

**2002-2003 CATALOG**  
**Olympia Career Training**  
**Institute**

OlympiaMI0502

**Grand Rapids Main Campus**

1750 Woodworth Street, N.E.  
Grand Rapids, MI 49525  
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**Kalamazoo Campus**

Golf Ridge Center  
5349 West Main  
Kalamazoo, MI 49009  
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Accredited by the Accrediting Bureau  
of Health Educational Schools (ABHES) and  
Licensed by the State of Michigan

**2002-2003 CATALOG - Olympia Career Training Institute**  
OlympiaMI0502



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## ABOUT CORINTHIAN SCHOOLS, INC.

This school is a part of Corinthian Schools, Inc. (CSI). CSI was formed in 1995 to own and operate schools across the nation that focus on high demand and specialized skills. CSI is continually seeking to provide the kind of training programs that will best serve the changing needs of students, business and industry.

With headquarters in Santa Ana, California and schools in various states, CSI provides job-oriented training in high-growth, high-technology areas of business and industry. The curricular focus is on allied health, business, and other programs that have been developed based on local employer needs. Students use modern equipment and facilities, similar to the kind they can expect to find on the job. By emphasizing focused training, CSI provides people entering or re-entering today's competitive market with practical, skill-specific training vital to their success.

Corinthian Schools, Inc. is dedicated to providing vocational and technical training that meets the current needs of business and industry. Under CSI ownership, the school will maintain its long-standing reputation for innovation and high-quality private vocational education.

### HISTORY

Olympia Career Training Institute, formerly Grand Rapids Educational Center, was founded in 1972 and was located in the heart of the city at the Towers Medical Building. In 1980, the school relocated to the Northbrook Office Park and continued with quality health career training programs. From 1983 until 2001, Olympia Career Training Institute was operated by Malone Management Company. During this time, the Institute added two additional locations: Kalamazoo, Michigan in 1989 and Merrillville, Indiana in 1996. In 1993, the Grand Rapids campus moved to a new facility on Woodworth Street. Corinthian Schools, Inc. acquired the three campuses in February 2001. At the current locations, Olympia Career Training Institute serves all of Western Michigan and Northern Indiana, training students as far north as Petoskey, east to Lansing, south to the Illinois border, and west to the Lake Michigan communities.

### EDUCATIONAL PHILOSOPHY

The Corinthian Schools, Inc. philosophy is to provide quality programs that are sound in concept, implemented by a competent and dedicated faculty geared to serve those seeking a solid foundation in knowledge and skills required to obtain employment in their chosen fields. The programs emphasize hands-on training, are relevant to employers' needs and focus on areas that offer strong long-term employment opportunities. To offer students the training and skills that will lead to successful employment, the schools will:

- Continually evaluate and update educational programs;
- Provide modern facilities and training equipment;
- Select teachers with professional experience in the vocations they teach and the ability to motivate and develop students to their greatest potential; and
- Promote self-discipline and motivation so that students may enjoy success on the job and in society.

### PHYSICAL LOCATION AND FACILITY

Olympia Career Training Institute's Grand Rapids campus is located at 1750 Woodworth Street NE (off Plainfield NE), Grand Rapids, conveniently located near 131 and I-96 expressways. The Kalamazoo location is located in Golf Ridge Center (previously the Elk's Country Club), Suite 201, 5349 West Main, Kalamazoo; convenient to 131 and I-94 expressways. Both locations provide free parking, are handicapped accessible, and are located near public transportation.

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Olympia Career Training Institute is spacious (Grand Rapids 14,850 sq. ft., Kalamazoo 6,730 sq. ft.), modern, smoke-free and air-conditioned. Facilities include administrative offices, lecture rooms, medical, dental and computer labs, examination rooms, business labs, and student lounges. Class enrollment is limited and many classes have less than 18 students.

## **STATEMENT OF NON-DISCRIMINATION**

Corinthian Schools, Inc. does not discriminate on the basis of sex, age, physical handicap, race, creed or religion in its admission to or treatment in its programs and activities, including advertising, training, placement and employment. The school president is the coordinator of Title IX - the Educational Amendments Act of 1972, which prohibits discrimination on the basis of sex in any education program or activity receiving federal financial assistance. All inquiries or complaints under the sex discrimination provisions of Title IX should be directed to the school president. The school president must act equitably and promptly to resolve complaints and should provide a response within seven working days. Students who feel that the complaint has not been adequately addressed should contact the CSi Student Help Line, (800) 874-0255.

## **ACCREDITATIONS, APPROVALS AND MEMBERSHIPS**

Olympia Career Training Institute is licensed by the State of Michigan to provide training in the following fields:

BASIC NURSE AIDE TRAINING PROGRAM (NATP)  
DENTAL ASSISTANT  
ELECTRONICS, COMPUTER AND INDUSTRIAL TECHNOLOGY  
LICENSED PRACTICAL NURSE (L.P.N.)  
MASSAGE THERAPY  
MEDICAL ASSISTING  
MEDICAL ADMINISTRATIVE ASSISTANT  
NETWORK ADMINISTRATION  
SURGICAL TECHNOLOGIST

Olympia Career Training Institute is institutionally accredited by the accrediting committee of the Accrediting Bureau of Health Education Schools (ABHES), 803 West Broad Street, Suite 730, Falls Church, Virginia, 22046, (703) 533-2082.

ABHES is listed by the U.S. Department of Education as a nationally recognized accrediting agency under the provisions of Chapter 33, Title 38, U.S. code and subsequent legislation. The Accrediting Bureau of Health Education Schools is recognized by the Council of Post-secondary Accreditation (COPA) to accredit institutions of allied health in the private sector. A written copy of this accreditation is available for review.

The Surgical Technologist program is also accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

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## **ADMISSIONS**

### **ADMISSIONS REQUIREMENTS**

Olympia Career Training Institute considers each applicant on the basis of scholastic ability, aptitude for profession, and employability. Applicants must be high school graduates or equivalent. Prospective students are required to:

1. Furnish proof of a high school diploma or a recognized equivalency by providing the school with the diploma, official transcript or GED certificate, a copy of which will be placed in the student file, and
2. Achieve a passing score on a nationally normed, standardized test. This test measures an applicant's basic skills in reading and arithmetic. Applicants who fail the test can be re-tested using a different nationally normed, standardized test. The re-test(s) will be administered within the period specified by the test developer or one week, whichever is longer. Should the applicant fail the test a third time, one year or alternate training must take place before (s)he will be allowed to retest.

Prospective students should arrange to visit Olympia Career Training Institute for a personal interview in advance of expected enrollment. Student health forms are required before participation in clinical labs. Olympia Career Training Institute retains the right to accept or reject an applicant based on testing scores or scholastic ability and references. Upon acceptance, enrollment will assure a seat in the class. Some programs require additional prerequisites. It is important that students read thoroughly and understand the requirements of each program.

Students enrolling in the Network Administration and Surgical Technologist programs are required to pass the CPA examination with a minimum score of 150.

### **ADMISSION PROCEDURE**

Before enrollment, prospective students must schedule a personal interview. Students will be given the school catalog prior to enrollment. A qualification questionnaire must be completed by all applicants (except CNA applicants, and LPN applicants).

### **TRANSFER POLICY**

Students who have graduated, or previously enrolled in other colleges, are, in general, eligible to enroll without taking any mandatory testing or prerequisite courses. Olympia Career Training Institute reserves the right to evaluate the student's transcripts according to its standards. Olympia Career Training Institute cannot guarantee transfer of earned credits to other colleges as this is dependent solely on the receiving school's transfer policies.

# GRAND RAPIDS MAIN CAMPUS

## ACADEMIC CALENDAR

Dental Assistant, Medical Assistant and Medical Administrative Assistant Day and Evening Schedule	
2002	
Start Dates	End Dates
May 1 Wed	May 29 Wed
Jun 3 Mon	Jun 27 Thur
Jul 8 Mon	Jul 31 Wed
Aug 5 Mon	Aug 29 Thur
Sep 4 Wed	Oct 1 Tue
Oct 3 Thur	Oct 30 Wed
Nov 4 Mon	Dec 2 Mon
Dec 3 Tue	Jan 9 '03 Thur
2003	
Start Dates	End Dates
Jan 13 Mon	Feb 10 Mon
Feb 11 Tue	Mar 11 Tue
Mar 12 Wed	Apr 8 Tue
Apr 9 Wed	May 6 Tue
May 7 Wed	Jun 4 Wed
Jun 9 Mon	Jul 10 Thur
Jul 14 Mon	Aug 7 Thur
Aug 11 Mon	Sep 8 Mon
Sep 9 Tue	Oct 6 Mon
Oct 8 Wed	Nov 4 Tue
Nov 6 Thur	Dec 4 Thur
Dec 8 Mon	Jan 15 '04 Thur

Electronics, Computer and Industrial Technology Day Schedule	
2002	
Start Dates	End Dates
Apr 29 Mon	Jul 29 Mon
Jul 30 Tue	Oct 22 Tue
Oct 23 Wed	Jan 29 '03 Wed
2003	
Start Dates	End Dates
Jan 30 Thur	Apr 24 Thur
Apr 28 Mon	Jul 28 Mon
Jul 29 Tue	Oct 21 Tue
Oct 22 Wed	Jan 29 '04 Thur

Electronics, Computer and Industrial Technology Evening Schedule	
2002	
Start Dates	End Dates
Feb 28 Thur	May 22 Wed
May 28 Tue	Aug 26 Mon
Aug 28 Wed	Nov 20 Wed
Nov 25 Mon	Mar 3 '03 Mon
2003	
Start Dates	End Dates
Mar 4 Tue	May 27 Tue
May 28 Wed	Aug 26 Tue
Aug 27 Wed	Nov 19 Wed
Nov 20 Thur	Mar 3 '04 Wed

Massage Therapy Day (8am to 1pm) Schedule	
2002	
Start Dates	End Dates
*Apr 17 Wed	Jul 18 Tue
Apr 25 Wed	Aug 5 Thur
*Jul 22 Thur	Oct 15 Mon
*Aug 6 Mon	Oct 30 Tue
Oct 16 Tue	Jan 23 Wed
*Nov 4 Wed	Feb 11 Thur
2003	
Start Dates	End Dates
*Jan 27 Mon	Apr 22 Tue
*Feb 12 Tue	May 8 Wed
*Apr 23 Wed	Jul 24 Thur
*Jul 28 Mon	Oct 21 Tue

Massage Therapy Afternoon (1pm to 6pm) Schedule	
2002	
Start Dates	End Dates
*Mar 11 Mon	Jun 4 Tue
*Jun 5 Wed	Sep 5 Thur
*Sep 9 Mon	Dec 3 Tue
Dec 4 Wed	Mar 13 '03 Thur
2003	
Start Dates	End Dates
*Mar 17 Mon	Jun 10 Tue
*Jun 11 Wed	Sep 11 Thur
*Sep 15 Mon	Dec 9 Tue



Massage Therapy Evening Schedule	
2002	
Start Dates	End Dates
*Apr 17 Wed	Jul 18 Thur
*Jul 22 Thur	Oct 15 Mon
*Aug 6 Mon	Oct 30 Tue
Oct 16 Tue	Jan 23 Wed
*Nov 4 Wed	Feb 11 '03 Thur
2003	
Start Dates	End Dates
*Jan 27 Mon	Apr 22 Tue
*Feb 12 Wed	May 8 Thur
*Apr 23 Wed	Jul 24 Thur
*May 12 Mon	Aug 12 Tue
*Jul 28 Mon	Oct 21 Tue
*Aug 13 Wed	Nov 6 Thur
*Nov 10 Mon	Feb 19 '04 Thur

Network Administration Day and Evening Schedule	
2002	
Start Dates	End Dates
Apr 29 Mon	Jul 29 Mon
*Jul 30 Tue	Oct 22 Tue
Oct 23 Wed	Jan 29 '03 Wed
2003	
Start Dates	End Dates
*Jan 30 Thur	Apr 24 Thur
Apr 28 Mon	Jul 28 Mon
*Jul 29 Tue	Oct 21 Tue
Oct 22 Wed	Jan 29 '04 Thur

Practical Nurse Day Schedule	
2002	
Start Dates	End Dates
May 29 Wed	Aug 27 Tue
*Aug 28 Wed	Nov 20 Wed
Nov 25 Mon	Feb 28 Fri
2003	
Start Dates	End Dates
* Mar 3 Mon	May 23 Fri
May 28 Wed	Aug 26 Tue
*Aug 27 Wed	Nov 19 Wed

Surgical Technologist Day Schedule	
2002	
Start Dates	End Dates
*Aug 7 Wed	Oct 16 Wed
*Oct 21 Mon	Jan 10 Fri
2003	
Start Dates	End Dates
*Jan 13 Mon	Jun 4 Wed

### HOLIDAYS AND VACATIONS

	2002	2003
New Year's Day	Jan 1	Jan 1
Martin Luther King Day	Jan 21	Jan 20
President's Day	Feb 18	Feb 17
Memorial Day	May 27	May 26
Summer Break	Jun 28 - Jul 7	Jun 27 - Jul 6
Independence Day	Jul 4	Jul 4
Labor Day	Sep 2	Sept 1
Thanksgiving	Nov 28 - Nov 29	Nov 27 - Nov 28
Winter Vacation	Dec 20 - Jan 1 '03	Dec 19 - Jan 4 '04

Start Dates marked with an asterisk (\*) are for *continuing students only* and are not available to newly enrolling students.

