SCHOOL CATALOG

2026 - 2027



Memphis/Glendale/Portland/Southaven | Effective November 25, 2026

CONCORDE CAREER COLLEGE

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History of the Schools

Memphis, Tennessee

The school was established in 1979 as Control Data Institute. In 1985, Hi-Tech Corp. acquired the school, and it became the Memphis Institute of Technology. Concorde Career Colleges, Inc., purchased the school in November 1988. In 1989, the name changed to Concorde Career Institute.

Concorde began focusing on allied healthcare occupations. The Medical Assistant program was first offered in 1990, and the Medical Office Professional program was added in 1991. In 1995, the Dental Assisting program was added to the curriculum, followed by the Pharmacy Technician program in April 1997. A Nurse Aide Training program was added in October 1998 and a Respiratory Therapy program in March 2000, making Concorde Career Institute a total allied healthcare instructional facility.

Approval to grant an Associate of Applied Science in Respiratory Therapy, Medical Assisting, Dental Assisting, Medical Office Professional, and Pharmacy Technician was received in 1999. As a result, the name changed to Concorde Career College. In 2002, Concorde received approval to offer Massage Therapy. In 2003, Surgical Technology was approved. A Dental Hygiene program was approved in 2008, and a Physical Therapist Assistant program was approved in 2009. In 2010, Concorde received approval to offer Radiologic Technology. In 2011, Concorde received approval to offer Occupational Therapy Assistant. Nursing, and Polysomnographic Technology were introduced in 2012.

In 2013, an affiliate campus opened in Southaven, Mississippi.

In 2020, approval for the Neurodiagnostic Technology and Surgical Technology Associate of Applied Science degrees were received.

Glendale, Arizona

The school was founded in 2027 as an affiliate campus of Concorde Career College, Memphis, Tennessee.

Portland, Oregon

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. In 2021, the school became an affiliate campus of Concorde Career College, Memphis, Tennessee.

Southaven, Mississippi

The school was founded in 2013 as an affiliate campus of Concorde Career College, Memphis, Tennessee.

Locations & Contact Information

Memphis, Tennessee

Concorde is located at 5100 Poplar Avenue, Suite 132, Memphis, TN 38137-0132; Phone: 901-761-9494; Fax: 901-761-3293; www.concorde.edu. Class sessions are held at this location, with the exception of clinical/externship activities.

Glendale, Arizona

8990 West Glendale Ave. Ste. 100, 200 Glendale, AZ 85305; Phone: 623-304-1550

Portland, Oregon

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. Classes are held at this location, with the exception of clinical/externship activities.

Southaven, Mississippi

The campus is located at 7900 Airways Boulevard, Suite 103, Southaven, MS 38671; Phone: 662-429-9909; Fax: 662-253-0344; www.concorde.edu. Class sessions 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.

Our Vision 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 and Vision.

Values

The five core values at Concorde are:

- Integrity
- Collaboration
- Accountability
- Innovation
- Results Driven

Administration

Concorde Career Colleges, Inc., including its subsidiaries, headquartered at 6701 W. 64th St., Suite 200, Overland Park, KS 66202 ("Concorde"), is a national network of proprietary schools offering training in allied health occupations. Concorde is a wholly owned subsidiary of UTI Holdings, Inc., itself a wholly owned subsidiary of Universal Technical Institute, Inc. ("UTI").

The Board of Directors of Concorde is composed of the following individuals: Jerome Grant, Chief Executive Officer of UTI; Bruce Schuman, Chief Financial Officer UTI; and Christopher Kevane, Secretary of the Board and Chief Legal Officer of UTI.

This catalog is a consolidated publication for all Concorde Career Colleges located within the states of Tennessee, Arizona, Mississippi, and Oregon.

Accreditations, Approvals & Memberships

Institutional Accreditations and Approvals

Memphis, Tennessee

- Concorde Career College–Memphis is accredited by the Commission of the Council on Occupational Education (COE), 7840 Roswell Road, Building 300, Suite 325, Atlanta, GA 30350, Telephone: 770-396-3898/Fax: 770-396-3790, www.council.org.
- Concorde Career College, Memphis, Tennessee., is authorized by the Tennessee Higher Education Commission. This authorization must be renewed each year and is based on an evaluation by minimum standards concerning quality of education, ethical business practices, health and safety, and fiscal responsibility.
- Licensed by the Mississippi Commission on Proprietary School and College Registration, Certificate No.741. Licensure indicates only that minimum standards have been met; it is not an endorsement or guarantee of quality. Licensure is not equivalent to or synonymous with accreditation by an accrediting agency recognized by the U.S. Department of Education.
- Member, Tennessee Association of Independent Colleges and Schools.
- Eligible to participate in the student financial assistance programs authorized by Title IV of the Higher Education Act of 1965, as amended.
- Approved for the use of VA Educational Benefits for those who are eligible.

Portland, Oregon

- Portland is accredited as an affiliate campus of Memphis, TN, by the Commission of the Council on Occupational Education (COE), 7840 Roswell Road, Building 300, Suite 325, Atlanta, GA 30350, Telephone: 770-396-3898/Fax: 770-396-3790, www.council.org.
- Approved for the use of VA Educational Benefits for those who are eligible.
- 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, 3225 25th Street SE, Salem, OR 97302.

State of Washington

- 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, Southwest, Olympia, WA 98501; 360-709-4600; www.wtb.wa.gov; email: workforce@wtb.wa.gov.

Glendale, Arizona

- Concorde Career College–Glendale is accredited as an affiliate campus of Memphis, TN, by the Commission of the Council on Occupational Education (COE), 7840 Roswell Road, Building 300, Suite 325, Atlanta, GA 30350, Telephone: 770-396-3898/Fax: 770-396-3790, www.council.org.
- Concorde Career College—Glendale is licensed by the Arizona State Board for Private Post-Secondary Education.

Southaven, Mississippi

- Concorde Career College–Southaven is accredited as an affiliate campus of Memphis, TN, by the Commission of the Council on Occupational Education (COE), 7840 Roswell Road, Building 300, Suite 325, Atlanta, GA 30350, Telephone: 770-396-3898/Fax: 770-396-3790, www.council.org.
- Licensed by the Mississippi Commission on Proprietary School and College Registration, Certificate No.740. Licensure indicates only that minimum standards have been met; it is not an endorsement or guarantee of quality. Licensure is not equivalent to or synonymous with accreditation by an accrediting agency recognized by the U.S. Department of Education.
- Concorde Career College, Southaven, Mississippi., is authorized by the Tennessee Higher Education Commission. This authorization must be renewed each year and is based on an evaluation by minimum standards concerning quality of education, ethical business practices, health and safety, and fiscal responsibility.
- Eligible to participate in the student financial assistance programs authorized by Title IV of the Higher Education Act of 1965, as amended.

Programmatic Accreditations
Memphis, Tennessee

Dental Assisting (Diploma) Program

The Dental Assistant (Diploma) program is accredited by the Dental Board, State of Tennessee Health Related Boards, 665 Mainstream Drive, 2nd Floor, Nashville, TN 37243; 615-532-5073; 1-800-778-4123.

Dental Hygiene (Associate of Applied Science) Program

The program in Dental Hygiene is accredited by the Commission on Dental Accreditation and has been granted the accreditation status of "approval without reporting requirements." The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, IL 60611. The Commission's web address is: www.ada.org/coda.

Massage Therapy (Diploma) Program

The Massage Therapy program is approved by the Massage Therapy Board, State of Tennessee Health Related Boards. Massage Therapy Board, State of Tennessee Health Related Boards: 665 Mainstream Drive, 2nd Floor, Nashville, TN 37243; 615-253-2111; 1-800-778-4123.

Neurodiagnostic Technology (Associate of Applied Science) Program

The Neurodiagnostic Technology program has been awarded initial accreditation by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), 9355 113th St. N, #7709, Seminole, FL 33775; 727-210-2350; www.caahep.org, as recommended by the Committee on Accreditation for Education in Neurodiagnostic Technology (CoA-NDT), 2206 Highland Ave, Morton, PA 19070; 223-666-5952; http://coa-ndt.org/.

Nursing Practice (Associate of Applied Science) Program

The Nursing Practice Program has been granted Initial Approval by the Tennessee Board of Nursing. Tennessee Board of Nursing, Tennessee Department of Health, Bureau of Health Licensure and Regulation, Division of Health Related Boards; 665 Mainstream Drive, Nashville, TN 37243. www.tennessee.gov/health.

Occupational Therapy Assistant (Associate of Applied Science) Program

The Occupational Therapy Assistant program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). The Accreditation Council for Occupational Therapy Education (ACOTE): 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 208149; ACOTE c/o AOTA: 301-652-AOTA; www.acoteonline.org; email: accred@aota.org.

Pharmacy Technician (Diploma) Program

The Pharmacy Technician program is accredited by the American Society of Health-System Pharmacists (ASHP). American Society of Health-System Pharmacists (ASHP): 4500 East-West Highway, Suite 900, Bethesda, MD 20814; 866-279-0681.

Physical Therapist Assistant (Associate of Applied Science) Program

The Physical Therapist Assistant program at Concorde Career College-Memphis is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100 Alexandria, VA 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; website: http://www.capteonline.org. The program's current status is probationary accreditation; for more information see http://www.capteonline.org/WhatWeDo/RecentActions/PublicDisclosureNotices/. If needing to contact the program/institution directly please call 901-761-9494 or email NMenard@concorde.edu.

Polysomnographic Technology (Diploma) Program

The Polysomnographic Technology program has been awarded continuing accreditation by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), 9355 113th Street N., #7709, Seminole, FL 33775-7709; 727-210-2350; 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.

Radiologic Technology (Associate of Applied Science) Program

The Radiologic Technology (Associate of Applied Science) program is accredited for 8 years by the Joint Review Committee on Education in Radiologic Technology (JRCERT), 20 North Wacker Drive, Suite 2850, Chicago, IL 60606-3182; 312-704-5300 or mail@jrcert.org; http://www.jrcert.org.

Respiratory Therapy (Associate of Applied Science) Program

The Respiratory Therapy program (#200469) is accredited by the Commission on Accreditation for Respiratory Care; www.coarc.com.

Surgical Technology (Associate of Applied Science) Program

The Surgical Technology program is accredited by the Accrediting Bureau of Health Education Schools (ABHES), 6116 Executive Blvd., Suite 730, North Bethesda, MD 20852; **www.abhes.org**.

Glendale, Arizona

Radiologic Technology (Associate of Applied Science) Program

The Radiologic Technology (Associate of Applied Science) program is an approved training program by the Arizona Department of Health Services.

Portland, Oregon

Dental Hygiene

The Dental Hygiene program is accredited by the Commission on Dental Accreditation and has been granted the accreditation status of "initial accreditation". CODA is a specialized accrediting body recognized by the United States Department of Education. Commission on Dental Accreditation: 211 East Chicago Avenue, Chicago, IL 60611; 312-440-4653; https://coda.ada.org/

Polysomnographic Technology Program

The Polysomnographic Technology program has been awarded initial accreditation by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), 9355 113th Street N., #7709, Seminole, FL 33775-7709; 727-210-2350; 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.

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.

Respiratory Therapy Program

The Respiratory Therapy program (#200563) is accredited by the Commission on Accreditation for Respiratory Care; www.coarc.com.

Surgical Technology Program

The Surgical Technology program is accredited by the Accrediting Bureau of Health Education Schools (ABHES), 6116 Executive Blvd., Suite 730, North Bethesda, MD 20852; **www.abhes.org**.

Southaven, Mississippi

Massage Therapy (Diploma) Program

The Massage Therapy (Diploma) program (1311) has conditional approval by the Mississippi State Board of Massage Therapy: P.O. Box 20, Morton, MS 39117; 601-732-6038; https://www.msbmt.state.ms.us/msbmt/web.nsf The Massage Therapy program is also approved by the Massage Therapy Board, State of Tennessee Health Related Boards: 665 Mainstream Drive, 2nd Floor, Nashville, TN 37243; 615-253-2111; 1-800-778-4123; https://www.tn.gov/health/health-program-areas/health-professional-boards/ml-board/ml-board/educational-programs.html

Campus Facilities

Memphis, Tennessee

The campus occupies approximately 68,322 square feet of space on the first floor of Clark Tower. The campus contains classrooms, laboratories, administrative offices, a staff and faculty lounge, a resource center for students, reception area, restroom facilities, and a student lounge.

Glendale, Arizona

The campus occupies approximately 44,975 square feet of space. The campus contains classrooms, laboratories, administrative offices, a staff and faculty lounge, a resource center for students, reception area, restroom facilities, and a student lounge.

Portland, Oregon

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 quipped 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.

Southaven, Mississippi

The campus occupies approximately 10,000 square feet of space. The campus contains classrooms, laboratories, administrative offices, a staff and faculty lounge, a resource center for students, reception area, restroom facilities, and a student lounge.

General Facilities

Among the various classrooms, laboratories, and other facilities provided for students are (varies by campus/program):

- A dental laboratory equipped with dental operatories, dental x-ray units, amalgamator, light curing unit, and teaching and x-ray mannequins;
- Medical laboratories equipped with examining tables, privacy screens, and microscope benches;
- A nursing skills laboratory, including hospital beds, bed trays, and IV stands;
- An occupational therapy laboratory space that replicates an apartment setting in order to have students practice various life skill functions;
- A physical therapist assistant laboratory equipped with the tools necessary for students to learn proper treatment techniques for patients with a variety of diagnoses;
- A radiography lab equipped with a diagnostic radiography unit and table;
- A respiratory laboratory equipped with therapeutic equipment;
- Surgical technology labs with a simulated operating room and scrub area;
- A Learning Resource Center (LRC) that is open to all students from 8:00 a.m. to 9:30 p.m. Audiovisual equipment, Internet-accessible computers, and a collection of resource materials are available. The center is designed to accommodate 16 users and is furnished with tables and chairs for maximum comfort. Students and staff members may obtain membership applications for other Memphis-area libraries in the resource center.

  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 LRC 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 (Varies by Campus)

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):

Cardiovascular Sonography (Associate of Applied Science) Program (Memphis and Portland)

Equipment includes hospital beds, various ultrasound scanning systems, ultrasound transducers (abdominal, vascular, cardiac), ABI scanning equipment, simulation training computers, medical record software, medical ultrasound printer and scanning simulation mannequins.

Dental Assisting (Diploma and Associate of Applied Science) Programs (Memphis and Southaven)

Students have access to a completely equipped, fully functional dental operatory with digital and dental x-ray units, complete darkroom facilities, amalgamators, and teaching and x-ray mannequins. Labs are equipped with lathes, model trimmers, bench grinders, vibrators, and miscellaneous teaching aids.

Dental Assistant (Diploma) Program (Portland)

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, DXTTR and Fletcher models, videos, and other teaching aids.

Dental Hygiene (Associate of Applied Science) Program (Memphis)

Students enrolled in the Dental Hygiene program have access to a completely equipped and functioning dental clinic. Included in the clinical facility are four radiography units, a panoramic x-ray unit, and 12 fully equipped operatories. Students learn various technical skills in the lab before treating a patient. Some special equipment included are lathes, model trimmers, intraoral cameras, both digital and traditional x-rays, autoclaves, and automatic processors. Mannequins are used for instrument skill and instruction. Personal computers with appropriate software are also used for the benefit of the student.

Dental Hygiene (Associate of Applied Science) Program (Portland)

Students enrolled in the Dental Hygiene program have access to a completely equipped and functioning dental clinic. Included in the clinical facility are four radiography units, a panoramic x-ray unit, and fully equipped operatories. Students learn various technical skills in the lab before treating a patient. Some special equipment included are lathes, model trimmers, intraoral cameras, both digital and traditional X-rays, autoclaves, and automatic processors. Mannequins are used for instrument skills and instruction. Personal computers with appropriate software are also used for the benefit of the student.

Diagnostic Medical Sonography (Associate of Applied Science) Program (Memphis and Portland)

Equipment includes hospital beds, various ultrasound scanning systems, various transducers (abdominal, vascular, endovaginal), simulation training computers, coding and medical record software, medical ultrasound printer and picture archiving and communication system, and scanning simulation mannequins.

EKG Technician (Diploma) Program (Memphis)

Equipment includes electrocardiograph machines, exam tables, electrocardiograph electrodes and other EKG related supplies.

Massage Therapy (Diploma) Program (Memphis and Southaven)

Students have access to massage tables, portable massage tables, massage chairs, drapings composed of fitted and flat sheets, various foam pads, massage lotions and creams, various videos, and other teaching materials.

Medical Assistant (Diploma) and Medical Assisting (Associate of Applied Science) Programs (Memphis and Southaven)

These programs provides stethoscopes, sphygmomanometers, examination and treatment tables, autoclaves, otoscopes, ophthalmoscopes, electrocardiograph machines, microscopes, centrifuges, phlebotomy chairs, teaching mannequins, and miscellaneous teaching aids.

Medical Assistant (Diploma) Program (Portland)

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 Professional (Diploma) Program (Memphis and Southaven) Associate of Applied Science) Program (Memphis)

This program utilizes personal computers, printers, electronic calculators, miscellaneous software, headphones, and miscellaneous teaching aids.

Neurodiagnostic Technology (Associate of Applied Science) Program (Memphis)

This laboratory is equipped with digital electroencephalographic machines, nerve conduction and electromyography machines, evoked potential 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.

Nursing Practice (Associate of Applied Science) Programs (Memphis)

Catheters, nasogastric tubes, needles, syringes, suction machine, wheelchairs, stethoscopes, sphygmomanometers, electronic thermometers, opthalmoscope, otoscope, simulated patient units, hospital beds, teaching mannequins and models, drug cart, hoyer lift, gurney, EKG machine, walkers, canes, glucometers, feeding pump, bedside commode, Noelle Maternal Birthing simulated mannequin, and other miscellaneous equipment.

Occupational Therapy Assistant (Associate of Applied Science) Program (Memphis)

Assessment and treatment devices covering the lifespan of a Certified Occupational Therapy Assistant's (COTA's) clientele are found in the Occupational Therapy Assistant lab, featuring a furnished apartment for training activities of daily living (ADL). The equipment used involves fine motor, gross motor, and perceptual motor activities for assessment and training purposes. Additional equipment includes mobility, adaptive/assistive devices, splinting materials, and positioning tools. An industrial work station, as well as therapeutic strengthening and exercise equipment, are available in the lab for additional training.

Pharmacy Technician (Diploma and Associate of Applied Science) Programs (Memphis)

Students have access to completely equipped, functional laboratories that include three flow hoods and two chemo-hoods. There is a gowning area where students may scrub and dress in appropriate attire. The retail laboratory is stocked with a supply of over-the-counter medications. Computer software for dispensing medications is available, and there is a separate computer laboratory in which students learn pharmacy-specific computer skills.

Phlebotomy Technician (Diploma) Program (Memphis, Portland, and Southaven)

Equipment includes blood drawing chairs, microhematacrit machines, Centrifuge, Vacutainer Tubes, Needles and Holders, capillary tubes and other blood drawing supplies.

Physical Therapist Assistant (Associate of Applied Science) Program (Memphis)

Equipment includes treatment tables, electromagnetic and electrical stimulation devices, biofeedback units, ultrasound, traction, thermal modalities and adaptive equipment. Therapeutic exercise equipment includes a treadmill, parallel bars, exercise balls, free weights, balance boards, and other devices that promote fine and gross motor skills. Assistive devices include wheelchairs, walkers, crutches, canes, and orthotics/braces. Assessment equipment includes stethoscopes, goniometers, postural screening boards, pulse oximeters, spirometers, and other teaching aids.

Polysomnographic Technology (Diploma) Program (Memphis and Portland)

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 (Diploma) Program (Portland)

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.

Radiologic Technology (Associate of Applied Science) Program (Memphis)

The Radiologic Technology program equipment includes a Digital (DR) diagnostic x-ray unit, image receptors, image plate holders, full body phantom, quality control test equipment, mobile x-ray units, positioning sponges, wall-mounted chest board with grid, and protective lead aprons.

Respiratory Therapy (Associate of Applied Science) Program (Memphis and Portland)

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 (Associate of Applied Science) (Memphis)

This program has a lab equipped with an operating room bed, back tables, mayo stands, prep table, steam autoclave, overhead operating surgery light, anesthesia machine, disposable medical, and surgical supplies, kick buckets, scrub sinks, supply storage cabinets, and other miscellaneous teaching aids.

Surgical Technology (Associate of Applied Science) Program (Portland)

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

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 (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).
- In the event of limited seat availability, the program may require an interview as part of the selection process. Interviews, when applicable, will be conducted using criteria to support selection of qualified applicants.
- Acceptable proof of graduation, which includes one of the following [(1)]:
- Copy of high school diploma or unofficial or official transcript (must be a standard high school diploma not including special diploma, certificate of completion or other diplomas that do not meet the standards or regular high school requirements)
- Home school transcripts
- Copy of a General Education Diploma (GED) or other high school equivalency exam (e.g. HiSET)
- Copy of a diploma, unofficial, or official transcripts of a conferred Associate, Bachelor's, Master's or Doctoral degree from an accredited postsecondary institution recognized by the U.S. Department of Education.
    - In accordance with Federal regulations, to be a recognized equivalent of a proof of high school diploma, the following are acceptable:
        1. Successful completion of an associate degree program (diploma or transcripts);
        2. Success completion of at least 60 semester or trimester credit hours or 72 quarter credit hours that did not result in the awarding of an associate degree, but that are acceptable for full credit toward a bachelor's degree at any institution (transcripts); or
        3. Enrollment in a bachelor's degree program where at least 60 semester or trimester credit hours or 72 quarter credit hours have been successfully completed, including credit hours transferred into the bachelor's degree program (transcripts).
- Foreign transcripts (high school or college) accompanied by foreign evaluation report and translation (if applicable).

[(1)] Acceptable documentation of high school graduation must be received by the Institution no later than 14 calendar days after the scheduled start date. 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.

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.

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

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

Criminal Background Check

A criminal background check is not a requirement for admission; however, students are required to complete a criminal background disclosure as part of the enrollment process, and a background check may be required during the program based on program, clinical, or regulatory requirements. For additional information, refer to the "Criminal Background Check" section of this catalog.

Social Security Number

Memphis only
Depending on citizenship status, documentation of social security number and work authorization must be provided upon request, if applicable. A valid social security number may be required to be registered and/or certified by appropriate boards. Other documents may be required by some licensing agencies.

Glendale only
Depending on citizenship status, documentation of social security number and work authorization must be provided upon request, if applicable. A valid social security number may be required to be registered and/or certified by appropriate boards. Other documents may be required by some licensing agencies.

Portland only

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.

Southaven only
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 Students

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.

Foreign Transcripts

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
- 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 the 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

Memphis and Southaven

For Dental Assisting, Massage Therapy, Medical Assistant, Medical Office Professional and Pharmacy

Technician programs, available seats are filled on a first-come-first-served basis once all entrance requirements have been fulfilled.

Portland

For Dental Assistant and Medical Assistant 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.

Retest for Waitlist

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.

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:

Memphis and Southaven

	Wonderlic SLE	HESI A[2]	ATI TEAS
Cardiovascular Sonography (Associate of Applied Science)	21	75	
Dental Assisting (Diploma)	10	N/A	
Dental Assisting (Associate of Applied Science)	17	N/A	
Dental Hygiene (Associate of Applied Science)	20	70	
Diagnostic Medical Sonography (Associate of Applied Science)	21	75	
Massage Therapy (Diploma)	12	N/A	
Medical Assistant (Diploma)	10	N/A	

	Wonderlic SLE	HESI A²	ATI TEAS
Medical Assisting (Associate of Applied Science)	17	N/A	
Medical Office Professional (Diploma)	8	N/A	
Medical Office Professional (Associate of Applied Science)	17	N/A	
*Neurodiagnostic Technology (Associate of Applied Science)	16	65	
Nursing Practice (Associate of Applied Science)	22	N/A	58.7%
Occupational Therapy Assistant (Associate of Applied Science)	18	N/A	
Pharmacy Technician (Diploma)	12	N/A	
Pharmacy Technician (Associate of Applied Science)	17	N/A	
Phlebotomy Technician (Diploma)	10	N/A	
Physical Therapist Assistant (Associate of Applied Science)	18	70	
Polysomnographic Technology (Diploma) Memphis	16	N/A	
Radiologic Technology (Associate of Applied Science)	19	70	
Respiratory Therapy (Associate of Applied Science)	17	70	
Sterile Processing Technician (Diploma)	10	N/A	
Surgical Technology (Associate of Applied Science)	17	65	

**Graduates of the Polysomnographic Technology program are exempt from the HESI assessment when enrolling in the Neurodiagnostic Technology program.*

Glendale

	Wonderlic SLE	HESI A²
Cardiovascular Sonography (Associate of Applied Science)	21	75
Dental Assisting (Diploma)	8	N/A
Diagnostic Medical Sonography (Associate of Applied Science)	21	75
Medical Assistant (Diploma)	8	N/A
Pharmacy Technician (Diploma)	10	N/A
Radiologic Technology (Associate of Applied Science)	19	70
Surgical Technology (Associate of Applied Science)	17	65

Portland

	Wonderlic SLE	HESI A^2
Cardiovascular Sonography (Associate of Applied Science)	21	75
Dental Assistant (Diploma)	8	N/A
Dental Hygiene (Associate of Applied Science)	20	70
Diagnostic Medical Sonography (Associate of Applied Science)	21	75
Medical Assistant (Diploma)	8	N/A
Phlebotomy Technician (Diploma)	8	N/A
Polysomnographic Technology (Diploma)	17	N/A
Practical Nursing (Diploma)	17	70
Respiratory Therapy (Associate of Applied Science)	17	70
Sterile Processing Technician (Diploma)	8	N/A
Surgical Technology (Associate of Applied Science)	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^2 entrance assessment a total of two times. If the minimum score is not met, the applicant must wait six (6) months before retesting. For the TEAS exam, an applicant who does not achieve the minimum passing score on the first attempt may retest no less than 48-hours after the initial attempt. The candidate should be advised to remediate between testing sessions. If the minimum score is not met after two attempts the applicant must wait six (6) months before retesting.

An applicant may retake the HESI A^2 entrance exam only once after passing the required cut scores at the student's expense.

All students must complete the Online Readiness Assessment.

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

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

- SAT score of 1000 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.
- Official proof of successfully passing the Wonderlic SLE at the current required score.
- All core and clinical applicants and reentry students are exempt from Wonderlic SLE testing if they can provide a copy of unofficial transcripts of earning an Associate's or higher degree that was taught in the English language. Applicants for clinical programs must still take and pass the HESI or TEAS for their program if they are using a waiver for the Wonderlic SLE.

Memphis and Southaven Only

The HESI A^2 requirement may be waived for applicants to programs that do not require the HESI A^2 for waitlist ranking, provided the applicant meets one of the following criteria:

- The applicant submits a copy of unofficial transcripts of earning an Associate's or higher degree that was taught in the English language.

  Applicants with an approved HESI A^2 waiver must still take the Wonderlic SLE and meet the minimum score.

  OR

- The applicant scores a 20 or higher on the Wonderlic SLE for Surgical Technology, Respiratory Therapy, Neurodiagnostic Technology or for Physical Therapist Assistant.

The ATI TEAS requirement may be waived:

- The applicant scores a 24 or higher on the Wonderlic SLE for Nursing Practice.

  OR

- The applicant submits a copy of unofficial transcripts of earning an Associate's or higher degree that was taught in the English language. Applicants with an approved ATI TEAS waiver must still take the Wonderlic SLE and meet the minimum score.

Glendale Only

The HESI A^2 requirement may be waived for applicants to programs that do not require the HESI A^2 for waitlist ranking, provided the applicant meets one of the following criteria:

- The applicant submits a copy of unofficial transcripts of earning an Associate's or higher degree that was taught in the English language. Applicants with an approved HESI A^2 waiver must still take the Wonderlic SLE and meet the minimum score.

  OR

- The applicant scores a 20 of higher on the Wonderlic SLE for Surgical Technology.

Portland Only

The HESI A^2 requirement may be waived for applicants to programs that do not require the HESI A^2 for waitlist ranking, provided the applicant meets one of the following criteria:

- The applicant submits a copy of unofficial transcripts of earning an Associate's or higher degree that was taught in the English language. Applicants with an approved HESI A^2 waiver must still take the Wonderlic SLE and meet the minimum score.

  OR

- The applicant scores a 20 or higher on the Wonderlic SLE for Practical Nursing, Respiratory Therapy or Surgical Technology.

Clinical Programs

Prospective clinical students will sit for the Wonderlic SLE (excluding those exempted above). Prospective students applying for clinical programs that lead to board exams and/or licensure who meet the initial Wonderlic SLE acceptable minimum score (and those exempted above) will be required to take the HESI (excluding those exempted above) or ATI TEAS. Candidates for these programs must achieve the minimum composite score to move forward in the admissions process. Please note that a clinical applicant will not be eligible for a waiver for both the Wonderlic and the HESI, or the TEAS.

Those meeting the Wonderlic SLE minimum score requirement and HESI or TEAS 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 prior to the start of the program.

Cardiovascular Sonography Program

Candidates must meet the minimum overall HESI A^2 assessment score listed above. In addition, candidates must meet the minimum assessment score on each of the three individual sections of the assessment. The minimum assessment score for each section is 10 points lower than the required HESI A^2 overall score listed above.

Diagnostic Medical Sonography Program

Candidates must meet the minimum overall HESI A^2 assessment score listed above. In addition, candidates must meet the minimum assessment score on each of the three individual sections of the assessment. The minimum assessment score for each section is 10 points lower than the required HESI A^2 overall score listed above.

Nursing Practice Program

The ATI TEAS exam is the required entrance assessment for the Nursing program. All policies concerning the number of attempts, retesting, and waivers will now apply to the ATI TEAS. Concorde will accept official TEAS scores from other institutions. A candidate who does not achieve the minimum required score of 58.7% may retest no less than 48-hours after the initial attempt. It is recommended that the candidate remediate between testing sessions.

Program Information

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

Dental Assisting (Associate of Applied Science)

Applicants must be graduates from a Dental Assisting/ Assistant diploma program and:

Applicants who have successfully completed a Dental Assisting/Assistant diploma program from any Concorde campus will receive block transfer credit totaling 35 semester credits. A graduate of a Concorde Dental Assisting diploma program is exempt from entrance requirements.

Graduates of Dental Assisting/ Assistant programs from non-Concorde regionally or nationally accredited post-secondary educational institutions recognized by the

United States Department of Education may receive 35 semester credits upon evaluation of a transcript from the issuing school.

Dental Hygiene (Associate of Applied Science)

Seat selection for the Dental Hygiene program is typically determined 30 days prior to the program start date. A deposit of $400 is due within seven (7) days of being offered a seat in the program. This deposit is required in order to hold your place in the program and is refundable if you should decide not to continue with your enrollment prior to your start date. The time period for seat selection varies by campus based on the number of applicants.

Massage Therapy (Diploma)

Massage Therapy applicants under the age of 18 may be admitted provided that they will be 18 years old by the scheduled start date. A parent, legal guardian, or spouse of legal age must co-sign the Enrollment Agreement.

Medical Assisting (Associate of Applied Science)

Applicants must be graduates from a Medical Assisting/Assistant diploma program and:

Graduates of any Concorde Medical Assisting/Assistant program will receive 35 semester credits as a block transfer when enrolling in the Medical Assisting Associate of Applied Science program at Memphis. A graduate of a Concorde Medical Assisting diploma program is exempt from additional entrance requirements.

Graduates of a Medical Assisting/Assistant program from a non-Concorde regionally or nationally accredited post-secondary educational institutions recognized by the United States Department of Education may receive 35 semester credits as a block transfer upon evaluation of a transcript from the issuing school.

Medical Office Professional (Associate of Applied Science)

Applicants must be graduates from a Medical Office Professional/Assistant diploma program and:

Graduates of any Concorde Medical Office Professional/Assistant program will receive 35 semester credits as a block transfer when enrolling in the Medical Office Professional Associate of Applied Science program at Memphis. A graduate of a Concorde Medical Office Professional diploma program is exempt from additional entrance requirements.

Graduates of Medical Office Professional/Assistant program from non-Concorde regionally or nationally accredited post-secondary educational institutions recognized by the United States Department of Education may receive 35 semester credits upon evaluation of a transcript from the issuing school.

Neurodiagnostic Technology (Associate of Applied Science)

Students who have successfully completed the Polysomnographic Technology diploma program from the same campus, or are transferring into the program with the equivalent approved content from another Commission on Accreditation of Allied Health Education Programs (CAAHEP) accredited Polysomnographic Technology diploma program will receive block transfer credit totaling 37.5 semester credits for BIOL1131, BIOL1301, ELEC1910, PSOM1217, PSOM1230, PSOM1311, PSOM1910, PSOM2316 and PSOM2317. The remaining number of credits required to complete the program is 46.5.

A graduate of a Concorde Polysomnographic Technology diploma program is exempt from additional entrance testing requirements. For other applicants, all other entrance requirements as outlined in the Admissions section of this catalog also apply.

Pharmacy Technician (Associate of Applied Science)

Applicants must be graduates from a Pharmacy Technician diploma program and:

Graduates of any Concorde Pharmacy Technician program will receive 27 semester credits as a block transfer when enrolling in the Pharmacy Technician Associate of Applied Science program at Memphis. A graduate of a Concorde Pharmacy Technician diploma program is exempt from additional entrance requirements.

Graduates of Pharmacy Technician programs from non-Concorde regionally or nationally accredited post-secondary educational institutions recognized by the United States Department of Education may receive 27 semester credits upon evaluation of a transcript from the issuing school.

Surgical Technology (Associate of Applied Science)

During the enrollment process, students will sign a disclosure to include the location of the campus where they will attend along with their address. If a student changes their address during their enrollment, they should contact the Campus Registrar at the location where they are enrolled.

Arizona Only

Licensure is required for graduates of the following programs to practice in their respective professions:

- Dental Hygiene
- Pharmacy Technician
- Physical Therapist Assistant
- Practical Nursing
- Radiologic Technology
- Respiratory Therapy

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 and may have to repeat a course(s) depending on the results. Readmission is contingent upon space availability and requires final approval of the Campus President/Director. 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. Under certain conditions, students may be required to complete and pass a drug screening, at their own expense, prior to readmission as outlined in the Drug Screening section of this catalog.

Criminal Background Check

Concorde does not use criminal background history as a basis for admission decisions. This approach is applied consistently across programs and locations, including in states where laws restrict the use of criminal history in the admissions process. However, students may be required to complete a background check during their program to participate in required program activities.

Students should be aware that criminal charges (past, present, or pending) or convictions may affect their ability to participate in required clinical, externship, patient care, or related program components. In some cases, this may prevent a student from progressing in or completing the program.

Students should consider how criminal background information may impact these requirements prior to enrollment. Students are also required to report new criminal charges or convictions that occur during enrollment and may be required to complete an additional background check at their own expense to evaluate the potential impact on continued program participation.

Some programs include clinical, externship, or patient care components. Participation in these components may require a criminal background check.

Additional criminal background checks may be required during a student's enrollment based on program, clinical, externship, or regulatory requirements. Students are also required to report to the Academic Dean any new criminal charges or convictions that occur during enrollment. Failure to report such information may affect a student's ability to meet program requirements and continue in the program. Students may also be required to complete an additional background check at their own expense to evaluate the potential impact on continued program participation.

Requirements vary depending on:

- program structure
- clinical or externship site requirements
- licensing, regulatory, or legal standards established by external entities

These requirements are determined by external entities and may change over time.

Students who are unable to meet these requirements may:

- be unable to participate in required program components
- be unable to be assigned to a clinical or externship site
- be unable to complete the program
- be unable to obtain licensure, certification, or employment

Concorde does not guarantee:

- clinical or externship placement
- licensure or certification eligibility
- employment outcomes

Students are responsible for tuition and fees incurred according to the terms of their enrollment agreement and the policies outlined in the School's catalog.

Certain outside agencies may have additional requirements that impact a student's ability to complete a program or participate in required program components. These requirements may include, but are not limited to, submission of fingerprints for background checks, pre-clinical or pre-licensure eligibility

determinations, or additional documentation or approval processes required by licensing boards or regulatory agencies.

Students are responsible for complying with all applicable program and external requirements. Failure to meet these requirements may prevent participation in clinical or externship components and may affect a student's ability to complete the program or obtain licensure.

Prospective and enrolled students should independently evaluate how a criminal background may impact their ability to meet program requirements, obtain licensure or certification, and secure employment. Clinical, externship, and employment are not guaranteed, and these external decisions may be based on criteria established by third parties that differ from those applied within this educational program.

Students who have concerns regarding how a criminal background may impact their ability to complete program requirements may elect to obtain a background check at any time at their own expense.

A newly enrolled student who receives background check results which results in concerns regarding how such results may impact their ability to meet program requirements may elect to cancel their enrollment within 7 calendar days of the initial program start (within the standard cancellation period) without incurring tuition charges. Charges for books, equipment, or uniforms are subject to cancellation and refund rules outlined in the catalog.

Timing and Responsibility (Fee):

- Timing is dependent upon when students reach coursework that includes patient care, clinical rotations, or externship.
- Cost varies by type of report required and ranges from $47 to $75. Prices are subject to change and paid to the third-party provider.
- For the Criminal Background Check Program-Based Timing and Responsibility Table refer to Consumer Information at https://www.concorde.edu/admissions/resources/consumer-information-guide.

Students are responsible for making informed decisions about enrollment and program participation based on how their background may affect these requirements and their ability to complete the program and pursue employment in the field.

Drug Screening

Applicants are advised that the cost of the background check/drug screen is an out-of-pocket expense. Current and future students may contact an admissions representative and/or program director of the program of interest for more information regarding these requirements.

Externship and clinical facilities may require the school to follow drug-screening requirements including unannounced screening prior to working with patients. Concorde reserves the right to conduct random drug screening at any time throughout the program. Drug Screening results are confidential, and are evaluated on a pass/fail basis. Students failing the final screening that is reviewed by the Medical Review Officer will immediately be withdrawn from the school. A student may request a retest at his or her own expense if they believe the screening resulted in a false positive. The rescreening must consist of an observed urine test within 48 hours at a facility directed by Concorde. If the retest is negative the student may remain in school. If the results of the retest are diluted, adulterated, and/or a substituted reading, it will be considered "flagged" and will be considered a failed test.

A student withdrawn for a failed drug screening has one opportunity to be eligible to apply for readmission into the school and program of study under the following conditions: Prior to readmission, a drug screening must be taken at the direction of the school and paid for by the student. If the drug screening is negative and the student meets all conditions of the Readmission section of this catalog, then the student may be approved to re-enter into the school and program. If the drug screening is positive, the student will be prohibited from reentering the school and program at any time in the future. Any subsequent violation of the drug policy after readmission will result in immediate dismissal.

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.

Additionally, clinical sites may require drug testing as a condition of participation. 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.

Disclosure Concerning Arbitration and Class Action Waiver

As part of your enrollment at the school, you are being required to sign an arbitration agreement and class action waiver, which are defined as follows:

Arbitration, a form of alternative dispute resolution, is a way to resolve disputes outside the courts. The dispute will be decided by one or more persons (the 'arbitrators', 'arbiters' or 'arbitral tribunal'), which renders the 'arbitration award'. An arbitration award is legally binding on both sides and enforceable in the courts. A pre-dispute arbitration agreement requires a person to obtain relief through arbitration instead of seeking relief through litigation in the courts.

A class action waiver prevents an individual from bringing or participating in a class action. A class action, also known as a class action lawsuit, class suit, or representative action, is a type of lawsuit where one of the parties is a group of people who are represented collectively by a member of that group.

In addition, the school cannot require that the borrower participate in arbitration, nor in any internal dispute resolution process, prior to the borrower's filing of a defense to repayment claim with the U.S. Department of Education under 34 C.F.R. § 685.206(e); the school cannot in any way require that a student limit, waive, or relinquish their ability to pursue filing a borrower defense claim with the U.S. Department of Education under 34 C.F.R. § 685.206(e); and, if any arbitration is ultimately undertaken pursuant to a pre-dispute arbitration agreement, the period of that arbitration tolls the limitations period for filing a borrower defense to repayment application or claim with the U.S. Department of Education under 34 C.F.R. § 685.206(e)(6)(ii).

Articulation Partnerships for Concorde – Tennessee, Oregon and Mississippi

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

- Denver School of Nursing
- Grand Canyon University
- Grantham University
- National American University
- Park University
- United States University

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 (Varies by Campus)

Cardiovascular Sonography (Associate of Applied Science) - Memphis and Glendale

Contact Hours: 2,175
Semester Credits: 89
Instructional Weeks – Full Time: 80
Average Time to Complete – Full Time: 20 Months

Program offered at: Memphis, Tennessee and Glendale, Arizona

Program Overview

Cardiovascular sonographers use special imaging equipment that directs sound waves into a patient's body (in a procedure commonly known as an ultrasound, sonogram, or echocardiogram) to assess and diagnose various medical conditions.

The Cardiovascular Sonography curriculum integrates didactic and clinical instruction with increasing expectations at each level. Clinical sites utilized by the program are geographically dispersed. Students may have to travel outside of the local area for clinical placements.

Program Objectives

To prepare competent entry-level sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains for the following concentration(s) it offers:

- Adult cardiac sonography

Graduates of this program will develop skills to:

- Be clinically competent to perform appropriate procedures and record anatomic, pathologic, and/or physiologic data;
- Apply critical thinking and problem-solving skills to exercise discretion and judgment in performance of diagnostic sonography;
- Demonstrate appropriate communication skills; and
- Demonstrate professionalism and growth in the profession.

Program Delivery

The Cardiovascular Sonography program is delivered in a blended format. Courses will be delivered entirely online, entirely on-ground or with an appropriate blend of both online and on-ground hours in the same course. Campuses may have the option to deliver general education courses either online or on-ground, depending on local need and availability.

Type: Associate of Applied Science

Course #	Course Title	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
BIOL1131	Anatomy & Physiology VLab	0	30 (0 / 30)	0	1
BIOL1405	Anatomy & Physiology	60 (0 / 60)	0	0	4
COMM1310	Elements of Human Communication	45 (0 / 45)	0	0	3
CVSG1210	Scanning Lab I	0	80 (65 / 15)	0	2.5
CVSG1240	Echocardiography Scanning Lab I	0	80 (65 / 15)	0	2.5
CVSG1340	Cardiovascular Pathology	45 (20 / 25)	0	0	3

CVSG1640	Echocardiography I	90 (20 / 70)	0	0	6
CVSG2250	Echocardiography Scanning Lab II	0	80 (65 / 15)	0	2.5
CVSG2251	Cardiovascular Pharmacology	30 (0 / 30)	0	0	2
CVSG2280	Cardiovascular Registry Review	30 (20 / 10)	0	0	2
CVSG2360	Vascular Sonography I	30 (5 / 25)	30 (30 / 0)	0	3
CVSG2370	Vascular Sonography II	30 (5 / 25)	30 (30 / 0)	0	3
CVSG2760	Cardiovascular Clinical Education I	0	0	320 (320 / 0)	7
CVSG2770	Cardiovascular Clinical Education II	0	0	320 (320 / 0)	7
CVSG2780	Cardiovascular Clinical Education III	0	0	320 (320 / 0)	7
CVSG2850	Echocardiography II	120 (20 / 100)	0	0	8
DMSG1810	Physics & Instrumentation	120 (60 / 60)	0	0	8
ECGY1330	Electrophysiology	30 (5 / 25)	30 (30 / 0)		3
ENGL1310	English Composition I	45 (0 / 45)	0	0	3
HPRS1320	Foundations for Health Professionals	45 (0 / 45)	0	0	3
MATH1320	College Algebra	45 (0 / 45)	0	0	3
PHYS1310	General Physics	45 (0 / 45)	0	0	3
PSYC1310	General Psychology	45 (0 / 45)	0	0	3
	Total	**855 (155/700)**	**360 (285/75)**	**960 (960/0)**	**89.5**

Cardiovascular Sonography (Associate of Applied Science) - Portland

Contact Hours: 2,220
Semester Credits: 92
Instructional Weeks – Full Time: 80
Average Time to Complete – Full Time: 20 Months

Program offered at: Portland, Oregon

Program Overview

Cardiovascular sonographers use special imaging equipment that directs sound waves into a patient's body (in a procedure commonly known as an ultrasound, sonogram, or echocardiogram) to assess and diagnose various medical conditions.

The Cardiovascular Sonography curriculum integrates didactic and clinical instruction with increasing expectations at each level. Clinical sites utilized by the program are geographically dispersed. Students may have to travel outside of the local area for clinical placements.

Program Delivery

The Cardiovascular Sonography program is delivered in a blended format. Courses will be delivered entirely online, entirely on-ground or with an appropriate blend of both online and on-ground hours in the same course. Campuses may have the option to deliver general education courses either online or on-ground, depending on local need and availability.

Program Objectives

To prepare competent entry-level cardiac sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains for the following concentration(s) it offers:

- Adult Cardiac Sonography

Graduates of this program will develop skills to:

- Be clinically competent to perform appropriate procedures and record anatomic, pathologic, and/or physiologic data;
- Apply critical thinking and problem-solving skills to exercise discretion and judgment in performance of diagnostic sonography;
- Demonstrate appropriate communication skills; and
- Demonstrate professionalism and growth in the profession.

Type: Associate of Applied Science

Term 1

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
COMM1310	Elements of Human Communication			45 (0 / 45)	0	0	3
MATH1320	College Algebra			45 (0 / 45)	0	0	3
ENGL1310	English Composition I			45 (0 / 45)	0	0	3

BIOL1405	Anatomy & Physiology		60 (0 / 60)	0	0	4
BIOL1131	Anatomy & Physiology VLab		0	30 (0 / 30)	0	1
		Subtotal	**195 (0/195)**	**30 (0/30)**	**0**	**14**

Term 2

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
HPRS1320	Foundations for Health Professionals			45 (0 / 45)	0	0	3
PHYS1311	Introductory Physics			45 (0 / 45)	0	0	3
ENGL1320	English Composition II			45 (0 / 45)	0	0	3
PSYC1310	General Psychology			45 (0 / 45)	0	0	3
			Subtotal	**180 (0/180)**	**0**	**0**	**12**

Term 3

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
CVSG1210	Scanning Lab I	HPRS1320 PHYS1310		0	80 (65 / 15)	0	2.5
DMSG1810	Physics & Instrumentation	HPRS1320 PHYS1310		120 (60 / 60)	0	0	8
ECGY1330	Electrophysiology	HPRS1320 PHYS1310		30 (5 / 25)	30 (30 / 0)		3
			Subtotal	**150 (65/85)**	**110 (95/15)**	**0**	**13.5**

Term 4

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
CVSG1240	Echocardiography Scanning Lab I	DMSG1810 CVSG1210 ECGY1330		0	80 (65 / 15)	0	2.5
CVSG1340	Cardiovascular Pathology	DMSG1810 CVSG1210 ECGY1330		45 (20 / 25)	0	0	3
CVSG1640	Echocardiography I	DMSG1810 CVSG1210 ECGY1330		90 (20 / 70)	0	0	6
			Subtotal	**135 (40/95)**	**80 (65/15)**	**0**	**11.5**

Term 5

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
CVSG2250	Echocardiography Scanning Lab II	CVSG1640 CVSG1240 CVSG1340		0	80 (65 / 15)	0	2.5

CVSG2251	Cardiovascular Pharmacology	CVSG1640 CVSG1240 CVSG1340		30 (0 / 30)	0	0	2
CVSG2850	Echocardiography II	CVSG1640 CVSG1240 CVSG1340		120 (20 / 100)	0	0	8
			Subtotal	**150 (20/130)**	**80 (65/15)**	**0**	**12.5**

Term 6

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
CVSG2360	Vascular Sonography I	CVSG2850 CVSG2250 CVSG2251		30 (5 / 25)	30 (30 / 0)	0	3
CVSG2760	Cardiovascular Clinical Education I	CVSG2850 CVSG2250 CVSG2251		0	0	320 (320 / 0)	7
			Subtotal	**30 (5/25)**	**30 (30/0)**	**320 (320/0)**	**10**

Term 7

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
CVSG2370	Vascular Sonography II	CVSG2360 CVSG2760		30 (5 / 25)	30 (30 / 0)	0	3
CVSG2770	Cardiovascular Clinical Education II	CVSG2360 CVSG2760		0	0	320 (320 / 0)	7
			Subtotal	**30 (5/25)**	**30 (30/0)**	**320 (320/0)**	**10**

Term 8

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
CVSG2280	Cardiovascular Registry Review	CVSG2370 CVSG2770		30 (20 / 10)	0	0	2
CVSG2780	Cardiovascular Clinical Education III	CVSG2370 CVSG2770		0	0	320 (320 / 0)	7
			Subtotal	**30 (20/10)**	**0**	**320 (320/0)**	**9**
			Total	**900 (155/745)**	**360 (285/75)**	**960 (960/0)**	**92.5**

Dental Assisting (Diploma) - Memphis and Glendale

Contact Hours: 800
Semester Credits: 35
Instructional Weeks – Full Time: 32
Average Time to Complete – Full Time: 9 Months

Program offered at: Memphis, Tennessee and Glendale, Arizona

Dental Assisting (Diploma) Mission Statement:

The program prepares students with the theoretical knowledge and practical skills needed for success in an entry-level position. The program aims to guide students in developing proficiency, professionalism, empathy, and accurate technique while learning to interact professionally with dentists, coworkers, and patients.

Learning Objectives / Instructional Outcomes

The Dental Assisting program learning objectives include achievement of theoretical knowledge and practical skills in management skills, appointment scheduling, laboratory procedures, maintenance of patient records, chairside assistance, instructing patients in proper oral hygiene, and assisting in the selection, placement and removal of rubber dam, sutures, and periodontal packs.

Career Overview

The Dental Assistant makes an important contribution to the success of a dental practice as a valuable member of the dental healthcare team. The Dental Assistant's responsibilities may include preparing patients for procedures, assisting the dentist with instrument transfer during procedures, maintaining treatment planning records, exposing and processing dental x-rays, reviewing oral hygiene and postoperative care instructions with patients, performing laboratory work, and managing such essential functions as inventory control, infection control and OSHA compliance. The Dental Assistant may also be called on to assist in the business office with filing records, preparing insurance reports, maintaining records on the computer, and scheduling appointments.

In order to graduate from the Dental Assisting (Diploma) program, students must successfully complete the following curriculum:

Type: Diploma

Course #	Course Title	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Externship Hours (Ground/Online)	Semester Credit Hours
DNTA1524	Infection Control	55 (8 / 47)	40 (32 / 8)	0	5
DNTA1534	Dental Specialties	55 (8 / 47)	40 (32 / 8)	0	5
DNTA1544	Materials & Instruments	55 (8 / 47)	40 (32 / 8)	0	5
DNTA1554	Business Operations and Emergencies	55 (8 / 47)	40 (32 / 8)	0	5
DNTA1564	Preventive Dentistry	55 (8 / 47)	40 (32 / 8)	0	5
DNTA1574	Radiation Safety	55 (8 / 47)	40 (32 / 8)	0	5
DNTA1201	Externship I	0	0	115 (80 / 35)	2.5
DNTA1202	Externship II	0	0	115 (80 / 35)	2.5
	Total	**330 (48/282)**	**240 (192/48)**	**230 (160/70)**	**35**

Dental Assistant (Diploma) - Portland

Contact Hours: 800
Semester Credits: 35
Instructional Weeks – Full Time: 32
Average Time to Complete – Full Time: 9 Months

Program offered at: Portland, Oregon

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.

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.

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.

Type: Diploma

Course #	Course Title	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Externship Hours (Ground/Online)	Semester Credit Hours
DNTA1524	Infection Control	55 (8 / 47)	40 (32 / 8)	0	5
DNTA1534	Dental Specialties	55 (8 / 47)	40 (32 / 8)	0	5
DNTA1544	Materials & Instruments	55 (8 / 47)	40 (32 / 8)	0	5
DNTA1554	Business Operations and Emergencies	55 (8 / 47)	40 (32 / 8)	0	5

DNTA1564	Preventive Dentistry	55 (8 / 47)	40 (32 / 8)	0	5
DNTA1574	Radiation Safety	55 (8 / 47)	40 (32 / 8)	0	5
DNTA1201	Externship I	0	0	115 (80 / 35)	2.5
DNTA1202	Externship II	0	0	115 (80 / 35)	2.5
	Total	**330 (48/282)**	**240 (192/48)**	**230 (160/70)**	**35**

Dental Assisting (Diploma) - Southaven

Contact Hours: 800
Semester Credits: 35
Instructional Weeks – Full Time: 32
Average Time to Complete – Full Time: 9 Months

Program offered at: Southaven, Mississippi

Dental Assisting (Diploma) Mission Statement:

The program prepares students with the theoretical knowledge and practical skills needed for success in an entry-level position. The program aims to guide students in developing proficiency, professionalism, empathy, and accurate technique while learning to interact professionally with dentists, coworkers, and patients.

Learning Objectives / Instructional Outcomes

The Dental Assisting program provides students with sufficient theoretical knowledge and practical skills to perform efficiently in the professional capacity in an entry-level position. The program includes courses covering management skills, appointment scheduling, laboratory procedures, maintenance of patient records, chairside assistance, instructing patients in proper oral hygiene, and assisting in the selection, placement and removal of rubber dam, sutures, and periodontal packs.

Career Overview

The Dental Assistant makes an important contribution to the success of a dental practice as a valuable member of the dental healthcare team. The Dental Assistant's responsibilities may include preparing patients for procedures, assisting the dentist with instrument transfer during procedures, maintaining treatment planning records, exposing and processing dental x-rays, reviewing oral hygiene and postoperative care instructions with patients, performing laboratory work, and managing such essential functions as inventory control, infection control and OSHA compliance. The Dental Assistant may also be called on to assist in the business office with filing records, preparing insurance reports, maintaining records on the computer, and scheduling appointments.

In order to graduate from the Dental Assisting (Diploma) program, students must successfully complete the following curriculum:

Type: Diploma

Course #	Course Title	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Externship Hours (Ground/Online)	Semester Credit Hours
DNTA1524	Infection Control	55 (8 / 47)	40 (32 / 8)	0	5
DNTA1534	Dental Specialties	55 (8 / 47)	40 (32 / 8)	0	5
DNTA1544	Materials & Instruments	55 (8 / 47)	40 (32 / 8)	0	5
DNTA1554	Business Operations and Emergencies	55 (8 / 47)	40 (32 / 8)	0	5
DNTA1564	Preventive Dentistry	55 (8 / 47)	40 (32 / 8)	0	5
DNTA1574	Radiation Safety	55 (8 / 47)	40 (32 / 8)	0	5
DNTA1201	Externship I	0	0	115 (80 / 35)	2.5
DNTA1202	Externship II	0	0	115 (80 / 35)	2.5
	Total	**330 (48/282)**	**240 (192/48)**	**230 (160/70)**	**35**

Dental Assisting (Associate of Applied Science) - Memphis

Contact Hours: 1,205
Semester Credits: 62
Instructional Weeks – Full Time: 30
Average Time to Complete – Full Time: 8 Months

Program offered at: Memphis, Tennessee

Dental Assisting (Associate of Applied Science) Mission Statement

The Dental Assisting program prepares students with the theoretical knowledge and practical skills needed for success in an entry-level position. The program aims to guide students in developing proficiency, professionalism, empathy, and accurate technique while learning to interact professionally with dentist, coworkers, and patients.

Learning Objectives / Instructional Outcomes

The program includes general education courses covering mathematics, written, verbal, and nonverbal communications; interpersonal skills; critical thinking; the sciences; and the humanities. Learning objectives include achievement of sufficient theoretical knowledge and practical skills in which students are required to successfully complete radiological written and skills assessments.

Career Overview

The Dental Assistant makes an important contribution to the success of a dental practice as a valuable member of the dental healthcare team. The Dental Assistant's responsibilities may include preparing patients for procedures, assisting the dentist with instrument transfer during procedures, maintaining treatment planning records, exposing and processing dental x-rays, reviewing oral hygiene and postoperative care instructions with patients, performing laboratory work, and managing such essential functions as inventory control, infection control and OSHA compliance. The Dental Assistant may also be called on to assist in the business office with filing records, preparing insurance reports, maintaining records on the computer, and scheduling appointments.

Admission to the Program and Block Transfer

Applicants to the program must be graduates of a Dental Assisting/Assistant program and:

- Graduates of any Concorde Dental Assisting/Assistant diploma program will receive 35 semester credits as a block transfer when enrolling in the Dental Assisting Associate of Applied Science program at Memphis. A graduate of a Concorde Dental Assisting/Assistant diploma program is exempt from additional entrance requirements.
- Graduates of Dental Assisting/ Assistant programs from non-Concorde institutionally accredited postsecondary educational institutions recognized by the United States Department of Education may receive 35 semester credits upon evaluation of a transcript from the issuing school.

In order to graduate from the Dental Assisting (Associate of Applied Science) program, students must successfully complete the following curriculum:

Type: Associate of Applied Science

Required Courses

Course #	Course Title	Theory Hours	Lab Hours	Clinical Hours	Semester Credit Hours
--	Block Transfer				35
BIOL1301 *	Anatomy & Physiology	45	0	0	3
COMM1310 *	Elements of Human Communication	45	0	0	3
CSCI1310 *	Computer Science	45	0	0	3
ENGL1310 *	English Composition I	45	0	0	3
MATH1320 *	College Algebra	45	0	0	3

PSYC1320 *	Human Growth & Development	45	0	0	3
PHIL1310 *	Critical Thinking	45	0	0	3
PSYC1310 *	General Psychology	45	0	0	3
SOCI1310 *	Introduction to Sociology	45	0	0	3
	Total	**405**	**0**	**0**	**62**

** These courses are offered online.*

Dental Assisting (Associate of Applied Science) - Southaven

Contact Hours: 1,205
Semester Credits: 62
Instructional Weeks – Full Time: 30
Average Time to Complete – Full Time: 8 Months

Program offered at: Southaven, Mississippi

Dental Assisting (Associate of Applied Science) Mission Statement

The Dental Assisting program prepares students with the theoretical knowledge and practical skills needed for success in an entry-level position. The program aims to guide students in developing proficiency, professionalism, empathy, and accurate technique while learning to interact professionally with dentist, coworkers, and patients.

Learning Objectives / Instructional Outcomes

The program includes general education courses covering mathematics, written, verbal, and nonverbal communications; interpersonal skills; critical thinking; the sciences; and the humanities. Learning objectives include achievement of sufficient theoretical knowledge and practical skills in which students are required to successfully complete radiological written and skills assessments.

Career Overview

The Dental Assistant makes an important contribution to the success of a dental practice as a valuable member of the dental healthcare team. The Dental Assistant's responsibilities may include preparing patients for procedures, assisting the dentist with instrument transfer during procedures, maintaining treatment planning records, exposing and processing dental x-rays, reviewing oral hygiene and postoperative care instructions with patients, performing laboratory work, and managing such essential functions as inventory control, infection control and OSHA compliance. The Dental Assistant may also be called on to assist in the business office with filing records, preparing insurance reports, maintaining records on the computer, and scheduling appointments.

Admission to the Program and Block Transfer

Applicants to the program must be graduates of a Dental Assisting/Assistant program and:

- Graduates of the Southaven Concorde Dental Assisting/Assistant diploma program will receive 35 semester credits as a block transfer when enrolling in the Dental Assisting Associate of Applied Science program. A graduate of a Concorde Dental Assisting/Assistant diploma program is exempt from additional entrance requirements.
- Graduates of Dental Assisting/ Assistant programs from non-Concorde institutionally accredited postsecondary educational institutions recognized by the United States Department of Education may receive 35 semester credits upon evaluation of a transcript from the issuing school.

In order to graduate from the Dental Assisting (Associate of Applied Science) program, students must successfully complete the following curriculum:

Type: Associate of Applied Science

Required Courses

Course #	Course Title	Theory Hours	Lab Hours	Clinical Hours	Semester Credit Hours
--	Block Transfer				35
BIOL1301 *	Anatomy & Physiology	45	0	0	3
COMM1310 *	Elements of Human Communication	45	0	0	3
CSCI1310 *	Computer Science	45	0	0	3
ENGL1310 *	English Composition I	45	0	0	3
MATH1320 *	College Algebra	45	0	0	3

PSYC1320 *	Human Growth & Development	45	0	0	3
PHIL1310 *	Critical Thinking	45	0	0	3
PSYC1310 *	General Psychology	45	0	0	3
SOCI1310 *	Introduction to Sociology	45	0	0	3
	Total	**405**	**0**	**0**	**62**

** These courses are offered online.*

Dental Hygiene (Associate of Applied Science) - Memphis and Glendale

Contact Hours: 1,810
Semester Credits: 88
Instructional Weeks – Full Time: 70
Average Time to Complete – Full Time: 17 Months

Program offered at: Memphis, Tennessee and Glendale, Arizona

Glendale Only: Not currently enrolling. This program is approved by the Council on Occupational Education (COE) and Arizona Board for Private Postsecondary Education. Concorde is pursuing programmatic accreditation for this program. The Dental Hygiene program is not currently accredited by the Commission on Dental Accreditation (CODA). Concorde Career College intends to seek initial accreditation for the program.

Dental Hygiene (Associate of Applied Science) Mission Statement

The program provides students with theoretical knowledge, technical skills, and professional attributes necessary to qualify for licensure as a Registered Dental Hygienist and entry-level employment as a Dental Hygienist. The program aims to guide students in developing professional commitment, community involvement, and continued research. Graduates will be eligible to sit for the National Board Dental Hygiene Examination.

Learning Objectives / Instructional Outcomes

The program includes general education courses covering mathematics, written, verbal and nonverbal communications; interpersonal skills; critical thinking; the sciences; and the humanities. Learning objectives prepare students through an array of skill sets with learning objectives that include extra-oral and intraoral exams, periodontal and dental exams, patient history reviews, vital sign checks, and risk assessments. Program graduates will recognize, respect, and act with consideration for individual differences, values, preferences, and expressed needs.

Career Overview

Dental Hygienists are licensed, professional oral clinicians and dental health educators who prevent and treat oral disease, promote and encourage preventive aspects of dental care, and assume responsibility for patient care in the dental office. They provide a variety of services to patients, including comprehensive examination of the oral cavity, radiographs, prophylaxis, fluoride treatments, patient education, and preventive services. They are required to pass written and clinical examinations before they apply for licensure to practice. Dental Hygienists are integral members of the dental team who use their dental, clinical, and social sciences to aid individuals in achieving optimum oral health. Besides working in a private dental practice, Dental Hygienists also work as educators, administrators, and researchers.

Program Delivery

The Dental Hygiene program is delivered in a blended format. Some courses will be delivered entirely online, entirely on-ground or with an appropriate blend of both online and on-ground hours in the same course. Campuses may have the option to deliver general education courses either online or on-ground, depending on local need and availability.

