is not federally registered.
- Posting or sharing, a photograph or video image of a student, faculty or staff member without obtaining their permission.



- Posting or sharing a photograph or video of a patient or volunteer that would violate the Health Insurance Portability and Accountability Act (HIPAA).
- Posting images or comments which are vulgar or obscene, or would otherwise violate any applicable law.

For any questions regarding this policy, contact your Campus President.

## Confidentiality Statement

The Health Insurance Portability and Accountability Act (HIPAA) is the law that applies to physicians regarding the completely confidential nature of patient information and applies to all Concorde students and employees. Except where necessary in the regular course of business, the discussion, transmission, or narration in any form of any patient information of a personal nature, medical or otherwise, obtained in the regular course of the student's schooling or employment is strictly forbidden. Any violation of this professional rule shall constitute grounds for severe disciplinary action, including possible termination of the enrollment contract and dismissal from the College.

## Graduation Requirements

A diploma, certificate, or degree will be issued to students upon successful completion of all academic requirements. Successful completion of all courses listed in the program breakdowns requires a minimum cumulative grade point average of 2.0 or above. All externships/clinicals must also be successfully completed with a passing grade. Any student subject to Records Hold must satisfy outstanding obligations before an official transcript will be issued. Duplicate diplomas or certificates take approximately 14-30 working days after payment to produce. A fee will be assessed for all duplicate requests.

(For details regarding commencement ceremonies, see "Commencement Ceremonies" in the "Student Information & Affairs" section under "General Information.")

## Family Educational Rights and Privacy Act

Concorde maintains a number of important records on the student's behalf throughout the application and registration processes, as well as records that are maintained throughout a student's enrollment. Examples of such records include but are not limited to:

- Academic Transcripts
- Attendance Records
- Financial Aid Records
- Employment Records
- Disciplinary Documentation

## Student Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. Once a student reaches 18 years of age or attends a postsecondary institution, he or she becomes an "eligible student," and all rights formerly given to parents under FERPA transfer to the student. These rights include:

- The right to inspect and review the student's education records within 45 days after the day Concorde receives a request for access.
- A student should submit to the Academic Dean or Campus President a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be

inspected. Students are not entitled to inspect and review financial records of their parents. If a request is submitted to a school official not responsible for maintaining records, that official shall advise the student of the correct official to whom the request should be addressed.

- The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
- A student who wishes to ask the school to amend a record should write the Academic Dean, clearly identify the part of the record the student wants changed, and specify why it should be changed.
- If the school decides not to amend the record as requested, the school 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 the hearing procedures will be provided to the student when notified of the right to a hearing.
- The right to provide written consent before Concorde discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by Concorde 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 20202-8520

## Concorde Rights Under FERPA

FERPA permits the disclosure of education records, without consent of the student, if the disclosure meets certain conditions found in the FERPA regulations. A postsecondary institution may disclose education records without obtaining prior written consent of the student in the following instances:

- Parental access to a student's record will be allowed by Concorde without prior consent if: 1) the student has violated a law or the Institution's rules or policies governing alcohol or substance abuse, and the student is under 21 years old; or 2) the information is needed to protect the health or safety of the student or other individuals in an emergency.
- The school discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the Institution in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of Concorde who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of the education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the Institution.

- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer.
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the Institution's State-supported education programs. Disclosures under this provision may be made: 1) in connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid; 2) in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.
- To organizations conducting studies for, or on behalf of, the school in order to: develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To accrediting organizations to carry out their accrediting functions.
- To comply with a judicial order or lawfully issued subpoena.
- To appropriate officials in connection with a health or safety emergency.
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding.
- To the general public, the final results of a disciplinary proceeding if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense, and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her.
- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of twenty-one.

Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, FERPA regulations require the Institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures.

Additionally, FERPA allows Concorde to disclose information it has designated as "Directory Information." Concorde defines directory information as: the student's name, address(es), telephone number(s), e-mail address, birth date and place, program of study, dates of attendance, honors and awards, photographs and credential awarded. If a student does not want his or her directory information to be released to third parties without the student's consent, the student must present such a request in writing to the Academic Dean within 45 days of the student's enrollment or by such later date as the Institution may specify as acceptable. Under no circumstance may the student use the right to opt out to prevent the Institution from disclosing that student's name, electronic identifier, or institutional e-mail address in a class in which the student is enrolled.

## Release of Personally Identifiable Information (PII)

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expanded the circumstances under which a student's education records and personally identifiable information (PII) contained in such records, including his or her Social Security Number, grades, or other confidential information, may be accessed without his or her consent.

- The U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local education authorities ("Federal and State Authorities") may allow access to a student's records and PII without his or her consent to any third party designated by a Federal or State Authority to evaluate a Federal- or State-supported education program.
  - The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution.
- Federal and State Authorities may allow access to a student's education records and PII without the student's consent to researchers performing certain types of studies, in certain cases, even when Concorde objects to or does not request such research.
- Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive a student's PII, but the Federal and State Authorities need not maintain direct control over such entities.
- With respect to Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share, without the student's consent, PII from his or her education records, and they may track the student's participation in education and other programs by linking such PII to other personal information about him or her that they obtain from other federal or state data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

## Students With Disabilities Policy

It is the policy of Concorde Career Colleges, Inc. (Campus), to abide by both the letter and spirit of Section 504 of the Rehabilitation Act of 1973 and its implementing regulation at 34 Code of Federal Regulations C.F.R., Part 104. Section 504 prohibits discrimination on the basis of disability in programs and activities operated by recipients of federal financial assistance. Covered entities must accommodate students with reasonable academic adjustments and auxiliary aids and services that are necessary to afford an individual with a disability an equal opportunity to participate in its programs. Concorde is not required to make academic adjustments and/or provide auxiliary aids and services that would result in a fundamental alteration of its programs or impose an undue burden.

The Campus prohibits all discrimination against "qualified individuals with disabilities" as defined in Concorde's Disabilities Policy. In addition, a "qualified disabled person," with respect to postsecondary and vocational education services, is one who meets the academic and technical standards requisite to participation in the Campus's education program.

## Procedures for Requesting Academic Adjustment and/or Auxiliary Aid:

1. Current students with disabilities wishing to request academic adjustments and/or auxiliary aids must contact the Campus President.



The Campus President is designated as the Campus Compliance Coordinator (CCC) with respect to Section 504. A disclosure of a disability or request for adjustments and/or aids made to a faculty or staff member, other than the CCC, will not be treated as a request for an academic adjustment and/or auxiliary aid. However, if a student discloses a disability to faculty or staff, he or she is required to direct the student to the CCC.

2. The CCC will provide the student with an academic adjustment and/or auxiliary aid Request Form for Students With Disabilities to complete. Academic adjustments and/or auxiliary aids are available to students who provide documentation of a disability, specifically that they have an impairment that substantially limits one or more major life activities.
3. In general, the documentation referenced should be current prior to taking entrance assessments to be accepted into a program. The documented assessments must be completed by qualified professionals in the area of disability. Documentation and sources used to evaluate the need and determine appropriate adjustments or aids may include a licensed professional's current medical diagnosis and date of diagnosis, evaluation of how the student's disability affects one or more of the major life activities and recommendations, psychological and/or emotional diagnostic tests, aptitude and achievement tests with results/reports, functional effects or limitations of the disability (physical limitations) and/or medications and recommendations, and social and cultural background and adaptive behavior. The campus reserves the right to request additional documentation as needed.
4. After the CCC or his or her designee receives the academic adjustment and/or auxiliary aid Request Form and the required documentation, the CCC will engage in an interactive process with the student to determine what academic adjustment(s) and/or auxiliary aid(s) are appropriate. This process will include primary consideration of the student's recommendations. It is the responsibility of the student to initiate this process by contacting the CCC and participating in the interactive process to identify appropriate academic adjustments and/or auxiliary aids. Within 10 business days, the CCC will meet with the student to discuss the appropriate reasonable academic adjustments and/or auxiliary aids needed. Primary consideration will be given to the student's requested academic adjustments and/or auxiliary aids. Any academic adjustment and/or auxiliary aid denied will include a written statement as to the basis. Whenever an academic adjustment and/or auxiliary aid is denied, the CCC will enter into an interactive communication with the requestor and discuss the need for additional documentation and/or alternate academic adjustments and/or auxiliary aids.
5. If the student is denied the requested adjustment or aid, he or she may file a grievance using the Grievance Procedure, or the student may file a complaint with the Office for Civil Rights.
6. The CCC is responsible for ensuring that approved academic adjustments and auxiliary aids are implemented in a timely manner and will be responsible for ensuring compliance of accommodations through the Academic Dean and Program Director. If students believe that the academic adjustment and/or auxiliary aid is not being implemented, they are urged to contact the CCC to discuss the matter. If not resolved, students may file a grievance using the Grievance Procedure, or the student may file a complaint with the Office for Civil Rights.

An adjustment or aid that fundamentally alters a program of instruction, conflicts with direct licensing requirements, or otherwise negates a requirement essential to the program will not be approved. A student may challenge such a determination by using the Grievance Procedure, or the student may file a complaint with the Office for Civil Rights.

## Grievance Procedure Regarding Students With Disabilities

Any complaints alleging discrimination based on one's disability, including disagreements regarding requested academic adjustments and/or auxiliary aids, may be grieved using the following procedures:

- He or she should contact the Campus Compliance Coordinator (CCC) (Campus President) to file a formal grievance as soon as the student knew or reasonably should have known of the alleged discriminatory act or disagreement regarding academic adjustments and/or auxiliary aids.
- The CCC will assist the student in defining the grievance and will witness the student's signature on the Grievance Form.
- All grievances shall be reviewed and investigated by the Vice President of Academic Affairs. The Vice President of Academic Affairs' role shall be to investigate whether the student was discriminated based on disability by gathering all relevant information. Allegations can include, but are not limited to, harassment, failure to provide approved aids or adjustments, or a disagreement over what aids and adjustments are appropriate.
- The student shall have an opportunity to express his or her concerns with the Vice President of Academic Affairs.
- All reasonable efforts will be made to provide a written determination to the student within 30 days, which will close the charge of discrimination.
- If the student feels the alleged discriminatory act was conducted by the CCC, the student may contact the Vice President of Academic Affairs at 1-800-852-8434 to file a formal grievance at any time in the process.
- The determination made by the Vice President of Academic Affairs will be the final review.

The campus is dedicated to protecting the rights provided to individuals with disabilities by Section 504. Federal regulations prohibit the campus from discriminating against students on the basis of disability. If a student believes that the campus has discriminated against him or her or another person on the basis of disability, the student may file a complaint with the U.S. Department of Education, Office for Civil Rights.

The campus prohibits retaliation against persons who file complaints of discrimination or assist with or participate in a campus or government agency investigation, proceeding, or hearing concerning complaints of discrimination. Retaliation complaints may be filed separately with the Office for Civil Rights. Current or prospective students with disabilities wishing to request academic adjustments and/or auxiliary aids must contact the Campus President.

## Official Letter Grading Scale

Written examinations are given periodically, and, at the completion of each course, a final exam is given. Lab exams cover both subject matter and skills evaluation. Records of grades are maintained by the Student Records Manager. Unless specified differently for an individual program, students receive letter grades at the end of each grading period (course) using the official letter grading scale. Grades are based on assignments, tests, and manipulative performance examinations given with each unit of learning. At the end of each evaluation period, the student's cumulative grade point average (CGPA) will be determined. At that time, academic records will be made available or furnished to the student.

## Incomplete Grades

All missed exams and assignments must be complete by the last day of the current term. In rare circumstances, an “I” (incomplete) grade may be issued with the approval of the Academic Dean or the Campus President. The student will then have seven calendar days (excluding published holidays) in which to make up the missing work. A student who has a final grade of “I” and who has not made up the work by the end of this period, will receive a course grade calculated based on a grade of zero for the missing work. Any action that may result from a grade calculated on this basis (such as probation, being required to repeat the course, or withdrawal/dismissal) will be executed immediately.

Incompletes will not be given for clinical/laboratory assignments not completed in the final term. Failure to satisfactorily complete clinical/laboratory assignments in the final term will result in the student being required to repeat the term.

When the “I” is replaced with a letter grade, Satisfactory Academic Progress will be recalculated based on the letter grade and the credits earned.