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## ADMINISTRATIVE STAFF

Gary Jones	Campus President	M.A., Central Michigan University B.B.A., Eastern Michigan University
Kim Banfill	Human Resources/ Administrative Assistant	M.A., National Institute of Technology, Wyoming, MI
Cami Church	Student Services Coordinator	
Cheryl Morris	Receptionist	
Beverly Banfill	Receptionist	
Larry Keshner	Director of Education	B.S., Wayne State University
Peggy Palermo	LPN/Surgical Technologist Department Chairperson	M.S.N., Case Western Reserve University R.N., B.S.N., University of Connecticut
Brenda Decker	Allied Health Department Chairperson	Occupational Qualifications
Mike Mesnak	Technical Department Chairperson	B.S.E.E.T., DeVry Institute of Technology, Columbus, OH
Andrea Dominiak	Registrar	
Daysha Dingle	SAS Coordinator	
Walt Haversat	Director of Finance	B.S., College of Charleston
Patricia Lull	Financial Aid Officer	B.S., Western Michigan University
Scott Benner	Financial Aid Officer	National Institute of Technology, Wyoming, MI
Theresa Febo	Financial Aid Officer	
Barb Jachim	Senior Financial Aid Officer	
Jennifer Collie	Bookkeeper	
Debbi Coleman	Director of Placement	B.S., Grand Valley State University D.A., University of Florida Certified Team Leader and Certified Facilitator in TQM, University of Michigan
Nieko Hall	Externship Coordinator	M.A., National Institute of Technology, Wyoming, MI
Dawn Bouwman	Placement Representative	
Ted Wismeier	Director of Admissions	B.S., University of Northern Iowa
Bobbi Blok	Admissions Representative	
Allan Boswell	Admissions Representative	B.F.A., Graceland University
Dan Simon	Admissions Representative	A.S., Baker College
Robin Thompson	Admissions Representative	
Pattie Elliott	Admissions Representative	B.A., Michigan Technological University
Sue Smith	Admissions Representative	B.A., Northwood University

## FACULTY

### BASIC NURSE AIDE TRAINING (NATP)

\*Peggy Palermo M.S.N., Case Western Reserve University  
R.N., B.S.N., University of Connecticut

### DENTAL ASSISTANT

Ruthann Armstrong D.A., Grand Rapids Educational Center, Grand Rapids, MI  
Heather Bacon B.S., R.D.H., Ferris State University  
Vanessa Jeffries C.D.A., Grand Rapids Educational Center, Grand Rapids, MI

### ELECTRONICS COMPUTER & INDUSTRIAL TECHNOLOGY

Doug Couval Occupational Qualifications  
Lee Hudson Electronic Institute of Technology, Detroit, MI  
Electronic Engineer

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Richard Kerr  
Donald Langdon  
David Senzig

National Institute of Technology, Wyoming, MI  
National Institute of Technology, Wyoming, MI  
A.A.S., Northwestern Michigan College  
National Institute of Technology, Wyoming, MI  
I.S.C.E.T., E.T.A., F.C.C.

**MASSAGE THERAPY**

Beckie Bobilya  
Jorge Rodriguez

C.M.T., Sarasota School of Massage Therapy  
B.A.Ph., National University of Cuyo, Argentina  
M.A., Texas A&M University, Kingsville, TX  
Certified Athletic Trainer, Institute of Research Massage,  
Argentina

**MEDICAL ADMINISTRATIVE ASSISTANT**

Deb Baskin  
Colleen Christie  
Janet Richardson

M.A., Ross Medical Education Center  
H.I.S., Grand Rapids Educational Center, Grand Rapids, MI  
L.P.N., E.M.T., Lansing Community College

**MEDICAL ASSISTING**

Leah Blake  
Chera Boden  
\*Brenda Decker  
Angie Drury  
  
Corene Edwards-Langdon  
  
Marje Nibert  
Leah Nicholas  
Ellie Orłowski  
Julie Polanic  
Sandra Rapson  
Angela Schmidbauer

R.M.A., Grand Rapids Educational Center, Grand Rapids, MI  
R.M.A., Grand Rapids Educational Center, Grand Rapids, MI  
Occupational Qualifications  
B.A., Davenport College  
R.M.A., National Institute of Technology, Grand Rapids, MI  
B.P.S., University of New Hampshire  
E.M.T.-P., Northeastern University  
L.P.N., Grand Rapids Junior College  
C.M.A., P.C.I. Institute  
R.M.A., Grand Rapids Community College  
R.N., Hackley Hospital School of Nursing  
L.P.N., Lake Superior State University  
B.S.N., R.N., Ohio State University

**NETWORK ADMINISTRATION**

Derek Cooper  
  
\*Michael Mesnak  
Rusty Yonkers

B.A., Aquinas College  
M.C.S.E., C.N.A.  
B.S.E.E.T., DeVry Institute of Technology, Columbus, OH  
C.N.E., M.C.P., C.C.N.A., A+

**PRACTICAL NURSE**

Evelyn Morford  
  
Dana Morton  
  
\*Peggy Palermo  
  
Margaret Smith

B.S.N., R.N., Wayne State University  
M.S.N., Ball State University  
M.S.N., Grand Valley State University  
B.S.N., R.N., Olivet Nazarene University  
M.S.N., Case Western Reserve University  
B.S.N., R.N., University of Connecticut  
B.S.N., R.N., Ferris State University

**SURGICAL TECHNOLOGIST**

Karen Clark  
  
Mark Kosten  
Mary Anne Smith

D.C., B.S., National College of Chiropractic  
B.S., Michigan Technological University  
A.S., C.S.T., Baker College  
A.D.N., R.N., Ferris State University

\*Denotes Department Chairperson

## KALAMAZOO CAMPUS

### ACADEMIC CALENDAR

Dental Assistant, Medical Administrative Assistant & Medical Assistant Day Classes	
2002	
Start Dates	End Dates
May 1 Thu	May 29 Thu
Jun 3 Tue	Jun 27 Fri
Jul 8 Tue	Jul 31 Thu
Aug 5 Tue	Aug 29 Fri
Sep 4 Thu	Oct 1 Wed
Oct 3 Fri	Oct 30 Thu
Nov 4 Tue	Dec 2 Tue
Dec 3 Wed	Jan 9 '03 Fri

Massage Therapy Day & Evening Classes	
2002	
Start Dates	End Dates
Jan 30 Wed	
Apr 29 Mon	
Jul 31 Wed	
Oct 28 Mon	

Dental Assistant, Medical Administrative Assistant & Medical Assistant Evening Classes	
2002	
Start Dates	End Dates
May 15 Wed	Jun 19 Wed
Jun 24 Mon	Aug 1 Thu
Aug 5 Mon	Sep 10 Tue
Sep 11 Wed	Oct 16 Wed
Oct 17 Thu	Nov 21 Thu
Nov 25 Mon	Jan 9 '03 Thu

### HOLIDAYS AND VACATIONS

	2002
New Year's Day	Jan 1
Martin Luther King, Jr. Day	Jan 21
President's Day	Feb 18
Memorial Day	May 27
Summer Break	Jun 28 – Jul 7
Independence Day	Jul 4
Labor Day	Sep 2-3
Holiday	Oct 2
Holiday	Oct 31
Thanksgiving	Nov 28 – 29
Winter Vacation	Dec 24 – Jan 5 '03

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## ADMINISTRATIVE STAFF

Robert Johnson	School President
Brenda Laker	Finance Manager
Karen Owel	Director of Admissions
Sharon Smith	Director of Education
Karol Badou	Director of Placement
Lisa Kadow	Admissions Representative
Scott Miles	Admissions Representative
Stacey Nielsen	Admissions Representative
Kim Bartusch	Senior Financial Aid Rep.
Valerie Redmond	Bookkeeper
Karen Star	Registrar
Rebecca Hill	Administrative Assistant

## FACULTY

### BASIC NURSE AIDE TRAINING (CNA) (NATP)

Adelaide Deskovitz                      B.S.N., R.N., University of Detroit, Mercy

### COMPUTER INSTRUCTORS

Steven Volker                              A.A., Delta College  
Mary Martin                                M.A., B.S., Andrews University of Nazareth College

### DENTAL ASSISTANT

Mary Anderson                            A.A.S., RDA, CDA, Mott Community College  
Katy Rapa                                    D.A., Grand Rapids Educational Center  
Patricia Vargas                            D.A., Dental University of Bern Switzerland  
Lara Johnson                                A.A.S., Kalamazoo Valley Community College

### MASSAGE THERAPY

Kathleen Richards-Allen                N.C.M.T., Health Enrichment Center  
Joanne Mobey                              C.M.T., N.P., Health Enrichment Center

### MEDICAL ADMINISTRATIVE ASSISTANT

Tamra Greco – **Department Chair**    B.S., Western Michigan University  
Susan Klemchuk                            A.A.S., Kalamazoo Valley Community College  
Regina Kamilar                             Brigham Young University, Provo, Utah

### MEDICAL ASSISTING

Toni Kellerman – **Department Chair**    R.N., Kalamazoo Valley Community College  
Marlene Livingston                        A.A.S., R.N., Grace College of Nursing  
Sheree Riggleman                         C.M.A., Gwinnett Tech  
Sharon Gerike                                B.S.N., R.N., Miami University  
Cindy Miller                                 R.M.A., Grand Rapids Educational Center

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## FINANCIAL INFORMATION

### TUITION AND FEES

Program	Credit Hours	Tuition
Dental Assistant	47	\$8,000
Electronics, Computer and Industrial Technology	78	\$12,800
Massage Therapy	68	\$8,460
Medical Assisting	47	\$8,000
Medical Administrative Assistant	47	\$8,000
Network Administration	72	\$19,200
Practical Nurse	78	\$12,200
Surgical Technologist	86	\$11,200

Short Programs	Credit Hours	Tuition
Basic Nurse Aide Training (C.N.A.) – Grand Rapids	7	\$400
Basic Nurse Aide Training (C.N.A.) – Kalamazoo	7	\$425

Note: After July 1, 2002 tuition for the Medical Assistant, Dental Assistant, and Medical Administrative Assistant programs at the Kalamazoo campus will increase to \$8,450; tuition for the Massage Therapy programs at the Kalamazoo campus will increase to Massage Therapy \$9,000.

### Additional Fees and Expenses

Charges for textbooks and equipment are separate from tuition. The institution does not charge for books and equipment until the student purchases and receives the items. Incidental supplies, such as paper and pencils, are to be furnished by students. Estimated charges for books and equipment by program are as follows:

Program	Grand Rapids	Kalamazoo
Dental Assistant	\$156	\$156
Electronics, Computer and Industrial Technology	\$1,271	
Massage Therapy	\$867	\$859
Medical Assisting	\$324	\$276
Medical Administrative Assistant	\$444	\$363
Network Administration	\$741	
Practical Nurse	\$979	
Surgical Technologist	\$695	
Basic Nurse Aide Training (C.N.A.)	\$54	

### School Tuition Plan

Details on our interest-free cash payment plans are available through Business Office. Olympia Career Training Institute also accepts payment of fees with Visa/MasterCard.

### FINANCIAL ASSISTANCE

This campus offers students several options for payment of tuition. Those able to pay tuition are given a plan to help reduce their fees upon entry. On the other hand, the school recognizes that many students

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lack the resources to begin their educational training. The campus participates in several types of federal, state and institutional financial aid programs, most of which are based on financial need.

Students seeking financial assistance must first complete the Free Application for Federal Student Aid. The school's financial aid representative uses this form to determine students' needs and assist them in deciding what resources are best suited to their circumstances.

If students withdraw from school, an adjustment in the amount they owe may be made, subject to the refund policy of the school. If they received financial aid in excess of what they owe the institution, these funds must be restored to the federal fund account, or to the lender if they received a federal loan.

The following is a description of the financial aid programs available at this school. Additional information can be obtained through the Finance Office. Information regarding benefits available from the Bureau of Indian Affairs or the Vocational Rehabilitation Program can be obtained through those agencies.

### **Federal Pell Grant**

The Federal Pell Grant Program is the largest federal student aid program. For many students, these grants provide a foundation of financial assistance that may be supplemented by other resources. Eligibility for the Federal Pell Grant Program is determined by a standard formula that is revised and approved every year by the federal government. Unlike loans, grants do not have to be paid back.

### **Federal Supplemental Educational Opportunity Grant (FSEOG)**

Students who are unable to continue their education without additional assistance may qualify for this program. Grants are based on the funds available and do not have to be repaid. Need is determined by the financial resources of the student and parents, and the cost of attending the school.

### **Federal Stafford Loan (FSL)**

Formerly the Guaranteed Student Loan (GSL), this low-interest loan is available to qualified students through the lending institutions or agencies participating in the program and is guaranteed by the U.S. government. Repayment starts six months after the student drops below half-time status, terminates training or graduates.