Type: Associate of Applied Science

In order to graduate from the Dental Hygiene (Associate of Applied Science) program, students must successfully complete the following curriculum:

Course #	Course Title	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
ENGL1310	English Composition I	45 (0 / 45)	0	0	3
SOCI1310	Introduction to Sociology	45 (0 / 45)	0	0	3

BIOL1330	Microbiology	45 (0 / 45)	0	0	3
BIOL1405	Anatomy & Physiology	60 (0 / 60)	0	0	4
CHEM1310	Chemistry	45 (0 / 45)	0	0	3
MATH Elective	MATH1310 Contemporary Mathematics or MATH1320 College Algebra	45 (0 / 45)	0	0	3
PSYC1310	General Psychology	45 (0 / 45)	0	0	3
COMM1310	Elements of Human Communication	45 (0 / 45)	0	0	3
DH101	Dental Hygiene I	30 (25 / 5)	90 (80 / 10)	0	5
DH102	Dental Hygiene II	30 (15 / 15)	60 (45 / 15)	80 (80 / 0)	5.5
DH103	Dental Radiography	30 (30 / 0)	30 (20 / 10)	0	3
DH104	Dental Materials	15 (10 / 5)	30 (30 / 0)	0	2
DH105	Dental Anatomy/Tooth Morphology	60 (30 / 30)	0	0	4
DH110	Oral Embryology & Histology	45 (20 / 25)	0	0	3
DH111	Dental Office Emergencies	15 (10 / 5)	0	0	1
DH201	Dental Hygiene III	30 (15 / 15)	0	135 (120 / 15)	5
DH202	Dental Hygiene IV	30 (15 / 15)	0	185 (165 / 20)	6
DH203	Periodontology	45 (30 / 15)	0	0	3
DH206	Dental Pharmacology	45 (30 / 15)	0	0	3
DH207	Dental Hygiene Seminar	30 (15 / 15)	0	0	2
DH209	Nutrition	45 (20 / 25)	0	0	3
DH224	Dental Public Health	45 (30 / 15)	0	0	3
DH226	Dental Law/Ethics	30 (6 / 24)	0	0	2
DH227	Board Review	45 (15 / 30)	0	0	3
DH228	Oral Pathology	45 (25 / 20)	0	0	3
DH300	Dental Office Management	30 (10 / 20)	0	0	2
DH301	Dental Hygiene V	30 (10 / 20)	0	150 (130 / 20)	5
	Total	**1050 (361/689)**	**210 (175/35)**	**550 (495/55)**	**88.5**

Dental Hygiene (Associate of Applied Science) - Portland

Contact Hours: 1,855
Semester Credits: 91
Instructional Weeks – Full Time: 70
Average Time to Complete – Full Time: 17 Months

Program offered at: Portland, Oregon

Program Overview

Dental Hygienists are licensed, professional oral clinicians and dental health educators who prevent and treat oral disease, promote and encourage preventive aspects of dental care, and assume responsibility for patient care in the dental office. They provide a variety of services to patients, including comprehensive examination of the oral cavity, radiographs, prophylaxis, fluoride treatments, patient education, and preventive services. They are required to pass written and clinical examinations before they apply for licensure to practice. Dental Hygienists are integral members of the dental team who use their dental, clinical, and social sciences to aid individuals in achieving optimum oral health. Besides working in a private dental practice, Dental Hygienists also work as educators, administrators, and researchers.

Program Mission

The mission is to provide a supportive learning environment in which the student acquires theoretical knowledge, technical skills, and professional attributes necessary to qualify for licensure as a Registered Dental Hygienist and entry-level employment as a Dental Hygienist. The program strives to instill the importance of personal growth, professional commitment, community involvement, and continued research. Graduates will be eligible to sit for the National Board Dental Hygiene Examination. 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.

Applicants to the Dental Hygiene program at Concorde must follow the admissions process and successfully meet all admissions criteria. CPR is required prior to Term 3.

Program Delivery

The Dental Hygiene program is delivered in a blended format. Courses will be delivered entirely online, entirely on-ground, or with an appropriate blend of both online and on-ground hours in the same course. Campuses may have the option to deliver general education courses either online or on-ground, depending on local need and availability.

Type: Associate of Applied Science

Term 1

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
BIOL1405	Anatomy & Physiology			60 (0 / 60)	0	0	4
ENGL1310	English Composition I			45 (0 / 45)	0	0	3
MATH Elective	MATH1310 Contemporary Mathematics or MATH1320 College Algebra			45 (0 / 45)	0	0	3
PSYC1310	General Psychology			45 (0 / 45)	0	0	3
			Subtotal	**195 (0/195)**	**0**	**0**	**13**

Term 2

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
BIOL1330	Microbiology			45 (0 / 45)	0	0	3
CHEM1310	Chemistry			45 (0 / 45)	0	0	3
COMM1310	Elements of Human Communication			45 (0 / 45)	0	0	3
SOCI1310	Introduction to Sociology			45 (0 / 45)	0	0	3
ENGL1320	English Composition II			45 (0 / 45)	0	0	3
			Subtotal	**225 (0/225)**	**0**	**0**	**15**

Term 3

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
DHYG1130	Dental Office Emergencies	BIOL1330 BIOL1405 CHEM1310		15 (15 / 0)	0	0	1
DHYG1230	Dental Hygiene I	BIOL1330 BIOL1405 CHEM1310	DHYG1330	30 (25 / 5)	0	0	2
DHYG1330	Dental Hygiene I Pre-Clinic	BIOL1330 BIOL1405 CHEM1310	DHYG1230	0	90 (80 / 10)	0	3
DHYG1331	Dental Radiography	BIOL1330 BIOL1405 CHEM1310		30 (30 / 0)	30 (20 / 10)	0	3
DHYG1430	Dental Anatomy/ Tooth Morphology	BIOL1330 BIOL1405 CHEM1310		60 (40 / 20)	0	0	4
			Subtotal	**135 (110/25)**	**120 (100/20)**	**0**	**13**

Term 4

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
DHYG1240	Dental Hygiene II	DHYG1130 DHYG1230 DHYG1330 DHYG1331 DHYG1430	DHYG1340	30 (30 / 0)	0	0	2
DHYG1241	Dental Materials	DHYG1130 DHYG1230 DHYG1330 DHYG1331 DHYG1430		15 (10 / 5)	30 (30 / 0)	0	2
DHYG1340	Dental Hygiene II Clinic	DHYG1130 DHYG1230 DHYG1330 DHYG1331 DHYG1430	DHYG1240	0	60 (45 / 15)	80 (80 / 0)	3.5

DHYG1341	Oral Embryology & Histology	DHYG1130 DHYG1230 DHYG1330 DHYG1331 DHYG1430		45 (30 / 15)	0	0	3
DHYG1342	Periodontology	DHYG1130 DHYG1230 DHYG1330 DHYG1331 DHYG1430		45 (40 / 5)	0	0	3
			Subtotal	**135 (110/25)**	**90 (75/15)**	**80 (80/0)**	**13.5**

Term 5

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
DHYG1250	Dental Hygiene III	DHYG1240 DHYG1340 DHYG1241 DHYG1341 DHYG1342	DHYG1350	30 (15 / 15)	0	0	2
DHYG1251	Dental Law/ Ethics	DHYG1240 DHYG1340 DHYG1241 DHYG1341 DHYG1342		30 (6 / 24)	0	0	2
DHYG1350	Dental Hygiene III Clinic	DHYG1240 DHYG1340 DHYG1241 DHYG1341 DHYG1342	DHYG1250	0	0	135 (120 / 15)	3
DHYG1351	Nutrition	DHYG1240 DHYG1340 DHYG1241 DHYG1341 DHYG1342		45 (20 / 25)	0	0	3
DHYG1352	Dental Public Health	DHYG1240 DHYG1340 DHYG1241 DHYG1341 DHYG1342		45 (30 / 15)	0	0	3
			Subtotal	**150 (71/79)**	**0**	**135 (120/15)**	**13**

Term 6

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
DHYG2260	Dental Hygiene IV	DHYG1250 DHYG1350 DHYG1351 DHYG1352 DHYG1251	DHYG2460	30 (15 / 15)	0	0	2
DHYG2360	Oral Pathology	DHYG1250 DHYG1350 DHYG1351 DHYG1352 DHYG1251		45 (25 / 20)	0	0	3

DHYG2361	Dental Pharmacology	DHYG1250 DHYG1350 DHYG1351 DHYG1352 DHYG1251		45 (30 / 15)	0	0	3
DHYG2460	Dental Hygiene IV Clinic	DHYG1250 DHYG1350 DHYG1351 DHYG1352 DHYG1251	DHYG2260	0	0	185 (165 / 20)	4
			Subtotal	**120 (70/50)**	**0**	**185 (165/20)**	**12**

Term 7

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
DHYG2270	Dental Hygiene V			30 (10 / 20)	0	0	2
DHYG2271	Dental Hygiene Seminar	DHYG2260 DHYG2460 DHYG2361 DHYG2360	DHYG2370	30 (15 / 15)	0	0	2
DHYG2272	Dental Office Management	DHYG2260 DHYG2460 DHYG2361 DHYG2360		30 (10 / 20)	0	0	2
DHYG2370	Dental Hygiene V Clinic	DHYG2260 DHYG2460 DHYG2361 DHYG2360	DHYG2270	0	0	150 (130 / 20)	3
DHYG2371	Board Review	DHYG2260 DHYG2460 DHYG2361 DHYG2360		45 (30 / 15)	0	0	3
			Subtotal	**135 (65/70)**	**0**	**150 (130/20)**	**12**
			Total	**1095 (426/669)**	**210 (175/35)**	**550 (495/55)**	**91.5**

General education courses (those with prefixes other than DHYG) may be scheduled in any term providing that prerequisites are honored. In addition, these courses may be offered 100% online or 100% on ground.

Diagnostic Medical Sonography (Associate of Applied Science) - Memphis and Glendale

Contact Hours: 2,055
Semester Credits: 84
Instructional Weeks – Full Time: 80
Average Time to Complete – Full Time: 20 Months

Program offered at: Memphis, Tennessee and Glendale, Arizona

Program Overview

Diagnostic medical sonographers use special imaging equipment that directs sound waves into a patient's body (in a procedure commonly known as an ultrasound, sonogram, or echocardiogram) to assess and diagnose various medical conditions.

The Diagnostic Medical Sonography curriculum integrates didactic and clinical instruction with increasing expectations at each level. Clinical sites utilized by the program are geographically dispersed. Students may have to travel outside of the local area for clinical placements.

Program Objectives

To prepare competent entry-level sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains for the following concentration(s) it offers:

- Abdominal sonography - Extended
- Obstetrics and gynecology sonography

Graduates of this program will develop skills to:

1. Be clinically competent to perform appropriate procedures and record anatomic, pathologic, and/or physiologic data;
2. Apply critical thinking and problem-solving skills to exercise discretion and judgment in performance of diagnostic sonography;
3. Demonstrate appropriate communication skills; and
4. Demonstrate professionalism and growth in the profession.

The program will continually monitor program effectiveness through assessment and evaluation to ensure that the needs of the community are met.

Program Delivery

The Diagnostic Medical Sonography program is delivered in a blended format. Courses will be delivered entirely online, entirely on-ground or with an appropriate blend of both online and on-ground hours in the same course. Campuses may have the option to deliver general education courses either online or on-ground, depending on local need and availability.

Type: Associate of Applied Science

Course #	Course Title	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
BIOL1131	Anatomy & Physiology VLab	0	30 (0 / 30)	0	1
BIOL1405	Anatomy & Physiology	60 (0 / 60)	0	0	4
COMM1310	Elements of Human Communication	45 (0 / 45)	0	0	3
DMSG1210	Scanning Lab I	0	80 (65 / 15)	0	2.5
DMSG1220	Scanning Lab II	0	80 (70 / 10)	0	2.5

DMSG1321	Sonographic Cross-Sectional Anatomy	45 (20 / 25)	0	0	3
DMSG1810	Physics & Instrumentation	120 (60 / 60)	0	0	8
DMSG1820	Abdominal Sonography	120 (30 / 90)	0	0	8
DMSG2210	Scanning Lab III	0	80 (70 / 10)	0	2.5
DMSG2220	Registry Review	30 (30 / 0)	0	0	2
DMSG2230	General Vascular Sonography I	30 (30 / 0)	0	0	2
DMSG2240	General Vascular Sonography II	30 (10 / 20)	0	0	2
DMSG2710	Clinical Education I	0	0	320 (320 / 0)	7
DMSG2720	Clinical Education II	0	0	320 (320 / 0)	7
DMSG2730	Clinical Education III	0	0	320 (320 / 0)	7
DMSG2810	OB/GYN Sonography	120 (30 / 90)	0	0	8
ENGL1310	English Composition I	45 (0 / 45)	0	0	3
HPRS1320	Foundations for Health Professionals	45 (0 / 45)	0	0	3
MATH1320	College Algebra	45 (0 / 45)	0	0	3
PHYS1310	General Physics	45 (0 / 45)	0	0	3
PSYC1310	General Psychology	45 (0 / 45)	0	0	3
	Total	**825 (210/615)**	**270 (205/65)**	**960 (960/0)**	**84.5**

Diagnostic Medical Sonography (Associate of Applied Science) - Portland

Contact Hours: 2,100
Semester Credits: 87
Instructional Weeks – Full Time: 80
Average Time to Complete – Full Time: 20 Months

Program offered at: Portland, Oregon

Program Overview

Diagnostic medical sonographers use special imaging equipment that directs sound waves into a patient's body (in a procedure commonly known as an ultrasound, sonogram, or echocardiogram) to assess and diagnose various medical conditions.

The Diagnostic Medical Sonography curriculum integrates didactic and clinical instruction with increasing expectations at each level. Clinical sites utilized by the program are geographically dispersed. Students may have to travel outside of the local area for clinical placements.

Program Delivery

The Diagnostic Medical Sonography program is delivered in a blended format. Courses will be delivered entirely online, entirely on-ground or with an appropriate blend of both online and on-ground hours in the same course. Campuses may have the option to deliver general education courses either online or on-ground, depending on local need and availability.

Program Objectives

To prepare competent entry-level sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains for the following concentration(s) it offers:

- Abdominal sonography - Extended
- Obstetrics and gynecology sonography

Graduates of this program will develop skills to:

1. Be clinically competent to perform appropriate procedures and record anatomic, pathologic, and/or physiologic data;
2. Apply critical thinking and problem-solving skills to exercise discretion and judgment in performance of diagnostic sonography;
3. Demonstrate appropriate communication skills; and
4. Demonstrate professionalism and growth in the profession.

The program will continually monitor program effectiveness through assessment and evaluation to ensure that the needs of the community are me

Type: Associate of Applied Science

Term 1

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
COMM1310	Elements of Human Communication			45 (0 / 45)	0	0	3

MATH1320	College Algebra		45 (0 / 45)	0	0	3
ENGL1310	English Composition I		45 (0 / 45)	0	0	3
BIOL1405	Anatomy & Physiology		60 (0 / 60)	0	0	4
BIOL1131	Anatomy & Physiology VLab		0	30 (0 / 30)	0	1
		Subtotal	**195 (0/195)**	**30 (0/30)**	**0**	**14**

Term 2

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
HPRS1320	Foundations for Health Professionals			45 (0 / 45)	0	0	3
PHYS1311	Introductory Physics			45 (0 / 45)	0	0	3
ENGL1320	English Composition II			45 (0 / 45)	0	0	3
PSYC1310	General Psychology			45 (0 / 45)	0	0	3
			Subtotal	**180 (0/180)**	**0**	**0**	**12**

Term 3

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
DMSG1210	Scanning Lab I	HPRS1320 PHYS1310		0	80 (65 / 15)	0	2.5
DMSG1321	Sonographic Cross-Sectional Anatomy	HPRS1320 PHYS1310		45 (20 / 25)	0	0	3
DMSG1810	Physics & Instrumentation	HPRS1320 PHYS1310		120 (60 / 60)	0	0	8
			Subtotal	**165 (80/85)**	**80 (65/15)**	**0**	**13.5**

Term 4

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
DMSG1220	Scanning Lab II	DMSG1210 DMSG1321 DMSG1810		0	80 (70 / 10)	0	2.5
DMSG1820	Abdominal Sonography	DMSG1210 DMSG1321 DMSG1810		120 (30 / 90)	0	0	8
			Subtotal	**120 (30/90)**	**80 (70/10)**	**0**	**10.5**

Term 5

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours

DMSG2210	Scanning Lab III	DMSG1220 DMSG1820		0	80 (70 / 10)	0	2.5
DMSG2810	OB/GYN Sonography	DMSG1220 DMSG1820		120 (30 / 90)	0	0	8
			Subtotal	**120 (30/90)**	**80 (70/10)**	**0**	**10.5**

Term 6

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
DMSG2230	General Vascular Sonography I	DMSG2210 DMSG2810		30 (30 / 0)	0	0	2
DMSG2710	Clinical Education I	DMSG2210 DMSG2810		0	0	320 (320 / 0)	7
			Subtotal	**30 (30/0)**	**0**	**320 (320/0)**	**9**

Term 7

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
DMSG2240	General Vascular Sonography II	DMSG2230 DMSG2710		30 (10 / 20)	0	0	2
DMSG2720	Clinical Education II	DMSG2230 DMSG2710		0	0	320 (320 / 0)	7
			Subtotal	**30 (10/20)**	**0**	**320 (320/0)**	**9**

Term 8

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
DMSG2220	Registry Review	DMSG2240 DMSG2720		30 (30 / 0)	0	0	2
DMSG2730	Clinical Education III	DMSG2240 DMSG2720		0	0	320 (320 / 0)	7
			Subtotal	**30 (30/0)**	**0**	**320 (320/0)**	**9**
			Total	**870 (210/660)**	**270 (205/65)**	**960 (960/0)**	**87.5**

Massage Therapy (Diploma) - Memphis

Contact Hours: 750
Semester Credits: 32
Instructional Weeks – Full Time: 36
Average Time to Complete – Full Time: 10 Months

Program offered at: Memphis, Tennessee

Massage Therapy (Diploma) Mission Statement:

The mission is to provide a supportive learning environment in which the student acquires theoretical knowledge, technical skills, and professional attributes necessary to obtain entry-level positions in the field of Massage Therapy.

Learning Objectives / Instructional Outcomes

The Massage Therapy program prepares students through an array of courses in basic science and the anatomy and physiology of the human body, massage techniques and manipulations designed to enhance the physical health of patients. Learning outcomes include theoretical knowledge and practical skills in Swedish massage, acupressure, event-sports massage, reflexology, deep-tissue massage, and professional and business ethics and legal issues related to the practice of Massage Therapy.

Additionally, the program prepares graduates to sit for the Massage & Bodywork Licensing Examination (MBLEx). 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.

Career Overview

Massage Therapists assess the needs of patients, develop individualized care plans, and conduct therapeutic massage to treat a patient's illness. Employment opportunities exist in a variety of settings including massage clinics, hospital rehabilitation departments, public practice, wellness centers, and chiropractic offices.

Program Delivery

The Massage Therapy program is delivered in an entirely on ground format.

Type: Diploma

In order to graduate from the Massage Therapy (Diploma) program, students must successfully complete the following curriculum:

Course #	Course Title	Theory Hours	Lab Hours	Externship Hours	Semester Credit Hours
MSSG1510	Massage as a Profession	80	0	0	5
MSSG1520	Anatomy, Physiology, and Pathology of the Neuro-Musculo-Skeletal Systems	80	0	0	5
MSSG1330	Muscles and Movement	20	60	0	3
MSSG1340	Learning to Practice	20	60	0	3
MSSG1350	Anatomy and Physiology of the Body Systems	40	40	0	3.5
MSSG1360	Planning Treatment	40	40	0	3.5
MSSG1370	Treating Common Musculoskeletal Complaints	40	40	0	3.5
MSSG1480	Building Your Massage Practice	50	30	0	4

MSSG1290	Massage Clinic I	0	0	110	2

Massage Therapy (Diploma) - Southaven

Contact Hours: 750
Semester Credits: 32
Instructional Weeks – Full Time: 36
Average Time to Complete – Part Time: 10 Months

Program offered at: Southaven, Mississippi

Massage Therapy (Diploma) Mission Statement:

The mission is to provide a supportive learning environment in which the student acquires theoretical knowledge, technical skills, and professional attributes necessary to obtain entry-level positions in the field of Massage Therapy.

Learning Objectives / Instructional Outcomes

The Massage Therapy program prepares students through an array of courses in basic science and the anatomy and physiology of the human body, massage techniques and manipulations designed to enhance the physical health of patients. Learning outcomes include theoretical knowledge and practical skills in Swedish massage, acupressure, event-sports massage, reflexology, deep-tissue massage and professional and business ethics and legal issues related to the practice of Massage Therapy.

Additionally, the program prepares graduates to sit for the Massage & Bodywork Licensing Examination (MBLEx). 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.

Career Overview

Massage Therapists assess the needs of patients, develop individualized care plans, and conduct therapeutic massage to treat a patient's illness. Employment opportunities exist in a variety of settings including massage clinics, hospital rehabilitation departments, public practice, wellness centers, and chiropractic offices.

Program Delivery

The Massage Therapy program is delivered in an entirely on ground format.

Type: Diploma

In order to graduate from the Massage Therapy (Diploma) program, students must successfully complete the following curriculum:

Course #	Course Title	Theory Hours	Lab Hours	Externship Hours	Semester Credit Hours
MSSG1510	Massage as a Profession	80	0	0	5
MSSG1520	Anatomy, Physiology, and Pathology of the Neuro-Musculo-Skeletal Systems	80	0	0	5
MSSG1330	Muscles and Movement	20	60	0	3
MSSG1340	Learning to Practice	20	60	0	3
MSSG1350	Anatomy and Physiology of the Body Systems	40	40	0	3.5
MSSG1360	Planning Treatment	40	40	0	3.5
MSSG1370	Treating Common Musculoskeletal Complaints	40	40	0	3.5
MSSG1480	Building Your Massage Practice	50	30	0	4

MSSG1290	Massage Clinic I	0	0	110	2
	Total	**370**	**270**	**110**	**32.5**

Medical Assistant (Diploma) - Memphis, Glendale, and Southaven

Contact Hours: 800
Semester Credits: 35
Instructional Weeks – Full Time: 32
Average Time to Complete – Full Time: 9 Months

Program offered at: Memphis, Tennessee, Glendale, Arizona, and Southaven, Mississippi

Medical Assistant (Diploma) Mission Statement:

The mission is to provide a supportive learning environment in which the student acquires theoretical knowledge, technical skills, and professional attributes necessary to obtain entry-level positions in the field of Medical Assisting.

Learning Objectives / Instructional Outcomes

At the conclusion of the program, students will be prepared with 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 physician's office.

Career 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.

Program Delivery

The Medical Assistant program is delivered in a blended format. Courses will be delivered entirely online, entirely on-ground or with an appropriate blend of both online and on-ground hours in the same course.

Type: Diploma

In order to graduate from the Medical Assistant (Diploma) program, students must successfully complete the following curriculum:

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Externship Hours (Ground/Online)	Semester Credit Hours
MDCA1513	General Patient Care, Skeletal and Muscular Systems			55 (10 / 45)	40 (30 / 10)	0	5
MDCA1523	Medical Ethics, Nervous and Sensory Systems			55 (10 / 45)	40 (30 / 10)	0	5
MDCA1533	Office Procedures, Digestive and Reproductive Systems			55 (10 / 45)	40 (30 / 10)	0	5

MDCA1543	Endocrine, Cardiology, and Professional Communication			55 (10 / 45)	40 (30 / 10)	0	5
MDCA1553	Diagnostic Procedures, Hematology, Urinary System & Medical Billing			55 (10 / 45)	40 (30 / 10)	0	5
MDCA1563	Pharmacology , Health Insurance and Respiratory System			55 (10 / 45)	40 (30 / 10)	0	5
MDCA1201	Externship I	MDCA1513 MDCA1523 MDCA1533 MDCA1543 MDCA1553 MDCA1563				115 (80 / 35)	2.5
MDCA1202	Externship II	MDCA1201				115 (80 / 35)	2.5
			Total	**330 (60/270)**	**240 (180/60)**	**230 (160/70)**	**35**

Medical Assistant (Diploma) - Portland

Contact Hours: 800
Semester Credits: 35
Instructional Weeks – Full Time: 32
Average Time to Complete – Full Time: 9 Months

Program Offered at: Portland, Oregon

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.

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.

Program Delivery

The Medical Assistant program is delivered in a blended format. Courses will be delivered entirely online, entirely on-ground or with an appropriate blend of both online and on-ground hours in the same course.

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.

Type: Diploma

Course #	Course Title	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Externship Hours (Ground/Online)	Semester Credit Hours
MDCA1513	General Patient Care, Skeletal and Muscular Systems	55 (10 / 45)	40 (30 / 10)	0	5
MDCA1523	Medical Ethics, Nervous and Sensory Systems	55 (10 / 45)	40 (30 / 10)	0	5
MDCA1533	Office Procedures, Digestive and Reproductive Systems	55 (10 / 45)	40 (30 / 10)	0	5
MDCA1543	Endocrine, Cardiology, and Professional Communication	55 (10 / 45)	40 (30 / 10)	0	5
MDCA1553	Diagnostic Procedures, Hematology, Urinary System & Medical Billing	55 (10 / 45)	40 (30 / 10)	0	5
MDCA1563	Pharmacology, Health Insurance and Respiratory System	55 (10 / 45)	40 (30 / 10)	0	5
MDCA1201	Externship I			115 (80 / 35)	2.5
MDCA1202	Externship II			115 (80 / 35)	2.5
	Total	**330 (60/270)**	**240 (180/60)**	**230 (160/70)**	**35**

Medical Assisting (Associate of Applied Science) - Memphis

Contact Hours: 1,205
Semester Credits: 62
Instructional Weeks – Full Time: 30
Average Time to Complete – Full Time: 8 Months

Program offered at: Memphis, Tennessee

Medical Assisting (Associate of Applied Science) Mission Statement:

The purpose of the Medical Assisting degree program is to provide students the opportunity, along with their occupational skills, to develop essential basic skills for continued learning and career development through general education courses that include: mathematics; written, verbal and nonverbal communications; interpersonal skills; critical thinking; the sciences; and the humanities.

Learning Objectives / Instructional Outcomes

The program includes general education courses covering mathematics, written, verbal, and nonverbal communications; interpersonal skills; critical thinking; the sciences; and the humanities. Learning objectives include achievement of sufficient theoretical knowledge and practical skills 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 physician's office.

Career 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.

Type: Associate of Applied Science

Admission to the Program and Block Transfer

Applicants to the program must be graduates of a Medical Assisting/Assistant Program and:

- Graduates of any Concorde Medical Assisting/Assistant diploma program will receive 35 semester credits as a block transfer when enrolling in the Medical Assisting Associate of Applied Science program at Memphis. A graduate of a Concorde Medical Assisting/Assistant diploma program is exempt from additional entrance requirements.
- Graduates of Medical Assisting/Assistant program from non-Concorde institutionally accredited postsecondary educational institutions recognized by the United States Department of Education may receive 35 semester credits upon evaluation of a transcript from the issuing school.

In order to graduate from the Medical Assisting (Associate of Applied Science) program, students must successfully complete the following curriculum:

Required Courses

Course #	Course Title	Theory Hours	Lab Hours	Externship Hours	Semester Credit Hours
--	Block Transfer				35
BIOL1301 *	Anatomy & Physiology	45	0	0	3
COMM1310 *	Elements of Human Communication	45	0	0	3
CSCI1310 *	Computer Science	45	0	0	3
ENGL1310 *	English Composition I	45	0	0	3
MATH1320 *	College Algebra	45	0	0	3

PSYC1320 *	Human Growth & Development	45	0	0	3
PHIL1310 *	Critical Thinking	45	0	0	3
PSYC1310 *	General Psychology	45	0	0	3
SOCI1310 *	Introduction to Sociology	45	0	0	3

* *These courses are offered online.*

Medical Assisting (Associate of Applied Science) - Southaven

Contact Hours: 1,205
Semester Credits: 62
Instructional Weeks – Full Time: 30
Average Time to Complete – Full Time: 8 Months

Program offered at: Southaven, Mississippi

Medical Assisting (Associate of Applied Science) Mission Statement:

The purpose of the Medical Assisting degree program is to provide students the opportunity, along with their occupational skills, to develop essential basic skills for continued learning and career development through general education courses that include: mathematics; written, verbal and nonverbal communications; interpersonal skills; critical thinking; the sciences; and the humanities.

Learning Objectives / Instructional Outcomes

The program includes general education courses covering mathematics, written, verbal, and nonverbal communications; interpersonal skills; critical thinking; the sciences; and the humanities. Learning objectives include achievement of sufficient theoretical knowledge and practical skills 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 physician's office.

Career 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.

Type: Associate of Applied Science

Admission to the Program and Block Transfer

Applicants to the program must be graduates of a Medical Assisting/Assistant Program and:

- Graduates of any Concorde Medical Assisting/Assistant diploma program will receive 35 semester credits as a block transfer when enrolling in the Medical Assisting Associate of Applied Science program at Memphis. A graduate of a Concorde Medical Assisting/Assistant diploma program is exempt from additional entrance requirements.
- Graduates of Medical Assisting/Assistant program from non-Concorde institutionally accredited postsecondary educational institutions recognized by the United States Department of Education may receive 35 semester credits upon evaluation of a transcript from the issuing school.

In order to graduate from the Medical Assisting (Associate of Applied Science) program, students must successfully complete the following curriculum:

Required Courses

Course #	Course Title	Theory Hours	Lab Hours	Externship Hours	Semester Credit Hours
--	Block Transfer				35
BIOL1301 *	Anatomy & Physiology	45	0	0	3
COMM1310 *	Elements of Human Communication	45	0	0	3
CSCI1310 *	Computer Science	45	0	0	3
ENGL1310 *	English Composition I	45	0	0	3
MATH1320 *	College Algebra	45	0	0	3

PSYC1320 *	Human Growth & Development	45	0	0	3
PHIL1310 *	Critical Thinking	45	0	0	3
PSYC1310 *	General Psychology	45	0	0	3
SOCI1310 *	Introduction to Sociology	45	0	0	3

* These courses are offered online.

Medical Office Professional (Diploma) - Memphis and Southaven

Contact Hours: 800
Semester Credits: 35
Instructional Weeks – Full Time: 32
Average Time to Complete – Full Time: 9 Months

Program offered at: Memphis, Tennessee and Southaven, Mississippi

Medical Office Professional (Diploma) Mission Statement:

The program provides students the with sufficient theoretical knowledge and specialized skills for an entry-level administrative position in allied health. The program prepares students to take the American Academy of Professional Coders (AAPC) certification test.

Learning Objectives / Instructional Outcomes

The program includes courses covering computer applications, medical terminology, and medical insurance basics. Learning objectives include achievement of sufficient theoretical knowledge and practical skills in computer skills, medical terminology, medical office procedures, communication, psychosocial skills, office procedures, insurance, and ancillary coding procedures with continuous practice in the school labs.

Career Overview

The Medical Office Professional has the skills necessary to handle most medical office business and financial operations, including accounts receivable and payable, billing and fee collection, payroll and taxes, records management, insurance claims processing, typing, and word processing. The Medical Office Professional brings a thorough understanding of medical and insurance terminology along with skills in interpersonal communications and public relations. Employment opportunities in this field are to be found in a broad range of settings, from physicians' and dentists' offices, to long-term-care facilities and hospitals, to medical insurance companies.

Program Delivery

Option 1: Lecture/lab and externship courses will be delivered with an appropriate blend of both online and on-ground hours in the same course.

Option 2: Lecture/lab courses will be delivered entirely online; externship course will be delivered either entirely on-ground or with an appropriate blend of both online and on-ground hours in the same course.

Type: Diploma

In order to graduate from the Medical Office Professional (Diploma) program, students must successfully complete the following curriculum:

Option 1

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Externship Hours (Ground/Online)	Semester Credit Hours
POFM1513	Medical Office Procedures			55 (0 / 55)	40 (40 / 0)	0	5
POFM1523	Computer Applications			55 (0 / 55)	40 (40 / 0)	0	5
POFM1533	Medical Insurance Coding I			55 (0 / 55)	40 (40 / 0)	0	5

POFM1543	Medical Insurance Coding II			55 (0 / 55)	40 (40 / 0)	0	5
POFM1553	Medical Insurance Claims Processing			55 (0 / 55)	40 (40 / 0)	0	5
POFM1563	Medical Office Applications			55 (0 / 55)	40 (40 / 0)	0	5
POFM1201	Externship I	POFM1513 POFM1523 POFM1533 POFM1543 POFM1553 POFM1563				115 (80 / 35)	2.5
POFM1202	Externship II	POFM1201				115 (80 / 35)	2.5
			Subtotal	**330 (0/330)**	**240 (240/0)**	**230 (160/70)**	**35**

Option 2

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Externship Hours (Ground/Online)	Semester Credit Hours
POFM1513	Medical Office Procedures			55.00 (0.00 / 55.00)	40.00 (0.00 / 40.00)	0	5
POFM1523	Computer Applications			55.00 (0.00 / 55.00)	40.00 (0.00 / 40.00)	0	5
POFM1533	Medical Insurance Coding I			55.00 (0.00 / 55.00)	40.00 (0.00 / 40.00)	0	5
POFM1543	Medical Insurance Coding II			55.00 (0.00 / 55.00)	40.00 (0.00 / 40.00)	0	5
POFM1553	Medical Insurance Claims Processing			55.00 (0.00 / 55.00)	40.00 (0.00 / 40.00)	0	5
POFM1563	Medical Office Applications			55.00 (0.00 / 55.00)	40.00 (0.00 / 40.00)	0	5
POFM1201	Externship I	POFM1513 POFM1523 POFM1533 POFM1543 POFM1553 POFM1563				115 (80 / 35)	2.5
POFM1202	Externship II	POFM1201				115 (80 / 35)	2.5
			Subtotal	**330 (0/330)**	**240 (0/240)**	**230 (160/70)**	**35**

Medical Office Professional (Associate of Applied Science) - Memphis

Contact Hours: 1,205
Semester Credits: 62
Instructional Weeks – Full Time: 30
Average Time to Complete – Full Time: 8 Months

Program offered at: Memphis, Tennessee

Medical Office Professional (Associate of Applied Science) Mission Statement:

The purpose of the Medical Office Professional degree program is to provide students the opportunity, along with their occupational skills, to develop essential basic skills for continued learning and career development through general education courses that include: mathematics; written, verbal, and nonverbal communications; interpersonal skills; critical thinking; the sciences; and the humanities. The program prepares students to successfully complete the American Academy of Professional Coders (AAPC) certification test.

Learning Objectives / Instructional Outcomes

The program includes general education courses covering mathematics, written, verbal, and nonverbal communications; interpersonal skills; critical thinking; the sciences; and the humanities. Learning objectives include achievement of sufficient theoretical knowledge and practical skills in computer skills, medical terminology, anatomy and physiology, medical office procedures, communication, psychosocial skills, office procedures, insurance, and ancillary coding procedures with continuous practice in the school labs.

Career Overview

The Medical Office Professional has the skills necessary to handle most medical office business and financial operations, including accounts receivable and payable, billing and fee collection, payroll and taxes, records management, insurance claims processing, typing, and word processing. The Medical Office Professional brings a thorough understanding of medical and insurance terminology along with skills in interpersonal communications and public relations. Employment opportunities in this field are to be found in a broad range of settings, from physicians' and dentists' offices, to long-term-care facilities and hospitals, to medical insurance companies.

Admission to the Program and Block Transfer

Applicants to the program must be graduates of a Medical Office Professional/Assistant Program and:

- Graduates of any Concorde Medical Office Professional/Assistant diploma program will receive 35 semester credits as a block transfer when enrolling in the Medical Office Professional Associate of Applied Science program at Memphis. A graduate of a Concorde Medical Office Professional/Assistant diploma program is exempt from additional entrance requirements.
- Graduates of Medical Office Professional/Assistant program from non-Concorde institutionally accredited post-secondary educational institutions recognized by the United States Department of Education may receive 35 semester credits upon evaluation of a transcript from the issuing school.

Type: Associate of Applied Science

Course #	Course Title	Theory Hours	Lab Hours	Externship Hours	Semester Credit Hours
--	Block Transfer				35
BIOL1301 *	Anatomy & Physiology	45	0	0	3
COMM1310 *	Elements of Human Communication	45	0	0	3
CSCI1310 *	Computer Science	45	0	0	3
ENGL1310 *	English Composition I	45	0	0	3
MATH1320 *	College Algebra	45	0	0	3

PSYC1320 *	Human Growth & Development	45	0	0	3
PHIL1310 *	Critical Thinking	45	0	0	3
PSYC1310 *	General Psychology	45	0	0	3
SOCI1310 *	Introduction to Sociology	45	0	0	3
	Total	**405**	**0**	**0**	**62**

* These courses are offered online.

Neurodiagnostic Technology (Associate of Applied Science) - Memphis

Contact Hours: 1,855
Semester Credits: 84
Instructional Weeks – Full Time: 70
Average Time to Complete – Full Time: 17 Months

Program offered at: Memphis, Tennessee

Program Summary

This program is designed to provide graduates with the knowledge and practical skills needed for entry-level employment as a Neurodiagnostic or Polysomnography Technologist. The program combines classroom and laboratory studies with clinical training in healthcare facilities. Through a series of General Education courses, the student will also develop skills in communication, interpersonal relations, and critical thinking.

Program Overview

Neurodiagnostic Technology (NDT) is the medical diagnostic field devoted to the recording and study of electrical activity in the brain and nervous system. Neurodiagnostic Technologists possess the knowledge, skills, and attributes to obtain interpretable recordings of patients' nervous system function. They work in collaboration with medical researchers, clinicians, physicians, and other health professionals.

The Neurodiagnostic Technologist may be involved in one or more of the following diagnostic procedures: electroencephalography (EEG), evoked potential (EP), long term monitoring (LTM), polysomnography (PSG), nerve conduction studies (NCS), and intraoperative neuromonitoring (IONM).

The Technologist takes the medical history; documents the clinical condition of patients; understands and employs the optimal use of EEG, EP, PSG, and NCS equipment; and applies adequate recording electrodes. Among other duties, the Neurodiagnostic Technologist also understands the interface between EEG, EP, PSG, and NCS equipment and other electrophysiological devices and procedures; recognizes and understands EEG/EP/NCS/sleep activity displayed; manages medical emergencies in the laboratory; and prepares a descriptive report of recorded activity for the interpreting physician. The responsibilities of the Technologist may also include laboratory management and the supervision of Neurodiagnostic Technologists. Considerable individual initiative, reasoning skill, and sound judgment are all expected of the Neurodiagnostic professional. Neurodiagnostic Technology personnel work primarily in neurology-related departments of hospitals, but many also work in clinics and the private offices of neurologists and neurosurgeons.

Program Delivery

The Neurodiagnostic Technology program is delivered in a blended format. Courses will be delivered entirely online, entirely on-ground or with an appropriate blend of both online and on-ground hours in the same course. Campuses may have the option to deliver general education courses either online or on-ground, depending on local need and availability.

Program Objectives

Upon successful completion of the Neurodiagnostic Technology program, graduates will work with patients from neonate to geriatric and will be able to perform:

- Electroencephalograms (EEGs), which record the electrical activity of the brain.
- Polysomnograms (PSGs), which monitor and evaluate brain, respiratory, and heart activity during sleep to help diagnose sleep disorders.

During clinical rotations, students in the Neurodiagnostic Technology program may also be exposed to advanced diagnostic procedures, such as:

- Evoked potentials (EPs), such as Brainstem Auditory Evoked Potentials (BAEP), Visual Evoked Potentials (VEP), and Somatosensory Evoked Potentials (SSEP), which record electrical activity from the brain, brainstem, and spinal cord to evaluate various nerve tracks.
- Nerve Conduction Velocities (NCV), which evaluate electrical activity from peripheral nerves.
- Long-Term Epilepsy Monitoring (LTEM, LTM, or EMU), which records electrical activity and monitors patients to help diagnose significant seizure disorders.
- Intraoperative Neurological Monitoring (IONM), which monitors electrical activity from the brain, spinal column nerves, and muscles during various surgical procedures.

Upon completion of the program, graduates will be eligible to take professional certification examinations offered by:

- American Board of Registered Electroneurodiagnostic Technologists, Inc. (ABRET)
- American Association of Electrodiagnostic Technologists (AAET)
- Board of Registered Polysomnography Technologists (BRPT)

Credentialing in these specialties may require additional individualized training after graduation.

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.

In order to graduate from the Neurodiagnostic Technology (Associate of Applied Science) program, students must successfully complete the following curriculum:

Type: Associate of Applied Science

Course #	Course Title	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
BIOL1131	Anatomy & Physiology VLab	0	30 (0 / 30)	0	1
BIOL1301	Anatomy & Physiology	45 (0 / 45)	0	0	3
COMM1310	Elements of Human Communication	45 (0 / 45)	0	0	3
CSCI1310	Computer Science	45 (0 / 45)	0	0	3
ELEC1910	Introduction to Electrodiagnosis	120 (10 / 110)	50 (50 / 0)	0	9.5
ENGL1310	English Composition I	45 (0 / 45)	0	0	3
MATH1320	College Algebra	45 (0 / 45)	0	0	3
NDTP1100	Neuroanatomy and Physiology Lab	0	30 (30 / 0)	0	1
NDTP1214	NDT Pattern Recognition	20 (0 / 20)	30 (0 / 30)	0	2
NDTP1215	Neuroanatomy and Physiology	30 (0 / 30)			2
NDTP1400	Neurodiagnostics I	50 (10 / 40)	50 (40 / 10)	0	4.5
NDTP2214	Neurodiagnostics II	35 (0 / 35)	20 (20 / 0)	0	2.5
NDTP2312	NDT Capstone	45 (0 / 45)	0	0	3
NDTP2335	NDT Clinical Experience I	0	0	160 (160 / 0)	3.5
NDTP2336	NDT Clinical Experience II	0	0	160 (160 / 0)	3.5
NDTP2611	NDT Advanced Procedures	100 (25 / 75)	0	0	6.5
PHIL1310	Critical Thinking	45 (0 / 45)	0	0	3
PSOM1217	Therapeutic Intervention	30 (10 / 20)	20 (20 / 0)	0	2.5
PSOM1230	PSG Pattern Recognition	30 (0 / 30)	15 (0 / 15)	0	2.5
PSOM1311	PSG Capstone	45 (10 / 35)	0	0	3
PSOM1910	Polysomnography	120 (10 / 110)	30 (30 / 0)	0	9

PSOM2316	PSG Clinical Experience I	0	0	160 (148 / 12)	3.5
PSOM2317	PSG Clinical Experience II	0	0	160 (148 / 12)	3.5
PSYC1320	Human Growth & Development	45 (0 / 45)	0	0	3
	Total	**940 (75/865)**	**275 (190/85)**	**640 (616/24)**	**84**

Nursing Practice (Associate of Applied Science) - Memphis

Contact Hours: 1,690
Semester Credits: 77
Instructional Weeks – Full Time: 80
Average Time to Complete – Full Time: 20 Months

Program offered at: Memphis, Tennessee

Program Overview

The Concorde Memphis Associate of Applied Science in Nursing Practice program prepares students for entry-level, Registered Nurse positions. Successful completion of the Nursing program leads to the award of an Associate of Applied Science in Nursing Practice degree and permits the graduate to apply to take the National Council Licensure Examination for Registered Nurses® (NCLEX-RN) and to the Tennessee State Board of Nursing for licensure.

Program Mission

The mission of the Concorde Career College Associate of Applied Science in Nursing Practice program is to prepare compassionate nurses who demonstrate cultural competence, professionalism, integrity, and the provision of quality service to all humankind.

Program Philosophy

The philosophy of Concorde Career College's nursing program is to prepare nurses to function safely and effectively in the generalist role. We strive to prepare culturally competent nurses while demonstrating professionalism, unwavering service, disseminating evidence-based nursing knowledge, and a rigorous curriculum with high regard to the quality and safety standards of nursing education. In congruence with Concorde Career College's general mission statement, the goal of the nursing program is to equip students for successful employment in the field of nursing through high caliber training with practical, real world experiences along with student centered support.

Program Purpose

The purpose of the Concorde Memphis Associate of Applied Science in Nursing Practice program is to:

- Provide a learning environment that will led to successful completion of program objectives
- Prepare a responsible and accountable professional nurse who uses critical thinking while providing competent, safe, client/patient care.
- Prepare the graduate to provide nursing care in a variety of settings.
- Prepare the graduate to value personal and professional growth as lifelong learners.
- Prepare the graduate to successfully pass the NCLEX-RN® examination on first attempt and become gainfully employed.

Graduate Student Learning Outcomes

Upon completion of the program, it is intended that the students will:

- Provide safe, compassionate, culturally competent, patient-centered, quality care in a variety of settings for patients across the lifespan in response to their changing health needs.
- Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities.
- Use the nursing process to make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and promote the health of patients within a family and community context.
- Demonstrate excellence using evidence-based practice in integrity, responsibility, professional identity, and ethical decision making in the role of the nurse while advocating for patients, families, colleagues, community, and self.
- Utilize information technology, professional standards, and professional communication to emerge as leaders in interprofessional collaboration in the provision of safe, quality, care for patients and families.

Career Overview

As a vital member of the healthcare team, the Nurse combines nursing skills with human understanding to care for both chronically and acutely ill patients in a variety of settings. Nurses collaborate with members of the interprofessional healthcare team to provide safe, caring and compassionate nursing care to diverse patients across the lifespan. Nurses educate patients and the public about various health conditions and provide advice and emotional support to patients and their family members.

Program Delivery

The Nursing Practice program is delivered in a blended format. Some courses will be delivered entirely online, entirely on-ground or with an appropriate blend of both online and on-ground hours in the same course. Campuses may have the option to deliver general education courses either online or on-ground, depending on local need and availability.

Type: Associate of Applied Science

In order to graduate from the Nursing Practice (Associate of Applied Science) program, students must successfully complete the following curriculum:

Term 1

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Externship Hours (Ground/Online)	Semester Credit Hours
BIOL1111	Anatomy & Physiology I VLab			0	30 (0 / 30)	0	1
BIOL1310	Anatomy & Physiology I			45 (0 / 45)	0	0	3
HPRS1320	Foundations for Health Professionals			45 (0 / 45)	0	0	3
MATH1320	College Algebra			45 (0 / 45)	0	0	3
			Subtotal	**135 (0/135)**	**30 (0/30)**	**0**	**10**

Term 2

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Externship Hours (Ground/Online)	Semester Credit Hours
BIOL1121	Anatomy & Physiology II VLab			0	30 (0 / 30)	0	1
BIOL1320	Anatomy & Physiology II			45 (0 / 45)	0	0	3
BIOL1330	Microbiology			45 (0 / 45)	0	0	3
ENGL1310	English Composition I			45 (0 / 45)	0	0	3
			Subtotal	**135 (0/135)**	**30 (0/30)**	**0**	**10**

Term 3

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Externship Hours (Ground/Online)	Semester Credit Hours
NRSG1333	Health Assessment	BIOL1310 BIOL1111 HPRS1320 MATH1320		30 (30 / 0)	30 (30 / 0)	0	3

		BIOL1121 BIOL1320 BIOL1330					
NRSG1430	Fundamentals of Nursing Practice I	BIOL1310 BIOL1111 HPRS1320 MATH1320 BIOL1121 BIOL1320 BIOL1330		45 (45 / 0)	30 (30 / 0)		4
PSYC1310	General Psychology	BIOL1310 BIOL1111 HPRS1320 MATH1320 BIOL1121 BIOL1320 BIOL1330		45 (0 / 45)	0	0	3
			Subtotal	**120 (75/45)**	**60 (60/0)**	**0**	**10**

Term 4

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Externship Hours (Ground/Online)	Semester Credit Hours
BIOL1340	Pathophysiology	NRSG1333 NRSG1430 PSYC1310		45	0	0	3
COMM1310	Elements of Human Communication	NRSG1333 NRSG1430 PSYC1310		45 (0 / 45)	0	0	3
NRSG1342	Fundamentals of Nursing Practice II	NRSG1333 NRSG1430 PSYC1310		15 (15 / 0)	30 (30 / 0)	45 (45 / 0)	3
NRSG1343	Pharmacology	NRSG1333 NRSG1430 PSYC1310		45 (45 / 0)	15 (15 / 0)	0	3.5
			Subtotal	**150 (60/45)**	**45 (45/0)**	**45 (45/0)**	**12.5**

Term 5

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Externship Hours (Ground/Online)	Semester Credit Hours
NRSG2350	Behavioral Health Nursing	BIOL1340 COMM1310 NRSG1343 NRSG1342		30 (22.5 / 7.5)	0	45 (33.75 / 11.25)	3
NRSG2650	Adult Health Nursing I	BIOL1340 COMM1310 NRSG1343 NRSG1342		45 (40.5 / 4.5)	0	135 (121.5 / 13.5)	6
			Subtotal	**75 (63/12)**	**0**	**180 (155.25/24.75)**	**9**

Term 6

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Externship Hours (Ground/Online)	Semester Credit Hours

NRSG2361	Care of the Childbearing Patient	NRSG2650 NRSG2350		30 (24 / 6)	0	45 (36 / 9)	3
NRSG2661	Adult Health Nursing II	NRSG2650 NRSG2350		45 (40.5 / 4.5)	0	135 (121.5 / 13.5)	6
			Subtotal	**75 (64.5/10.5)**	**0**	**180 (157.5/22.5)**	**9**

Term 7

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Externship Hours (Ground/Online)	Semester Credit Hours
NRSG2372	Pediatric Nursing Care	NRSG2661 NRSG2361		30 (24 / 6)	0	45 (36 / 9)	3
NRSG2671	Adult Health Nursing III	NRSG2661 NRSG2361		45 (40.5 / 4.5)	0	135 (121.5 / 13.5)	6
			Subtotal	**75 (64.5/10.5)**	**0**	**180 (157.5/22.5)**	**9**

Term 8

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Externship Hours (Ground/Online)	Semester Credit Hours
NRSG2382	Transition to Professional Practice	NRSG2671 NRSG2372	NRSG2483	30 (25.5 / 4.5)	0	85 (71.5 / 13.5)	3.5
NRSG2483	Advanced Problem Solving and Senior Nursing Seminar	NRSG2671 NRSG2372	NRSG2382	60 (60 / 0)	0	0	4
			Subtotal	**90 (85.5/4.5)**	**0**	**85 (71.5/13.5)**	**7.5**
			Total	**855 (412.5/397.5)**	**165 (105/60)**	**670 (586.75/83.25)**	**77**

Occupational Therapy Assistant (Associate of Applied Science) - Memphis

Contact Hours: 1,915
Semester Credits: 81
Instructional Weeks – Full Time: 80
Average Time to Complete – Full Time: 20 Months

Program offered at: Memphis, Tennessee

Occupational Therapy Assistant (Associate of Applied Science) Mission Statement

Consistent with the mission of the college, the student will acquire theoretical knowledge, technical skills, and professional behaviors which will lead to clinical reasoning and leadership in practice. Through a supportive learning environment, graduates have a broad exposure needed to practice as a generalist in settings where occupational therapy is currently established or is emerging for a variety of populations. In working with professional organizations, regulatory agencies, and the community, information is gathered to maintain current practical and clinical standards. The program is committed to quality performance, continuous improvement, and student-centered support.

Program Learning Outcomes

Upon completion of the program, students are expected to be able to:
1. Apply professional actions aligned with the AOTA Code of Ethics and Standards of Practice to uphold ethical behavior in workplace settings consistently.
2. Analyze foundational concepts, theories, and tenets of occupational therapy to inform professional decision-making.
3. Facilitate communication and teamwork within interprofessional, intraprofessional, and community collaborations.
4. Create a professional development plan to foster reflective practice and lifelong learning.
5. Perform assessments, interventions, and documentation to deliver evidence-based, entry-level occupational therapy services.
6. Evaluate the needs of underserved populations to advocate for occupational therapy's role in improving health, wellbeing, promotion of safety, and quality of life.
7. Design holistic interventions that address the biological, physical, social, behavioral and environmental needs of diverse clients.
8. Synthesize evidence-based research to deliver client-centered occupational therapy interventions that enhance participation in meaningful occupations.

Career Overview

Occupational Therapy Assistants work with clients of all ages and diagnoses. They provide quality occupational therapy services to assigned individuals under the supervision of a registered Occupational Therapist and work in hospitals, clinics, schools, client homes, community settings, even prisons. Licensure is required within the state where the COTA will practice. In addition, most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT (OTA) Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT (OTA) Certification Examination or to attain state licensure.

Accreditation Council for Occupational Therapy Education (ACOTE): 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814; ACOTE c/o AOTA: 301-652-AOTA; www.acoteonline.org; email:accred@aota.org

Program Delivery

The Occupational Therapy Assistant program is delivered in a blended format. Courses will be delivered entirely online, entirely on-ground or with an appropriate blend of both online and on-ground hours in the same course. Campuses may have the option to deliver general education courses either online or on-ground, depending on local need and availability.

In order to graduate from the Occupational Therapy Assistant (Associate of Applied Science) program, students must successfully complete the following curriculum:

Type: Associate of Applied Science

Students who started the program on or after July 13, 2026 will follow the curriculum plan of study below.

Term 1

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
BIOL1301	Anatomy & Physiology			45 (0 / 45)	0	0	3
HPRS1320	Foundations for Health Professionals			45 (0 / 45)	0	0	3
ENGL1310	English Composition I			45 (0 / 45)	0	0	3
MATH1320	College Algebra			45 (0 / 45)	0	0	3
			Subtotal	**180 (0/180)**	**0**	**0**	**12**

Term 2

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
BIOL1303	Anatomy & Physiology for Therapists	BIOL1301		45 (0 / 45)	0	0	3
PSYC1320	Human Growth & Development			45 (0 / 45)	0	0	3
SOCI1310	Introduction to Sociology			45 (0 / 45)	0	0	3
COMM1310	Elements of Human Communication			45 (0 / 45)	0	0	3
OTAP1210	Foundations of Occupational Therapy			30 (25 / 5)	0	0	2
			Subtotal	**210 (25/185)**	**0**	**0**	**14**

Term 3

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
OTAP1320	Psychosocial Occupational Therapy	HPRS1320 ENGL1310 MATH1320 PSYC1320 SOCI1310 COMM1310 OTAP1210	OTAP1220 OTAP1110	45 (45 / 0)	0	0	3
OTAP1220	Psychosocial Occupational Therapy Practice Lab	HPRS1320 ENGL1310 MATH1320 PSYC1320	OTAP1320 OTAP1110	0	60 (60 / 0)	0	2

		SOCI1310 COMM1310 OTAP1210					
OTAP1240	Applied Kinesiology for OTAs	HPRS1320 ENGL1310 MATH1320 PSYC1320 SOCI1310 COMM1310 OTAP1210	OTAP1230	30 (25 / 5)	0	0	2
OTAP1230	Applied Kinesiology for OTAs Lab	HPRS1320 ENGL1310 MATH1320 PSYC1320 SOCI1310 COMM1310 OTAP1210	OTAP1240	0	60 (60 / 0)	0	2
OTAP1110	Fieldwork Level I Clinical A	HPRS1320 ENGL1310 MATH1320 PSYC1320 SOCI1310 COMM1310 OTAP1210	OTAP1320 OTAP1220	0	0	24 (24 / 0)	0.5
			Subtotal	**75 (70/5)**	**120 (120/0)**	**24 (24/0)**	**9.5**

Term 4

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
OTAP1341	Clinical Conditions I	OTAP1110 OTAP1220 OTAP1230 OTAP1240 OTAP1320		45 (40 / 5)	0	0	3
OTAP1140	Occupational Analysis & Therapeutic Media	OTAP1110 OTAP1220 OTAP1230 OTAP1240 OTAP1320	OTAP1145	15 (15 / 0)	0	0	1
OTAP1145	Occupational Analysis & Therapeutic Media Lab	OTAP1110 OTAP1220 OTAP1230 OTAP1240 OTAP1320	OTAP1140	0	30 (30 / 0)	0	1
OTAP1250	Occupational Therapy in Pediatrics	OTAP1110 OTAP1220 OTAP1230 OTAP1240 OTAP1320	OTAP1112 OTAP1251	30 (30 / 0)	0	0	2
OTAP1251	Occupational Therapy in Pediatrics Lab	OTAP1110 OTAP1220 OTAP1230 OTAP1240 OTAP1320	OTAP1112 OTAP1250	0	60 (60 / 0)	0	2
OTAP1112	Fieldwork Level I Clinical B	OTAP1110 OTP1220	OTAP1250 OTAP1251	0	0	24 (24 / 0)	0.5

		OTAP1230 OTAP1240 OTAP1320					
			Subtotal	**90 (85/5)**	**90 (90/0)**	**24 (24/0)**	**9.5**

Term 5

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
OTAP1351	Clinical Conditions II	OTAP1341 OTAP1250 OTAP1251 OTAP1140 OTAP1145 OTAP1112		45 (40 / 5)	0	0	3
OTAP1360	Occupational Therapy in Physical Dysfunction	OTAP1341 OTAP1250 OTAP1251 OTAP1140 OTAP1145 OTAP1112	OTAP1365 OTAP1113	45 (45 / 0)	0	0	3
OTAP1365	Occupational Therapy in Physical Dysfunction Lab	OTAP1341 OTAP1250 OTAP1251 OTAP1140 OTAP1145 OTAP1112	OTAP1360 OTAP1113	0	90 (90 / 0)	0	3
OTAP1113	Fieldwork Level I Clinical C	OTAP1341 OTAP1250 OTAP1251 OTAP1140 OTAP1145 OTAP1112	OTAP1360 OTAP1365	0	0	24 (24 / 0)	0.5
			Subtotal	**90 (85/5)**	**90 (90/0)**	**24 (24/0)**	**9.5**

Term 6

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
OTAP2111	Fieldwork Seminar	OTAP1351 OTAP1360 OTAP1365 OTAP1113		15 (10 / 5)	0	0	1
OTAP2310	Occupational Therapy in Emerging and Specialty Areas of Practice	OTAP1351 OTAP1360 OTAP1365 OTAP1113	OTAP2210	45 (45 / 0)	0	0	3
OTAP2210	Occupational Therapy in Emerging and Specialty Areas of Practice Lab	OTAP1351 OTAP1360 OTAP1365 OTAP1113	OTAP2310	0	60 (60 / 0)	0	2
OTAP2315	Fieldwork Level I Clinical D	OTAP1351 OTAP1360 OTAP1365 OTAP1113		0	0	144 (144 / 0)	3

			Subtotal	**60 (55/5)**	**60 (60/0)**	**144 (144/0)**	**9**

Term 7

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
OTAP2620	Fieldwork Level II Clinical A	OTAP2111 OTAP2310 OTAP2210 OTAP2315		0	0	272 (272 / 0)	6
OTAP2320	Occupational Therapy Concepts	OTAP2111 OTAP2310 OTAP2210 OTAP231		45 (30 / 15)	0	0	3
			Subtotal	**45 (30/15)**	**0**	**272 (272/0)**	**9**

Term 8

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
OTAP2630	Fieldwork Level II Clinical B	OTAP2620 OTAP2320		0	0	272 (272 / 0)	6
OTAP2330	Occupational Therapy Transitions	OTAP2620 OTAP2320		45 (30 / 15)	0	0	3
			Subtotal	**45 (30/15)**	**0**	**272 (272/0)**	**9**

Students who have successfully completed a degree in Kinesiology, Athletic Training, or another Health Sciences area (Associates or higher) may receive a block transfer of seven general education courses totaling 21 semester credits, upon evaluation of transcript. The block transfer includes the courses: BIOL1301, BIOL1303, ENGL1310, COMM1310, PSYC1320, MATH1320, and SOCI1310. The remaining credit load required to complete the program is 57. Additional courses may be available for transfer based on review of course descriptions from the granting institution.

Block Transfer Courses

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
BIOL1301	Anatomy & Physiology			45 (0 / 45)	0	0	3
BIOL1303	Anatomy & Physiology for Therapists			45 (0 / 45)	0	0	3
PSYC1320	Human Growth & Development			45 (0 / 45)	0	0	3
SOCI1310	Introduction to Sociology			45 (0 / 45)	0	0	3
COMM1310	Elements of Human Communication			45 (0 / 45)	0	0	3
ENGL1310	English Composition I			45 (0 / 45)	0	0	3
MATH1320	College Algebra			45 (0 / 45)	0	0	3

			Subtotal	**315 (0/315)**	**0**	**0**	**21**

Students who started the program before July 13, 2026 will follow the curriculum plan of study below.

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
BIOL1310	Anatomy & Physiology I			45 (0 / 45)	0	0	3
BIOL1320	Anatomy & Physiology II			45 (0 / 45)	0	0	3
COMM1310	Elements of Human Communication			45 (0 / 45)	0	0	3
ENGL1310	English Composition I			45 (0 / 45)	0	0	3
MATH1320	College Algebra			45 (0 / 45)	0	0	3
PSYC1310	General Psychology			45 (0 / 45)	0	0	3
PSYC1320	Human Growth & Development			45 (0 / 45)	0	0	3
SOCI1310	Introduction to Sociology			45 (0 / 45)	0	0	3
OTAP1140	Occupational Analysis & Therapeutic Media	OTAP1220 OTAP1230 OTAP1320 OTAP1330	OTAP1145	15 (15 / 0)	0	0	1
OTAP1145	Occupational Analysis & Therapeutic Media Lab	OTAP1220 OTAP1230 OTAP1320 OTAP1330	OTAP1140	0	30 (30 / 0)	0	1
OTAP1150	Occupational Therapy in Pediatrics Lab	OTAP1220 OTAP1230 OTAP1320 OTAP1330	OTAP1340 OTAP1250	0	30 (30 / 0)	0	1
OTAP1210	Foundations of Occupational Therapy			30 (25 / 5)	0	0	2
OTAP1220	Psychosocial Occupational Therapy Practice Lab	All Gen Ed courses OTAP1210	OTAP1320	0	60 (60 / 0)	0	2
OTAP1230	Applied Kinesiology for OTAs Lab	All Gen Ed courses OTAP1210	OTAP1330	0	60 (60 / 0)	0	2
OTAP1250	Occupational Therapy in Pediatrics	OTAP1220 OTAP1230 OTAP1320 OTAP1330	OTAP1340 OTAP1150	30 (30 / 0)	0	0	2
OTAP1320	Psychosocial Occupational Therapy	All Gen Ed courses OTAP1210	OTAP1220	45 (45 / 0)	0	0	3

OTAP1330	Applied Kinesiology for OTAs	All Gen Ed courses OTAP1210	OTAP1230	45 (40 / 5)	0	0	3
OTAP1340	Clinical Conditions I	OTAP1220 OTAP1230 OTAP1320 OTAP1330	OTAP1250 OTAP1150	52.5 (40 / 12.5)	0	0	3.5
OTAP1350	Clinical Conditions II	OTAP1340 OTAP1250 OTAP1150 OTAP1140 OTAP1145	OTAP1360 OTAP1365	52.5 (40 / 12.5)	0	0	3.5
OTAP1360	Occupational Therapy in Physical Dysfunction	OTAP1340 OTAP1250 OTAP1150 OTAP1140 OTAP1145	OTAP1350 OTAP1365	45 (45 / 0)	0	0	3
OTAP1365	Occupational Therapy in Physical Dysfunction Lab	OTAP1340 OTAP1250 OTAP1150 OTAP1140 OTAP1145	OTAP1350 OTAP1360	0	90 (90 / 0)	0	3
OTAP2110	Fieldwork Seminar	OTAP1350 OTAP1360 OTAP1365		30 (25 / 5)	0	0	2
OTAP2120	Occupational Therapy Concepts	OTAP2110 OTAP2215 OTAP2310 OTAP2210	OTAP2125 OTAP2720	15 (10 / 5)	0	0	1
OTAP2125	Occupational Therapy Concepts Lab	OTAP2110 OTAP2215 OTAP2310 OTAP2210	OTAP2120 OTAP2720	0	30 (25 / 5)	0	1
OTAP2210	Occupational Therapy in Emerging and Specialty Areas of Practice Lab	OTAP1350 OTAP1360 OTAP1365	OTAP2310	0	60 (60 / 0)	0	2
OTAP2215	Fieldwork Level I Clinical	OTAP1350 OTAP1360 OTAP1365		0	0	120 (120 / 0)	2.5
OTAP2230	Occupational Therapy Transitions	OTAP2720 OTAP2120 OTAP2125	OTAP2730	30 (25 / 5)	0	0	2
OTAP2310	Occupational Therapy in Emerging and Specialty Areas of Practice	OTAP1350 OTAP1360 OTAP1365	OTAP2210	45 (45 / 0)	0	0	3
OTAP2720	Fieldwork Level II Clinical A	OTAP2110 OTAP2215 OTAP2310 OTAP2210	OTAP2120 OTAP2125	0	0	320 (320 / 0)	7

OTAP2730	Fieldwork Level II Clinical B	OTAP2720 OTAP2120 OTAP2125	OTAP2230	0	0	320 (320 / 0)	7
			Subtotal	**795 (385/410)**	**360 (355/5)**	**760 (760/0)**	**81.5**

Students who have successfully completed a degree in Kinesiology, Athletic Training, or other Health Sciences area (Associates or higher) may receive a block transfer of seven General Education courses totaling 21 semester credits, upon evaluation of transcript. The block transfer includes the courses: BIOL1310, BIOL1320, ENGL1310, COMM1310, PSYC1310, PSYC1320, MATH1310 (or MATH1320). The remaining credits required to complete the program is 57. Additional courses may be available for transfer based on review of course descriptions from the granting institution.