Incompletes, although a temporary grade, will be included as attempted credits.

## General Education Courses

The following official letter grading scale is used to indicate the level at which students have achieved the educational objectives of a class for General Education courses:

Letter Grade	Numerical %	Description	GPA
A	90–100	Exceptionally Competent	4.00
B	80–89	Highly Competent	3.00
C	70–79	Fully Competent	2.00
D	60–69	Minimally Competent	1.00
F <sup>1</sup>	0–59	Not Competent	0.00
T	N/A	Transfer of Credit	N/E
I	N/A	Incomplete	N/E
W <sup>2</sup>	N/A	Withdrawal From Course	N/E
WP <sup>2</sup>	N/A	Withdrawal While Passing	N/E
WF <sup>2</sup>	N/A	Withdrawal While Failing	N/E

KEY: N/E No effect on grade point average (GPA).  
1. This course does not impact GPA but does count toward rate of progress.

In general, a grade of “D” in General Education courses is considered a minimally passing grade and does not need to be repeated. However, there are certain exceptions with science courses. Students must earn a minimum grade of “C” in the following courses, or the course must be repeated.

### Polysomnographic Technology

- Anatomy & Physiology II

### Respiratory Therapy

- Anatomy & Physiology
- Microbiology

### Surgical Technology

- Anatomy & Physiology I
- Anatomy & Physiology II

## Pass/Fail Courses

The following grading scale will be used for only courses identified as pass/fail. These courses do not impact GPA, but they do count toward rate of progress.

Letter Grade	Numerical %	Description	GPA
P	N/A	Successful completion of a Pass/Fail course	N/E
F <sup>1</sup>	N/A	Failure of a Pass/Fail course	N/E

KEY: N/E No effect on grade point average (GPA).  
1. This course must be repeated.

## Nonclinical Program Content Courses

The official letter grading scale for all nonclinical programs (technical courses only), including Dental Assistant, Medical Assistant, and Medical Office Administration, is as follows:

Letter Grade	Numerical %	Description	GPA
A	90–100	Exceptionally Competent	4.00
B	80–89	Highly Competent	3.00
C	70–79	Fully Competent	2.00
D <sup>1</sup>	60–69	Minimally Competent	1.00
F <sup>1</sup>	0–59	Not Competent	0.00
T	N/A	Transfer of Credit	N/E
I	N/A	Incomplete	N/E
W <sup>3</sup>	N/A	Withdrawal From Course	N/E
WP <sup>3</sup>	N/A	Withdrawal While Passing	N/E
WF <sup>3</sup>	N/A	Withdrawal While Failing	N/E

KEY: N/E No effect on grade point average (GPA).  
1. This course must be repeated.  
2. This course does not impact GPA but does count toward rate of progress.

## Clinical Program Content Courses

The official letter grading scale for the Polysomnographic Technology, Respiratory Therapy and Surgical Technology programs (technical courses only) is as follows:

Letter Grade	Numerical %	Description	GPA
A	90–100	Exceptionally Competent	4.00
B	80–89	Highly Competent	3.00
C	75–79	Fully Competent	2.00
D <sup>1</sup>	70–74	Minimally Competent	1.00
F <sup>1</sup>	0–69	Not Competent	0.00
T	N/A	Transfer of Credit	N/E <sup>2</sup>
I	N/A	Incomplete	N/E
W <sup>3</sup>	N/A	Withdrawal From Course	N/E
WP <sup>3</sup>	N/A	Withdrawal While Passing	N/E
WF <sup>3</sup>	N/A	Withdrawal While Failing	N/E

KEY: N/E No effect on grade point average (GPA).  
1. This course must be repeated.  
2. This course does not impact GPA but does count toward rate of progress.

## Practical Nursing Program Content Courses

The official letter grading scale for the Practical Nursing, program (technical courses only) is as follows:

Letter Grade	Numerical %	Description	GPA
A	93–100	Exceptionally Competent	4.00
B	85–92	Highly Competent	3.00
C	78–84	Fully Competent	2.00
D <sup>1</sup>	70–77	Minimally Competent	1.00
F <sup>1</sup>	0–69	Not Competent	0.00
T	N/A	Transfer of Credit	N/E
I	N/A	Incomplete	N/E
W <sup>2</sup>	N/A	Withdrawal From Course	N/E
WP <sup>2</sup>	N/A	Withdrawal While Passing	N/E
WF <sup>2</sup>	N/A	Withdrawal While Failing	N/E

KEY: N/E No effect on grade point average (GPA).  
 1. This course must be repeated.  
 2. This course does not impact GPA but does count toward rate of progress.

### Practical Nursing Program

Unless otherwise specified in the course descriptions, a grade of “C” (78 percent) or better is considered passing for technical courses in the Nursing program. Clinical/Lab Practice classes are graded on a Pass/Fail basis. Students who fail one portion (clinical or didactic) of a class will fail the entire class. Any withdrawn student who chooses to reapply must meet the current catalog readmission requirements for the program. All withdrawn students seeking reentry are subject to space availability.

Any withdrawn student who chooses to reapply must meet the current catalog readmission requirements for the program. All withdrawn students seeking reentry are subject to space availability.

### Respiratory Therapy Program

To pass any course in the Respiratory Therapy program, a student must earn a minimum of 75 percent theory grade and a pass rating on all clinical and laboratory objectives for that course. A student earning less than a 75 percent on an examination must attend mandatory “practice and review” sessions. If the student earns an overall grade of less than 75 percent, the student will not be allowed to progress in the program and will be withdrawn or set back on a space-available basis. Students are required to pass the final written and practicum examinations to graduate the program.

### Surgical Technology Program

A passing grade in all courses in the Surgical Technology program is a minimum of 75 percent. Additionally, students must pass all Laboratory Practical Final Examinations with a minimum of 75 percent. Students must meet or exceed the thresholds defined for all clinical criteria.

## Satisfactory Academic Progress Policy

To remain in good academic standing and maintain financial aid eligibility, students must meet the following minimum Satisfactory Academic Progress (SAP) standards as measured at the end of each grading and/or payment period:

1. Must maintain a minimum cumulative grade point average (CGPA) of 2.0.
2. Must maintain a rate of progress (ROP) of 66.67% or greater.

3. Must complete the program within 150 percent of the program length (Maximum Time Frame [MTF]).

## Cumulative Grade Point Average (CGPA)

CGPA measures the quality of the student’s work by assigning quality points to each letter grade and weighting the course by the credit hours. Only courses with earned grades required in the student’s program of study are included in the CGPA calculation. In the case of repeated coursework, only the most recent attempt is counted toward the CGPA.

## Rate of Progress (ROP)

Students are required to maintain a satisfactory ROP toward successful completion of their program. ROP is defined as the credit hours completed divided by the credit hours attempted. All periods of the student’s enrollment for the current program count when assessing progress, even periods in which the student did not receive Federal Student Aid (FSA) funds.

## Maximum Time Frame (MTF)

Students must successfully complete all the required course credit hours of their program within the Maximum Time Frame. To maintain SAP, the credit hours attempted cannot exceed one and one-half times (1.5) or 150 percent of the credit hours required to complete a program.

### For Example:

Credit Hours Required for Program	Maximum Credit Hours Attempted
24.0	36.0
29.0	43.5

## SAP Evaluation

Each program is broken down into grading periods and payment periods. At the end of each of these periods, the student’s CGPA, ROP and MTF will be evaluated. The evaluation will ensure that all aspects of Satisfactory Academic Progress are met. A student failing to maintain the minimum standards of Satisfactory Academic Progress will be notified of such and will face administrative actions. These actions include being placed on Academic Warning, Academic Probation or withdrawal from the program at the end of a grading period. In addition, a student failing to maintain Satisfactory Academic Progress at the end of a payment period may be placed in a Financial Aid (FA) Warning status or Financial Aid Probation status, or the student may lose Federal Financial Aid eligibility altogether.

## Academic Warning

A student not meeting all aspects of Satisfactory Academic Progress (CGPA, ROP and MTF) at the end of a grading period will be placed on Academic Warning. The school will advise the student of his or her status prior to the start of the next grading period, and the student will be required to complete an Academic Success Plan. If a student fails to achieve Satisfactory Academic Progress for the next grading period or for any grading period in which the student is on Academic Warning, the student must file an appeal. A student in this situation who does not file or does not receive approval for an appeal will be withdrawn for academic failure.

## Financial Aid (FA) Warning

FA Warning will be assigned to a student not meeting Satisfactory Academic Progress standards at the end of a payment period. The school will advise the student of his or her status prior to the start of the next payment period. A student on FA Warning may continue to receive Federal Student Aid (FSA)

funds for one payment period. A student on FA Warning who achieves the minimum CGPA and rate of progress by the next payment period will be removed from FA Warning and placed back in good standing and retain his or her eligibility for FSA funds. A student who fails to meet Satisfactory Academic Progress standards after the FA Warning period will lose his or her eligibility for FSA funds unless the student's appeal is approved. The student will then be placed on FA Probation.

## Academic Probation

A student on Academic Warning who does not meet Satisfactory Academic Progress standards at the end of the grading period must file an appeal. If the appeal is approved, the student will be placed on Academic Probation for one evaluation period. A student on Academic Probation who fails to achieve Satisfactory Academic Progress or who fails to meet the requirements of the Academic Success Plan at the end of the grading period will be withdrawn. A student on Academic Warning or Academic Probation will be returned to good standing at the end of an evaluation period in which all Satisfactory Academic Progress standards are met.

## Financial Aid (FA) Probation

Students on FA Warning who do not meet Satisfactory Academic Progress at the end of the payment period must submit an appeal or be withdrawn. If the appeal is approved, the student will be assigned the status of FA Probation. The school will advise the student of his or her status prior to the start of the next payment period. A student on FA Probation who fails to achieve Satisfactory Academic Progress or who fails to meet the requirements of the Academic Success Plan at the end of the payment period will be withdrawn. A student on FA Probation who achieves a minimum CGPA and ROP by the next payment period will be removed from FA Probation and placed back in good standing and retain eligibility for FSA funds. A student who fails to make Satisfactory Academic Progress or fails to meet the requirements of the Academic Success Plan after the FA Probation period will lose eligibility for FSA funds.

## Academic Success Plan

At the end of every grading and/or payment period in which a student does not meet Satisfactory Academic Progress standards, campus academic staff will assist the student in creating an Academic Success Plan. The Academic Success Plan will outline, in detail, minimum academic performance standards for the student for the upcoming term. The student must acknowledge and meet the requirements of the Academic Success Plan to remain enrolled in the program.

## Satisfactory Academic Progress Appeals

A student may appeal withdrawal from the program due to failure to meet SAP and/or the loss of financial aid based on mitigating circumstances. The Academic Success Plan is an integral part of, and must accompany, the appeal. The appeal and Academic Success Plan must be submitted in writing to the Academic Dean within three calendar days of notification. The Academic Dean will review the appeal and Academic Success Plan and respond to the student within 48 hours of receiving the appeal.

Written appeals must include:

- A clear statement about the mitigating circumstances that caused the student to be unsuccessful and include appropriate supporting documentation of such circumstances;
- An explanation of how such mitigating circumstances contributed to the student's academic situation;

- An explanation about what has changed in the student's situation that would allow the student to attain Satisfactory Academic Progress at the next payment period; and
- An acknowledged and signed Academic Success Plan created with the assistance of campus academic staff.

If the student chooses not to appeal, or the appeal is denied, the student will be withdrawn.

## Transfer of Credit to Other Institutions

The transferability of credits earned at Concorde is at the discretion of the receiving college, university, or other educational institution. Students considering transferring to any institution should not assume that credits earned in any program of study at Concorde will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at Concorde to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Accreditation does not guarantee credentials or credits earned at Concorde will be accepted by or transferred to another institution. To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned.

Transfer of credit is always at the discretion of the receiving school, generally depends on the comparability of curricula, and may depend on comparability of accreditation.