### **Federal Work-Study Program (FWS)**

The Federal Work-Study program provides part-time employment to students who need the earnings to defray the cost of their education. Application for the FWS program may be made through the Placement Department. Eligibility is based on financial need and the availability of funds. Work schedules will be arranged according to class schedules and needs of departments.

### **Federal Parent Loan for Undergraduate Students (FPLUS)**

The Federal Parent Loan for Undergraduate Students (FPLUS) provides additional funds to help parents pay for educational expenses. The interest rate for these loans is competitive and the repayment schedules differ. Loan origination fees may be deducted from the loan by the institution making the loan as set forth by government regulations.

### **Veterans Benefits**

Veterans Benefits may be available for some programs. Application for veterans benefits may be picked up at the College or by contacting the Veterans Administration. Approval of training benefits to be awarded is the responsibility of the Veterans Administration.

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### **Sallie Mae Alternative Loan Program (SLM)**

SLM Financial provides a customized loan program to qualified applicants that will offer borrowers financing for their educational costs. All applicants must complete a SLM loan application during their financial aid interview.

### **Student Tuition Assistance Resource Loan (STAR Loan)**

Students who do not qualify for the Sallie Mae Alternative Loan Program may be eligible to borrow up to fifty percent of their tuition costs through the STAR Loan program. The STAR Loan is not available for full tuition financing. Students must have a primary source of tuition funding to be eligible for this plan.

### **Olympia Career Training Institute High School Scholarship**

The Grand Rapids campus will award six \$1000 scholarships per year. Applicants must be recent high school graduates (within one year). Scholarship winners will be determined based on the scholarship test scores and the scholarship board interview. Contact the Admissions Office for further information.

### **Workforce Investment Act (WIA)**

Several local agencies work with Olympia Career Training Institute on an individual (referral) basis to assist students with tuition and other school-related costs of attendance. Contact the Admissions Office for further information.

### **Vocational Rehabilitation Services**

Students with a physical handicap or disability should contact their local state vocational rehabilitation office regarding tuition assistance.

### **Entrance/Exit Interview**

All loan recipients will be required to attend an entrance and exit interview as scheduled by the Financial Aid Office. All students must maintain Satisfactory Academic Progress (SAP) to retain eligibility for Title IV Federal Student Aid Programs.

## **FINANCIAL POLICIES**

Olympia Career Training Institute reserves the right to refuse class attendance, release for externship, graduation attendance, awarding of certificate or diploma, placement services and/or any training services for students whose financial arrangements are not being met. Terms of the payment must be met as set forth in the enrollment agreement. Federal student financial aid awards must be used in fulfillment of a student's financial obligation at Olympia Career Training Institute. A service fee will be charged for any returned check and a finance charge of five dollars (\$5) is applied monthly to ten (10) days or more outstanding installment payments. Students still waiting to receive federal student financial aid disbursements at the time of graduation will be allowed to attend graduation. However, they will not be awarded a certificate until payment in full is received.

## **CANCELLATION/REFUND POLICY**

The School employs a fair and equitable refund policy that complies with federal, state, and accrediting guidelines for the return of unearned tuition and fees in the event of cancellation, termination or withdrawal.

Detailed below are the specific federal, state and institutional refund policies and procedures that will be used to ensure that the School retains only funds that have been earned according to the applicable refund policy. In the event that a refund is required, these policies will ensure that any and all refunds are paid to the appropriate entity in a timely fashion.



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## **Cancellations**

When students enroll in a program of study, they reserve places that cannot be made available to other students. The Enrollment Agreement does not constitute a contract until it has been approved by an official of the school. If the agreement is not accepted by the school, all monies will be refunded.

Students have the right to cancel the Enrollment Agreement at any time. Cancellation will occur when they give written notice of cancellation at the school address shown on the front page of the Enrollment Agreement. Notice of cancellation may be given by mail, hand delivery or telegram. The notice of cancellation, if sent by mail, is effective when deposited in the mail, properly addressed with postage prepaid. The written notice of cancellation need not take any particular form and, however expressed, is effective if it states that a student no longer wishes to be bound by the Enrollment Agreement. Students will not be penalized if they fail to cancel their enrollment in writing.

If a student cancels within three business days of executing the Enrollment Agreement and before the start of classes, all monies paid will be refunded. If a student cancels more than three business days after executing the Enrollment Agreement and before the start of classes, the school will refund all monies paid.

Students will not be charged tuition if they begin their training program and withdraw prior to midnight of the fifth business day following their first scheduled class session. Students who withdraw as described above must return all training materials included in the cost of tuition within five business days from the date of withdrawal. They will be charged for materials that are not returned in good condition. Students enrolled in a program that requires them to purchase training materials will be subject to the school's textbook return policy.

Students who have not visited the school prior to enrollment may withdraw without penalty within three days following either the regularly scheduled orientation procedures or a tour of the school and inspection of equipment.

## **Refunds**

This institution is certified by the U.S. Department of Education as an eligible participant in the federal student financial aid (SFA) programs established under the Higher Education Act of 1965 (HEA), as amended.

To calculate refunds under the Federal Return of Title IV Funds policy, institutions must complete two separate calculations. First, the institution must determine how much of the tuition, fees and other institutional charges it is eligible to retain using either the state or institutional refund policy. Then, using the Federal Return of Title IV Funds policy, the institution determines how much federal assistance the student has earned which can be applied to the institutional charges.

If the student received more SFA funds than he or she earned under the Federal Return of Title IV Funds policy, the institution, and in some cases the student, is required to return the unearned funds to the Federal Treasury.

Any unpaid balance that remains after the Return of Title IV Funds policy has been applied to the state or institutional policy must be paid by the student to the institution.

## **Refund Policies**

Any monies due an applicant or student will be refunded within 30 days of the date of cancellation, withdrawal, or termination. A withdrawal is considered to have occurred on the earlier of a) the date the

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student officially notifies the school of their intent to withdraw, or b) the point at which the student fails to meet the published attendance policies outlined in the school catalog. If a student received a loan for tuition, a refund will be made to the lender to reduce the student's loan debt. If the amount of refund exceeds the unpaid balance of the loan, the remainder of the monies will be applied to any student financial aid programs from which the student received funding. Any remaining balance of funds will then be returned to the student. The refund computation will be based on the last date of student attendance.

If students do not return following a leave of absence on the date indicated on the approved written request, refunds will be made within 30 days from the date the student was scheduled to have returned. For purposes of determining a refund, the last date of attendance is used when a student fails to return from an approved leave of absence.

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

#### **Textbook and Equipment Return/Refund Policy**

If the student obtains and returns unmarked textbooks, unworn uniforms or unused equipment within 30 days following the date of the student's cancellation, withdrawal or termination, the institution shall refund the charge for the textbooks, uniforms or equipment paid by the student. If the student fails to return unmarked textbooks, unworn uniforms or unused equipment within 30 days following the date of the student's cancellation, withdrawal or termination, the student will be liable for the documented textbook, uniform or equipment charges.

#### **Federal Return of Title IV Funds Policy**

All institutions participating in the SFA programs are required to use a statutory schedule to determine the amount of SFA funds the student had earned when he or she ceases to attend, which is based on the period of time the student was in attendance.

If a recipient of the SFA Program withdraws from the School during a payment period or a period of enrollment in which the recipient began attendance, the School must calculate the amount of SFA program assistance the student did not earn, and those funds must be returned. Up through the 60% point in each payment period or period of enrollment, a pro-rata schedule is used to determine how much SFA Program funds the student has earned at the time of withdrawal. After the 60% point in the payment period or period of enrollment, a student has earned 100% of the SFA funds.

The percentage of the payment period or period of enrollment completed is determined by:

The percentage of the payment period or period of enrollment completed is the total number of calendar days\* in the payment period or period of enrollment for which the assistance is awarded divided into the number of calendar days\* completed in that period as of the last date of attendance.

\*Scheduled breaks of at least five consecutive days are excluded from the total number of calendar days in a payment period or period of enrollment (denominator) and the number of calendar days completed in that period (numerator). Days in which a student was on an approved leave of absence are also excluded in the calendar days for the payment period or period of enrollment.

#### **Return of Unearned SFA Program Funds**

The School must return the lesser of:

- The amount of SFA program funds that the student did not earn; or
- The amount of institutional costs that the student incurred for the payment period or period of enrollment multiplied by the percentage of funds that were not earned.

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The student (or parent, if a Federal PLUS loan) must return or repay, as appropriate:

- Any SFA loan funds in accordance with the terms of the loan; and
- The remaining unearned SFA program grant (not to exceed 50% of a grant) as an overpayment of the grant.

(Note: The student (parent) must make satisfactory arrangements with the U.S. Department of Education and/or the School to repay any outstanding balances owed by the student. However, there are a number of repayment plans that are available to assist the student in meeting repayment obligations. The Student Finance Department will counsel the student in the event that a student repayment obligation exists. The individual might be ineligible to receive additional student financial assistance in the future if the financial obligation(s) are not satisfied.)

### **Remittance to the Federal Government**

If it is determined that a federal refund is due, the statute and the regulations clearly define the order in which remaining federal student financial aid program funds are to be returned. Based on the student's financial aid award(s) (his/her parent(s) in the case of PLUS Loans) the return of federal funds will be remitted to the appropriate program in the following order:

1. Unsubsidized Federal Stafford Loan Program;
2. Subsidized Stafford Loan Program;
3. Unsubsidized Federal Direct Stafford Loan Program;
4. Subsidized Federal Direct Stafford Loan Program;
5. Federal Perkins Loan Programs;
6. Federal PLUS Loan Program;
7. Federal Direct PLUS Loan Program;
8. Federal Pell Grant Program;
9. Federal Supplemental Educational Opportunity Grant (FSEOG) Program;
10. Other federal, state, private and/or institutional sources of aid; and
11. The student.

### **State Refund Requirements**

The Michigan Department of Education does not define specific refund requirements.

### **Institutional Refund Policy**

For students attending this campus who terminate their training before completing more than 60 percent of an enrollment period, the school will perform a pro rata refund calculation.

Under a pro rata refund calculation, the school is entitled to retain only the percentage of school charges (tuition, fees, room, board, etc.) proportional to the period of enrollment completed by the student.

The period of enrollment completed by the student is calculated by dividing the total number of weeks in the enrollment period into the number of weeks completed in that period (as of the last recorded day of attendance by the student).

The percentage of weeks attended is rounded up to the nearest 10 percent and multiplied by the school charges for the period of enrollment. A reasonable administrative fee not to exceed \$100 or 5% of the total institutional charges, whichever is less, will be excluded from the institutional charges used to calculate the pro rata refund.

The school may retain the entire contract price of the period of enrollment - including tuition, fees and other charges - if the student terminates the training after completing more than 60 percent of the enrollment period.



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## ACADEMIC INFORMATION

### APPLICATION AND ENROLLMENT POLICY

A fee is not required to apply to Olympia Career Training Institute. Applicants must complete admissions requirements and be accepted by the school before they can enroll in a program. If an applicant has been accepted by the school and wishes to enroll in a program, a registration and enrollment agreement must be executed by the applicant and a school official. The registration fee is required at that time. An applicant is then officially enrolled in the school and considered a student.

### ORIENTATION

Approximately one week prior to class, an orientation will be scheduled. At orientation, students become acquainted with Olympia Career Training Institute staff, student expectations, policies, and regulations.

### SCHOOL FACULTY AND GUEST LECTURERS

Selection of instructors is based on their educational and specialty background and practical experience. Instructors' qualifications are on file with the accrediting agencies. Olympia Career Training Institute also has an active Advisory Board made up of local health professionals. Guest lecturers speak throughout the course and may include local physicians, dentists, and technologists. Other speakers may familiarize students with the working of health care facilities, as schedules permit.

### UNIT OF ACADEMIC CREDIT

All Olympia Career Training Institute lectures and labs are based on a 50-minute clock hour. Clock hours are converted into credit units to allow for comparison with other postsecondary schools. Students earn one-quarter credit unit for each 10 clock hours of lecture, 20 hours of laboratory or 30 hours of externship.

### GRADING SYSTEM

The progress and quality of students' work is measured by a system of letter grades and grade percentages. Grades are computed at the end of each term and will be assigned as follows:

Students who enrolled at Olympia Career Training Institute after February 1, 2001		
Grade	Meaning	Percentage
A	Excellent	100-90
B	Very Good	89-80
C	Good	79-70
F	Failing	69-0
W	Withdrawal	
CR	Credit for Advanced Placement	
TR	Credit for Previous Education	

### ATTENDANCE REQUIREMENTS

Regular attendance and punctuality will help students develop good habits necessary for successful careers. Satisfactory attendance is established when students are present in the assigned classroom for the scheduled amount of time.

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Students who miss more than 20 percent of the total classroom hours scheduled for the program will be dropped. Absences may include tardiness or early departures. (See Tardiness/Early Departure policy.) Students who are not in attendance for at least 51 percent of the scheduled class time will be considered absent for the day. Students who have been absent from all of their scheduled classes for 10 consecutive school days will be dropped from the training program.