Block Transfer Courses

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
BIOL1310	Anatomy & Physiology I			45 (0 / 45)	0	0	3
BIOL1320	Anatomy & Physiology II			45 (0 / 45)	0	0	3
ENGL1310	English Composition I			45 (0 / 45)	0	0	3
COMM1310	Elements of Human Communication			45 (0 / 45)	0	0	3
PSYC1310	General Psychology			45 (0 / 45)	0	0	3
PSYC1320	Human Growth & Development			45 (0 / 45)	0	0	3
MATH Elective	MATH1310 Contemporary Mathematics or MATH1320 College Algebra			45 (0 / 45)	0	0	3
			Subtotal	**315 (0/315)**	**0**	**0**	**21**

Pharmacy Technician (Diploma) - Memphis and Glendale

Contact Hours: 625
Semester Credits: 26
Instructional Weeks – Full Time: 26
Average Time to Complete – Full Time: 7 Months

Program offered at: Memphis, Tennessee and Glendale, Arizona

Pharmacy Technician (Diploma) Mission Statement

The program provides students with the theoretical knowledge, hands-on practical skills, and professional attributes required to obtain entry-level positions as Pharmacy Technicians. The program prepares students to successfully complete the exam(s) necessary for certification as a pharmacy technician.

Learning Objectives / Instructional Outcomes

The program includes courses covering mathematics and pharmacology. Learning objectives include achievement of sufficient theoretical knowledge and practical skills in compounding and delivery of drug products and maintaining records.

Career Overview

A properly trained Pharmacy Technician is a valuable asset in hospital, home health care, and retail environments. The Pharmacy Technician quite often assumes a central role in the compounding and delivery of drug products and in maintaining records. In addition, the Pharmacy Technician acts as an intermediary between the doctor and the pharmacist and between the pharmacist and the patient. Pharmacy Technicians play an important role in an area where accuracy and responsibility combined with compassion and empathy are of paramount importance.

In order to graduate from the Pharmacy Technician (Diploma) program, students must successfully complete the following curriculum:

Type: Diploma

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Externship Hours (Ground/Online)	Semester Credit Hours
PHAR1305	Principles of Pharmacy Practice		PHAR1105	45 (20 / 25)	0	0	3
PHAR1105	Principles of Pharmacy Practice Lab		PHAR1305	0	48 (20 / 28)	0	1.5
PHAR1315	Systems Pharmacology		PHAR1115	45 (20 / 25)	0	0	3
PHAR1115	Systems Pharmacology Lab		PHAR1315	0	48 (20 / 28)	0	1.5
PHAR1335	Pharmacy Management		PHAR1135	45 (20 / 25)	0	0	3
PHAR1135	Pharmacy Management Lab		PHAR1335	0	48 (20 / 28)	0	1.5
PHAR1340	Compounding and Aseptic Techniques		PHAR1140	45 (20 / 25)	0	0	3
PHAR1140	Compounding and Aseptic Techniques Lab		PHAR1340	0	48 (20 / 28)	0	1.5

PHAR1345	Professional Skills for Pharmacy Technicians		PHAR1145	45 (20 / 25)	0	0	3
PHAR1145	Professional Skills for Pharmacy Technicians Lab		PHAR1345	0	48 (20 / 28)	0	1.5
PHAR1370	Pharmacy Technician Externship	PHAR1305 PHAR1105 PHAR1315 PHAR1115 PHAR1335 PHAR1135 PHAR1340 PHAR1140 PHRA1345 PHAR1145		0	0	160 (0 / 160)	3.5
			Total	**225 (100/125)**	**240 (100/140)**	**160 (0/160)**	**26**

Pharmacy Technician (Associate of Applied Science) - Memphis

Contact Hours: 1,157
Semester Credits: 60
Instructional Weeks – Full Time: 64
Average Time to Complete – Full Time: 8 Months

Program offered at: Memphis, Tennessee

Pharmacy Technician (Associate of Applied Science) Mission Statement

The program provides students with the theoretical knowledge, hands-on practical skills, and professional attributes required to obtain entry-level positions as Pharmacy Technicians. The program prepares students to successfully complete the exam(s) necessary for certification as a pharmacy technician.

Learning Objectives / Instructional Outcomes

The program includes general education courses covering mathematics, written, verbal, and nonverbal communications; interpersonal skills; critical thinking; the sciences; and the humanities. Learning objectives include achievement of sufficient theoretical knowledge and practical skills in compounding and delivery of drug products and maintaining records.

Career Overview

A properly trained Pharmacy Technician is a valuable asset in hospital, home health care, and retail environments. The Pharmacy Technician quite often assumes a central role in the compounding and delivery of drug products and in maintaining records. In addition, the Pharmacy Technician acts as an intermediary between the doctor and the pharmacist and between the pharmacist and the patient. Pharmacy Technicians play an important role in an area where accuracy and responsibility combined with compassion and empathy are of paramount importance.

In order to graduate from the Pharmacy Technician (Associate of Applied Science) program, students must successfully complete the following curriculum:

Type: Associate of Applied Science

Required Courses

Course #	Course Title	Theory Hours	Lab Hours	Clinical Hours	Semester Credit Hours
--	Block Transfer				27
BIOL1301 *	Anatomy & Physiology	45	0	0	3
BIOL1330 *	Microbiology	45	0	0	3
COMM1310 *	Elements of Human Communication	45	0	0	3
CSCI1310 *	Computer Science	45	0	0	3
ENGL1310 *	English Composition I	45	0	0	3
MATH1320 *	College Algebra	45	0	0	3
HPRS1320 *	Foundations for Health Professionals	45	0	0	3
PHIL1310 *	Critical Thinking	45	0	0	3
PSYC1310 *	General Psychology	45	0	0	3
PSYC1320 *	Human Growth & Development	45	0	0	3
SOCI1310 *	Introduction to Sociology	45	0	0	3
	Total	**495**	**0**	**0**	**60**

** These courses are offered online.*

Phlebotomy Technician (Diploma) - Memphis, Glendale, Portland and Southaven

Contact Hours: 128
Semester Credits: 6
Instructional Weeks – Full Time: 8
Average Time to Complete – Full Time: 3 Months

Program offered at: Memphis, Tennessee, Glendale, Arizona, Portland, Oregon and Southaven, Mississippi

Glendale Only: Not currently enrolling. This program is approved by the Council on Occupational Education (COE) and Arizona Board for Private Postsecondary Education.

Program Overview

The Phlebotomy Technician program is designed to prepare students for entry level employment in a variety of settings, including hospitals, laboratories, blood centers, or other health care facilities. The primary function of the Phlebotomy Tech is to collect blood samples from patients via venipuncture or capillary puncture. The Phlebotomy Tech facilitates the collection and transportation of laboratory specimens and is often the patient's only contact with the medical lab. A Phlebotomy Technician also draws blood for transfusions, donations and research.

Duties performed by a Phlebotomy Tech differ according to the medical setting, but typical duties may include:

- Draw blood from patients or donors
- Assemble equipment (such as needles, blood collection devices, gauze, tourniquet, cotton, and alcohol)
- Verify or record identity of patient or donor
- Converse with patients to alleviate fear of procedure
- Apply tourniquet to arm, locate vein, swab area with disinfectant, and insert needle into vein to draw blood into collection tube
- Label and store blood container for processing
- Conduct interviews, take vital signs and test blood samples to screen donors at a blood bank
- Analyze information and make appropriate recommendations

Graduates of this program are eligible to sit for the following certification examinations at no cost: the Phlebotomy Technician Certification (PTC) examination offered by the American Medical Certification Association (AMCA). Alternative certification examinations may be considered provided that the program curriculum meets all eligibility and registration requirements established by the certifying body.

This program is not eligible for any Federal Financial Aid or VA programs.

Type: Diploma

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Externship Hours (Ground/Online)	Semester Credit Hours
HPRS1413	Healthcare Concepts			64 (0 / 64)	0	0	4
PHLB1310	Phlebotomy Procedures	HPRS1413		24 (0 / 24)	40 (40 / 0)	0	2.5
			Total	**88 (0/88)**	**40 (40/0)**	**0**	**6.5**

All courses may be offered online, on ground or a combination of online and ground as shown above.

Physical Therapist Assistant (Associate of Applied Science) - Memphis and Glendale

Contact Hours: 1,695
Semester Credits: 76
Instructional Weeks – Full Time: 80
Average Time to Complete – Full Time: 20 Months

Program offered at: Memphis, Tennessee and Glendale, Arizona

Glendale Only: Not currently enrolling. This program is approved by the Council on Occupational Education (COE) and Arizona Board for Private Postsecondary Education. Concorde is pursuing programmatic accreditation for this program. The Physical Therapist Assistant program at Concorde Career College—Glendale is a developing program and is not currently accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).

Physical Therapist Assistant (Associate of Applied Science) Mission Statement

The program provides students with diverse training in the classroom and laboratory as well as real-world experiences. Students will acquire the theoretical knowledge, technical skills, critical reasoning, and professional behaviors necessary to obtain entry-level positions as physical therapist assistants. The program prepares students to successfully complete the National Physical Therapist Assistant Examination (NPTAE).

Learning Objectives / Instructional Outcomes

The program includes current practice and include real-world clinical experiences, preparing the graduate to perform selected interventions and data collection, as well as assess the patient's/client's safety and response to interventions. Program graduates will recognize, respect, and act with consideration for individual differences, values, preferences, and expressed needs. Additionally, PTA graduates will effectively communicate with other members of the healthcare delivery team, interact with members of the patient's/client's family and caregivers, and work cooperatively with other healthcare providers. In collaboration with the Physical Therapist, PTA graduates will participate in the education of other healthcare providers, patients/clients and their families or primary caregivers, as well as the community.

Career Overview

Physical Therapist Assistants (PTA) provide physical therapy services under the direction and supervision of a licensed Physical Therapist. The PTA implements the Physical Therapist's plan of care, assessing patient status and modifying selected interventions to progress and protect the safety and comfort of the patient. The PTA helps people of all ages who have impairments that limit movement, function, work and recreational activities. The PTA works in a variety of settings, including hospitals, inpatient rehabilitation facilities, private practices, outpatient clinics, home health, skilled nursing facilities, schools, sports facilities, and more. The PTA provides a variety of physical therapy techniques as they carry out the Physical Therapist's plan of care for the patient, including therapeutic exercise, functional training, soft tissue mobilization, and physical modalities, such as electrotherapy and ultrasound. The PTA may also assist the Physical Therapist in injury prevention, fitness, and wellness-oriented programs for a healthier and a more active lifestyle. To work as a PTA, an individual must graduate from a PTA program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), must apply and be accepted as a licensed/certified PTA applicant, and must pass the National Physical Therapist Assistant Examination (NPTAE) and, if required by the state, the state jurisprudence examination. Other requirements vary from state to state, according to physical therapy practice acts or state regulations governing physical therapy.

In order to graduate from the Physical Therapist Assistant (Associate of Applied Science) program, students must successfully complete the following curriculum:

Type: Associate of Applied Science

Course #	Course Title	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
BIOL1310	Anatomy & Physiology I	45 (0 / 45)	0	0	3
COMM1310	Elements of Human Communication	45 (0 / 45)	0	0	3

ENGL1310	English Composition I	45 (0 / 45)	0	0	3
HPRS1320	Foundations for Health Professionals	45 (0 / 45)	0	0	3
BIOL1303	Anatomy & Physiology for Therapists	45 (0 / 45)	0	0	3
MATH1320	College Algebra	45 (0 / 45)	0	0	3
PSYC1320	Human Growth & Development	45 (0 / 45)	0	0	3
PTAP1202	Introduction to Physical Therapy	30 (5 / 25)	0	0	2
PTAP1400	Functional & Applied Anatomy	60 (42 / 18)	0	0	4
PTAP1201	Functional & Applied Anatomy Lab	0	60 (60 / 0)	0	2
PTAP1210	Patient Care Skills	30 (21 / 9)	0	0	2
PTAP1211	Patient Care Skills Lab	0	60 (60 / 0)	0	2
PTAP1320	Musculoskeletal Rehabilitation	45 (30 / 15)	0	0	3
PTAP1221	Musculoskeletal Rehabilitation Lab	0	60 (60 / 0)	0	2
PTAP2210	Rehabilitation Through the Lifespan	30 (18 / 12)	0	0	2
PTAP1350	Pathology for the Physical Therapist Assistant	45 (30 / 15)	0	0	3
PTAP2400	Neuromuscular Rehabilitation	60 (40 / 20)	0	0	4
PTAP2202	Neuromuscular Rehabilitation Lab	0	60 (60 / 0)	0	2
PTAP2203	Patient Care Skills II	30 (0 / 30)	0	0	2
PTAP2101	Patient Care Skills II Lab	0	30 (30 / 0)	0	1
PTAP2730	Clinical Experience I	0	0	315 (315 / 0)	7
PTAP2102	Clinical Seminar	15 (0 / 15)	0	0	1
PTAP2320	Cardiopulmonary Rehabilitation	45 (45 / 0)	0	0	3
PTAP2121	Cardiopulmonary Rehabilitation Lab	0	30 (30 / 0)	0	1
PTAP2330	Rehabilitation for Specialized Disorders	45 (8 / 37)	0	0	3
PTAP2131	Rehabilitation for Specialized Disorders Lab	0	30 (30 / 0)	0	1
PTAP2640	Clinical Experience II	0	0	270 (270 / 0)	6
PTAP2240	Special Topics for the Physical Therapist	30 (18 / 12)	0	0	2
	Subtotal	**780 (257/523)**	**330 (330/0)**	**585 (585/0)**	**76**

These courses may be offered entirely online or entirely on-ground at the campus.

Students who have successfully completed a degree in Kinesiology, Athletic Training, or other Health Sciences area (Associates or higher) containing a minimum of three semester credits of anatomy & physiology may receive a block transfer of six General Education courses totaling 18 semester credits, upon evaluation of transcript. The block transfer includes the courses: BIOL1320, ENGL1310, COMM1310, PSYC1310, PSYC1320, MATH1310 (or MATH1320). The remaining credits required to complete the program is 60.

Block Transfer Courses

Course #	Course Title	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
BIOL1320	Anatomy & Physiology II	45 (0 / 45)	0	0	3
ENGL1310	English Composition I	45 (0 / 45)	0	0	3
COMM1310	Elements of Human Communication	45 (0 / 45)	0	0	3
PSYC1310	General Psychology	45 (0 / 45)	0	0	3
PSYC1320	Human Growth & Development	45 (0 / 45)	0	0	3
MATH Elective	MATH1310 Contemporary Mathematics or MATH1320 College Algebra	45 (0 / 45)	0	0	3
	Subtotal	**270 (0/270)**	**0**	**0**	**18**

Polysomnographic Technology (Diploma) - Memphis and Portland

Contact Hours: 855
Semester Credits: 37
Instructional Weeks – Full Time: 30
Average Time to Complete – Full Time: 8 Months

Program offered at: Memphis, Tennessee and Portland, Oregon

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.

Program Delivery

The Polysomnographic Technology program is delivered in a blended format. Courses will be delivered entirely online, entirely on-ground or with an appropriate blend of both online and on-ground hours in the same course. Campuses may have the option to deliver general education courses either online or on-ground, depending on local need and availability.

Type: Diploma

In order to graduate from the Polysomnographic Technology (Diploma) program, students must successfully complete the following curriculum:

Term 1

Course #	Course Title	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
BIOL1301	Anatomy & Physiology	45 (0 / 45)	0	0	3
BIOL1131	Anatomy & Physiology VLab	0	30 (0 / 30)	0	1
ELEC1910	Introduction to Electrodiagnosis	120 (10 / 110)	50 (50 / 0)	0	9.5
	Subtotal	**165 (10/155)**	**80 (50/30)**	**0**	**13.5**

Term 2

Course #	Course Title	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
PSOM1910	Polysomnography	120 (10 / 110)	30 (30 / 0)	0	9
PSOM2316	PSG Clinical Experience I	0	0	160 (148 / 12)	3.5
PSOM1230	PSG Pattern Recognition	30 (0 / 30)	15 (0 / 15)	0	2.5
	Subtotal	**150 (10/140)**	**45 (30/15)**	**160 (148/12)**	**15**

Term 3

Course #	Course Title	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
PSOM1311	PSG Capstone	45 (10 / 35)	0	0	3
PSOM2317	PSG Clinical Experience II	0	0	160 (148 / 12)	3.5
PSOM1217	Therapeutic Intervention	30 (10 / 20)	20 (20 / 0)	0	2.5
	Subtotal	**75 (20/55)**	**20 (20/0)**	**160 (148/12)**	**9**
	Total	**390 (40/350)**	**145 (100/45)**	**320 (296/24)**	**37.5**

Practical Nursing (Diploma) - Glendale

Diploma Program
Contact Hours: 1,319
Semester Credits: 59
Instructional Weeks – Full Time: 50
Average Time to Complete – Full Time: 13 Months

Program offered at: Glendale, Arizona

Not currently enrolling. This program is approved by the Council on Occupational Education (COE). The Practical Nursing program has not yet received approval from the Arizona State Board of Nursing or the Arizona Board for Private Postsecondary Education and is not currently enrolling students.

Program Overview

The Practical Nursing program teaches students the skills and abilities essential to the provision of nursing care to patients in hospitals and residents in long-term-care facilities. Graduates will be able to communicate and interact effectively with patients and assist patients in attaining and maintaining maximum functional independence while observing patient rights. They will learn various disease processes, nursing goals and priorities, patient teaching, critical thinking skills, and how to follow infection control measures. Students learn medication administration, IV therapy, proper body mechanics and basic patient care, which includes taking vital signs, bed making, and lifting and turning patients.

Graduates of this program may find entry-level employment in long-term-care facilities, acute-care facilities, and hospitals. This intensive, one-year program provides education and practical training in basic nursing care. The content is holistic in relation to the variety of nursing experience and in relation to the multiple needs in patient care. Graduates are prepared to function as a member of the healthcare team in providing basic nursing care. A diploma will be issued upon successful completion of the program. Meeting all state requirements, graduates are prepared for their state licensing examination.

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 Purpose

The purpose of the Practical Nursing program at Concorde Career College is to prepare high-caliber, professionally competent Practical Nurses for today, tomorrow, and the future.

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 hold the following beliefs about the individual, nursing, health, and nursing education.

Practical Nursing
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, which 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 on the interrelationship of biological, sociological, psychological, cultural, and spiritual factors of the individual.

Nursing Education
Nursing education occurs in both classroom and 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.

Program Conceptual Framework

The curriculum of the Practical Nursing program is based on concepts described below. These concepts are integrated through the didactic and clinical components of the program and are implemented as horizontal and vertical threads.

Individual:

A person, families, a group of persons, or a community.

Biological, Sociological, Psychological, Cultural, and Spiritual Factors:

Components of an individual's uniqueness affecting his or her health status.

Teaching and Learning:

Exchange of information for the purpose of creating a change of behavior in the students. Key strategies for the organization and presentation of information essential to teaching and learning are:

Simple to complex—evidenced by curriculum content and level of thinking skills required in the accomplishment of each objective;

Concrete to abstract—in terms of curriculum content;

Repetition strengthens learning—in content related to didactic, clinical, and post-conference and practice of basic nursing skills.

Needs:

Identified problems or deficits that affect or have the potential to affect an individual's optimal health status. These are prioritized according to Maslow's hierarchy of needs.

Scope of Nursing:

The diagnosis and treatment of an individual's response to actual and/or potential health problems or deficits.

Practical Nursing:

A component of the entire scope of the nursing practice. When the care of an individual is guided by a written plan, Practical Nursing is manifested through clinical practice that involves assistance with:

Collection of data contributing to the formulation of nursing diagnoses;

Development of the care plan; Evaluation of the individual's response to interventions.

End of Program Student Learning Outcomes

This intensive, one-year full time program provides education and practical training in basic nursing care. The content is holistic in relation to the variety of nursing experience and in relation to the multiple need in patient care. 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.

A diploma will be issued upon successful completion of the program. Upon meeting all state requirements graduates will be prepared to sit for their state licensing examination.

Course #	Course Title	Theory Hours	Lab Hours	Clinical Hours	Semester Credit Hours
PNVN1201	Foundations of Nursing	60	0	0	4
PNVN1202	College Mathematics	45	0	0	3
PNVN1203	Fundamentals of Anatomy & Physiology	45	0	0	3
PNVN1319	Clinical Practice I	0	100	0	3
PNVN1204	Pharmacology	45	12	0	3.5
PNVN1429	Clinical Practice II	0	0	120	2.5
PNVN1522	Introduction to Medical-Surgical Nursing	124	0	0	8
PNVN1439	Clinical Practice III	0	0	135	3
PNVN1631	Medical-Surgical Nursing I	141	0	0	9
PNVN1449	Clinical Practice IV	0	0	135	3
PNVN1541	Medical-Surgical Nursing II	111	0	0	7
PNVN1205	Transition to Practice	46	0	0	3
PNVN1359	Clinical Practice V	0	0	100	2
PNVN1451	Family Health Nursing	60	40	0	5
	Total	**677**	**152**	**490**	**59**

Practical Nursing (Diploma) - Portland

Contact Hours: 1,722
Semester Credits: 70
Instructional Weeks – Full Time: 50
Average Time to Complete – Full Time: 13 Months

Program offered at: Portland, Oregon

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.

Program Delivery

The Practical Nursing program is delivered in a blended format. Courses will be delivered entirely online, entirely on-ground or with an appropriate blend of both online and on-ground hours in the same course. Campuses may have the option to deliver general education courses either online or on-ground, depending on local need and availability.

Type: Diploma

Term 1

Course #	Course Title	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
CPSO1111	Career Path Success A	15 (0 / 15)			1
CPSO1112	Career Path Success B	15 (0 / 15)			1
PNVN1110	Basic Foundations in Nursing & Nursing Practice	170 (105 / 65)	0	0	11
PNVN1112	Personal & Vocational Concepts	25 (25 / 0)	0	0	1
PNVN1320	Clinical Practice I	0	100 (80 / 20)	0	3.5
	Subtotal	**225 (130/95)**	**100 (80/20)**	**0**	**17.5**

Term 2

Course #	Course Title	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
CPSO1113	Career Path Success C	15 (0 / 15)			1
PNVN1821	Introduction to Medical-Surgical Nursing	124 (64 / 60)	0	0	8
PNVN1430	Clinical Practice II	0	24 (24 / 0)	196 (115 / 81)	4.5
	Subtotal	**139 (64/75)**	**24 (24/0)**	**196 (115/81)**	**13.5**

Term 3

Course #	Course Title	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
CPSO1114	Career Path Success D	15 (0 / 15)			1
PNVN1931	Medical-Surgical Nursing I	141 (72 / 69)	0	0	9
PNVN1431	Clinical Practice III	0	30 (30 / 0)	170 (90 / 80)	4.5
	Subtotal	**156 (72/84)**	**30 (30/0)**	**170 (90/80)**	**14.5**

Term 4

Course #	Course Title	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
CPSO1115	Career Path Success E	15 (0 / 15)			1
PNVN1741	Medical-Surgical Nursing II	111 (56 / 55)	0	0	7
PNVN1432	Clinical Practice IV	0	0	215 (172 / 43)	4.5
	Subtotal	**126 (56/70)**	**0**	**215 (172/43)**	**12.5**

Term 5

Course #	Course Title	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
CPSO1116	Career Path Success F	15 (0 / 15)			1
PNVN1253	Transitions to Practice	40 (34 / 6)	0	0	2.5
PNVN1450	Family Health Nursing	66 (35 / 31)	0	0	4
PNVN1433	Clinical Practice V	0	44 (28 / 16)	176 (142 / 34)	4.5
	Subtotal	**121 (69/52)**	**44 (28/16)**	**176 (142/34)**	**12**
	Total	**767 (391/376)**	**198 (162/36)**	**757 (519/238)**	**70**

Radiologic Technology (Associate of Applied Science) - Memphis and Glendale

Contact Hours: 2,225
Semester Credits: 82
Instructional Weeks – Full Time: 80
Average Time to Complete – Full Time: 20 Months

Program offered at: Memphis, Tennessee and Glendale, Arizona

Glendale Only: Not currently enrolling. This program is approved by the Council on Occupational Education (COE) and Arizona Board for Private Postsecondary Education.

Radiologic Technology (Associate of Applied Science) Mission Statement

The program provides and maintains a supportive learning environment and curriculum that prepares students for entry-level, diagnostic radiographer positions. The program prepares students to successfully complete the American Registry of Radiologic Technologists (ARRT) Examination and, upon successful completion of this examination, become Registered Technologists in Radiography, RT(R).

Learning Objectives / Instructional Outcomes

Goal 1: Students will demonstrate clinical competency.

- Student Learning Outcomes: Students will utilize proper positioning skills.
- Students will obtain radiographs of acceptable diagnostic quality.
- Students will exercise proper radiation protection.

Goal 2: Students will develop problem-solving and critical thinking skills.

- Student Learning Outcomes: Students will be able to modify standard procedures to accommodate non-routine patient conditions.
- Students will be able to demonstrate the ability to critique images to determine diagnostic quality.

Goal 3: Students will apply effective communication skills.

- Student Learning Outcomes: Students will demonstrate effective oral communication skills.
- Students will exercise effective written communication skills.

Career Overview

Radiologic Technologists perform diagnostic imaging examinations on patients. They prepare patients and provide patient education for procedures. Radiologic Technologists operate the equipment to take the images and work with physicians to evaluation and determine if additional images are needed. Some technicians may prepare and administer nonradioactive materials for diagnostic procedures or assist in other specialized areas of radiology.

Program Delivery

The Radiologic Technology program is delivered in a blended format. Courses will be delivered entirely online, entirely on-ground or with an appropriate blend of both online and on-ground hours in the same course. Campuses may have the option to deliver general education courses either online or on-ground, depending on local need and availability.

Type: Associate of Applied Science

Term 1

Course #	Course Title	Theory Hours	Lab Hours	Clinical Hours	Semester Credit Hours

RADT1300	Introduction to Radiologic Technology	45	0	0	3
HPRS1320	Foundations for Health Professionals	45	0	0	3
MATH1320	College Algebra	45	0	0	3
ENGL1310	English Composition I	45	0	0	3
	Subtotal	**180**	**0**	**0**	**12**

Term 2

Course #	Course Title	Theory Hours	Lab Hours	Clinical Hours	Semester Credit Hours
BIOL1301	Anatomy & Physiology	45	0	0	3
RADT1210	Positioning I	30	0	0	2
RADT1110	Positioning I Lab	0	30	0	1
RADT1220	Patient Care in Radiology	30	0	0	2
RADT1120	Patient Care in Radiology Lab	0	30	0	1
	Subtotal	**105**	**60**	**0**	**9**

Term 3

Course #	Course Title	Theory Hours	Lab Hours	Clinical Hours	Semester Credit Hours
RADT1310	Clinical I	0	0	160	3.5
RADT1222	Positioning II	30	0	0	2
RADT1122	Positioning II Lab	0	30	0	1
RADT1230	Principles of Exposure	30	0	0	2
	Subtotal	**60**	**30**	**160**	**8.5**

Term 4

Course #	Course Title	Theory Hours	Lab Hours	Clinical Hours	Semester Credit Hours
RADT2320	Clinical II	0	0	160	3.5
RADT2230	Positioning III	30	0	0	2
RADT2130	Positioning III Lab	0	30	0	1
RADT2210	Image Quality & Analysis	30	0	0	2
	Subtotal	**60**	**30**	**160**	**8.5**

Term 5

Course #	Course Title	Theory Hours	Lab Hours	Clinical Hours	Semester Credit Hours
RADT2630	Clinical III	0	0	270	6
RADT2330	Radiographic Physics	45	0	0	3
RADT2220	Pathology	30	0	0	2
	Subtotal	**75**	**0**	**270**	**11**

Term 6

Course #	Course Title	Theory Hours	Lab Hours	Clinical Hours	Semester Credit Hours
RADT2640	Clinical IV	0	0	270	6
RADT2340	Radiographic Biology	45	0	0	3

COMM1310	Elements of Human Communication	45	0	0	3
	Subtotal	**90**	**0**	**270**	**12**

Term 7

Course #	Course Title	Theory Hours	Lab Hours	Clinical Hours	Semester Credit Hours
RADT2650	Clinical V	0	0	270	6
RADT2250	Advanced Imaging	30	0	0	2
PSYC1310	General Psychology	45	0	0	3
	Subtotal	**75**	**0**	**270**	**11**

Term 8

Course #	Course Title	Theory Hours	Lab Hours	Clinical Hours	Semester Credit Hours
RADT2660	Clinical VI	0	0	270	6
RADT2460	Registry Review	60	0	0	4
	Subtotal	**60**	**0**	**270**	**10**
	Total	**705**	**120**	**1400**	**82**

Respiratory Therapy (Associate of Applied Science) - Memphis and Glendale

Contact Hours: 1,865
Semester Credits: 77
Instructional Weeks – Full Time: 70
Average Time to Complete – Full Time: 17 Months

Program offered at: Memphis, Tennessee, and Glendale, Arizona

Glendale Only: Not currently enrolling. This program is approved by the Council on Occupational Education (COE) and Arizona Board for Private Postsecondary Education. Concorde is pursuing programmatic accreditation for this program. The Respiratory Therapy program is not currently accredited by the Commission on Accreditation for Respiratory Care (CoARC). Concorde Career College has initiated the accreditation process with CoARC. The program will not enroll students until Provisional Accreditation has been granted by CoARC.

Respiratory Therapy (Associate of Applied Science) Mission Statement

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 new Respiratory Therapy Examination (RTE) administered by the National Board for Respiratory Care (NBRC), beginning January 2027. The RTE will be taken to achieve both the Certified Respiratory Therapist (CRT) and Registered Respiratory Therapist (RRT) credentials. Refer to the NBRC website for exam information.

Achieving the minimum acceptable score on the RTE will allow the candidate to receive the CRT credential. Candidates who meet the RRT-level score on the RTE will be eligible to sit for the Clinical Simulation Examination (CSE) of the NBRC. Successful completion of the RTE at the RRT level and the CSE is required to obtain the RRT credential. In addition, the Texas Medical Board requires successful completion of the jurisprudence exam.

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.

Learning Objectives / Instructional Outcomes

The program includes general education courses covering mathematics, written, verbal and nonverbal communications; interpersonal skills; critical thinking; the sciences; and the humanities. Learning objectives include achievement of sufficient theoretical knowledge and practical skills in initiation and conduction of therapeutic procedures, maintenance of patient records, equipment management, patient education, and specializations related to respiratory therapy.

Career 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.

Program Delivery

The Respiratory Therapy program is delivered in a blended format. Courses will be delivered entirely online, entirely on-ground or with an appropriate blend of both online and on-ground hours in the same course. Campuses may have the option to deliver general education courses either online or on-ground, depending on local need and availability.

Type: Associate of Applied Science

In order to graduate from the Respiratory (Associate of Applied Science) program, students must successfully complete the following curriculum:

Term 1

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
BIOL1310 *	Anatomy & Physiology I			45 (0 / 45)	0	0	3
COMM1310 *	Elements of Human Communication			45 (0 / 45)	0	0	3
ENGL1310 *	English Composition I			45 (0 / 45)	0	0	3
MATH1320 *	College Algebra			45 (0 / 45)	0	0	3
			Subtotal	**180 (0/180)**	**0**	**0**	**12**

Term 2

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
BIOL1320 *	Anatomy & Physiology II			45 (0 / 45)	0	0	3
BIOL1330 *	Microbiology			45 (0 / 45)	0	0	3
BIOL1350 *	Cardiopulmonary Anatomy & Physiology			45 (0 / 45)			3
PSYC1310 *	General Psychology			45 (0 / 45)	0	0	3
			Subtotal	**180 (0/180)**	**0**	**0**	**12**

Term 3

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
RESP1111	Respiratory Therapy Foundations	All Terms 1 & 2 Courses	RESP1210	180 (140 / 40)			12
RESP1210	Respiratory Therapy Foundations Applications	All Terms 1 & 2 Courses	RESP1111		60 (60 / 0)		2
			Subtotal	**180 (140/40)**	**60 (60/0)**		**14**

Term 4

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
RESP1310	Respiratory Therapeutics, Diagnostics and Disease Management	All Term 3 Courses		30 (25 / 5)	45 (40 / 5)		3.5
RESP1610	Respiratory Therapeutics, Diagnostics and Disease Management Applications	All Term 3 Courses				285 (285 / 0)	6
			Subtotal	**30 (25/5)**	**45 (40/5)**	**285 (285/0)**	**9.5**

Term 5

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
RESP2310	Cardiopulmonary Critical Care	All Term 4 Courses		30 (30 / 0)	45 (40 / 5)		3.5
RESP2610	Cardiopulmonary Critical Care Applications	All Term 4 Courses				285 (285 / 0)	6
			Subtotal	**30 (30/0)**	**45 (40/5)**	**285 (285/0)**	**9.5**

Term 6

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
RESP2620	Respiratory Care of Specialty Populations	All Term 5 Courses		75 (55 / 20)	30 (25 / 5)		6
RESP2410	Respiratory Care of Specialty Populations Applications	All Term 5 Courses				180 (180 / 0)	4
			Subtotal	**75 (55/20)**	**30 (25/5)**	**180 (180/0)**	**10**

Term 7

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
RESP2810	Respiratory Therapy Capstone and Board Exam Prep	All Term 6 Courses		100 (80 / 20)	40 (35 / 5)		8
RESP2210	Respiratory Therapy Capstone and Board Exam Prep Applications	All Term 6 Courses				120 (120 / 0)	2.5

	Subtotal	**100 (80/20)**	**40 (35/5)**	**120 (120/0)**	**10.5**
	Total	**775 (330/445)**	**220 (200/20)**	**870 (870/0)**	**77.5**

* These courses may be offered entirely online or entirely on-ground at the campus.

Respiratory Therapy (Associate of Applied Science) - Portland

Contact Hours: 1,865
Semester Credits: 77
Instructional Weeks – Full Time: 70
Average Time to Complete – Full Time: 17 Months

Program offered at: Portland, Oregon

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 new Respiratory Therapy Examination (RTE) administered by the National Board for Respiratory Care (NBRC), beginning January 2027. The RTE will be taken to achieve both the Certified Respiratory Therapist (CRT) and Registered Respiratory Therapist (RRT) credentials. Refer to the NBRC website for exam information.

Achieving the minimum acceptable score on the RTE will allow the candidate to receive the CRT credential. Candidates who meet the RRT-level score on the RTE will be eligible to sit for the Clinical Simulation Examination (CSE) of the NBRC. Successful completion of the RTE at the RRT level and the CSE is required to obtain the RRT credential. In addition, the Texas Medical Board requires successful completion of the jurisprudence exam.

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.

Program Delivery

The Respiratory Therapy program is delivered in a blended format. Courses will be delivered entirely online, entirely on-ground or with an appropriate blend of both online and on-ground hours in the same course. Campuses may have the option to deliver general education courses either online or on-ground, depending on local need and availability.

Type: Associate of Applied Science

Term 1

Course #	Course Title	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
COMM1310	Elements of Human Communication	45 (0 / 45)	0	0	3
ENGL1310	English Composition I	45 (0 / 45)	0	0	3
MATH1320	College Algebra	45 (0 / 45)	0	0	3
BIOL1301	Anatomy & Physiology	45 (0 / 45)	0	0	3
	Subtotal	**180 (0/180)**	**0**	**0**	**12**

Term 2

Course #	Course Title	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
ENGL1320	English Composition II	45 (0 / 45)	0	0	3
PSYC1310	General Psychology	45 (0 / 45)	0	0	3
BIOL1330	Microbiology	45 (0 / 45)	0	0	3
BIOL1350	Cardiopulmonary Anatomy & Physiology	45 (0 / 45)			3
	Subtotal	**180 (0/180)**	**0**	**0**	**12**

Term 3

Course #	Course Title	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
RESP1111	Respiratory Therapy Foundations	180 (140 / 40)			12
RESP1210	Respiratory Therapy Foundations Applications		60 (60 / 0)		2
	Subtotal	**180 (140/40)**	**60 (60/0)**		**14**

Term 4

Course #	Course Title	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
RESP1310	Respiratory Therapeutics, Diagnostics and Disease Management	30 (25 / 5)	45 (40 / 5)		3.5
RESP1610	Respiratory Therapeutics, Diagnostics and Disease Management Applications			285 (285 / 0)	6
	Subtotal	**30 (25/5)**	**45 (40/5)**	**285 (285/0)**	**9.5**

Term 5

Course #	Course Title	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours

RESP2310	Cardiopulmonary Critical Care	30 (30 / 0)	45 (40 / 5)		3.5
RESP2610	Cardiopulmonary Critical Care Applications			285 (285 / 0)	6
	Subtotal	**30 (30/0)**	**45 (40/5)**	**285 (285/0)**	**9.5**

Term 6

Course #	Course Title	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
RESP2620	Respiratory Care of Specialty Populations	75 (55 / 20)	30 (25 / 5)		6
RESP2410	Respiratory Care of Specialty Populations Applications			180 (180 / 0)	4
	Subtotal	**75 (55/20)**	**30 (25/5)**	**180 (180/0)**	**10**

Term 7

Course #	Course Title	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
RESP2810	Respiratory Diagnostics, Disease Management and Board Exam Prep	100 (80 / 20)	40 (35 / 5)	0	8
RESP2210	Respiratory Diagnostics, Disease Management and Board Exam Prep Applications	0	0	120 (120 / 0)	2.5
	Subtotal	**100 (80/20)**	**40 (35/5)**	**120 (120/0)**	**10.5**
	Total	**775 (330/445)**	**220 (200/20)**	**870 (870/0)**	**77.5**

Sterile Processing Technician (Diploma) - Memphis and Glendale

Contact Hours: 264
Semester Credits: 10
Instructional Weeks – Full Time: 16
Average Time to Complete – Full Time: 5 Months

Program offered at: Memphis, Tennessee and Glendale, Arizona

Glendale Only: Not currently enrolling. This program is approved by the Council on Occupational Education (COE) and Arizona Board for Private Postsecondary Education.

Program Overview

Sterile processing technicians are medical equipment preparers who are responsible for preventing the spread of disease by sterilizing and preparing medical equipment. These technicians may work in a variety of healthcare settings such as hospitals and surgery centers and go by many other job titles, such as central services technician, certified registered central service technician (CRCST), central sterile supply technician (CSST), or sterile preparation technician.

Duties performed by a Sterile Processing or Central Services Technician may include:

- Cleaning and sterilizing equipment
- Packaging and/or preparing equipment for use
- Operating medical equipment as needed
- Inspecting medical equipment for functionality and sterilization
- Maintaining inventory of medical equipment
- Ensuring medical procedure rooms are sterile
- Organizing medical equipment
- Transporting prepared equipment
- Recording test results for sterilization
- Using and maintaining autoclaves for sterilization

Upon successful completion, graduates will receive a certificate of completion and will prepare to take the Healthcare Sterile Processing Association (HSPA) examination to become a Certified Registered Central Service Technician (CRCST).

Certified Registered Central Service Technician (CRCST) Experiential Requirements

CRCST certification requires that an applicant pass the certification exam and complete 400 hours of hands-on experience in a Central Services (CS) department. These hours can be completed before testing or within 6 months of passing the exam. HSPA recommends completing, or at least beginning, experiential hours before testing. Hands-on experience provides an invaluable resource with which to better understand the standards, knowledge, and practices needed to be successful in a CS department and on the CRCST Exam.

This program provides 128 hours towards the 400-hour requirement. Graduates are required to complete the remaining 272 hours on their own. Upon completion of the program, students will sit for the CRCST examination and, if successfully completed, will become provisionally certified. Once the graduate completes the remainder of the required 400 hours, they may submit verification of hours to HSPA to receive full certification.

This program is not eligible for any Federal Financial Aid or VA programs.

Type: Diploma

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours	Lab Hours	Externship Hours	Semester Credit Hours
HPRS1413 *	Healthcare Concepts			64	0	0	4
CRST1223 *	Sterile Processing I	HPRS1413		36	0	0	2

CRST1233 *	Sterile Processing II	HPRS1413 CRST1223		36	0	0	2
CRST1243	Sterile Processing Externship	HPRS1413 CRST1223 CRST1233		0	0	128	2.5
			Total	**136**	**0**	**128**	**10.5**

*All courses may be offered online, on ground or a combination of online and ground as shown above.

Sterile Processing Technician (Diploma) - Portland

Contact Hours: 216
Semester Credits: 10
Instructional Weeks – Full Time: 16
Average Time to Complete – Full Time: 5 Months

Program offered at: Portland, Oregon

Program Overview

Sterile processing technicians are medical equipment preparers who are responsible for preventing the spread of disease by sterilizing and preparing medical equipment. These technicians may work in a variety of healthcare settings such as hospitals and surgery centers and go by many other job titles, such as central services technician, certified registered central service technician (CRCST), central sterile supply technician (CSST), or sterile preparation technician.

- Duties performed by a Sterile Processing or Central Services Technician may include:
- Cleaning and sterilizing equipment
- Packaging and/or preparing equipment for use
- Operating medical equipment as needed
- Inspecting medical equipment for functionality and sterilization
- Maintaining inventory of medical equipment
- Ensuring medical procedure rooms are sterile
- Organizing medical equipment
- Transporting prepared equipment
- Recording test results for sterilization
- Using and maintaining autoclaves for sterilization

Upon successful completion, graduates will receive a certificate of completion and will prepare to take the Healthcare Sterile Processing Association (HSPA) examination to become a Certified Registered Central Service Technician (CRCST).

Certified Registered Central Service Technician (CRCST) Experiential Requirements

CRCST certification requires that an applicant pass the certification exam and complete 400 hours of hands-on experience in a Central Services (CS) department. These hours can be completed before testing or within 6 months of passing the exam. HSPA recommends completing, or at least beginning, experiential hours before testing. Hands-on experience provides an invaluable resource with which to better understand the standards, knowledge, and practices needed to be successful in a CS department and on the CRCST Exam.

This program provides 80 hours towards the 400-hour requirement. Graduates are required to complete the remaining 320 hours on their own. Upon completion of the program, students will sit for the CRCST examination and, if successfully completed, will become provisionally certified. Once the graduate completes the remainder of the required 400 hours, they may submit verification of hours to HSPA to receive full certification.

This program is not eligible for any Federal Financial Aid.

Type: Diploma

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours	Lab Hours	Externship Hours	Semester Credit Hours
HPRS1413	Healthcare Concepts			64	0	0	4
CRST1223	Sterile Processing I	HPRS1413		36	0	0	2
CRST1233	Sterile Processing II	HPRS1413 CRST1223		36	0	0	2

CRST1244	Sterile Processing Externship	HPRS1413 CRST1223 CRST1233		0	0	80	2
			Total	**136**	**0**	**80**	**10**

All courses may be offered online, on ground or a combination of online and ground as shown above.

Surgical Technology (Associate of Applied Science) - Memphis and Glendale

Contact Hours: 1,655
Semester Credits: 74
Instructional Weeks – Full Time: 70
Average Time to Complete – Full Time: 17 Months

Program offered at: Memphis, Tennessee and Glendale, Arizona

Glendale Only: The Surgical Technology program does not currently hold programmatic accreditation. Prospective students should review the program's credentialing disclosures regarding eligibility requirements for national certification and employment.

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 130 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. A total of 90 cases (including General Cases) must be performed in the First Scrub Role. A minimum of 10 cases in the First Scrub Role must be completed in each of the required minimum of 4 surgical specialties (40 cases total required). 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 5 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.

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 his or her 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.

Classroom Size

Classrooms are limited in size to a ratio of 10 students per instructor in a laboratory session.

Program Delivery

The Surgical Technology program is delivered in a blended format. Courses will be delivered entirely online, entirely on-ground or with an appropriate blend of both online and on-ground hours in the same course. Campuses may have the option to deliver general education courses either online or on-ground, depending on local need and availability.

In order to graduate from the Surgical Technology (Associate of Applied Science) program, students must successfully complete the following curriculum:

Type: Associate of Applied Science

Term 1

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
BIOL1111	Anatomy & Physiology I VLab			0	30 (0 / 30)	0	1
BIOL1310	Anatomy & Physiology I			45 (0 / 45)	0	0	3
ENGL1310	English Composition I			45 (0 / 45)	0	0	3
HPRS1320	Foundations for Health Professionals			45 (0 / 45)	0	0	3
MATH Elective	MATH1310 Contemporary			45 (0 / 45)	0	0	3

	Mathematics or MATH1320 College Algebra						
			Subtotal	**180 (0/180)**	**30 (0/30)**	**0**	**13**

Term 2

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
BIOL1121	Anatomy & Physiology II VLab			0	30 (0 / 30)	0	1
BIOL1320	Anatomy & Physiology II			45 (0 / 45)	0	0	3
COMM1310	Elements of Human Communicati on			45 (0 / 45)	0	0	3
Behavior Science Elective	PSYC1310: General Psychology or PSYC1320: Human Growth & Development or SOCI1310: Introduction to Sociology			45 (0 / 45)	0	0	3
SURG1223	Applied Microbiology for Surgical Technology			30 (25 / 5)	0	0	2
			Subtotal	**165 (25/140)**	**30 (0/30)**	**0**	**12**

Term 3

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
SURG1733	Surgical Technology Theory I	BIOL1310 BIOL1111 BIOL1320 BIOL1121 SURG1223	SURG1233	100 (50 / 50)	0	0	7
SURG1233	Surgical Technology I Laboratory	BIOL1310 BIOL1111 BIOL1320 BIOL1121 SURG1223	SURG1733	0	80 (60 / 20)	0	2.5
			Subtotal	**100 (50/50)**	**80 (60/20)**	**0**	**9.5**

Term 4

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
SURG2243	Surgical Technology Lab II	SURG1733 SURG1233	SURG2743	0	80 (70 / 10)	0	2.5

SURG2743	Surgical Technology Theory II	SURG1733 SURG1233	SURG2343	100 (50 / 50)	0	0	7
			Subtotal	**100 (50/50)**	**80 (70/10)**	**0**	**9.5**

Term 5

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
SURG2253	Surgical Technology Lab III	SURG2743 SURG2243	SURG2753	0	80 (70 / 10)	0	2.5
SURG2753	Surgical Technology Procedures	SURG2743 SURG2243	SURG2253	100 (50 / 50)	0	0	7
			Subtotal	**100 (50/50)**	**80 (70/10)**	**0**	**9.5**

Term 6

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
SURG2363	Surgical Technology Clinical Review I	SURG2753 SURG2253	SURG2763	50 (30 / 20)	0	0	3
SURG2763	Surgical Technology Clinical I	SURG2753 SURG2253	SURG2363	0	0	320 (310 / 10)	7
			Subtotal	**50 (30/20)**	**0**	**320 (310/10)**	**10**

Term 7

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
SURG2574	Surgical Technology Clinical Review II	SURG2363 SURG2763	SURG2573	80 (60 / 20)	0	0	5
SURG2573	Surgical Technology Clinical II	SURG2363 SURG2763	SURG2574	0	0	260 (250 / 10)	5.5
			Subtotal	**80 (60/20)**	**0**	**260 (250/10)**	**10.5**
			Total	**775 (265/510)**	**300 (200/100)**	**580 (560/20)**	**74**

Surgical Technology (Associate of Applied Science) - Portland

Contact Hours: 1,655
Semester Credits: 74
Instructional Weeks – Full Time: 70
Average Time to Complete – Full Time: 17 Months

Program offered at: Portland, Oregon

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 130 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. A total of 90 cases (including General Cases) must be performed in the First Scrub Role. A minimum of 10 cases in the First Scrub Role must be completed in each of the required minimum of 4 surgical specialties (40 cases total required). 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 5 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..

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; and,
- 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; and,
- 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 his or her personal, physical, emotional and cultural experiences on the rendering of patient care; and,
- 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 Delivery

The Surgical Technology program is delivered in a blended format. Courses will be delivered entirely online, entirely on-ground or with an appropriate blend of both online and on-ground hours in the same course. Campuses may have the option to deliver general education courses either online or on-ground, depending on local need and availability.

Type: Associate of Applied Science

Term 1

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
ENGL1310	English Composition I			45 (0 / 45)	0	0	3
MATH1320	College Algebra			45 (0 / 45)	0	0	3
BIOL1310	Anatomy & Physiology I			45 (0 / 45)	0	0	3
HPRS1320	Foundations for Health Professionals			45 (0 / 45)	0	0	3
BIOL1111	Anatomy & Physiology I VLab			0	30 (0 / 30)	0	1
			Subtotal	**180 (0/180)**	**30 (0/30)**	**0**	**13**

Term 2

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
COMM1310	Elements of Human Communication			45 (0 / 45)	0	0	3

ENGL1320	English Composition II		45 (0 / 45)	0	0	3
BIOL1320	Anatomy & Physiology II		45 (0 / 45)	0	0	3
BIOL1121	Anatomy & Physiology II VLab		0	30 (0 / 30)	0	1
SURG1223	Applied Microbiology for Surgical Technology		30 (25 / 5)	0	0	2
		Subtotal	**165 (25/140)**	**30 (0/30)**	**0**	**12**

Term 3

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
SURG1233	Surgical Technology I Laboratory	COMM1310 ENGL1320 BIOL1320 BIOL1121 SURG1223	SURG1733	0	80 (60 / 20)	0	2.5
SURG1733	Surgical Technology Theory I	COMM1310 ENGL1320 BIOL1320 BIOL1121 SURG1223	SURG1233	100 (50 / 50)	0	0	7
			Subtotal	**100 (50/50)**	**80 (60/20)**	**0**	**9.5**

Term 4

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
SURG2243	Surgical Technology Lab II	SURG1733 SURG1233	SURG2743	0	80 (70 / 10)	0	2.5
SURG2743	Surgical Technology Theory II	SURG1733 SURG1233	SURG2243	100 (50 / 50)	0	0	7
			Subtotal	**100 (50/50)**	**80 (70/10)**	**0**	**9.5**

Term 5

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
SURG2253	Surgical Technology Lab III	SURG2743 SURG2243	SURG2753	0	80 (70 / 10)	0	2.5
SURG2753	Surgical Technology Procedures	SURG2743 SURG2243	SURG2253	100 (50 / 50)	0	0	7
			Subtotal	**100 (50/50)**	**80 (70/10)**	**0**	**9.5**

Term 6

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours

SURG2763	Surgical Technology Clinical I	SURG2753 SURG2253	SURG2363	0	0	320 (310 / 10)	7
SURG2363	Surgical Technology Clinical Review I	SURG2753 SURG2253	SURG2763	50 (30 / 20)	0	0	3
			Subtotal	**50 (30/20)**	**0**	**320 (310/10)**	**10**

Term 7

Course #	Course Title	Pre-Requisites	Co-Requisites	Theory Hours (Ground/Online)	Lab Hours (Ground/Online)	Clinical Hours (Ground/Online)	Semester Credit Hours
SURG2573	Surgical Technology Clinical II	SURG2363 SURG2763	SURG2574	0	0	260 (250 / 10)	5.5
SURG2574	Surgical Technology Clinical Review II	SURG2363 SURG2763	SURG2573	80 (60 / 20)	0	0	5
			Subtotal	**80 (60/20)**	**0**	**260 (250/10)**	**10.5**
			Total	**775 (265/510)**	**300 (200/100)**	**580 (560/20)**	**74**

Financial Information

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., WIOA, 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, before or during their training. Applicants or students should notify an Academic Dean or Campus President of their intent to cancel or withdraw wither in person, via telephone, email, or in writing.

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. If notice of cancellation is received, 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.

Glendale

Applicants or students may cancel or terminate their enrollment at any time, before or during their training. Applicants or students should notify an Academic Dean or Campus President of their intent to cancel or withdraw wither in person, via telephone, email, or in writing.

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 state and federal holidays) after signing the Enrollment Agreement and making initial payment. Cancellation after the third (3rd) business day will result in a refund of all monies paid. If notice of cancellation is received, 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.

Portland

Applicants or students may cancel or terminate their enrollment at any time, before or during their training. Applicants or students should notify an Academic Dean or Campus President of their intent to cancel or withdraw wither in person, via telephone, email, or in writing.

All monies will be refunded if the school does not accept the applicant or if the Student cancels within five (5) business days (excluding Saturdays, Sundays and holidays) after signing the Enrollment Agreement and making initial payment. Cancellation after the fifth (5th) business day, but before the first class, will result in a refund of all monies paid, with the exception of the application fee. If notice of cancellation is received, refunds will be paid by the school within 30 days. 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 five (5) 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

Memphis

The school's policy for determining the Student's withdrawal date is the earlier of (A) the date the Student notifies the school 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 school, 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, the percentage of program completion is calculated by dividing the number of days 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 days 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 days 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 days comprising the period of enrollment or payment period for which the Student has been charged.

Glendale

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

Portland

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

Southaven

The school's policy for determining the Student's withdrawal date is the earlier of (A) the date the Student notifies the school 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 school, 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, the percentage of program completion is calculated by dividing the number of days the Student was scheduled to attend in the payment period as of the last recorded day of attendance into the number of days comprising the 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 days the Student was scheduled to attend in the payment period as of the last recorded day of attendance into the number of days comprising the payment period for which the Student has been charged.

Refund Policy

Memphis

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 30 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.

Glendale

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 30 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.

Portland

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. 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.

Southaven

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 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 30 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

Memphis

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 or technology fee 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 60 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.
- **For Mississippi residents attending the Memphis campus:** If a student withdraws after the first twenty-one (21) calendar days, but prior to the 60 percent point of the 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 payment period. Pro rata refund means a proportional amount of tuition based on the number of calendar days from the first day of scheduled class to the end of the current payment period.
- If a student withdraws after the 60 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.

Glendale

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 or technology fee 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 60 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 60 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.

Portland

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 or technology fee 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 60 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 60 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.

Southaven

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 or technology fee 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 60 percent point of the 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 or payment period. Pro rata refund means a proportional amount of tuition based on the number of calendar days from the first day of scheduled class to the end of the current payment period.
- If a student withdraws after the 60 percent point of the payment period for which he or she has been charged, the Student shall be obligated for the tuition charged for the entire payment period and not entitled to any refund.

Student Notifications Regarding Withdrawal and Refunds

A $100.00 administrative fee will be assessed to any withdrawn student eight days after their last date of attendance.

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 school.

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 https://studentaid.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.

Tennessee Student Assistance Award Program

The purpose of the program is to provide nonrepayable financial assistance to financially needy undergraduate students who are residents of Tennessee and are enrolled, or accepted for enrollment, at a public or an eligible nonpublic postsecondary educational institution in Tennessee.

Maximum award amounts are determined by Tennessee Student Assistance Corporation (TSAC). A student's eligibility is determined in the same manner as is eligibility for a Federal Pell Grant. Students must apply using the Free Application for Federal Student Aid (FAFSA), and it must be processed by the federal processor by May 1.

Alternative Financing

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

Other Aid

Your education is a major financial investment. Flexible payment options are available to help make your costs more manageable. Concorde Career College offers many different payment plans depending on your financial situation. Retail Installment Contracts are available to be paid in school prior to your graduation date at a 0% interest. If you are unable to pay by your graduation, we offer extended retail installment contracts. See your Campus Financial Representative for more information.

Veterans Administration Students

Prior Credit Evaluation

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

Veterans Benefits and Transition Act of 2018

In accordance with Title 38 U.S. Code § 3679(e), this school adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) assistance, to include, Post-9/11 GI Bill® (CH 33), Veteran Readiness & Employment (CH 31), Survivors' and Dependents' Educational Assistance (DEA - CH 35), or Montgomery GI Bill® Selected Reserve (MGIB-SR - CH 1606), of Title 10, while payment to the institution is pending from VA. As such, following certification of veteran beneficiary enrollment to VA, and for up to 90 days, this school will NOT:

- Prevent the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students will be required to:
Provide the enrolling institution with a copy of his/her VA Certification of Eligibility (COE) - A "certificate of eligibility" can also be satisfied by a "Statement of Benefits" obtained from the U.S. Department of Veterans Affairs' (VA) website; eBenefits; or an Electronic Authorization from Veteran Readiness & Employment.

Additional criteria to qualify for this provision are also required for such students and are listed below:

- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

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

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.

Concorde Institutional Grants Program

Concorde m/akes available institutionally-sponsored grant programs to students who qualify. Specific conditions, criteria and awards may vary. Any grant awarded will be applied only to the costs of tuition, fees and books. Grants awarded have no cash value and will not result in a cash or credit balance. A grant cannot be combined with any other Concorde grant, employee education benefit, B2B/partnership discount or any Concorde scholarships except for the Kozet Boyd and Working Student Scholarships.

Grant programs are subject to available funding and may be discontinued at any time.

Memphis Only

Healthcare Demand Grant

Applicable only to the following programs:

- Dental Assisting
- Medical Assistant
- Medical Office Professional (Diploma)
- Occupational Therapy Assistant
- Physical Therapist Assistant

Portland Only

Healthcare Demand Grant

Applicable only to the following programs:

- Dental Assistant
- Medical Assistant
- Polysomnographic Technology
- Practical Nursing
- Respiratory Therapy
- Surgical Technology

Southaven Only

Healthcare Demand Grant

Applicable only to the following programs:

- Dental Assisting
- Medical Assistant
- Medical Office Professional (Diploma)

The Healthcare Demand Grant is designed to assist new, enrolling students who are pursuing education in a healthcare program. There is no application process and all newly enrolled students are reviewed for eligibility.

Grant Amount:

Grant amounts vary by program. See the term sheet for each program for more information.

Grant Deadline: February 15, 2027

Eligibility Criteria:

- Newly enrolled student in a healthcare program **who enroll and start prior to February 22, 2027**
- Achieve the required score on the Wonderlic entrance assessment

Portland Only

Previous Education Grant

Applicable only to the following programs:

- Practical Nursing

The Previous Education Grant is designed to assist new, enrolling students who are pursuing education in a healthcare program and who have previously graduated from an accredited postsecondary institution with an associates, bachelors or masters degree. There is no application process and all newly enrolled students are reviewed for eligibility.

Grant Amount:

Grant amounts vary by program. See the term sheet for each program for more information.

Grant Deadline: February 15, 2027

Eligibility Criteria:

- Newly enrolled students in a healthcare program **who enroll and start prior to February 22, 2027**
- Previously have graduated from an accredited postsecondary institution with an associates, bachelors or masters degree and provide a copy of the diploma or an official or unofficial transcript

Concorde Alumni Grant

Grant available to Concorde Alumni Enrolling in a Subsequent Degree/Diploma Program

Concorde seeks to encourage all graduates to continue their professional education as their career progress. In order to facilitate this Concorde offers a grant* in the form of a tuition reduction to Concorde graduates who enroll in a new program, with certain restrictions.

Grant Amount: Grant amounts vary by program. See the term sheet for each program for more information. **

Application Deadline: Year-Round

Eligibility Criteria:

- Be a graduate of a program of study at any Concorde location
- Meet all admissions criteria for the new program of study as defined in the college catalog***
- Must be current on any financial obligations to Concorde
- Is not in default or delinquent on any federal student loan

For Additional Details, Consult with the Campus Financial Aid Specialist.

*This is a tuition reduction applied to a student's current program of study tuition balance and not to any non-tuition expenses such as past balances, textbooks, uniforms, application fees, health screens, etc.

**The tuition reduction rate is applied to the net calculated tuition after all transfer credits have been factored. See campus catalog for more information.

***The following programs of study are not eligible for this tuition reduction: Cardiovascular Sonography (Denver), Neurodiagnostic Technology (Grand Prairie) and Dental Hygiene (all campuses except Memphis and Miramar).

<u>High School Senior Grant</u>

Available to graduating high school seniors who have been issued a high school diploma or its equivalent and intend to continue their education at Concorde Career College.

Eligibility:

- To be eligible to apply, a student must be a graduating high school senior.
- Must be enrolled and start the program within 6 months after the student's high school graduation date.
- Must have a minimum of a 2.2 GPA (4.0 scale).

Submission Requirements:

- A copy of a current high school transcript or diploma.

Application Deadline: Year-Round

Grant Amounts:

- Core programs: $1500
- Clinical programs: $3500

*Cannot be combined with any other grants.

**The following programs are not eligible for the grant at the Memphis campus.

- Cardiovascular Sonography
- Diagnostic Medical Sonography
- Phlebotomy Technician
- Respiratory Therapy
- Sterile Processing Technician
- Surgical Technology

**The following programs are not eligible for the grant at the Portland campus.

- Cardiovascular Sonography
- Dental Hygiene
- Diagnostic Medical Sonography
- Phlebotomy Technician
- Polysomnographic Technology
- Practical Nursing
- Respiratory Therapy
- Sterile Processing Technician
- Surgical Technology

**The following programs are not eligible for the grant at the Southaven campus.

- Phlebotomy Technician

<u>First Responder Grant</u>

Available to any first responder personnel intending to continue their education at Concorde Career College.

Eligibility:

- To be eligible to apply, a student must be currently working or have previously worked as a first responder.
    - Eligible first responder positions – EMT's, paramedics, police, firefighters, corrections officers and dispatchers.

Submission Requirements:

- Documentation verifying working or having worked as a first responder in one of the listed positions.

Application Deadline: Year-Round

Grant Amounts:

- Core programs: $2000
- Clinical programs: $4500

*Cannot be combined with another grant.

**The following programs are not eligible for the grant at the Memphis campus.

- Cardiovascular Sonography
- Diagnostic Medical Sonography
- Phlebotomy Technician
- Respiratory Therapy
- Sterile Processing Technician
- Surgical Technology

**The following programs are not eligible for the grant at the Portland campus.

- Cardiovascular Sonography
- Dental Hygiene
- Diagnostic Medical Sonography
- Phlebotomy Technician
- Polysomnographic Technology
- Practical Nursing
- Respiratory Therapy
- Sterile Processing Technician
- Surgical Technology

**The following programs are not eligible for the grant at the Southaven campus.

- Phlebotomy Technician

Scholarships

Desoto Family Theater Scholarship

The Desoto Family Theater Scholarship is a $2,000 scholarship awarded to a new student(s) attending the Southaven campus who has demonstrated a desire to impact his/her local community by pursuing a career in healthcare. The award decisions are made by an independent scholarship committee who will review all applicants and make a recommendation based on the applicant meeting all eligibility requirements and quality of the essay. This also includes: Content addressing the essay questions, organization of ideas and proper formatting, grammar, spelling and other writing mechanics. Concorde makes available a limited amount of money each year for the Desoto Family Theater Scholarship. Once available funding is exhausted, scholarships will not be available to otherwise eligible students. For more information about the scholarship, see the Financial Aid Office.

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/Director.