## Transfer of Credit to Concorde

Students who formerly attended a postsecondary institution accredited by an agency as recognized by the U.S. Department of Education may be granted transfer credit for equivalent courses taken at the previous institution. Students must submit a Request for Transfer Credit as soon as possible after being enrolled at Concorde; in addition, students are responsible for having official transcript(s) from their previous institution forwarded to Concorde. To be eligible for transfer credit consideration, the following must be met:

- An official copy of the student's transcript is on file with Concorde;
- Non-General Education courses were completed within the previous 12 months, and a grade of "B" or better was earned;
- General Education courses were completed within the last five years, and a grade of "B" or better was received;
- A copy of the catalog containing the course description, which the student enrolled under, is provided; and
- CLEP courses may be accepted if completed within the five years and have a minimum score of 60.

Students requesting to transfer credit(s) must submit all required documentation no less than one week prior to the start of the class(es) for which credit is being requested. If the Academic Affairs department determines the credits are acceptable for transfer, credit will be given for those courses, and the student will be scheduled to take only those courses needed to fulfill the requirements for graduation.

Under no circumstances does Concorde Career College grant academic credit for life experience.

This section does not apply to students withdrawn from the same Concorde campus regardless of withdrawal date.

Students who receive transfer credit will have the program tuition charge prorated based upon the remaining number of credits the student must earn in order to graduate. The Business Office will make the appropriate tuition adjustment. Receipt of transfer credit may also impact a student's eligibility for financial aid. Please speak with a member of the Financial Aid Department to discuss how you may be impacted.

Concorde does not make any representation or guarantee that coursework completed at another institution will transfer to Concorde.

## Students From Other Concorde Career Institutes/Colleges

Students transferring from another Concorde Career Institute/College must meet the entrance requirements in place at this school at the time of transfer. These students may be eligible to receive credit for previous courses provided that the following requirements are met:

- An official copy of the student's transcript is on file with Concorde Career College;
- Courses within a major were completed within the previous 12 months, and a grade of "C" or better was earned;
- General Education (nonscience) communications, mathematics, social science or humanities courses were completed with a grade of "D" or better; and
- General Education science (BIOL, CHEM) courses were completed within the previous ten years with a grade of "C" or better.

Students transferring from another Concorde Career school may transfer up to 75 percent of the academic credits necessary to fulfill the requirements for graduation. Students requesting to transfer credit(s) must submit all required documents prior to starting school.

If the Academic Affairs department determines the credits are acceptable for transfer, credit will be given for those courses, and the student will be scheduled to take only those courses needed to fulfill the requirements for graduation.

For courses within a major taken more than 12 months prior, the student must take a proficiency examination for both academics and practicals. Academic credit will be granted if the student scores 75 percent or better and demonstrates competencies of practical skills. The student will not be charged for the examination(s). Students requesting to transfer credit(s) must submit all required documents and/or pass any proficiency examination prior to starting school.

Under no circumstances does Concorde Career College grant academic credit for life experience.

## Oregon State Policies

All transfers of credit, regardless of the institution where earned, are subject to Oregon Higher Education Coordinating Commission, Office of Degree Authorization Administrative Rules. The following restrictions apply:

- At least 24 credits (one academic year) shall represent teaching or direct evaluation by faculty members employed by the school.
- Transfer credit is allowable from other schools that are regionally or nationally accredited, authorized to confer degrees in or from Oregon, or otherwise individually or categorically approved by the Office of Degree Authorization.

- Any requested exceptions to the above policies will be submitted to the Office of Degree Authorization and must be approved prior to the granting of credit.

## Residency Requirements

Students are required to earn a minimum of 75% of their credits/hours in residence at Concorde Career College/Institute. An exception may be made for students transferring to the same program of study at another Concorde school. Please contact the Academic Dean at the receiving school to discuss the transfer of course credits and credit for prior learning.

## Repetitions

Students are required to repeat any failed course. Students will be allowed to repeat a failed course once (see the "Official Letter Grading Scale"). Both the grade for the failed course and the repeated course will appear on the transcript, but only the most recent grade will be used in calculating CGPA. However, the original course and repeated course credit hours are included in the maximum time frame and rate of progress calculations. Students may incur a fee for repeating a class(es). Please see a Financial Aid Representative to discuss your situation. Students who fail the same academic course twice will be dismissed from the program. Dismissed students are not eligible for readmission.

## Veterans Administration Students

The school will notify the Veterans Administration (VA) when a student receiving VA education benefits is placed on Academic Warning or Academic Probation. Students will be advised of any counseling services available to them at the school in order to resolve academic or other problems and to establish a meaningful plan for successful completion of their education or training. The school will also remind students of the counseling services and tutorial assistance benefits available through the VA. When a student has failed to maintain prescribed standards of progress, the VA will be informed promptly so that benefit payments can be discontinued in accordance with the law. The termination date assigned by the school will be the last day of the term or other evaluation period in which the student's progress became unsatisfactory. Schools that provide a period of academic warning or probation may not continue to certify a veteran or eligible person (who remains in an unsatisfactory academic status) for an indefinite period of time. The school will withdraw any student who remains in an unsatisfactory academic status for more than two successive periods and report the withdrawal to the VA. The credit hours attempted cannot exceed 1.5 times the credit hours required to complete the credit-hour program.

## Copyright Infringement

The unauthorized reproduction or distribution of copyrighted materials is prohibited. This may include but is not limited to Internet file-to-file transfer, student-to-student transfer, photocopies, or undisclosed use of copyrighted material in essays or other works created by a student. Students using copyrighted materials are required to identify the source of the material and its copyright in all school materials. Copyrighted materials can include music, pictures, books, magazines, and newspapers in all forms, including the date obtained from the Internet. In addition to any civil or criminal liabilities, any unauthorized reproduction or use of copyrighted materials is grounds for disciplinary action, up to and including dismissal from school. Anyone found to have infringed a copyrighted work may be liable for Actual Damages and Profits. A copyright owner is entitled to recover the actual damages suffered by him or her as a result of the infringement and any profits of the infringer that are attributable to the infringement. Statutory damages for copyright



infringement range from \$750 up to \$30,000 for each work infringed, and, if willful infringement is proven by the copyright owner, that amount may be increased up to \$150,000 for each work infringed. In addition, an infringer of a work may also be liable for the attorney's fees incurred by the copyright owner to enforce his or her rights.

## Outside Classroom Work

Students will find the work in each program to be challenging, requiring them to maximize their time and problem-solving strategies. Students demonstrate their commitment to learning via work and time spent inside and outside the class. In addition to the time spent in class per week, students are required to spend time outside of class on reading assignments, writing assignments, practice and practical applications, and projects or other equivalent learning experiences to help them achieve the course objectives. Specific details on the outside classroom work are found in the individual course syllabi, which students receive at the beginning of each course.

## Scholastic Honesty

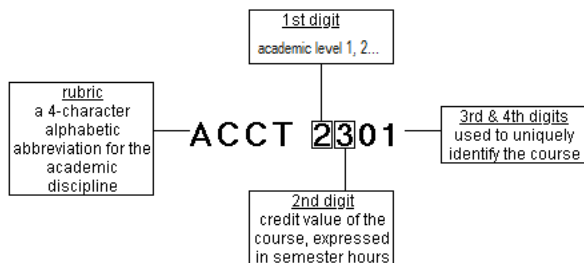
It is assumed that all students are enrolled in class to learn; therefore, cheating is not an acceptable practice. Dishonesty of any type in a course, including cheating on examinations or plagiarizing materials, can result in a grade of "F" and may be cause for suspension and/or withdrawal from school. Plagiarism includes passing off or attempting to pass off the ideas or writing of another person as one's own.

Students are prohibited from operating any type of audio or video recording device in a classroom, laboratory, or clinical setting without prior expressed permission from the Campus President or Academic Dean. Prohibited items include, but are not limited to: video cameras, telephones with audio or video recording capability, computers, electronic tablets, or watches with audio or video recording capability. This is not an all-inclusive list. Violations of this policy may lead to disciplinary actions up to and including dismissal from school.

# Program Course Descriptions

## Course Numbering System

Each course is identified by an alphabetic prefix. The rubric begins with a series of alphabetic characters representing the academic discipline. The first digit of the course number denotes the academic level of the course; the second digit denotes the credit value of the course in semester hours; and the remaining digit(s) establishes course sequencing and/or distinguishes the course from others of the same level, credit value, and rubric.



### BIOL1201: Anatomy & Physiology

Credit Hours: 2.00 Clock Hours: 45/0/0

Students will learn the structure and function of the major organ systems. This course centers on basic anatomy and physiology. Emphasis will be placed on the skeletal and muscular systems, nervous and sensory systems, nutrition, reproductive systems, respiratory system, digestive, lymphatic, and the cardiopulmonary system.

### BIOL1301: Anatomy & Physiology

Credit Hours: 3.00 Clock Hours: 45/0/0

Students learn the structure and function of the major organ systems. The course centers on basic anatomy and physiology, which are not taught as an end in themselves but a basis for comprehension of the workings of the human body in health and disease. Emphasis is placed on diseases, skeletal and muscular systems, nervous and sensory systems, nutrition, and the cardiopulmonary system.

### BIOL1310: Anatomy & Physiology I

Credit Hours: 3.00 Clock Hours: 45/0/0

This course covers the organization of the body and the anatomy and physiology of the cells, tissues and membranes and various body systems: integumentary, muscular, skeletal, nervous, sensory and endocrine. The major organs of studied systems and how they relate to the overall status of the body will be discussed.

### BIOL1320: Anatomy & Physiology II

Credit Hours: 3.00 Clock Hours: 45/0/0

This is the second of two courses that covers the organization of the body and the anatomy and physiology of various body systems: circulatory, cardiovascular, lymphatic, immunity, digestive, respiratory, urinary, and reproductive. The major organs of studied systems and how they relate to the overall status of the body will be discussed.

### BIOL1330: Microbiology

Credit Hours: 3.00 Clock Hours: 45/0/0

In this course, students learn a branch of biology dealing with microscopic forms of life. They learn how microorganisms on humans can be both beneficial and harmful. Students will have an insight on different viruses and how they affect humans, the environment, and the future of genetics.

### COMM1310: Elements of Human Communication

Credit Hours: 3.00 Clock Hours: 45/0/0

Students learn and apply practical principles of human interpersonal communication in daily life. Emphasis is placed on the psychological, social, cultural, and linguistic factors that affect normal person-to-person interaction. Through practical application, this course assists the student in improving public speaking skills.

### CPSO1001: Career Path Success A

Credit Hours: 0.50 Clock Hours: 15/0/0

In this Career Path Success course students will learn and practice many of the soft skills needed to be successful in a healthcare career. Students will explore attitudes, behaviors and communication skills expected by employers, coworkers and patients. Upon completion of this course, students will better understand the importance of time management, planning and scheduling, managing distractions, and scheduling for specialized populations. Students will also learn how to prioritize time using various methods, create personalized schedules and to-do lists, and manage distractions. The importance of critical thinking in the workplace and scheduling needs for specialized populations is examined.

### CPSO1002: Career Path Success B

Credit Hours: 0.50 Clock Hours: 15/0/0

In this Career Path Success course students will learn and practice many of the soft skills needed to be successful in a healthcare career. Students will explore attitudes, behaviors and communication skills expected by employers, coworkers and patients. This course discusses appropriate attire as well as overall professional image for a healthcare environment. Students will examine habits that promote effective study skills as well as identify appropriate professional interactions when working with specialized populations.

### CPSO1003: Career Path Success C

Credit Hours: 0.50 Clock Hours: 15/0/0

In this Career Path Success course students will learn and practice many of the soft skills needed to be successful in a healthcare career. Students will explore attitudes, behaviors and communication skills expected by employers, coworkers and patients. Students in this course will explore the importance of the image conveyed through written and verbal communications as well as the impact those communications have on others. Students will explore perceptions of professionalism in the healthcare environment as well as identify basics of financial literacy including budgeting, spending habits and saving.

### CPSO1004: Career Path Success D

Credit Hours: 0.50 Clock Hours: 15/0/0

In this Career Path Success course students will learn and practice many of the soft skills needed to be successful in a healthcare career. Students will explore attitudes, behaviors and communication skills expected by employers, coworkers and patients. In this course students will learn to



nurture appropriate and effective co-worker relationships including the importance of protecting confidentiality of patients and co-workers. Students will learn to work effectively in teams in the healthcare environment as well as how to locate potential externship and employment opportunities. Conflict in the healthcare environment is discussed as well as methods of managing and resolving conflict. Basic skills for recognizing illegal drug use are presented and students will understand and be able to appropriately respond to triggers for special needs patients.