Students who miss 15 percent of the total classroom hours will be advised that they are at risk of being dropped from the program. Students who miss 20 percent of the total classroom hours will be advised that they are terminated from the program. If terminated, students must successfully appeal their termination within three school days in order to continue their training without interruption. (See Student Appeal Policy.) If their termination is not successfully appealed, they will remain dropped from the program.

Students are not permitted to make up absences for the classroom-training portion of their program. However, students must make up absences that occur during the externship to ensure that the required extern hours are completed prior to graduation.

Students are encouraged to schedule medical, dental or other personal appointments after school hours. If a student finds that he/she will unavoidably absent, he/she should notify the school.

### **Tardiness/Early Departure**

Students who are 15 minutes late to class or who leave class 15 minutes early on four occasions will accrue one hour of absence on their attendance record. Students who are not in attendance for at least 51 percent of the scheduled class time will be considered absent for the day.

### **Reentry Policy**

Students must strive for perfect attendance. We understand that there are extenuating circumstances that may cause a student to violate the attendance policy. Upon a showing of good cause through the appeals process, a student may apply for reentry to the school.

Students who have been terminated for violating the attendance policy may apply for reentry to the school through the appeals process. (See Student Appeals Process policy.) Students reentered after violating the attendance policy may not be absent more than 20 percent of the total of the remaining classroom hours. Normally approval for reentry will be granted only once. However, in those instances where extenuating circumstances exist, a student may be allowed to reenter more than once with appropriate documentation and the approval of the School President.

### **Make-up Work**

Students are required to make up all assignments and work missed as a result of absence. The instructor may assign additional outside make-up work to be completed for each absence. Arrangements to take any tests missed because of an absence must be made with the instructor and approved by the school administration.

### **LEAVE OF ABSENCE**

The institution permits students to request a leave of absence (LOA) for up to 180 days during any 12-month period if there are legitimate extenuating circumstances that require the students to interrupt their education.

In order for a student to be granted an LOA, the student must provide the School President, Director of Education, or Department Chair with a written request, prior to the leave of absence, outlining the reasons for the LOA request and the date the student expects to return to school.

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If the leave of absence request is approved by the institution, a copy of the request – dated and signed by both parties, along with other necessary supporting documentation - will be placed in the student's file.

### **Re-admission Following a Leave of Absence**

Upon the student's return from an LOA, the student will be permitted to complete the coursework begun prior to the leave of absence.

The institution will make every attempt to ensure that students can re-enter at the point at which their education was interrupted and will enable them to complete the coursework begun prior to the leave of absence request. However, if the institution recognizes that it will be unable to assure that a student can re-enter and complete the assignments begun prior to the leave of absence, under federal law the student's request for an LOA will have to be denied.

### **Failure to Return from a Leave of Absence**

A student who fails to return from an LOA on or before the date indicated in the written request will be terminated from the program and the institution will invoke the Cancellation/Refund Policy.

As required by federal statute and regulations, the student's last date of attendance prior to the approved leave of absence will be used in order to determine the amount of funds the institution earned and make any refunds which may be required under federal, state, or institutional policy (See Cancellation/Refund Policy).

Students who have received federal student loans must be made aware that failure to return from an approved leave of absence, depending on the length of the LOA, may have an adverse effect on the students' loan repayment schedules.

Federal loan programs provide students with a "grace period" which delays the students' obligation to begin repaying their loan debt for six months (180 days) from the last date of attendance. If a student takes a lengthy LOA and fails to return to school after its conclusion, some or all of the grace period may be exhausted – forcing the borrower to begin making repayments immediately.

### **Effects of Leave of Absence on Satisfactory Academic Progress**

Students who are contemplating a leave of absence should be cautioned that one or more of the following factors may affect their eligibility to graduate within the maximum program completion time:

- Students returning from a leave of absence are not guaranteed that the module required to maintain the normal progression in their training program will be available at the time of re-entry.
- They may have to wait for the appropriate module to be offered.
- They may be required to repeat the entire module from which they elected to withdraw prior to receiving a final grade.
- Tuition costs may be affected.

## **SATISFACTORY ACADEMIC PROGRESS**

### **Requirements**

To remain eligible for financial aid and maintain continued active enrollment, students must show satisfactory academic progress.

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In order to maintain satisfactory academic progress, students must:

- Achieve a cumulative grade percent average (GPA) of at least 70 percent or be on academic probation;
- Progress at a satisfactory rate toward completion of their programs; and
- Complete the training program within 1 1/2 times the planned program length.

Students whose cumulative GPA falls below 70 percent are notified that they are being placed on academic probation, which will begin at the start of the next term. Students on academic probation are considered to be making satisfactory academic progress.

### **Academic Probation**

The initial probationary period covers the module that starts immediately after students have been placed on academic probation. Students remain eligible for financial aid during this period. They are required to repeat a failed module during the probationary period unless the module is not offered at that time. In that case, the failed module must be repeated at the earliest possible date.

If, by the end of the probationary period, students achieve a cumulative GPA of at least 70 percent, they are notified that the probationary status is removed. If they have not achieved a cumulative GPA of at least 70 percent but have achieved a GPA of at least 70 percent for the probationary module, students may continue their training programs for a second probationary period. Students who do not achieve a GPA of 70 percent for the module will be withdrawn from training by the School.

Students who continue their training for a second probationary period will remain eligible for financial aid. If they achieve a cumulative GPA of at least 70 percent by the end of the second probationary period, they are informed that they have been removed from probation. Students who do not achieve a cumulative GPA of 70 percent will be withdrawn from training by the School.

### **Reinstatement Policy**

Students who have been terminated for failing to maintain satisfactory academic progress may be reinstated after one grading period through the appeal process. However, students will not be eligible for financial aid during the reinstatement term. If students achieve a cumulative GPA of at least 70 percent by the end of that term, they will be considered to be making satisfactory academic progress and will be eligible for financial aid consideration in subsequent terms.

### **Incompletes**

An "Incomplete" cannot be given as a final grade. However, at the end of the term students may, with the instructor's approval, be granted a maximum extension of 14 calendar days to complete the required class work, assignments and tests. The extension cannot be used to make up accrued absences from class. If students do not complete the required class work, assignments and tests within the extension period, they will receive a failing grade of "F" or "zero" for the module or course. The "F" or "zero" will be averaged in with the students' other grades to determine the cumulative GPA.

### **Withdrawals**

To withdraw from a module, students must request approval from the instructor. Requests for withdrawal must then be approved by the department head and Academic Dean. Extreme academic or personal hardship is considered the only justification for withdrawal.

If a request for withdrawal is approved, the status of "Withdrawal" (W) is recorded but will not have an impact on the module grade or cumulative GPA. Withdrawal status remains on record until students complete the module from which they withdrew. It will have no effect on the module grade or cumulative GPA.



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Students who are contemplating withdrawing from a module should be cautioned that:

- The entire scheduled length of the module of study they are currently enrolled in is counted in their maximum program completion time;
- They may have to wait for the appropriate module to be offered;
- They must repeat the entire module from which they elected to withdraw prior to receiving a final grade; and
- Financial aid and/or tuition costs may be affected.

### **Exit Interviews**

Students who want to discontinue their training for any reason are required to schedule an exit interview with a School official. This meeting can help the School correct any problems and may assist students with their plans. In many cases, the problem hindering successful completion of the educational objective can be resolved during an exit interview.

### **Repeat Policy**

Students who fail a module must retake that module. A grade of "F" in any course within a module will constitute failure of the entire module and will require repeating the entire module. The failing grade will be averaged into their GPA at the end of the module or course and remain in effect until the module or course is repeated and a new grade is earned. Students may repeat a failed module only once. If repeating the training is required, the length of the program must not exceed 1 1/2 times the planned program length.

When students repeat a module, the last grade received for that module replaces the original grade on the transcript (even if the original grade was higher), and this new grade is used to calculate the cumulative GPA. Both grades will appear on the transcript.

Students who receive a passing grade for a module or course but wish to repeat the module or course may do so (subject to seat availability), but they may repeat a completed module or course only once.

NOTE: This campus does not permit students to make up absences that accrue on their attendance record during the classroom training, however, all absences accumulated during an externship must be made up so that the entire number of required hours are completed.

### **Maximum Program Completion Time**

Students are expected to complete their program within the defined maximum program completion time, which should not exceed 1 1/2 times the normal time frame. This campus defines the normal time frame as the length of time it would take a student to complete the total program credit hours/units according to the Enrollment Agreement.

In order to complete the training within the specified time, students must maintain a satisfactory rate of progress as defined below.

Students who have reached the halfway point of their maximum program completion time must have successfully completed 60 percent of the clock or credit hours/units attempted.

Students who have reached 75 percent of their maximum program completion time must have successfully completed 65 percent of the clock or credit hours/units attempted.

Measuring the rate of progress ensures that students will complete enough of the program at the end of each measurement point to finish the entire program within the maximum allowable time. The maximum

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completion time and satisfactory rate of progress for each program can be obtained from the Education Department.

If students exceed the maximum allowable program length or do not progress at a sufficient rate, their training program will be interrupted. No probationary status is allowed.

### **Additional Information on Satisfactory Academic Progress**

Additional information on satisfactory academic progress and its application to specific circumstances is available upon request from the School President.

## **STUDENT APPEAL PROCESS**

Students are required to adhere to all of the policies and procedures of the School. Students who have been terminated for violating School policy and procedures may seek reentry by following the appeals process.

Students whose training programs are terminated by the School will be informed of the right to appeal that decision. Students must initiate the process within three School days or as soon as reasonably practicable as determined by School administration. Students must initiate the process by submitting a written request for re-admittance to the School President. The written request must address the reason(s) for termination and make a substantial showing of good cause to justify readmission.

Students will not be entitled to appeal if they are terminated for exceeding the maximum program completion time due to the criteria of the Accrediting Commissions.

## **GRADUATION REQUIREMENTS**

To be eligible for graduation, students must:

- Complete all required courses with a grade of C or above.
- Complete an approved externship with a grade satisfactory.
- Pay all monies due to the school. Programs that require variations of this policy are outlined in their program descriptions later in this catalog or in the specific program handbook.

Students on academic probation may qualify for graduation if, at the end of the probationary period, they meet the Satisfactory Academic Progress (SAP) policy.

Students successfully completing all requirements of a program from Olympia Career Training Institute will be presented with a certificate or diploma and an official transcript. At graduation students are required to wear appropriate program attire.

## **REGISTRATION AND CERTIFICATION**

Medical Assisting graduates are immediately eligible to sit for the Registered Medical Assistant Examination. Candidates who pass the exam are considered Registered Medical Assistants (RMA).

Dental Assistant graduates are immediately eligible to sit for the first two portions of the Certified Dental Assisting examination, the Radiation, Health and Safety exam and the Infection Control exam. Three thousand, five hundred (3,500) hours of work experience are required prior to sitting for the third portion, the Chairside exam.

Nurse Aide graduates are eligible to sit for the Michigan Competency Evaluation Program.

Surgical Technologist graduates are eligible to sit for the Certified Surgical Technologist exam (CST).

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## TRANSCRIPTS AND DIPLOMAS

All student academic records are retained, secured, and disposed of in accordance with local, state, and federal regulations. All student record information is maintained on the School computer system. Permanent records are kept in paper form, microfiche or microfilm. The School maintains complete records for each student that includes grades, attendance, prior education and training, and awards received.

Student academic transcripts, which include grades, are available upon written request by the student. Student records may only be released to the student or his/her designee as directed by the Family Educational Rights and Privacy Act of 1974.

Transcript and diploma requests must be made in writing to the Office of the Registrar. Official transcripts will be released to students who are current with their financial obligation (i.e. tuition and fees due to the School are paid current per the student's financial agreement). Diplomas will be released to students who are current with their financial obligation upon completion of their school program.

Students are provided an official transcript free of charge upon completing graduation requirements as stated in the previous paragraph. There is a fee of \$5 for each additional official transcript requested. Normal processing time for transcript preparation is approximately three to five days.

### **Family Educational Rights and Privacy Act**

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

1. The right to inspect and review the student's education records within 45 days of the day the Institution receives a request for access. Students should submit to the Institution President written requests that identify the record(s) they wish to inspect. The Institution official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Institution official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the Institution to amend a record that they believe is inaccurate or misleading. They should write the Institution official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the Institution decides not to amend the record as requested by the student, the Institution will notify the student of the decision and advise the student or his or her 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.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to institution officials with legitimate educational interests. An institution official is a person employed by the Institution in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the Institution has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another institution official in performing his or her tasks. An institution official has a legitimate educational interest if the official needs to review an education record in order to fulfill his

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or her professional responsibility. Upon request, the Institution discloses education records without consent to officials of another institution in which a student seeks or intends to enroll.

Directory information is information that may be unconditionally released to third parties by the school without the consent of the student unless the student specifically requests that the information not be released. The school requires students to present such requests in writing within 10 days of the date of enrollment. Directory information includes the student's name, address(es), telephone number(s), birth date and place, program undertaken, dates of attendance and certificate or diploma awarded.