Working Student Scholarship

The Working Student Scholarship (WSS) is a scholarship program to assist students, who worked prior to continuing their education, with meeting the financial obligations while career training at a Concorde school. If a student qualifies, the scholarship will be applied to the student's tuition expenses.

PROCESS:

1. The WSS will be published in the school catalog, and discussed with potential applicants during the Financial Aid process.
2. Any student who meets the Eligibility Considerations may apply by completing the application that is available in the Financial Aid Office, Front Desk, or Online.
3. The WSS Committee (Comprised of the CP and the FAD at each campus) will review the applications and select candidates to move forward in the approval process based on established Eligibility Considerations.
    a. completed applications will be reviewed by the WSS Committee, no less than one week prior to class start.
4. This scholarship is awarded in the following increments:
    a. $1,000 for diploma programs and
    b. $2,000 for degree programs.
    c. A maximum of 500 students per fiscal year may receive this scholarship.
    d. The amounts awarded could be less than the above to avoid a credit balance.
5. The WSS Committee will ensure award notifications are communicated to students and the Financial Aid & Admissions departments prior to orientation.

DISBURSEMENT:

1. Scholarship awards will be incorporated into student aid packages.
    a. Scholarship funds are only used to cover direct costs and may not create a credit balance on the student's account.
2. For Clinical programs, funding will be awarded in two equal disbursements at the beginning of the first term and fourth term (after verification of other requirements).
3. For all other programs, funding will be awarded in two equal disbursements:
    a. Beginning of first term
    b. Midpoint (after verification of other requirements)

4. Prior to second disbursement of scholarship funds, Business Office Managers will confirm the student's continued eligibility.

ELIGIBILITY CONSIDERATIONS:

The WSS Committee will evaluate applications on the following criteria. Eligible candidates will:

1. Have a minimum of one year of employment (prior to application) with recommendation letter from Employer.
    a. Exceptions to the one year of employment may be made for single working parents at the sole discretion of the Campus President. Single parents who do not meet the minimum application requirement for proof of one year of employment may request an interview with the Campus President. If an interview is granted, the Campus President may determine from the interview to allow the single parent with less than one year of employment to apply for this scholarship. The interview is not a guarantee of award but is only to determine if the applicant "may" apply, at which time the WSS Committee will review with other applications.
2. Have a minimum of one letter of recommendation from an employer
3. Express strong motivation, integrity, and desire to pursue their chosen healthcare career through a 80 word minimum "Statement of Commitment".
4. Meet all institutional and program-specific admissions criteria
5. Be enrolled to start at the first available class start date following the scholarship award notification
6. Completed scholarship application form

CONTINUED ELIGIBILITY REQUIREMENTS

1. This is a first come, first serve scholarship so once the Campus limit is attained for the applicable year, this scholarship is not available.
2. Students must graduate to remain eligible for the final disbursement
    a. If a scholarship recipient does not graduate, or withdraws from school, s/he loses continued eligibility and any award amounts not yet disbursed will be cancelled.
3. Continued eligibility is based on the school's stated attendance requirements and the student maintains a 3.0 GPA for the duration of the scholarship award. If attendance requirements and GPA requirements are not met, the remaining balance created due to the loss of scholarship.
    a. Students who do not meet the Continued Eligibility Requirements outlined above may not re-apply for the scholarship.
4. If approved by WSS Committee and all eligibility requirements remain intact, students who have withdrawn in good standing and subsequently re-enter within 180 days, will have their Working Student scholarship funding reinstated, less any prior disbursements.

Education Costs

A schedule of the total educational costs is in this catalog. 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 Retail Installment Contract 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 or a clock-hour basis for clock-hour programs 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 in the following manner for all programs except Massage Therapy students starting prior to May 17, 2021:

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

**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.*

Massage Therapy (Diploma)

The percentage of Title IV aid earned is calculated for the Massage Therapy programs (for studentsstarting prior to May 17, 2021) as:

$$\frac{\text{Clock Hours scheduled through the last day of attendance}}{\text{Clock Hours in period of enrollment}} = \text{Percentage of period of enrollment completed for the Massage Therapy program}$$

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. Federal Perkins Loans (if applicable).
4. Direct PLUS Loans.
5. Federal Pell Grants for which a return of funds is required.
6. 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. Federal Perkins Loans (if applicable).*
4. Direct PLUS Loans.*
5. Federal Pell Grants for which a return of funds is required.**
6. 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 thirty (30) 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, WIOA, 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

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/Director. 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 a 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/Director 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.

- Immunizations: Clinical/externship sites may require various vaccinations prior to participation in a clinical/externship rotation. Program Directors maintain a list of vaccination requirements, which can be provided upon request. The immunization requirements are based on general requirements for working in a healthcare setting and may change without notice. It is the students' responsibility to ensure compliance with immunization requirements at their own cost. Students who qualify for exclusion must request an exemption; there is no assurance a clinical site will accept the exemption. Furthermore, if a student does not obtain required immunizations or is unable to provide documentation of past immunizations to meet clinical requirements, 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.

Personal cell phone use in Clinical - All policies set by our clinical site partners are priority for students and must be followed during clinical rotations. If the clinical site has a cell phone use specific policy, that policy will guide student cell phone use at the clinical site. Students must refrain from using their cell phone during patient care. Cell phones may be used on instructor approved breaks outside of patient accessible areas. If cell phone use becomes necessary outside of approved times or during patient care, the student should immediately alert the instructor for further guidance. If this policy is violated, the student will receive a written advising for their first infraction.

Any infraction thereafter may result in failure of the clinical course and may include dismissal from the program.

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/Director, 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, Director of Admissions, Financial Aid Director or Academic Dean.

Insurance

Concorde provides a student accident insurance plan that may cover injuries due to an accident that occurs while attending or participating in a Concorde-supervised and sponsored activity. The policy is intended to reimburse students on claims to their own insurance carrier, first (if they have insurance). The plan has up to a $10,000 limit on covered benefits. For clarification, students can check with their 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

Memphis, Tennessee

Free parking is provided around the school location. For garage parking, students may purchase an access card or decal from Business Services. The Clark Tower building has a reserved parking area that does not allow for student parking. These spots are clearly marked as reserved. Students parking in these areas will have their cars towed. If there is any question regarding the location of the reserved area, the front desk will be able to answer any concerns. Some clinical facilities may provide parking permits for your use during your rotation there. These permits are on loan and must be returned upon demand of the school or hospital.

Glendale, Arizona

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

Portland, Oregon

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

Southaven, Mississippi

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 Registrar'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. 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 problems 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/Director. 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 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/Director. 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/Director 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/Director 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. 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

Council on Occupational Education (Memphis, Glendale, Portland, Southaven)

Should the school not be able to resolve the problem, students should contact the Commission of the Council on Occupational Education (COE), 7840 Roswell Road, Building 300, Suite 325, Atlanta, GA 30350, Telephone: 770-396-3898/FAX: 770-396-3790, www.council.org.

State of Tennessee

Should the school not be able to resolve the problem, the student should contact the Tennessee Higher Education Commission (THEC) at thec.rcd@tn.gov; https://www.tn.gov/thec/for-institutions/postsecondary-state-authorization/request-for-complaint-review.html

State of Arizona

If the student complaint cannot be resolved after exhausting the Institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Post-Secondary Education. The student must Contact the State Board for further details. The State Board address is:1740 W. Adams Street, #3008 Phoenix, AZ 85007. Phone: 602-542-5709 Website: www.ppse.az.govc.

State of Mississippi

Should the school not be able to resolve the problem, the student should contact the Commission on Proprietary Schools and College Registration, 3825 Ridgewood Road, Jackson, MS 39211; 601-432-6185; https://www.mccb.edu/offices/proprietary-schools.

A copy of the commission's Complaint Form is available at the campus and may be obtained by contacting the Campus President/Director.

A student who started in the Dental Assisting diploma program at the Memphis campus prior to February 26, 2018, may direct an unresolved complaint to:

Commission on Dental Accreditation 211 East Chicago Avenue Chicago, IL 60611 312-440-4653 www.ada.org/coda

A student who started in the Dental Assisting diploma program at the Memphis campus after February 26, 2018, may direct an unresolved complaint to:

Dental Board
State of Tennessee Health Related Boards
665 Mainstream Drive, 2nd Floor
Nashville, TN 37243
615-532-5073
1-800-778-4123

If necessary, please see the Dental Assisting Program Director for the appropriate agency contact.

A student in the Dental Hygiene program may direct an unresolved complaint to:

Commission on Dental Accreditation
211 East Chicago Avenue
Chicago, IL 60611
312-440-4653
www.ada.org/coda

A student in the Massage Therapy program may direct an unresolved complaint to:

Massage Therapy Board
State of Tennessee Health Related Boards
665 Mainstream Drive, 2nd Floor
Nashville, TN 37243
615-253-2111
1-800-778-4123

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

Committee on Accreditation for Education in Neurodiagnostic Technology (CoA-NDT)
2206 Highland Ave
Morton PA 19070
223-666-5952
www.coa-ndt.org

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

Tennessee Board of Nursing, Tennessee Department of Health, Bureau of Health Licensure and Regulation, Division of Health Related Boards
665 Mainstream Drive
Nashville, TN 37243
Tennessee.gov/health

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

Accreditation Council for Occupational Therapy Education (ACOTE)
7501 Wisconsin Avenue, Suite 510E
Bethesda, MD 20814
ACOTE c/o AOTA: 301-652-AOTA
www.acoteonline.org

A student in the Pharmacy Technician program may direct an unresolved complaint to:

American Society of Health-System Pharmacists (ASHP)
4500 East-West Highway, Suite 900
Bethesda, MD 20814
866-279-0681

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

Commission on Accreditation in Physical Therapy Education
1111 North Fairfax Street
Alexandria, VA 22314
703-706-3245
www.capteonline.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

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

Joint Review Committee on Education in Radiologic Technology (JRCERT)
20 North Wacker Drive, Suite 2850
Chicago, IL 60606-3182
312-704-5300
www.jrcert.org

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

Commission on Accreditation for Respiratory Care
264 Precision Blvd
Telford, TN 37690 USA
Telephone: 817-283-2835
Fax: 817-354-8519
www.coarc.com

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

Accrediting Bureau of Health Education Schools (ABHES)
6116 Executive Blvd., Suite 730
North Bethesda, MD 20852
(301) 291-7550
https://www.abhes.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
3225 25th Street SE
Salem, OR 97302
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 360-753-5662 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, Southwest,
Olympia, WA 98501
360-709-4600 www.wtb.wa.gov
Email: workforce@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 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

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

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

Commission on Accreditation for Respiratory Care
264 Precision Blvd
Telford, TN 37690 USA
Telephone: 817-283-2835
Fax: 817-354-8519
www.coarc.com

A Portland 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)
19751 E Mainstreet, Ste 339
Parker, CO 80138
303-694-9262
www.arcstsa.org.

Distance Education

Complaint Policies for Certain Distance Education Students Enrolled Through the State Authorization Reciprocity Agreements ("SARA")

The below policies apply to students who are:

- non-Tennessee residents in State Authorization Reciprocity Agreement ("SARA") states and who are enrolled in a distance education program/course or
- attending an out-of-state learning placement in a SARA state other than Tennessee

The nature of complaints to be addressed through these policies include violations of SARA policies and dishonest or fraudulent activity. These policies do not apply to complaints concerning student grades or student conduct violations. For more information on complaint subject matter see SARA Policy Manual Sections 4.2 and 4.3.

Institution Complaint Policies

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:

- Within 72 hours: Discuss the matter with his or her instructor, if applicable. If not resolved,
- Within the following 72 hours: Discuss the matter with the Program Director. If not resolved,
- Within the following 72 hours: Discuss the matter with the Academic Dean,
- 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. 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 Complaint Policies

- Tennessee Higher Education Commission ("THEC") Students (as described above) must complete the institution complaint process before appealing to THEC.
    - Students who are not satisfied with the institution's resolution of their complaint may appeal the institution decision to THEC using the Request for Complaint Review form. Additional information on the THEC complaint process is available at THEC Complaint Review Process. Students may also contact THEC.RCD@tn.gov with questions.
    - The appeal to THEC must be filed within two (2) years of the incident about which the complaint is made.
    - Out-of-state students may also contact their home state higher education authority; although student may be referred to THEC. See State Portal Entity Contacts | NC-SARA for a listing of SARA states and contacts.
    - Students residing in non-SARA states, currently California only, should consult their respective state of residence for further instructions for filing a complaint.

Any person claiming damage or loss as a result of any act or practice by an authorized postsecondary educational institution or its agent that is a violation of Title 49, Chapter 7, Part 20 or Rule Chapters 1540-01-02 or 1540-01-10, may file a complaint with THEC after exhausting the institution complaint process. More information is available at THEC Complaint Review Process, 312 Rosa Parks Ave., 9th Floor, Nashville, TN, 37243, (615) 741-3605. Students may also contact THEC.RCD@tn.gov with questions.

Student Guidance & Advising

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

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. Clinical/extern sites may require that students be vaccinated/immunized for various diseases, 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 clinical/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. 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.

   Students are required to submit all time verification sheets in a timely manner to ensure accurate recording of attendance and academic progress. Completed time verification sheets must be submitted within seven (7) calendar days of the scheduled activity or work period. Failure to submit time verification sheets within this timeframe may result in delays in attendance posting, potential impact to academic standing, and/or loss of credit for the associated hours.
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 or dismissed 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 Registrar'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 official transcript at no charge. A fee will be charged for each additional transcript. 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.

Academic Units of Credit

The school uses the traditional system of clock hour to credit hour conversion. One semester credit hour is equivalent to 15 clock hours of lecture, 30 clock hours of lab or 45 clock hours of externship or clinical experience. One clock hour equals 50 minutes of instruction.

Financial Aid Units of Credit

Concorde measures programs in either semester credit hours, clock 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 30 clock hours. For purposes of Title IV calculations, the Massage Therapy program is considered a clock hour program for students starting prior to May 17, 2021.

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.

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". 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. A student who does not attend a course or whose last date of attendance (LDA) in a course is within the Drop/Add period may be voluntarily or involuntarily withdrawn from the course without academic or financial penalty. A student who does not post any attendance in a course in the first 14 calendar days after the start of the term will be unregistered from the course and not receive a grade for the course.

Course Withdrawal Policy

A student withdrawing or being withdrawn from a course who has posted attendance after the Drop/Add period will receive a grade of "W". A student with attendance within the last seven calendar days of the course will receive the grade earned in the course.

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 and OSHA compliant, closed-toed, 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.
- Eyelash extensions are prohibited (Memphis, Glendale and Southaven only).

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/Director 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/Director 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.

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

Online General Education Courses

Students will have the ability to complete general education courses for their program of study through online courses made available by the Host Institution. Online courses are supported through services provided by the Home Institution. These online courses are specifically designed for the student who will be accessing online courses from a standard home or personal computer. For more information, contact the academic department for additional policies and recommended technology specifications to ensure an optimal learning experience in online courses.

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 Success Coach" (OSC) who will be provided weekly reports for high-risk students and can provide basic troubleshooting within the Learning Management System (LMS). The OSC 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

Attendance Policy

General

Regular attendance in scheduled ground classes, clinical and externship experiences, and frequent and full participation in online activities is expected of all students. It is expected that students will complete all assigned work, both online and on ground, and complete all homework to receive the full benefit of the program. When a student enrolls, that student accepts the responsibility of participating fully in all coursework. Attendance is recorded for all appropriate online and on-ground activities and becomes part of the student's permanent record with the school.

Concorde recognizes, however, that unforeseen situations do occur in students' lives. For this reason, Concorde allows for specific Attendance Warning and Attendance Probation periods.

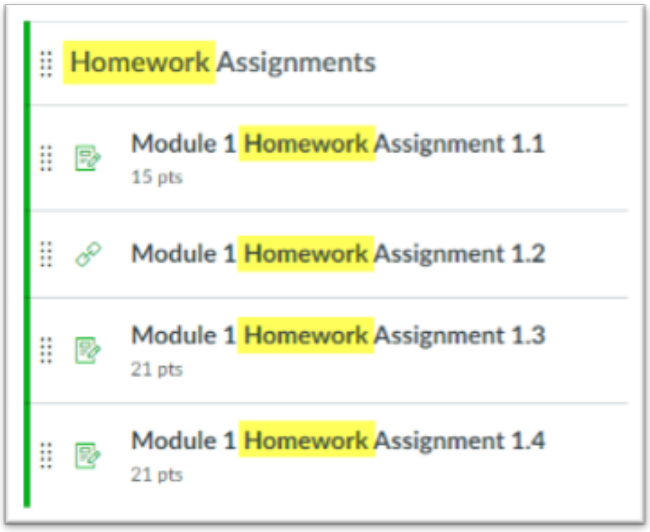
In all cases, a student will be withdrawn on the first business day following 14 consecutive calendar days of nonattendance online or on ground, excluding holidays and term breaks published in the school catalog.

Blended Programs (exclusive of externship & clinical)

Attendance for blended programs/courses may consist of the following:

- **Ground Attendance** (GA) is time awarded for classes scheduled at specific times on campus. Students are scheduled for these classes and any time absent will be recorded. This attendance includes on-campus lecture or lab activities. Students are expected to attend all GA activities within a term.
- **Online Attendance** (OA) are academic activities that a student completes online on his or her own schedule. These would include assignments, projects, simulation, and other academically related non-homework activities. Students will be awarded attendance based on the online completion and/or submission of activities.

Homework is incorporated into many classes and is to be completed on the students' own time**.** Attendance is never awarded for activities identified as homework.



Sample Online Assignments Identified as "Homework"

Excessive Absences

Excessive absences 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 Ground Attendance hours within a module for programs on four-week modules.
- Missing more than 10 percent of total scheduled Ground Attendance hours within a term for programs on 10-week or longer terms.

Attendance Warning

A student will be advised of their attendance performance and placed on Attendance Warning at the end of the first module or term during which the student has excessive absences. The student will remain on Attendance Warning until the end of the next term or module.

Attendance Probation

A student who is already in an Attendance Warning status will be advised of possible withdrawal and placed on Attendance Probation at the end of an Attendance Warning term or module during which the student has excessive absences. A student already on Attendance Probation will be withdrawn immediately upon having excessive absences during the term or module. A student who does not have excessive absences will remain on Attendance Probation until the end of the following term or module.

Return to Good Standing

A student in an Attendance Warning or Attendance Probation status who does not have excessive absences at the end of a term or module will be notified and returned to good standing.

Externship Courses

A student must complete all hours designated as externship within the time allotted to pass the externship course. Externship experiences are scheduled in partnership with the externship site. Students must plan sufficiently in advance to attend every day of the scheduled externship experience. In the event a student will be absent from, or will arrive late to 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. Students will be required to make up missed hours prior to the end of the course.

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.

- For programs that require full clinical attendance, a student must complete 100% of published clinical hours by the last day of the term to pass the class. A student who does not complete all clinical hours in these programs will fail and be required to repeat the clinical class.
- For all other clinical programs, a student may not miss more than 10% of published clinical hours. A student who is absent more than 10% of the published clinical hours will be required to make up that time within the same clinical course. If the makeup time extends beyond the scheduled end date but can be completed before the next term begins, the student will receive an incomplete grade. Progression in the program is contingent upon successfully completing the clinical course and required hours. Should the student not complete the required hours, the student will fail and be required to repeat the clinical course, even if all clinical cases or competencies are met.

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.

Success Passport Course

All students will be scheduled to take SPOL1001 Succuss Passport course during week one of their first term. The Success Passport is a non-credit course taught by the Campus Online Success Coach or other campus associate. This course will introduce the Canvas learning platform and other digital tools used in their academic career with Concorde. Under the guidance of the instructor, students will have access to Canvas (Learning Management System) and become familiar with how to use Canvas to setup notifications, navigate courses, submit assignments and much more. The benefit of this course is to provide students with tools that will assist them in their path to program completion, graduation and employment. Completion of this course is not a requirement for graduation.

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 approve an extension if a significant, documentable, and infrequent situation caused a student to miss a submission deadline.

The following procedure must be followed for consideration:

- A student must have a significant life event (e.g., natural disaster, personal or immediate family emergency, extended illness/hospitalization, personal injury, extended jury duty, military commitment).

- A student must present a request in writing (email is acceptable) no later than 48 hours after the due date and before the course ends. *Note, discussion boards are not eligible for late submission.
- If the student does not submit a request in the prescribed timeframe, they will not be eligible to submit the missed assignment or assessment. The student will receive a grade of zero (0) for all missed assignments and assessments.
- The student will have three (3) calendar days, or until the last day of the term, whichever comes first, to submit the missing work.

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/Director, 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/Director 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/Director and Human Resources. Actions may include suspension (for gathering additional facts), written warning, or dismissal.

A copy of the Emergency Response Plan can be obtained from the Campus President in conjunction with the campus community and Concorde Career College resources.

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 who are dismissed for a conduct related violation are not eligible for readmission into any Concorde College/Institute campus.

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 or image capturing device without prior approval. *Refer to the Student Use of Recording Devices below.
6. Intentionally acts to impair, interfere with, or obstruct the orderly conduct, processes, and functions of Concorde.

***Student Use of Recording Devices**

This policy establishes expectations for student use of **audio, video, and digital recording** in order to protect the privacy, safety, and dignity of students, staff, and visitors on school property. Students **may not record** any conversation, meeting, or interaction involving employees, other students, or visitors **without prior approval** from the Campus President. Any student or staff member who becomes aware of an unauthorized recording should report it to school administration immediately.

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.

Non-Discrimination Policy

Concorde is committed to maintaining a working and learning environment that is free from discrimination and harassment for all Concorde associates and students, including persons interested in applying to participate in a Concorde education program or activity as an employee or student. Accordingly, Concorde does not discriminate or harass, and will not tolerate any form of discrimination or harassment, on the basis of race, color, national origin, sex, including but not limited to sexual orientation and gender expression or identity, disability, or age in its education programs and activities. The following persons have been designated to handle inquiries regarding Concorde's Non-Discrimination Policy:

Koula Foura M.Ed
AVP Student Affairs
Lead Title IX Coordinator
Lead ADA Coordinator
Concorde Career Colleges
6701 W. 64th St., Suite 200
Overland Park, KS 66202
Office: 913.745.2219
Fax: 913.831.6556
Email: TITLEIX@concorde.edu

For additional information regarding Concorde's policy against sex discrimination or harassment and grievance procedures to address allegations of sex discrimination or harassment, please see the Title IX policy.

Sexual Harassment

Sexual harassment includes conduct on the basis of sex that satisfies one or more of the following: (1) an employee conditioning the provision of an aid, service or benefit of Concorde on an individual's participation in unwelcome sexual conduct; (2) unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to Concorde's education

program or activity; and/or (3) Sexual Assault, Dating Violence, Domestic Violence, or Stalking as defined herein.

- **Dating Violence.** Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the survivor/victim based on the reporting party's statements, with consideration given to the length of the relationship, type of the relationship, and the frequency of interaction between persons in the relationship. Dating Violence includes but is not limited to sexual or physical abuse or threat of such abuse but does not include acts covered as Domestic Violence (defined below).
- **Domestic Violence.** A felony or misdemeanor crime of violence committed by a: (1) current or former spouse or intimate partner of the victim; (2) person with whom the victim shares a child in common; (3) person who is cohabitating with, or has cohabitated with, the victim as a spouse or intimate partner; (4) person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred; or (5) any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.
- **Sexual Assault.** An offense that meets the definition of rape, fondling, incest, or statutory rape as used in the FBI's Uniform Crime Reporting program.
- **Stalking.** Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for the person's safety or the safety of others or suffer substantial emotional distress.

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, nonassociates 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/Director or Human Resources, Concorde Career Colleges, Inc. Complaints of sexual misconduct or harassment should be reported to the Campus President/Director 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.

Sex Discrimination and Harassment Prohibition—Title IX Policy

Concorde does not discriminate on the basis of sex in the education programs and activities it operates, including but not limited to admissions, recruiting, financial aid, academic programs, student services, counseling and guidance, discipline, class assignments, grading, recreation, extracurricular activities and employment. Concorde is committed to offering an education and working environment that is free from discrimination and harassment on the basis of sex, sexual orientation, gender identity, and gender expression ("Sex Discrimination"), and free from Sexual Violence (including sexual assault) and Relationship Violence (including domestic violence, dating violence and stalking). Such discrimination is inconsistent with Concorde's values and is prohibited by law, including by Title IX to the Education Amendments of 1972 ("Title IX"). Thus, Concorde prohibits Sex Discrimination, Sexual Violence and Relationship Violence (together, the "Prohibited Conduct"), as set forth herein, and is committed to taking action, to the extent possible (i) to stop behavior that violates this policy; (ii) to take remedial action to overcome the effects of Prohibited Conduct and ensure equal access to its educational programs and activities; (iii) to prevent the recurrence of Prohibited Conduct; and (iv) to prevent and respond to retaliation against anyone who, in good faith, reports or is involved in the investigation into or resolution of allegations of Prohibited Conduct. In so doing, the College will administer prompt, fair and impartial investigations and disciplinary proceedings to respond to reports of Prohibited Conduct via its Title IX Grievance Procedures located within this policy and provide equal and timely access to information that will

be used in any informal and formal proceedings and meetings related to said reports, and offer and implement interim measures to protect and support those directly involved and affected by the alleged behavior. In implementing this policy, Concorde acknowledges that every victim or survivor of Prohibited Conduct has the right to be taken seriously and every respondent to allegations of Prohibited Conduct has the right to know that guilt is not presumed.

The prevention and elimination of sexual harassment is of special concern to Concorde. Sexual harassment includes conduct on the basis of sex that satisfies one or more of the following: (1) an employee conditioning the provision of an aid, service or benefit of Concorde on an individual's participation in unwelcome sexual conduct; (2) unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to Concorde's education program or activity; and/or (3) Sexual Assault, Dating Violence, Domestic Violence, or Stalking as defined herein.

- **Dating Violence.** Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the survivor/victim based on the reporting party's statements, with consideration given to the length of the relationship, type of the relationship, and the frequency of interaction between persons in the relationship. Dating Violence includes but is not limited to sexual or physical abuse or threat of such abuse but does not include acts covered as Domestic Violence (defined below).
- **Domestic Violence.** A felony or misdemeanor crime of violence committed by a: (1) current or former spouse or intimate partner of the victim; (2) person with whom the victim shares a child in common; (3) person who is cohabitating with, or has cohabitated with, the victim as a spouse or intimate partner; (4) person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred; or (5) any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.
- **Sexual Assault.** An offense that meets the definition of rape, fondling, incest, or statutory rape as used in the FBI's Uniform Crime Reporting program.
- **Stalking.** Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for the person's safety or the safety of others or suffer substantial emotional distress.

Concorde regards all such conduct and retaliation for the reporting of such conduct as creating a hostile and offensive work and learning environment in violation of this policy.

The following person has been designated to handle inquiries regarding Concorde's Title IX Policy:

Koula Foura, M.Ed

AVP Student Affairs

Lead Title IX Coordinator

Lead ADA Coordinator

Concorde Career Colleges

6701 W. 64th St., Suite 200

Overland Park, KS 66202

Office: 913.745.2219

Fax: 913.831.6556

Email: TITLEIX@concorde.edu

A person may also file a complaint with the Department of Education's Office for Civil Rights regarding an alleged violation of Title IX by visiting www2.ed.gov/about/offices/list/ocr/complaintintro.html or calling 1-800- 421-3481. Employees may also file a charge with the Equal Employment Opportunity Commission regarding an alleged violation of Title VII by calling 1-800-669-4000 or visiting https://www.eeoc.gov/employees/howtofile.cfm.

Sex Discrimination and Harassment Prohibition Procedures—Title IX Procedures, Including Grievance Procedures

I. Introduction

A. Purpose: The purpose of these procedures is to implement Concorde's Sex Discrimination and Harassment Prohibition—Title IX Policy. Capitalized terms shall have the meaning ascribed to them in the Definitions Section set forth below.

B. Jurisdiction: These procedures apply to Prohibited Conduct as defined by Concorde's Sex Discrimination and Harassment Prohibition—Title IX Policy 04-018 where Concorde has Actual Knowledge of such conduct occurring either on or off campus property where one of the following conditions is met:

1. The conduct occurred in connection with an officially recognized education program or activity;

2. The conduct occurred at a location or event or under circumstances over which Concorde exercised substantial control over both the Respondent and the context in which the conduct occurred; or

3. The conduct occurred on property owned or controlled by a student organization that is officially recognized by Concorde.

C. Scope: These procedures apply to Prohibited Conduct between the following parties located in the United States at the time of the incident:

1. Student Complainant and student Respondent;

2. Student Complainant and employee Respondent;

3. Student Complainant and third-party Respondent;

4. Employee Complainant and student Respondent;

5. Employee Complainant and employee Respondent;

6. Employee Complainant and third-party Respondent;

7. Third party Complainant and student Respondent; and

8. Third party Complainant and employee Respondent.

D. Administration: Concorde's Lead Title IX Coordinator(s) shall be responsible for implementing these procedures consistent with applicable Concorde policy and relevant local, state and federal laws, and ensuring that all those involved in (1) the receipt of reports of Prohibited Conduct, (2) the referral or provision of services related to Prohibited Conduct, or (3) Concorde's investigation and conduct of Grievance Procedures for reports of Prohibited Conduct receive required training.

Reporting Prohibited Conduct: Anyone (student, employee, or third-party) may make a report of Prohibited Conduct, whether the Prohibited Conduct was directed at such person or not and may do so at any time. Concorde encourages everyone to report actual or suspected violations of Concorde's Sex Discrimination and Harassment Prohibition—Title IX Policy as soon as practicable to aid in Concorde's response to such conduct.

A. Methods of Reporting: In order to ensure a prompt response, including the provision of Supportive Measures, the College requires anyone reporting Prohibited Conduct to do so by contacting the College's "Officials With Authority" immediately. The Officials With authority will report the incident to the Lead Title IX Coordinator through one of the following methods but preferably through emailing the TITLEIX@concorde.edu inbox immediately. If there is an emergency on campus, contact the authorities, call one of the designated employees on the Red Alert list and email the RedAlert@concorde.edu with a summary of events in addition to emailing the TitleIX@concorde.edu inbox.

B. The following person has been designated to handle inquiries regarding Concorde's Title IX Policy at any time to include non-business hours via direct mail, email or phone:

Koula Foura, M.Ed

AVP Student Affairs

Lead Title IX Coordinator

Lead ADA Coordinator

Concorde Career Colleges

6701 W. 64th St., Suite 200

Overland Park, KS 66202

Office: 913.745.2219

Fax: 913.831.6556

Email: TITLEIX@concorde.edu

C. An anonymous report may be filed with Lighthouse, a third-party service, by calling, emailing or filing an online report as provided below.

a. 1-855-400-6004

b. reports@lighthouse-services.com

c. Website: www.lighthouse-services.com/concorde

D. Initial Response to Report: Following receipt of a report of potential Prohibited Conduct, the Lead Title IX Coordinator shall:

1. Acknowledge receipt of the report to the reporter if possible (i.e., if not anonymous);

2. Document the acknowledgement of report by using "**Title IX Complaint**" Activity code.

3. Any subsequent conversations should be documented using the "**Title IX Correspondence**" activity code with a general summary of conversation, not to include specifics.

4. Promptly contact the Complainant to:

i. Discuss availability of supportive measures (which must be made available with or without filing a Formal Complaint);

ii. Explain the process for filing a Formal Complaint; and

iii. Discuss the Complainant's wishes regarding how Concorde should respond to the allegations;

iv. Discuss options for notifying law enforcement including the right to decline to notify law enforcement and the right to be assisted in making a report to law enforcement if he/she chooses;

v. Provide written information about the importance of seeking medical treatment and preserving evidence as soon as practicable after an incident;

vi. Provide information on availability and contact information for resources (both on and off campus) available to an alleged victim of Prohibited Conduct; and

vii. Explain how Concorde will protect the privacy and confidentiality of the alleged Complainant, Respondent and witnesses to the extent practicable pursuant to Concorde's Privacy Policy outlined in section I.K. below.

5. Consider the facts reported and, assuming their truth for purposes of determining whether interim measures are appropriate, consider whether:

i. an emergency removal of a student, employee or visitor from campus is appropriate;

ii. an administrative leave of an employee is appropriate; and

iii. whether other interim measures may be appropriate, including but not limited to the adjustment of class schedules.

iv. To conduct further inquiry to discover additional facts including:

a. Identifying and interviewing witnesses;

b. Contacting and interviewing the Respondent; and

c. Contacting and cooperating with law enforcement.

E. Supportive Measures: Supportive Measures may be requested by any party (Complainant(s) or Respondent(s)), whether or not a Formal Complaint is filed; a report is filed with law enforcement; or the Complainant decides to pursue any other process offered by the College. Requests for Supportive Measures should be submitted to the Lead Title IX Coordinator. Concorde shall offer Supportive Measures on an equitable basis to Complainant(s) and Respondent(s) alike.

F. Identifying and Locating Witnesses: It is Concorde's responsibility to identify and locate witnesses to an alleged incident of Prohibited Conduct. The Complainant is encouraged to identify any known witnesses at the time they report Prohibited Conduct, including but not limited to when filing a Formal Complaint.

G. Contacting and Interviewing Respondent: Concorde will make every effort not to contact the Respondent until such time as a Formal Complaint is filed. The Complainant will be notified of the College's intent to contact and interview the Respondent prior to said contact.

H. Contacting and Cooperating with Law Enforcement: A Complainant has the right to notify law enforcement or to decline to notify law enforcement.

I. Importance of Preserving Evidence: Survivors/Victims of sexual violence should take steps to preserve all physical evidence to assist in proving that a crime occurred or in obtaining an order of protection, restraining order or other such court order.

J. Privacy: The College will protect the identity of parties and witnesses involved in the resolution of a report of Prohibited Conduct to the extent doing so does not unreasonably interfere with legally protected rights of others, the investigation into and resolution of the reported conduct, or the implementation of Supportive Measures, sanctions or remedies.

II. Formal Complaint Process

A. General: The filing of a Formal Complaint will trigger the formal investigation and hearing procedures (collectively referred to as "Grievance Procedures") set forth herein. Even in the absence of a Formal Complaint, a Respondent may be subject to discipline through other applicable College procedures and the College may still take other remedial action to address the alleged conduct if said conduct does not rise to the level of a Title IX violation or Prohibited Conduct. There is no deadline for the filing of a Formal Complaint, although Concorde encourages individuals to do so as early as possible following an incident.

B. Filing a Formal Complaint: A Formal Complaint may not be anonymous. It must be submitted in writing and signed by either:

1. The Complainant; or

2. The Lead Title IX Coordinator.

C. Notice of Formal Complaint: Within five (5) business days following the filing of a Formal Complaint, the Lead Title IX Coordinator shall send written notice simultaneously to all parties identified in the Formal Complaint containing the following information:

1. A copy of these Procedures;

2. Notice of the allegations and the type(s) of Prohibited Conduct implicated, including a reference to the Section of the Concorde policy such alleged conduct, if proven, would violate;

3. The identity of the parties involved in the alleged incident, including the Complainant and witnesses, if any are known;

4. The date, time and location of the alleged incident (if known);

5. The parties' right to an advisor of their choice, who may, but need not, be an attorney;

6. A statement that the Respondent is presumed "not responsible" for the alleged conduct and that a determination will be made only at the conclusion of the Grievance Procedures;

7. A statement regarding the parties' right to inspect and review evidence;

8. The provision of any College policy that prohibits knowingly making false statements or knowingly submitting false information to a College official during these or other College proceedings.

9. A statement prohibiting retaliation;

10. A statement regarding the availability of resources and Supportive Measures for the parties; and

11. A statement regarding Concorde's duty to update the Notice if there are any substantive changes to the information contained in the original Notice (e.g., the inclusion of additional allegations in the investigation or receipt of new evidence, including but not limited to the identity of additional witnesses).

D. Consolidation of Formal Complaints: Concorde may consolidate Formal Complaints containing allegations of Prohibited Conduct against more than one Respondent, or by more than one Complainant against one or more Respondents, or by one party against the other party, where the allegations arise out of the same facts or circumstances.

E. Informal Resolution: At any time following the filing of a Formal Complaint, Concorde may consider whether or not Informal Resolution, as described in Section VIII of these Procedures, may be appropriate.

III. Grievance Procedures—General

A. Timeframes and Extensions: The parties have the right to expect that the Grievance Procedures set forth herein will begin promptly following the filing of a Formal Complaint and proceed in a timely manner. Concorde shall consider requests for extensions or delays, only for good cause. If the process is delayed or a deadline is extended, the College will so notify the parties, in writing. The College will make a good faith effort to complete the grievance process within 60-90 days, though extensions may be allowed for good cause.

B. Fair and Equitable Treatment of all Parties: The College will provide fair and equitable treatment to all parties involved in the Grievance Process, including the following:

1. Every Complainant has the right to be taken seriously and every Respondent has the right to know that guilt is not presumed.

2. All parties will have an equal opportunity to inspect and review evidence, both inculpatory and exculpatory, obtained as part of investigation that is directly related to allegations raised in a Formal Complaint;

3. All parties will have an equal opportunity to present fact and expert witnesses, and other inculpatory or exculpatory evidence;

4. Concorde will conduct an objective evaluation of all relevant evidence;

5. All parties may be accompanied by an advisor of their choice during any aspect of the Grievance Process where the party's presence has been requested;

6. Concorde will not place a limit on the choice of advisor for either party, though said advisor will be expected to abide by any applicable rules of decorum established by Concorde;

7. Any written notice to a party whose participation is invited or expected will contain the date, time, location, identity of participants and purpose of the meeting/ hearing and will be sent with sufficient time to allow the parties to prepare to participate;

8. The parties will not be restricted from discussing the allegations under investigation, or from gathering evidence or witnesses bearing in mind that conduct constituting Retaliation or witness tampering or intimidation is a violation of Concorde's retaliation statement within the college catalog.

9. Any written notice, report or determination made in accordance with the Grievance Process shall be sent simultaneously to all parties involved.

C. Prohibited Evidence: The following evidence will not be sought, relied upon or otherwise used in the investigation of a Formal Complaint or in making a determination about responsibility:

1. Information protected by a legally recognized privilege, UNLESS the person holding the privilege has provided Concorde with voluntary written consent to use such information or has otherwise waived the privilege;

2. Information about the Complainant's past sexual behavior or predisposition EXCEPT in compliance with federal rape shield and other statutory protections.

D. Sanctions & Remedies: A final determination of responsibility for Prohibited Conduct against a Respondent may result in the sanctions up to and including termination of enrollment in and/or employment with Concorde.

E. Qualifications of Investigators, Decision-Makers and Facilitators: All those involved in the investigation or resolution of allegations of Prohibited Conduct shall:

1. Serve impartially and be free from actual or reasonably perceived conflicts of interest or bias; and

2. Be trained, as required by law, to include: definitions of and issues related to Prohibited Conduct; how to conduct an investigation and hearing; how to serve impartially and avoid prejudgment; how to make determinations on relevancy of evidence; how to create an investigative report; how to evaluate credibility; how to synthesize evidence; and how to avoid sex stereotypes or generalizations based on sex.

IV. Grievance Procedures—Investigation

A. **Assignment of Investigator**: Within three (3) business days of the receipt of a Formal Complaint, the Lead Title IX Coordinator shall appoint an investigator. The identity of and contact information for the assigned investigator shall either be included in the Notice of Formal Complaint described in Section II. A. above or the Lead Title IX Coordinator shall send written notice to all parties containing that information along with an explanation of the process for challenging the assignment based on conflict of interest or bias. Any challenge must be resolved before the investigation process may begin.

B. Evidence Gathering: The investigator shall be responsible for gathering evidence, both inculpatory and exculpatory, relevant to the allegations contained in the Formal Complaint. At minimum, the investigator shall take reasonable steps to interview all parties. After available evidence has been gathered, the investigator will send the parties and their advisors (if any) the evidence directly related to the allegations raised in the Formal Complaint in either electronic or hard copy format (at the discretion of the investigator). The parties shall have 10 days to submit a written response to the investigator, which response will be considered in completing the investigative report. All said evidence shall be available to the parties for inspection and review at any hearing.

C. Investigative Report: Within ten (10) business days of receiving the parties' responses to the evidence and/or expiration of the deadline for submission of the responses, the investigator shall send to the parties, a written investigative report that summarizes relevant evidence. The parties shall have 10 business days to submit to the investigator a written response.

1. Consolidated Complaints: Where a decision has been made to consolidate complaints, the investigator may create a single investigative report for all said complaints.

2. Parties' Response: In the written response, parties may propose corrections, provide appropriate context, raise defenses, identify missing relevant evidence or raise any other issues in relation to the evidence they feel it is important for the Grievance Officer to consider. Failure to submit a response will NOT preclude the parties from raising those issues later in the Grievance Process, such as during any future hearing.

V. Grievance Procedures--Pre-Hearing

A. Submission of Investigative Report & Response(s): Within one (1) business day of receiving the parties' responses or expiration of the deadline to submit said responses, the investigator shall send a copy of the investigative report and the parties' responses, if any, to the Lead Title IX Coordinator.

B. Title IX Determination: The Lead Title IX Coordinator shall review the investigative report and responses thereto and decide whether or not the alleged conduct, if proven, would constitute Sex Discrimination or Sexual Harassment as defined by Title IX of the Education Amendments of 1972 (20 U.S.C. 1681, et. seq.) and its implementing regulations (34 CFR §106 et. seq.). A written decision and reasons therefore shall be sent to the parties within ten (10) business days of the Lead Title IX Coordinator's receipt of the investigative report and responses:

1. Title IX Compliant Hearing Referral: If the Lead Title IX Coordinator determines that the alleged conduct, if proven, does constitute Sex Discrimination or Sexual Harassment as defined by Title IX, the Lead Title IX Coordinator shall appoint a Grievance Officer to conduct a hearing in accordance with Section VII below.

2. Dismissal of Formal Complaint: If the Lead Title IX Coordinator determines that the alleged conduct, if proven, does not constitute Sex Discrimination or Sexual Harassment as defined by Title IX, the Formal Complaint shall be dismissed. The Lead Title IX Coordinator also has discretion to dismiss the Formal Complaint or any allegations therein if:

i. The Complainant notifies the Lead Title IX Coordinator in writing that the Complainant would like to withdraw the Formal Complaint or allegations therein;

ii. The Respondent is no longer enrolled or employed by the College; or

iii. Specific circumstances prevent the College from gathering evidence sufficient to reach a determination as to the Formal Complaint.

3. Referral to Other College Processes: If, in the course of investigating the Formal Complaint, conduct is alleged or discovered that may violate any other College Policy (e.g., the Code of Student Conduct), the Lead Title IX Coordinator may refer the matter for consideration through any other applicable College process.

C. Appeal of Title IX Determination: To the extent the Lead Title IX Coordinator determines that the alleged conduct does not constitute Sex Discrimination or Sexual Harassment as defined by Title IX, that decision may be appealed by any party, utilizing the process set forth in Section E below. Any other applicable process should not proceed until the appeal has been decided or the deadline for filing an appeal has expired.

VI. Grievance Procedures—Hearing & Appeal

A. Assignment of the Grievance Officer: Within three (3) business days of the Title IX Determination set forth in Section VI. C above (which deadline may be extended if an appeal of the determination has been filed), the Lead Title IX Coordinator will appoint a Grievance Officer to conduct a hearing to determine responsibility. A copy of the investigative report and party response(s), if any, shall be provided to the Grievance Officer. Within three (3) business days of the assignment, written notice of the identity of and contact information for the Grievance Officer and an explanation of the process for challenging the assignment based on conflict of interest or bias shall be sent to all parties. Any challenge must be resolved before the hearing process may begin.

B. **Notice of Hearing**: Within three (3) business days following assignment of the Grievance Officer or any decision regarding a challenge to that assignment, the Grievance Officer shall notify the parties, in writing, of the date, time, and location of the hearing along with their Notice of Hearing Rights & Responsibilities. The Notice of Hearing must be sent at least ten (10) business days prior to the assigned hearing date.

1. Consolidated Complaints: In situations where complaints have been consolidated as described herein, the Grievance Officer may choose to conduct a single hearing, or divide the hearings, as appropriate. Parties have the right to object to consolidation if they believe such consolidation would prejudice their rights. Any objection shall be heard by the Grievance Officer before the start of the hearing.

2. Consolidated Hearings: In situations that involve Prohibited Conduct and conduct that may violate other College Policies or standards of conduct, the College reserves the right to consolidate the hearings on all conduct violations utilizing these procedures. The Notice of Hearing will include any decision to consolidate hearings.

C. Advisor Identification: Within ten (10) business days prior to the assigned hearing date, the parties must notify the Grievance Officer, in writing, of the name and contact information of the advisor they have chosen to attend the hearing and conduct questioning on their behalf. The Grievance Officer will assign an advisor to attend the hearing for any party who fails to provide this notification. The College will ensure that any assigned advisor understands the purpose and scope of her/his role, including how to conduct questioning.

D. Hearing

1. Live Hearing: A live hearing will be conducted with all parties physically present in the same geographic location, or "virtually" present through the use of technology enabling the participants to simultaneously har and see one another. An audio or audiovisual recording, or transcript of the hearing will be created and available for inspection and review by any party.

2. Closed Hearing: The hearing shall be closed, meaning that only the parties and decision-maker(s) shall be present for the entirety of the hearing. Witnesses will be present (virtually or in person) only while providing their testimony.

3. Opening Remarks: The Grievance Officer will open the hearing by summarizing the following:

i. The allegations contained in the Formal Complaint;

ii. The sections of the applicable Policy implicated by the allegations; and

iii. The guidelines and rules governing the hearing.

4. Presentation of Evidence: All parties will have an equal opportunity to make statements and present relevant evidence of any sort (e.g., documents, recordings, witness testimony, etc.) regardless of whether or not that evidence was provided or considered in the investigation process.

i. Questioning: The Grievance Officer and the parties shall have an opportunity to pose relevant questions and follow-up questions of the parties and witnesses. All said questioning must be conducted directly, orally, and in real time. Only a party's advisor, NOT the party her/himself, may conduct said questioning on behalf of the party. The Grievance Officer may ask questions at any time. The Grievance Officer does not have authority to compel the testimony of any person (party or witness). If a party or witness fails to submit to questioning at the hearing, the Grievance Officer may not rely on any statement of that party or witness in reaching a determination regarding responsibility.

ii. Relevancy Determinations: Before a party or witness answers a question from another party, the Grievance Officer must determine if the question is relevant and explain any decision to exclude the question as not relevant. A challenge to that determination can be made at the hearing. Prohibited Evidence as described herein is considered to be, per se NOT relevant.

5. Closing Remarks: After all parties have finished their presentation of evidence, they will each be given an opportunity to give brief closing remarks, summarizing their position, including any request for action to be taken. The hearing will then be closed, and no further statement or evidence will be accepted or considered by the Grievance Officer prior to making a determination regarding responsibility.

6. Determination Regarding Responsibility: The Grievance Officer will make a determination regarding responsibility within ten (10) business days following the close of the hearing and provide written notice of that determination to the parties and Lead Title IX Coordinator. In making that determination, the Grievance officer will objectively evaluate the investigative report and all relevant evidence (both inculpatory and exculpatory), weigh the credibility of the evidence and testimony, and apply the requisite standard of proof.

i. Standard of Proof: The standard of proof that will be utilized by the Grievance Officer in making a determination regarding responsibility will be preponderance of the evidence. This means that the Grievance Officer will determine if it is more likely than not that the Respondent is responsible for the alleged Prohibited Conduct.

ii. Determinations Regarding Affirmative Consent: It shall not be a valid excuse to alleged lack of consent that the Respondent believed there was valid consent due to the following circumstances:

a. Intoxication or recklessness of the Respondent;

b. Failure of Respondent to take reasonable steps to ascertain whether or not there was affirmative consent.

iii. Consideration of Results of Other Investigations or Processes: The results of other investigations or procedures (e.g., criminal or administrative) may be considered but will not be deferred to or relied upon in making a determination regarding responsibility.

iv. Consideration of Prior Findings of Prohibited Conduct: The Grievance Officer may only consider a Respondent's prior findings of responsibility for Prohibited Conduct or other relevant misconduct in determining appropriate sanctions and not in any finding of responsibility for the current matter.

v. Determination Notice: The notice of the determination regarding responsibility shall include, at minimum, the following:

a. Identification of the allegations constituting Prohibited Conduct;

b. A description of the procedural steps taken from receipt of the Formal Complaint through determination;

c. Findings of fact supporting the determination;

d. Conclusions regarding the application of the College's policies and procedures to the facts;

e. A statement of and rationale for the result as to each allegation including a determination regarding responsibility, any sanction that will be imposed on Respondent, and whether any remedies provided to Complainant were designed to restore or preserve equal access to the College's program or activity;

f. The process and bases to appeal the determination; and

g. A statement that the results will become final either on the date the College provides the parties with the written determination of the result of the appeal (if an appeal is filed), or the date on which the appeal would no longer be considered timely (the appeal deadline).

E. Appeal

1. Eligibility: Any party is eligible to appeal a determination regarding responsibility or Title IX determination per section D above.

2. Bases for Appeal: The following are the only bases upon which an appeal will be considered:

i. Procedural irregularity: there was an irregularity in the processing of the Formal Complaint (e.g., investigation or hearing) that affected the outcome of the matter;

ii. New Evidence: there is evidence that was not reasonably available before or at the time the determination regarding responsibility was made that could reasonably affect the outcome of the matter; or

iii. Conflict of Interest: The Lead Title IX Coordinator, investigator and/or grievance officer had a conflict of interest or bias for or against survivors/victims or Respondents generally or the individual Complainant or Respondent that affected the outcome of the matter.

3. Written Appeal: In order to initiate the appeal process, a party must submit the appeal, in writing, to the Lead Title IX Coordinator no later than fifteen (15) business days following receipt of the Determination Notice. The appeal must be based upon at least one of the allowable bases for appeal. Upon receipt of the

Appeal the Lead Title IX Coordinator will send a Notice of Appeal to all parties providing them with the copy of the written appeal and allowing for both parties to submit to the Lead Title IX Coordinator a written statement in support of or challenging the relevant determination and any statements contained in the Appeal.

4. Assignment of Appellate Officer: Within three (3) business days following receipt of the parties' statements or expiration of the deadline to submit statements, the Lead Title IX Coordinator will assign an Appellate Officer to consider the appeal and will provide written notice to the parties of the identity of and contact information for the Appellate Officer along with an explanation of the process for challenging the assignment based on conflict of interest or bias. Any challenge must be resolved before the Appeal review process may begin.

5. Review Process: For purposes of considering and coming to a conclusion about the appeal, the Lead Title IX Coordinator will provide the Appellate Officer with access to the Appeal, written responses thereto, written determination subject to appeal, Hearing record (if applicable), Investigative Report and any other relevant records received, created or maintained as part of these procedures. The Appellate Officer has authority to conduct additional interviews or inquiries only as may be necessary to seek clarification on issues specifically raised in the Appeal.

6. Appeal Decision: Within ten (10) business days following receipt of the Appeal and relevant materials, the Appellate Officer will make a determination and provide written notice to all parties, with a copy to the Lead Title IX Coordinator, of the result of the appeal and the rationale for that result.

VII. Informal Resolution:

A. Applicable Process: To the extent the College offers an informal resolution process through other policies or procedures applicable to the parties, the parties may request that the Lead Title IX Coordinator refer the matter to the Informal Resolution process. This may be done at any time prior to a determination of responsibility set forth above.

B. Conditions: The following conditions must be met for the Lead Title IX Coordinator to refer the matter for informal resolution:

1. The Lead Title IX Coordinator determines that the matter is appropriate for informal resolution;

2. The matter does not involve allegations that an employee sexually harassed a student;

3. The Lead Title IX Coordinator provides written notice to the parties of

i. The allegations;

ii. The requirements of the informal resolution process, including any circumstances that might preclude the parties from resuming the process described herein;

iii. The process to challenge the appointment of an informal resolution facilitator due to a conflict of interest or bias;

iv. the consequences of participation in informal resolution, including any records that could be created, maintained or shared;

v. the right to withdraw from the informal resolution process at any time prior to reaching agreement.

4. The Lead Title IX Coordinator has obtained voluntary written consent to informal resolution from all parties.

C. Effect: If the conditions have been met and the parties' consent to participation in the informal resolution process, any proceedings initiated herein shall be suspended unless the Lead Title IX Coordinator determines that doing so would put others at risk. These Grievance Procedures may be resumed at the request of either party at any time during the informal process.

VIII. Emergency Removal: Any time after the receipt of a report of Prohibited Conduct, the College may consider an emergency removal of Respondent from Campus, some part of Campus or from and the College's education programs or activities so long as the following conditions are met.

A. Required Assessment: The College performs an individualized safety and risk assessment that determines whether or not there is an immediate threat to the physical health or safety of any individual (student, employee or third party) arising from the allegations that justifies removal.

B. Notice: If the College decides to implement an emergency removal, it will provide written notice to the Respondent of that decision explaining the implications of that removal, the length of time the removal will remain in effect, and the Respondent's right to challenge the decision.

C. Effect of Removal: Any investigation into or determination of responsibility regarding allegations of Prohibited Conduct will follow the procedures contained herein, regardless of the Respondent's removal, though additional precautions may be necessary to address any ongoing threat.

IX. Recordkeeping: The Lead Title IX Coordinator shall keep for a period of 7 years from the date they were created, records of each investigation, determination regarding responsibility, hearing transcript or recording, sanctions imposed on a Respondent, remedies

provided to a Complainant, appeal and result therefrom, informal resolution, training materials described herein, actions and supportive/protective measure taken or refused in response to reports of Prohibited Conduct.

Definitions. For purposes of this policy and these procedures, the following terms shall have the meanings set forth below:

1. Actual Knowledge: Notice of Prohibited Conduct or allegations of Prohibited Conduct made to the Lead Title IX Coordinator or Officials With Authority.

i. Officials With Authority: The following campus leaders are considered "Officials With Authority" who are deemed to have Notice of Prohibited Conduct or allegations of Prohibited Conduct – Campus President, Academic Dean and Director of Student Affairs/Title IX Coordinator. Any other campus employee is not an Official With Authority and should direct any Complainant to an Official With Authority or take the Complainant's statement and bring it to an Official With Authority.

2. Affirmative Consent: Affirmative, conscious, and voluntary agreement to engage in sexual activity. It is the responsibility of each person involved in sexual activity to ensure that the other(s) involved affirmatively consent(s) to engage in sexual activity. Lack of protest or resistance does not mean consent, nor does silence mean consent. Affirmative consent must be ongoing throughout a sexual activity and can be revoked at any time. The existence of a dating relationship between the persons involved, or the fact of past sexual relations between them should never by itself be assumed to be an indicator of consent. Valid consent does not exist if Respondent knew or should have known that Complainant was unable to consent because Complainant was asleep or unconscious; was incapacitated due to drugs, alcohol or medication; or Complainant was unable to communicate due to a mental or physical condition.

3. Amnesty: Protection from disciplinary action against a reporting party, Complainant, or witness for participation in the reporting, investigation or adjudication of Prohibited Conduct for a violation of the College's conduct policies related to the incident unless the College determines that the violation was egregious, including but not limited to, an action that places the health or safety of any other person at risk.

4. Complainant: An individual at whom conduct that meets the definition of Prohibited Conduct is directed or alleged to have been directed. A Complainant must be participating or attempting to participate in the College's education program or activity at the time of filing a formal complaint. A person may be a complainant, or a respondent, even where no formal complaint has been filed and no grievance process is pending

5. Days: Any reference to "days" contained in these procedures shall mean business days, excluding all recognized federal and state holidays and breaks during which classes are not in session.

6. Education Program or Activity: all academic, educational, extracurricular, athletic, and other programs of Concorde occurring in the U.S., including locations or events, or circumstances over which the College exercised substantial control over both the Respondent and the context in which the sexual discrimination or harassment occurs, and also includes buildings owned or controlled by a student organization that is officially recognized by Concorde.

7. Grievance Procedures: Procedures adopted and published by Concorde as set forth as in this policy.

8. "In Writing": Use of the phrase "in writing" shall refer to submission of materials either electronically (e.g., via email or via hard copy format, sent via facsimile, U.S. mail or courier service, interoffice mail, or personal delivery) to the Lead Title IX coordinator.

9. Supportive Measures: Non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without a fee or charge after Concorde obtains Actual Knowledge that Prohibited Conduct may have occurred, including but not limited to before or after the filing of a Formal Complaint. Supportive Measures must be available to Complainants and Respondents on an equitable basis and must be designed to:

i. restore or preserve equal access to Concorde's education programs or activities without unreasonably burdening the other party;

ii. protect the safety of all parties and the College's educational environment; and

iii. deter Prohibited Conduct.

10. Prohibited Conduct: Sex Discrimination and Sexual Harassment as defined in Title IX of the Education Amendments of 1972 (20 U.S.C. §§ 1681, et. seq.) and its implementing regulations (34 CFR 106, et. seq.) and the Title IX policy 04-018.

11. Remedies: Actions taken to restore or preserve equal access to Concorde's education programs and activities.

12. Respondent: Person(s) reported to have engaged in Prohibited Conduct.A person may be a complainant, or a respondent, even where no formal complaint has been filed and no grievance process is pending.

Title IX Addenda Portland Only

Oregon Sexual Misconduct Addendum

I. Purpose

This Addendum supplements Policy #04-018 for Concorde students and employees located in Oregon. It includes the specific definitions and student rights required by Oregon law (ORS 350.349; OAR 715-030-0030). Where Oregon law provides additional protections, this Addendum controls for Oregon-based conduct or parties.

II. Oregon Definitions

Sexual Harassment
Unwelcome conduct of a sexual nature that is sufficiently severe or pervasive that it unreasonably interferes with academic or work performance or creates an intimidating, hostile, or offensive environment for a reasonable person in similar circumstances.

Sexual Violence
Actual or attempted physical contact of a sexual nature when the other person has not given consent, is incapacitated, or is unable to refuse. Includes forced or coerced sexual contact, penetration, unwanted intimate touching, or conduct commonly described as rape or sexual assault.

Domestic Violence
Physical, sexual, or emotional abuse, threats, coercion, or other conduct defined as domestic or family violence under Oregon law when committed by a spouse, intimate partner, cohabiting partner, family member, or similar relationship.

Intimate Partner Violence
A form of domestic violence between individuals who are or were in a romantic or sexual relationship, including physical, sexual, emotional, technological, or economic abuse or threats.

Gender-Based Harassment
Unwelcome conduct based on sex, gender identity, gender expression, or perceived nonconformity with gender stereotypes that is sufficiently severe or pervasive to create a hostile environment.

Gender-Based Violence
Any form of physical, sexual, or psychological abuse or coercion directed at someone because of sex, gender identity, or gender expression.

Harassment Based on Sexual Orientation
Unwelcome conduct based on actual or perceived sexual orientation that is sufficiently severe or pervasive to create a hostile environment.

Violence Based on Sexual Orientation
Physical, sexual, or psychological abuse or threats directed at someone because of actual or perceived sexual orientation.

Stalking
A pattern of unwanted contact or conduct directed at a specific person that would cause a reasonable person to feel fear, intimidation, or coercion regarding their safety or the safety of family or household members.

Sexual Exploitation
Taking non-consensual or abusive sexual advantage of another person, including creating or distributing intimate images without consent, voyeurism, or causing another person to expose intimate parts or engage in sexual acts without consent.

Consent
Freely given, informed permission to participate in sexual activity. Consent cannot be given by someone who is asleep, unconscious, incapacitated, or otherwise unable to make informed decisions. A prior relationship does not constitute consent.

III. Oregon Student Waiver of Academic or Disciplinary Requirements

A student who has experienced sexual misconduct may request a waiver of minimum grade point average or disciplinary-record requirements for institution-sponsored programs or activities. Requests may be made verbally or in writing to the Title IX Coordinator. If granted, the waiver will be documented in writing without identifying details of the student's experience.

IV. Confidential Victim Services

Students have access to confidential victim services through a certified advocate or a local community-based domestic and sexual violence advocacy organization. Communications with these advocates are confidential under Oregon law. Contact information for these services is made available to Oregon students in Concorde's published resource materials.

Student Computer Network and Internet Conduct

Concorde Career College 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.

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. 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/Director 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.

Religious Accommodations

Concorde Career College is committed to providing an academic environment that is respectful of the religious diversity of its students. In furtherance of that commitment, the college will make good faith efforts to provide reasonable religious accommodations to those whose sincerely hold religious beliefs, practices, or observances that conflict with the college's policies, procedures, or other academic requirements. Such accommodations must not fundamentally alter the integrity of the college's mission and/or otherwise create an undue hardship. Please see the Campus President to learn more about the Religious Accommodations process.

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/Director. The Campus President/Director 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/Director) 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.

Council on Occupational Education

Should the school not be able to resolve the problem, students should contact the Commission of the Council on Occupational Education (COE), 7840 Roswell Road, Building 300, Suite 325, Atlanta, GA 30350, Telephone: 770-396-3898/FAX: 770-396-3790, www.council.org.

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/Director.

Religious Accommodations (applies to Washington state student residents only)

Concorde Career College, Portland, OR will make good faith efforts to provide reasonable religious accommodations, up to 2 days per calendar year. Students requesting a religious accommodation should make the request, in writing, directly to the Campus President with as much advance notice as possible. Being absent from class or other educational responsibilities does not excuse students from keeping up with any information shared or expectations set during the missed class. Students are responsible for obtaining materials and information provided during any class missed. The student shall work with the Academic Dean to determine a schedule for making up missed work.

Official Letter Grading Scale

Effective for all Terms starting on or after April 17th, 2023

Records of grades are maintained by the Registrar. 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.

Incomplete Grades

All missed exams, assignments, and required clinical hours 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/Director. The student will then have seven calendar days (excluding published holidays) in which to make up the missing work or hours. 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. Students in clinical courses who have not made up required clinical hours will receive a failing grade. 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.

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.

Course Co-Requisites

Effective for all Terms starting on or after November 28th, 2022

Some programs require courses to be taken concurrently. These courses are identified as co-requisite courses. A student who fails a lecture course will also receive a failing grade (F) for any lab or clinical course identified as a co-requisite to the failed course(s) regardless of the grade earned for the clinical/lab course. A student who fails a clinical or lab course but passes the/all co-requisite lecture course(s) is required to repeat only the failed clinical or lab course. If a course is co-requisite with one or more other courses, that requirement is listed in each course description or in the program matrix in this catalog.

Grading Scale Key

Modifier	Description	Meaning
1	Superscripted 1 with letter grade	Course must be repeated
2	Superscripted 2 with letter grade	This course does not impact GPA but does count toward rate of progress
3	Superscripted 3 with letter grade	This course does not impact CGPA and is not assigned credits, attempted or earned credit hours
N/E	In the GPA column	No effect on grade point average (GPA)

General Education Courses & Core Programs

This is the official letter grading scale for all non-nursing general education courses and core program courses. Core program courses are those that are taught in four-week modules.