### **CPSO1005: Career Path Success E**

Credit Hours: 0.50 Clock Hours: 15/0/0

In this Career Path Success course students will learn and practice many of the soft skills needed to be successful in a healthcare career. Students will explore attitudes, behaviors and communication skills expected by employers, coworkers and patients. Students will learn why developing good people skills is beneficial in a healthcare environment as well as the necessity of embracing diversity when working with patients and others. The importance of taking responsibility for one's own actions is examined as well as the process for creating an effective resume and the steps necessary for a successful job search.

### **CPSO1006: Career Path Success F**

Credit Hours: 0.50 Clock Hours: 15/0/0

In this Career Path Success course students will learn and practice many of the soft skills needed to be successful in a healthcare career. Students will explore attitudes, behaviors and communication skills expected by employers, coworkers and patients. In this course students will examine the healthcare job market and identify effective interviewing techniques, interviewer perceptions, as well as interview follow-up. Students will also examine unique situations relating to the elderly and terminally ill.

### **DNTA1331: Introduction to Dental Assisting and Dental Terminology**

Credit Hours: 3.00 Clock Hours: 40/40/0

Basic dental principles and infection control practices will be presented with a focus on an introduction to dentistry, dental assisting and dental team roles. Additionally, the course will cover basic dental science.

### **DNTA1333: Dental Specialties**

Credit Hours: 3.00 Clock Hours: 40/40/0

Dental specialties will be presented with a focus on discussion on patient populations. Additionally, the course will apply dental assisting skills with specialized patient populations and procedures.

### **DNTA1335: Materials and Procedures**

Credit Hours: 3.00 Clock Hours: 40/40/0

Dental material science and theory will be presented with a focus on common dental materials. Additionally, the course will cover application of dental assisting skills in the use of dental materials in dental procedures.

### **DNTA1337: Patient Care and Management**

Credit Hours: 3.00 Clock Hours: 40/40/0

Basic principles and ethical decision making skills and a legal overview of dentistry will be discussed and all aspects of dental care delivery in offices including business practices and communication skills. Additionally, the course will cover basic marketing skills for dental assistants.

### **DNTA1339: Diagnostics and Orthodontics**

Credit Hours: 3.00 Clock Hours: 40/40/0

Diagnostic and assessment procedures will be presented including basic pharmacology and emergency procedure principles. Additionally, the course will cover dental charting and orthodontics.

### **DNTA1341: Dental Radiology**

Credit Hours: 3.00 Clock Hours: 40/40/0

Basic radiology principles and practices will be presented with a focus on radiology theory and safety. Additionally, the course will teach exposure and mounting of radiographs.

### **DNTA1201: Externship I**

Credit Hours: 2.50 Clock Hours 0/0/115

In the final phase of training, students are placed in a dental clinic setting. This cooperative effort between the school and the dentist's office gives students the opportunity to gain confidence and competence in the field while honing the skills learned in the classroom. While on externship, students are evaluated by the clinical site staff. Prerequisites: DNTA1331, DNTA1333, DNTA1335, DNTA1337, DNTA1339, DNTA1341, CPSO1001, CPSO1002, CPSO1003, CPSO1004, CPSO1005, CPSO1006

### **DNTA1202: Externship II**

Credit Hours: 2.50 Clock Hours 0/0/115

Students will continue to practice their skills in a dental clinic setting. Students will continue to build confidence and competence in the field while honing the skills learned in the classroom. While on externship, students are evaluated by the clinical site staff. Prerequisites: DNTA1331, DNTA1333, DNTA1335, DNTA1337, DNTA1339, DNTA1341, DNTA1201, CPSO1001, CPSO1002, CPSO1003, CPSO1004, CPSO1005, CPSO1006

### **ENGL1310: English Composition I**

Credit Hours: 3.00 Clock Hours: 45/0/0

Students apply the principles and techniques of written, expository and persuasive composition; analysis of literary, expository, and persuasive texts; and critical thinking.

### **ENGL1320: English Composition II**

Credit Hours: 3.00 Clock Hours: 45/0/0

This course develops writing skills emphasizing instruction and practice in writing college essays and library research papers. It focuses on attention to available reference materials, use of library, note taking, critical evaluation of evidence, and conventions for documenting academic papers. Students practice organizing and writing a long expository essay based on the use of library resources.

### **HPRS1320: Foundations for Health Professions**

Credit Hours: 3.00 Clock Hours: 45/0/0

In Foundations for Health Professions, students will learn how medical terminology is constructed, common suffixes and prefixes, and a summary view of the various body systems and their combining forms in preparation for more in-depth study in anatomy and physiology. They will also get an overview of various learning styles and study tactics that work best with each learning style.

### **MATH1310: Contemporary Mathematics**

Credit Hours: 3.00 Clock Hours: 45/0/0

In this course, students will learn the theory and application of number sets, logic, numeration systems, number theory and sequencing, equations-

inequalities and problem solving, functions and graphs, abstract mathematical systems, probability, and statistics.

### **MATH1320: College Algebra**

Credit Hours: 3.00 Clock Hours: 45/0/0

Students study quadratics; polynomial, rational, logarithmic, and exponential functions; systems of equations; progressions; sequences and series; and matrices and determinants.

### **MDCA1312: Medical Assisting A**

Credit Hours: 3.00 Clock Hours: 40/40/0

Students in this course will practice various administrative skills including scheduling appointments. They will learn medical terms, anatomy & physiology, and common diseases and disorders of the skeletal, integumentary and muscular body systems. They will practice keyboarding, apply positive communication skills, practice diagnostic procedures and perform vital sign procedures. They will learn first aid, rehabilitative procedures, the role of the medical assistant in the health community, and team member responsibilities.

### **MDCA1322: Medical Assisting B**

Credit Hours: 3.00 Clock Hours: 40/40/0

Students in this course will practice various administrative skills. They will learn medical terms, anatomy & physiology, and common diseases and disorders of the nervous, senses and respiratory body systems. They will practice keyboarding, apply positive communication skills, practice diagnostic procedures and perform vital sign procedures.

### **MDCA1332: Medical Assisting C**

Credit Hours: 3.00 Clock Hours: 40/40/0

Students in this course will practice various administrative skills. They will learn medical terms, anatomy & physiology, and common diseases and disorders of the urinary, reproductive and digestive body systems. They will practice keyboarding, apply positive communication skills, practice diagnostic procedures and perform vital sign procedures.

### **MDCA1342: Medical Assisting D**

Credit Hours: 3.00 Clock Hours: 40/40/0

Students in this course will practice various administrative skills. They will learn medical terms, anatomy & physiology, and common diseases and disorders of the endocrine, immune/lymphatic, and circulatory/cardiovascular body systems. They will practice keyboarding, apply positive communication skills, practice diagnostic procedures and perform vital sign procedures.

### **MDCA1352: Medical Assisting E**

Credit Hours: 3.00 Clock Hours: 40/40/0

Students in this course will practice various administrative skills. Students learn about the clinical laboratory and the associated safety and regulatory guidelines. They explore basic microbiology and hematology and practice using a microscope. They learn the proper procedures for collecting, processing, and testing urine specimens. Students perform venipuncture and capillary puncture. They will practice keyboarding, apply positive communication skills, practice diagnostic procedures and perform vital sign procedures.

### **MDCA1362: Medical Assisting F**

Credit Hours: 3.00 Clock Hours: 40/40/0

Students in this course will practice various administrative skills. Students perform intradermal, subcutaneous, and intramuscular injections, calculate medication dosages, and administer medication. They will practice keyboarding, apply positive communication skills, practice diagnostic procedures and perform vital sign procedures.

### **MDCA1201: Externship I**

Credit Hours: 2.50 Clock Hours: 0/0/115

Students in this course will perform clinical and administrative medical assistant functions in a healthcare facility. Students will be supervised and evaluated on skills acquired in the program content courses. Students may perform phlebotomy, injections, patient record maintenance, vital sign measurement, patient exam preparation, and/or other medical assistant duties as assigned by the physician, on-site supervisor, or externship coordinator. Prerequisites: MDCA1312, MDCA1322, MDCA1332, MDCA1342, MDCA1352, MDCA1362, CPSO1001, CPSO1002, CPSO1003, CPSO1004, CPSO1005, CPSO1006

### **MDCA1202: Externship II**

Credit Hours: 2.50 Clock Hours: 0/0/115

Students in this course will develop a more thorough understanding of the role of a medical assistant in a healthcare facility. Clinical and administrative medical assistant functions are expected to be performed with greater skill, professionalism and understanding. Students will continue to be supervised and evaluated on skills acquired in the program content courses and should have a better awareness of why, how, and when the skills are performed. Students may perform phlebotomy, injections, patient record maintenance, vital sign measurement, patient exam preparation, and/or other medical assistant duties as assigned by the physician, on-site supervisor, or externship coordinator. Prerequisites: MDCA1312, MDCA1322, MDCA1332, MDCA1342, MDCA1352, MDCA1362, MDCA1201, CPSO1001, CPSO1002, CPSO1003, CPSO1004, CPSO1005, CPSO1006

### **PHIL1310: Critical Thinking**

Credit Hours: 3.00 Clock Hours: 45/0/0

Students learn how to enhance and refine both their cognitive and affective performance. The course analyzes the role of the learner and the purpose of education. It assists students in developing the systematic information processing, critical thinking, reading, and study strategies needed for success as life-long learners.

### **POFM1311: Medical Office Procedures**

Credit Hours: 3.00 Clock Hours: 40/40/0

Students acquire clerical and administrative skills typically expected in a medical office. This course includes discussions and activities in telecommunications, medical records management, mail processing, and general office equipment. Students practice keyboarding to gain accuracy and speed and learn medical terminology.

### **POFM1321: Computer Applications**

Credit Hours: 3.00 Clock Hours: 40/40/0

Students explore and practice the Microsoft Office® applications Word, Excel, and Outlook. Basic-level functions are covered for students to create typical documents used in medical practice. Students practice keyboarding to gain accuracy and speed and learn medical terminology.

**POFM1331: Medical Terminology & Communications**

Credit Hours: 3.00 Clock Hours: 40/40/0

Students practice appropriate written and verbal forms of professional communication, such as letter forms, grammar, punctuation, and spelling. Students practice keyboarding to gain accuracy and speed and gain proficiency in medical terminology. Students are exposed to basic business mathematic concepts used in the office environment.

**POFM1341: Medical Insurance Claims Processing**

Credit Hours: 3.00 Clock Hours: 40/40/0

This course provides the fundamental knowledge and skills required in completing the Universal Health Insurance Claim Form for a variety of insurance carriers. This course includes discussions and activities in the processing of claims for commercial carriers, managed care plans, and government programs such as Medicare, Medicaid, CHAMPUS/CHAMPVA, Worker's Compensation, and Disability.

**POFM1351: Medical Insurance Coding**

Credit Hours: 3.00 Clock Hours: 40/40/0

This course provides a detailed approach to the accurate use of The Physician's Current Procedural Terminology (CPT) for procedural coding of insurance claims. Information on the International Classification of Diseases (ICD-10-CM) used for diagnoses coding, and activities in the Healthcare Procedure Coding System (HCPCS) are also addressed. This course includes discussions on the correct and ethical coding of insurance claims.

**POFM1361: Medical Office Applications**

Credit Hours: 3.00 Clock Hours: 40/40/0

Students learn and practice accounts receivable and accounts payable activities using a computerized management system in a series of simulated daily office activities. They practice electronic medical record management and application of HIPAA regulations and gain proficiency in medical terminology.

**POFM1201: Externship I**

Credit Hours: 2.50 Clock Hours: 0/0/115

This course is an integral part of the learning experience for the student. Each student is assigned to work in a medical facility in order to gain everyday practical and clinical experience in the duties and functions of a medical office employee and to apply the student's educational training in a work environment. Prerequisites: POFM1311, POFM1321, POFM1331, POFM1341, POFM1351, POFM1361, CPSO1001, CPSO1002, CPSO1003, CPSO1004, CPSO1005, CPSO1006

**POFM1202: Externship II**

Credit Hours: 2.50 Clock Hours: 0/0/115

This course presents students with the opportunity to continue building practical experience in a healthcare work environment. Students will build confidence, skill and competence in the field while honing the skills learned in the classroom. Prerequisites: POFM1311, POFM1321, POFM1331, POFM1341, POFM1351, POFM1361, POFM1201, CPSO1001, CPSO1002, CPSO1003, CPSO1004, CPSO1005, CPSO1006

**PSOM1210: Polysomnography I**

Credit Hours: 2.00 Clock Hours: 35/20/0

Students learn basic principles and practices of polysomnography. This course and lab component includes specific polysomnographic terminology, instrumentation, patient setup, calibration, waveform recording, monitoring techniques, and required documentation.