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

Family Policy Compliance Office  
Department of Education  
600 Independence Avenue, SW  
Washington, DC 20202-4605

Additional FERPA information is available from the Institution's Business Office.

## **STUDENT CONCERN POLICY**

Persons seeking to resolve problems or complaints should first contact their instructor. Unresolved complaints should be made to the education director. Students who feel that the complaint has not been adequately addressed should contact the school president. Written responses will be given to the student within seven working days. If the problem remains unresolved, students may contact the Student Help Line at (800) 874-0255.

If you have followed the above guidelines and still feel that your concern has been improperly addressed, contact:

Michigan Department of Education  
Proprietary School Unit  
Box 30008  
Lansing, MI 48909

## **POLICY AND PROGRAM CHANGES**

The school catalog is current as of the time of printing. This catalog is not to be construed as a contract. CSI reserves the right to make changes in organizational structure, policy and procedures as circumstances dictate. Olympia Career Training Institute reserves the right to reschedule or cancel any class up to one week in advance of the start date. Olympia Career Training Institute reserves the right to change fees, tuition, or other charges; add or delete courses, revise academic programs; or alter regulations and requirements as deemed necessary.

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## ADMINISTRATIVE POLICIES

### HEALTH

All applicants are required to complete a general health questionnaire during the enrollment process. Applicants who have indicated a health problem exists that may interfere with the health and safety of the student or others will be required to obtain a physician's medical release before being admitted.

Injuries or illnesses occurring at Olympia Career Training Institute or an affiliate are to be reported to the instructor immediately. If an injury occurs, the student must complete an incident report according to the affiliate or Olympia Career Training Institute's policy. Olympia Career Training Institute is not responsible for illness or injury incurred during classroom/clinical studies. The student is responsible for all costs related to treatment. If the student has been injured or has a communicable disease, he/she will not be allowed to return to class or clinical until a physician's release has been received.

Pregnant students must present a doctor's release before beginning or continuing a clinical study.

### DRESS CODE

A clean, neat appearance will help students develop appropriate dress habits for new careers. Employers may visit the campus to interview students for jobs and to give guest lectures, so it is important that the student body convey a professional image at all times.

All students are required to wear a uniform when on campus and/or at clinical sites. All students are required to wear all white leather tie clinical/tennis shoes unless in professional attire. A white lab coat is encouraged as well. A nametag is required at all times when on campus.

Grand Rapids campus requires scrub (top and pants) uniforms as follows:

- |                                    |                                      |
|------------------------------------|--------------------------------------|
| • Basic Nurse Aide (NATP)          | All White                            |
| • Dental Assistant                 | Burgundy or Cranberry                |
| • Medical Assisting                | Royal Blue                           |
| • Medical Administrative Assistant | Hunter Green                         |
| • Practical Nurse                  | Teal (White pants at Clinical Sites) |
| • Surgical Technologist            | Navy Blue                            |
| • Massage Therapy                  | Green polo and Khaki pants           |

The Kalamazoo campus requires scrub (top and pants) uniforms as follows:

- |                                    |  |
|------------------------------------|--|
| • Basic Nurse Aide                 | All White  |
| • Dental Assistant                 | Burgundy or Hunter Green                               |
| • Medical Assistant                | Burgundy or Hunter Green                               |
| • Medical Administrative Assistant | Burgundy or Hunter Green                               |
| • Massage Therapy                  | Burgundy or Hunter Green or Green Polo and Khaki pants |

Students dressed inappropriately will not be admitted to school. Those who continually disregard the dress code will be warned and, if necessary, disciplinary action will be taken. At graduation students are required to wear appropriate business attire and graduation gown.

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## STUDENT CODE OF CONDUCT

Each student is held responsible for conforming to local, state, and federal laws and for behaving in a manner consistent with the best interest of the school and of the student body. Students should not interfere with other students' rights, safety or health, or right to learn. Violations to conduct standards include, but are not limited to:

1. Theft
2. Dishonesty including plagiarism
3. Disruptive behavior
4. Possession or use of firearms except by designated law enforcement official, explosives, or other dangerous substances
5. Vandalism, or threats of actual damage to property or physical harm to others
6. Possession, sale, transfer, or use of illegal drugs
7. Appearance under the influence of alcohol or illegal drugs
8. Harassing or abusive acts which invade an individual's right to privacy including sexual harassment, or abuse against members of a particular race, ethnic, religious, or cultural group.
9. Reckless or intentional use of invasive software such as viruses and worms destructive to hardware, software, or data files.
10. Unprofessional conduct

The school reserves the right to suspend or dismiss any student at any time for misconduct or when such action is deemed to be in the best interest of the student and the student body.

### Alcohol and Substance Abuse Statement

The school does not permit or condone the use or possession of marijuana, alcohol, or any other illegal drug, narcotic, or controlled substance by students or employees. Possession of these substances on campus is cause for dismissal.

### SEXUAL HARASSMENT

Federal law provides that it shall be an unlawful discriminatory practice for any employer, because of the sex of any person, to discharge without cause, to refuse to hire or otherwise discriminate against any person with respect to any matter directly or indirectly related to employment or academic standing. Harassment of an employee on the basis of sex violates this federal law.

Sexual harassment of employees or students at Olympia Career Training Institute is prohibited and shall subject the offender to dismissal or other sanctions after compliance with procedural due process requirements. Unwelcome sexual advancements, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when:

1. Submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment or academic standing;
2. Submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting an individual; or
3. Such conduct unreasonably interferes with an individual's work or academic performance or creates an intimidating, hostile, or offensive working or academic environment.

Individuals who feel they have a complaint or a matter they wish to discuss may report the problem directly to the school's administrative officers.

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## DIPLOMA PROGRAMS

### DENTAL ASSISTANT PROGRAM

**Diploma Program - 8 Months (Day) / 10 Months (Evening)**

DOT: Dental Assistant 079-371.010

Dental assistants have become indispensable to the dental care field. Dentists have become more reliant on dental assistants to perform a wide range of patient procedures, and their responsibilities continue to expand as the need for their services grows.

The objective of the Dental Assistant program is to provide graduates with the skills and knowledge that will enable them to qualify for entry-level positions as dental assistants. Since dental assistants are trained in clinical, radiographic and administrative procedures, their services are also sought by dental schools, dental supply manufacturers, hospital dental departments and insurance companies. Graduates are also capable of filling entry-level positions such as dental receptionist, dental insurance clerk, dental supply salesperson and administrative assistant.

This training program is divided into eight learning units called modules. Students must complete modules A through G first, starting with any module and continuing in any sequence until all seven modules are completed. Modules A through G stand alone as units of study and are not dependent upon previous training. If a student does not complete any portion of one of these modules, the entire module must be repeated. Upon successful completion of modules A through G and the comprehensive written and laboratory skills examination, students participate in a 160-clock-hour externship.

Upon successful completion of the Dental Assistant program, students will receive a diploma.

#### Program Outline

MODULE	MODULE TITLE	CLOCK HOURS	CREDIT UNITS
Module A	Administrative Procedures	80	6.0
Module B	Dental Radiography	80	6.0
Module C	Dental Sciences	80	6.0
Module D	Operative Dentistry	80	6.0
Module E	Laboratory Procedures	80	6.0
Module F	Dental Anatomy and Orthodontics	80	6.0
Module G	Dental Health	80	6.0
Module X	Externship	160	5.0
	<b>PROGRAM TOTAL</b>	<b>720</b>	<b>47.0</b>

#### Module Descriptions

Module descriptions include the module number, title, synopsis, a listing of the lecture/theory hours, laboratory or externship hours and credit units. For example, the listing "40/40/6.0" indicates that the module consists of 40 hours of lecture/theory, 40 hours of laboratory or externship work, and provides a total of 6.0 credit units.

#### MODULE A - ADMINISTRATIVE PROCEDURES

40/40/6.0

This module focuses on basic administrative procedures and receptionist-related duties performed in the dental office. Routine office procedures such as appointment scheduling, filing, mail handling, inventory control and

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telephone communication are included. Students are introduced to the legal and ethical responsibilities of the dentist and the dental staff. They become familiar with records management systems and learn how to take case histories and obtain information to complete dental records. They also work with a pegboard system to accomplish tasks in cash management and reconciliation. An introduction to dental insurance and coding and billing procedures is included. Students use computerized practice management software to complete dental insurance claims and patient records. Career development instruction focuses on identifying skills necessary for employment. Essential dental terminology is also studied.

## **MODULE B - DENTAL RADIOGRAPHY**

### **40/40/6.0**

Module B introduces the anatomy of the head and teeth in order to familiarize students with the structures involved in dental radiographs. Radiation protection and the hazards of X-ray radiation are studied. The coursework emphasizes maintaining radiation safety while obtaining the best possible diagnostic quality. Theory, laboratory skills and clinical practice meet California state guidelines for a Radiation Safety Certificate and comply with federal regulations for certifying radiographic operators. Students practice techniques of film exposure and mounting in equipped dental operatories with industry-approved structural and monitoring devices. Exposure techniques (including bitewing, bisecting and parallel) are performed on a patient simulator manikin (Typodont).

Upon successful completion of practice, students produce radiographs on site for clinical patients as prescribed by a licensed dentist. Students process film using a fully equipped darkroom or automatic processor. Students are also required to mount processed radiographs and to evaluate the diagnostic quality. Professional responsibilities regarding the state Radiation Safety Certificate are introduced. Related dental terminology is also taught. In order to receive the Radiation Safety Certificate, the student must complete all course requirements and pass the Dental Radiography Final Examination with a score of 75% or higher. The Radiation Safety Certificate allows the graduate to take diagnostic x-rays.

## **MODULE C - DENTAL SCIENCES**

### **40/40/6.0**

In this module, students are introduced to Occupational Safety and Health Administration (OSHA) standards for infection control and hazard communication. Topics include microbiology, contagious diseases, universal precautions, barrier techniques and hazardous chemicals. Students practice step-by-step instrument decontamination and operator disinfection using approved sterilization agents and methods. They study cranial anatomy as it relates to anesthesia administration and pain control. Methods for taking and recording vital signs and blood pressure are introduced. Skills performed by the dental assistant in the specialty areas of oral surgery and endodontics (root canals), including administration of topical and local anesthetics, are presented. Students practice placing instruments and materials on Typodont manikins. Career development instruction focuses on interview techniques. Related dental terminology is studied.

## **MODULE D - OPERATIVE DENTISTRY**

### **40/40/6.0**

This module introduces students to chairside assisting duties and techniques practiced in general dentistry, with emphasis on sit-down, four-handed dentistry. Students learn how to handle and transfer dental instruments and place materials on models. Properties and manipulation of common dental materials, including amalgam, composites, glass ionomers and sealants, are presented. Students practice Registered Dental Assistant (RDA) procedures such as placement, wedging and removal of matrices, and the placement of cement bases and liners on Typodont manikins. Students learn basic concepts of psychology and communication, with emphasis on helping patients overcome anxieties related to dental treatment. Special considerations for disabled and abused patients are presented. Children's dentistry (pediatric dentistry) as a specialty is presented. Career development training concentrates on the self-directed job search. Students also study related dental terminology.

## **MODULE E - LABORATORY PROCEDURES**

### **40/40/6.0**

In this module, students receive hands-on training in taking impressions and constructing study and master casts. Students learn to use a variety of impression and gypsum materials. The casts are then used to practice dental procedures such as the fabrication of custom trays and temporary crowns. Students practice placement and removal of temporary sedative dressings on Typodont manikins according to RDA standards. Prosthodontics as a specialty is presented with instruction in crown and bridge procedures and full and partial dentures. Students are introduced to dental implants and various mouth guards, such as night guards, sport guards and bleaching trays. Laboratory safety and infection control are presented. Instruction in career development focuses on starting a new job. Related dental terminology is studied.



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**MODULE F - DENTAL ANATOMY AND ORTHODONTICS****40/40/6.0**

In this module, students focus on orthodontics as a specialty. Students receive hands-on training in practicing orthodontic measurements, placement of separators, sizing bands and placing and ligating arch wires. Theory on orthodontic assistant duties, office routine and malocclusion classifications are presented. In addition, students will chart oral conditions of other students and patients in compliance with state guidelines for mouth mirror inspection.

**MODULE G - DENTAL HEALTH****40/40/6.0**

This module focuses on oral pathology and periodontics. Placement of periodontal surgical dressings is demonstrated and practiced on manikins according RDA criteria. Preventive dentistry is also emphasized. Related areas of nutrition and fluorides are presented. Students are also taught resume preparation and completion of employment applications. Students also study related dental terminology. Coronal polish theory and procedures are taught and practiced on manikins and then on clinical patients under the direct supervision of a licensed dentist. Completion of these coronal polish requirements will permit the assistant to perform the procedure after obtaining the Registered Dental Assistant license (California programs only).

**MODULE X - EXTERNSHIP****0/160/5.0**

Upon successful completion of classroom training, dental assisting students participate in a 160-hour externship. Serving an externship at an approved facility gives externs an opportunity to work with patients and apply the principles and practices learned in the classroom. Externs work under the direct supervision of qualified personnel in participating institutions and under general supervision of the school staff. Externs will be evaluated by supervisory personnel at 80- and 160-hour intervals. Completed evaluation forms are placed in the students' permanent record. Students must successfully complete their externship training in order to fulfill requirements for graduation.