Letter Grade	Numerical %	Description	GPA
A	90–100	Highly Competent	4.00
B	80–89	Fully Competent	3.00
C	70–79	Competent	2.00
F^1	0–69	Not Competent	0.00
T^3	N/A	Transfer of Credit	N/E
I	N/A	Incomplete	N/E
W^2	N/A	Withdrawn from Course	N/E

Clinical Program Content Courses

The official letter grading scale for technical courses in all programs taught in ten-week academic terms (except Nursing programs) is as follows:

Letter Grade	Numerical %	Description	GPA
A	90–100	Highly Competent	4.00
B	80–89	Fully Competent	3.00
C	75–79	Competent	2.00
F[1]	0–74	Not Competent	0.00
T[3]	N/A	Transfer of Credit	N/E
I	N/A	Incomplete	N/E
W[2]	N/A	Withdrawn from Course	N/E

Glendale and Portland only

Practical Nursing Program Content Courses

The official letter grading scale for all courses in the Practical Nursing program is as follows:

Letter Grade	Numerical %	Description	GPA
A	93–100	Highly Competent	4.00
B	85–92	Fully Competent	3.00
C	78–84	Competent	2.00
F[1]	0–77	Not Competent	0.00
T[3]	N/A	Transfer of Credit	N/E
I	N/A	Incomplete	N/E
W[2]	N/A	Withdrawn from Course	N/E

Memphis only

Nursing Practice Program Content Courses

The official letter grading scale for all courses in the Nursing Practice program is as follows:

Letter Grade	Numerical %	Description	GPA
A	93–100	Highly Competent	4.00
B	85-92	Fully Competent	3.00
C	78-84	Competent	2.00
F[1]	0–77	Not Competent	0.00
T[3]	N/A	Transfer of Credit	N/E
I	N/A	Incomplete	N/E
W2	N/A	Withdrawn from Course	N/E

Pass/Fail Courses

The following grading scale will be used for courses identified as pass/fail. These courses do not impact CGPA, but they do count toward rate of progress and maximum time frame.

Letter Grade	Numerical %	Description	GPA
P	N/A	Successful completion of a Pass/Fail course	N/E
F[1,2]	N/A	Failure of a Pass/Fail course	N/E
T[3]	N/A	Transfer of Credit	N/E
I	N/A	Incomplete	N/E
W[2]	N/A	Withdrawn from Course	N/E

Occupational Therapy Assistant Fieldwork (Memphis)

During fieldwork experience, the student must comply with the following:

- The school (Occupational Therapy Assistant [OTA] Program Director/Academic Fieldwork Coordinator) will assign the student to a fieldwork site.
- The student may not refuse a fieldwork site.
- The student will be withdrawn if he/she requests or receives remuneration for fieldwork activities.
- Any falsification of fieldwork documentation, including time sheet, will result in withdrawal.
- Even though all OTA students are required to have a criminal background check at admission, certain fieldwork sites may require a second background check immediately prior to fieldwork assignment.
- All OTA students are required to have a drug test immediately prior to fieldwork assignment. A positive drug test followed by a reconfirming drug test, within 24 hours of the request, will result in withdrawal.
- Students must complete all clinical courses within the timeframe scheduled: 10 weeks per clinical class. If a student, for any reason, is unable to complete a clinical course, s/he will be withdrawn from the program. The student may then petition for reentry in accordance with institutional policy, but no later than one year after their date of withdrawal. In all cases, a student must complete all graduation, fieldwork and experiential requirements within Maximum Timeframe as defined in the Institution's Satisfactory Academic Progress Policy.

If the student is dismissed from a fieldwork site, the student will be withdrawn from the program unless the school determines the dismissal was a justifiable misunderstanding, miscommunication, or personality

conflict. In these cases, the student will be assigned to a second fieldwork site. If the student is dismissed from a second fieldwork site, he or she will be immediately withdrawn from the program.

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 be able to 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 CPGA 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 be able to 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.

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 dismissal 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.

The outcome of SAP Evaluation is different depending on whether a student is enrolled in a Non-Term Program or a Term Based Program.

Non-Term Programs

(Dental Assisting, Medical Assistant, Medical Office Professional, Massage Therapy, Pharmacy Technician, and Polysomnographic Technology)

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 immediately upon completion of the SAP evaluation, and, in cooperation with campus academic leadership, the student will be required to complete an Academic Success Plan (ASP).

The student will remain in Academic Warning status until; a.) the student's SAP is evaluated at the end of the upcoming grading period, is met, and the student is returned to good academic standing and Active status; or b.) the student does not meet the requirements agreed to in the Academic Success Plan created at the beginning of the grading period whereupon the student will be notified of pending dismissal from the program. A student may appeal pending dismissal in writing to the Academic Dean within 72 hours of notification. (see Satisfactory Academic Progress Appeals) A student who does not file an appeal or for whom an appeal is not granted will be academically dismissed. A student submitting a successful appeal will be placed in Academic Probation status.

Academic Probation

A student notified of pending dismissal who submits a successful SAP Appeal will be placed in Academic Probation status. A student on Academic Probation who fails to meet the requirements of the Academic Success Plan created at the beginning of the Academic Probation grading period will be dismissed.

Term Based Programs

(All other programs not covered in the Non-Term Programs section above)

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 immediately upon completion of the SAP evaluation, and, in cooperation with campus academic leadership, the student will be required to complete an Academic Success Plan (ASP). Only one Academic Warning grading period is permitted in Term-Based Programs. 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 will be notified of pending dismissal. To remain enrolled, the student must submit a SAP Appeal within 72 hours of notification. A student in this situation who does not file an appeal or does not receive approval for an appeal will be dismissed.

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. 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 dismissed.

All Programs

Active Status

A student on Academic Warning or Academic Probation will be returned to good standing and Active status at the end of a grading period in which all Satisfactory Academic Progress standards are met.

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 immediately upon completion of the SAP evaluation. 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.

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 dismissed. 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 immediately upon completion of the SAP evaluation. 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 dismissed. 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 dismissal from the program due to failure to meet SAP and/or the loss of financial aid based on mitigating circumstances.

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 does not submit an appeal within 72 hours of notification, or the appeal is denied, the student will be academically dismissed.

Transfer of Credit to Other Institutions

The transferability of credits that a student earns at Concorde is at the complete discretion of the institution to which he or she may seek to transfer. Acceptance of the degree or diploma earned is also at the complete discretion of the institution to which the student may seek to transfer.

If the credits or credential earned at Concorde are not accepted at the institution to which the student seeks to transfer, the student may be required to repeat some or all of the coursework at that institution. For this reason, the student should make certain that his or her attendance at Concorde will meet his or her educational goals. This may include contacting an institution to which he or she may seek to transfer after attending Concorde to determine if his or her credits or credential will transfer.

Concorde does not imply, promise or guarantee that any credits earned at Concorde will transfer to or be accepted by any other institution. There is a meaningful possibility that some or all credits earned at Concorde will not transfer to or be recognized by other institutions, and it is the student's responsibility to find out in advance of enrollment whether a receiving institution will recognize a course of study or accept credits earned at Concorde.

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. Concorde does not make any representation or guarantee that coursework completed at another institution will be transferred to Concorde. Concorde will consider alternative learning assessments (CLEP and AP); however, under no circumstances does Concorde Career College grant academic credit for life experience. In any case where this document conflicts with the campus catalog, the campus catalog will supersede this document.

Granting credit for previous training shall not impact the refund policy. 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.

All requests for transfer credit will be reviewed when the following documents are provided:

- Students must submit a Request for Transfer Credit as soon as possible after being enrolled at Concorde and no less than 72 hours prior to the program starting.
- An official copy of the student's transcript is on file with Concorde.
- A copy of the catalog containing the course description, which the student enrolled under.
- For CLEP exams: An official copy of the student's CLEP transcript (score report) is on file with Concorde.
- AP: The official College Board Assessment is submitted or on file with Concorde.
- Requests without supporting documentation may be denied.
- Consideration of alternative documentation may be made by the Corporate Academic Affairs team for extenuating circumstances.

Eligibility Requirements for Prior Education

To be eligible for transfer credit consideration, the following must be met:

- Non-General Education courses: Completed within the previous 12 months with a grade of "B" or better.
- General Education courses: Math and Science courses considered for transfer credit must have been completed within the last five (5) years with a grade of "B" or better. All other courses considered for transfer credit must have been completed within 10 years with a grade of "C" or better.

Eligibility Requirements for Alternative Learning Assessments

To be eligible for transfer credit consideration, the following must be met:

- CLEP: Eligible courses may be accepted if completed within five (5) years and have a minimum score of 60.
- AP scores may be accepted if:
  - The Assessment scores are within five years of the request to transfer
- A score of 3 for each qualifying course (3 credits): Chemistry, English, Psychology, Math, and Statistics

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 "C" 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.

Transfer of Credit Within the Same Concorde Campus

Students may apply all previous academic credits completed within the same Concorde school, if applicable, to the new program.

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

Residency Requirements

Students are required to earn a minimum of 75% of their credits/hours in residence at Concorde Career College/Institute. Therefore, the total of transfer credits and online classes cannot exceed 25% of a program's credits/hours. An exception may be made for students transferring to the same program of study at another Concorde school. For those students enrolling in the following degree programs, the total of transfer credits and online classes cannot exceed 50% of a program's credits/hours: Dental Assisting, Medical Assisting, Medical Office Professional, Pharmacy Technician or Surgical Technology. 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. With the exception of courses with the designation "CPSO," students will be allowed to repeat a failed course once (see the "Official Letter Grading Scale"). CPSO courses may be attempted a total of three times. Both the grade(s) for the failed course(s) and the repeated course(s) will appear on the transcript, but only the most recent grade will be used in calculating CGPA. However, the original course(s) and all repeated course credit hours are included in the maximum time frame and rate of progress calculations.

Students who fail the same CPSO course three times will be dismissed from the program. Students who fail the same non-CPSO academic course twice will be dismissed from the program.

In addition, students may only attempt a course three times. An attempt is defined as any grade earned for a course with the exception of W7 or 7DC. A student who does not successfully pass a course on the third attempt will be dismissed from the program.

Students dismissed from a program are not eligible for readmission into the same program.

Students may incur a per credit hour fee for repeating a class(es). Students must remain active in order to be eligible for any retake fee. If a student withdraws from school, he/she will be charged the full per credit hour cost to retake a course. There may be an additional technology fee charged if a student's attendance goes beyond the graduation date listed on the enrollment agreement due to course retakes. Please see a Financial Aid Representative to discuss your situation.

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

Effective: 11/17/2026

Academic Integrity & Academic Misconduct

The Institution expects all students to demonstrate honesty, integrity, and ethical conduct in their academic work. Unless otherwise authorized, all assignments, examinations, projects, and course submissions must be the student's original work. Any use of outside sources, including AI-generated content, must be properly cited according to assignment requirements. Academic misconduct includes, but is not limited to, plagiarism, cheating, unauthorized collaboration, falsification of academic information, and the unauthorized use of materials or technology. Plagiarism also includes using personal papers submitted for a prior class, a repeated class, or even work submitted at a different institution.

The Institution may utilize academic integrity and assessment security technologies as part of the review of suspected misconduct. Students found responsible for academic misconduct may be subject to sanctions ranging from a failing grade on an assignment to dismissal from the Institution. Students retain the right to appeal or file a grievance in accordance with the Student Complaint and Grievance Policy.

Artificial Intelligence (AI) Guidelines

Concorde recognizes that artificial intelligence (AI) tools can support learning, research, and professional skill development when used responsibly. Students are

expected to use AI in ways that enhance learning while ensuring that all submitted work accurately reflects their own knowledge, understanding, and effort. Students remain fully responsible for the content of all academic work submitted for evaluation.

To protect student privacy, data security, intellectual property, and academic standards, Concorde authorizes the use of Microsoft Copilot as the institution's approved AI tool. Students may access Copilot via their Microsoft 365 accounts. In addition, students may use the embedded AI tools within provided course resources such as ebooks or electronic learning activities.

Permitted Use of AI

The inclusion of AI-generated content is permitted when authorized by an instructor or stated as part of activity instructions. Students must follow all assignment, project, laboratory, clinical, and assessment instructions regarding the acceptable use of AI.

Best Practices for Responsible AI Use

Students are encouraged to:

- Use AI as a learning aid rather than a replacement for independent thinking and problem-solving.
- Use appropriate AI sources, such as the AI tools within course textbooks or electronic learning materials.
- Verify AI-generated information using credible and authoritative sources.
- Review course instructions carefully to understand when and how AI use is permitted.
- Seek clarification from the instructor when uncertain about appropriate AI use for an assignment or assessment.
- Maintain professional, ethical, and academic standards when using AI technologies.
- When AI-generated content contributes to an assignment, students should disclose and appropriately cite the use of AI in accordance with instructor requirements and applicable citation standards. A recommended disclosure statement is: "Content generated with Microsoft Copilot on [date]."

Electronic Devices

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 wearable devices with audio, video recording, or image capturing capability. This is not an all-inclusive list. Violations of this policy may lead to disciplinary actions up to and including dismissal from school.

Technology Requirements

To be successful in their courses, students will need reliable access to a computer and the internet. Many course activities, including assignments, exams, digital coursework, and online learning tools, require the use of a computer that meets the specifications listed below. It is the student's responsibility to ensure their device meets these requirements. All required technology is expected to be in place before classes begin.

Hardware

- PC or Mac
- Processor: Dual-core 2.0 GHz or higher
- Graphics: Intel UHD 600 or higher
- Hard Drive: 100 GB or more
- Free Disk Space: 250 MB available at all times for updates
- RAM: 8 GB or more available at all times
- Display: Minimum resolution 1280 x 720
- Audio: Speakers or headphones
- Microphone
- Webcam

Software

- Operating System: Windows 10 or higher, or macOS 10.15 or later
- Adobe Acrobat Reader

Internet Speeds

- High-speed internet: Cable, DSL, or equivalent
- Upload Speed: 2 Mbps or higher
- Download Speed: 30 Mbps or higher

Browser Settings

- Google Chrome (latest version)
- JavaScript enabled
- Pop-ups and Cookies allowed for approved educational sites, including Canvas and publisher platforms

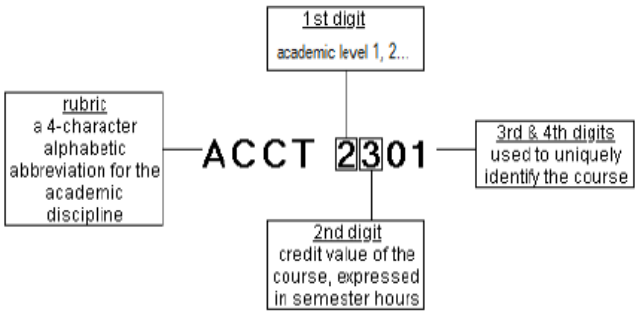
Additional Notes

- Mobile devices may support some content but not all. A computer is required.
- Tablets (including iPads) are not considered computers and will not support all required functions.
- Chromebooks are not supported.

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.



-- : Block Transfer

Credit Hours: 27

-- : Block Transfer

Credit Hours: 35

BIOL1111 : Anatomy & Physiology I VLab

Credit Hours: 1
Clock Hours: 0/30/0

Anatomy and Physiology I VLab is a virtual laboratory experience. This course emphasizes critical thinking to deepen understanding of human anatomy and physiology related to cell structure and function, and the integumentary, skeletal, muscular, and nervous systems.

BIOL1121 : Anatomy & Physiology II VLab

Credit Hours: 1
Clock Hours: 0/30/0

Anatomy and Physiology II VLab is a virtual laboratory experience. This course emphasizes critical thinking to deepen understanding of human anatomy and physiology related to the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems.
Prerequisites: BIOL1111

BIOL1131 : Anatomy & Physiology VLab

Credit Hours: 1
Clock Hours: 0/30/0

Anatomy and Physiology VLab is a virtual laboratory experience. This course emphasizes critical thinking to deepen understanding of human anatomy and physiology related to the eleven major human body systems.

BIOL1301 : Anatomy & Physiology

Credit Hours: 3
Clock Hours: 45/0/0

Anatomy and Physiology examines the structure and function of the human body and the interrelationships among its systems. Designed for students pursuing careers in the health sciences or related fields, this course provides a foundational understanding of how the body's components work together to maintain homeostasis and sustain life. Topics include cellular structure and function, the integumentary, skeletal, muscular, and nervous systems, as well as the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. Emphasis is placed on the relationship between anatomical structures and physiological processes, preparing students for advanced study and clinical application in health-related disciplines.

BIOL1303 : Anatomy & Physiology for Therapists

Credit Hours: 3
Clock Hours: 45/0/0

Anatomy & Physiology for Therapists introduces students to regional anatomy and how the skeletal, muscular, and nervous systems work together to support movement and function. The course builds on previous anatomy and physiology knowledge by focusing on major bones, joints, muscle groups, and nerves. Students learn how these structures interact to produce movement and how common injuries can limit function. With an applied focus, the course prepares learners for PTA and OTA programs by developing knowledge in movement analysis, anatomical terminology, and basic biomechanical concepts needed for future coursework.

BIOL1310 : Anatomy & Physiology I

Credit Hours: 3
Clock Hours: 45/0/0

Anatomy and Physiology I is the first course in a two-part course sequence that examines the structure and function of the human body. Designed for students pursuing careers in health sciences or related fields, this course provides a foundational understanding of how the body's systems work together to sustain life. Topics include cell structure and function, the integumentary, skeletal, muscular, and nervous systems, with an emphasis on the relationships between anatomical structures and physiological processes.

BIOL1320 : Anatomy & Physiology II

Credit Hours: 3
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
Clock Hours: 45/0/0

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

BIOL1340 : Pathophysiology

Credit Hours: 3
Clock Hours: 45/0/0

Students analyze the pathophysiology of diseases and disorders of the principal organ systems of the human body. Students examine homeostasis and disease processes, trauma, cancer, pain management, and an overview of common diseases and disorders of each organ system.

BIOL1350 : Cardiopulmonary Anatomy & Physiology

Credit Hours: 3
Clock Hours: 45/0/0

This course is focused on cardiopulmonary anatomy and physiology and its impact on the body. Students study anatomic, physiologic and pharmacologic concepts of the cardiovascular and respiratory systems and will develop a systematic understanding of the position, function and interplay of structures within the respiratory, cardiovascular and renal systems.

BIOL1405 : Anatomy & Physiology

Credit Hours: 4
Clock Hours: 60/0/0

Anatomy and Physiology examines the structure and function of the human body and the interrelationships among its systems. Designed for students pursuing careers in the health sciences or related fields, this course provides a foundational understanding of how the body's components work together to maintain homeostasis and sustain life. Topics include cellular structure and function, the integumentary, skeletal, muscular, and nervous systems, as well as the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. Emphasis is placed on the relationship between anatomical structures and physiological processes, preparing students for advanced study and clinical application in health-related disciplines.

CHEM1310 : Chemistry

Credit Hours: 3
Clock Hours: 45/0/0

Development and application of concepts, theories, and laws underlying chemistry. Topics include inorganic chemistry, organic chemistry, biochemistry, and properties of both ionic and covalent compounds, as well as stoichiometry, atomic, and molecular structure, the states of matter, reaction rates, and equilibria.

COMM1310 : Elements of Human Communication

Credit Hours: 3
Clock Hours: 45/0/0

Elements of Human Communication gives students the opportunity to 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 will assist students in improving overall communication and public speaking skills.

CPSO1111 : Career Path Success A

Credit Hours: 1
Clock Hours: 15 (Theory 15) (Online 15)

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, and managing distractions. Students will also learn how to prioritize time using various methods, as well as create personalized schedules and to-do lists. Students will discuss study skills and learn how to form effective study habits. The importance of critical thinking in the healthcare field will also be examined.

CPSO1112 : Career Path Success B

Credit Hours: 1
Clock Hours: 15 (Theory 15) (Online 15)

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 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.

CPSO1113 : Career Path Success C

Credit Hours: 1
Clock Hours: 15 (Theory 15) (Online 15)

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 as identify basics of financial literacy including budgeting, spending habits and saving. Students will explore ideas about loan repayment and gain understand of loan interest. Students will also learn about teamwork and conflict resolution in the workplace, as well as explore the idea of drug use and how healthcare providers can identify signs of drug use.

CPSO1114 : Career Path Success D

Credit Hours: 1
Clock Hours: 15 (Theory 15) (Online 15)

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 learn about helpful tips for short- and long-term career planning, as well as accountability in the workplace. Students will learn how to locate potential externship and employment opportunities. Additionally, students will practice creating a resume, discuss important interview tips, and learn about the importance of interview follow-up.

CPSO1115 : Career Path Success E

Credit Hours: 1
Clock Hours: 15 (Theory 15) (Online 15)

In the Career Path Success courses students will learn and practice many of the soft skills needed to be successful in a healthcare career. Students will learn about confidentiality in healthcare, specifically investigating the Healthcare Insurance Portability and Accountability Act (HIPAA). 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. Additionally, students will reflect on the importance of volunteering and community service.

CPSO1116 : Career Path Success F

Credit Hours: 1
Clock Hours: 15 (Theory 15) (Online 15)

In the Career Path Success courses students will learn and practice many of the soft skills needed to be successful in a healthcare career. Students will investigate a variety of topics related to serving specialized populations in healthcare. Students will examine unique situations relating to the elderly and terminally ill, as well as homeless patients, patients with autism, and other groups with unique healthcare needs.

CRST1223 : Sterile Processing I

Credit Hours: 2
Clock Hours: 36/0/0

This course is designed to provide a comprehensive introduction into the field of sterile processing with insight and overview of the Central Service (CS) department and its technicians. Major subjects covered include Introduction to Sterile Processing Foundations, Anatomy, Microbiology, Point of Use, Decontamination, Disinfection, Surgical and Instruments, regulations and standards, the role of CS in ancillary departments, and success through communication. Related medical/surgical terminology is integrated throughout the course.
Prerequisites: HPRS1413

CRST1233 : Sterile Processing II

Credit Hours: 2
Clock Hours: 36/0/0

This course is a continuation of CRST1223 Sterile Processing I. It is designed to provide a comprehensive introduction into the field of sterile processing with insight and overview of the Central Service (CS) department and its technicians. Major subjects covered include processing high and low temperature sterilization, sterile storage, transport, monitoring, ancillary departments, safety, communication and professional development. Related medical/surgical terminology is integrated throughout the course.
Prerequisites: HPRS1413, CRST1223

CRST1243 : Sterile Processing Externship

Credit Hours: 2.5
Clock Hours: 0/0/128

This Sterile Processing Externship Course is designed to provide students with an immersive experience in the aspects of sterile processing within healthcare settings. Students will gain practical, hands-on training in the decontamination, assembly, sterilization, and distribution of medical equipment, ensuring compliance with industry standards and regulatory requirements. Through supervised externship placements in healthcare facilities, participants will develop proficiency in infection control practices, inventory management, and equipment maintenance, equipping them with the necessary skills to contribute to the seamless and safe functioning of healthcare environments. This course fosters an understanding of the crucial role of sterile processing in safeguarding patient health and promoting efficient healthcare delivery.
Prerequisites: HPRS1413, CRST1223, CRST1233

CRST1244 : Sterile Processing Externship

Credit Hours: 2
Clock Hours: 0/0/80

This Sterile Processing Externship Course is designed to provide students with an immersive experience in the aspects of sterile processing within healthcare settings. Students will gain practical, hands-on training in the decontamination, assembly, sterilization, and distribution of medical equipment, ensuring compliance with industry standards and regulatory requirements. Through supervised externship placements in healthcare facilities, participants will develop proficiency in infection control practices, inventory management, and equipment maintenance, equipping them with the necessary skills to contribute to the seamless and safe functioning of healthcare environments. This course fosters an understanding of the crucial role of sterile processing in safeguarding patient health and promoting efficient healthcare delivery.
Prerequisites: HPRS1413, CRST1223, CRST1233

CSCI1310 : Computer Science

Credit Hours: 3
Clock Hours: 45/0/0

This course provides a fundamental explanation of the procedures to utilize hardware and software. The student will explore and practice functions in Windows® operating system, computer software applications, the Internet, hardware basics and network systems. Students will practice essential word processing and spreadsheet skills for the creation and editing of typical documents.

CVSG1210 : Scanning Lab I

Credit Hours: 2.5
Clock Hours: 0/80/0

In this course, under direct supervision, students simulate sonographic examinations of anatomical structures identifying normal anatomy and reinforcing scanning techniques in preparation for performing examinations of the organs and vasculature of the body.
Prerequisites: HPRS1320

CVSG1240 : Echocardiography Scanning Lab I

Credit Hours: 2.5
Clock Hours: 0/80/0

In this course, under direct supervision, students simulate sonographic examinations of anatomical structures identifying normal anatomy and reinforcing scanning techniques in preparation for performing examinations of the organs and vasculature of the body.
Prerequisites: DMSG1810, DMSG1210, ECGY1330, HPRS1320

CVSG1340 : Cardiovascular Pathology

Credit Hours: 3
Clock Hours: 45/0/0

This course will study the function, integration and coordination of General Pathological/disease concepts eg cells, cellular response to injury, inflammation, neoplasia and the pathogenesis of cancer. This course will also examine the pathological mechanisms, clinical manifestations and appropriate therapeutic measures of cardiovascular disease i.e. valvular heart diseases, congenital heart diseases, endocarditis, myocardial, coronary artery disease and pericardial diseases.
Prerequisites: DMSG1810, DMSG1210, ECGY1330, HPRS1320

CVSG1640 : Echocardiography I

Credit Hours: 6
Clock Hours: 90/0/0

This course includes cardiovascular assessment techniques, physics and ultrasound review, and an introduction to the theoretical principles of basic M mode and two-dimensional, Doppler and color flow echocardiography. It also emphasizes the theoretical principles of echocardiography necessary to measure and interpret aortic and mitral valve pathology. This course includes interpretation of echocardiography and patterns for normal and pathological states of the left ventricle, pulmonic and tricuspid valves, as well as congenital heart diseases.
Prerequisites: DMSG1810, DMSG1210, ECGY1330, HPRS1320

CVSG2250 : Echocardiography Scanning Lab II

Credit Hours: 2.5
Clock Hours: 0/80/0

In this course, under direct supervision, students simulate sonographic examinations of anatomical structures identifying normal anatomy and reinforcing scanning techniques in preparation for performing examinations of the organs and vasculature of the body.
Prerequisites: DMSG1810, DMSG1210, ECGY1330, HPRS1320, CVSG1640, CVSG1240, CVSG1340

CVSG2251 : Cardiovascular Pharmacology

Credit Hours: 2
Clock Hours: 30/0/0

This course covers the general pharmacological concepts, followed by drug indications, contraindications, mechanism of action, normal dosages, side effects, and patient considerations of drugs that affect the cardiovascular system.
Prerequisites: DMSG1810, DMSG1210, ECGY1330, HPRS1320, CVSG1640, CVSG1240, CVSG1340

CVSG2280 : Cardiovascular Registry Review

Credit Hours: 2
Clock Hours: 30/0/0

Facilitates a graduate's entry into the career of sonography. Topics include resumé writing and job interviewing, test taking strategies, registry examination preparation and comprehensive review of content specific to registry examinations.
Prerequisites: DMSG1810, DMSG1210, ECGY1330, HPRS1320, CVSG1640, CVSG1240, CVSG1340, CVSG2850, CVSG2250, CVSG2251, CVSG2360, CVSG1370

CVSG2360 : Vascular Sonography I

Credit Hours: 3
Clock Hours: 30/30/0

Provides an introduction to basic vascular anatomy, vascular physics and instrumentation, hemodynamics and pathological patterns. Topics include Doppler scanning of cerebrovascular and peripheral vascular systems.
Prerequisites: DMSG1810, DMSG1210, ECGY1330, HPRS1320, CVSG1640, CVSG1240, CVSG1340, CVSG2850, CVSG2250, CVSG2251

CVSG2370 : Vascular Sonography II

Credit Hours: 3
Clock Hours: 30/30/0

This course is a continuation of General Vascular Sonography I. Basic vascular anatomy, vascular physics and instrumentation, hemodynamics and pathological patterns will be reviewed. Topics for this course will include peripheral arterial systems, abdominal and pelvic vasculature and correlative imaging studies.
Prerequisites: DMSG1810, DMSG1210, ECGY1330, HPRS1320, CVSG1640, CVSG1240, CVSG1340, CVSG2850, CVSG2250, CVSG2251, CVSG2360

CVSG2760 : Cardiovascular Clinical Education I

Credit Hours: 7
Clock Hours: 0/0/320

Clinical Education I is a competency-based clinical experience that intensifies the cognitive, affective, and psychomotor skill level of students in the performance of sonography procedures. Students continue all standard practices learned in the previous term and perform more complex examinations discussed in didactic courses. Students begin to master sonography equipment and complete sonography procedures under direct supervision.
Prerequisites: DMSG1810, DMSG1210, ECGY1330, HPRS1320, CVSG1640, CVSG1240, CVSG1340, CVSG2850, CVSG2250, CVSG2251

CVSG2770 : Cardiovascular Clinical Education II

Credit Hours: 7
Clock Hours: 0/0/320

Clinical Education II is a competency-based clinical experience that intensifies the cognitive, affective, and psychomotor skill level of students in the performance of sonography procedures. Students continue all standard practices learned in the previous term and perform more complex examinations discussed in didactic courses. Students continue to master sonography equipment and complete sonography procedures under direct supervision.
Prerequisites: DMSG1810, DMSG1210, ECGY1330, HPRS1320, CVSG1640, CVSG1240, CVSG1340, CVSG2850, CVSG2250, CVSG2251, CVSG2360

CVSG2780 : Cardiovascular Clinical Education III

Credit Hours: 7
Clock Hours: 0/0/320

Clinical Education III is a competency-based clinical experience that intensifies the cognitive, affective, and psychomotor skill level of students in the performance of sonography procedures. Students continue all standard practices learned in the previous term and perform more complex examinations discussed in didactic courses. Students continue to master sonography equipment and complete sonography procedures under direct supervision.
Prerequisites: DMSG1810, DMSG1210, ECGY1330, HPRS1320, CVSG1640, CVSG1240, CVSG1340, CVSG2850, CVSG2250, CVSG2251, CVSG2360

CVSG2850 : Echocardiography II

Credit Hours: 8
Clock Hours: 120/0/0

This course includes interpretation of echocardiography and patterns for pathological states of the endocardial, myocardial and pericardial diseases, as well as interventional echocardiography. Additional topics include new trends, diastology, and contrast agents. Coronary heart disease with its correlation with coronary anatomy and the complications e.g. aneurysm, pseudoanurym and others will be discussed for a comprehensive understanding of echocardiographic evaluation.
Prerequisites: DMSG1810, DMSG1210, ECGY1330, HPRS1320, CVSG1640, CVSG1240, CVSG1340

DH101 : Dental Hygiene I

Credit Hours: 5
Clock Hours: 30/90/0

This course is designed to develop basic introductory skills that will be used while providing dental hygiene care in a clinical setting. These skills include infection control, medical/dental histories, vital signs, extraoral and intraoral examination, examination and charting of hard and soft tissues, preventive dentistry, ergonomics, instrumentation, polishing, and fluorides.

DH102 : Dental Hygiene II

Credit Hours: 5.5
Clock Hours: 30/60/80

This course is designed to build on the basic skills acquired in the Pre Clinic course taught in the 1st term. This course is also taught to aid the student in incorporating higher order thinking skills. The skills in this course include pain and anxiety control, nitrous safety and protocol, advanced instrumentation, power-driven scaling, ultrasonic fundamentals and implant maintenance.
Prerequisites: DH101

DH103 : Dental Radiography

Credit Hours: 3
Clock Hours: 30/30/0

This course provides essential theory, techniques, and radiation basics needed in the dental practice. Focus includes equipment, film processing, mounting, interpretation, and basic techniques. The course also includes the technical aspects of radiation exposure, monitoring, and safety.

DH104 : Dental Materials

Credit Hours: 2
Clock Hours: 15/30/0

This course introduces the Dental Hygienist to a variety of dental materials used in the dental office. It focuses on history, composition, properties, and uses of materials, as well as techniques of manipulation and how this assists the hygienist in a professional capacity. This course enhances the ability of the student to make judgments in a clinic/office regarding the use of dental materials with consideration of how they react in the oral cavity.

DH105 : Dental Anatomy/Tooth Morphology

Credit Hours: 4
Clock Hours: 60/0/0

This course addresses the basic facts of dental anatomy and tooth morphology and offers an introduction to dental terminology. Course content includes histology of enamel, dentin, pulp, periodontal membrane, alveolar bone, oral mucosa, epithelial attachment, and salivary glands.

DH110 : Oral Embryology & Histology

Credit Hours: 3
Clock Hours: 45/0/0

This course deals with cells and tissues of the body, focusing on those tissues composing the head, neck, and oral cavity. Emphasis is placed on dental histology, embryology, general histology, and healing and repair in the oral structures.
Prerequisites: DH105

DH111 : Dental Office Emergencies

Credit Hours: 1
Clock Hours: 15/0/0

This course is developed for the student to obtain new information regarding assessment and management of emergencies in a dental office.

DH201 : Dental Hygiene III

Credit Hours: 5
Clock Hours: 30/0/135

This course will provide the opportunity for the student to continue the development of clinical skills necessary to perform the duties of a dental hygienist. Topics will include principles learned in DH101 and DH102, continuance of treating the patients with special needs.
Prerequisites: DH102

DH202 : Dental Hygiene IV

Credit Hours: 6
Clock Hours: 30/0/185

In this course the student continues to practice and refine clinical skills and techniques. The lecture series within DH202 will emphasize the evidence based process as it relates to dental hygiene theory and practice. The student will be exposed to the basic process of critical evaluation of research articles and the writing of specific components of a research project. Assignments are designed to challenge the student to develop basic research skills and techniques.
Prerequisites: DH201

DH203 : Periodontology

Credit Hours: 3
Clock Hours: 45/0/0

This course will provide information and will study periodontal anatomy, normal periodontal tissues, etiology, pathology, and clinical manifestations of periodontal disease. It will address periodontal therapy including preventive, surgical and non-surgical methods. Specific topics will include periodontal disease complexity, prevention of the disease, treatment, drug therapy and osseous integration.
Prerequisites: DH105

DH206 : Dental Pharmacology

Credit Hours: 3
Clock Hours: 45/0/0

Study of pharmacology as it affects the clinical practice of dental hygiene. Emphasis is on the drugs and drug groups most commonly used in dentistry. Oral manifestations of drugs prescribed for the dental patients are addressed.

DH207 : Dental Hygiene Seminar

Credit Hours: 2
Clock Hours: 30/0/0

This course is developed for second-year students to obtain new information regarding dental hygiene procedures or practice. Focus on advanced student presentation evaluation. Special emphasis is on presentation and discussion of such topics as case histories, treatment plans, and preventive measures.
Prerequisites: DH202, DH226, DH228

DH209 : Nutrition

Credit Hours: 3
Clock Hours: 45/0/0

Basic principles of chemistry, biochemistry, and nutrition in health and disease with emphasis on the relationship between nutrition and dental caries or periodontal disease. Focus is on nutritional counseling in preventive dentistry.

DH224 : Dental Public Health

Credit Hours: 3
Clock Hours: 45/0/0

Integration of basic dental public health procedures and dental health instruction as they apply in clinical and community settings. Topics include fluoridation, dental sealants, dental screenings, planning, and operation of community health programs, and dental health promotion and education activities.

DH226 : Dental Law/Ethics

Credit Hours: 2
Clock Hours: 30/0/0

This course covers the fundamentals of law and ethics for healthcare careers. It concentrates on workplace liabilities and legalities, the law and court system, malpractice, medical records, and informed consented bioethics. Other components of this course will be surveyed briefly through the semester.

DH227 : Board Review

Credit Hours: 3
Clock Hours: 45/0/0

This course is designed to give students the necessary knowledge and practice to successfully take and pass the National Board Dental Hygiene Examination.

DH228 : Oral Pathology

Credit Hours: 3
Clock Hours: 45/0/0

This course provides students with the knowledge of general and oral pathology to provide practical information to aid in the diagnosis of oral injury and disease. The focus is on etiology, clinical features, treatment, and prognosis.
Prerequisites: DH110, DH203

DH300 : Dental Office Management

Credit Hours: 2
Clock Hours: 30/0/0

This course introduces students to a variety of roles within a dental practice. Techniques of other personnel and professionals, within the scope of practice will be introduced. This course enhances the ability of the student to make judgments in a clinic/office regarding the roles of other dental team members. Students learn to step from the traditional role of hygienist into other roles as needed by the employer/dentist.

DH301 : Dental Hygiene V

Credit Hours: 5
Clock Hours: 30/0/150

In this course the student continues to refine clinical techniques and skills. The focus of this class is individual case studies. This class will also provide an overview of dental specialties. Upon completion of this course, the student should be deemed competent in all aspects of dental hygiene clinical care.
Prerequisites: DH202

DHYG1130 : Dental Office Emergencies

Credit Hours: 1
Clock Hours: 15/0/0

This course is developed for the student to obtain new information regarding the assessment and management of emergencies in a dental office.

DHYG1230 : Dental Hygiene I

Credit Hours: 2
Clock Hours: 30/0/0

This course is designed to develop basic introductory skills that will be used while providing dental hygiene care in a clinical setting. These skills include infection control, medical/dental histories, vital signs, extraoral and intraoral examination, examination and charting of hard and soft tissues, preventive dentistry, ergonomics, instrumentation, polishing, and fluorides.

DHYG1240 : Dental Hygiene II

Credit Hours: 2
Clock Hours: 30/0/0

This course is designed to build on the basic skills acquired in the preclinic course taught in the first term. This course is also taught to aid the student in incorporating higher-order thinking skills. The skills in this course include pain and anxiety control, nitrous safety and protocol, advanced instrumentation, power-driven scaling, ultrasonic fundamentals, and implant maintenance.

DHYG1241 : Dental Materials

Credit Hours: 2
Clock Hours: 15/30/0

This course introduces the Dental Hygienist to a variety of dental materials used in the dental office. It focuses on history, composition, properties, and uses of materials, as well as techniques of manipulation and how this assists the hygienist in a professional capacity. This course enhances the ability of the student to make judgments in a clinic or office regarding the use of dental materials with consideration of how they react in the oral cavity.

DHYG1250 : Dental Hygiene III

Credit Hours: 2
Clock Hours: 30/0/0

This course will provide the opportunity for the student to continue the development of clinical skills necessary to perform the duties of a dental hygienist. Topics will include principles learned in DH101 and DH102, continuance of treating patients with special needs.

DHYG1251 : Dental Law/Ethics

Credit Hours: 2
Clock Hours: 30/0/0

This course covers the fundamentals of law and ethics for healthcare careers. It concentrates on workplace liabilities and legalities, the law and court system, malpractice, medical records, and informed consented bioethics. Other components of this course will be surveyed briefly throughout the semester.

DHYG1330 : Dental Hygiene I Pre-Clinic

Credit Hours: 3
Clock Hours: 0/90/0

This laboratory course was designed to develop basic introductory skills that will be utilized while providing dental hygiene care in a clinical setting. These skills include infection control, medical/dental histories, vital signs, extraoral and intraoral examination, examination and charting of hard and soft tissues, preventive dentistry, ergonomics, instrumentation, polishing, and fluorides.

DHYG1331 : Dental Radiography

Credit Hours: 3
Clock Hours: 30/30/0

This course provides essential theory, techniques, and basic radiation needed in dental practice. Focus includes equipment, film processing, mounting, interpretation, and basic techniques. The course also includes the technical aspects of radiation exposure, monitoring, and safety.

DHYG1340 : Dental Hygiene II Clinic

Credit Hours: 3.5
Clock Hours: 0/60/80

This laboratory/clinic course is designed to build on the basic skills acquired in the Pre-Clinic course taught in the first term. This course is also taught to aid the student in incorporating higher-order thinking skills. The skills in this course include pain and anxiety control, nitrous safety and protocol, advanced instrumentation, power-driven scaling, ultrasonic fundamentals, and implant maintenance.

DHYG1341 : Oral Embryology & Histology

Credit Hours: 3
Clock Hours: 45/0/0

This course deals with cells and tissues of the body, focusing on those tissues composing the head, neck, and oral cavity. Emphasis is placed on dental histology, embryology, general histology, and healing and repair in the oral structures.

DHYG1342 : Periodontology

Credit Hours: 3
Clock Hours: 45/0/0

This course will provide information and will study periodontal anatomy, normal periodontal tissues, etiology, pathology, and clinical manifestations of periodontal disease. It will address periodontal therapy, including preventive, surgical, and nonsurgical methods. Specific topics will include periodontal disease complexity, prevention of the disease, treatment, drug therapy, and osseous integration.

DHYG1350 : Dental Hygiene III Clinic

Credit Hours: 3
Clock Hours: 0/0/135

This clinic course will provide the opportunity for the student to continue the development of clinical skills necessary to perform the duties of a dental hygienist. Topics will include principles learned in DHYG1230, DHYG1330, DHYG1240, DHYG1340, and continuance of treating patients with special needs.

DHYG1351 : Nutrition

Credit Hours: 3
Clock Hours: 45/0/0

Basic principles of chemistry, biochemistry, and nutrition in health and disease with emphasis on the relationship between nutrition and dental caries or periodontal disease. The focus is on nutritional counseling in preventive dentistry.

DHYG1352 : Dental Public Health

Credit Hours: 3
Clock Hours: 45/0/0

Integration of basic dental public health procedures and dental health instruction as they apply in clinical and community settings. Topics include fluoridation, dental sealants, dental screenings, planning and operation of community health programs, and dental health promotion and education activities.

DHYG1430 : Dental Anatomy/Tooth Morphology

Credit Hours: 4
Clock Hours: 60/0/0

This course addresses the basic facts of dental anatomy and tooth morphology and offers an introduction to dental terminology. Course content includes histology of enamel, dentin, pulp, periodontal membrane, alveolar bone, oral mucosa, epithelial attachment, and salivary glands.

DHYG2260 : Dental Hygiene IV

Credit Hours: 2
Clock Hours: 30/0/0

In this course, the student continues to practice and refine their clinical skills and techniques. The lecture series within DH202 will emphasize the evidence-based process as it relates to dental hygiene theory and practice. The student will be exposed to the basic process of critical evaluation of research articles and the writing of specific components of a research project. Assignments are designed to challenge the student to develop basic research skills and techniques.

DHYG2270 : Dental Hygiene V

Credit Hours: 2
Clock Hours: 30/0/0

In this course, the student continues to refine clinical techniques and skills. The focus of this class is individual case studies. This class will also provide an overview of dental specialties. Upon completion of this course, the student should be deemed competent in all aspects of dental hygiene clinical care.

DHYG2271 : Dental Hygiene Seminar

Credit Hours: 2
Clock Hours: 30/0/0

This course is developed for second-year students to obtain new information regarding dental hygiene procedures or practices. Focus on advanced student presentation evaluation. Special emphasis is on presentation and discussion of such topics as case histories, treatment plans, and preventive measures.

DHYG2272 : Dental Office Management

Credit Hours: 2
Clock Hours: 30/0/0

This course introduces students to a variety of roles within dental practice. Techniques of other personnel and professionals within the scope of practice will be introduced. This course enhances the ability of the student to make judgments in a clinic or office regarding the roles of other dental team members. Students learn to step from the traditional role of hygienist into other roles as needed by the employer/dentist.

DHYG2360 : Oral Pathology

Credit Hours: 3
Clock Hours: 45/0/0

This course provides students with practical information to aid in the diagnosis of oral injury and disease. The focus is on etiology, clinical features, treatment, and prognosis.

DHYG2361 : Dental Pharmacology

Credit Hours: 3
Clock Hours: 45/0/0

Study of pharmacology as it affects the clinical practice of dental hygiene. Emphasis is on the drugs and drug groups most commonly used in dentistry. Oral manifestations of drugs prescribed for dental patients are addressed.

DHYG2370 : Dental Hygiene V Clinic

Credit Hours: 3
Clock Hours: 0/0/150

In this clinic course, the student continues to refine clinical techniques and skills. The focus of this class is individual case studies. This class will also provide an overview of dental specialties. Upon completion of this course, the student should be deemed competent in all aspects of dental hygiene clinical care.

DHYG2371 : Board Review

Credit Hours: 3
Clock Hours: 45/0/0

This course is designed to give students the necessary knowledge and practice to successfully take and pass the National Board Dental Hygiene Examination.

DHYG2460 : Dental Hygiene IV Clinic

Credit Hours: 4
Clock Hours: 0/0/185

In this clinic course, the student continues to practice and refine clinical skills and techniques. The lecture series within DHYG2260 will emphasize the evidence-based process as it relates to dental hygiene theory and practice. The student will be exposed to the basic process of critical evaluation of research articles and the writing of specific components of a research project. Assignments are designed to challenge the student to develop basic research skills and techniques.

DMSG1210 : Scanning Lab I

Credit Hours: 2.5
Clock Hours: 0/80/0

In this course, under direct supervision, students simulate sonographic examinations of anatomical structures identifying normal anatomy and reinforcing scanning techniques in preparation for performing examinations of the organs and vasculature of the body.
Prerequisites: HPRS1320, DMSG1321

DMSG1220 : Scanning Lab II

Credit Hours: 2.5
Clock Hours: 0/80/0

In this course, under direct supervision, students simulate sonographic examinations of anatomical structures identifying normal anatomy and reinforcing scanning techniques in preparation for performing examinations of the organs and vasculature of the body.
Prerequisites: HPRS1320, DMSG1321, DMSG1210, DMSG1810

DMSG1321 : Sonographic Cross-Sectional Anatomy

Credit Hours: 3
Clock Hours: 45/0/0

Presents cross sectional anatomical relationships and recognition of structures of the head, neck, thorax, abdomen, pelvis, and extremities in transverse, coronal and sagittal section.
Prerequisites: HPRS1320

DMSG1810 : Physics & Instrumentation

Credit Hours: 8
Clock Hours: 120/0/0

Presents in-depth training in the properties of ultrasound and Doppler physics, instrumentation, equipment operation, display systems, recording devices, image artifacts, biological effects of ultrasound and quality assurance methods.
Prerequisites: HPRS1320, DMSG1321, PHYS1310

DMSG1820 : Abdominal Sonography

Credit Hours: 8
Clock Hours: 120/0/0

This course includes discussion of abdominal, superficial, pediatric and neonatal sonography including anatomy, interpretation of normal and abnormal sonographic patterns, flow characteristic and waveforms, pathology, related clinical signs and symptoms, normal variants and clinical laboratory tests of the abdominal pelvic wall and cavities.
Prerequisites: HPRS1320, DMSG1321, DMSG1210, DMSG1810

DMSG2210 : Scanning Lab III

Credit Hours: 2.5
Clock Hours: 0/80/0

In this course, under direct supervision, students simulate sonographic examinations of anatomical structures identifying normal anatomy and reinforcing scanning techniques in preparation for performing examinations of the organs and vasculature of the body.
Prerequisites: DMSG1321, DMSG1210, DMSG1810, DMSG1220, DMSG1820, HPRS1320

DMSG2220 : Registry Review

Credit Hours: 2
Clock Hours: 30/0/0

Facilitates a graduate's entry into the career of sonography. Topics include resumé writing and job interviewing, test taking strategies, registry examination preparation and comprehensive review of content specific to registry examinations.
Prerequisites: HPRS1320, DMSG1321, DMSG1210, DMSG1810, DMSG1220, DMSG1820, DMSG2230, DMSG2710, DMSG2810, DMSG2210, DMSG2720, DMSG2240

DMSG2230 : General Vascular Sonography I

Credit Hours: 2
Clock Hours: 30/0/0

Provides an introduction to basic vascular anatomy, vascular physics and instrumentation, hemodynamics and pathological patterns. Topics include Doppler scanning of cerebrovascular and peripheral vascular systems.
Prerequisites: DMSG1321, DMSG1210, DMSG1810, DMSG1220, DMSG1820, DMSG2210, DMSG2810, HPRS1320

DMSG2240 : General Vascular Sonography II

Credit Hours: 2
Clock Hours: 30/0/0

This course is a continuation of General Vascular Sonography I. Basic vascular anatomy, vascular physics and instrumentation, hemodynamics and pathological patterns will be reviewed. Topics for this course will include peripheral arterial systems, abdominal and pelvic vasculature and correlative imaging studies.
Prerequisites: HPRS1320, DMSG1321, DMSG1210, DMSG1810, DMSG1220, DMSG1820, DMSG2230, DMSG2710, DMSG2810, DMSG2210

DMSG2710 : Clinical Education I

Credit Hours: 7
Clock Hours: 0/0/320

Clinical Education I is a competency-based clinical experience that intensifies the cognitive, affective, and psychomotor skill level of students in the performance of sonography procedures. Students continue all standard practices learned in the previous term and perform more complex examinations discussed in didactic courses. Students begin to master sonography equipment and complete sonography procedures under direct supervision.
Prerequisites: DMSG1321, DMSG1210, DMSG1810, DMSG1220, DMSG1820, DMSG2210, DMSG2810, HPRS1320

DMSG2720 : Clinical Education II

Credit Hours: 7
Clock Hours: 0/0/320

Clinical Education II is a competency-based clinical experience that intensifies the cognitive, affective, and psychomotor skill level of students in the performance of sonography procedures. Students continue all standard practices learned in the previous term and perform more complex examinations discussed in didactic courses. Students continue to master sonography equipment and complete sonography procedures under direct supervision.
Prerequisites: HPRS1320, DMSG1321, DMSG1210, DMSG1810, DMSG1220, DMSG1820, DMSG2230, DMSG2710, DMSG2810, DMSG2210

DMSG2730 : Clinical Education III

Credit Hours: 7
Clock Hours: 0/0/320

Clinical Education III is a competency-based clinical experience that intensifies the cognitive, affective, and psychomotor skill level of students in the performance of sonography procedures. Students continue all standard practices learned in the previous term and perform more complex examinations discussed in didactic courses. Students continue to master sonography equipment and complete sonography procedures under direct supervision.
Prerequisites: HPRS1320, DMSG1321, DMSG1210, DMSG1810, DMSG1220, DMSG1820, DMSG2230, DMSG2710, DMSG2810, DMSG2210, DMSG2720, DMSG2240

DMSG2810 : OB/GYN Sonography

Credit Hours: 8
Clock Hours: 120/0/0

Presents cross sectional anatomy of the female pelvis, normal and abnormal sonographic features of the non-gravid pelvis, as well as normal and abnormal anatomy of the first, second and third trimesters. Embryology, early fetal development and the relationship of abnormal findings of the patient history, physical examination and laboratory findings are emphasized.
Prerequisites: DMSG1321, DMSG1210, DMSG1810, DMSG1220, DMSG1820, HPRS1320

DNTA1201 : Externship I

Credit Hours: 2.5
Clock Hours: 115 (Theory 35, Externship 80) (Ground 80, Online 35)

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: DNTA1524, DNTA1534, DNTA1544, DNTA1554, DNTA1564, DNTA1574

DNTA1202 : Externship II

Credit Hours: 2.5
Clock Hours: 115 (Theory 35, Externship 80) (Ground 80, Online 35)

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: DNTA1524, DNTA1534, DNTA1544, DNTA1554, DNTA1564, DNTA1574, DNTA1201

DNTA1524 : Infection Control

Credit Hours: 5
Clock Hours: 55/40/0

This infection control course equips dental assistants with essential skills for maintaining a safe dental practice. Topics include the role of a dental assistant, microbiology, disease transmission, sterilization, and healthcare regulations. Empower yourself with critical thinking, effective study techniques, and time management strategies to ensure a hygienic and efficient practice.

DNTA1534 : Dental Specialties

Credit Hours: 5
Clock Hours: 55/40/0

Explore Dental Specialties in our comprehensive course. Master dentitions, identify professional dental assistant characteristics, and understand tooth morphology. Delve into fixed prosthodontics, provisional coverage, removable prosthodontics, dental implants, endodontics, periodontal examination, oral/maxillofacial surgery, pediatric dentistry, and orthodontics. Refine communication skills, professionalism, and awareness of drug use and suicide.

DNTA1544 : Materials & Instruments

Credit Hours: 5
Clock Hours: 55/40/0

Materials and Instruments is designed to provide students with a deep understanding of the operations within a dental office and the critical aspects of delivering high-quality dental care. The curriculum covers a wide range of topics, ensuring that participants gain the necessary knowledge and skills to excel in the field of dentistry. This course also explores the advantages of honing people skills, emphasizes the importance of diversity in patient and colleague interactions, and provides essential knowledge on crafting effective applications and resumes

DNTA1554 : Business Operations and Emergencies

Credit Hours: 5
Clock Hours: 55/40/0

Within Business Operations and Emergencies, you will learn about the history of dentistry, the dental healthcare team, and the rules and ethics in the field. There will be a focus on communication, business skills, and marketing. You'll gain knowledge in oral anatomy, patient care, and how to handle special cases and medical emergencies. You will also learn to master effective interviewing techniques and understand the significance of responsible action and follow-up.

DNTA1564 : Preventive Dentistry

Credit Hours: 5
Clock Hours: 55/40/0

Preventive Dentistry equips students with a comprehensive understanding of dental health. Topics include general anatomy, oral embryology, dentition, oral public health, nutrition, periodontal diseases, coronal polishing, dental caries, sealants, oral pathologies, pharmacology, and anesthesia. You will also delve into financial literacy, responsible borrowing, patient care for autism spectrum disorder, and workplace communication best practices.

DNTA1574 : Radiation Safety

Credit Hours: 5
Clock Hours: 55/40/0

Radiation Safety in Dentistry provides a comprehensive exploration of dental radiography, focusing on head and neck anatomy, oral cavity landmarks, and dentitions. Delve into digital imaging techniques, dental film processing, and radiographic equipment foundations. Navigate intraoral and extraoral imaging, emphasizing legal considerations, quality assurance, infection prevention, and HIPAA confidentiality. Cultivate professionalism, effective communication, and networking skills that are vital for dental assistants.

ECGY1330 : Electrophysiology

Credit Hours: 3
Clock Hours: 30/30

This ECG course is designed to identify the use of ECG equipment, understand the electrophysiology of the conduction system, axis determination, identification and calculations of waveforms and arrhythmias, and patterns of myocardial infarction and ischemia. This course will also emphasize cardiac anatomy and physiology & will include the understanding of non-invasive cardiac diagnostic tests and procedures e.g. stress ECG, Holter monitoring as well as, emergency cardiac medication.

ELEC1910 : Introduction to Electrodiagnosis

Credit Hours: 9.5
Clock Hours: 120/50/0

This course provides an introduction to electrodiagnosis including history, concepts, techniques, and instruments used in recording physiological activity. Students will engage in a variety of learning activities to explore the Polysomnographic and Neurodiagnostic career fields and establish foundational concepts. Emphasis will be placed on ensuring electrical safety, electrode application, patient care and history, and reviewing normal electrodiagnostic activity. In the lab, students will receive hands-on experience using the International 10-20 System and other ancillary equipment to measure EMG, EKG and respiration. Students will also become familiar with specific Electrodiagnostic verbiage. Students will also learn medical terminology as well as discuss issues related to medical law and ethics.

ENGL1310 : English Composition I

Credit Hours: 3
Clock Hours: 45/0/0

English Composition I introduces students to college-level writing with an emphasis on fundamental grammar and mechanics, research, critical reading, rhetorical awareness, and the writing process. Students learn to use the writing process to create written communication for various purposes and audiences. Through discussion and frequent writing, students strengthen critical thinking and communication skills and gain confidence as academic writers. English Composition I lays the foundation for effective written communication across disciplines and prepares students for the writing demands of college and professional contexts.

ENGL1320 : English Composition II

Credit Hours: 3
Clock Hours: 45/0/0

English Composition II builds on foundational writing skills to develop advanced research, critical thinking, and academic writing abilities. Students will engage in the full research process, including topic development, source evaluation, and the integration of credible evidence to support well-reasoned arguments. Emphasis is placed on analyzing and synthesizing multiple perspectives, constructing persuasive and logically organized essays, and refining writing through revision. Students will also apply APA style conventions for formatting and documentation, as well as practice ethical source use through effective summarizing, paraphrasing, and citation. By the end of the course, students will produce a polished, research-based academic paper that demonstrates clarity, coherence, and adherence to college-level writing standards.

HPRS1320 : Foundations for Health Professionals

Credit Hours: 3
Clock Hours: 45/0/0

Foundations for Health Professions introduces students to the foundational medical terminology essential for success in healthcare programs and future coursework in anatomy and physiology. Emphasis is placed on terminology related to body systems, diseases, procedures, and diagnostics. In addition to building a strong medical vocabulary base, this course supports overall student success by teaching essential college readiness skills. Topics include time management, effective study strategies, critical thinking, goal setting, and navigating academic resources. Finally, this course introduces students to the foundational workforce skills identified by Concorde as essential to their workforce readiness, setting the stage or the remainder of their academic and professional journey.
Prerequisites: None

HPRS1413 : Healthcare Concepts

Credit Hours: 4
Clock Hours: 64 (Theory 64) (Ground 64)

This course is designed to provide an introduction to the health care environment. Students will cover common Medical Terminology and Anatomy and Physiology used in the health care environment. Focusing on the health care team and delivery systems, students will learn about legal and ethical responsibilities, safety and infection control and interpersonal communication and behaviors. Students will also obtain Basic Life Support (BLS) certification.

MATH1320 : College Algebra

Credit Hours: 3
Clock Hours: 45/0/0

College Algebra covers principles and applications of real numbers, equations, systems of linear equations and inequalities, graphing, exponents, polynomials, rational expressions, roots and radicals, and quadratic equations. This course is designed to expand students' reasoning abilities and teach them to read, write, and think mathematically.

MDCA1201 : Externship I

Credit Hours: 2.5
Clock Hours: 115 (Ground Minimum 80, Online Maximum 35)

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.

MDCA1201 : Externship I

Credit Hours: 2.5
Clock Hours: 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: MDCA1313, MDCA1323, MDCA1333, MDCA1343, MDCA1353, MDCA1363

MDCA1202 : Externship II

Credit Hours: 2.5
Clock Hours: 115 (Ground Minimum 80, Online Maximum 35)

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.

MDCA1202 : Externship II

Credit Hours: 2.5
Clock Hours: 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: MDCA1201

MDCA1513 : General Patient Care, Skeletal and Muscular Systems

Credit Hours: 5
Clock Hours: 55/40/0

This course will provide an overview of the medical terminology, diseases, and disorders of the skeletal, muscular, integumentary systems. Students will explore the anatomy and physiology of each system along with learning the diagnostic procedures and various treatment resolutions. They will gain an understanding of medical asepsis, first aid and rehabilitative procedures. They will also learn and engage in role playing ethical behaviors and positive communication styles. Students will learn how to apply their critical thinking and clinical skills to prepare them for work in a professional healthcare setting and in the community. In addition, students will learn essential skills in teamwork, effective communication, conflict resolution, and how to recognize signs of drug use.

MDCA1523 : Medical Ethics, Nervous and Sensory Systems

Credit Hours: 5
Clock Hours: 55/40/0

This course will provide the basic concepts related to medical terminology, anatomy and physiology, medical ethics, and the nervous and sensory systems. Students will apply positive communication skills, practice diagnostic procedures, perform vital sign procedures, and First Aid CPR. They will learn how to apply critical thinking and clinical skills to prepare them to work in a professional healthcare setting. In addition, students will learn essential skills in time management, planning and scheduling, study skills, critical thinking and learning preferences.

MDCA1533 : Office Procedures, Digestive and Reproductive Systems

Credit Hours: 5
Clock Hours: 55/40/0

This course provides the basic concepts related to medical terminology, anatomy and physiology, and common medical assisting practices and disorders associated with the digestive and reproductive systems. You explore procedures for conducting diagnostic and laboratory testing related to digestive and reproductive systems. Completion of this course enhances your positive communication skills and allows you to develop an understanding of medical assisting administrative skills including HIPAA and scheduling. You also learn the uses of electronic medical records. In addition, students will learn essential skills in professionalism and portraying a professional image, professional relationships, and confidentiality.

MDCA1543 : Endocrine, Cardiology, and Professional Communication

Credit Hours: 5
Clock Hours: 55/40/0

The course introduces you to the basic concepts related to medical terminology, anatomy and physiology, and common medical assisting practices and disorders associated with the endocrine, immune/lymphatic, and circulatory/cardiovascular systems. You explore the medical assistant's role in diagnostic procedures and demonstrate the professional communication required in a medical office. In addition, students will learn essential skills in professional courtesy and respect in healthcare, generational diversity, cultural awareness, transgender community awareness, and completing an application and resume.

MDCA1553 : Diagnostic Procedures, Hematology, Urinary System & Medical Billing

Credit Hours: 5
Clock Hours: 55/40/0

The course introduces various administrative skills and medical billing. Students will learn medical terminology, anatomy & physiology, and common diseases and disorders of the urinary body system. They learn about the clinical laboratory and the associated safety and regulatory guidelines. They explore diagnostic procedures to include the collection, processing, and testing of blood (venipuncture and capillary punctures) and urine specimens as related to basic hematology and microbiology used in the physician's office laboratory. Students will apply positive communication skills and perform vital sign procedures. In addition, students will learn essential skills in financial literacy, working with patients with Autism Spectrum Disorder, and effective communication in the workplace.

MDCA1563 : Pharmacology, Health Insurance and Respiratory System

Credit Hours: 5
Clock Hours: 55/40/0

The course introduces the student to the basic concepts related to medical terminology, anatomy and physiology, and common medical assisting practices and disorders associated with the respiratory system. Students will perform intradermal, subcutaneous, and intramuscular injections, calculate medication dosages, measure, and administer medication. During the course, the student will practice taking vital signs, diagnostic and procedural coding, explore administrative duties, examine financial management, and apply positive communication skills for the office environment. In addition, students will learn essential skills in serving specialized populations in healthcare, understanding healthcare for underserved populations, planning for a career, and interviews and follow-up communication.

MSSG1290 : Massage Clinic I

Credit Hours: 2
Clock Hours: 0/0/110

(students starting on or after May 17, 2021)

Under the supervision of an instructor, students will participate in an on campus clinic to gain experience working with the public. Students will demonstrate their assessment, treatment development plan, charting, and massage mastery skills.
Prerequisites: MSSG1330, MSSG1340, MSSG1350, MSSG1360, MSSG1370, MSSG1480, MSSG1510, MSSG1520

MSSG1330 : Muscles and Movement

Credit Hours: 3
Clock Hours: 20/60/0

(students starting on or after May 17, 2021)

This course provides comprehensive knowledge of the anatomy of the muscular system and human kinesiology.

MSSG1340 : Learning to Practice

Credit Hours: 3
Clock Hours: 20/60/0

(students starting on or after May 17, 2021)

This course provides students with knowledge and practical skills required to properly use massage equipment and supplies, and to effectively perform basic massage strokes and range of motion techniques.

MSSG1350 : Anatomy and Physiology of the Body Systems

Credit Hours: 3.5
Clock Hours: 40/40/0

(students starting on or after May 17, 2021)

This course describes the anatomy, physiology and common pathologies of the remaining systems of the body.

MSSG1360 : Planning Treatment

Credit Hours: 3.5
Clock Hours: 40/40/0

(students starting on or after May 17, 2021)

This course brings together lessons from previous courses to build a foundation for treatment planning in typical and special populations.

MSSG1370 : Treating Common Musculoskeletal Complaints

Credit Hours: 3.5
Clock Hours: 40/40/0

(students starting on or after May 17, 2021)

In this course students will learn to apply their basic massage therapy skills to plan and provide treatment for the most common musculoskeletal pathologies.

MSSG1480 : Building Your Massage Practice

Credit Hours: 4
Clock Hours: 50/30/0

(students starting on or after May 17, 2021)

In this course students will learn how to build their massage therapy practice as an employee or sole proprietor according to state laws, to market their practice and to build ethical referral networks. The last sessions of this course will be devoted to preparing for the MBLEX exam.

MSSG1510 : Massage as a Profession

Credit Hours: 5
Clock Hours: 80/0/0

(students starting on or after May 17, 2021)

This course provides students with a strong foundation for understanding Massage Therapy as a profession. Students will learn the history of massage and the fundamental duties required for practicing safely and ethically.

MSSG1520 : Anatomy, Physiology, and Pathology of the Neuro-Musculo-Skeletal Systems

Credit Hours: 5
Clock Hours: 80/0/0

(students starting on or after May 17, 2021)

This course provides students with a fundamental understanding of the building blocks of human anatomy and physiology, and a deep understanding of the body systems that therapists contact most directly.