**PSOM1221: Pharmacology for Health Careers**

Credit Hours: 2.00 Clock Hours: 45/0/0

This course provides a study of drug classifications, actions, therapeutic uses, adverse effects, methods of administration, client education, and calculation of dosages.

**PSOM2110: Pattern Recognition**

Credit Hours: 1.50 Clock Hours: 15/30/0

Students have the opportunity to read and interpret patterns seen during various testing procedures. Students recognize various patterns displayed at variations in sensitivity, filter settings, paper speed, montages, and screen display. Students apply clinical correlation to the disease process, patient's clinical presentation, and the patterns displayed.

**PSOM2111: Capstone-International Board Preparation**

Credit Hours: 1.00 Clock Hours: 30/0/0

This course is designed as a capstone experience to facilitate final preparation for employment and BRPT examination credentialing. Students will demonstrate knowledge and skill competency attainment expected of a polysomnographic technologist. Students will also be required to pass a comprehensive exam based on the current BRPT matrix. Prerequisites: BIOL1201, PSOM1210, PSOM1221, PSOM2110, PSOM2415, PSOM2510

**PSOM2415: PSG Clinical Experience I**

Credit Hours: 4.00 Clock Hours: 0/0/160

Students report to a sleep lab for a supervised learning experience applying polysomnographic theory, skills, and concepts. Students perform, record, stage, and score sleep studies. Prerequisite: PSOM1210

**PSOM2510: Polysomnography II**

Credit Hours: 5.00 Clock Hours: 90/30/0

This course provides insight into specialized practices in polysomnography. The content emphasizes sleep disorders, medications, advanced testing techniques, analysis of data, and correlation to the established staging and scoring criteria. Prerequisite: PSOM1210

**PSOM2815: PSG Clinical Experience II**

Credit Hours: 8.00 Clock Hours: 0/0/324

This course provides a health-related, work-based learning opportunity for students to perform specialized sleep studies. Direct supervision is provided by clinical professionals. Prerequisite: PSOM2415

**PSYC1310: General Psychology**

Credit Hours: 3.00 Clock Hours: 45/0/0

This course provides a general overview of the field of psychology. The scientific nature of psychology and the sociohistorical evolution of the field are reviewed. Students will study the themes and theories related to understanding human behavior. Students will be able to use the skills and knowledge gained in this course in their future classes, the work place, and in their personal relationships. This course will provide a better understanding of human learning and behavior which will lead to success in future classes.

**PNVN111: Personal & Vocational Concepts**

Credit Hours: 1.00 Clock Hours: 25/0/0

This course introduces the student to nursing history and trends, quality improvement processes and nursing ethics. Multidisciplinary relationships in health care, including the role of the practical and professional nurse, and legal aspects of nursing are also discussed.

**PNVN1150: Transitions to Practice**

Credit Hours: 1.50 Clock Hours: 40/0/0

This course facilitates the transition of students to the role of the practical nurse within the healthcare system. Focus is placed on theories of leadership and supervision, emergency preparedness, professional development, and transition to practice are synthesized. Standards of safe practice and the significance of functioning according to state regulations and statutes are analyzed. Students will participate in a comprehensive NCLEX-PN® review and prepare to take the national licensure examination.

**PNVN1319: Clinical Practice I**

Credit Hours: 3.50 Clock Hours: 0/100/0

This course provides the student with the opportunity to learn and practice basic nursing skills. Safety as a key element in care is introduced. The nursing process is integrated within all components of skill practice. Nursing skills included are data collection, documentation, basic skills, Activities of Daily Living (ADL) skills, standard precautions, skin care, and asepsis. Students practice medication administration skills in the lab environment. Basic Life Support certification (BCLS) protocol and skills are provided.

**PNVN1350: Family Health Nursing**

Credit Hours: 3.00 Clock Hours: 66/0/0

This course focuses on psychosocial and physiological integrity of the maternal and pediatric client using the nursing process. Emphasis is placed on the multidisciplinary care of patients with alterations in selected women's and family health situations. This course will prepare students for clinical learning experiences through the application of theoretical concepts and the implementation of safe nursing practices to patients in various healthcare settings.

**PNVN1521: Introduction to Medical-Surgical Nursing**

Credit Hours: 5.50 Clock Hours: 124/0/0

This course focuses on nutrition, psychosocial and physiological integrity while providing client centered care of adults. Using the nursing process, students will study the multidisciplinary care for clients with medical surgical conditions. Consideration of clients with integumentary system alterations will also be discussed. Discussion will include human growth and development, health promotion and health education across the lifespan. This course will prepare students for clinical learning experiences through the application of theoretical concepts and the implementation of safe nursing practices to clients in various healthcare settings.

**PNVN1541: Medical-Surgical Nursing II**

Credit Hours: 5.00 Clock Hours: 111/0/0

This course focuses on psychosocial and physiological integrity and providing client centered care across the lifespan. Students will differentiate multidisciplinary care for clients with medical surgical health alterations using the nursing process. Emphasis is placed on the care of clients with alterations in gastrointestinal, neurological, reproductive, endocrine systems

and immuno-oncology. Community health nursing is introduced. This course will prepare students for clinical learning experiences through the application of theoretical concepts and the implementation of safe nursing practices to clients in various healthcare settings.

**PNVN1631: Medical-Surgical Nursing I**

Credit Hours: 6.50 Clock Hours: 141/0/0

This course focuses on psychosocial and physiological integrity and providing client centered care across the lifespan. Students will review multidisciplinary care for clients with medical surgical health alterations using the nursing process. Emphasis is placed on the care of clients with alterations in cardiac, respiratory, genito-urinary, musculo-skeletal systems as well as concepts of growth and development. This course will prepare students for clinical learning experiences through the application of theoretical concepts and the implementation of safe nursing practices to clients in various healthcare settings.

**PNVN1729: Clinical Practice II**

Credit Hours: 7.50 Clock Hours: 0/24/196

This course provides the student with the opportunity to practice basic nursing skills with clients in the clinical setting utilizing the nursing process. The student will apply knowledge learned in the classroom, the skills laboratory and in clinical settings with related client assignments. Clinical learning experiences provide opportunity to apply theoretical concepts, promote client centered health and wellness, and implement safe care to clients in a variety of settings across the lifespan.

**PNVN1739: Clinical Practice III**

Credit Hours: 7.00 Clock Hours: 0/24/176

This course provides the student with the opportunity to practice nursing skills with clients who have chronic medical surgical conditions in the clinical setting utilizing the nursing process. The student will apply knowledge learned in the classroom, the skills laboratory and in clinical settings with related client assignments. Clinical learning experiences provide opportunity to apply theoretical concepts, promote healthy behaviors and implement safe care to patients and selected groups in a variety of settings across the lifespan.

**PNVN1749: Clinical Practice IV**

Credit Hours: 7.50 Clock Hours: 0/0/215

This course provides the student with the opportunity to practice nursing skills with clients who have chronic medical surgical conditions in the clinical setting utilizing the nursing process. The student will apply knowledge learned in the classroom, the skills laboratory and in clinical settings with related client assignments. Clinical learning experiences provide opportunity to apply theoretical concepts, promote healthy behaviors and implement safe care to patients and selected groups in a variety of settings across the lifespan.

**PNVN1759: Clinical Practice V**

Credit Hours: 7.50 Clock Hours: 0/16/204

This course provides the student with the opportunity to practice advanced nursing skills with clients in the clinical setting. Clinical experiences in women's health, maternity, pediatric, and transition to practice are included in this course. The student will apply knowledge learned in the classroom and the skills laboratory and in clinical settings with related client assignments. Clinical learning experiences provide opportunity to apply

theoretical concepts, promote healthy behaviors and implement safe care to patients and selected groups in a variety of settings across the lifespan.

**PNVN1811: Basic Foundations in Nursing & Nursing Practice**

Credit Hours: 8.00 Clock Hours: 170/0/0

This course provides an introduction to pharmacology, healthcare-related mathematical concepts, anatomy and physiology, and the fundamentals of nursing practice. Emphasis is placed on using the nursing process, evidenced based practice, safety, cultural sensitivity and client centered care to promote health. Theories of nursing practice and current industry trends are introduced focusing on principles of therapeutic communication, and the nurse-client relationship across the lifespan.

**RT210: Introduction to & Applied Respiratory Therapeutics**

Credit Hours: 12.00 Clock Hours: 180/60/0

Students learn applicable medical terminology and the metric conversions used in respiratory therapy. They learn applied anatomy, physiology, and mechanics of the pulmonary system and the relationship between respiration and cardiac function. Students learn to recognize normal and abnormal arterial blood gas results. They learn the principles of gas physics and their application to oxygen, aerosol, and humidity therapies. Students begin the process of professional development and learn self-esteem and motivational skills necessary to become employed. Students learn the conditions that indicate the need for oxygen therapy. They explore the potential hazards associated with oxygen therapy, study the different oxygen delivery devices, and learn how to assemble and test equipment. They practice setting up oxygen, aerosol, and humidity therapies. They are introduced to the various pharmacological agents used in respiratory therapy and their biochemical properties. Students learn the indications for and the potential hazards of IPPB and incentive spirometry therapies. Students have the opportunity to practice procedures for the administration of these therapies to patients in a laboratory setting. Students learn to perform cardiopulmonary resuscitation (CPR) and chest auscultation and to administer metered dose inhalation therapy. Professional development will continue, including ethics. Prerequisites: General Education courses respective to each program must be successfully completed.

**RT220: Clinical Medicine I**

Credit Hours: 10.00 Clock Hours: 30/30/315

Students learn to perform patient assessments, including assessing the need for secretion removal and how to perform the appropriate procedures. Students examine the etiology of respiratory disease, learn to identify common pathogenic organisms, and explore various isolations and sterilization techniques. They learn to maintain and manage an artificial airway and will explore the physiology of blood gases and the techniques for analyzing arterial blood gas samples. A large portion of this course is spent in a clinical externship practicing the skills related to what has been learned to identify, perform, and assess the results of various diagnostic pulmonary function tests. Prerequisite: RT210

**RT230: Clinical Medicine II**

Credit Hours: 10.00 Clock Hours: 30/30/315

Students examine the pathologies of the cardiopulmonary symptoms and recognize the manifestations and systems of restrictive and obstructive pulmonary disease. Students study the various types of mechanical ventilators to identify the modalities of continuous mechanical ventilation. They learn how to set up ventilators and monitor a ventilator patient. Students learn how to apply PEEP/CPAP and intermittent mandatory ventilation. They learn the special considerations for continuous mechanical ventilation and long-term life support. They learn the advanced techniques

and proper maintenance procedures associated with continuous mechanical ventilation as well as the indications for and techniques applicable to the discontinuation of ventilation. They learn to recognize the various pulmonary disease states associated with ventilator patients and how to evaluate the patient's status and response to therapy. A large portion of this course is spent in a clinical externship practicing the skills related to what has been learned in the classroom and laboratory. Prerequisite: RT220

**RT240: Clinical Specialty Areas/Comprehensive Review**

Credit Hours: 10.00 Clock Hours: 75/30/180

Students learn anatomy, physiology, and respiratory care considerations of the pediatric and neonatal patient. They learn to identify and administer the pharmacological agents used in critical care and explore the goals and objectives of pulmonary rehabilitation and patient education. Students work on case studies related to these topics. A large portion of this course is spent in a clinical externship practicing the skills related to what has been learned in the classroom and laboratory. Prerequisite: RT230