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## ELECTRONICS, COMPUTER AND INDUSTRIAL TECHNOLOGY PROGRAM

Offered at the Grand Rapids Campus Only

### Diploma Program - 12 Months

The electronics industry is one of the fastest growing fields today. The scientific and technological revolution is creating numerous career opportunities. The demand for people with technical skills is growing twice as fast as for any other group. Locally opportunities exist for technicians with industrial electronics skills.

The Electronics, Computer and Industrial Technology Program is designed to satisfy students' desire to learn a technical skill in a field that has experienced rapid growth. The curriculum explores both the fundamentals and advanced theory in electronics, integrated circuits, microprocessors, computer technology, and industrial electronics. Laboratory experience is an integral part of the program. Students also receive a background in the fundamentals of digital computers and hands-on experience with test equipment.

Graduates of the program are qualified for entry-level positions such as industrial electronics technician, computer service technician, electronics laboratory technician, field service engineer, installation technician and electronics technician in communications, instrumentation, digital and computer electronics. Upon successful completion of all areas of the 12-month program, a diploma will be awarded.

### Program Outline

<b>COURSE NUMBER</b>	<b>COURSE TITLE</b>	<b>CLOCK HOURS</b>	<b>CREDIT HOURS</b>
<b>D.C. and A.C. Electronics</b>			
E 101	D.C. and A.C. Electronics Theory	130	13.0
E 103	Mathematics for D.C. and A.C. Electronics	20	2.0
E 104	D.C. and A.C. Circuits Lab	90	4.5
	<b>Total</b>	<b>240</b>	<b>19.5</b>
<b>Semiconductor Devices</b>			
E 201	Semiconductors Theory	150	15.0
E 204	Semiconductors Lab	90	4.5
	<b>Total</b>	<b>240</b>	<b>19.5</b>
<b>Digital Electronics and Computer Software</b>			
E 301	Digital Electronics and Computer Software Theory	150	15.0
E 304	Digital Electronics and Computer Software Lab	90	4.5
	<b>Total</b>	<b>240</b>	<b>19.5</b>
<b>Computer Systems, Peripherals, and Industrial Electronics</b>			
E 401	Computer Systems, Peripherals, and Industrial Electronics Theory	130	13.0
E 402	Professional Strategies	20	2.0
E 404	Computer Systems, Peripherals and Industrial Electronics Lab	90	4.5
	<b>Total</b>	<b>240</b>	<b>19.5</b>
	<b>PROGRAM TOTAL</b>	<b>960</b>	<b>78.0</b>

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## Course Descriptions

Course descriptions include the course number, title, synopsis, a listing of the lecture/theory hours, laboratory hours and credit hours. For example, the listing "40/40/6.0" indicates that the course consists of 40 hours of lecture/theory, 40 hours of laboratory work, and provides a total of 6.0 credit hours.

### **E 101 - D.C. AND A.C. ELECTRONICS THEORY**

**130/0/13.0**

This course is designed to introduce the student to the field of electronics. Students become familiar with the safe use of tools and equipment used by electronics technicians. Electronic components, schematic symbols, and basic soldering are studied. Students practice circuit configuration using a protoboard. Sources of electricity, atomic theory, and the principles and practices of fundamental direct current (D.C.) theory are taught. The foundational concepts related to Ohm's Law, resistance, series circuits, parallel circuits, and series-parallel circuits for resistors are presented. The concepts of voltage drop and current drop will be presented using Kirchhoff's laws.

This course also provides an introduction to the principles and applications for alternating current (A.C.). The theory of alternating current, inductive reactance (XL), capacitive reactance (XC), and the sine waves for voltage and current are studied. The phase relations among resistive-inductive (R-L) circuits, resistive-capacitive (R-C) circuits, and R-L-C circuits in series and parallel circuits are analyzed. Diode Theory and related concepts are presented. Students learn about the operation of circuits involving diodes, clippers, and clampers. Prerequisite: High School Math

### **E 103 - MATHEMATICS FOR D.C. AND A.C. ELECTRONICS**

**20/0/2.0**

This course introduces the concepts of electrical circuit network analysis. The student will learn the arithmetic and algebraic functions required to use Ohm's law and Kirchhoff's laws for current and voltage. This course also introduces the principles and techniques for analysis of alternating current (A.C.) circuits. The student learns the algebraic and trigonometric functions required to perform analysis of A.C. electronic circuits using applicable laws of physics and vector analysis.

### **E 104 - D.C. AND A.C. CIRCUITS LAB**

**0/90/4.5**

This course is designed to introduce the student to the safe use of hand tools and techniques of soldering used in the electronics industry. The student will construct lab projects involving series, parallel and series-parallel resistive circuits and the use of various test instruments such as VOMs, DVMs, signal generators, and power supplies. Students will complete a project to demonstrate the application of these skills and the ability to integrate key concepts related to D.C. circuits.

This course also provides the student with A.C. circuit applications. The student constructs lab projects involving series, parallel, and series-parallel resistive-capacitive, resistive-inductive, and resistive-capacitive-inductive circuits while using various test instruments such as analog volt-ohmmeters, digital multimeters, signal generators, oscilloscopes and power supplies to analyze these circuits.

### **E 201 - SEMICONDUCTOR THEORY**

**150/0/15.0**

This course introduces the student to the principles of semiconductors and linear integrated circuits. The student learns the underlying principles of bipolar and field effect transistors, devices and applications. The operational amplifier is explored in depth, and the applications of the operational amplifier in D.C., summing amplifiers, difference amplifiers, filters, oscillators and other integrated circuits are presented. 555 timer circuits and basic phase-locked loop circuits are presented. Prerequisites: E 101, E 103, E 104

### **E 204 - SEMICONDUCTOR LAB**

**0/90/4.5**

This lab course provides an opportunity for students to reinforce and apply concepts learned through laboratory experimentation. It includes demonstrations and experiments in the areas of diode theory, semiconductors, power supplies, transistor circuits, FETS, integrated circuits, operational amplifiers, 555 Timers, voltage regulators, and phase-locked loops. Prerequisites: E 101, E 103, E 104

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**E 301 - DIGITAL ELECTRONICS AND COMPUTER SOFTWARE THEORY****150/0/15.0**

This course provides the student with the essential fundamental principles of digital electronics. Students are introduced to the study of binary, octal, and hexadecimal numbering systems. This information will be used as a basic building block for understanding microcomputer systems. This course also prepares the student to work with common application software. Prerequisites: E 201, E 204

**E 304 - DIGITAL ELECTRONICS AND COMPUTER SOFTWARE LAB****0/90/4.5**

This course prepares the student to work on digital electronic circuits. The fundamentals include construction, using test equipment to troubleshoot basic and complex digital electronic circuits. The student will install, configure, use and deinstall various operating systems and applications software. Prerequisites: E 201, E 204

**E 401 - COMPUTER SYSTEMS, PERIPHERALS, AND INDUSTRIAL ELECTRONICS THEORY****130/0/13.0**

This course provides an introduction to microprocessor families, computer peripherals, and LAN networks. The course explores the operation, testing, installation, setup, and troubleshooting of keyboards, motherboards, video systems, mass storage devices, special I/O devices, and printing systems.

This course is also designed as an introduction to the application of electronics in the industrial environment. The student will be introduced to switch gear, relays, basic ladder logic, symbols for industrial components, basic fluid power diagrams, programmable logic controllers, programming programmable logic controllers, logical test procedures, troubleshooting concepts and the fundamentals of digital communication. Prerequisites: E 301, E 304

**E 402 - PROFESSIONAL STRATEGIES****20/0/2.0**

This course helps prepare students for a job in the electronics marketplace. Topics include elements of writing, professional appearance and demeanor, and resume preparation. Students are expected to develop a business letter and resume during the course of the course. Prerequisites: E 301, E 304

**E 404 - COMPUTER SYSTEMS, PERIPHERALS, AND INDUSTRIAL ELECTRONICS LAB****0/90/4.5**

The student will assemble, setup, configure, test, analyze, diagnose, evaluate, and troubleshoot the IBM PC or compatible/clone system and its peripherals. The student will install, configure, use and deinstall various operating systems and application software.

This course is also designed to allow the student to gain experience in wiring relay logic circuits from a ladder diagram, wiring inputs and outputs of Programmable Logic controls, locating faults in basic Ladder logic circuits and PLC program entry. Prerequisites: E 301, E 304

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## MASSAGE THERAPY PROGRAM

### Diploma Program - 49 Weeks

#### Educational Objectives

This program is designed to successfully train students for entry level positions as a massage therapist in public or private practice. Studies emphasize a practical application of hands-on technique that directly correlates with lecture and theory classes, enabling the student to learn as it relates to massage therapy.

#### Course Objective

Upon successful completion of the Massage Therapy program the student will possess the knowledge and technical skills required to practice as a massage therapist in either the public or private domain.

#### Program Outline

COURSE NUMBER	COURSE TITLE	CLOCK HOURS	CREDIT HOURS
<b>Term One</b>			
MT 101	Anatomy & Physiology I	50	5
MT 104A	Introduction to Massage	100	7
MT 105A	Muscle Stretching	32	1.5
MT 110A	Kinesiology I	60	5
<b>Term Two</b>			
MT 150	Anatomy & Physiology II	40	4
MT 155	Wellness & Self Care	30	3
MT 160A	Kinesiology II	60	5
MT 170	Basic Massage	76	3.5
MT 175	Seated Massage	16	0.5
MT 180	Business Practice	20	2
<b>Term Three</b>			
MT 201	Anatomy & Physiology III	40	4
MT 210	First Aid / Infectious Diseases	16	1
MT 220	Therapeutic Massage I	60	3
MT 225	Intro. to Advanced Technique I	30	3
MT 230	Prenatal/Infant/Special Needs	36	2
MT 240	Sports Massage I	35	3
<b>Term Four</b>			
MT 250	Reflexology	16	1
MT 260	Clinical Lab	25	1
MT 270	Therapeutic Massage II	70	3.5
MT 275	Intro. to Advanced Technique II	80	5.5
MT 280	Sports Massage II	35	3.5
MT 300A	Clinical Practice	41	1
	<b>PROGRAM TOTAL</b>	<b>968</b>	<b>68</b>

#### Course Descriptions

Course descriptions include the course number, title, synopsis, a listing of the lecture/theory hours, laboratory or clinical hours and credit hours. For example, the listing "40/40/6.0" indicates that the course consists of 40 hours of lecture/theory, 40 hours of laboratory or clinical work, and provides a total of 6.0 credit hours.

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**MT 101 - ANATOMY & PHYSIOLOGY I****50/0/5.0**

This course introduces basic knowledge of the human body. It will provide a fundamental understanding of the body as a whole and include mechanisms of health and disease. Study of the structures and function of the nervous system including neurotransmitters, the peripheral and central nervous system, autonomic nervous system and its components will be emphasized.

**MT 104A - INTRODUCTION TO MASSAGE****40/60/7.0**

Students will learn history and fundamentals of technique in massage in this course. Instruction will include but not be limited to table mechanics, linens, draping, posture, and positioning of clients. Students will explore the various styles of massage and will begin to learn touch, centering and breathing. Professional ethics and conduct will also be introduced in this course. This course will include Massage Modalities, Basic Massage, Law & Ethics. Prerequisite: A 70 percent GPA is required for this course.

**MT 105A - MUSCLE STRETCHING****0/32/1.5**

Students will learn and demonstrate stretching positions for all major muscle groups. Students will learn the basis for stretching and the neurological response to stretching. This course incorporates Muscle Stretching & Joint Mobilization. Prerequisite: A 70 percent GPA is required for this course.

**MT 110A - KINESIOLOGY I****40/20/5.0**

A hands-on and lecture study of joints and muscles and their movement, structure and function with the body.

**MT 150 - ANATOMY & PHYSIOLOGY II****40/0/4.0**

This course will discuss the structures and function of the endocrine system and the most common pathologies that can be seen. The skeletal system will be studied from cellular structure of bone tissue to describing individual bones. The Integumentary and Cardiovascular systems will also be studied.

**MT 155 - WELLNESS & SELF CARE****30/0/3.0**

Students use knowledge gained in Stretching and Introduction to Massage as a tool in self care. Wellness education will study the components of body, mind and spirit as well as the affects of stress. Hygiene, sanitation and safety including disorders of the skin, prevention, control, and precautions will be covered. Corequisites: MT 104, MT 105.

**MT 160A - KINESIOLOGY II****40/20/5.0**

Students will study the origin, insertion and function of major muscles and biomechanics of the body.

**MT 170 - BASIC MASSAGE****0/76/3.5**

A continuation of Introduction to Massage. Students build upon the knowledge and skill acquired. Students learn basic massage technique and practice to develop this technique into a general full body massage routine. Students will be challenged to develop their sense of touch and perform their technique burring "blind massage". This course will include Basic Massage I & Basic Massage II. Prerequisites: MT 104, A 70 percent GPA is required for this course.