NDTP1100 : Neuroanatomy and Physiology Lab

Credit Hours: 1
Clock Hours: 0/30/0

Students will study the central nervous system through dissection, visual examination and analysis. Primary emphasis will be placed on the clinical correlation of NDT procedures with neuro-anatomical and physiological aspects. Students will become familiar with lab protocols and safety procedures and, through hands on experience, will learn the intricacies of the mammalian brain and how it may be affected by a myriad of neurological diseases.
Prerequisites: PSOM2317, PSOM1217, PSOM1311

NDTP1214 : NDT Pattern Recognition

Credit Hours: 2
Clock Hours: 20/30/0

In NDT Pattern Recognition, students will learn to recognize various EEG patterns seen during routine and advanced studies, including responses to activation procedures. Students will also recognize patterns at different machine settings. Students will supply clinical correlation to the disease process, patient's clinical presentation and the patterns displayed.
Prerequisites: NDTP1100, NDTP1210, NDTP1400

NDTP1215 : Neuroanatomy and Physiology

Credit Hours: 2
Clock Hours: 30

NDTP1400 : Neurodiagnostics I

Credit Hours: 4.5
Clock Hours: 50/50/0

Neurodiagnostics I covers the basics of Electroencephalography. The student will be introduced to the basic rhythms with appropriate frequency ranges, amplitudes, morphology and clinical significance. Theory and application of various concepts, techniques, and data analysis for clinical electroencephalographs will be covered. Students will become familiar with the specific neurodiagnostic verbiage and the interpretation of the patient medical record documentation and special EEG procedures.
Prerequisites: PSOM2317, PSOM1217, PSOM1311

NDTP2214 : Neurodiagnostics II

Credit Hours: 2.5
Clock Hours: 35/20/0

Neurodiagnostics II offers a deeper insight into Neurodiagnostic Technology. The student will study normal and abnormal functional neuro-anatomical and physiological correlation to various illnesses and neurological disease processes, disorders and the integration of the electroencephalographic patterns. The student will learn the maturational patterns from the neonate to geriatric. In the lab component, the student will learn about the various techniques for routine studies and advanced studies for specific diagnosis such as special electrode applications, montage variations, with the use of the varied filters and settings on the NDT machines. Medication and the effect it has on the NDT procedures will also be studied.
Prerequisites: NDTP1100, NDTP1210, NDTP1400

NDTP2312 : NDT Capstone

Credit Hours: 3
Clock Hours: 45/0/0

This course emphasizes preparation for the national registry exam in EEG. The course encompasses a variety of professional skills and concepts in preparation for the R. EEG T. certification by ABRET that includes ASET and ABRET board preparation material. The course prepares NDT students to be successful and productive members of the allied health workforce and examines employability skills.
Prerequisites: NDTP2335, NDTP2611

NDTP2335 : NDT Clinical Experience I

Credit Hours: 3.5
Clock Hours: 0/0/160

NDT Clinical Experience I provides an employment-like atmosphere at a clinical site under direct supervision by a clinical professional. This course provides a health-related, work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts within the field of Neurodiagnostics. This course also includes didactic sessions in which students discuss and demonstrate studies they have performed during their clinical experience.
Prerequisites: NDTP1214, NDTP2214

NDTP2336 : NDT Clinical Experience II

Credit Hours: 3.5
Clock Hours: 0/0/160

NDT Clinical Experience II provides an employment-like atmosphere at a clinical site under direct supervision by a clinical professional. Building off NDT Clinical Experience I, this course provides a health-related, work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts within the field of Neurodiagnostics. This course also includes didactic sessions in which students discuss and demonstrate studies they have performed during their clinical experience.
Prerequisites: NDTP2335, NDTP2611

NDTP2611 : NDT Advanced Procedures

Credit Hours: 6.5
Clock Hours: 100/0/0

In NDT Advanced Procedures I students will learn the basic principles, application, and evaluation of advanced Neurodiagnostic testing procedures including Evoked Potential Studies (EP), Nerve Conduction Studies (NCS), Long Term Monitoring (LTM), and Intraoperative Neurophysiological Monitoring (IONM).
Prerequisites: NDTP1214, NDTP2214

NRSG1333 : Health Assessment

Credit Hours: 3
Clock Hours: 30/30/0

This didactic and laboratory experiential course encompasses the essential components for the professional nurse to provide patients with a comprehensive health assessment for diverse patients across the lifespan. The framework for quality and safe nursing assessments developed from this course are the building blocks for identifying alterations in health in accordance with professional nursing practice. Further increasing their understanding of the nursing process, students will complete health histories and physical assessments, discuss specific risk factors and determinants of health across the lifespan, and elaborate on poor health outcomes.
Prerequisites: HPRS1320, MATH1320, BIOL1310, BIOL1111, BIOL1330, ENGL1310, BIOL1320, BIOL1121.
Co-Requisites: NRSG1430

NRSG1342 : Fundamentals of Nursing Practice II

Credit Hours: 3
Clock Hours: 15/30/45

The Fundamentals of Nursing Practice II course continues the student's introduction to professional nursing in healthcare systems. In this course, there will be an emphasis on performing basic nursing skills using proper techniques and measures to promote safe, quality client-centered care. Additionally, students will demonstrate therapeutic communication in patient care. Students will also be introduced to the essential concepts of clinical judgement and critical thinking in the healthcare environment. Upon completion of this course, students will have a strong foundation to build upon in their nursing school experience.
Prerequisites: HPRS1320, MATH1320, BIOL1310, BIOL1111, BIOL1330, ENGL1310, BIOL1320, BIOL1112, NRSG1430, PSYC1310, NRSG1333.
Co-Requisites: COMM1310, NRSG1343, BIOL1341

NRSG1343 : Pharmacology

Credit Hours: 3.5
Clock Hours: 45/15/0

This course provides the basic concepts of pharmacology that will be threaded throughout the program, and eventually into professional practice. As a fundamental component to nursing practice, the emphasis on safe, quality, and accurate medication administration will be a focus of this course in both the didactic and laboratory environments. Additionally, medication classifications, ethical decision making, and the legal aspects to medication administration will be explored in detail. Prototype drugs will be used to enhance understanding of each category of medications. In the laboratory, medication dosage calculations as well as the safe administration of medications will be practiced.
Prerequisites: HPRS1320, MATH1320, BIOL1310, BIOL1111, BIOL1330, ENGL1310, BIOL1320, BIOL1112, NRSG1430, PSYC1310, NRSG1333.
Co-Requisites: COMM1310, NRSG1343, BIOL1341

NRSG1430 : Fundamentals of Nursing Practice I

Credit Hours: 4
Clock Hours: 45/30/0

The Fundamentals of Nursing Practice course is an introduction to professional nursing in healthcare systems. There will be an exploration of the scope of nursing practice as well as the many roles of the professional nurse. Innovative teaching will focus on providing an introduction to basic comfort and client care concepts important to nursing practice. Emphasis is placed on the knowledge, skills, and attitudes needed to provide client-centered, safe, quality care while reducing risk potential for diverse patients across the lifespan. The theoretical foundations for basic psychomotor nursing skills as well as therapeutic communication skills are presented, and students are given opportunities to demonstrate these skills in a clinical setting. An introduction to the nursing process provides a decision-making framework to assist students in developing effective clinical judgment and critical thinking skills. As the title implies, this course provides the foundation for students to have a complete programmatic learning experience resulting in a well-rounded and prepared professional nurse.
Prerequisites: HPRS1320, MATH1320, BIOL1310, BIOL1111, BIOL1330, ENGL1310, BIOL1320, BIOL1112.
Co-Requisites: NRSG1333

NRSG2350 : Behavioral Health Nursing

Credit Hours: 3
Clock Hours: 30/0/45

This course focuses on the nursing process and care of clients across the lifespan who are experiencing cognitive, mental and behavioral conditions while maintaining therapeutic communication. Emphasis is placed on management of clients facing emotional and psychological stressors and/or addiction issues. Promoting and maintaining the mental health of individuals and families is also considered. Concepts of crisis intervention, therapeutic communication, anger management, and coping skills are integrated while reducing risk potential throughout the course. The community as a resource for care and support services is addressed. Clinical experiences provide students opportunities to apply theoretical concepts and implement safe client-centered care to clients with mental health issues in various settings.
Prerequisites: HPRS1320, MATH1320, ENGL1310, BIOL1310, BIOL1111, BIOL1330, BIOL1320, BIOL1121, PSYC1310,NRSG1430, NRSG1333, NRSG1342, NRSG1030 (LPNs).
Co-Requisites: NRSG2650

NRSG2361 : Care of the Childbearing Patient

Credit Hours: 3
Clock Hours: 30/0/45

The course focuses on the specialized health care needs of the childbearing family. A family-centered approach using the nursing process is applied in the didactic and clinical setting to increase patient outcomes, promote healthy growth and development, and increase understanding of family dynamics. In this course, the disease processes of the family unit are explored in order to promote and maintain the health of mother and neonate. Students develop the necessary knowledge base and learn the importance of interprofessional collaboration in order to best provide quality care and teaching for pregnancy, delivery, and newborn nursing.

Prerequisites: HPRS1320, MATH1320, BIOL1310, BIOL1111, BIOL1330, ENGL1310, BIOL1320, BIOL1121, NRSG1430, PSYC1310, NRSG1333, COMM1310, NRSG1342, BIOL1341, NRSG1343, NRSG2650, NRSG2350.

Co-Requisites: NRSG2661

NRSG2372 : Pediatric Nursing Care

Credit Hours: 3
Clock Hours: 30/0/45

This course focuses on the specialized health care needs of the pediatric patient. A family-centered approach using the nursing process is applied in the didactic and clinical setting to increase patient outcomes, promote healthy growth and development of the pediatric patient, and increase understanding of family dynamics. In this course, the disease processes of the pediatric patient are explored in order to promote and maintain the health of pediatric patients. Students develop the necessary knowledge base and learn the importance of interprofessional collaboration in order to best provide quality care and teaching for pediatric patients and the family unit as a whole.

Prerequisites: HPRS1320, MATH1320, BIOL1310, BIOL1111, BIOL1330, ENGL1310, BIOL1320, BIOL1121, NRSG1430, PSYC1310, NRSG1333, COMM1310, NRSG1342, BIOL1341, NRSG1343, NRSG2650, NRSG2350, NRSG 2361, NRSG 2661.

Co-Requisites: NRSG2671

NRSG2382 : Transition to Professional Practice

Credit Hours: 3.5
Clock Hours: 30/0/85

Transition to Professional Practice is a course designed to help guide the students down the pathway to professional nursing practice. The course focuses on current nursing trends, management, and leadership in nursing. As students prepare to enter the complex adaptive system of the nursing workforce, it is essential for them to understand their roles in delegation, priority-setting, and conflict management. Students will apply their knowledge of communication skills, ethical practice, and professional responsibility to further prepare for entry into practice. Additionally, the essential components of understanding state regulations, regulatory bodies, the legalities of practice, and reducing patient and nursing risk will be explored. Clinical and didactic experiences will lead to an application of leadership, delegation, and complex decision-making skills to provide quality outcomes for patients.

Prerequisites: HPRS1320, MATH1320, BIOL1310, BIOL1111, BIOL1330, ENGL1310, BIOL1320, BIOL1121, NRSG1430, PSYC1310, NRSG1333, COMM1310, NRSG1342, BIOL1341, NRSG1343, NRSG2650, NRSG2350, NRSG 2361, NRSG 2661, NRSG2671, NRSG2372.

Co-Requisites: NRSG2483.

NRSG2483 : Advanced Problem Solving and Senior Nursing Seminar

Credit Hours: 4
Clock Hours: 60/0/0

This critical thinking course prepares students to analyze the concepts and techniques instrumental to applying critical thinking, clinical reasoning, and clinical judgment to complex situations within the practice of professional nursing. The overall focus of this course is practice readiness – being able to simultaneously process multiple sources of information within the context of today's patient-centered, outcome-driven, interprofessional healthcare settings. Students are also required to demonstrate communication, documentation, teamwork, and self-management skills as applied to the nursing process. They will use a variety of online and face-to-face experiences to practice recognizing and analyzing cues, prioritizing hypotheses, generating solutions, taking action, and evaluating outcomes. This multidimensional process will prepare students for success on the NCLEX-RN examination and in the real-world of healthcare.

Prerequisites: HPRS1320, MATH1320, BIOL1310, BIOL1111, BIOL1330, ENGL1310, BIOL1320, BIOL1121, NRSG1430, PSYC1310, NRSG1333, COMM1310, NRSG1342, BIOL1341, NRSG1343, NRSG2650, NRSG2350, NRSG 2361, NRSG 2661, NRSG2671, NRSG2372.

Co-Requisites: NRSG2382.

NRSG2650 : Adult Health Nursing I

Credit Hours: 6
Clock Hours: 45/0/135

Adult Health Nursing 1 focuses on the professional nurse providing patient-centered care of adults with chronic and/or non-emergent medical and/or surgical health alterations. The learning experience will emphasize the use of the nursing process and quality care principles to reduce risk and increase patient outcomes. Utilizing the building blocks from prior courses, students will expand their knowledge of basic care principles to include nutrition, application of pharmacological concepts, psychosocial, and physiological integrity. Critical thinking will be at the forefront of learning experiences to highlight the role of the nurse in error prevention, prioritization, and delegation. Further, students will explore evidence based practice and interprofessional collaboration as tools to enhance patient outcomes. In the clinical environment, the student is provided opportunities to harness the knowledge gained in the didactic environment in order to promote healthy behaviors and implement safe care to clients.

Prerequisites: HPRS1320, MATH1320, BIOL1310, BIOL1111, BIOL1330, ENGL1310, BIOL1320, BIOL1121, NRSG1430, PSYC1310, NRSG1333, COMM1310, NRSG1342, BIOL1341, NRSG1343

Co-Requisites: NRSG2350

NRSG2661 : Adult Health Nursing II

Credit Hours: 6
Clock Hours: 45/0/135

Students in Adult Health Nursing II will explore patient-centered care for mildly complex (1 or more chronic health alterations), acute care, adult, medical surgical patients in order to increase patient outcomes and decrease risk potential. Applying evidence-based interventions, health education, health promotion, and therapeutic communication will be at the forefront of the students' didactic and clinical experiences. Students will evaluate the role of the nurse in management, leadership, and delegation in the healthcare setting as well. Adult Health Nursing 2 students will promote healthy behaviors in patients and apply the nursing process using evidence based practice across the lifespan.

Prerequisites: HPRS1320, MATH1320, BIOL1310, BIOL1111, BIOL1330, ENGL1310, BIOL1320, BIOL1121, NRSG1430, PSYC1310, NRSG1333, COMM1310, NRSG1342, BIOL1341, NRSG1343, NRSG2650, NRSG2350.

Co-Requisites: NRSG2361

NRSG2671 : Adult Health Nursing III

Credit Hours: 6
Clock Hours: 45/0/135

This course emphasizes care of adult patients with complex, multisystem alterations in health. There is a strong focus on effective decision making, time management, and organizational skills during the care of extremely complex and challenging health care situations. The use of interprofessional collaboration is highlighted, along with priority setting, making difficult clinical decisions, understanding essential components to legal and ethical practice, and the use of unique and critical health care equipment and technology for complex patients. In the clinical and didactic environment, the concepts of quality, effective, and safe care with a reduction in patient risks will be integrated from content delivery to experiential learning in order to increase patient outcomes.

Prerequisites: HPRS1320, MATH1320, BIOL1310, BIOL1111, BIOL1330, ENGL1310, BIOL1320, BIOL1121, NRSG1430, PSYC1310, NRSG1333, COMM1310, NRSG1342, BIOL1341, NRSG1343, NRSG2650, NRSG2350, NRSG2661, NRSG2361.

Co-Requisites: NRSG2372

NUTR1310 : Nutrition

Credit Hours: 3
Clock Hours: 45/0/0

This course discusses the functions and food sources of proteins, carbohydrates, and fats, and identifies current recommendations for intake of each. A discussion of the changes in nutrient needs throughout the life cycle and suggestions to ensure adequate nutrition during each stage of life is also included. Students are exposed to standard diets and modifications of diets for disease processes.

OTAP1110 : Fieldwork Level I Clinical A

Credit Hours: 0.5
Clock Hours: 0/0/24

This course introduces foundational occupational therapy concepts through structured Level I fieldwork experiences integrated with mental health and foundational coursework. Students engage in guided observation, simulation, and applied learning activities that connect theory to practice while exploring occupational therapy roles across practice settings. Level I fieldwork is delivered through instructional methods, such as virtual and simulated environments, standardized patients, faculty-led experiences, and/or supervised practice activities, to ensure all students meet shared learning objectives. Emphasis is placed on reflective practice, professional behaviors, and introductory research-informed inquiry related to fieldwork and clinical experiences.

OTAP1112 : Fieldwork Level I Clinical B

Credit Hours: 0.5
Clock Hours: 0/0/24

This course builds upon foundational occupational therapy concepts introduced in prior Level I fieldwork experiences by applying them within pediatric practice contexts. Paired with pediatric didactic coursework, students engage in structured Level I fieldwork activities that emphasize typical and atypical development, play, learning, and family-centered care. Level I fieldwork experiences are delivered through instructional methods, such as virtual and simulated environments, standardized patients, faculty-led experiences, and/or supervised practice activities, to ensure all students meet shared learning objectives. The course emphasizes increased contextual application, reflective practice, professional behaviors, and introductory research-informed inquiry related specifically to pediatric fieldwork and clinical experiences.

OTAP1113 : Fieldwork Level I Clinical C

Credit Hours: 0.5
Clock Hours: 0/0/24

This course advances prior Level I fieldwork learning by integrating foundational and population-specific occupational therapy concepts within adult practice contexts. Paired with adult practice coursework, students build upon previous Level I experiences to deepen their understanding of occupational performance, roles, and service delivery across adult settings. Structured Level I fieldwork is delivered through instructional methods, including virtual and simulated environments, standardized patients, faculty-led experiences, and/or supervised practice activities, to ensure that all students meet shared learning objectives. Emphasis is placed on synthesizing learning from earlier Level I experiences, strengthening professional behaviors, and preparing students for the expectations and structure of subsequent fieldwork experiences.

OTAP1140 : Occupational Analysis & Therapeutic Media

Credit Hours: 1
Clock Hours: 15/0/0

This manipulation course introduces the use of tools, equipment, and basic techniques of therapeutic media within occupational therapy practice. Emphasis is placed on the analysis, selection, and instruction of activities commonly used as therapeutic media across community and clinical settings. Students examine occupations and activities to understand how therapeutic media support occupational performance, health, and participation for diverse individuals and groups.

OTAP1145 : Occupational Analysis & Therapeutic Media Lab

Credit Hours: 1
Clock Hours: 0/30/0

This laboratory course provides hands on experiences that correspond to the didactic Occupational Analysis and Therapeutic Media course. Emphasis is placed on activity analysis, selection and adaptation of therapeutic media for diverse populations, and safe use of tools and equipment. Students practice analyzing activities, modifying media, and demonstrating skill, safety, and professional behavior within therapeutic contexts.

OTAP1150 : Occupational Therapy in Pediatrics Lab

Credit Hours: 1
Clock Hours: 0/30/0

This lab provides hands-on experiences that correspond to the didactic portion of Occupational Therapy in Pediatrics. It includes exploration of occupational therapy assessments, demonstration of selected practice skills, constructing assistive and adaptive equipment, and the ability to use the teaching-learning process with the pediatric patient, family, significant others, colleagues, other health providers, and the public.

OTAP1210 : Foundations of Occupational Therapy

Credit Hours: 2
Clock Hours: 30/0/0

This course introduces occupational therapy and the role of the occupational therapy assistant within contemporary practice. Content includes the history, philosophy, and foundational principles of occupational therapy; professional standards and ethical responsibilities; and the occupational therapy service delivery process across healthcare, education, community, and social systems. Students examine professional organizations, regulatory and legislative influences, credentialing and licensure requirements, and reimbursement mechanisms affecting practice. Ethical and legal considerations, including formal and informal conflict resolution processes, are explored to support professional decision-making and entry-level practice readiness.

OTAP1220 : Psychosocial Occupational Therapy Practice Lab

Credit Hours: 2
Clock Hours: 0/60/0

This laboratory course provides hands on application of psychosocial occupational therapy concepts introduced in the companion didactic course. Emphasis is placed on experiential learning to develop professional behaviors, collaboration skills, and intraprofessional communication. Students engage in observation and guided practice related to occupational therapy assistant–level assessments, group process, and therapeutic interventions within psychosocial practice contexts. Instruction supports safe, culturally responsive, and evidence informed practice within individual and group settings.

OTAP1230 : Applied Kinesiology for OTAs Lab

Credit Hours: 2
Clock Hours: 0/60/0

This laboratory course provides hands on experiences that correspond to the didactic Applied Kinesiology for OTAs course. Emphasis is placed on surface palpation of joints and muscles and the application of biomechanical principles related to joint motion, posture, and balance. Students practice observing and analyzing movement patterns to support the occupational therapy assistant's understanding of functional and dysfunctional movement.

OTAP1240 : Applied Kinesiology for OTAs

Credit Hours: 2
Clock Hours: 30/0/0

This course builds upon prior knowledge of anatomy and physiology to support occupational therapy assistant practice through applied analysis of movement, occupation, and activity. Content emphasizes the application of foundational theories, models of practice, and frames of reference to support client-centered occupational therapy interventions. Students examine the interaction of disease processes, occupation, and activity, with attention to therapeutic use of self, documentation, and discharge planning.

OTAP1250 : Occupational Therapy in Pediatrics

Credit Hours: 2
Clock Hours: 30/0/0

This course introduces occupational therapy practice concepts related to pediatric populations. Content focuses on human development, structure and function of the body, and behavioral concepts as they relate to occupational performance across childhood. Emphasis is placed on observation and documentation techniques, contextual influences on service delivery, and factors affecting discharge planning and referral. Students examine how environmental, policy, and community factors influence occupational therapy services for children, families, and populations.

OTAP1251 : Occupational Therapy in Pediatrics Lab

Credit Hours: 2
Clock Hours: 0/60/0

This laboratory course provides hands on experiences that correspond to the didactic Occupational Therapy in Pediatrics course. Emphasis is placed on exploration of occupational therapy assessments, demonstration of selected practice skills, construction and use of assistive and adaptive equipment, and application of teaching–learning processes with pediatric clients and their families. Students engage in experiential learning to support occupational performance within pediatric practice contexts.

OTAP1320 : Psychosocial Occupational Therapy

Credit Hours: 3
Clock Hours: 45/0/0

This course examines psychosocial occupational therapy practice across the lifespan, emphasizing the impact of mental health conditions on occupational performance, participation, and roles. Students explore foundational psychosocial theories, models of practice, and the therapeutic use of self within individual and group contexts. Content includes evaluation and intervention processes, pharmacological considerations, documentation, reimbursement, discharge planning, advocacy, and professional collaboration in psychosocial practice settings. Leadership roles and the occupational therapy assistant's contribution to mental health services across systems of care are emphasized.

OTAP1330 : Applied Kinesiology for OTAs

Credit Hours: 3
Clock Hours: 45/0/0

This course expands upon previous knowledge of musculoskeletal anatomy and neuromuscular physiology to include applied movement concepts and normal functional movement patterns, identifying anatomical position and major planes of the body, and the structure and basic functional implications of the skeletal, muscular, and nervous systems.

OTAP1340 : Clinical Conditions I

Credit Hours: 3.5
Clock Hours: 52.5/0/0

This course focuses on the etiology, clinical process, and prognosis of common diseases and illnesses, and the effect of disease or illness on an individual's performance and the impact this has on the person, family, and society. Content includes physical, mental, developmental, and orthopedic conditions.

OTAP1341 : Clinical Conditions I

Credit Hours: 3
Clock Hours: 45/0/0

This course examines the etiology, clinical processes, and prognosis of common physical, mental, developmental, and orthopedic conditions and their impact on occupational performance. Emphasis is placed on understanding how disease and illness affect individuals, families, and society across contexts. Students explore the influence of sociocultural and socioeconomic factors on occupational engagement and apply occupational therapy frames of reference to understand functional implications. Advocacy considerations related to reducing barriers to occupational participation are also addressed.

OTAP1350 : Clinical Conditions II

Credit Hours: 3.5
Clock Hours: 52.5/0/0

This course continues where Clinical Conditions I leaves off. It focuses on the effects of physical, developmental and mental health, heritable diseases and predisposing genetic conditions, disability, disease process, and traumatic injury to the individual within the cultural context of family and society on occupational performance.

OTAP1351 : Clinical Conditions II

Credit Hours: 3
Clock Hours: 45/0/0

This course builds upon Clinical Conditions I with continued examination of the effects of physical, developmental, and mental health conditions, including heritable and genetic conditions, disabilities, disease processes, and traumatic injury, on occupational performance. Emphasis is placed on understanding occupational disruption within the cultural context of individuals, families, and society. Students apply professional reasoning to interpret functional limitations and explore occupation based strategies that support participation within the occupational therapy process.

OTAP1360 : Occupational Therapy in Physical Dysfunction

Credit Hours: 3
Clock Hours: 45/0/0

This course provides knowledge related to therapeutic interventions and techniques used with adults experiencing functional deficits resulting from medical, orthopedic, and neurological conditions. Emphasis is placed on supporting functional ability and independence in daily life tasks and occupations across the lifespan, with primary focus on adult and geriatric populations. Course content integrates occupational therapy theories, models of practice, and evidence informed approaches that guide intervention planning within physical dysfunction.

OTAP1365 : Occupational Therapy in Physical Dysfunction Lab

Credit Hours: 3
Clock Hours: 0/90/0

This laboratory course provides hands on experiences that correspond to the didactic Occupational Therapy in Physical Dysfunction course. Emphasis is placed on the application of occupational therapy terminology, activity analysis, therapeutic exercise principles, and advanced positioning techniques. Students practice implementing occupation based interventions, adaptive equipment and techniques, and teaching–learning strategies to support functional performance, participation, and safety within physical dysfunction practice settings.

OTAP2110 : Fieldwork Seminar

Credit Hours: 2
Clock Hours: 30/0/0

Preparation for full-time clinical practice, the national certification process, state licensure, and future employment.

OTAP2111 : Fieldwork Seminar

Credit Hours: 1
Clock Hours: 15/0/0

This seminar course prepares students for full time fieldwork, national certification, state licensure, and entry level employment as occupational therapy assistants. Emphasis is placed on professional development, ethical practice, effective communication, leadership, and the use of evidence to support clinical reasoning. Course content supports a successful transition from didactic coursework to clinical practice through reflection, planning, and application of professional standards.

OTAP2120 : Occupational Therapy Concepts

Credit Hours: 1
Clock Hours: 15/0/0

This course expands the knowledge and skills gained from previous courses presenting aspects of OT practice, professional ethics, conduct, communication, and academic and clinical competencies required for testing and licensure, scope of practice, and the OTA's professional organization.

OTAP2125 : Occupational Therapy Concepts Lab

Credit Hours: 1
Clock Hours: 0/30/0

This course expands the knowledge and skills gained from previous courses, presenting practical application and procedural aspects of OTA practice, professional ethics, conduct, and communication.

OTAP2210 : Occupational Therapy in Emerging and Specialty Areas of Practice Lab

Credit Hours: 2
Clock Hours: 0/60/0

This laboratory course provides hands on learning experiences that correspond to the didactic course in Emerging and Specialty Areas of Occupational Therapy Practice. Emphasis is placed on the application of occupation based concepts within community based, work related, and non traditional practice settings. Students engage in activities related to wellness and population health, activity and job analysis, joint protection and energy conservation, assistive and adaptive equipment, seating and positioning, orthotics and prosthetics application, physical agent modalities, and dysphagia. Course activities support the development of professional reasoning, safety awareness, and collaborative practice skills relevant to emerging and evolving occupational therapy service delivery models.

OTAP2215 : Fieldwork Level I Clinical

Credit Hours: 2.5
Clock Hours: 0/0/120

This course provides students with an opportunity to observe and participate in clinical fieldwork. Students begin to develop professional work habits and are expected to function as participant observers in the assigned clinical setting. Students spend one week (40 clock hours each) in three different field work settings for a total of 120 clock hours.

OTAP2230 : Occupational Therapy Transitions

Credit Hours: 2
Clock Hours: 30/0/0

This course provides information and guidance for the transitional process of becoming an occupational therapy practitioner. This course encompasses a variety of professional skills and concepts, completes documentation for state licensure, participates in final preparations for certification by the National Board of Certification in Occupational Therapy, and examines employability skills.

OTAP2310 : Occupational Therapy in Emerging and Specialty Areas of Practice

Credit Hours: 3
Clock Hours: 45/0/0

This course examines the roles and functions of occupational therapy practitioners across medical, educational, community, and emerging areas of practice. Emphasis is placed on understanding occupational therapy roles within community based, non traditional, and specialty practice settings that are predicted to expand in the future. Students explore ethical considerations, professional advocacy, and current trends through case discussion, review of professional literature, and analysis of innovative service delivery models.

OTAP2315 : Fieldwork Level I Clinical D

Credit Hours: 3
Clock Hours: 0/0/144

This Fieldwork Level I course provides students with supervised opportunities to observe and participate in clinical experiences that support the application of occupational therapy concepts in practice settings. Emphasis is placed on developing professional behaviors, communication skills, ethical practice, and foundational clinical reasoning. Students function primarily as participant observers while engaging in fieldwork activities under the direction of an occupational therapist to support preparation for full time clinical experiences.

OTAP2320 : Occupational Therapy Concepts

Credit Hours: 3
Clock Hours: 45/0/0

This course integrates occupational therapy concepts to support preparation for entry level practice, fieldwork transition, and national certification. Emphasis is placed on application of evidence based practice, review of diagnoses and intervention concepts, ethical and professional standards, supervisory relationships, and collaborative practice. Students reflect on fieldwork experiences, engage in board examination preparation activities, and participate in professional discussions to strengthen clinical reasoning, professional readiness, and examination readiness.

OTAP2330 : Occupational Therapy Transitions

Credit Hours: 3
Clock Hours: 45/0/0

This course integrates occupational therapy concepts to support preparation for entry level practice, fieldwork transition, and national certification. Emphasis is placed on continued application of evidence based practice for diagnoses and intervention concepts, ethical and professional standards, supervisory relationships, and collaborative practice. Students reflect on fieldwork experiences, engage in board examination preparation activities, and participate in professional discussions to enhance clinical reasoning, professional readiness, and examination.

OTAP2620 : Fieldwork Level II Clinical A

Credit Hours: 6
Clock Hours: 0/0/272

This Fieldwork Level II course provides students with supervised, in depth clinical experiences that integrate prior didactic instruction and Fieldwork Level I learning. Students engage with individuals, groups, and populations across traditional or non traditional practice settings while assuming increasing responsibility appropriate to the occupational therapy assistant role. Emphasis is placed on the development of entry level professional behaviors, clinical reasoning, ethical practice, and delivery of occupation based services under supervision.

OTAP2630 : Fieldwork Level II Clinical B

Credit Hours: 6
Clock Hours: 0/0/272

This Fieldwork Level II course provides students with continued, supervised clinical experiences that further integrate prior didactic instruction and Fieldwork Level I learning. Students engage with individuals, groups, and populations across traditional or non traditional practice settings while assuming increased responsibility appropriate to the occupational therapy assistant role. Emphasis is placed on strengthening entry level competence, clinical reasoning, ethical practice, and consistent delivery of occupation based services under supervision.

OTAP2720 : Fieldwork Level II Clinical A

Credit Hours: 7
Clock Hours: 0/0/320

This application course synthesizes previous didactic instruction and clinical experiences obtained in Fieldwork I. Students may encounter a variety of populations in a traditional or non-traditional setting and assume increasing responsibilities under supervision as appropriate for the setting.

OTAP2730 : Fieldwork Level II Clinical B

Credit Hours: 7
Clock Hours: 0/0/320

This application course synthesizes previous didactic instruction and experiences obtained in Fieldwork IIA. Students may also encounter a variety of populations in a traditional or non-traditional setting. Students are placed in a setting different from Fieldwork IIA. Students assume increasing responsibilities under supervision as appropriate for the setting.

PHAR1105 : Principles of Pharmacy Practice Lab

Credit Hours: 1.5
Clock Hours: 0/48/0

In this course, students apply the concepts from Principles of Pharmacy Practice. Students will simulate pharmacy practice situations and tasks required of the pharmacy technician in various settings. Students will practice application of federal law to activities that fall within the scope of the pharmacy technician role.
Co-Requisites: PHAR1305

PHAR1115 : Systems Pharmacology Lab

Credit Hours: 1.5
Clock Hours: 0/48/0

Students in this course will apply the principles in Pharmacy Management. Students will practice using computer systems for prescription processing and patient data and simulate patient interactions for improving customer service and managing the pharmacy.
Co-Requisites: PHAR1335

PHAR1120 : Pharmacology I Lab

Credit Hours: 1.5
Clock Hours: 48 (Lab 48) (Ground 40, Online 8)

Students in this course will apply the principles in Pharmacology I. Students will practice using computer systems for prescription processing and patient data, and simulate patient interactions for improving customer service and managing the pharmacy.
Co-Requisites: PHAR1320

PHAR1130 : Pharmacology II Lab

Credit Hours: 1.5
Clock Hours: 48 (Lab 48) (Ground 40, Online 8)

Students in this course will apply the principles in Pharmacology II. Students will practice using computer systems for prescription processing and patient data, and simulate patient interactions for improving customer service and managing the pharmacy.
Co-Requisites: PHAR1330

PHAR1135 : Pharmacy Management Lab

Credit Hours: 1.5
Clock Hours: 0/48/0

Students in this course will apply the principles in Pharmacy Management. Students will practice using computer systems for prescription processing and patient data and simulate patient interactions for improving customer service and managing the pharmacy.
Co-Requisites: PHAR1335

PHAR1140 : Compounding and Aseptic Techniques Lab

Credit Hours: 1.5
Clock Hours: 0/48/0

Students in this course will apply the principles from the Compounding and Aseptic Techniques course. Students will practice compounding, sterile preparation and aseptic techniques within legal and regulatory guidelines specified by USP 797 standards. Students will perform dosage calculations required for sterile product preparation and demonstrate safe handling and preparation of compound sterile preparations.
Co-Requisites: PHAR1340

PHAR1145 : Professional Skills for Pharmacy Technicians Lab

Credit Hours: 1.5
Clock Hours: 0/48/0

This hands-on lab course complements the Professional Skills for Pharmacy Technicians course by providing practical experience in applying professional behaviors and communication techniques in simulated pharmacy environments. This lab prepares students to confidently navigate workplace challenges and deliver high-quality support in pharmacy settings.
Co-Requisites: PHAR1345

PHAR1250 : Externship I

Credit Hours: 2.5
Clock Hours: 115 (Ground Minimum 80, Online Maximum 35)

This course allows students to assist with or actively participate in patient care using the institutional care knowledge acquired from classroom training.
Prerequisites: PHAR1110, PHAR1120, PHAR1130, PHAR1140, PHAR1210, PHAR1220, PHAR1230, PHAR1240, CPSO1111, CPSO1112, CPSO1113, CPSO1115

PHAR1260 : Externship II

Credit Hours: 2.5
Clock Hours: 115 (Ground Minimum 80, Online Maximum 35)

This course allows students to assist with or actively participate in patient care using the ambulatory care knowledge acquired from classroom training.
Prerequisites: PHAR1110, PHAR1120, PHAR1130, PHAR1140, PHAR1210, PHAR1220, PHAR1230, PHAR1240, PHAR1250, CPSO1111, CPSO1112, CPSO1113, CPSO1115

PHAR1305 : Principles of Pharmacy Practice

Credit Hours: 3
Clock Hours: 45/0/0

This course provides the student with an overview of the practice of pharmacy and typical duties of a pharmacy technician. Students learn about various organizations that provide healthcare services with particular emphasis on the provision of pharmaceutical care in each organization. The course content includes terminology and abbreviations, legal and ethical principles with application to pharmacy practice, technology in the pharmacy field, and patient record systems.
Co-Requisites: PHAR1105

PHAR1315 : Systems Pharmacology

Credit Hours: 3
Clock Hours: 45/0/0

This course provides study of the relationship of pharmaceutical products and normal human anatomy. Students will identify various drugs by their generic and trade names, identify drugs by their therapeutic classification, and describe various drug uses, dosages, routes of administration, and side effects.
Co-Requisites: PHAR1115

PHAR1320 : Pharmacology I

Credit Hours: 3
Clock Hours: 45 (Theory 45) (Online 45)

This course provides study of the relationship of pharmaceutical products and normal human anatomy. Students will identify various drugs by their generic and trade names, identify drugs by their therapeutic classification, and describe various drug uses, dosages, routes of administration, and side effects.
Co-Requisites: PHAR1120

PHAR1335 : Pharmacy Management

Credit Hours: 3
Clock Hours: 45/0/0 (Theory 45) (Online 45)

This course provides study of the relationship of pharmaceutical products and normal human anatomy. Students will identify various drugs by their generic and Trade-Names, identify drugs by their therapeutic classification and describe various drug uses, dosages, routes of administration, and side effects.
Co-Requisites: PHAR1135

PHAR1340 : Compounding and Aseptic Techniques

Credit Hours: 3
Clock Hours: 45/0/0 (Theory 45) (Online 45)

Students in this course will learn the process of compounding, sterile preparation and aseptic techniques within legal and regulatory guidelines specified by USP 797 standards. Students will perform dosage calculations required for sterile product preparation and learn safe handling and preparation of compound sterile preparations.
Co-Requisites: PHAR1140

PHAR1345 : Professional Skills for Pharmacy Technicians

Credit Hours: 3
Clock Hours: 45/0/0

This course equips pharmacy technician students with essential professional competencies required for success in diverse pharmacy settings. Emphasis is placed on communication skills, ethical decision-making, teamwork, customer service, cultural competence, and workplace professionalism. Students will explore real-world scenarios to develop critical thinking, conflict resolution, and time management strategies. By the end of the course, students will be prepared to demonstrate professional behavior and contribute effectively to interprofessional healthcare teams.
Co-Requisites: PHAR1145

PHAR1370 : Pharmacy Technician Externship

Credit Hours: 3.5
Clock Hours: 0/0/160

This course allows students to assist with or actively participate in patient care using the institutional care knowledge acquired from classroom training. Students will get hands-on, real-world experience and observations in a pharmaceutical setting.
Prerequisites: PHAR1305, PHAR1105, PHAR1315, PHAR1115, PHAR1335, PHAR11135, PHAR1340, PHAR1140, PHAR1345, PHAR1145

PHIL1310 : Critical Thinking

Credit Hours: 3
Clock Hours: 45/0/0

This course introduces students to the fundamentals of critical thinking. Students will learn to identify fallacies, assess sources, construct sound arguments, and distinguish between valid and invalid reasoning. Topics include deductive and inductive reasoning, argument structure, basic logical concepts, biases, and evaluating evidence. By the end of the course, students will be equipped to think more clearly, question assumptions, and engage in reasoned discourse in academic and real-world contexts.

PHLB1310 : Phlebotomy Procedures

Credit Hours: 2.5
Clock Hours: 24/40/0

This course provides practical instruction in the field of phlebotomy. Topics discussed include patient preparation, routine and non-routine specimen collection, safety procedures and infection control, documentation, as well as legal, ethical and professional considerations and other roles of a phlebotomist in healthcare. Students will practice phlebotomy skills for venipuncture and capillary punctures in a laboratory setting A minimum of 30 completed venipunctures and 10 capillary punctures during the laboratory portion are required for successful completion of the course. Prerequisite: HPRS1413

PHYS1310 : General Physics

Credit Hours: 3
Clock Hours: 45/0/0

This is a fundamental course in physics (non-calculus based) that describes and explains the laws of mechanics, motion, gravity, impulse and momentum, energy, the interaction of forces, work, power, friction, conservation laws, and the physics of fluids.
Prerequisites: None

PHYS1311 : Introductory Physics

Credit Hours: 3
Clock Hours: 45/0/0

This course provides an in-depth understanding of Waves and Energy Transport, covering topics such as Transverse and Longitudinal Waves, Speed of Transverse Waves on a String, Periodic Waves, Principle of Superposition, Reflection and Refraction, Interference and Diffraction, Standing Waves, Sound Waves, The Speed of Sound Waves, Amplitude and Intensity of Sound Waves, Standing Sound Waves, The Human Ear, The Doppler Effect, Echolocation and Medical Imaging, Wavefronts, Rays, and Huygens Principle, The Reflection of Light, The Refraction of Light: Snell's Law, Total Internal Reflection, The Formation of Images Through Reflection or Refraction, and Constructive and Destructive Interaction. The course will focus on the fundamental principles of wave behavior and energy transport, examining the properties of waves and their interactions with matter.

PNVN1110 : Basic Foundations in Nursing & Nursing Practice

Credit Hours: 11
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. Pre-requisites: None. Co-requisites: PNVN1319

PNVN1112 : Personal & Vocational Concepts

Credit Hours: 1
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.

PNVN1201 : Foundations of Nursing

Credit Hours: 4
Clock Hours: 60/0/0

This course introduces the student to the role of a student, basic skills for success, nursing history and trends; nursing ethics; legal aspects of nursing; practical relationships in healthcare, including the role of the vocational and professional nurse; and the continuum of nursing education. The student is given a broad overview of the nurse-client relationship, principles of therapeutic communication, and the cultural diversity of clients. Client care is discussed throughout the life span as guided by the Nursing Process framework within the scope of Practical/ Vocational Nurse practice.

PNVN1202 : College Mathematics

Credit Hours: 3
Clock Hours: 45/0/0

This course covers principles and applications of whole numbers, fractions, decimals, percents, ratio, proportions, measurements, statistics, basic algebra, and geometry. The metric system, the apothecary system, and conversion between systems are presented. Allied health applications are discussed.

PNVN1203 : Fundamentals of Anatomy & Physiology

Credit Hours: 3
Clock Hours: 45/0/0

This course introduces the student to the structure and function of the body. Directions, geometric planes, and cavities of the body are presented. Cells, tissues, organs, and systems are discussed. The major organs of each system and how they relate to the overall status of the body are discussed.

PNVN1204 : Pharmacology

Credit Hours: 3.5
Clock Hours: 45/12/0

This course focuses on dosages, applications, side effects, toxicity, and laboratory tests performed to monitor actions and effects of specific drugs. Drug administration is discussed and illustrated. Issues involved with I.V. (Intravenous) Therapy will be covered.

PNVN1205 : Transition to Practice

Credit Hours: 3
Clock Hours: 46/0/0

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.

PNVN1253 : Transitions to Practice

Credit Hours: 2.5
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. Pre-requisites: PNVN1111, PNVN1110, PNVN1319, PNVN1821, PNVN1430, PNVN1931, PNVN1431, PNVN1741, PNVN1432. Co-requisites: PNVN1450, PNVN1433

PNVN1319 : Clinical Practice I

Credit Hours: 3
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. Pre-requisites: None. Co-requisites: PNVN1119

PNVN1320 : Clinical Practice I

Credit Hours: 3.5
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.

PNVN1359 : Clinical Practice V

Credit Hours: 2
Clock Hours: 0/0/100

This course provides clinical experiences in women's health, maternity and care for pediatric patients. Students will have the opportunity to practice safe patient care, patient focused communication and apply knowledge and theories learned in the classroom.

PNVN1429 : Clinical Practice II

Credit Hours: 2.5
Clock Hours: 0/0/120

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.

PNVN1430 : Clinical Practice II

Credit Hours: 4.5
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. Pre-requisites: PNVN1111, PNVN1110, PNVN1319. Co-requisites: PNVN1821

PNVN1431 : Clinical Practice III

Credit Hours: 4.5
Clock Hours: 0/30/170

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. Pre-requisites: PNVN1111, PNVN1110, PNVN1319, PNVN1821, PNVN1430. Co-requisites: PNVN1931

PNVN1432 : Clinical Practice IV

Credit Hours: 4.5
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. Pre-requisites: PNVN1111, PNVN1110, PNVN1319, PNVN1821, PNVN1430, PNVN1931, PNVN1431. Co-requisites: PNVN1741

PNVN1433 : Clinical Practice V

Credit Hours: 4.5
Clock Hours: 0/44/176

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. Pre-requisites: PNVN1111, PNVN1110, PNVN1319, PNVN1821, PNVN1430, PNVN1931, PNVN1431, PNVN1741, PNVN1432. Co-requisites: PNVN1450, PNVN1253

PNVN1439 : Clinical Practice III

Credit Hours: 3
Clock Hours: 0/0/135

Students will have the opportunity to practice nursing skills with patients who have chronic medical surgical conditions while utilizing the nursing process in the clinical setting. 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.

PNVN1449 : Clinical Practice IV

Credit Hours: 3
Clock Hours: 0/0/135

This course provides the student clinical learning experiences to apply theoretical concepts using the nursing process in areas of gastrointestinal, neurological, reproductive, endocrine systems and immuno-oncology across the lifespan. Patient advocacy and clinical reasoning will be promoted in the clinical setting.

PNVN1450 : Family Health Nursing

Credit Hours: 4
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. Pre-requisites: PNVN1111, PNVN1110, PNVN1319, PNVN1821, PNVN1430, PNVN1931, PNVN1431, PNVN1741, PNVN1432. Co-requisites: PNVN1253, PNVN1433

PNVN1451 : Family Health Nursing

Credit Hours: 5
Clock Hours: 60/40/0

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.

PNVN1522 : Introduction to Medical-Surgical Nursing

Credit Hours: 8
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, components of the head-to-toe data collection will be used to formulate plans of care. Students will study the multidisciplinary care for patients with medical surgical conditions. Consideration of patients with integumentary system alterations will also be discussed. Discussion will include human growth and development, mental health disorders, and health promotion and education.

PNVN1541 : Medical-Surgical Nursing II

Credit Hours: 7
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: 9
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 patients with medical surgical health alterations using the nursing process. Emphasis is placed on the care of patients with alterations in cardiac, respiratory, genitourinary, musculo-skeletal systems as well as concepts of growth and development.

PNVN1741 : Medical-Surgical Nursing II

Credit Hours: 7
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. Pre-requisites: PNVN1111, PNVN1110, PNVN1319, PNVN1821, PNVN1430, PNVN1931, PNVN1431. Co-requisites: PNVN1432

PNVN1821 : Introduction to Medical-Surgical Nursing

Credit Hours: 8
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. Pre-requisites: PNVN1111, PNVN1110, PNVN1319. Co-requisites: PNVN1430

PNVN1931 : Medical-Surgical Nursing I

Credit Hours: 9
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. Pre-requisites: PNVN1111, PNVN1110, PNVN1319, PNVN1821, PNVN1430. Co-requisites: PNVN1431

POFM1201 : Externship I

Credit Hours: 2.5
Clock Hours: 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: POFM1413, POFM1423, POFM1433, POFM1443, POFM1453, POFM1463, CPSO1111, CPSO1112, CPSO1113, CPSO1114, CPSO1115, CPSO1116

POFM1202 : Externship II

Credit Hours: 2.5
Clock Hours: 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: POFM1201, POFM1413, POFM1423, POFM1433, POFM1443, POFM1453, POFM1463, CPSO1111, CPSO1112, CPSO1113, CPSO1114, CPSO1115, CPSO1116

POFM1513 : Medical Office Procedures

Credit Hours: 5
Clock Hours: 55/40/0

Students acquire clerical and administrative skills typically expected in a medical office. This course includes discussions and activities in telecommunications, medical record management, mail processing and general office equipment. Students practice keyboarding to gain accuracy and speed and learn medical terminology. In addition, students will learn essential skills in professionalism and portraying a professional image, professional relationships, and confidentiality.

POFM1523 : Computer Applications

Credit Hours: 5
Clock Hours: 55/40/0

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. In addition, students will learn essential skills in professional courtesy and respect in healthcare, generational diversity, cultural awareness, transgender community awareness, and completing an application and resume.

POFM1533 : Medical Insurance Coding I

Credit Hours: 5
Clock Hours: 55/40/0

This course provides a detailed approach to the accurate use of The Physician's Current Procedural Terminology (CPT) and for procedural coding of insurance claims. Activities in the Healthcare Procedure Coding System (HCPCS) are also addressed. In addition, students will learn essential skills in teamwork, effective communication, conflict resolution, and how to recognize signs of drug use.

POFM1543 : Medical Insurance Coding II

Credit Hours: 5
Clock Hours: 55/40/0

This course provides a detailed approach to the accurate use of the International Classification of Diseases (ICD-10-CM) used for diagnosis coding. This course includes discussions on the correct and ethical coding of insurance claims. In addition, students will learn essential skills in time management, planning and scheduling, study skills, critical thinking and learning preferences.

POFM1553 : Medical Insurance Claims Processing

Credit Hours: 5
Clock Hours: 55/40/0

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. In addition, students will learn essential skills in serving specialized populations in healthcare, understanding healthcare for underserved populations, planning for a career, and interviews and follow-up communication.

POFM1563 : Medical Office Applications

Credit Hours: 5
Clock Hours: 55/40/0

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. In addition, students will learn essential skills in financial literacy, working with patients with Autism Spectrum Disorder, and effective communication in the workplace.

PSOM1217 : Therapeutic Intervention

Credit Hours: 2.5
Clock Hours: 30/20/0

This course is designed to develop the advanced expertise required to perform high quality sleep studies including CPAP, BiPAP, BiPAP ST, ASV, AVAPS, iVAPS and supplemental oxygen under the supervision of clinical professionals. Students will be able to apply advanced testing techniques and handle complex types of sleep disorders demonstrating familiarity with pathophysiology, epidemiology and clinical guidelines for sleep disorders and treatment options. Alternative therapies will be discussed as well such as surgical and dental options.
Prerequisites: PSOM1230, PSOM1910, PSOM2316

PSOM1230 : PSG Pattern Recognition

Credit Hours: 2.5
Clock Hours: 30/15/0

In this course students have the opportunity to read and interpret patterns seen during testing procedures. Students will learn how to score Polysomnograms, identify patterns displayed at variations in sensitivity, filter settings, paper speed, montages, and screen display. Students will apply clinical correlation to the disease process, patient's clinical presentation, and the patterns displayed.
Prerequisites: ELEC1910

PSOM1311 : PSG Capstone

Credit Hours: 3
Clock Hours: 45/0/0

This course is designed as a capstone experience to facilitate final preparation for employment in polysomnographic technology and BRPT & RPSGT 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: PSOM1230, PSOM1910, PSOM2316

PSOM1910 : Polysomnography

Credit Hours: 9
Clock Hours: 120/30/0

In this course, students will learn principles and practices of polysomnography. This course and lab component includes testing indicators, specific polysomnographic terminology, instrumentation, required documentation, the patient care process, as well as basic anatomy & physiology of cardiac, respiratory and neurologic systems as they pertain to PSG. In addition, students will take an in-depth look at the various sleep disorders including their classification, diagnosis and treatment. Students will learn the Practice Guidelines for Adult and Pediatric PSG, technical specifications and sleep report calculations, as well as the recording of bio-potentials and data acquisition storage.
Prerequisites: ELEC1910

PSOM2316 : PSG Clinical Experience I

Credit Hours: 3.5
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. This course provides a health-related, work-based learning opportunity for students to perform specialized sleep studies. Students will get on-the-job experience to develop professionalism and implement previously discussed policies, procedures, and safety measures in a lab environment. Direct supervision is provided by clinical professionals.
Prerequisites: ELEC1910

PSOM2317 : PSG Clinical Experience II

Credit Hours: 3.5
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. This course provides a health-related, work-based learning opportunity for students to perform specialized sleep studies. Students will get on-the-job experience to develop professionalism and implement previously discussed policies, procedures, and safety measures in a lab environment. Direct supervision is provided by clinical professionals.
Prerequisites: PSOM1230, PSOM1910, PSOM2316

PSYC1310 : General Psychology

Credit Hours: 3
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.

PSYC1320 : Human Growth & Development

Credit Hours: 3
Clock Hours: 45/0/0

This course identifies and discusses all stages in the life span from infancy through late adulthood. A discussion of cultural considerations, types of families, changes affecting modern families and family patterns, and qualities of functional families are included.

PTAP1201 : Functional & Applied Anatomy Lab

Credit Hours: 2
Clock Hours: 0/60/0

This laboratory course provides hands-on experience complementing the didactic material presented in PTAP1400. Emphasis is on development of competency in data collection skills relevant to the musculoskeletal system.
Prerequisites: PTAP1300, BIOL1310, BIOL1320;
Co-Requisites: PTAP1400

PTAP1202 : Introduction to Physical Therapy

Credit Hours: 2
Clock Hours: 30/0/0

This course provides an introduction to the physical therapy profession, including its history, scope of practice, roles and responsibilities of the physical therapist assistant, and the legal and ethical framework guiding practice. Students explore healthcare systems, documentation, communication, cultural competence, and foundational concepts of evidence-based practice and clinical reasoning. Emphasis is placed on developing professional behaviors, understanding healthcare disparities, and applying foundational knowledge to support safe, effective patient care within the plan of care.

PTAP1210 : Patient Care Skills

Credit Hours: 2
Clock Hours: 30/0/0

This course covers foundational patient care skills: communication, safety considerations, implementation of plan of care, chart review, patient positioning and monitoring, mobility skills, massage, and documentation. CPR training and certification are also completed in this course.
Prerequisites: PTAP1300;
Co-Requisites: PTAP1211

PTAP1211 : Patient Care Skills Lab

Credit Hours: 2
Clock Hours: 0/60/0

This laboratory course provides hands-on experience complementing the didactic material presented in PTAP1210. This course covers foundational patient care skills: communication, safety considerations, implementation of the plan of care, chart review, patient positioning and monitoring, mobility skills and documentation. Practical application of basic patient care skills and data collection is emphasized.
Prerequisites: PTAP1300;
Co-Requisites: PTAP1210

PTAP1221 : Musculoskeletal Rehabilitation Lab

Credit Hours: 2
Clock Hours: 0/60/0

This course accompanies PTAP1320 and covers practical application and instruction of interventions and exercise in musculoskeletal rehabilitation. Demonstration of competency in exercise instruction and technique is emphasized. Implementation of the physical therapy plan of care for a patient with musculoskeletal disorders is covered.
Prerequisites: PTAP1201, PTAP1210, PTAP1211, PTAP1400;
Co-Requisites: PTAP1320

PTAP1240 : Modalities

Credit Hours: 2
Clock Hours: 30/0/0

This course presents the therapeutic modalities and physical agents that are used in physical therapy practice. Physiological effects, patient preparation, treatment parameters, indications, precautions and contraindications will be discussed.
Prerequisites: PTAP1201, PTAP1210, PTAP1211, PTAP1400;
Co-Requisites: PTAP1241

PTAP1241 : Modalities Lab

Credit Hours: 1.5
Clock Hours: 0/45/0

This course presents therapeutic modalities and physical agents commonly used in physical therapy practice. Instruction in safe application and demonstration of competency is emphasized. Application of modalities and agents as part of the physical therapy plan of care is covered.
Prerequisites: PTAP1201, PTAP1210, PTAP1211, PTAP1400;
Co-Requisites: PTAP1240

PTAP1300 : Introduction to Physical Therapy

Credit Hours: 3
Clock Hours: 45/0/0

This course provides a basic introduction to the field of Physical Therapy. Course content includes an introduction to the physical therapy profession and its national organization, physical therapy practice description, appropriate clinical behavior, communication, and ethical and legal issues in the field. Instruction regarding health care team members, medical terminology and study skills are also included in this class.

PTAP1320 : Musculoskeletal Rehabilitation

Credit Hours: 3
Clock Hours: 45/0/0

This course presents interventions in the management of patients with common musculoskeletal dysfunctions and role of the physical therapist assistant in implementation of the plan of care. Exercise principles, technique and instruction are covered.
Prerequisites: PTAP1201, PTAP1210, PTAP1211, PTAP1400;
Co-Requisites: PTAP1221

PTAP1350 : Pathology for the Physical Therapist Assistant

Credit Hours: 3
Clock Hours: 45/0/0

This course presents the etiology, pathophysiology, incidence, signs and symptoms, diagnoses, prognosis, medical, pharmacological and physical therapy treatment of diseases commonly seen in physical therapy. Implications for treatment by the physical therapist assistant are emphasized. This course explores current concepts related to wellness and prevention and the physical therapist assistant's role in wellness.

PTAP1400 : Functional & Applied Anatomy

Credit Hours: 4
Clock Hours: 60/0/0

This course expands upon previous knowledge of musculoskeletal anatomy. Content areas include applied movement concepts and data collection relevant to the role of the physical therapist assistant.
Prerequisites: PTAP1300, BIOL1310, BIOL1320;
Co-Requisites: PTAP1201

PTAP2101 : Patient Care Skills II Lab

Credit Hours: 1
Clock Hours: 0/30/0

This laboratory course provides hands-on application of physical agent modalities, integumentary management techniques, and assistive devices used in physical therapy practice. Students perform safe application of therapeutic modalities, compression techniques, and mechanical devices while monitoring patient response and ensuring patient safety. Emphasis is placed on clinical reasoning, patient education, and appropriate modification of interventions within the plan of care.

PTAP2102 : Clinical Seminar

Credit Hours: 1
Clock Hours: 15/0/0

This course provides guided reflection and professional development activities to support student success during clinical education. Students explore topics including professional behaviors, healthcare systems, communication, advocacy, and health disparities. Emphasis is placed on integrating clinical experiences with evidence-informed practice, developing effective communication strategies, and preparing for entry-level practice as a physical therapist assistant.

PTAP2121 : Cardiopulmonary Rehabilitation Lab

Credit Hours: 1
Clock Hours: 0/30/0

This course accompanies PTAP2220 and covers practical application and instruction of cardiopulmonary rehabilitation techniques and demonstration of competency. Implementation of the cardiopulmonary plan of care is included.
Prerequisites: PTAP2201, PTAP2400;
Co-Requisites: PTAP2220

PTAP2131 : Rehabilitation for Specialized Disorders Lab

Credit Hours: 1
Clock Hours: 0/30/0

This course explores the role of the physical therapist assistant in implementation of the plan of care for patient individuals with specialized disorders and complements the lecture course. Practical application of data collection and interventions associated with discussed disorders. Demonstration of competency and implementation of plan of care is emphasized.
Prerequisites: PTAP2121, PTAP2220, PTAP2525;
Co-Requisites: PTAP2230

PTAP2201 : Neuromuscular Rehabilitation Lab

Credit Hours: 2.5
Clock Hours: 0/75/0

This course accompanies PTAP2400 and covers practical application and instruction of neuromuscular rehabilitation techniques and demonstration of competency. Implementation of the neurologic plan of care is included.
Prerequisites: PTAP1201, PTAP1210, PTAP1211, PTAP1350, PTAP1400;
Co-Requisites: PTAP2400

PTAP2202 : Neuromuscular Rehabilitation Lab

Credit Hours: 2
Clock Hours: 0/60/0

This laboratory course provides hands-on application of neuromuscular rehabilitation techniques used in the management of individuals with neurological conditions. Students perform assessment, intervention, and patient education techniques while applying principles of motor control, clinical reasoning, and the International Classification of Functioning, Disability and Health (ICF) framework. Emphasis is placed on safe, effective implementation of the plan of care, interprofessional collaboration, and progression of treatment based on patient response.

PTAP2203 : Patient Care Skills II

Credit Hours: 2
Clock Hours: 30/0/0

This course expands upon foundational patient care skills with an emphasis on physical agents, pain management, integumentary considerations, and assistive technologies used in rehabilitation. Students explore the principles, indications, and precautions of modalities, orthotics, and mechanical devices, along with concepts of tissue healing and edema management. Emphasis is placed on clinical reasoning, patient safety, and monitoring patient response to interventions within the physical therapist assistant scope of practice.

PTAP2210 : Rehabilitation Through the Lifespan

Credit Hours: 2
Clock Hours: 30/0/0

Rehabilitation of individuals throughout the lifespan is discussed: special considerations in the pediatric and geriatric populations.
Prerequisites: PTAP1201, PTAP1210, PTAP1211, PTAP1350, PTAP1400, PSYC1320

PTAP2220 : Cardiopulmonary Rehabilitation

Credit Hours: 2
Clock Hours: 30/0/0

Exploration of the role of the physical therapist assistant in care of patient with cardiovascular and pulmonary disorders in implementing the plan of care.
Prerequisites: PTAP2201, PTAP2400;
Co-Requisites: PTAP2121

PTAP2230 : Rehabilitation for Specialized Disorders

Credit Hours: 2
Clock Hours: 30/0/0

This course explores the role of the physical therapist assistant in implementation of the plan of care for patient individuals with specialized disorders.
Prerequisites: PTAP2121, PTAP2220, PTAP2525;
Co-Requisites: PTAP2131

PTAP2240 : Special Topics for the Physical Therapist

Credit Hours: 2
Clock Hours: 30/0/0

This course explores advanced and emerging topics in physical therapy practice with an emphasis on professional transition, ethical decision-making, and lifelong learning. Students examine legal and regulatory requirements, advocacy, professional development, evidence-informed practice, and healthcare trends. Emphasis is placed on integrating knowledge and skills to support entry-level practice, professional growth, and effective participation in the healthcare system.

PTAP2320 : Cardiopulmonary Rehabilitation

Credit Hours: 3
Clock Hours: 45/0/0

This course examines the principles of physical therapy management for patients with cardiovascular and pulmonary conditions across the lifespan. Students explore the structure and function of the cardiopulmonary system, common diseases and medical management, and the physiological responses to exercise. Emphasis is placed on monitoring patient status, interpreting clinical data, and applying safe, evidence-informed interventions to support endurance, function, and overall health.

PTAP2330 : Rehabilitation for Specialized Disorders

Credit Hours: 3
Clock Hours: 45/0/0

This course examines physical therapy management for individuals with complex and specialized conditions across the lifespan. Students explore rehabilitation considerations for populations such as individuals with diabetes, obesity, cancer, burns, amputations, pelvic health conditions, and pediatric disorders. Emphasis is placed on clinical reasoning, safety, psychosocial factors, and application of evidence-informed strategies to support functional outcomes within the physical therapist assistant scope of practice.

PTAP2340 : Special Topics for the Physical Therapist Assistant

Credit Hours: 3
Clock Hours: 45/0/0

This course covers administrative issues and career development as well as current topics in physical therapy. Clinical experiences and presentation of case histories are completed. The course is designed to meet the needs of the student in regional considerations. Topics may vary from offering to offering.
Prerequisites: PTAP2131, PTAP2230, PTAP2535

PTAP2400 : Neuromuscular Rehabilitation

Credit Hours: 4
Clock Hours: 60/0/0

This course covers the role of the physical therapist assistant (PTA) in the management of patients with common neurological dysfunctions. The student will learn theoretical principles and how to integrate them in treatment.
Prerequisites: PTAP1201, PTAP1210, PTAP1211, PTAP1350, PTAP1400;
Co-Requisites: PTAP2201

PTAP2525 : Clinical Experience I

Credit Hours: 5
Clock Hours: 0/0/240

This full-time, six week, clinical affiliation will provide the student with initial exposure to the clinical setting. The PTA student will be under the direct supervision of a PT and/or PTA. This clinical affiliation allows students to practice patient care skills, document treatment techniques and enhance communication skills with all health care team members.
Prerequisites: PTAP1221, PTAP1240, PTAP1241, PTAP1320, PTAP2201, PTAP2210, PTAP2400

PTAP2535 : Clinical Experience II

Credit Hours: 5
Clock Hours: 0/0/240

This full-time, six week, clinical affiliation, will allow students to expand upon their previous clinical experience and incorporate the knowledge and skills from additional coursework. The student will be under the direct supervision of a PT and/or PTA. Emphasis is placed on the student assuming a more active role with the rehabilitation team for the delivery of care.
Prerequisites: PTAP2121, PTAP2220, PTAP2525

PTAP2545 : Clinical Experience III

Credit Hours: 5
Clock Hours: 0/0/240

At the completion of this full-time, six week clinical affiliation, the student goal will be to perform as an entry-level physical therapist assistant. Students participate in this clinical experience under the supervision of a licensed physical therapist and/or physical therapist assistant.
Prerequisites: PTAP2131, PTAP2230, PTAP2535

PTAP2640 : Clinical Experience II

Credit Hours: 6
Clock Hours: 0/0/270

This course provides advanced supervised clinical experience in a physical therapy setting, allowing students to demonstrate entry-level competencies in patient care. Students perform data collection, implement and modify interventions, document patient care, and communicate effectively with patients and the healthcare team. Emphasis is placed on clinical reasoning, time management, professional behavior, and progression toward independent performance within the physical therapist assistant scope of practice.