**RT250: Advanced Clinical Practice**

Credit Hours: 10.00 Clock Hours: 100/40/90

This course offers a comprehensive overview of the math used for respiratory therapy calculations and provides an opportunity for the student to learn advanced skills related to respiratory patient care. The course offers a comprehensive study of current standardized pulmonary function modalities and the interpretation of test data. It also includes a comprehensive review of critical thinking skills and therapist-driven protocols as applied to the successful completion of the certification examinations offered by the National Board for Respiratory Care (NBRC). Prerequisite: RT240

**SURG110: Surgical Technology Lab I**

Credit Hours: 1.00 Clock Hours: 0/40/0

This laboratory course is designed to provide for the practical application of theoretical concepts, patient safety standards, and aseptic principles outlined in SURG1310: Surgical Technology Theory I. Perioperative applied skills performed in the assistant circulator role are highlighted with an emphasis on industry best practices and the application of critical thinking skills. Co-requisite: SURG1310

**SURG1120: Surgical Technology Lab II**

Credit Hours: 1.00 Clock Hours: 0/40/0

This laboratory course is designed to provide for the practical application of theoretical concepts, patient safety standards, and aseptic principles outlined in SURG1320: Surgical Technology Theory II. Perioperative applied skills performed in the scrub role are highlighted with an emphasis on industry best practices and the application of critical thinking skills. Patient vital signs and microscope use are also included. Prerequisites: SURG1110, SURG1310. Co-requisite: SURG1320

**SURG1130: Surgical Technology Lab III**

Credit Hours: 1.00 Clock Hours: 0/40/0

This laboratory course is designed to provide for the practical application of theoretical concepts, patient safety standards, and aseptic principles outlined in SURG1330: Surgical Technology Theory III. Perioperative applied skills performed in the scrub role are highlighted with an emphasis on industry best practices and the application of critical thinking skills. Handling, passing, and assembly of specialty surgical instrumentation, equipment, and supplies is included. Prerequisites: SURG1140, SURG1340. Co-requisite: SURG1330

**SURG1140: Surgical Technology Lab IV**

Credit Hours: 1.00 Clock Hours: 0/40/0

This laboratory course is designed to provide for the practical application of theoretical concepts, patient safety standards, and aseptic principles outlined in SURG1340: Surgical Technology Theory IV. Perioperative applied skills performed in the scrub role are highlighted with an emphasis on industry best practices and the application of critical thinking skills. Intraoperative and postoperative case management skills are further emphasized. Prerequisites: SURG1120, SURG1320. Co-requisite: SURG1340

### **SURG1150: Surgical Technology Lab V**

Credit Hours: 1.00 Clock Hours: 0/40/0

This laboratory course is designed to provide for the practical application of theoretical concepts, patient safety standards, and aseptic principles within the mock surgery setting. Perioperative applied skills performed in the scrub and circulating roles are highlighted with an emphasis on industry best practices and the application of critical thinking skills. Mock surgery scenarios incorporate all skills acquired in previous laboratory courses in order to prepare the student for clinical experiences and surgical rotations. Prerequisites: SURG1140, SURG1340. Co-requisite: SURG1350

### **SURG1160: Surgical Technology Lab VI**

Credit Hours: 1.00 Clock Hours: 0/40/0

This capstone laboratory course is designed to provide for the practical application of theoretical concepts, patient safety standards, and aseptic principles within the mock surgery setting. Perioperative applied skills performed in the scrub and circulating roles are highlighted with an emphasis on industry best practices and the application of critical thinking skills. Mock surgery scenarios incorporate all skills acquired in previous laboratory courses in order to prepare the student for clinical experiences and surgical rotations. Prerequisites: SURG1150, SURG1350. Co-requisite: SURG1360

### **SURG1310: Surgical Technology Theory I**

Credit Hours: 3.00 Clock Hours: 60/0/0

This course is designed to provide a comprehensive introduction into the field of surgical technology and survey basic perioperative surgical concepts. Major subjects covered include professionalism and employability, OR organization and administration, the surgical technologist's roles and responsibilities, risk management, and basic circulating skills. Modern ethics, law and morality in healthcare, fundamentals of OR pharmacology, and anesthesia concepts are also surveyed. Preoperative case management concepts in the circulating role include patient transfer and transport, urinary catheterization, patient positioning, and skin preparation. Related medical/surgical terminology is integrated throughout the course. Co-requisite: SURG1110

### **SURG1320: Surgical Technology Theory II**

Credit Hours: 3.00 Clock Hours: 60/0/0

This course will survey fundamentals of microbiology, intro to laboratory equipment (i.e., microscopes), the infectious process, and infection control concepts. Perioperative theory includes fundamentals of aseptic technique; medical versus surgical asepsis; sterilization, disinfection, and antisepsis; environmental controls and personnel practices; scrubbing, gowning, and gloving for surgery; draping; and establishing the sterile field. Safety, OSHA regulations, and Standard Precautions are also surveyed. Related medical/surgical terminology is integrated throughout the course. Prerequisites: SURG1110, SURG1310. Co-requisite: SURG1120

### **SURG1330: Surgical Technology Theory III**

Credit Hours: 3.00 Clock Hours: 60/0/0

This course is designed to provide a comprehensive overview of basic and specialty surgical instrumentation, equipment, and supplies. Topics include surgical instrument uses and classifications, equipment identification and function, and specialty supply handling, preparation, and usage. Related medical/surgical terminology is integrated throughout the course. Prerequisites: SURG1140, SURG1340. Co-requisite: SURG1130

### **SURG1340: Surgical Technology Theory IV**

Credit Hours: 3.00 Clock Hours: 60/0/0

This course will survey surgical case management concepts, including wound types and healing, surgical sutures and needles, wound closure techniques and devices, dressings and drainage devices, fundamentals of surgical pathophysiology, and postoperative patient care. Critical thinking skills within the operative environment are discussed in the context of surgical anticipation, emergency management, and All-hazards Preparation. Related medical/surgical terminology is integrated throughout the course. Prerequisites: SURG1120, SURG1320. Co-requisite: SURG1140

### **SURG1350: Surgical Procedures I**

Credit Hours: 3.00 Clock Hours: 60/0/0

This course will introduce students to surgery and primary surgical procedures within basic specialties, including general, obstetric & gynecologic, ophthalmic, otorhinolaryngologic, oral & maxillofacial surgery, and diagnostic procedures. Related medical/surgical terminology, anatomy, physiology, and pathophysiology are integrated throughout the course. Prerequisites: SURG1140, SURG1340. Co-requisite: SURG1150

### **SURG1360: Surgical Procedures II**

Credit Hours: 3.00 Clock Hours: 60/0/0

This course will introduce students to surgery and primary surgical procedures within basic specialties, including plastic & reconstructive, genitourinary, orthopedic, cardiothoracic, peripheral vascular, and neurosurgery. Related medical/surgical terminology, anatomy, physiology, and pathophysiology are integrated throughout the course. Prerequisites: SURG1150, SURG1350. Co-requisite: SURG1160

### **SURG2150: Surgical Technology Clinical Review I**

Credit Hours: 1.50 Clock Hours: 30/0/0

This clinical experience will provide progressive exposure to and experience with diverse surgical procedures of elementary, intermediate, and advanced complexity performed in relation to the practice of surgical technology in multiple specialties within the clinical setting.

### **SURG2460: Surgical Technology Clinical Review II**

Credit Hours: 4.00 Clock Hours: 80/0/0

This is the second of two courses designed to provide the student with a review of all didactic, laboratory, and clinical knowledge necessary to prepare for success on the Certified Surgical Technologist (CST) examination administered by the National Board of Surgical Technology and Surgical Assisting (NBSTSA). Reviews will be conducted in several forms, including test skills preparation, anatomy & physiology, pharmacology, sterilization concepts, and surgical procedures review.

### **SURG2560: Surgical Technology Clinical II**

Credit Hours: 5.00 Clock Hours: 0/0/240

This clinical experience will provide progressive exposure to and experience with diverse surgical procedures of elementary, intermediate, and advanced complexity performed in relation to the practice of surgical technology in multiple specialties within the clinical setting.

The A POSitive CARE approach is utilized to facilitate the learning process. It is a systematic approach to critical thinking and surgical problem solving focused on the ability of the student surgical technologist to anticipate the needs of the surgical team as well as the patient. Prerequisites: SURG2150, SURG2850

**SURG2850: Surgical Technology Clinical I**

Credit Hours: 8.00 Clock Hours: 0/0/360

This clinical experience will provide progressive exposure to and experience with diverse surgical procedures of elementary, intermediate, and advanced complexity performed in relation to the practice of surgical technology in multiple specialties within the clinical setting.

The A POSitive CARE approach is utilized to facilitate the learning process. It is a systematic approach to critical thinking and surgical problem solving focused on the ability of the student surgical technologist to anticipate the needs of the surgical team as well as the patient. Prerequisites: SURG1160, SURG1360.



# Calendar

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## 2019 Student Holidays

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January 1, 2019	New Year's Day
January 21, 2019	Martin Luther King Jr. Day
May 27, 2019	Memorial Day
July 4, 2019	Independence Day
September 2, 2019	Labor Day
November 28, 2019	Thanksgiving Day
November 29, 2019	Friday After Thanksgiving
December 24, 2019	Christmas Eve
December 25, 2019	Christmas Day

## 2020 Student Holidays

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January 1, 2020	New Year's Day
January 20, 2020	Martin Luther King Jr. Day
May 25, 2020	Memorial Day
July 4, 2020	Independence Day
September 7, 2020	Labor Day
November 26, 2020	Thanksgiving Day
November 27, 2020	Friday After Thanksgiving
December 24, 2020	Christmas Eve
December 25, 2020	Christmas Day

## Graduation Dates

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Graduation dates are estimated and may vary due to individual students' clinical/externship schedules.

## Clinical Schedules

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Clinical rotations may consist of up to 12-hour shifts. Shift times may vary and may include weekends.

General Education classes may be morning and/or afternoon sessions or online.

## Externship Schedules

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Externship schedules may consist of 4-8 hour shifts during the daytime.

## Hours of Operation

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Classroom - Open at least 15 minutes before and after each scheduled class.  
Administration - 8 a.m. - 8 p.m. Monday - Thursday and 8 a.m. - 5 p.m. Friday  
LRC - 8 a.m. to 8 p.m. Monday - Friday unless posted.

## Dental Assistant (Diploma)

2019

Sunrise Classes Monday – Friday 6:00 a.m. – 10:00 a.m.		Morning Classes Monday – Friday 8:00 a.m. – 12:00 p.m.		Afternoon Classes Monday – Friday 12:30 p.m. – 4:30 p.m.		Evening Classes Monday – Thursday 5:30 p.m. – 10:30 p.m.	
Start	Graduate	Start	Graduate	Start	Graduate	Start	Graduate
01/28/19	09/05/19	01/28/19	09/05/19	01/28/19	09/05/19	01/28/19	09/05/19
02/26/19	10/04/19	02/26/19	10/04/19	02/26/19	10/04/19	02/26/19	10/04/19
03/27/19	11/01/19	03/27/19	11/01/19	03/27/19	11/01/19	03/27/19	11/01/19
		04/25/19	12/10/19	04/25/19	12/10/19	04/25/19	12/10/19
Sunrise Classes Monday – Thursday 5:45 a.m. – 10:45 a.m.		Morning Classes Monday – Thursday 7:30 a.m. – 12:30 p.m.		Afternoon Classes Monday – Thursday 12:30 p.m. – 5:30 p.m.		05/23/19	01/03/20
06/24/19	02/20/20	05/23/19	01/03/20	05/23/19	01/03/20	06/24/19	02/20/20
07/24/19	03/19/20	06/24/19	02/20/20	06/24/19	02/20/20	07/24/19	03/19/20
08/22/19	04/16/20	07/24/19	03/19/20	07/24/19	03/19/20	08/22/19	04/16/20
09/23/19	05/14/20	08/22/19	04/16/20	08/22/19	04/16/20	09/23/19	05/14/20
10/21/19	06/15/20	09/23/19	05/14/20	09/23/19	05/14/20	10/21/19	06/15/20
		10/21/19	06/15/20	10/21/19	06/15/20	11/18/19	07/14/20
		11/18/19	07/14/20	11/18/19	07/14/20	12/17/19	08/13/20
		12/17/19	08/13/20	12/17/19	08/13/20		