**MT 175 - SEATED MASSAGE****0/16/0.5**

Students will learn a 20 minute massage technique that is performed while the clothed client is seated on a chair designed for seated massage as well as a regular chair. Prerequisite: A 70 percent GPA is required for this course.

**MT 180 - BUSINESS PRACTICE****20/0/2.0**

In this course students will learn basic bookkeeping, taxes, governmental law pertaining to massage therapy, record keeping and be introduced to insurance billing.

**MT 201 - ANATOMY & PHYSIOLOGY III****40/0/4.0**

This course will discuss the structures and functions of the lymphatic, immune, respiratory, digestive, urinary, reproductive systems.

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**MT 210 - FIRST AID / INFECTIOUS DISEASE**

16/0/1.0

This course introduces basic first aid and infectious diseases appropriate for the massage therapist.

**MT 220 - THERAPEUTIC MASSAGE I**

0/60/3.0

A continuation of Basic Massage. Students will continue to build upon their knowledge and skill. Students learn therapeutic massage technique and practice to develop and integrate this technique into the skills they have already acquired. This course includes Deep Tissue Massage. Prerequisite: A 70 percent GPA is required for this course.

**MT 225 - INTRODUCTION TO ADVANCED TECHNIQUE I**

0/30/3.0

This course will introduce the student to various advanced techniques that will aid the student in determining which forms of advanced technique interest them. This will include cranial sacral therapy, shiatsu, myofascial release and neuromuscular therapy.

**MT 230 - PRENATAL / INFANT / SPECIAL NEEDS MASSAGE**

10/26/2.0

This course examines ways in which students can respect and help those who need special consideration. The intent of the course is to help students focus the benefits of therapeutic massage for clients with specific needs. Many of the practical aspects of this course will be practiced in the course Therapeutic Massage. This course includes Geriatric Massage, Pre-Natal Massage & Infant Massage. Prerequisite: A 70 percent GPA is required for this course.

**MT 240 - SPORTS MASSAGE I**

35/0/3.0

This course focuses on the treatment of athletic injuries. The emphases are to reduce muscle soreness and recovery time as well as providing prevention information.

**MT 250 - REFLEXOLOGY**

16/0/1.0

Students will learn the history and fundamental technique of the Ingham method of foot reflexology. Upon completion of this course the student will be able to perform a complete foot reflexology session.

**MT 260 - CLINICAL LAB**

0/25/1.0

This course will introduce the student to clinic internship. Students will learn to use the SOAP notes documentation system for client record keeping. Students will practice mock SOAP & case history documentation with fellow students. Prerequisite: A 70 percent GPA is required for this course

**MT 270 - THERAPEUTIC MASSAGE II**

0/70/3.5

This course is a continuation of Therapeutic Massage 1. Students will continue to build upon their knowledge and skill. Students will learn advanced deep tissue technique for major muscle groups. This course will include Deep Tissue Massage II. Prerequisite: A 70 percent GPA is required for this course.

**MT 275 - INTRODUCTION TO ADVANCED TECHNIQUE II**

30/50/5.5

This course is a continuation of Introduction to Advanced Technique I. Students will expand their knowledge and understanding of advanced technique and will learn basic as well as advanced hydrotherapy application. Prerequisite: A 70 percent GPA is required for this course.

**MT 280 - SPORTS MASSAGE II**

35/0/3.5

This course is a continuation of Sports Massage I. This class will emphasize specific problems the athlete may encounter during sporting events.

**MT 300A - CLINICAL PRACTICE**

0/41/1.0

This course is a student clinical. It will allow the student to develop self-confidence in their skill while working in a supervised environment. Students will practice their skills on staff and the general public. Prerequisite: A 70 percent GPA is required for this course.

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## MEDICAL ASSISTING PROGRAM

**Diploma Program - 8 Months (Day) / 8 Months (Evening – Grand Rapids) /  
10 Months (Evening – Kalamazoo)**

DOT: Medical Assistant 079.367-010

In recent years the medical assisting profession has become indispensable to the health care field. Not only have physicians become more reliant on medical assistants, but their services are also being requested by hospitals, clinics and nursing homes, as well as medical supply businesses, home health agencies, insurance companies and pharmaceutical companies. Medical assistants have become an important part of the health care team and their responsibilities continue to expand as the need for their services grows.

The objective of the Medical Assisting Program is to provide graduates with the skills and knowledge that will enable them to qualify for entry-level positions as medical assistants. Since medical assistants are trained in both administrative and clinical procedures, they are capable of filling a variety of entry-level positions, including clinical or administrative assistant, medical receptionist and medical insurance billing and coding specialists.

This training program is divided into seven learning units called modules. Each module, which consists of a theory section, a clinical/laboratory section, and a computer/keyboarding section, stands alone as a unit of study and is not dependent upon previous training. If students do not complete any portion of a module, the entire module must be repeated. Students may enter the program at the beginning of any module and continue through the sequence until all modules have been completed. Upon successful completion of the seven classroom modules and the comprehensive written and laboratory skills exam, students participate in a 160-clock-hour externship.

In each module the students study subject-related medical terminology and develop keyboarding skills on a computer and electric typewriter. Completion of the Medical Assisting Program, including the classroom training and externship, is acknowledged by the awarding of a diploma.

### Program Outline

MODULE	MODULE TITLE	CLOCK HOURS	CREDIT HOURS
Module A	Patient Care and Communication	80	6
Module B	Clinical Assisting, Pharmacology	80	6
Module C	Medical Insurance, Bookkeeping and Health Sciences	80	6
Module D	Cardiopulmonary and Electrocardiography	80	6
Module E	Laboratory Procedures	80	6
Module F	Endocrinology and Reproduction	80	6
Module G	Medical Law, Ethics, and Psychology	80	6
Module X	Externship	160	5
	<b>PROGRAM TOTAL</b>	<b>720</b>	<b>47</b>



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## Module Descriptions

Module descriptions include the module number, title, synopsis, a listing of the lecture/theory hours, laboratory or externship hours and credit hours. For example, the listing "40/40/6.0" indicates that the module consists of 40 hours of lecture/theory, 40 hours of laboratory work, and provides a total of 6.0 credit hours.

### **Module A - PATIENT CARE AND COMMUNICATION** 40/40/6.0

Module A emphasizes patient care, including examinations and procedures related to the eyes and ears, the nervous system, and the integumentary system. Terminology related to these systems are also covered. Students will also have the opportunity to work with and review patient charts, and perform additional front office skills related to records management and appointment scheduling, as well as perform clinical patient care skills. Students will also study essential medical terminology, build on their computer keyboarding and word processing skills, and become familiar with the self-directed job search process.

### **Module B - CLINICAL ASSISTING AND PHARMACOLOGY** 40/40/6.0

Module B stresses the importance of asepsis and sterile technique in today's health care environment. Students learn about basic bacteriology and its relationship to infection and disease control. Anatomy and physiology of the muscular system, and common disorders related to it are also taught. Basic therapeutic drugs, their use, classification and effects on the body are covered. Students become familiar with the principles of administering medication and prepare medication for administration by various methods, as well as prepare for and assist with minor office surgical procedures. They will also demonstrate how to prepare patients for specific examinations, including positioning and draping techniques. They will study essential medical terminology, building on their computer keyboarding and word processing skills, and become familiar with the self-directed job search process.

### **Module C - MEDICAL INSURANCE, BOOKKEEPING, AND HEALTH SCIENCES** 40/40/6.0

Module C introduces students to office emergencies and first aid, with an emphasis being placed on bandaging techniques. Anatomy and physiology of the digestive system are presented in conjunction with nutrition and health practices. Students also study medical insurance, billing, and coding, and bookkeeping procedures which are essential to the medical office. Students check vital signs, obtain blood samples, and prepare and administer intramuscular injections. They will also study essential medical terminology, build on their computer keyboarding, and word processing skills, and become familiar with the self-directed job search process.

### **Module D - CARDIOPULMONARY AND ELECTROCARDIOGRAPHY** 40/40/6.0

Module D examines the circulatory and respiratory systems, including the structure and function of the heart and lungs. Students learn about the electrical pathways of the heart muscle in preparation for applying electrocardiography (ECG or EKG) leads and recording a 12-lead electrocardiogram. A cardiopulmonary resuscitation (CPR) course also teaches students how to respond to cardiac emergencies. Students check vital signs and differentiate between normal values for pediatric and adult patients. They obtain blood samples, and prepare syringes and medications for administration. Students study essential medical terminology, build upon their computer keyboarding and word processing skills, and become familiar with the self-directed job search process.

### **Module E - LABORATORY PROCEDURES** 40/40/6.0

Module E introduces laboratory procedures commonly performed in a physician's office. Students learn specimen identification, collection, handling and transportation procedures, and practice venipuncture and routine diagnostic hematology. Maintenance and care of laboratory equipment and supplies are discussed. Anatomy and physiology of the renal system, including its structures and functions, and common disorders related to it, are also taught. Students perform common laboratory tests, check vital signs, and perform selected invasive procedures. Students study essential medical terminology, build upon their computer keyboarding and word processing skills, and become familiar with the self-directed job search process.

### **Module F - ENDOCRINOLOGY AND REPRODUCTION** 40/40/6.0

Module F covers general anatomy and physiology, including an overview of the study of biology and the various body structures and systems. This module also identifies and examines the basic structural components and

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functions of the skeletal, endocrine and reproductive systems. Students learn about child growth and development and assisting in a pediatric office. They check vital signs, assist with diagnostic examinations and laboratory tests, instruct patients regarding health promotion practices, and perform certain invasive procedures. Student study essential medical terminology, build on their computer keyboarding and word processing skills, and become familiar with the self-directed job search process.

**Module G – MEDICAL LAW, ETHICS, AND PSYCHOLOGY**

**40/40/6.0**

Module G covers concepts related to the medical office and preparing for the day. Students are introduced to medical office safety, security, and emergency provisions, and how they can best be dealt with. Also covered is office management and the use of office equipment. Mobility assistance and terminology related to basic psychology principles, the history of medicine and the evolution of the profession of medical assisting, medical law and ethics, and physical therapy and special needs concepts are covered as well. Students check vital signs, obtain blood samples, and prepare and administer intramuscular injections. Students will also have the opportunity to build upon their computer keyboarding and word processing skills, and become familiar with the self-directed job search process.

**Module X - EXTERNSHIP**

**0/160/5.0**

Upon successful completion of classroom training, medical assisting students participate in a 160-hour externship at an approved facility. This provides externs an opportunity to work with patients and apply the principles and practices learned in the classroom. Externs work under the direct supervision of qualified personnel in participating institutions and under general supervision of the school staff. Externs will be evaluated by supervisory personnel at 80 and 160-hour intervals. Completed evaluation forms are placed in the students' permanent record. Medical assisting students must successfully complete their externship in order to fulfill requirements for graduation.

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## MEDICAL ADMINISTRATIVE ASSISTANT PROGRAM

**Diploma Program - 8 Months (Day) / 8 Months (Evening – Grand Rapids) /  
10 Months (Evening – Kalamazoo)**

DOT: Medical Receptionist      237.367 038  
Medical Clerk                      205.362 018

The health care field offers a variety of interesting and challenging career opportunities to graduates of the Medical Administrative Assistant Program. In this program, students receive training that emphasizes the administrative and business aspects of managing a medical or dental office. With strong administrative skills, graduates can become an integral part of a health care facility. Entry-level positions such as receptionist, insurance processor, medical records clerk, and medical transcriber are found in medical and dental offices, hospitals, clinics, home health agencies and insurance companies.

Medical Administrative Assistant students develop administrative skills through a variety of media. This campus provides practice in using personal computers, electronic typewriters, calculators, transcription machines and teletrainers. A computer tutorial gives students the opportunity to manipulate software and familiarize themselves with today's computerized medical office. Simulated examination procedures are used to teach basic clinical skills.

This training program is divided into eight learning units called modules. Students must complete modules A through G first, starting with any module and continuing in any sequence until all seven modules are completed. Modules A through G stand alone as units of study and are not dependent upon previous training. If students do not complete any portion of one of these modules, the entire module must be repeated. Upon successful completion of modules A through G, students participate in a 160-clock-hour externship.

Completion of the Medical Administrative Assistant Program is acknowledged by the awarding of a diploma.

### Program Outline

MODULE	MODULE TITLE	CLOCK HOURS	CREDIT HOURS
Module A	Office Finance	80	6
Module B	Patient Processing and Assisting	80	6
Module C	Medical Insurance	80	6
Module D	Insurance Plans and Collections	80	6
Module E	Patient Billing and Office Procedures	80	6
Module F	Patient Care and Computerized Practice Management	80	6
Module G	Dental Administrative Procedures	80	6
Module X	Externship	160	5
	<b>PROGRAM TOTAL</b>	<b>720</b>	<b>47</b>

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## Module Descriptions

Module descriptions include the module number, title, synopsis, a listing of the lecture/theory hours, laboratory or externship hours and credit hours. For example, the listing "40/40/6.0" indicates that the module consists of 40 hours of lecture/theory, 40 hours of laboratory work, and provides a total of 6.0 credit hours.