PTAP2730 : Clinical Experience I

Credit Hours: 7
Clock Hours: 0/0/315

This course provides supervised clinical experience in a physical therapy setting, allowing students to apply foundational knowledge and skills in patient care. Students participate in data collection, implementation of selected interventions, documentation, and communication with patients and the healthcare team under the direction of a licensed physical therapist. Emphasis is placed on professional behavior, clinical reasoning, patient safety, and adherence to ethical and legal standards in practice.

RADT1110 : Positioning I Lab

Credit Hours: 1
Clock Hours: 0/30/0

This course provides practical experience in radiographic positioning for the chest, abdomen, upper and lower limbs, and pelvis. Students will apply positioning techniques, practice patient communication, and implement safety protocols in simulated radiographic procedures. Emphasis is placed on producing quality images, protecting patients and personnel, and developing professional behavior in a clinical lab setting.

RADT1120 : Patient Care in Radiology Lab

Credit Hours: 1
Clock Hours: 0/30/0

This course provides guided practice in delivering safe, ethical, and effective patient care in radiologic settings. Students develop hands-on skills in infection control, patient transfers, communication, and basic procedures including contrast administration and emergency response. Emphasis is placed on applying knowledge from the theory course to realistic clinical scenarios, using professional standards and safety protocols to support patient-centered care.

RADT1122 : Positioning II Lab

Credit Hours: 1
Clock Hours: 0/30/0

This course provides hands-on practice in radiographic positioning of the vertebral column, skull, facial bones, and bony thorax. Students apply procedural knowledge to simulate routine, trauma, mobile, and surgical imaging scenarios while reinforcing skills in image evaluation, exposure factor selection, and patient safety. Emphasis is placed on performing radiographic procedures using correct anatomical landmarks, positioning terminology, and equipment operation within a safe and professional lab environment.

RADT1210 : Positioning I

Credit Hours: 2
Clock Hours: 30/0/0

This course provides foundational instruction in radiographic positioning concepts and procedures for the chest, abdomen, upper and lower limbs, and pelvis. Students learn anatomical relationships, positioning terminology, procedural steps, and the factors that influence image quality. Emphasis is placed on the application of technical knowledge, patient-centered care principles, and the rationale behind procedural choices in radiographic imaging.

RADT1220 : Patient Care in Radiology

Credit Hours: 2
Clock Hours: 30/0/0

This course introduces students to the essential concepts and responsibilities involved in delivering patient care in radiologic settings. Through the study of communication techniques, safety practices, infection control, and ethical decision-making, students gain a foundation for supporting patients across a variety of clinical scenarios. The course also explores pharmacology, contrast media, and the radiographer's role in emergency situations, emphasizing professional conduct, patient advocacy, and collaboration within the healthcare team.

RADT1222 : Positioning II

Credit Hours: 2
Clock Hours: 30/0/0

This course builds on foundational radiographic positioning concepts with a focus on the vertebral column, bony thorax, cranium, facial bones, sinuses, and advanced extremity views. Emphasis is placed on anatomy, positioning terminology, exposure factor selection, and procedural considerations for both routine and trauma imaging scenarios. Students also explore mobile, surgical, and interprofessional imaging environments. This course prepares students to apply didactic knowledge in future lab and clinical settings.

RADT1230 : Principles of Exposure

Credit Hours: 2
Clock Hours: 30/0/0

This course introduces the principles of radiographic exposure and image quality in diagnostic imaging. Students explore the relationships between technical factors, equipment operation, and image appearance, with an emphasis on exposure factor selection, image evaluation, and corrective action. Topics include image acquisition systems, radiographic informatics, radiation safety, and common image errors that affect diagnostic quality. The course prepares students to apply exposure science in future environments through analysis of exposure variables and quality standards.

RADT1300 : Introduction to Radiologic Technology

Credit Hours: 3
Clock Hours: 45/0/0

This course provides an overview of the radiologic sciences profession, focusing on patient care, medical terminology, and the role of radiologic technologists. Students will explore the history and future of radiography, learn proper patient care techniques, and the importance of effective communication and customer service in healthcare.

RADT1310 : Clinical I

Credit Hours: 3.5
Clock Hours: 0/0/160

This course introduces students to the clinical environment of radiologic technology through supervised experience in a healthcare setting. Students begin applying foundational skills in radiographic positioning, patient care, and equipment use while observing clinical workflow and interprofessional communication. Emphasis is placed on professional conduct, safety, and accurate application of concepts learned in the classroom and lab. This course serves as the student's first exposure to direct patient interaction and real-time imaging procedures.

RADT2130 : Positioning III Lab

Credit Hours: 1
Clock Hours: 0/30/0

This course provides supervised practice of advanced radiographic positioning skills, including procedures involving the digestive, urinary, and reproductive systems, as well as mobile, surgical, trauma, and pediatric imaging. Students perform procedures using radiographic phantoms and lab equipment while demonstrating appropriate patient care, safety, and technical proficiency. Emphasis is placed on image evaluation, equipment operation, and the application of exposure principles for specialized radiographic exams.

RADT2210 : Image Quality & Analysis

Credit Hours: 2
Clock Hours: 30/0/0

This course explores the principles and variables that impact radiographic image quality. Students will examine factors affecting contrast, spatial resolution, distortion, and receptor exposure, and will learn to identify and evaluate technical errors and artifacts. Emphasis is placed on exposure techniques, image critique, equipment calibration, and quality assurance processes within the clinical workflow. This course prepares students to assess and optimize image quality while supporting patient safety and diagnostic accuracy.

RADT2220 : Pathology

Credit Hours: 2
Clock Hours: 30/0/0

This course explores the nature and classification of disease with an emphasis on radiographic appearance and diagnostic impact. Students will examine how common pathologies affect anatomy, physiology, and image quality across major body systems. Emphasis is placed on terminology, disease processes, and the relationship between pathology, technical factors, and clinical decision-making in radiologic procedures.

RADT2230 : Positioning III

Credit Hours: 2
Clock Hours: 30/0/0

This course expands on radiographic positioning principles for specialized imaging procedures, including contrast studies of the digestive and urinary systems, mobile and surgical radiography, and pediatric or trauma considerations. Emphasis is placed on anatomical relationships, procedural planning, exposure factor selection, patient consent, and safety protocols. Students explore pharmacologic principles relevant to contrast administration and prepare for advanced clinical application through image critique and case-based learning.

RADT2250 : Advanced Imaging

Credit Hours: 2
Clock Hours: 30/0/0

This course explores specialized radiographic imaging procedures beyond conventional radiography. Students will study advanced modalities such as computed tomography (CT), magnetic resonance imaging (MRI), ultrasound, nuclear medicine, and interventional radiology. Emphasis is placed on understanding indications, procedures, safety considerations, and equipment used in each modality, along with the evolving role of the radiologic technologist.

RADT2320 : Clinical II

Credit Hours: 3.5
Clock Hours: 0/0/160

This course builds on foundational clinical skills as students advance their performance in radiographic procedures within a supervised clinical environment. Emphasis is placed on applying positioning techniques, exposure factor selection, image evaluation, and patient care across a broader range of imaging exams. Students further develop professional communication, radiation safety practices, and interprofessional collaboration. Clinical experiences reinforce critical thinking, procedural accuracy, and professional behaviors required for competent radiologic practice.

RADT2330 : Radiographic Physics

Credit Hours: 3
Clock Hours: 45/0/0

This course introduces the fundamental physics concepts underlying radiologic imaging. Students will explore atomic structure, X-ray production, photon interactions with matter, and the function of diagnostic imaging equipment. Emphasis is placed on the application of physics principles to image quality, equipment operation, and radiation safety in clinical practice. This foundational knowledge supports informed decision-making and safe radiographic procedures in professional settings.

RADT2340 : Radiographic Biology

Credit Hours: 3
Clock Hours: 45/0/0

This course introduces the student to radiation protection concepts and includes a review of the basic interactions of x-radiation with matter. The radiation quantities and units are discussed in relation to limits for exposure to ionizing gradation and protection of the patient and the occupationally exposed personnel during diagnostic radiographic procedures. Cell biology and the structure of the cell are studied in conjunction with the biologic effects of radiation exposure.

RADT2460 : Registry Review

Credit Hours: 4
Clock Hours: 60/0/0

This final course in the program provides a comprehensive review of the radiologic technology curriculum, reinforcing core concepts in patient care, radiographic procedures, image evaluation, physics, ethics, and radiation protection. Emphasis is placed on integrating previously learned content to support preparation for employment and successful credentialing. Students will identify areas for continued review, apply test-taking strategies, and assess their readiness for the national certification examination.

RADT2630 : Clinical III

Credit Hours: 6
Clock Hours: 0/0/270

This course advances the practical application of radiographic skills in a supervised clinical environment. Students perform a broader range of procedures with increasing independence, integrate knowledge of positioning, technique, and image critique, and demonstrate professional conduct in complex patient care scenarios. Emphasis is placed on accuracy, efficiency, and readiness for terminal competencies.

RADT2640 : Clinical IV

Credit Hours: 6
Clock Hours: 0/0/270

This course builds upon prior clinical experiences, emphasizing the development of precision, confidence, and efficiency in routine and advanced radiographic procedures. Under supervision, students demonstrate greater independence in equipment operation, image evaluation, and patient care. Continued focus is placed on professional conduct, radiation safety, and readiness for terminal competency assessment.

RADT2650 : Clinical V

Credit Hours: 6
Clock Hours: 0/0/270

This advanced clinical course provides students with extended opportunities to perform routine and complex radiographic procedures with increasing independence and confidence. Emphasis is placed on refining technical skills, critical thinking, communication, and professional judgment in diverse clinical settings. Students apply feedback, demonstrate accountability, and strengthen readiness for advanced clinical responsibilities under supervision.

RADT2660 : Clinical VI

Credit Hours: 6
Clock Hours: 0/0/270

This capstone clinical course provides students with opportunities to perform radiographic procedures with a high degree of independence and professional responsibility. Emphasis is placed on applying advanced skills, demonstrating sound clinical judgment, and providing safe and effective patient care. Students refine technical abilities, complete clinical objectives, and prepare for professional practice in radiologic technology.

RESP1111 : Respiratory Therapy Foundations

Credit Hours: 12
Clock Hours: 180

In this lecture course students learn and review 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. Students learn to perform patient assessments, including assessing the need for secretion removal and how to perform the appropriate procedures. 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 hyperinflation and incentive spirometry therapies. Professional development, ethics and critical thinking is introduced. Prerequisites: General Education courses respective to each program must be successfully completed. Corequisite: RESP1210

RESP1210 : Respiratory Therapy Foundations Applications

Credit Hours: 2
Clock Hours: 0/60/0

This lab course allows students the opportunity to build skills related to topics covered in the RESP1110 course in a laboratory setting. Students also learn to perform cardiopulmonary resuscitation (CPR) thru the American Heart Association.

Prerequisites: For course pre-requisite information, please refer to the *Programs of Study section* of the catalog.

Co-Requisites: For course co-requisite information, please refer to the *Programs of Study section* of the catalog.

RESP1310 : Respiratory Therapeutics, Diagnostics and Disease Management

Credit Hours: 3.5
Clock Hours: 30/45/0

In this lecture/lab course students examine the etiology and pathophysiology of respiratory disease and review patient assessment. Students learn and perform EKG procedures, cardiac rhythm identification and chest x-ray interpretation. Students also learn to maintain and manage artificial airways.

Prerequisites: For course pre-requisite information, please refer to the *Programs of Study section* of the catalog.

RESP1610 : Respiratory Therapeutics, Diagnostics and Disease Management Applications

Credit Hours: 6
Clock Hours: 0/0/285

This course allows students the opportunity to build skill and demonstrate competencies related to topics covered in the RESP1310 course in a live clinical setting. This course may also include clinical simulation performed on campus.

Prerequisites: For course pre-requisite information, please refer to the *Programs of Study section* of the catalog.

RESP2210 : Respiratory Therapy Capstone and Board Exam Prep Applications

Credit Hours: 2.5
Clock Hours: 0/0/120

This course allows students the opportunity to build skill and demonstrate competencies related to topics covered in the RESP2810 course in a live clinical setting. This course may also include clinical simulation performed on campus.

Prerequisites: For course pre-requisite information, please refer to the *Programs of Study section* of the catalog.

RESP2210 : Respiratory Diagnostics, Disease Management and Board Exam Prep Applications

Credit Hours: 2.5
Clock Hours: 0/0/120

This course allows students the opportunity to build skill and demonstrate competencies related to topics covered in the RESP2810 course in a live clinical setting. This course may also include clinical simulation performed on campus.

RESP2310 : Cardiopulmonary Critical Care

Credit Hours: 3.5
Clock Hours: 30/30/0

This lecture/lab course examines 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.

Prerequisites: For course pre-requisite information, please refer to the *Programs of Study section* of the catalog.

RESP2410 : Respiratory Care of Specialty Populations Applications

Credit Hours: 4
Clock Hours: 0/0/180

This course allows students the opportunity to build skill and demonstrate competencies related to topics covered in the RESP2620 course in a live clinical setting. This course may also include clinical simulation performed on campus.

Prerequisites: For course pre-requisite information, please refer to the *Programs of Study section* of the catalog.

RESP2610 : Cardiopulmonary Critical Care Applications

Credit Hours: 6
Clock Hours: 0/0/285

This course allows students the opportunity to build skill and demonstrate competencies related to topics covered in the RESP2310 course in a live clinical setting. This course may also include clinical simulation performed on campus.

Prerequisites: For course pre-requisite information, please refer to the *Programs of Study section* of the catalog.

RESP2620 : Respiratory Care of Specialty Populations

Credit Hours: 6
Clock Hours: 75/30/0

In this lecture/lab course 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 learn specialty therapies/procedures pertaining to Sleep Medicine, Pulmonary Function Testing, Bronchoscopy and Extracorporeal Membrane Oxygenation. Students work on case studies related to these topics.

Prerequisites: For course pre-requisite information, please refer to the *Programs of Study section* of the catalog.

RESP2810 : Respiratory Therapy Capstone and Board Exam Prep

Credit Hours: 8
Clock Hours: 100/40/0

This lecture/lab course offers a comprehensive review of the National Board for Respiratory Care (NBRC) Therapist Multiple Choice and Clinical Simulation exams as defined in the NBRC Content Outlines. 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 NBRC.

Prerequisites: For course pre-requisite information, please refer to the *Programs of Study section* of the catalog.

RESP2810 : Respiratory Diagnostics, Disease Management and Board Exam Prep

Credit Hours: 8
Clock Hours: 100/40/0

This lecture/lab course offers a comprehensive review of the National Board for Respiratory Care (NBRC) Therapist Multiple Choice and Clinical Simulation exams as defined in the NBRC Content Outlines. 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 NBRC.

SOCI1310 : Introduction to Sociology

Credit Hours: 3
Clock Hours: 45/0/0

This course is a general introduction to the study of sociology, which is the systematic study of human society and the social forces that shape human social life. The goal of this course is to provide students with an overview of how sociology helps us understand human societies, human relationships, group aspects of behavior, and social institutions.

SURG1223 : Applied Microbiology for Surgical Technology

Credit Hours: 2
Clock Hours: 30/0/0

In this course, students will explore the essential role of microbiology in maintaining sterile technique and infection control within the operative setting. They will learn to identify and comprehend the functions of different components of the compound microscope. Additionally, students will compare and contrast the structures and characteristics of diverse microorganisms. Through an in-depth study of the body's immune responses, they will analyze the defense mechanisms deployed against pathogens. By understanding the infectious process, students will gain valuable insights into its implications and significance in the context of surgical practice.

SURG1233 : Surgical Technology I Laboratory

Credit Hours: 2.5
Clock Hours: 0/80/0

This laboratory course provides the practical application of theoretical concepts, patient safety standards, and aseptic principles in alignment with SURG1533. Preoperative applied skills performed in the scrub role are highlighted with an emphasis on industry best practices and the application of critical thinking skills. Critical thinking skills within the operative environment are discussed in the context of patient care, emergency management and all-hazards preparation. Related medical/surgical terminology is integrated throughout the course.

SURG1733 : Surgical Technology Theory I

Credit Hours: 7
Clock Hours: 100/0/0

This course provides a comprehensive introduction into the field of surgical technology and perioperative theory and concepts. Major topics include the surgical technologist's roles and responsibilities, law and ethics in healthcare, safety and standard precautions, and preoperative case management. Perioperative theory and concepts include patient care, fundamentals of aseptic technique, environmental controls, and personnel practices. Related medical/surgical terminology is integrated throughout the course. During this course you will learn proper CPR, learn about Bloodborne Pathogens as well as HIPPA.

SURG1830 : Surgical Technology Theory I

Credit Hours: 8
Clock Hours: 120/0/0

This course provides a comprehensive introduction into the field of surgical technology and perioperative theory and concepts. Major topics include the surgical technologist's roles and responsibilities, law and ethics in healthcare, safety and standard precautions, and preoperative case management. Perioperative theory and concepts include patient care, fundamentals of aseptic technique, environmental controls, and personnel practices. Related medical/surgical terminology is integrated throughout the course.

SURG2243 : Surgical Technology Lab II

Credit Hours: 2.5
Clock Hours: 0/80/0

This laboratory course provides practical application of theoretical concepts, patient safety standards, and aseptic principles in alignment with SURG2543. Handling, passing, sterilization and assembly of specialty surgical instrumentation, equipment, and supplies is included. Intraoperative and postoperative case management skills are further emphasized.

SURG2253 : Surgical Technology Lab III

Credit Hours: 2.5
Clock Hours: 0/80/0

This laboratory course provides practical application of theoretical concepts, patient safety standards, and aseptic principles within the mock surgery setting in alignment with SURG2553. 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 to prepare the student for clinical experiences and surgical rotations.

SURG2260 : Surgical Technology Clinical Review I

Credit Hours: 2
Clock Hours: 30/0/0

This is the first 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.

SURG2363 : Surgical Technology Clinical Review I

Credit Hours: 3
Clock Hours: 50/0/0

This is the first 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) and/or the NCCT. Reviews will be conducted in several forms, including test skills preparation, anatomy & physiology, pharmacology, sterilization concepts, and surgical procedures review.

SURG2363 : Surgical Technology Clinical Review I

Credit Hours: 3
Clock Hours: 50/0/0

This is the first 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) and/or the NCCT. Reviews will be conducted in several forms, including test skills preparation, anatomy & physiology, pharmacology, sterilization concepts, and surgical procedures review.

SURG2571 : Surgical Technology Clinical Review II

Credit Hours: 5
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.

SURG2573 : Surgical Technology Clinical II

Credit Hours: 5.5
Clock Hours: 0/0/260

In 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.

SURG2574 : Surgical Technology Clinical Review II

Credit Hours: 5
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) and/or NCCT. Reviews will be conducted in several forms, including test skills preparation, anatomy & physiology, pharmacology, sterilization concepts, and surgical procedures review.

SURG2574 : Surgical Technology Clinical Review II

Credit Hours: 5
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) and/or NCCT. Reviews will be conducted in several forms, including test skills preparation, anatomy & physiology, pharmacology, sterilization concepts, and surgical procedures review.

SURG2743 : Surgical Technology Theory II

Credit Hours: 7
Clock Hours: 100/0/0

This course provides a comprehensive overview of surgical instrumentation, equipment, and supplies and will survey case management concepts. Topics include basic and specialty surgical instrument uses and classifications, wound types and healing, fundamentals of surgical pathophysiology, and postoperative patient care. Critical thinking skills within the operative environment are discussed in the context of surgical anticipation, sterilization, and all-hazards preparation. Related medical/surgical terminology is integrated throughout the course.

SURG2753 : Surgical Technology Procedures

Credit Hours: 7
Clock Hours: 100/0/0

This course will introduce students to surgery and primary surgical procedures within basic specialties including Surgical Procedures (Plastic Reconstructive Surgery, Orthopedic Surgery, Obstetric & Gynecologic Surgery, Genitourinary Surgery, Cardiothoracic/ Cardiovascular Surgery, Peripheral Surgery, Neurosurgery, Pediatric Surgery, Emergency Trauma) Related medical/surgical terminology, instrumentation, anatomy, physiology, and pathophysiology are integrated throughout the course.

SURG2763 : Surgical Technology Clinical I

Credit Hours: 7
Clock Hours: 0/0/320

In 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 learning process 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.

SURG2840 : Surgical Technology Theory II

Credit Hours: 8
Clock Hours: 120/0/0

This course provides a comprehensive overview of surgical instrumentation, equipment, and supplies and will survey case management concepts. Topics include basic and specialty surgical instrument uses and classifications, wound types and healing, 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.

SURG2851 : Surgical Technology Procedures

Credit Hours: 8
Clock Hours: 120/0/0

This course will introduce students to surgery and primary surgical procedures within basic specialties including general, obstetric & gynecologic, ophthalmic, otorhinolaryngologic, oral and maxillofacial surgery, plastic and reconstructive, genitourinary, orthopedic, cardiothoracic, peripheral vascular, neurosurgery, and diagnostic procedures. Related medical/surgical terminology, anatomy, physiology, and pathophysiology are integrated throughout the course.

Washington Auxiliary Facilities

Locations	
Innovative Sleep Centers 260 Lee St. SW Tumwater, WA	Vancouver Clinic 291 C Street, Ste 110 Vancouver, WA
The Vancouver Sleep Center 16219 SE 12th St, #206 Vancouver, WA	Vancouver Clinic 7809 NE Vancouver Plaza Drive, Ste 110 Vancouver, WA
Vancouver Clinic 700 NE 87th Ave Vancouver, WA	Peace Health Southwest Medical Center 400 NE Mother Joseph place Vancouver, WA
Vancouver Clinic 4500 SE Columbia Palisades Drive Vancouver, WA	Kaiser Longview 1230 7th Avenue Longview, WA
Vancouver Clinic 501 SE 172nd Ave. Vancouver, WA	Legacy Salmon Creek 2211 NE 139th Vancouver, WA
Vancouver Clinic 709 NE 136th Ave., Ste 101 Vancouver, WA	SeaMar Vancouver Medical Clinic-Delaware 7410 E. Delaware Lane Vancouver, WA
Vancouver Clinic 2621 NE 134th Street, Ste 300 Vancouver, WA	Vancouver Clinic 2525 NE 139th Street Vancouver, WA
Vancouver Clinic 2529 NE 139th Street Vancouver, WA	Vancouver Clinic 5515 Pioneer Street Vancouver, WA
A Children's Dentist 1215 SW Slotton Way Ste 120 Battleground, WA 98604	Vancouver Clinic 2415 NE 134th Street, Ste 301 Vancouver, WA
Battle Ground Smiles Dentistry 1214 SW Scotton Way Stes 101 & 103 Battleground, WA 98604	Adventure Dental Pediatric Dentistry & Orthodontics 900 NE 139th Street Ste 106 Vancouver, WA 98685
Distinctive Dental 601 SE 117th Ave Vancouver, WA 98683	Cowlitz River Dental 358 Front Ave NW Castle Rock, WA 98611

Locations	
MultiCare Yakima Memorial Hospital 2811 Tieton Drive Yakima, WA 98902	Dream Dentistry 950 14th Ave Longview, WA 98632
Padden Dental 8720 NE Centerpointe Drive Ste B221 Vancouver, WA 98665	New Horizons Dental 6916 NE 4th Plain Rd Vancouver, WA 98661
Winlock Family Dentistry PO Box 399 Winlock, WA 98596	Sentinel Periodontics and Implants 806 11th Ave Longview, WA 98632
Columbia Orthodontics PC-Salmon Creek 14201 NE 20th Ave Unit C103 Vancouver, WA 98686	Yakima Valley Farm Workers Clinic 601 N Keys Rd Yakima, WA 98901
Columbia Orthodontics-Battle Ground 909 W Main Street Unit 110 Battleground, WA 98604	Columbia Orthodontics PC-Cascade Park 234 SE 136th Ave Vancouver, WA 98684
Vancouver Smiles Dentistry 14411 NE Fourth Plain Blvd Ste 134 Vancouver, WA 98682	Vancouver Dentist Office 918 SE 164th Ave Ste 200 Vancouver, WA 98683
Central Washington Health Services Association, d/b/a Confluence Health 1201 S Miller Street Wenatchee, WA 98801	Northwest Medical Associates 222 NE Park Plaza Drive #100 Vancouver, WA 98684
Columbia Allergy 4317 NE Thurston Way Ste 100 Vancouver, WA 98662	Child and Adolescent Clinic 2121 NE 139th Street #400 Vancouver, WA 98686
Evergreen Pediatric Clinic 505 NE 87th Ave #120 Vancouver, WA 98664	Compass Oncology 210 SE 136th Ave Vancouver, WA 98684
One Community Health Washington 875 SW Rock Creek Drive Stevenson, WA 98648	Man Alive Clinic 9430 NE Vancouver Mall Drive Vancouver, WA 98662
Rebound Orthopedics 200 NE Mother Joseph Place, Ste 110 Vancouver, WA 98664	One Community Health Washington 65371 Hwy 14 White Salmon, WA 98672

Additional Provisions - Memphis

Calendar

2026 Student Holidays

January 1, 2026	New Year's Day
January 19, 2026	Martin Luther King, Jr. Day
May 25, 2026	Memorial Day
June 19, 2026	Juneteenth
July 3, 2026	Independence Day
September 7, 2026	Labor Day
November 11, 2026	Veteran's Day
November 26, 2026	Thanksgiving Day
November 27, 2026	Day after Thanksgiving
December 25, 2026	Christmas Day

Graduation Dates

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

Clinical Schedules

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

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

Externship Schedules

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

Hours of Operation

Classroom - Open at least 15 minutes before and after each scheduled class.

Administration - 8 a.m. to 8 p.m. Monday through Thursday and 8 a.m. to 5 p.m. Friday

Learning Resource Center - 8 a.m. to 8 p.m. Monday through Friday unless posted.

Cardiovascular Sonography 2025

Day Classes and Clinical Training Monday – Friday 8:00 a.m. – 5:00 p.m. Class and Clinical Times May Vary	
Start	**Graduate**
04/21/25	11/25/26
11/24/25	06/30/27

Cardiovascular Sonography 2026

Day Classes and Clinical Training Monday – Friday

8:00 a.m. – 5:00 p.m. Class and Clinical Times May Vary	
Start	**Graduate**
07/13/26	02/09/28

Cardiovascular Sonography 2027

Day Classes and Clinical Training Monday – Friday 8:00 a.m. – 5:00 p.m. Class and Clinical Times May Vary	
Start	**Graduate**
02/15/27	06/28/28
09/20/27	04/11/29

Dental Assistant (Diploma) 2026

Morning Classes		Afternoon Classes		Evening Classes	
Start	**Graduate**	**Start**	**Graduate**	**Start**	**Graduate**
01/12/26	08/27/26	01/12/26	08/27/26	01/12/26	08/27/26
02/09/26	10/01/26	02/09/26	10/01/26	02/09/26	10/01/26
03/09/26	10/29/26	03/09/26	10/29/26	03/09/26	10/29/26
04/06/26	11/25/26	04/06/26	11/25/26	04/06/26	11/25/26
05/04/26	01/08/27	05/04/26	01/08/27	05/04/26	01/08/27
06/01/26	02/04/27	06/01/26	02/04/27	06/01/26	02/04/27
07/06/26	03/04/27	07/06/26	03/04/27	07/06/26	03/04/27
08/03/26	04/01/27	08/03/26	04/01/27	08/03/26	04/01/27
09/08/26	04/29/27	09/08/26	04/29/27	09/08/26	04/29/27
10/05/26	05/27/27	10/05/26	05/27/27	10/05/26	05/27/27
11/02/26	06/24/27	11/02/26	06/24/27	11/02/26	06/24/27
12/01/26	07/29/27	12/01/26	07/29/27	12/01/26	07/29/27

Dental Hygiene (Associate of Applied Science) 2025

Monday – Friday 8:00 a.m. – 1:00 p.m. Class and Clinical Times May Vary	
Start	**Graduate**
04/21/25	09/16/26
11/24/25	04/21/27

Dental Hygiene (Associate of Applied Science) 2026

Monday – Friday 8:00 a.m. – 1:00 p.m. Class and Clinical Times May Vary	
Start	**Graduate**
07/13/26	11/24/27

Dental Hygiene (Associate of Applied Science) 2027

Monday – Friday 8:00 a.m. – 1:00 p.m. Class and Clinical Times May Vary	
Start	**Graduate**
02/15/27	06/28/28
09/20/27	02/07/29

Diagnostic Medical Sonography (Associate of Applied Science) 2025

Day Classes and Clinical Training Monday – Friday 8:00 a.m. – 5:00 p.m. Class and Clinical Times May Vary	
Start	**Graduate**
07/07/25	02/10/27

Diagnostic Medical Sonography (Associate of Applied Science) 2026

Day Classes and Clinical Training Monday – Friday 8:00 a.m. – 5:00 p.m. Class and Clinical Times May Vary	
Start	**Graduate**
02/16/26	09/15/27
09/21/26	04/19/28

Diagnostic Medical Sonography (Associate of Applied Science) 2027

Day Classes and Clinical Training Monday – Friday 8:00 a.m. – 5:00 p.m. Class and Clinical Times May Vary	
Start	**Graduate**
04/26/27	11/22/28

Massage Therapy (Diploma) 2026

Morning Classes Class and Clinical Times May Vary		Afternoon Classes Class and Clinical Times May Vary		Evening Classes Class and Clinical Times May Vary	
Start	**Graduate**	**Start**	**Graduate**	**Start**	**Graduate**
08/03/26	04/29/27	02/09/26	10/29/26	05/04/26	02/04/27
		11/02/26	07/29/27		

Medical Assistant (Diploma) 2026

Morning Classes		Afternoon Classes		Evening Classes	
Start	**Graduate**	**Start**	**Graduate**	**Start**	**Graduate**

01/12/26	08/27/26	01/12/26	08/27/26	01/12/26	08/27/26
02/09/26	10/01/26	02/09/26	10/01/26	02/09/26	10/01/26
03/09/26	10/29/26	03/09/26	10/29/26	03/09/26	10/29/26
04/06/26	11/25/26	04/06/26	11/25/26	04/06/26	11/25/26
05/04/26	01/08/27	05/04/26	01/08/27	05/04/26	01/08/27
06/01/26	02/04/27	06/01/26	02/04/27	06/01/26	02/04/27
07/06/26	03/04/27	07/06/26	03/04/27	07/06/26	03/04/27
08/03/26	04/01/27	08/03/26	04/01/27	08/03/26	04/01/27
09/08/26	04/29/27	09/08/26	04/29/27	09/08/26	04/29/27
10/05/26	05/03/27	10/05/26	05/03/27	10/05/26	05/03/27
11/02/26	06/24/27	11/02/26	06/24/27	11/02/26	06/24/27
12/01/26	07/29/27	12/01/26	07/29/27	12/01/26	07/29/27

Medical Office Professional (Diploma) 2026

Morning Classes		Afternoon Classes		Evening Classes	
Start	**Graduate**	**Start**	**Graduate**	**Start**	**Graduate**
01/12/26	08/27/26	01/12/26	08/27/26	01/12/26	08/27/26
02/09/26	10/01/26	02/09/26	10/01/26	02/09/26	10/01/26
03/09/26	10/29/26	03/09/26	10/29/26	03/09/26	10/29/26
04/06/26	11/25/26	04/06/26	11/25/26	04/06/26	11/25/26
05/04/26	01/08/27	05/04/26	01/08/27	05/04/26	01/08/27
06/01/26	02/04/27	06/01/26	02/04/27	06/01/26	02/04/27
07/06/26	03/04/27	07/06/26	03/04/27	07/06/26	03/04/27
08/03/26	04/01/27	08/03/26	04/01/27	08/03/26	04/01/27
09/08/26	04/29/27	09/08/26	04/29/27	09/08/26	04/29/27
10/05/26	05/27/27	10/05/26	05/27/27	10/05/26	05/27/27
11/02/26	06/24/27	11/02/26	06/24/27	11/02/26	06/24/27
12/01/26	07/29/27	12/01/26	07/29/27	12/01/26	07/29/27

Neurodiagnostic Technology (Associate of Applied Science) 2026

Monday – Friday 8:00 a.m. – 10:00 p.m.	
Start	**Graduate**
02/16/26	06/30/27
07/13/26	11/24/27
**02/16/26	11/25/26
**07/13/26	04/21/27

**PSG graduates only - will start in term 4 of the NDT program

Neurodiagnostic Technology (Associate of Applied Science) 2027

Monday – Friday 8:00 a.m. – 10:00 p.m.	
Start	**Graduate**
02/15/27	06/28/28

04/26/27	09/13/28
09/20/27	02/07/29

Nursing Practice (Associate of Applied Science) 2025

Monday - Friday Class and Clinical Times May Vary	
Start	**Graduate**
02/10/25	09/16/26
04/21/25	11/25/26
07/07/25	02/10/27
11/24/25	06/30/27

Nursing Practice (Associate of Applied Science) 2026

Monday - Friday Class and Clinical Times May Vary	
Start	**Graduate**
04/27/26	11/24/27
09/21/26	04/19/28
11/30/26	06/28/28

Nursing Practice (Associate of Applied Science) 2027

Monday - Friday Class and Clinical Times May Vary	
Start	**Graduate**
02/15/27	09/13/28
07/12/27	02/07/29

Occupational Therapy Assistant (Associate of Applied Science) 2025

Afternoon Classes		Evening/Weekend Classes	
Start	**Graduate**	**Start**	**Graduate**
04/21/25	11/25/26		
09/15/25	04/21/27		

Occupational Therapy Assistant (Associate of Applied Science) 2026

Afternoon Classes		Evening/Weekend Classes	
Start	**Graduate**	**Start**	**Graduate0**
2/16/26	09/15/27		
07/13/26	02/09/28		
11/30/26	06/28/28		

Occupational Therapy Assistant (Associate of Applied Science) 2027

Afternoon Classes		Evening/Weekend Classes	
Start	**Graduate**	**Start**	**Graduateo**
04/26/27	11/22/28		
09/20/27	04/18/29		

Pharmacy Technician (Diploma) 2026

Morning Classes		Afternoon Classes		Evening Classes	
Start	**Graduate**	**Start**	**Graduate**	**Start**	**Graduate**
01/12/26	06/25/26	01/12/26	06/25/26	01/12/26	06/25/26
02/09/26	07/30/26	02/09/26	07/30/26	02/09/26	07/30/26
03/09/26	08/27/26	03/09/26	08/27/26	03/09/26	08/27/26
04/06/26	10/01/26	04/06/26	10/01/26	04/06/26	10/01/26
05/04/26	10/29/26	05/04/26	10/29/26	05/04/26	10/29/26
06/01/26	11/25/26	06/01/26	11/25/26	06/01/26	11/25/26
07/06/26	01/08/27	07/06/26	01/08/27	07/06/26	01/08/27
08/03/26	02/04/27	08/03/26	02/04/27	08/03/26	02/04/27
09/08/26	03/04/27	09/08/26	03/04/27	09/08/26	03/04/27
10/05/26	04/01/27	10/05/26	04/01/27	10/05/26	04/01/27
11/02/26	04/29/27	11/02/26	04/29/27	11/02/26	04/29/27
12/01/26	05/27/27	12/01/26	05/27/27	12/01/26	05/27/27

Phlebotomy Technician (Diploma) 2026

Days/Hours May Vary	
Start	**Graduate**
02/09/26	04/02/26
09/08/26	10/29/26

Phlebotomy Technician (Diploma) 2027

Days/Hours May Vary	
Start	**Graduate**
01/11/27	03/04/27
09/07/27	10/28/27

Physical Therapist Assistant (Associate of Applied Science) 2026

Morning Classes and Clinical Training Monday – Friday 8:00 a.m. – 1:00 p.m. Class and Clinical Times May Vary	
Start	**Graduate**
04/27/26	02/29/28

Physical Therapist Assistant (Associate of Applied Science) 2027

Morning Classes and Clinical Training Monday – Friday 8:00 a.m. – 1:00 p.m. Class and Clinical Times May Vary	
Start	**Graduate**
02/15/27	09/13/28

Polysomnographic Technology (Diploma) 2026

Monday – Friday 5:30 p.m. – 10:00 p.m. Class and Clinical Times May Vary	
Start	**Graduate**
02/16/26	09/16/26
04/27/26	11/25/26
07/13/26	02/10/27
09/21/26	04/21/27

Polysomnographic Technology (Diploma) 2027

Monday – Friday 5:30 p.m. – 10:00 p.m. Class and Clinical Times May Vary	
Start	**Graduate**
02/15/27	09/15/27
04/26/27	11/24/27
07/12/27	02/09/28
09/20/27	04/19/28

Radiologic Technology (Associate of Applied Science) 2025

Class & Clinical Times May Vary	
Start	**Graduate**
07/07/25	02/10/27

Radiologic Technology (Associate of Applied Science) 2026

Class & Clinical Times May Vary	
Start	**Graduate**
04/27/26	11/24/27

Radiologic Technology (Associate of Applied Science) 2027

Class & Clinical Times May Vary	
Start	**Graduate**
02/15/27	09/13/28

Respiratory Therapy (Associate of Applied Science) 2025

Morning Classes 8:00 a.m.-1:00 p.m. Classes and Clinical Time May Vary		Evening Classes 5:30 p.m. – 10:30 p.m. Class and Clinical Times May Vary	
Start	**Graduate**	**Start**	**Graduate**
02/10/25	07/01/26		
04/21/25	09/16/26		
07/07/25	11/25/26		
09/15/25	02/10/27		
11/24/25	04/21/27		

Respiratory Therapy (Associate of Applied Science) 2026

Morning Classes 8:00 a.m.-1:00 p.m. Classes and Clinical Time May Vary		Evening Classes 5:30 p.m. – 10:30 p.m. Class and Clinical Times May Vary	
Start	**Graduate**	**Start**	**Graduate**
02/16/26	06/30/27		
04/27/26	09/15/27		
07/13/26	11/24/27		
09/21/26	02/09/28		
11/30/26	04/19/28		

Respiratory Therapy (Associate of Applied Science) 2027

Morning Classes 8:00 a.m.-1:00 p.m. Classes and Clinical Time May Vary		Evening Classes 5:30 p.m. – 10:30 p.m. Class and Clinical Times May Vary	
Start	**Graduate**	**Start**	**Graduate**
02/15/27	06/28/28		
04/26/27	09/13/28		
07/12/27	11/22/28		
09/20/27	02/07/29		

Sterile Processing Technician (Diploma) 2026

Days/Hours May Vary	
Start	**Graduate**
03/09/26	06/25/26
07/06/26	10/29/26
12/01/26	04/01/27

Sterile Processing Technician (Diploma) 2027

Days/Hours May Vary	
Start	**Graduate**
03/08/27	06/24/27

08/02/27	12/02/27

Surgical Technology (Associate of Applied Science) 2025

Morning Classes 8:00 a.m.-1:00 p.m. Classes and Clinical Time May Vary		Afternoon Classes 1:00 p.m. – 6:00 p.m. Class and Clinical Times May Vary	
Start	**Graduate**	**Start**	**Graduate**
04/21/25	09/16/26		
09/15/25	02/10/27		

Surgical Technology (Associate of Applied Science) 2026

Morning Classes 8:00 a.m.-1:00 p.m. Classes and Clinical Time May Vary		Afternoon Classes 1:00 p.m. – 6:00 p.m. Class and Clinical Times May Vary	
Start	**Graduate**	**Start**	**Graduate**
02/16/26	06/30/27		
07/13/26	11/24/27		
		11/30/26	04/19/28

Surgical Technology (Associate of Applied Science) 2027

Morning Classes 8:00 a.m.-1:00 p.m. Classes and Clinical Time May Vary		Afternoon Classes 1:00 p.m. – 6:00 p.m. Class and Clinical Times May Vary	
Start	**Graduate**	**Start**	**Graduate**
04/26/27	09/13/28		
		09/20/27	02/07/29

Dental Assisting (Associate of Applied Science), Medical Assisting (Associate of Applied Science), Medical Office Professional (Associate of Applied Science) 2026

Morning Classes Monday-Friday 8:00 a.m.-12:00 p.m.		Evening Classes Monday – Friday 5:30 p.m. – 9:30p.m.	
Start	**Graduate**	**Start**	**Graduate**
		02/16/26	09/16/26
		04/27/26	11/25/26
		07/13/26	02/10/27
		09/21/26	04/21/27
		11/30/26	06/30/27

Dental Assisting (Associate of Applied Science), Medical Assisting (Associate of Applied Science), Medical Office Professional (Associate of Applied Science) 2027

Morning Classes Monday-Friday	Evening Classes Monday – Friday

8:00 a.m.-12:00 p.m.		5:30 p.m. – 9:30p.m.	
Start	**Graduate**	**Start**	**Graduate**
		02/15/27	09/15/27
		04/26/27	11/24/27
		07/12/27	02/09/28
		09/20/27	04/19/28

Pharmacy Technician (Associate of Applied Science) 2026

Morning Classes Monday-Friday 8:00 a.m.-12:00 p.m.		Evening Classes Monday-Friday 5:30 p.m.-9:30 p.m.	
Start	**Graduate**	**Start**	**Graduate**
02/16/26	11/25/26		
04/27/26	02/10/27		
07/13/26	04/21/27		
09/21/26	06/30/27		
11/30/26	06/30/27		

Pharmacy Technician (Associate of Applied Science) 2027

Morning Classes Monday-Friday 8:00 a.m.-12:00 p.m.		Evening Classes Monday-Friday 5:30 p.m.-9:30 p.m.	
Start	**Graduate**	**Start**	**Graduate**
02/15/27	11/24/27		
04/26/27	02/09/28		
07/12/27	04/19/28		
09/20/27	06/28/28		

Program Costs

Effective 03/24/2026

Program	Tuition	Textbooks/Digital Content[1](estimated)	Technology Fee	Total
Medical Assistant (Diploma)	$18,288.00	$666.00	$300.00	$19,254.00
Dental Assisting (Diploma)	$18,015.00	$915.00	$300.00	$19,230.00
Medical Office Professional (Diploma)	$17,258.00	$1,049.00	$300.00	$18,607.00
Pharmacy Technician (Diploma)	$14,999.00	$363.00	$300.00	$15,662.00
Respiratory Therapy (Associate of Applied Science)[2]	$46,422.50	$3,508.00	$1,050.00	$50,980.50
Dental Assisting (Associate of Applied Science)[2 4]	$32,811.00	$750.00	$450.00	$34,011.00
Medical Assisting (Associate of Applied Science)[2 4]	$32,814.00	$750.00	$450.00	$34,014.00
Pharmacy Technician (Associate of Applied Science)[2 4]	$33,083.00	$750.00	$600.00	$34,433.00
Massage Therapy (Diploma)	$16,459.00	$653.00	$300.00	$17,412.00
Dental Hygiene (Associate of Applied Science)[2]	$67,260.00	$6,897.00	$1,050.00	$75,207.00
Physical Therapist Assistant (Associate of Applied Science)[2]	$50,778.00	$2,831.00	$1,200.00	$54,809.00
Occupational Therapy Assistant (Associate of Applied Science)[2]	$51,182.00	$2,083.00	$1,200.00	$54,465.00
Radiologic Technology (Associate of Applied Science)[2]	$55,751.00	$2,531.00	$1,200.00	$59,482.00
Nursing Practice (Associate of Applied Science)[2]	$58,135.00	$2,498.00	$1,200.00	$61,833.00
Polysomnographic Technology (Diploma)	$18,487.50	$2,012.00	$450.00	$20,949.50
Medical Office Professional (Associate of Applied Science)[2 4]	$32,054.00	$750.00	$450.00	$33,254.00
Surgical Technology (Associate of Applied Science)[2]	$46,546.00	$2,578.00	$1,050.00	$50,174.00
Neurodiagnostic Technology (Associate of Applied Science)[2]	$42,252.00	$3,511.00	$1,050.00	$46,813.00
Diagnostic Medical Sonography[2]	$55,854.50	$2,258.00	$1,200.00	$59,312.50
Cardiovascular Sonography[2]	$54,237.00	$1,871.00	$1,200.00	$57,308.00
Phlebotomy Technician (Diploma)[3]	$1,544.00	$-	$25.00	$1,569.00
Sterile Processing Technician (Diploma)[3]	$3,039.00	$-	$25.00	$3,064.00

1. These prices are subject to change based on market conditions beyond the control of Concorde. Concorde does try to ensure rates are below competitive market rates, however, there may be situations in which you are able to purchase some of these items elsewhere at a lower cost. Students have the right to opt out of purchasing certain items from Concorde as long as they obtain these resources prior to the course start date. A student's account will not be charged for any item the student chooses to purchase independently. However, if a student opts out of a

digital ebook and/or digital content item and later accesses or uses that digital content through Concorde's system, the student will be responsible for the full cost of the digital content at the then-current rate. This ensures students do not improperly access materials they have chosen not to purchase. A list of books and supplies associated with your program of study can be found on the Concorde website (www.concorde.edu). A hard copy can be provided by the campus upon request.

2. Application Fee of $100.00 is required for this program.

3. This program is not eligible for any Federal Financial Aid or VA programs.

4. STRF Charges – California Residents Only

Effective April 1, 2024, the Student Tuition Recovery Fund (STRF) assessment rate will change from two dollars and fifty cents ($2.50) per one thousand dollars ($1,000) of institutional charges to zero dollar ($0.00) per one thousand dollars ($1,000) of institutional charges.

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 N. Market Blvd., Suite 225, Sacramento, CA 95834, (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

INCIDENTAL FEES

All incidental fees are the responsibility of the student and must be paid prior to receiving any item.

Item	Fee
Additional Diploma	$10.00
*Transcripts are ordered through Parchment	$10.00
Administrative Withdrawal Fee	$100.00
Copies	$0.10/copy
**Repetition Fee (per credit hour)	50% of the cost per credit hour
Replacement Student ID Card	$5.00
***Retest for Waitlist	$60.00 (HESI) or $91.00 (TEAS)
Returned Check Fee	$15.00

* Subsequent official transcripts are ordered through Parchment.

**In order to determine the cost per credit hour, divide the amount of tuition stated above by the total number of credit hours in your program.

***Retake fee after passing all HESI or TEAS cut scores to improve ranking.

Please view fees below:

Digital Official Transcript through Parchment: $7.50

Printed Official Transcript through Parchment:

USPS Shipping: $2.75 + $7.50 = $10.25

USPS International: $5.75 + $7.50 = $13.25

FedEx Domestic: $33.00 + $7.50 = $40.50

FedEx International: $60.00 + $7.50 = $67.50

Cost of Attendance

Your cost of attendance (COA) is an ESTIMATE of the expenses you may encounter while attending Concorde Career College. Your COA includes direct expenses such as tuition and fees, books, course materials supplies, and equipment, and indirect expenses such as living expenses, transportation and other miscellaneous personal expenses associated with your education.

Tuition and direct expenses vary by program and are listed above. The indirect expenses below are based off a monthly average and may be prorated when academic years are shorter or longer. Indirect expenses reflect an average cost of the components that fall within the category. For additional cost of attendance budgets please contact the Financial Aid office.

Indirect Expenses - With Parents

Item	Cost
Food and Housing	$1,151
Transportation	$1,027
Personal	$838

Indirect Expenses – Off Campus

Item	Cost
Food and Housing	$1,549
Transportation	$1,247
Personal	$1,214

Personnel

Administration

Name	Education/Credentials	Title
Stewart, Tommy	Associate of Science in Business Management, Phillips Junior College	Campus President ADA/504 Coordinator
Clark, Cornelius	MBA, University of Phoenix, Memphis, TN 2015, BS in Health Administration, University of Phoenix, Memphis, TN 2013, AAS in Medical Office, Concorde Career College, Memphis, TN 2011	Director of Operations
Kleiser, Sandra	BS in Communications, Arkansas State University	Administrative Operations Coordinator
Housley, Mikia	BS in Biology, Middle Tennessee State University, 2004 / BA in Project Management, Ashford University, 2019 / Pursuing Masters of Healthcare Administration	Manager of Community & Strategic Partnerships

Admissions

Name	Education/Credentials	Title
Gann, Wayne	BS in Business Administration, University of Arkansas	Senior Director of Admissions
Mendoza, Janie		Admissions Coordinator
Alexander, Cornelius	Bachelor of Arts, Theatre Administration, Morehouse College, 2003	Admissions Representative
Beason, Jasmine		Receptionist
Briggs, Tamika	Diploma in Medical Assisting, Anthem Career College, April 2011	Admissions Representative
Edwards, Yolanda	Certified Medical Assistant, Meharry Medical, Nashville, TN 1998-2000	Admissions Representative
Love, Lisa	MBA in Human Resource Management, Bethel University - 2016 / BS in Business Management and Organizational Development, Bethel University - 2014	Senior Admissions Representative
McClelland, John	MBA, University of Phoenix / BS in Communications, University of Tennessee	Senior Admissions Representative
McKinney, Roberta		Receptionist
Davis, Jimmy	Bachelor of Science in Interdisciplinary Studies, Cameron University, Lawton, OK. Graduated: 1997	Admissions Representative
Anderson, Dawayne		Admissions Representative
Denton, Ger'Erica	Bachelors in Management, LeMoyne-Owen College, Memphis, TN. Graduation: May 2022; Diploma in Medical Assisting, Concorde Career College, Memphis, TN Graduated: January 2015	Admissions Representative

Jackson, Julie		Receptionist
Nelson, Lisa		Admissions Representative
Wheeler, Tabitha	Associate of Arts in Business Administration and Management, Northwest Mississippi Community College, Senatobia, MS, July 2023	Senior Admissions Representative
Williams, Latesha		Admissions Representative
Winfrey, Sandra		Assistant Director of Admissions

Business Office

Name	Education/Credentials	Title
Coleman, Ursula		Student Account Representative
Owens, Lakishia		Business Office Assistant
Hoffmeister, Karen		Manager
Jackson, Steven		Academic Technology & Media Coordinator/ Maintenance Technician

Cardiovascular Sonography Faculty

Name	Education/Credentials	Title
Moore, Leigh Anne	Masters Degree in Healthcare Administration, Purdue Global, Bachelors in Diagnostic Imaging Sciences. Boise State University, Boise, Idaho, December 2018, Certificate in General and Vascular "Ultrasound, Institute of Ultrasound Diagnostics, Movile, Alabama, December 1997, Associates Degree in Radiologic Sciences, Itawamba Community College, Fulton, MS, June 1997	Program Director
Johnson, Lanita	Methodist University School of Radiology, Cardiac Tract Clinical Hours Total 1,000 +, March 2017, Bachelor Liberal Studies, University of Memphis, Memphis, TN, Spring 2015.	Director of Clinical Education

Dental Assisting (Diploma) Faculty

Name	Education/Credentials	Title
Wesley-Ray, Alisa	RDA, Diploma, Dental Assisting, Concorde Career College - 2005	Program Director
Davis, Porsha	Diploma in Dental Assisting, Concorde Career College, Memphis, TN	Extern Coordinator
Dodson, Victoria	Diploma in Dental Assisting, Concorde Career College, June 2018	Instructor
Kelly, Thaiangela	Tennessee Technology Center at Memphis, Dental Assistant Diploma - 2011	Instructor

Sanford, Latoya	Dental Assisting Diploma, Concorde Career College, Memphis, TN, January 2011	Instructor

Dental Hygiene Faculty

Name	Education/Credentials	Title
Dunlap, Marla	Master of Dental Hygiene - 2008 / Bachelor of Science in Dental Hygiene, University of Tennessee Health Science Center - 2001 / RDH	Program Director
Duberow, Karla	DDS, University of Nebraska Medical Center UNMC, Lincoln, NE, May 2022, Master in Orthodontics, Catholic University of Honduras, Tegucigalpa, HN, December 2014, Foreign DDS School of Dentistry in Honduras	Dentist Part-Time
Reaves, Dr. Daniel	Doctor of Dental Surgery, The University of Tennessee, Memphis College of Dentistry - 1974	Dentist
Kight, Mary	Diploma in Dental Assisting, Concorde Career College, Memphis, TN. 1997	Clinic Coordinator
Brooks, Bettie	RDH / Master of Dental Hygiene / Bachelor of Science in Dental Hygiene, University of Tennessee Health Science Center - 1998	Instructor
Campbell, Steve	Associate of Applied Science in Dental Hygiene, Wallace State Community College, Hanceville, AL 2012, BA in Communications, University of Memphis, Memphis, TN, 2006	Instructor
Eason, Legertha	RDH / Bachelor of Science in Dental Hygiene, University of Arkansas for Medical Sciences - 1984	Instructor
Grooms, Dana	Bachelor of Science in Dental Hygiene, UTHSC - May 2013	Instructor
Harms, Russell	Bachelor of Science Dental Hygiene, Oregon Institute of Technology, Klamath Falls, Oregon	Instructor
Youd, Megan	BS in Dental Hygiene, University of TN Health Science Center, Memphis, TN, May 2013	Instructor

Diagnostic Medical Sonography Faculty

Name	Education/Credentials	Title
Moore, Leigh Anne	Masters Degree in Healthcare Administration, Purdue Global, Bachelors in Diagnostic Imaging Sciences. Boise State University, Boise, Idaho, December 2018, Certificate in General and Vascular	Program Director

	"Ultrasound, Institute of Ultrasound Diagnostics, Movile, Alabama, December 1997, Associates Degree in Radiologic Sciences, Itawamba Community College, Fulton, MS, June 1997	

Education

Name	Education/Credentials	Title
Barreiro, Susana	Associate in Business Administration, Southwest Tennessee Community College, Memphis, TN, Graduated December 2017	Registrar Clerk
Dortch, Candice	Bachelor of Arts in Foreign Language, University of Memphis, Attended with a focus on Japanese and Russian languages, Graduated May 2015	Registrar
Dowell-Kimble, Terri	Masters of Business Administration, University of Phoenix, Cordova, TN - 2010 / Bachelor of Science in Mathematical Sciences, University of Memphis, Memphis, TN - 2005	Academic Dean
Curry, Thelma	Master of Arts in English, Grand Canyon University, December 2021, Master of Fine Arts, Lindenwood University, December 2019, Bachelor of Arts in Writing & Literature, Antioch University, May 2016	Online Success Coach
Holt, Erika		Academic Affairs Assistant
Lane, Dr. Sandy	Bachelor of Science in Human Services, Lancaster Bible College, 2015, AAS Degree in Medical Assistant, High-Tech Institute, 2005, Diploma in Medical Assistant, Concorde Career College, 1996	Associate Academic Dean
Jackson, Crystal, PhD	PhD, Organization and Management with a concentration in Leadership 2017, Master of Art - Human Resources, Webster University; BS — Political Science, Austin Peay University	Associate Academic Dean
Jackson, Nikki	Masters of Education in Curriculum and Instruction, Union University, Jackson, TN August 2009, BS in Mathematics, Alcorn State, Lorman, MS, May 2000	Online Success Coach
Hollis, Todd	BS in Health Sciences, Trident University International — Cypress, CA; Graduation: May 2007; Associate of Applied Science in Diagnostic Imaging, Community College of the Air Force, Montgomery, Alabama, Graduated: May 2005	Associate Academic Dean
Scott, Kedra		Test Proctor

Wooten, Stanley	Master of Science in Management, Strayer University, Washington, DC — June 2015	Online Success Coach

Financial Aid

Name	Education/Credentials	Title
Garrison, Jeanette	BS in Business Administration — Bellhaven College	Director
Stephens, Chandra	Master of Business Administration, American Intercontinental University, November 2005 / Bachelor of Arts in Psychology, Mississippi State University, December 2003	Assistant Director
Godwin, Ari		Financial Aid Advisor
Isom, Latoya		Financial Aid Advisor
Love, Alishia		Financial Aid Advisor
Vaden, Donna		Senior Financial Aid Advisor
Walker, Ashley		Financial Aid Advisor
Wooten, April		Financial Aid Advisor

General Education

Name	Education/Credentials	Title
Holt-Gray, Carlene	Doctor of Philosophy in Environmental Science, December 2012, Jackson State University, Specialist in Education in Secondary Education, August 2001, Jackson State University, Master of Science in Biology, May 1998 Jackson State University.	Adjunct Instructor

Graduate Employment

Name	Education/Credentials	Title
Fry, Mary	AAS Northeast MS Junior College, CMA (AAMA) Certificate - TCB Radiology Education Programs / TCB Medical Education / Diploma, Biblical Counseling, Light University - board certification in progress / Member of the American Association of Christian Counselors, AHA Basic Life Support Instructor / Certified in Mental Health First Aid - USA Training	Director of Student Affairs Title IX Coordinator mfry@concorde.edu
Alexander, Marcus	Bachelor of Science in Business Administration, University of Phoenix, Memphis, TN — July 2014	Senior Graduate Employment Specialist
Calhoun, Tequilla	Bachelor of Arts in Business Administration - Finance, University of Memphis, 2017	Graduate Employment Specialist

Davis, Jimmy	Bachelor of Science in Interdisciplinary Studies, Cameron University, Lawton, OK. Graduated 1997	Graduate Employment Specialist
Page, Keithston	MS in Early Childhood Services, Arkansas State University, May 2016, BA in Mass Communication, Mississippi Valley State University, May 2013, AA in General Education, Coahoma Community College, May 2011	Graduate Employment Specialist
Williams, Sandra	Master of Business Administration, Organizational Psychology and Development, American InterContinental University, Atlanta, GA / Bachelor of Business Administration, Marketing Management, University of Memphis, Memphis TN	Graduate Employment Specialist

Maintenance

Name	Education/Credentials	Title
Houston, Donnie		Custodian

Massage Therapy Faculty

Name	Education/Credentials	Title
Allen, Lawanda	Master in Science Administration with Human Resource Administration, Central Michigan University - December 2009 / Licensed Massage Therapist, NCTMB, Massage Therapy Diploma, Concorde Career College - July 2004	Program Director

Medical Assistant (Diploma) Faculty

Name	Education/Credentials	Title
Williams-Johnson, Angela	Bachelor of Science in Education, University of Memphis, 2010 CMA	Program Director
Taylor, Christopher	Diploma in Medical Assisting, Concorde Career College, Memphis, TN., August 2008	Assistant MA Program Director
Beard, Angelique	Bachelor in Business Administration, Strayer University, Memphis, TN, May 2019, Medical Assistant, Anthem Career College, Memphis, TN, 2012	Externship Coordinator
Felder, Jacques	Diploma in Medical Assisting, Concorde Career College, Memphis, April 2008	Instructor
Miller, Tamara	Diploma in Medical Assisting, Concorde Career College, Memphis, Tn., June 2006, Associate of	Instructor

	Occupational Studies in Medical Assistant with Limited Radiography Technology, Vatterott Career College, 2017	
Morrow, Lisa	High-Tech Institute – Phlebotomy Program, Completed 2007	Instructor
Riddick, Nicolle	NHA Certified Clinical Medical Assistant	Instructor
Sharp, Vinette	Medical Assistant Diploma, Concorde Career College, Memphis, TN 1998	Instructor (Part-Time)
Williams Lane, Kelly	Associates in Science and Radiology, St. Phillip's College, San Antonio, Tx 1996	Instructor

Medical Office Professional (Diploma) Faculty

Name	Education/Credentials	Title
Smith, Nikisha	Bachelor of Professional Studies - Degree in Health Services, University of Memphis - December 2018 / Medical Assistant Diploma, Anthem Career College - September 2010	Program Director
Harrison, Tierra	Bachelor in Business Entrepreneurship, Strayer University, Memphis, TN, December 2024, Medical Assistant Diploma, Concorde Career College, Memphis, Tn. 2019	Instructor/Extern Coordinator

Neurodiagnostic Technology (Associate of Applied Science) Faculty

Name	Education/Credentials	Title
Lockhart, Christopher	Bachelors of Science in Healthcare Administration, Concorde Career College, Kansas City, MO, February 2020, AAS in Health Sciences, Volunteer College, Gallatin, TN, May 2015, Technical Certificate EMT Basic, Southwest Tennessee Community College, May 2004	Program Director
Burnes, Karleigh	RPSGT, Diploma in Polysomnographic Technology, Concorde Career College, Memphis, TN - February 2015	Director of Clinical Education
Hernandez, Alfredo	R.EPT.T./R.EEG.T./R.NCS.T.	Instructor

Nursing Practice (Associate of Applied Science) Faculty

Name	Education/Credentials	Title
Bobo, Darcy	Master of Science in Nursing Education, University of Phoenix, Glendale, Arizona 2009	Director of Nursing

Jefferson, Tina	Bachelors in Nursing, Baptist College of Health Sciences, Memphis, TN. Graduated: April 2014	Associate Nursing Administrative Assistant
Aguilar, Maria	Diploma in Polysomnographic Technology, Concorde Career College, Memphis, March 2019	Nursing Administrative Assistant
Annoh, Jayleena	Master of Nursing in Informatics, Walden University, 2018, Bachelor of Science in Nursing, Baptist College of Health Sciences, 2015, AAS in Computer Engineering Technology, Southwest Community College, 2010	Instructor
Chambliss, Gwendolyn	Master of Science in Nursing, Walden University, October 2013	Instructor
Hartigan, Chelsea	BS in Nursing, University of Memphis, May 2020, AAS Nursing, Southwest TN Community College, December 2018	Nursing Licensure Readiness Advisor
Merriweather, Andrea	MA in Emergency & Disaster Management, American Military/ Public University Charles Town, WV, August 2010, BS in Nursing, University of Arkansas at Pine Bluff, May 1996	Instructor
Weller, June	Bachelor of Science in Nursing, University of Texas at Arlington, Arlington Texas, Graduation May 2014	Instructor

Occupational Therapy Assistant (Associate of Applied Science) Faculty

Name	**Education/Credentials**	**Title**
Hood, Leslie Nicole	Master of Science, Health Sciences, Arkansas University - 2016	Program Director
Green, Olivia	AAS in Occupational Therapy Assistant, Concorde Career College - June 2018 / Bachelor of Professional Studies, Disability Studies & Rehabilitation Services, University of Memphis - December 2014	Assistant Program Director
Leitschuh, Jamie	Post-Professional Doctorate of Occupational Therapy, Rocky Mountain University of Health Professions, Provo, UT 2012, BS Occupational Therapy, University of Tennessee Health Science Center, Memphis, TN, 2001	Academic Fieldwork Coordinator
Fields, Chelsea	A.S. Occupational Therapy Assistant, Brown Mackie College, Hopkinsville, KY, August 2015, B.S. University Studies, University of TN-Martin, Martin, TN, May 2013	Instructor
Willis, Dawn	Bachelor of Science in Occupational Therapy, University of Kansas - 1993	Instructor