## Medical Assistant (Diploma)

2019

Morning Classes Monday – Friday 8:00 a.m. – 12:00 p.m.		Afternoon Classes Monday – Friday 12:30 p.m. – 4:30 p.m.		Evening Classes Monday – Thursday 5:30 p.m. – 10:30 p.m.	
Start	Graduate	Start	Graduate	Start	Graduate
01/28/19	09/05/19	01/28/19	09/05/19	01/28/19	09/05/19
02/26/19	10/04/19	02/26/19	10/04/19	02/26/19	10/04/19
03/27/19	11/01/19	03/27/19	11/01/19	03/27/19	11/01/19
04/25/19	12/10/19	04/25/19	12/10/19	04/25/19	12/10/19
Morning Classes Monday – Thursday 7:30 a.m. – 12:30 p.m.		Afternoon Classes Monday – Thursday 12:30 p.m. – 5:30 p.m.		05/23/19	01/03/20
05/23/19	01/03/20	05/23/19	01/03/20	06/24/19	02/20/20
06/24/19	02/20/20	06/24/19	02/20/20	07/24/19	03/19/20
07/24/19	03/19/20	07/24/19	03/19/20	08/22/19	04/16/20
08/22/19	04/16/20	08/22/19	04/16/20	09/23/19	05/14/20
09/23/19	05/14/20	09/23/19	05/14/20	10/21/19	06/15/20
10/21/19	06/15/20	10/21/19	06/15/20	11/18/19	07/14/20
11/18/19	07/14/20	11/18/19	07/14/20	12/17/19	08/13/20
12/17/19	08/13/20	12/17/19	08/13/20		

## Medical Office Administration (Diploma)

2019

Morning Classes Monday – Friday 8:00 a.m. – 12:00 p.m.		Evening Classes Monday – Thursday 5:30 p.m. – 10:30 p.m.	
Start	Graduate	Start	Graduate
01/28/19	09/05/19	01/28/19	09/05/19
02/26/19	10/04/19	02/26/19	10/04/19
03/27/19	11/01/19	03/27/19	11/01/19
04/25/19	12/10/19	04/25/19	12/10/19
Morning Classes Monday – Thursday 7:30 a.m. – 12:30 p.m.		05/23/19	01/03/20
05/23/19	01/03/20	06/24/19	02/20/20
06/24/19	02/20/20	07/24/19	03/19/20
07/24/19	03/19/20	08/22/19	04/16/20
08/22/19	04/16/20	09/23/19	05/14/20
09/23/19	05/14/20	10/21/19	06/15/20
10/21/19	06/15/20	11/18/19	07/14/20
11/18/19	07/14/20	12/17/19	08/13/20
12/17/19	08/13/20		

## Polysomnographic Technology (Diploma)

2019

Evening Classes 3:00 p.m. – 10:00 p.m. Clinical Times May Vary	
Start	Graduate
01/22/19	09/01/19
06/24/19	02/14/20
11/25/19	07/17/20

## Practical Nursing (Diploma)

2019

Day Classes Monday–Friday 8:00 a.m. – 2:30 p.m. Clinical Times May Vary		Evening Classes Monday–Thursday 3:00 p.m. – 10:30 p.m. Friday 2:00 p.m. – 6:00 p.m. Clinical Times May Vary	
Start	Graduate	Start	Graduate
06/24/19	07/17/20	04/08/19	05/01/20
11/25/19	12/18/20		

## Respiratory Therapy (AAS)

2019

Morning Classes Monday–Friday 8:00 a.m. – 12:30 p.m. Clinical Times May Vary		Afternoon Classes Monday–Friday 1:00 p.m. – 5:30 p.m. Clinical Times May Vary	
Start	Graduate	Start	Graduate
04/08/19	10/02/20	09/09/19	03/12/21

## Surgical Technology (AAS)

2019

Mornings Monday–Friday Clinical Times May Vary		Afternoons Monday–Friday Clinical Times May Vary	
Start	Graduate	Start	Graduate
01/22/19	05/01/20	06/24/19	10/02/20
11/25/19	03/12/21		

# Program Costs

Effective 07/01/2019

Program	Tuition	Application Fee	Textbooks <sup>1</sup> (estimated)	Total
Medical Assistant	\$ 16,516.00	\$ -	\$ 649.00	\$ 17,165.00
Dental Assistant	\$ 17,547.00	\$ -	\$ 954.00	\$ 18,501.00
Medical Office Administration	\$ 14,777.00	\$ -	\$ 1,821.00	\$ 16,598.00
Surgical Technology	\$ 34,163.00	\$ 100.00	\$ 1,874.00	\$ 36,137.00
Respiratory Therapy	\$ 44,536.00	\$ 100.00	\$ 1,713.00	\$ 46,349.00
Practical Nursing	\$ 31,622.00	\$ 100.00	\$ 1,337.00	\$ 33,059.00
Polysomnographic Technology	\$ 16,878.00	\$ -	\$ 1,102.00	\$ 17,980.00

1. While Concorde offers these resources at below general market prices, these prices are subject to change based on market conditions beyond the control of Concorde. There may be certain situations when you may be able to purchase some of these items elsewhere from outside sources at a reduced cost. Students have the right to opt out of purchasing certain items from Concorde as long as they are able to obtain these resources prior to course start. A student's account will not be charged for any item the student chooses to purchase on their own. A list of books and supplies associated with your program of study can be found on the Concorde website ([www.concorde.edu](http://www.concorde.edu)). A hard copy can be obtained from the campus upon request.

<b>INCIDENTAL FEES</b>	
All incidental fees are the responsibility of the student and must be paid prior to receiving any item.	
Additional Diploma	\$10.00
Additional Transcript	\$5.00
Retesting for Waitlist Students	\$50.00
Refresher Training	\$100.00
Copies	\$0.10/copy
Returned Check Fee	\$25.00
Replacement Student ID Card	\$5.00

# Personnel

## Academics

Name	Education/Credentials	Title
Kelley, Dennis	Received a Master's in Business Administration from Franklin University in 2004, a Bachelor of Science in Liberal Studies from Excelsior College in 2002 and an Associate of Applied Science in Technical Studies from Excelsior in 2000.	Academic Dean
Johnson, Lisa	Received a Master of Science in Higher Education in 2011 and Environmental Policy in 2015 from Kaplan University and a Bachelor of Science in Marine Science from University of San Diego in 2002.	Student Records Manager
Wiley, Sharon	Received a Masters in Teaching from Concordia University in 2004, a Bachelor of Arts from Seattle Pacific University in 1975 and an Associate of Art and an Associate of Science from Clackamas Community College in 1973.	Test Proctor
Hill, Shayna	Received a Master of Science in Library Science from The Catholic University of America in 2006 and a Bachelor of Arts in Music from Pacific University in 2000.	Academic Technology and Media Coordinator
Elliott, Teresa		Academic Affairs Assistant

## Administration

Name	Education/Credentials	Title
Ierien, Kim	Received an AA in Radiologic Technology from North Central Technical College in 1981 and a BS in Human Development from Warner Pacific College in 2007.	Campus President ADA/504 Coordinator
Komp, Leslie	Received a Bachelor of Art degree, majoring in Business Administration from Pacific University, Forest Grove, Oregon in 1991.	Administrative Assistant

## Admissions

Name	Education/Credentials	Title
Shoe, Buddy	Received a Master's in Business Administration from University of Phoenix in 2000 and a Bachelor of Science in Business/Management from University of Phoenix in 1998.	Director
Alvarez, Nitasha	Received a Bachelor of Science in Sociology from University of Oregon in 2015 and an Associate of Arts from Chemeketa Community College in 2013.	Coordinator
Champie, Scott	Received a Bachelor's Degree in Communication/Psychology from Southern Oregon University in 1987.	Representative
Knowles, Lisa	Received a certificate in Personnel Administration from Portland State University in 1989.	Representative
Maul, Sarah		Representative
Payne, Eric	Received a Bachelor of Science degree from University of Oregon in 1988.	Representative
Stull, Ray		Representative
Estrada, Betsheba		Receptionist
Hill, Lindsey	Received an Associate Degree in General Studies from Portland Community College in 2013.	Receptionist

## Business Services

Name	Education/Credentials	Title
Shaw, Ellen	Received a Master of Education from Nickolayev State University, Belinskiy, Ukraine in 1990, a Bachelor of Science degree from Portland State University in 2000 and an Associate of Science degree from Portland Community College in 1998.	Manager

## Dental Assistant Program

Name	Education/Credentials	Title
Champoux, Nicole, CDA, CPFDA	Nicole received a Bachelor of Science degree in Human Development from Warner Pacific College. She is a graduate of CCI's Dental Assistant program. Nicole is an Expanded Functions Dental Assistant, Expanded Functions Orthodontic Dental Assistant and has her Radiologic Proficiency. She has over 8 years of experience as a Dental Assistant.	Director
Lewis, Lori, CDA	Lori received a Certificate of Completion in Dental Assisting from Portland Community College. She is a Certified Dental Assistant (CDA) and has been working in the dental field for over 20 years.	Extern Coordinator
Bonvicino, Toni	Toni received a Bachelor of Science degree from Portland State University and a Bachelor of Science degree in Dental Hygiene from OHSU School of Dentistry. She is a Registered Dental Hygienist with over 20 years of experience.	Instructor
Dees, Rachel	Rachel received a certificate in Dental Assisting from Portland Community College. She has her EFDA, EFODA and Radiologic Proficiency certifications. Rachel has over 15 years of experience in the dental field.	Instructor
Haacker, Jessica	Jessica received a Bachelor of Science degree in Human Services from University of Phoenix and a diploma in Dental Assisting from Concorde Career College-Portland. She is an Expanded Functions Dental Assistant and Expanded Functions Orthodontic Assistant with over ten years of experience in the dental field.	Instructor
Jones, Niani, CDA	Niani graduated from Apollo College with a certificate in Dental Assisting. She is x-ray certified and an Expanded Functions Dental Assistant. Niani worked as a Preventative Technical Dental Assistant and has over 10 years of experience in the dental field.	Instructor
Maser, Valerie	Valerie received an Associate Degree in General Studies and a Certificate in Dental Assisting from Portland Community College. She has her EFDA, EFODA and Radiological Proficiency certifications. Valerie has over 14 years of experience in the dental field.	Instructor
McClay, Lindsay	Lindsay received a certificate in Dental Assisting from Anthem College. She is an expanded functions dental assistant with over seven years of experience in the dental field.	Instructor



Sakun, Dr. Natalia	Dr. Natalia received a Doctor of Dental Surgery from State University of New York at Buffalo, School of Dental Medicine and a Doctor of Stomatology from Ukranian Medical University. Dr. Natalia is a licensed dentist in Oregon and has over 15 years of experience in the dental field.	Instructor
Sluiter, April	April received an Associate Degree in General Studies from Portland Community College and a certificate in dental assisting from Grand Rapids Community College. She is an Expanded Functions Dental Assistant (EFDA) with over 15 years of experience in dental assisting.	Instructor
Stewart, Tanya, CDA	Tanya received a certificate in Dental Assisting from Clark County Vocational Skills Center. She is a Certified Dental Assistant with over nine years of experience in dental assisting including being an instructor for four years.	Instructor
Tran, Thuc	Thuc received a Bachelor of Science degree in Biology from Portland State University and a Certificate in Dental Assisting and an Associate of Applied Science from Portland Community College. He is an Expanded Functions Dental Assistant and an Expanded Functions Orthodontic Assistant with over 14 years in the dental field.	Instructor

### Financial Aid

Name	Education/Credentials	Title
Yonker, Mary	Received a Bachelor of Science degree in Business/Accounting from the University of Phoenix in 2010 and an Associate of Arts degree in Accounting from Axia College of University of Phoenix in 2008.	Director
Smith, Kaelea	Received a Bachelor of Arts degree majoring in Liberal Studies from Cascade College 1996.	Senior Advisor
Martin, Catherine	Received a Bachelor of Science in Anthropology from the University of Oregon in 2013.	Advisor
Mendes, Angie	Received an Associate of Applied Science from Everest College, Portland, OR	Advisor

### Medical Assistant Program

Name	Education/Credentials	Title
Molnar, Shawn, NCMA	Shawn received an Associate in Science Degree in Applied Management from Everest University online and a Medical Assistant diploma from The Bryman School. She is a National Certified Medical Assistant (NCMA) with over 20 years of experience in the medical field.	Director
Matthews, Laura	Laura received a Bachelor of Science in Psychology from Portland State University and a certificate in Medical Assisting from Portland Community College. She is a Certified Medical Assistant (CMA (AAMA)) with over ten years of experience in medical assisting.	Extern Coordinator
Cole, April	April received a Medical Assistant certificate from	Instructor

	Apollo College. She has over fifteen years of experience in the medical field including being an instructor.	
Elliott, Mary	Mary received a Bachelor of Science in Healthcare from Concordia University. She is a Certified Dental Assistant with over 40 years of experience in the dental field.	Instructor
Gary, Bobbi	Bobbi received a Bachelor of Arts degree in Healthcare Administration and a Bachelor of Science in Nursing from Concordia University. She also received an Associate of Applied Science in Medical Assisting from Heald College and an Associate of Arts in Social Sciences from Portland Community College. Bobbi has over seven years of experience in the field.	Instructor
George, Kati	Kati received a Bachelor of Science degree in Human Development from Warner Pacific College and an Associate of Applied Science degree in Medical Assisting from Heald College. She is a Certified Medical Assistant with over seven years of experience as a medical assistant.	Instructor
Jones, Lisa	Lisa received an Associate Degree in Occupational Studies from Arizona College of Allied Health. She has over five years of experience in the field.	Instructor
Jones, Toni	Toni received a diploma in Medical Assisting from Concorde Career College-Portland. She is a Certified Medical Assistant (AAMA) with over twelve years of experience in the medical field.	Instructor
Limbourg, Johan, CMA	Johan graduated from Clackamas Community College with a certificate in Medical Assisting. He is a Certified Medical Assistant and has over eight years of experience in medical assisting including three years as an instructor.	Instructor
McAdams, Leigha	Leigha received a certificate in Medical Assisting from Cambridge College. She has over ten years of experience as a medical assistant.	Instructor
Ricciardi, Anita	Anita graduated from Columbia University in New York with a Bachelors of Science degree in Nursing. She is a Certified Nurse's Assistant. Anita has over 20 years of experience in the medical field.	Instructor
Selfa, Adrianne	Adrianne received a Medical Assistant w/Limited X-ray diploma from Concorde Career College-Portland. She is a Certified Medical Assistant (AAMA) with over seven years of experience in the field.	Instructor
Williamson, Stacie	Stacie received a certificate in Medical Assisting from Pioneer Pacific College. She has over 13 years of experience as a medical assistant.	Instructor
Zahm, Jennifer, CMA	Jennifer received a Certificate of Completion in Medical Assisting from Clackamas Community College. Jennifer has over 11 years of experience in medical assisting including several years teaching.	Instructor

## Medical Office Administration Program

Name	Education/Credentials	Title
Champoux, Nicole, CDA, CPFDA	Nicole received a Bachelor of Science degree in Human Development from Warner Pacific College. She is a graduate of CCI's Dental Assistant program. Nicole is an Expanded Functions Dental Assistant, Expanded Functions Orthodontic Dental Assistant and has her Radiologic Proficiency. She has over 8 years of experience as a Dental Assistant.	Director
Burns Smith, Melinda	Mindy received an Associate Degree in Nursing from Southern Oregon State College and a diploma in Insurance Coding and Billing from Concorde Career College. She is a Certified Professional Coder and a Registered Nurse in the state of Oregon. Mindy has over 25 years of experience in the medical field with over five years in coding and billing.	Instructor
Del Arroyo, Daniel	Daniel received a Doctor of Medicine from Federico Villarreal National University, Peru. He is a Certified Healthcare Access Associate (CHAA) and a Registered Medical Assistant. Daniel has over 25 years of experience in the medical field.	Instructor

## Polysomnographic Technology Program

Name	Education/Credentials	Title
Edwards, Clifton, MHA,R. EEG/EP T., RPSGT	Clifton received a Master's in Health Administration from Capella University and a Bachelor of Health Sciences from Nova Southeastern University. He has over 18 years of experience in the field.	Director
Anderson, Lee, RPSGT	Lee received an Associate of Applied Science in Respiratory Care from Lane Community College. He is a Registered Polysomnographic Technologist (RPSGT) and a Certified Respiratory Therapist (CRT). Lee has over 17 years of experience as a Polysomnographic Technician.	Instructor

## Practical Nursing Program

Name	Education/Credentials	Title
Collins, Gwen, RN, MSN	Gwen received a Master of Science in Nursing Education and a Bachelor of Science in Nursing from Grand Canyon University. She also received an Associate of Applied Science in Nursing from Portland Community College. Gwen is a registered nurse in Oregon, Washington, Florida and Texas and has over 19 years of experience in the nursing field.	Director
Brinker, Ken, RN, MSN	Ken received a Master of Science in Nursing Education from Kaplan University and a Bachelor of Science in Nursing from St. Francis Medical Center College of Nursing. He is a Registered Nurse in both Oregon and Washington with over 14 years in nursing, including over five years in research and teaching.	Instructor
Erickson, Jean, RN, BSN	Jean received a Bachelor of Science in Nursing degree from Washington State University and an Associate of Science in	Instructor

	Nursing degree from University of Albany, New York. She is a Registered Nurse in both Oregon and Washington with over 20 years of experience as a nurse.	
Grice, Kathy, RN, BSN	Kathy received a Bachelor of Science in Nursing degree from University of Minnesota. She is a Registered Nurse in Oregon and has over 20 years of experience in nursing.	Instructor
Johnson, Candice, RN, BSN	Candice received a Bachelor of Science in Nursing from Andrews University in Michigan. She is licensed in Oregon and has over 30 years of experience in nursing.	Instructor
Nedrow, Esther, BSN, RN	Esther received a Bachelor of Science in Nursing from OHSU, a Bachelor of Science in Biblical Studies from Moody Bible Institute and a Master of Science in Applied Linguistics from Alliance Graduate School in Quezon City, Phillipines. She is a Registered Nurse in Oregon and Washington with over seven years of experience in the field.	Instructor
Olson, Kimberly, MSN, RN	Kimberly received a Master's of Science in Nursing from Regis University and a Bachelor of Science in Nursing from University of Phoenix. She is a Registered Nurse in Oregon with over 30 years of experience in the field.	Instructor
Ray, Carole, BSN, RN	Carole received a Bachelor of Science in Nursing degree from Chamberlain College of Nursing and an Associate in Nursing degree from Linn-Benton Community College. She is a Registered Nurse in Oregon with over 25 years of experience in nursing.	Instructor
Safford, Christine, RN, BSN	Christine received a Bachelor of Science in Nursing degree from University of Iowa. She is a registered nurse in both Oregon and Washington. Christine has over 13 years of experience in nursing.	Instructor
Stewart, Joanne, RN, BSN	Joanne received a Bachelor of Science in Nursing degree, with a minor in Sociology, from the University of Portland in 1979. She is a Registered Nurse in Oregon and has over 20 years of experience as a nurse.	Instructor

### Respiratory Therapy Program

Name	Education/Credentials	Title
Forsythe, Leeann RRT	Leeann received Bachelor of Science degree in Health Science from Kaplan University and an AOS degree in Respiratory Therapy from Long Technical College in Arizona. She is a Registered Respiratory Therapist (RRT) and a member of the National Board of Respiratory Care and American Association of Respiratory Care. Leeann has over 10 years of experience in the respiratory care field.	Director
Brown, Mark, RRT	Mark received a Bachelor of Science and an Associate of Science in Biblical Studies from Multnomah College and an Associate of Science in Respiratory Care from Independence University. He is a Registered Respiratory Therapist with over six years of experience in the field.	Director of Clinical Education
Bryan, William, RRT	Will received a Bachelor of Science in Respiratory Therapy	Instructor

	from Pima Medical Institute, an Associate of Science in Fire Science from Modesto Junior College and an Associate of Applied Science in Respiratory Care from Kaplan College. He is a Registered Respiratory Therapist (RRT) with over five years of experience as a Respiratory Therapist and over ten years in the medical field.	
Finch, Phil RRT	Phil has an Associate of Applied Science in Respiratory Care from Rogue Community College. He is a Registered Respiratory Therapist and a Licensed Respiratory Care Practitioner in Oregon. Phil has over 30 years of experience in the respiratory care field.	Instructor
Nguyen, Steven, RRT	Steve received an Associate of Applied Science degree in Respiratory Therapy from Concorde Career College. He is a Registered Respiratory Therapist with over three years of experience as a Respiratory Therapist.	Instructor
Roemer, Jennifer, RRT	Jennifer received a Doctor of Jurisprudence (J.D.) from City University of New York School of Law and a Bachelor of Arts degree in English at Portland State University. She also earned an Associate of Applied Science degree in Respiratory Therapy from Concorde Career College-Portland. Jennifer is licensed in Oregon and is a Registered Respiratory Therapist (RRT) with over four years of experience in the respiratory therapy field.	Instructor
Tazelaar, Amanda, RRT	Amanda received an Associate of Applied Science in Respiratory Care from Delaware Technical and Community College and a Bachelor of Science in Business Administration from University of Wisconsin-Platteville. She is licensed in Oregon and is a Registered Respiratory Therapist--Adult Critical Care Specialist (RRT-AACS) with over eight years of experience in respiratory care.	Instructor

### Student Affairs/Graduate Employment

Name	Education/Credentials	Title
Edmunson, Sheila	Received a Master of Science in Organizational Psychology from University of Phoenix in 2013 and a Bachelor of Science in Health Care Administration from University of Phoenix in 2010.	Director Title IX Coordinator SEdmunson@concorde.edu
Castleman, Della	Della received a Bachelor of Arts degree in Business Administration from California State University, Fullerton in 1989.	Re-entry Advisor
Carlin, Andres	Received a Bachelor of Arts in Spanish from Texas A&M University in 2016.	Graduate Employment Specialist
Kilna, Joan	Received a Master of Education in Curriculum and Instruction from University of Phoenix in 2009, a Bachelor of Arts, Middle Level/High School Education in 2004 and a Bachelor of Arts, Human Resources Management from Ashford University in 2015.	Graduate Employment Specialist
Maness, Nolan "Wade"	Received a Bachelor of Science in Business Administration from the University of Phoenix in 2014.	Graduate Employment Specialist

## Surgical Technology Program

Name	Education/Credentials	Title
Hale, Gerald, CST	Gerald graduated from Mt. Hood Community College with an Associate of Applied Science in Surgical Technology. He has over ten years of experience in surgical technology including tissue recovery.	Director
Wahne, Stephanie, CST	Stephanie received an Associate of Applied Science in Surgical Technology degree from Mt. Hood Community College. She is a Certified Surgical Technologist with over four years of experience in the surgical technology field.	Clinical Coordinator
Almquist, Kristi, CST	Kristi received an Associate of Applied Science in Surgical Technology and an Associate of Arts and Science from Columbia Basin College. She is a Certified Surgical Technologist with over five years of experience in the field.	Instructor
Thompson, Judy, CST	Judy received an Associate of Applied Science degree in Surgical Technology from Mt. Hood Community College. She has over 17 years of experience as a Surgical Technologist/First Assistant.	Instructor
Thorn, Alice, CST	Alice graduated from Mt. Hood Community College with an Associate of Applied Science in Surgical Technology. Along with being a surgical technologist, Alice is a Certified Nursing Assistant. She has over 11 years' experience in surgical services.	Instructor

## Adjunct Faculty

Name	Education/Credentials	Title
DeTurk, Patricia	Patricia received a Master of Science in Teaching from Portland State University and a Bachelor of Science in Microbiology from Oregon State University. She also has an Associate of Applied Science in Medical Laboratory Technology from Portland Community College. Patricia is certified as a Medical Technologist and a Medical Laboratory Technician.	Adjunct Instructor
Leoutsakas, Dennis	Dennis received a Ph.D. in Communication from the University of South Florida. He also received a Master of Arts degree in Organizational Psychology from Goddard College and a Bachelor of Science in Human Relations from City University of New York, Brooklyn College.	Adjunct Instructor
Sieber, Terese	Terese received a Master of Science in Teaching Mathematics from Portland State University and a Bachelor of Science in Business Administration with a minor in Mathematics and French from San Diego State University. She has over 15 years of experience in teaching college level mathematics.	Adjunct Instructor