Pharmacy Technician (Diploma) Faculty

Name	Education/Credentials	Title
Barbee, Adam	Diploma in Pharmacy Technician, Concorde Career College, Memphis, TN. August 2009	Program Director
Falkner, Lauren	BS in Psychology, University of Memphis, December 2012	Instructor (Part-Time)
Lewis, Khayreeyah	Pharmacy Technician Diploma, Concorde Career College, Memphis, TN, January 2011, Bachelor of Science in Human Services, University of Phoenix, Cordova, TN, March 2023	Extern Coordinator/Instructor
Ziegler, Darilyn	Bachelor of Science, Health Administration, Belhaven University - 2012; CPhT	Instructor

Phlebotomy Technician (Diploma) Program

Name	Education/Credentials	Title
Williams-Johnson, Angela	Bachelor of Science in Education, University of Memphis, 2010 CMA	Program Director
Lane, Sandy	Bachelor of Science in Human Services, Lancaster Bible College, 2015, AAS Degree in Medical Assistant, High-Tech Institute, 2005, Diploma in Medical Assistant, Concorde Career College, 1996	Instructor

Physical Therapist Assistant (Associate of Applied Science) Faculty

Name	Education/Credentials	Title
Menard, Nadia	Bachelor of Science in Physiotherapy, University of Ottawa, Ottawa, ON (Canada), October 1995, Master of Arts, Christian Brothers University, Memphis, TN, December 2022	Program Director
Henson, Kelly	AAS in Physical Therapist Assistant, Southwest Tennessee Community College, Memphis, TN 2016, Bachelor of Science in Physical education specializing in Exercise Science, Arkansas State University, Jonesboro, AR., 1992	Director of Clinical Education
Ross, Jeffrey	Associate of Applied Science, Physical Therapy Assistant, Jackson State Community Collete - 2007; PTA	Instructor

Polysomnographic Technology (Diploma) Faculty

Name	Education/Credentials	Title
Lockhart, Christopher	Bachelors of Science in Healthcare Administration, Concorde Career College, Kansas City, MO, February	Program Director

	2020, AAS in Health Sciences, Volunteer College, Gallatin, TN, May 2015, Technical Certificate EMT Basic, Southwest Tennessee Community College, May 2004	
Brizendine, Rikki	Diploma in Polysomnographic Technology, Concorde Career College, Memphis, TN 2021	Instructor
Burnes, Karleigh	RPSGT, Diploma in Polysomnographic Technology, Concorde Career College, Memphis, TN - February 2015	Director of Clinical Education
Ingram, Kelia	Associate of Applied Science degree in Health Sciences with concentration in Sleep diagnostic technology and neurosciences, Volunteer State Community College, 2019	Instructor

Radiologic Technology (Associate of Applied Science) Faculty

Name	Education/Credentials	Title
Yarbro, Melissa	Masters of Business Administration in Healthcare Management, Baker College, 2007, Bachelors of Science in Radiologic Science - Management & Education, Arkansas State University, 2001, Certificate in Radiologic Technology, Methodist University Hospital School of Radiologic Technology, 1998	Program Director
Jackson, Sonja	Bachelor of Science in Radiology Science Imaging Specialist, Arkansas State University, Jonesboro, AR - 2015 / Associate of Applied Science, Shelby State Community College, Memphis, TN - 1996	Director of Clinical Education
Brown, Daniel	Bachelor of Health Sciences, Medical Radiography, Baptist College of Health and Sciences - 2004	Instructor

Respiratory Therapy (Associate of Applied Science) Faculty

Name	Education/Credentials	Title
Armstead, Kendra	Master of Business Administration, Western Governors University, Salt Lake City, UT, June 2021, Bachelor in Health Care Administration, Concorde Career College, Kansas City, MO, May 2019, Associate of Applied Science in Respiratory Therapy, Concorde Career College, Memphis, TN, May 2011	Program Director
Faulkner, Tiffany	Master of Health Science in Health Care Leadership, Nova Southeastern University - 2017 / Bachelor of Health	Director of Clinical Education

	Sciences in Respiratory Therapy, Baptist College of Health Sciences - 2009	
Dean, Lisa	Bachelor of Science, Delta State University; Associate of Applied Science, Respiratory Therapy, Northwest Community College - 1995 / Registered Respiratory Therapist	Instructor
Hader, Jaquelyn	Bachelors in Respiratory Care, Baptist Health Sciences University, Memphis, TN. Graduated: August 2019	Instructor
Keys, Deborah	Associate of Applied Science in Respiratory Therapy, Northwest Community College, Senatobia, MS, May 1989	Instructor
Moore, Gerald	Associate of Applied Science, Respiratory Therapy, Concorde Career College - 2004 / Registered Respiratory Therapist	Instructor

Sterile Processing Technician (Diploma) Faculty

Name	Education/Credentials	Title
Barbee, Brittany	AAS in Surgical Technology from Concorde, 2022; Certified Surgical Technologist	Program Director

Student Affairs

Name	Education/Credentials	Title
Fry, Mary	AAS Northeast MS Junior College, CMA (AAMA) Certificate - TCB Radiology Education Programs / TCB Medical Education / Diploma, Biblical Counseling, Light University - board certification in progress / Member of the American Association of Christian Counselors, AHA Basic Life Support Instructor / Certified in Mental Health First Aid - USA Training	Director of Student Affairs Title IX Coordinator mfry@concorde.edu
Gorman, Sheneka	Certified in Mental Health First Aid USA Training	Senior Student Services Advisor
Hutchinson, Melanie	Bachelor in Business Management, University of Phoenix Online Campus, Memphis, TN, July 2011	Student Services Advisor
Jackson, Amber	BS in Health Studies, University of Memphis - December 2018 / Medical Assistant Diploma, Concorde Career College, Memphis, TN - April 2012	Student Services Advisor
Yancey, Lacie	Masters in Business Administration, Freed Hardeman University, May 2021, Masters in Educational Studies, University of Phoenix, June 2020, Bachelors in Political Science with a	Student Services Advisor

	minor in Spanish, University of Memphis, May 2016, Associates in General Studies, NWMCC, May 2014	

Surgical Technology (Associate of Applied Science) Faculty

Name	Education/Credentials	Title
Wenendon, Samantha	AAS in Surgical Technology, Sentara College of Health Sciences, May 2020, Bachelor of Science in Business Administration, The University of Tennessee, Knoxville, TN, July 2011	Program Director
Bailey, Andrea	Associate in Surgical Technology, Tennessee Technology Center, Memphis, TN July 1999	Instructor
Elledge, Valerie	Diploma in Surgical Technology, Concorde Career College, Memphis, TN. 2017	Instructor
Hulett, Kayla	Certified Surgical Technology Program, Northwest Mississippi Community College, Senatobia, MS, July 2020, Associate of Arts, Northwest Mississippi Community College, Senatobia, MS, December 2019	Instructor

Additional Provisions - Glendale

Calendar

2026 Student Holidays

January 1, 2026	New Year's Day
January 19, 2026	Martin Luther King, Jr. Day
May 25, 2026	Memorial Day
June 19, 2026	Juneteenth
July 3, 2026	Independence Day
September 7, 2026	Labor Day
November 11, 2026	Veteran's Day
November 26, 2026	Thanksgiving Day
November 27, 2026	Day after Thanksgiving
December 25, 2026	Christmas Day

Cardiovascular Sonography (Associate of Applied Science) 2027

Start	Graduate
07/12/27	02/07/29

Dental Assistant (Diploma) 2027

Morning Classes	
Start	**Graduate**
03/08/27	10/28/27
04/05/27	12/02/27
05/03/27	01/13/28
06/01/27	02/10/28
07/06/27	03/09/28
08/02/27	04/06/28
09/07/27	05/04/28

Diagnostic Medical Sonography (Associate of Applied Science) 2027

Day Classes and Clinical Training
Monday – Friday
8:00 a.m. – 5:00 p.m.
Class and Clinical Times May Vary

Start	Graduate
04/26/27	11/22/28

Medical Assistant (Diploma) 2027

Morning Classes	
Start	**Graduate**

Morning Classes	
03/08/27	10/28/27
04/05/27	12/02/27
05/03/27	01/13/28
06/01/27	02/10/28
07/06/27	03/09/28
08/02/27	04/06/28
09/07/27	05/04/28

Pharmacy Technician (Diploma) 2027

Morning Classes	
Start	**Graduate**
03/08/27	08/26/27
04/05/27	09/30/27
05/03/27	10/28/27
06/01/27	12/02/27
07/06/27	01/13/28
08/02/27	02/10/28
09/07/27	03/09/28

Surgical Technology (Associate of Applied Science) 2027

Morning Classes
8:00 a.m.-1:00 p.m.
Classes and Clinical Time May Vary

Start	Graduate
04/26/27	09/13/28
09/20/27	02/07/29

Program Costs

Effective 11/02/2026

Program	Tuition	Textbooks/Digital Content[1] (estimated)	Technology Fee	Total
Cardiovascular Sonography[2]	$52,530.00	$1,750.00	$1,200.00	$55,480.00
Dental Assisting (Diploma)	$19,158.00	$775.00	$300.00	$20,233.00
Dental Hygiene (Associate of Applied Science)[2]	$77,250.00	$6,550.00	$1,050.00	$84,850.00
Diagnostic Medical Sonography (Associate of Applied Science)[2]	$54,178.00	$2,100.00	$1,200.00	$57,478.00
Medical Assistant (Diploma)	$19,416.00	$593.00	$300.00	$20,309.00
Pharmacy Technician (Diploma)	$16,274.00	$326.00	$300.00	$16,900.00
Phlebotomy Technician (Diploma)[3]	$1,419.00	$ -	$25.00	$1,444.00
Physical Therapist Assistant (Associate of Applied Science)[2]	$48,307.00	$2,604.00	$1,200.00	$52,111.00
Radiologic Technology (Associate of Applied Science)[2]	$48,548.00	$2,252.00	$1,200.00	$52,000.00
Respiratory Therapy (Associate of Applied Science)[2]	$38,831.00	$2,590.00	$1,050.00	$42,471.00
Sterile Processing Technician (Diploma)[3]	$2,839.00	$ -	$25.00	$2,864.00
Surgical Technology (Associate of Applied Science)[2]	$44,290.00	$2,331.00	$1,050.00	$47,671.00

Program	Tuition	Textbooks/Digital Content[1] (estimated)	Technology Fee	Total
Practical Nursing (Diploma)[2]	$38,213.00	$2,145.00	$600.00	$40,958.00

1. These prices are subject to change based on market conditions beyond the control of Concorde. Concorde does try to ensure rates are below competitive market rates, however, there may be situations in which you are able to purchase some of these items elsewhere at a lower cost. Students have the right to opt out of purchasing certain items from Concorde as long as they obtain these resources prior to the course start date. A student's account will not be charged for any item the student chooses to purchase independently. However, if a student opts out of a digital ebook and/or digital content item and later accesses or uses that digital content through Concorde's system, the student will be responsible for the full cost of the digital content at the then-current rate. This ensures students do not improperly access materials they have chosen not to purchase. A list of books and supplies associated with your program of study can be found on the Concorde website (www.concorde.edu). A hard copy can be provided by the campus upon request.

2. Application Fee of $100.00 is required for this program.

3. This program is not eligible for any Federal Financial Aid or VA programs.

INCIDENTAL FEES

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FedEx International: $60.00 + $7.50 = $67.50

Cost of Attendance

Your cost of attendance (COA) is an ESTIMATE of the expenses you may encounter while attending Concorde Career College. Your COA includes direct expenses such as tuition and fees, books, course materials supplies, and equipment, and indirect expenses such as living expenses, transportation and other miscellaneous personal expenses associated with your education.

Tuition and direct expenses vary by program and are listed above. The indirect expenses below are based off a monthly average and may be prorated when academic years are shorter or longer. Indirect expenses reflect an average cost of the components that fall within the category. For additional cost of attendance budgets please contact the Financial Aid office.

Indirect Expenses - With Parents

Item	Cost
Food and Housing	$1,873
Transportation	$1,021
Personal	$984

Indirect Expenses – Off Campus

Item	Cost
Food and Housing	$2,453
Transportation	$1,258
Personal	$1,400

Personnel

Administration

Name	Education/Credentials	Title
Garland, Mark	Master of Business Administration - University of Phoenix, BA - Architecture - Texas A&M, BS - Industrial Engineering - Texas A&M	Campus President

Admissions

Name	Education/Credentials	Title
Benson, Megan	Master of Business Administration — Colorado Technical University; Bachelor of Organizational Studies — Arizona State University	Director of Admissions
Banks, Charles	Associate degree - Phoenix College	Admissions Representative
Lloyd, Alysia	Bachelor of Science: Fashion Marketing & Management - Art Institute of Pittsburgh	Admissions Representative
Pasillas, Mayra	Bachelor of Arts: Interdisciplinary Studies - UT El Paso	Admissions Representative

Dental Hygiene Program

Name	Education/Credentials	Title
Sroufe, Kari	Master of Arts in Education, Adult Education and Training — University of Phoenix; Bachelor of Science, Dental Hygiene — Oregon Institute of Technology; Associate of Applied Science, Dental Hygiene — Mt. Hood Community College; Associate of Arts, General Studies — Clackamas Community College	Program Director

Education

Name	Education/Credentials	Title
Sharpe, Daniel	Master Human Resource Management — Keller Graduate School; Bachelor Business Management — DeVry University	Academic Dean

Financial Aid

Name	Education/Credentials	Title
Combs, Ashley	Business Management (BS) — Brookline College; Accounting Associate Degree — Brookline	Director of Financial Aid

Practical Nursing Program

Name	Education/Credentials	Title
Smith, Lorena	Doctor of Nursing Practice – Educational Leadership Chamberlain University; Master of Science in Nursing – Leadership, Healthcare Systems Grand Canyon University; Bachelor of Science in Nursing Grand Canyon University; Associate of Applied Science in Nursing — Scottsdale Community College	Director of Nursing

Additional Provisions - Portland

Calendar

2026 Student Holidays

January 1, 2026	New Year's Day
January 19, 2026	Martin Luther King, Jr. Day
May 25, 2026	Memorial Day
June 19, 2026	Juneteenth
July 3, 2026	Independence Day
September 7, 2026	Labor Day
November 11, 2026	Veteran's Day
November 26, 2026	Thanksgiving Day
November 27, 2026	Day after Thanksgiving
December 25, 2026	Christmas Day

Graduation Dates

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

Clinical Schedules

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

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

Hours of Operation

Classroom - Open at least 15 minutes before and after each scheduled class. Administration | 7:30 a.m.- 6 p.m. Monday/Wednesday | 7:30 a.m.
- 7 p.m.Tuesday/Thursday | 8 a.m. - 4 p.m. Friday. LRC | 8 a.m. - 6 p.m. Monday/Wednesday | 8 a.m. - 7 p.m. Tuesday/Thursday | 8 a.m. - 4 p.m. Friday.

Cardiovascular Sonography (AAS) 2025

Monday – Friday 8:00 a.m. – 5:00 p.m. Clinical Times Vary	
Start	**Graduate**
02/10/25	09/16/26
09/15/25	04/21/27

Cardiovascular Sonography (AAS) 2026

Monday – Friday 8:00 a.m. – 5:00 p.m. Clinical Times Vary

Start	Graduate
04/27/26	11/24/27
11/30/26	0628/28

Cardiovascular Sonography (AAS) 2027

Monday – Friday 8:00 a.m. – 5:00 p.m. Clinical Times Vary	
Start	**Graduate**
09/20/27	04/18/29

Dental Assistant (Diploma) 2026

Morning Classes		Afternoon Classes		Evening Classes	
Start	**Graduate**	**Start**	**Graduate**	**Start**	**Graduate**
01/12/26	08/27/26	01/12/26	08/27/26	01/12/26	08/27/26
02/09/26	10/01/26	02/09/26	10/01/26	02/09/26	10/01/26
03/09/26	10/29/26	03/09/26	10/29/26	03/09/26	10/29/26
04/06/26	11/25/26	04/06/26	11/25/26	04/06/26	11/25/26
05/04/26	01/08/27	05/04/26	01/08/27	05/04/26	01/08/27
06/01/26	02/04/27	06/01/26	02/04/27	06/01/26	02/04/27
07/06/26	03/04/27	07/06/26	03/04/27	07/06/26	03/04/27
08/03/26	04/01/27	08/03/26	04/01/27	08/03/26	04/01/27
09/08/26	04/29/27	09/08/26	04/29/27	09/08/26	04/29/27
10/05/26	05/27/27	10/05/26	05/27/27	10/05/26	05/27/27
11/02/26	06/24/27	11/02/26	06/24/27	11/02/26	06/24/27
12/01/26	07/29/27	12/01/26	07/29/27	12/01/26	07/29/27

Dental Assistant (Diploma) 2027

Morning Classes		Afternoon Classes		Evening Classes	
Start	**Graduate**	**Start**	**Graduate**	**Start**	**Graduate**
01/11/27	08/26/27	01/11/27	08/26/27	01/11/27	08/26/27
02/08/27	09/30/27	02/08/27	09/30/27	02/08/27	09/30/27
03/08/27	10/28/27	03/08/27	10/28/27	03/08/27	10/28/27
04/05/27	12/02/27	04/05/27	12/02/27	04/05/27	12/02/27
05/03/27	01/13/28	05/03/27	01/13/28	05/03/27	01/13/28
06/01/27	02/10/28	06/01/27	02/10/28	06/01/27	02/10/28
07/06/27	03/09/28	07/06/27	03/09/28	07/06/27	03/09/28
08/02/27	04/06/28	08/02/27	04/06/28	08/02/27	04/06/28
09/07/27	05/04/28	09/07/27	05/04/28	09/07/27	05/04/28
10/04/27	06/01/28	10/04/27	06/01/28	10/04/27	06/01/28
11/01/27	06/29/28	11/01/27	06/29/28	11/01/27	06/29/28
12/06/27	08/03/28	12/06/27	08/03/28	12/06/27	08/03/28

Dental Hygiene (AAS) 2025

Monday – Friday 8:00 a.m. – 5:00 p.m. Clinical Times Vary	
Start	**Graduate**
07/07/25	11/25/26

Dental Hygiene (AAS) 2026

Monday – Friday 8:00 a.m. – 5:00 p.m. Clinical Times Vary	
Start	**Graduate**
02/16/26	06/30/27
09/21/26	02/09/28

Dental Hygiene (AAS) 2027

Monday – Friday 8:00 a.m. – 5:00 p.m. Clinical Times Vary	
Start	**Graduate**
04/26/27	09/13/28

Diagnostic Medical Sonography (AAS) 2025

Monday – Friday 8:00 a.m. – 5:00 p.m. Clinical Times Vary	
Start	**Graduate**
07/07/25	02/10/27

Diagnostic Medical Sonography (AAS) 2026

Monday – Friday 8:00 a.m. – 5:00 p.m. Clinical Times Vary	
Start	**Graduate**
02/16/26	09/15/27

Diagnostic Medical Sonography (AAS) 2027

Monday – Friday 8:00 a.m. – 5:00 p.m. Clinical Times Vary	
Start	**Graduate**
04/26/27	11/22/28

Medical Assistant (Diploma) 2026

Morning Classes		Afternoon Classes		Evening Classes	
Start	**Graduate**	**Start**	**Graduate**	**Start**	**Graduate**
01/12/26	08/27/26	01/12/26	08/27/26	01/12/26	08/27/26
02/09/26	10/01/26	02/09/26	10/01/26	02/09/26	10/01/26
03/09/26	10/29/26	03/09/26	10/29/26	03/09/26	10/29/26
04/06/26	11/25/26	04/06/26	11/25/26	04/06/26	11/25/26
05/04/26	01/08/27	05/04/26	01/08/27	05/04/26	01/08/27
06/01/26	02/04/27	06/01/26	02/04/27	06/01/26	02/04/27
07/06/26	03/04/27	07/06/26	03/04/27	07/06/26	03/04/27
08/03/26	04/01/27	08/03/26	04/01/27	08/03/26	04/01/27
09/08/26	04/29/27	09/08/26	04/29/27	09/08/26	04/29/27
10/05/26	05/27/27	10/05/26	05/27/27	10/05/26	05/27/27
11/02/26	06/24/27	11/02/26	06/24/27	11/02/26	06/24/27
12/01/26	07/29/27	12/01/26	07/29/27	12/01/26	07/29/27

Medical Assistant (Diploma) 2027

Morning Classes		Afternoon Classes		Evening Classes	
Start	**Graduate**	**Start**	**Graduate**	**Start**	**Graduate**
01/11/27	08/26/27	01/11/27	08/26/27	01/11/27	08/26/27
02/08/27	09/30/27	02/08/27	09/30/27	02/08/27	09/30/27
03/08/27	10/28/27	03/08/27	10/28/27	03/08/27	10/28/27
04/05/27	12/02/27	04/05/27	12/02/27	04/05/27	12/02/27
05/03/27	01/13/28	05/03/27	01/13/28	05/03/27	01/13/28
06/01/27	02/10/28	06/01/27	02/10/28	06/01/27	02/10/28
07/06/27	03/09/28	07/06/27	03/09/28	07/06/27	03/09/28
08/02/27	04/06/28	08/02/27	04/06/28	08/02/27	04/06/28
09/07/27	05/04/28	09/07/27	05/04/28	09/07/27	05/04/28
10/04/27	06/01/28	10/04/27	06/01/28	10/04/27	06/01/28
11/01/27	06/29/28	11/01/27	06/29/28	11/01/27	06/29/28
12/06/27	08/03/28	12/06/27	08/03/28	12/06/27	08/03/28

Phlebotomy Technician (Diploma) 2026

Start	Graduate
02/09/26	04/02/26
05/04/26	06/25/26
08/03/26	10/01/26
11/02/26	01/08/27

Phlebotomy Technician (Diploma) 2027

Start	Graduate
02/08/27	04/01/27
05/03/27	06/24/27

08/02/27	09/30/27

Polysomnographic Technology (Diploma) 2026

Evening Classes 3:00 p.m. – 10:00 p.m. Clinical Times May Vary	
Start	**Graduate**
04/27/26	11/25/26

Polysomnographic Technology (Diploma) 2027

Evening Classes 3:00 p.m. – 10:00 p.m. Clinical Times May Vary	
Start	**Graduate**
02/15/27	09/15/27
07/12/27	02/09/28

Practical Nursing (Diploma) 2025

Day Classes
Monday – Friday
7:30 a.m. – 3:00 p.m.
Clinical Times May Vary

Evening Classes
Monday – Friday
2:30 p.m. – 10:30 p.m.
Friday
2:00 p.m. – 5:00 p.m.
Clinical Times May Vary

Start	Graduate
02/10/25	02/11/26
04/21/25	04/22/26
07/07/25	07/01/26
09/15/25	09/16/26
11/24/25	11/25/26

Practical Nursing (Diploma) 2026

Day Classes
Monday – Friday
7:30 a.m. – 3:00 p.m.
Clinical Times May Vary

Evening Classes
Monday – Friday
2:30 p.m. – 10:30 p.m.

Friday
2:00 p.m. – 5:00 p.m.
Clinical Times May Vary

Start	Graduate
02/16/26	02/10/27
04/27/26	04/21/27
07/13/26	06/30/27
09/21/26	09/15/27
11/30/26	11/24/27

Practical Nursing (Diploma) 2027

Day Classes
Monday – Friday
7:30 a.m. – 3:00 p.m.
Clinical Times May Vary

Evening Classes
Monday – Friday
2:30 p.m. – 10:30 p.m.
Friday
2:00 p.m. – 5:00 p.m.
Clinical Times May Vary

Start	Graduate
02/15/27	02/09/28
04/26/27	04/19/28
07/12/27	06/28/28
09/20/27	09/13/28

Respiratory Therapy (AAS) 2025

Morning Classes
Monday-Friday
8:00 a.m.-2:30 p.m.
Clinical Times May Vary

Afternoon Classes
Monday-Friday
1:00 p.m.-7:30 p.m.
Clinical Time May Vary

Start	Graduate
04/21/25	09/16/26
09/15/25	02/10/27

Respiratory Therapy (AAS) 2026

Morning Classes
Monday-Friday
8:00 a.m.-2:30 p.m.
Clinical Times May Vary

Afternoon Classes
Monday-Friday
1:00 p.m.-7:30 p.m.
Clinical Time May Vary

Start	Graduate
02/16/26	06/30/27
07/13/26	11/24/27
09/21/26	02/09/28
11/30/26	04/19/28

Respiratory Therapy (AAS) 2027

Morning Classes
Monday-Friday
8:00 a.m.-2:30 p.m.
Clinical Times May Vary

Afternoon Classes
Monday-Friday
1:00 p.m.-7:30 p.m.
Clinical Time May Vary

Start	Graduate
04/26/27	09/13/28
09/20/27	02/07/29

Sterile Processing Technician 2026

Start	Graduate
02/09/26	05/28/26
05/04/26	08/27/26
08/03/26	11/25/26
11/02/26	03/04/27

Sterile Processing Technician 2027

Start	Graduate
02/08/27	05/27/27
05/03/27	08/26/27
08/02/27	12/02/27

Surgical Technology (AAS) 2025

Monday – Friday 8:00 a.m. – 5:00 p.m. (varies) Clinical Times May Vary	
Start	**Graduate**
04/21/25	09/16/26
09/15/25	02/10/27

Surgical Technology (AAS) 2026

Monday – Friday 8:00 a.m. – 5:00 p.m. (varies) Clinical Times May Vary	
Start	**Graduate**
02/16/26	06/30/27
07/13/26	11/24/27
11/30/26	04/19/28

Surgical Technology (AAS) 2027

Monday – Friday 8:00 a.m. – 5:00 p.m. (varies) Clinical Times May Vary	
Start	**Graduate**
04/26/27	09/13/28
09/20/27	02/07/26

Program Costs

Effective 01/07/2026

Program	Tuition	Textbooks/Digital Content[1](estimated)	Technology Fee	Total
Medical Assistant	$19,300.00	$666.00	$300.00	$20,266.00
Dental Assistant	$19,600.00	$915.00	$300.00	$20,815.00
Surgical Technology[2]	$45,084.00	$2,578.00	$1,050.00	$48,712.00
Dental Hygiene[2]	$77,775.00	$6,982.00	$1,050.00	$85,807.00
Cardiovascular Sonography[2]	$52,910.00	$1,871.00	$1,200.00	$55,981.00
Diagnostic Medical Sonography[2]	$53,287.50	$2,258.00	$1,200.00	$56,745.50
Respiratory Therapy[2]	$51,072.00	$3,508.00	$1,050.00	$55,630.00
Practical Nursing[2]	$37,705.50	$2,345.00	$750.00	$40,800.50
Sterile Processing Technician (Diploma)[3]	$2,800.00	$-	$25.00	$2,825.00
Phlebotomy Technician (Diploma)[3]	$1,400.00	$-	$25.00	$1,425.00
Polysomnographic Technology	$19,057.00	$2,012.00	$450.00	$21,519.00

1. These prices are subject to change based on market conditions beyond the control of Concorde. Concorde does try to ensure rates are below competitive market rates, however, there may be situations in which you are able to purchase some of these items elsewhere at a lower cost. Students have the right to opt out of purchasing certain items from Concorde as long as they obtain these resources prior to the course start date. A student's account will not be charged for any item the student chooses to purchase independently. However, if a student opts out of a digital ebook and/or digital content item and later accesses or uses that digital content through Concorde's system, the student will be responsible for the full cost of the digital content at the then-current rate. This ensures students do not improperly access materials they have chosen not to purchase. A list of books and supplies associated with your program of study can be found on the Concorde website (www.concorde.edu). A hard copy can be provided by the campus upon request.

2. Application Fee of $100.00 is required for this program.

3. This program is not eligible for any Federal Financial Aid or VA programs.

INCIDENTAL FEES **All incidental fees are the responsibility of the student and must be paid prior to receiving any item.**	**Cost**
Additional Diploma	$10.00
*Transcripts are ordered through Parchment	$10.00
Copies	$0.10/copy
**Repetition Fee (per credit hour)	50% of the cost per credit hour
Replacement Student ID Card	$5.00
***Retest for Waitlist	$60.00
Returned Check Fee	$15.00

* Subsequent official transcripts are ordered through Parchment.

**In order to determine the cost per credit hour, divide the amount of tuition stated above by the total number of credit hours in your program.

***Retake fee after passing all HESI cut scores to improve ranking.

Please view fees below:

Digital Official Transcript through Parchment: $7.50

Printed Official Transcript through Parchment:

USPS Shipping: $2.75 + $7.50 = $10.25

USPS International: $5.75 + $7.50 = $13.25

FedEx Domestic: $33.00 + $7.50 = $40.50

FedEx International: $60.00 + $7.50 = $67.50

Cost of Attendance

Your cost of attendance (COA) is an ESTIMATE of the expenses you may encounter while attending Concorde Career College. Your COA includes direct expenses such as tuition and fees, books, course materials supplies, and equipment, and indirect expenses such as living expenses, transportation and other miscellaneous personal expenses associated with your education.

Tuition and direct expenses vary by program and are listed above. The indirect expenses below are based off a monthly average and may be prorated when academic years are shorter or longer. Indirect expenses reflect an average cost of the components that fall within the category. For additional cost of attendance budgets please contact the Financial Aid office.

Indirect Expenses - With Parents

Item	Cost
Food and Housing	$1,888
Transportation	$1,013
Personal	$1,076

Indirect Expenses – Off Campus

Item	Cost
Food and Housing	$2,411
Transportation	$1,263
Personal	$1,478

Personnel

Academics

Name	Education/Credentials	Title
Brower, Makaela	Received a Bachelor's Degree in Communication Studies from Utah State University in 2024.	Academic Affairs Assistant
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	Registrar
Marlow, Luke	Received a Bachelor of Arts degree in Environmental Sustainability Studies from Indiana University in 2023.	Registrar Clerk
Mascarenhas, Rochelle	Rochelle earned a Master of Public Health degree from A.T. Still University and a Bachelor of Dental Surgery from Goa Dental College & Hospital. She has over 10 years of experience in the dental field.	Academic Dean
Villanueva, Roderick "Rick"	Received a Master of Business Administration/Technology Management from University of Phoenix in 2002 and a Bachelor of Science degree in Telecommunications Management from DeVry University in 1991.	Associate Academic Dean

Administration

Name	Education/Credentials	Title
Stewart, Tommy	Associate of Science in Business Management, Phillips Junior College	Regional VP of Operations and Memphis Campus President
Dixon, Siri	Received a BS in Exercise Science-Sports Medicine from Willamette University in 1998 and a MS in Human Movement & Performance from Western Washington University in 2000	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 Operations Coordinator
Patterson, Daniel		Security Guard
Rinier, Skylar	Received an Associate in Education degree from Eastern Gateway Community College in 2022.	Test Proctor

Admissions

Name	Education/Credentials	Title
Baldisseri, Richard	Received a Masters in Business Administration from Oregon State University in 1995 and a Bachelor of Science degree in History from Western Oregon State University in 1993	Director
Jaeger, Kathleen	Received a Bachelor of Arts degree in Psychology from Pacific University in 1991.	Admissions Coordinator
Baldwin, Amanda	Received an Associates degree from Western Business College in 1995.	Receptionist
Avery, Jimmy	Received a Masters in Business Administration from Seattle Pacific University in 2016, a Master of Arts in Communication and Media Studies in 2011 and a Bachelor of Arts in Communication & Media Studies in 2008 from Florida State University.	Admissions Representative
Bounds-Gaston, Janelle	Received a diploma in Cosmetology from Edward Wadsworth School of Hair Design in 2000.	Admissions Representative
Brinkerhoff, Barbara	Received a Bachelor of Arts degree in Communications from Marylhurst University.	Admissions Representative
Delzell, Nicholas		Admissions Representative
Gray, Lucille		Admissions Representative
Hackett, Arianne "Ari"	Received a Bachelor degree in Communication from Minot State University in 2015.	Admissions Representative
McBee, Paige		Admissions Representative
Vaughn, Valerie	Received a Bachelor of Arts degree in Political Science from University of Texas at San Antonio in 1992 and a Master of Arts degree in Geography from University of California, Davis in 2005.	Admissions Representative
Woods, Missi		Admissions Representative

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
Medina, Chris		Business Office Assistant

Cardiovascular Sonography Program

Name	Education/Credentials	Title
Matthews, Alice PhD, RDCS	Received a Doctorate degree in Neuroscience from University of Nevada, Las Vegas, a Bachelor of Applied Science in Allied Health Sciences from Nevada State College and an Associate of Applied Science in Medical Diagnostic Cardiac Sonography from College of Southern Nevada. She is is a Registered Diagnostic Cardiovascular Sonographer (RDCS) with over ten years of experience in cardiovascular imaging.	Program Director
Gabriel, John	John received a Bachelor of Arts degree in 3D Design from The University of Georgia and an Associate of Applied Science degree in Cardiac Sonography from Ogeechee Technical College. He is a Registered Cardiac Sonographer (RDCS) with over eight years of experience in sonography.	Director of Clinical Education

Dental Assistant Program

Name	Education/Credentials	Title
Open		Director
Hughes, Charity	Received a Bachelor of Arts degree in Foreign Language/Literature from Portland State University and a diploma in Dental Assisting from Concorde Career College. She is a Expanded Functions Dental Assistant (EFDA) with over 20 years of experience in the field.	Instructor
Surdu, Maria	Received a certificate in Dental Assisting from Portland Community College and a Bachelor of Science degree in Social Science from Portland State University. She is an Expanded Functions Dental Assistant (EFDA) with over 11 years of experience as a dental assistant.	Instructor

Dental Hygiene Program

Name	Education/Credentials	Title
Sheba Jones, MSDH, RDH	Sheba received a Master of Science in Dental Hygiene from University of Bridgeport, Fones School of Dental Hygiene, a Bachelor of Science in Dental Hygiene from Forsyth School of Dental Hygiene, MCPHS University, and an Associate of Science in Dental	Program Director

Name	Education/Credentials	Title
	Hygiene from Mount Ida College. She is a Registered Dental Hygienist with over 24 years of experience in the dental field.	
Cheesman, Justin	Received an Associate of Science degree in Biomedical Science from Cumberland County College. He is an Expanded Functions Dental Assistant (EFDA) and a Certified Dental Assistant (CDA) with over 10 years of experience as a dental assistant.	Clinical Coordinator
Ahn, Jin, DMD	Received a D.M.D in Dentistry from Southern Illinois University—Edwardsville. He has over 25 years of experience as a dentist and is licensed in Oregon.	Dentist
Hsu, Richard, DMD	Received a D.M.D. in General Dentistry from the University of Pennsylvania. He has over 18 years of experience as a dentist and is licensed in Oregon.	Dentist
Paxton, Dain, DMD, MS	Received a Master of Science in Orofacial Pain & Oral Medicine from Ostrow School of Dentistry, USC and a Doctor of Dental Medicine from Oregon Health Sciences University School of Dentistry. He is licensed in Oregon and has over 15 years of experience in the dentistry field.	Dentist
Wolfe, Jeffrey, DDS	Received a Doctor of Dental Surgery from University of Iowa College of Dentistry. He is licensed in Oregon and has over 20 years of experience as a dentist.	Dentist
Arneson, Samantha, RDH, BS	Received a Bachelor of Science in Political Science from Boise State University and an Associate of Science in Dental Hygiene from Carrington College—Boise. She is licensed in Oregon and is a Registered Dental Hygienist with over six years of experience.	Instructor
Caraballo, Marcie, RDH	Received a Bachelor of Arts degree in Biological Sciences from Wesleyan College and an Associate of Science degree in Dental Hygiene from Edison College. She is a Registered Dental Hygienist with over 20 years of experience in the dental field.	Instructor
Gordon, Elizabeth, RDH	Received a Masters in Education from University of Phoenix and a Bachelor of Science degree in Dental Hygiene from Oregon Institute of Technology. She is a Registered Dental Assistant with over 20 years of experience in the dental field.	Instructor

Name	Education/Credentials	Title
Johnson, Kristen, RDH	Received a Master's degree in Dental Hygiene from Idaho State University, an Associate degree in Dental Hygiene from Shoreline Community College and a Bachelor of Arts degree in Business Management from St. Mary's College of California. She is a Registered Dental Hygienist with over 30 years of experience in the dental field.	Instructor
Klobes, Heidi, RDH, Ed.M	Received a Master's of Adult and Higher Education from Oregon State University, a Bachelors of Science in Dental Hygiene from Oregon Institute of Technology and an Associate of Applied Science in Dental Hygiene from Portland Community College. She is licensed in Oregon and is a Registered Dental Hygienist (RDH) with over 20 years of experience in the field.	Instructor
Larson, Justin "Sunny", RDH	Received a Bachelor of Science degree in Dental Hygiene from Pacific University. She is a Registered Dental Hygienist with over 10 years of experience in the dental field.	Instructor
Maine, Porscha, RDH	Received a Bachelor Science degree in Dental Hygiene from Oregon Institute of Technology. She is a Registered Dental Hygienist with over 15 years of experience in the dental field.	Instructor
Melan, Kira, RDH	Received an Associate of Applied Science degree in Dental Hygiene from Portland Community College and a Bachelor of Science degree in Biology from University of Arizona. She is a Registered Dental Hygienist with over 15 years of experience in the dental field.	Instructor
Radcliff, Brandi, RDH	Received an Associate of Applied Science in Dental Hygiene from Darton State College of Health Professions at Albany State University. She is a Registered Dental Hygienist with over seven years of experience in the field.	Instructor

Diagnostic Medical Sonography

Name	Education/Credentials	Title
Matthews, Alice PhD, RDCS	Received a Doctorate degree in Neuroscience from University of Nevada, Las Vegas, a Bachelor of Applied Science in Allied Health Sciences from Nevada State College	Program Director

Name	Education/Credentials	Title
	and an Associate of Applied Science in Medical Diagnostic Cardiac Sonography from College of Southern Nevada. She is a Registered Diagnostic Cardiovascular Sonographer (RDCS) with over ten years of experience in cardiovascular imaging.	
Bazilme, Faith, RDMS (AB, BR, OB/GYN), RVT (VT)	Faith received an Associate of Science degree in Diagnostic Medical Sonography from Keiser University. She is a Registered Diagnostic Songrapher, RDMS (AB, BR, OB/GYN), RVT (VT) with over nine years of experience as a sonographer.	Instructor
Nance, Nichole, R.T. (S) (ARRT)	Nichole received an Associate of Applied Science in Diagnostic Medical Sonography from Concorde Career College Portland and an Associate of Arts degree from Portland Community College. She is a Registered Sonography Technician, R.T. (S)(ARRT) with over 10 years of experience in the medical field.	Lab Assistant

Financial Aid

Name	Education/Credentials	Title
Heinrichs, Leslee	Received a Master of Science degree in Industrial & Organizational Psychology from Capella University in 2013, a Master of Science degree in Project Management from Keller Graduate School of Management in 2008 and a Bachelor of Science degree in Human Development from Warner Pacific College in 2000.	Director
Ballard, Harley	Received a Bachelor Science degree in Hospitality Management from Rosen College of Hospitality Management at the University of Central Florida in 2019.	Financial Aid Advisor
Carlson, Emily	Received a Master of Education degree from Liberty University in 2021 and a Bachlor of Science degree in Elementary Education from George Fox University in 2017.	Financial Aid Advisor
Nicholas, Cameran	Received a Masters of Arts in Public Administration from Hawaii Pacific University in 2026 and a Bachelor of Arts in Special Education from Portland State University in 2023.	Financial Aid Advisor
Warbington, Sara	Received a Bachelor of Arts in Liberal Studies from Oregon State University in 2004.	Financial Aid Advisor

Medical Assistant Program

Name	Education/Credentials	Title
Moffatt, Serienna "Serie", NCMA	Received an Associate of Science degree in Health Studies from Carrington College-Spokane and a certificate in medical assisting from Pioneer Pacific College. She is a National Certified Medical Assistant (NCMA) with over 10 years of experience in the medical field.	Program Director
Jones, Tarsheil, CMA (AAMA)	Tarsheil received an Associate of Applied Science from Hinds Community College. She is a Certified Medical Assistant, CMA (AAMA), with over 10 years of experience as a medical assistant.	Extern Coordinator
Becker, Nikki	Received a diploma in Medical Assisting from Concorde Career College. She is a Certified Medical Assistant through Washington Department of Health and has over 20 years of experience in the medical field.	Instructor
Dorn, Menischia, CCMA	Received a diploma in Medical Assisting and Medical Billing and Coding from Altierus Career College. She is a Certified Clinical Medical Assistant (CCMA) with over seven years of experience in the medical field.	Instructor
Ocampo, Maegan	Maegen received a diploma in Medical Assisting from Concorde Career College. She is a Certified Medical Assistant (CMA) with over eight years of experience as a Medical Assistant.	Instructor
Stallworth, Victorya, CCMA	Received a Master of Science degree in Sports Management and a Bachelor of Science degree in Kinesiology from Louisiana State University. She is a Certified Clinical Medical Assistant (CCMA) with over five years of experience in the medical field.	Instructor

Phlebotomy Technician Program

Name	Education/Credentials	Title
Moffatt, Serie	ASHS	Director

Polysomnographic Technology Program

Name	Education/Credentials	Title
Teeter, Alyssa, RPSGT	Received an Associate's degree in Accounting from Portland Community	Director

Name	Education/Credentials	Title
	College and a diploma in Polysomnographic Technology from Concorde Career College. She is a Registered Polysomnographic Technician (RPSGT) with over seven years as a Sleep Tech.	

Practical Nursing Program

Name	Education/Credentials	Title
Cohen, Debra, RN, MSN	Debbie received a Master of Science in Nursing Education from Chamberlain University School of Nursing and a Bachelor of Science in Nursing from Oregon Health Science School of Nursing. She is an Oregon Registered Nurse with over 35 years of experience in the nursing field.	Director
Garcia, "Zeke" Ezequiel, RN, BSN	Zeke earned a Bachelor of Science degree in Nursing from The University of Texas at El Paso. He is a Registered Nurse with over three years of experience as a nurse.	Assistant Director of Nursing
Hawana, Lauren, RN, BSN	Received a Bachelor of Science in Nursing degree from Indiana State University School of Nursing. She is a Registered Nurse in Oregon with over six years of experience as a Licensed Practical Nurse (LPN).	Clinical Coordinator
Harris, Robert, RN, MSN	Received a Master of Science in Nursing Education from Capella University and a Bachelor of Science in Nursing from Western Governors University. He is a Registered Nurse in Oregon with over 15 years of experience in the field.	Instructor
Kendra, Courtney, RN, BSN	Courtney received a Bachelor of Science in Nursing from University of Portland and a Bachelor of Science in Human Development and Family Sciences from Oregon State University. She is a Registered Nurse, RN, with over 15 years of experience in nursing.	Instructor
Meno, Vincent, MSN, FNP-BC	Received a Master of Science in Nursing degree from University of Phoenix and a Bachelor of Science in Nursing degree from University of Massachusetts. He is a Registered Nurse in Oregon with over 12 years of experience as a nurse.	Instructor
Panganiban, Kyle, RN, BSN	Kyle received a Bachelor of Science degree in Nursing from Grand Canyon University and an Associate Degree in Nursing and in Human Biology from Bakersfield College. He is a	Instructor

Name	Education/Credentials	Title
	Registered Nurse, RN, with over seven years of experience in the medical field.	
Smelyanskiy, Natalie, LPN	Received a diploma in Practical Nursing from Carrington College and an Associate of Arts degree from Clackamas Community College. She is a Licensed Practical Nurse (LPN) in Oregon with seven years of experience as a practical nurse.	Instructor

Respiratory Therapy Program

Name	Education/Credentials	Title
Open		Program Director
Von Allmen, Dustin, RRT	Dustin received an Associate of Applied Science in Respiratory Therapy from Concorde Career College—Portland. He is a Registered Respiratory Therapist (RRT) with over four years of experience as a respiratory therapist.	Director of Clinical Education
Danforth, Chelsea, RRT	Received an Associate of Applied Science in Respiratory Care degree from Delaware Technical and Community College. She is a Registered Respiratory Therapist (RRT) with over 13 years of experience in the respiratory field.	Instructor
Hollingsworth, Kimberly, RRT	Kimberly received an Associate of Applied Science in Respiratory Therapy from Concorde Career College Portland and a Bachelor of Arts degree in Psychology from Tulane University. She is a Registered Respiratory Therapist, RRT, with over 10 years of experience in respiratory care.	Instructor
Sams, Heather RRT	Heather received an Associate Degree in Respiratory Therapy from Mt. Hood Community College and a Bachelor of Science in Health Care Field from Portland State. She is a Registered Respiratory Therapist with over 20 years of experience in the respiratory care field.	Instructor

Sterile Processing Technician Program

Name	Education/Credentials	Title
LeBouef, Joseph	Received a certificate in Field/ Emergency Medicine from the Field Medical Service School and a certificate in Surgical Technology	Instructor

Name	Education/Credentials	Title
	from the Naval School of Health Sciences. He is a Registered Surgical Technologist in Washington and a Certified Registered Central Service Technician (CRCST) with over 36 years of experience in healthcare.	

Student Affairs/Graduate Employment

Name	Education/Credentials	Title
Brand, Jason	Received a Bachelor of Science degree from Central Missouri State University in 2002 and an Associate of Arts degree from North Iowa Area Community College in 1998.	Director
Higgins, Michael	Received a Bachelor of Science in History and Social Science from Portland State University in 2015.	Graduate Employment Specialist
Kilna, Joan	Received a Master of Education in Curriculum and Instruction from the 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.	Senior Graduate Employment Specialist
Smith, Randy	Received a Master of Science in Psychology from Grand Canyon University in 2022 and a Bachelor of Arts in Psychology from University of Texas at El Paso in 2020.	Graduate Employment Specialist
Taylor, Jorden	Received a Bachelor of Arts degree in Interdisciplinary Studies from University of Missouri in 2001.	Student Services Advisor

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
Starelli, Kayla CST	Kayla received an Associate of Applied Science in Surgical Technology from Concorde Career College. She is a Certified Surgical Technologist (CST) with over six years of experience as a surgical technologist.	Clinical Coordinator
Norman, Mia CST	Mia received an Associate of Occupational Science in Surgical Technology from American Career	Instructor

Name	Education/Credentials	Title
	College. She is a Certified Surgical Technologist with over five years of experience in surgical technology.	
Roberts, Rachel, CST	Rachel earned an Associate degree in Surgical Technology from Gwinnett Technical College. She is a Certified Surgical Technologist with over eight years of experience as a surgical technologist.	Instructor

Additional Provisions - Southaven

Calendar

2026 Student Holidays

January 1, 2026	New Year's Day
January 19, 2026	Martin Luther King, Jr. Day
May 25, 2026	Memorial Day
June 19, 2026	Juneteenth
July 3, 2026	Independence Day
September 7, 2026	Labor Day
November 11, 2026	Veteran's Day
November 26, 2026	Thanksgiving Day
November 27, 2026	Day after Thanksgiving
December 25, 2026	Christmas Day

Classroom Break Schedules

Dental Assistant, Medical Assistant, Medical Office Professional and Massage Therapy, Morning, Afternoon and Evening Classes Break time from _:00 to _:10 each hour

Each program schedules class breaks throughout the calendar year for faculty in-services. Class breaks are subject to change based on program needs and/or inclement weather. See your Program Director for a current class break schedule.

Graduation Dates

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

Clinical Schedules

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

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

Externship Schedules

Externship schedules may consist of 6–8 hour shifts during the daytime.

Hours of Operation

Classroom - Open at least 15 minutes before/after each scheduled class. Administration- 8 a.m. - 8 p.m. Monday - Thursday and 8 a.m. - 5 p.m. Friday LRC - 9 a.m. - 6 p.m. Monday - Friday unless posted.

Dental Assistant (Diploma) 2026

Morning Classes		Evening Classes	
Start	**Graduate**	**Start**	**Graduate**
01/12/26	08/27/26	01/12/26	08/27/26
02/09/26	10/01/26	02/09/26	10/01/26
03/09/26	10/29/26	03/09/26	10/29/26
04/06/26	11/25/26	04/06/26	11/25/26

05/04/26	01/08/27	05/04/26	01/08/27
06/01/26	02/04/27	06/01/26	02/04/27
07/06/26	03/04/27	07/06/26	03/04/27
08/03/26	04/01/27	08/03/26	04/01/27
09/08/26	04/29/27	09/08/26	04/29/27
10/05/26	05/27/27	10/05/26	05/27/27
11/02/26	06/24/27	11/02/26	06/24/27
12/01/26	07/29/27	12/01/26	07/29/27

Dental Assistant (Diploma) 2027

Morning Classes		Afternoon Classes		Evening Classes	
Start	**Graduate**	**Start**	**Graduate**	**Start**	**Graduate**
01/11/27	08/26/27	01/11/27	08/26/27	01/11/27	08/26/27
02/08/27	09/30/27	02/08/27	09/30/27	02/08/27	09/30/27
03/08/27	10/28/27	03/08/27	10/28/27	03/08/27	10/28/27
04/05/27	12/02/27	04/05/27	12/02/27	04/05/27	12/02/27
05/03/27	01/13/28	05/03/27	01/13/28	05/03/27	01/13/28
06/01/27	02/10/28	06/01/27	02/10/28	06/01/27	02/10/28
07/06/27	03/09/28	07/06/27	03/09/28	07/06/27	03/09/28
08/02/27	04/06/28	08/02/27	04/06/28	08/02/27	04/06/28
09/07/27	05/04/28	09/07/27	05/04/28	09/07/27	05/04/28
10/04/27	06/01/28	10/04/27	06/01/28	10/04/27	06/01/28
11/01/27	06/29/28	11/01/27	06/29/28	11/01/27	06/29/28
12/06/27	08/03/28	12/06/27	08/03/28	12/06/27	08/03/28

Medical Assistant (Diploma) 2026

Morning Classes		Afternoon Classes		Evening Classes	
Start	**Graduate**	**Start**	**Graduate**	**Start**	**Graduate**
01/12/26	08/27/26	01/12/26	08/27/26	01/12/26	08/27/26
02/09/26	10/01/26	02/09/26	10/01/26	02/09/26	10/01/26
03/09/26	10/29/26	03/09/26	10/29/26	03/09/26	10/29/26
04/06/26	11/25/26	04/06/26	11/25/26	04/06/26	11/25/26
05/04/26	01/08/27	05/04/26	01/08/27	05/04/26	01/08/27
06/01/26	02/04/27	06/01/26	02/04/27	06/01/26	02/04/27
07/06/26	03/04/27	07/06/26	03/04/27	07/06/26	03/04/27
08/03/26	04/01/27	08/03/26	04/01/27	08/03/26	04/01/27
09/08/26	04/29/27	09/08/26	04/29/27	09/08/26	04/29/27
10/05/26	05/27/27	10/05/26	05/27/27	10/05/26	05/27/27
11/02/26	06/24/27	11/02/26	06/24/27	11/02/26	06/24/27
12/01/26	07/29/27	12/01/26	07/29/27	12/01/26	07/29/27

Medical Assistant (Diploma) 2027

Morning Classes		Afternoon Classes		Evening Classes	
Start	Graduate	Start	Graduate	Start	Graduate
01/11/27	08/26/27	01/11/27	08/26/27	01/11/27	08/26/27
02/08/27	09/30/27	02/08/27	09/30/27	02/08/27	09/30/27
03/08/27	10/28/27	03/08/27	10/28/27	03/08/27	10/28/27
04/05/27	12/02/27	04/05/27	12/02/27	04/05/27	12/02/27
05/03/27	01/13/28	05/03/27	01/13/28	05/03/27	01/13/28
06/01/27	02/10/28	06/01/27	02/10/28	06/01/27	02/10/28
07/06/27	03/09/28	07/06/27	03/09/28	07/06/27	03/09/28
08/02/27	04/06/28	08/02/27	04/06/28	08/02/27	04/06/28
09/07/27	05/04/28	09/07/27	05/04/28	09/07/27	05/04/28
10/04/27	06/01/28	10/04/27	06/01/28	10/04/27	06/01/28
11/01/27	06/29/28	11/01/27	06/29/28	11/01/27	06/29/28
12/06/27	08/03/28	12/06/27	08/03/28	12/06/27	08/03/28

Medical Office Professional (Diploma) 2026

Morning Classes		Afternoon Classes		Evening Classes	
Start	Graduate	Start	Graduate	Start	Graduate
01/12/26	08/27/26	01/12/26	08/27/26	01/12/26	08/27/26
02/09/26	10/01/26	02/09/26	10/01/26	02/09/26	10/01/26
03/09/26	10/29/26	03/09/26	10/29/26	03/09/26	10/29/26
04/06/26	11/25/26	04/06/26	11/25/26	04/06/26	11/25/26
05/04/26	01/08/27	05/04/26	01/08/27	05/04/26	01/08/27
06/01/26	02/04/27	06/01/26	02/04/27	06/01/26	02/04/27
07/06/26	03/04/27	07/06/26	03/04/27	07/06/26	03/04/27
08/03/26	04/01/27	08/03/26	04/01/27	08/03/26	04/01/27
09/08/26	04/29/27	09/08/26	04/29/27	09/08/26	04/29/27
10/05/26	05/27/27	10/05/26	05/27/27	10/05/26	05/27/27
11/02/26	06/24/27	11/02/25	06/24/27	11/02/25	06/24/27
12/01/26	07/29/27	12/01/26	07/29/27	12/01/26	07/29/27

Medical Office Professional (Diploma) 2027

Morning Classes		Afternoon Classes		Evening Classes	
Start	Graduate	Start	Graduate	Start	Graduate
01/11/27	08/26/27	01/11/27	08/26/27	01/11/27	08/26/27
02/08/27	09/30/27	02/08/27	09/30/27	02/08/27	09/30/27
03/08/27	10/28/27	03/08/27	10/28/27	03/08/27	10/28/27
04/05/27	12/02/27	04/05/27	12/02/27	04/05/27	12/02/27
05/03/27	01/13/28	05/03/27	01/13/28	05/03/27	01/13/28
06/01/27	02/10/28	06/01/27	02/10/28	06/01/27	02/10/28
07/06/27	03/09/28	07/06/27	03/09/28	07/06/27	03/09/28
08/02/27	04/06/28	08/02/27	04/06/28	08/02/27	04/06/28
09/07/27	05/04/28	09/07/27	05/04/28	09/07/27	05/04/28

Morning Classes		Afternoon Classes		Evening Classes	
10/04/27	06/01/28	10/04/27	06/01/28	10/04/27	06/01/28
11/01/27	06/29/28	11/01/27	06/29/28	11/01/27	06/29/28
12/06/27	08/03/28	12/06/27	08/03/28	12/06/27	08/03/28

Massage Therapy (Diploma) 2026

Morning Classes
Class and Clinical
Times May Vary

Start	Graduate
03/09/26	11/25/26
12/01/26	08/26/27

Afternoon Classes
Class and Clinical
Times May Vary

Start	Graduate
05/04/26	02/04/27

Evening Classes
Class and Clinical
Times May Vary

Start	Graduate
08/03/26	04/29/27

Massage Therapy (Diploma) 2027

Morning Classes
Class and Clinical
Times May Vary

Start	Graduate
08/02/27	05/04/28

Afternoon Classes
Class and Clinical
Times May Vary

Start	Graduate
02/08/27	10/28/27

Evening Classes
Class and Clinical
Times May Vary

Start	Graduate
05/03/27	02/10/28

Phlebotomy Technician (Diploma) 2026

Days/Hours May Vary	
Start	**Graduate**
03/09/26	04/30/26
06/01/26	07/30/26
08/03/26	10/01/26

Phlebotomy Technician (Diploma) 2027

Days/Hours May Vary	
Start	**Graduate**
03/08/27	04/29/27
07/06/27	08/26/27

Dental Assisting (Associate of Applied Science), Medical Assisting (Associate of Applied Science) 2026

Evening Classes Monday – Friday 5:30 p.m. – 9:30 p.m.	
Start	**Graduate**
02/16/26	09/16/26
04/27/26	11/25/26
07/13/26	02/01/27
09/21/26	04/21/27
11/30/26	06/30/27

Dental Assisting (Associate of Applied Science), Medical Assisting (Associate of Applied Science) 2027

Evening Classes Monday – Friday 5:30 p.m. – 9:30 p.m.	
Start	**Graduate**
02/15/27	09/15/27
04/26/27	11/24/27
07/12/27	02/09/27
09/20/27	04/19/28

Program Costs

Effective 01/07/2026

Program	Tuition	Textbooks/Digital Content[1] (estimated)	Technology Fee	Total
Medical Assistant (Diploma)	$18,288.00	$666.00	$300.00	$19,254.00
Dental Assisting (Diploma)	$18,015.00	$915.00	$300.00	$19,230.00
Medical Office Professional (Diploma)	$17,258.00	$1,049.00	$300.00	$18,607.00
Dental Assisting (Associate of Applied Science)[2]	$32,811.00	$750.00	$450.00	$34,011.00
Medical Assisting (Associate of Applied Science)[2]	$32,814.00	$750.00	$450.00	$34,014.00
Massage Therapy (Diploma)	$16,459.00	$653.00	$300.00	$17,412.00
Phlebotomy Technician (Diploma)[3]	$1,544.00	$-	$25.00	$1,569.00

1. These prices are subject to change based on market conditions beyond the control of Concorde. Concorde does try to ensure rates are below competitive market rates, however, there may be situations in which you are able to purchase some of these items elsewhere at a lower cost. Students have the right to opt out of purchasing certain items from Concorde as long as they obtain these resources prior to the course start date. A student's account will not be charged for any item the student chooses to purchase independently. However, if a student opts out of a digital ebook and/or digital content item and later accesses or uses that digital content through Concorde's system, the student will be responsible for the full cost of the digital content at the then-current rate. This ensures students do not improperly access materials they have chosen not to purchase. A list of books and supplies associated with your program of study can be found on the Concorde website (www.concorde.edu). A hard copy can be provided by the campus upon request.

2. Application Fee of $100.00 is required for this program.

3. This program is not eligible for any Federal Financial Aid or VA programs.

INCIDENTAL FEES

All incidental fees are the responsibility of the student and must be paid prior to receiving any item.

Item	Fee
Additional Diploma	$10.00
*Transcripts are ordered through Parchment	$10.00
Copies	$0.10/copy
**Repetition Fee (per credit hour)	50% of the cost per credit hour
Replacement Student ID Card	$5.00
***Retest for Waitlist	$60.00
Returned Check Fee	$15.00

*Subsequent official transcripts are ordered through Parchment.

**In order to determine the cost per credit hour, divide the amount of tuition stated above by the total number of credit hours in your program.

***Retake fee after passing all HESI cut scores to improve ranking.

Please view fees below:

Digital Official Transcript through Parchment: $7.50

Printed Official Transcript through Parchment:

USPS Shipping: $2.75 + $7.50 = $10.25

USPS International: $5.75 + $7.50 = $13.25

FedEx Domestic: $33.00 + $7.50 = $40.50

FedEx International: $60.00 + $7.50 = $67.50

Cost of Attendance

Your cost of attendance (COA) is an ESTIMATE of the expenses you may encounter while attending Concorde Career College. Your COA includes direct expenses such as tuition and fees, books, course materials supplies, and equipment, and indirect expenses such as living expenses, transportation and other miscellaneous personal expenses associated with your education.

Tuition and direct expenses vary by program and are listed above. The indirect expenses below are based off a monthly average and may be prorated when academic years are shorter or longer. Indirect expenses reflect an average cost of the components that fall within the category. For additional cost of attendance budgets please contact the Financial Aid office.

Indirect Expenses - With Parents

Item	Cost
Food and Housing	$1,151
Transportation	$1027
Personal	$838

Indirect Expenses – Off Campus

Item	Cost
Food and Housing	$1,549
Transportation	$1,247
Personal	$1,214

Personnel

Administration

Name	Education/Credentials	Title
Stewart, Tommy	Associate of Science in Business Management, Phillips Junior College	Regional VP of Operations and Memphis Campus President
Burgio, Chris	Masters of Science in Accounting, University of Phoenix 2009	Campus President ADA/504 Coordinator
Childers, Tania		Administrative Operations Coordinator

Admissions

Name	Education/Credentials	Title
Open		Director of Admissions
Morgan, Sharon		Admissions Coordinator
Clayton, Tracey		Admissions Representative
Hollis, Allison	Dental Assisting Diploma, Brightwood College, San Antonio, TX 2007	Admissions Representative
Reed, Derrick		Admissions Representative
Williams, Cherina		Admissions Representative

Business Office

Name	Education/Credentials	Title
Open		Business office Manager

Dental Assisting (Diploma) Program

Name	Education/Credentials	Title
Hibbler-Davis, Veronica	RDA, Bachelor of Science in Management, University of Phoenix, 2020	Program Director
Alexander, Gabriel	RDA, RPH, AAS	Instructor

Dental Assisting (Associate of Applied Science) Program

Name	Education/Credentials	Title
McCaa Russum, Gary	M.S. in Counseling Psychology, William Carey University, Hattiesburg, MS, 2008	Instructor
Rugless, Dr. Fedoria	Ph.D., University of Cincinnati College of Medicine, Cincinnati, OH, 2012; B.S., Oakwood University, Huntsville, AL, 2007	Instructor
Walker, Brenda	Ed.S., Liberty University, Lynchburg, VA, 2015, ME, Lesley University, Cambridge, MA, 2010, B.S., University of Memphis, Memphis, TN, 2006	Instructor

Education

Name	Education/Credentials	Title
Golden, Michelle	Masters of Business Administration in Healthcare Administration, Colorado Technical University2014; Bachelor of Science in Healthcare Administration, University of Phoenix, 2012;Associate of Business Administration, Axia College, 2009; Diploma of Medical Assistant, Concorde Career Institute, 1997	Academic Dean
Durmeier, Jessi		Registrar
Wheeler, Kevin	Bachelor in Science in Biblical Studies, Covenant Bible College and Seminary, 2017	Academic Technology and Media Coordinator
Wheeler, Tabitha		Online Success Coach

Financial Aid

Name	Education/Credentials	Title
Coleman, Ashley	B.B.A., Delta State University, Cleveland, MS 2008	Director of Financial Aid
Holmes, TC	Dental Assisting Diploma, Concorde Career College, Memphis, TN 2005	Financial Aid Advisor

Massage Therapy (Diploma) Program

Name	Education/Credentials	Title
Humes, Milton	Licensed Massage Therapist, Diploma, Concorde Career College, Memphis, TN. Jan. 2014	Program Director
Jones, Jessica	Bachelor of Arts in Psychology and Pre-Health Programs, University of TN. 2013; Licensed Massage Therapist, Massage Therapy Diploma, Massage Therapy Institute, 2012	Instructor

Medical Assistant (Diploma) Program

Name	Education/Credentials	Title
Hale, Shaquilla S.	MBA, NRCMA, NRCCS	Program Director
White, Kasha	AAS, Surgical Technologist, Concorde Career College, 2010; NCMA, Medical Assisting Diploma, Concorde Career College, 2005	Instructor

Medical Assisting (Associate of Applied Science) Program

Name	Education/Credentials	Title

Rugless, Dr. Fedoria	Ph.D, University of Cincinnati College of Medicine, Cincinnati, OH, 2012; B.S., Oakwood University, Huntsville, AL, 2007	Instructor
Walker, Brenda	Ed.S., Liberty University, Lynchburg, VA, 2015, ME, Lesley University, Cambridge, MA, 2010, B.S., University of Memphis, Memphis, TN, 2006	Instructor
Watkins, Brandy		Externship Coordinator

Medical Office Professional (Diploma) Program

Name	Education/Credentials	Title
Hale, Shaquilla S.	MBA, NRCMA, NRCCS	Program Director

Phlebotomy Technician (Diploma) Program

Name	Education/Credentials	Title
Hale, Shaquilla S.	MBA, NRCMA, NRCCS	Program Director

Student Affairs

Name	Education/Credentials	Title
Patel, Malini	MS BA University of Florida	Director of Student Affairs
Carroll, Samantha	BGS, University of Mississippi	Graduate Employment Specialist