### MODULE A - OFFICE FINANCE

40/40/6.0

Module A introduces accounting functions essential to a medical environment. Students learn basic bookkeeping procedures and apply them to a bookkeeping project and pegboard accounting system. Patient billing is an integral part of the module. Students develop speed and accuracy on the computer keyboard as well as the 10-key pad. They also become familiar with essential medical terminology.

### MODULE B - PATIENT PROCESSING AND ASSISTING

40/40/6.0

In Module B, students learn to set up patient records and maintain and organize them manually and electronically. Students become familiar with records management systems and develop skills in alphabetic filing and indexing. Instruction in this module stresses the importance of asepsis and sterile technique in today's health care environment. Students are trained in general first aid for common medical office emergency procedures, including checking vital signs and bandaging. A cardiopulmonary resuscitation (CPR) course is taught. Students develop speed and accuracy on the computer keyboard as well as the 10-key pad. They also become familiar with essential medical terminology.

### MODULE C - MEDICAL INSURANCE

40/40/6.0

Module C develops student proficiency in preparing and processing insurance claims. Students study insurance programs, including HMOs, PPOs and workers' compensation plans. National coding systems used for claims processing are studied. Students learn to obtain information from patient charts and ledgers to complete insurance forms accurately. Students are given hypothetical insurance billing situations and select appropriate forms, codes and procedures to process insurance claims for optimal reimbursement. Students develop speed and accuracy on the computer keyboard as well as the 10-key pad. They also become familiar with essential medical terminology.

### MODULE D - INSURANCE PLANS AND COLLECTIONS

40/40/6.0

Module D develops student proficiency in preparing and processing insurance claims. The Medicaid, Medicare, Champus and Champva programs are discussed. Students learn to obtain information from patient charts and ledgers to complete insurance forms accurately. They also focus on important aspects of the collection process including collection letters, telephone calls and collection servicing agencies. Students develop speed and accuracy on the computer keyboard as well as the 10-key pad. They also become familiar with essential medical terminology.

### MODULE E - PATIENT BILLING AND OFFICE PROCEDURES

40/40/6.0

In Module E, students are introduced to a computerized accounting system and perform the accounting cycle steps on a microcomputer. Patient billing is an integral part of the module. Students study the medical office and the procedures and technology that enable it to function efficiently. Additional emphasis is placed on the hardware and software that can assist in the decision making process. Students strengthen their English grammar and writing skills, develop speed and accuracy on the keyboard, acquire advanced word processing and transcription skills, and become familiar with essential medical terminology.

### MODULE F - PATIENT CARE AND COMPUTERIZED PRACTICE MANAGEMENT

40/40/6.0

Module F emphasizes computerized practice management, including file maintenance, patient records, bookkeeping and insurance. In addition, students learn basic techniques for patient positioning in complete physical, pelvic and rectal examinations. They learn Occupational Safety and Health Administration (OSHA) standards and the use of universal precautions in the medical office. A review of basic mathematical functions, with manual and electronic applications, is included. Students develop speed and accuracy on the keyboard as well as the 10-key pad. They also become familiar with essential business terminology.

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**MODULE G - DENTAL ADMINISTRATIVE PROCEDURES****40/40/6.0**

This module focuses on basic administrative procedures performed in the dental office. Students are introduced to the dental health team with emphasis on the tasks performed by the administrative support staff. Specialized procedures including appointment scheduling, processing patients, insurance billing and coding and law and ethics are presented. Students are also given an introduction to radiography and radiation safety. They study correspondence and practice writing effective letters and memos. Students develop speed and accuracy on the keyboard as well as the 10-key pad. Students also become familiar with essential dental terminology.

**MODULE X - EXTERNSHIP****0/160/5.0**

Upon successful completion of classroom training, medical administrative assistant students participate in a 160-hour externship. Serving an externship at an approved facility gives externs an opportunity to work with patients and apply the principles and practices learned in the classroom. Externs work under the direct supervision of qualified personnel in participating institutions and under general supervision of the school staff. Externs will be evaluated by supervisory personnel at 80 and 160-hour intervals. Completed evaluation forms are placed in the students' permanent record. Students must successfully complete their externship training in order to fulfill requirements for graduation.

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## NETWORK ADMINISTRATION PROGRAM

Offered at the Grand Rapids Campus Only  
**Diploma Program - 12 Months**

This program provides comprehensive training in multi-platform local area and wide area networks. Complete coverage of hardware and operating systems will be covered for several different computer networking platforms. Training will be given in a variety of current technologies including Cisco, Microsoft, Novell, Unix, and Linux, which will enable students to qualify for job opportunities such as entry-level systems engineer or network administrator. Upon successful completion of all areas of the 12-month program, students will be awarded a diploma.

### Program Outline

COURSE NUMBER	COURSE TITLE	CLOCK HOURS	CREDIT HOURS
CGS 1270	Introduction to Desktop Computing	50	4
CGS 1275	Computer Operating Systems	50	4
CGS 1280	Computer Hardware Concepts	50	4
CEN 1800	Diagnostics and Troubleshooting	30	2
CGS 1300	Computer Networking Fundamentals	30	2
CEN 1335	UNIX Operating System	50	4
CEN 2100	Linux Operating System	50	4
CEN 1505	Novell Administration I	50	4
CEN 2505	Novell Administration II	50	4
CEN 2530	Cisco Routers I	50	4
CEN 2531	Cisco Routers II	50	4
CGS 2210	Windows 2000 Professional	50	4
CEN 2306	Windows 2000 Server	50	4
CEN 2320	Windows 2000 Network Infrastructure	50	4
CEN 2600	Windows 2000 Directory Services Infrastructure I	30	2
CEN 2650	Windows 2000 Directory Services Infrastructure II	50	4
CEN 2700	Windows 2000 Directory Services Design	50	4
CEN 2711	Implementing and Supporting Microsoft Proxy Server	50	4
CEN 2720	Implementing and Supporting Microsoft Exchange Server	50	4
SLS 1055	Professional Development	30	2
	<b>PROGRAM TOTAL</b>	<b>920</b>	<b>72</b>

### Course Descriptions

Course descriptions include the course number, title, synopsis, a listing of the lecture/theory hours, laboratory or externship hours and credit hours. For example, the listing "40/40/6.0" indicates that the course consists of 40 hours of lecture/theory, 40 hours of laboratory work, and provides a total of 6.0 credit hours.

#### CEN 1335 UNIX OPERATING SYSTEM

30/20/4.0

This course is designed give the student a basic introduction to administering UNIX Operating Systems. A major Operating System in today's computing environment, UNIX is highly utilized in Internet and networking applications. The student will learn the basic commands, file system, shell and basic administration. The course software platform will be UnixWare 7.0, from SCO.

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**CEN 1505 NOVELL ADMINISTRATION I****30/20/4.0**

This course introduces students to the competencies required to administer a computer network based upon technology from Novell. The emphasis is on fundamental network management tasks as well as the related terminology, hardware, and software features associated with the NetWare 5 Network Operating System. Topics include an overview of NetWare 5, NDS, file management, and connectivity. Prerequisite: CGS 1300

**CEN 1800 DIAGNOSTICS AND TROUBLESHOOTING****10/20/2.0**

This course builds on the material covered in the two prerequisites to give the student experience in diagnosing, troubleshooting, and repairing PC hardware and operating systems. By the end of the course, students should have the ability to build a fully functioning personal computer from scratch, as well as diagnose and repair malfunctions in an existing machine. Prerequisites: CGS 1275 and CGS 1280

**CEN 2100 LINUX OPERATING SYSTEM****30/20/4.0**

This course enables students to gain an understanding of the Red Hat Linux 6.0 operating system. Based upon the UNIX operating system, Linux has found a place among computer professionals as stable and flexible platform for variety of networking applications, including Internet servers. Students learn about GNOME, the graphical user interface that makes it easy for students to configure Linux features and programs.

**CEN 2306 WINDOWS 2000 SERVER****30/20/4.0**

This course covers the essential topics necessary to enable students to set up and support the Microsoft Windows 2000 Server network operating system. Students build real world support skills by working via lessons and hands-on labs to gain practical experience with installing, administering, and troubleshooting a Windows 2000 Server. Prerequisite: CGS 1300

**CEN 2320 WINDOWS 2000 NETWORK INFRASTRUCTURE****30/20/4.0**

This course covers the topics necessary for students to be able to deliver secure and reliable networking services to organizations utilizing Microsoft Windows 2000. Working via lessons and hands on labs, students learn how to install, manage, and troubleshoot the network protocols and services utilized in the Windows 2000 operating system. Prerequisites: CEN 2306 and CGS 2210

**CEN 2505 NOVELL ADMINISTRATION II****30/20/4.0**

Combined with Novell Administration I, this course focuses on providing an understanding of the fundamental properties of the NetWare 5 Network Operating System. Topics covered in this course include NetWare 5 security, Z.E.N. works, NDPS, and installing NetWare 5. Prerequisite: CEN 1505

**CEN 2530 CISCO ROUTERS I****30/20/4.0**

This course introduces students to internetworking utilizing software and hardware developed by Cisco Systems Inc. Through a combination of lectures and hands-on labs, students will learn about a variety of topics related to networked computing: network architecture, network protocols, IP addressing and subnetting, and the Cisco Router User Interface are among the areas to be discussed. Additional topics to be covered include current switching technologies and the IP Routing process. Prerequisite: CGS 1300

**CEN 2531 CISCO ROUTERS II****30/20/4.0**

This course expands upon the topics covered in Cisco Routers I to enable the student to gain knowledge and experience with the design, installation, and configuration of networks in a business environment. Topics to be covered include Virtual LANs, WAN protocols, and managing a Cisco internetwork. Prerequisite: CEN 2530

**CEN 2600 WINDOWS 2000 DIRECTORY SERVICES INFRASTRUCTURE I****10/20/2.0**

Microsoft's next-generation directory service—Active Directory, is introduced in this course. Students will gain a basic understanding of the steps necessary to plan, configure and administer an Active Directory infrastructure. Other topics to be discussed include configuring DNS, Group administration and User accounts. Prerequisite: CEN 2320

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**CEN 2650 WINDOWS 2000 DIRECTORY SERVICES INFRASTRUCTURE II****30/20/4.0**

This second course in Microsoft Active Directory technology provides an in-depth look into methods to effectively manage a large-scale network directory. Topics in this course include implementing Group policy, Active Directory Replication and Database maintenance, and delegating administrative control. Prerequisite: CEN 2600

**CEN 2700 WINDOWS 2000 DIRECTORY SERVICES DESIGN****30/20/4.0**

This course discusses the planning, issues, and options available to the network administrator who is designing a Windows 2000 Directory Services infrastructure. Key topics include the network's physical topology, security, administration, naming standards, and migration issues. Prerequisite: CEN 2650

**CEN 2711 IMPLEMENTING AND SUPPORTING MICROSOFT PROXY SERVER****30/20/4.0**

This course provides students with an in-depth look at Microsoft Proxy Server 2.0. Working via lessons and hands on labs, students gain practical experience installing, administering, and troubleshooting Proxy server 2.0. Some of the topics discussed include configuring clients, planning security, RAS, and configuring Proxy for Intranet access. Prerequisites: CEN 2306 and CEN 2320

**CEN 2720 IMPLEMENTING AND SUPPORTING MICROSOFT EXCHANGE SERVER****30/20/4.0**

This course provides students the ability to set up and support Microsoft Exchange Server 5.5. Working via lessons and hands-on labs, students gain practical experience installing, administering, and troubleshooting Exchange Server 5.5. Prerequisites: CEN 2306 and CEN 2320

**CGS 1270 INTRODUCTION TO DESKTOP COMPUTING****30/20/4.0**

This course introduces the student to the personal computer and the Windows desktop environment. The software applications and accessories that are incorporated into the Windows 98 operating system are covered in detail, including using icons, applying shortcuts, and performing system checkups and minor diagnostics. Basic computer system architecture and end-user Internet skills will be introduced. To prepare students for the essential skills necessary for effective computer use, this course also develops keyboarding speed and accuracy through an intense review of letters, numbers, and symbols. Timed drill activities focus on frequently typed letter combinations, difficult reaches, and random letter, symbol, and number drills.

**CGS 1275 COMPUTER OPERATING SYSTEMS****30/20/4.0**

This course focuses on the software operating systems that run today's personal computers. Through a combination of lectures and hands-on labs, students will demonstrate basic knowledge and abilities to operate the MS-DOS, Windows 9x and Windows 2000 operating systems. Emphasis will be placed on commands, functions, and terminology through practical instruction in the installation, configuration, and upgrade of MS-DOS and Windows. Students will also be introduced to the basics of troubleshooting and repair. Corequisite: CGS 1270

**CGS 1280 COMPUTER HARDWARE CONCEPTS****30/20/4.0**

This course provides an in-depth look at the variety of hardware components and their related functions as found in today's personal computer. Students will learn to install, configure, and troubleshoot PC hardware including system boards, memory, power supplies, hard and floppy drives, sound cards, and more. Other topics to be discussed include related peripherals such as printers, and networking basics. Corequisite: CGS 1270

**CGS 1300 COMPUTER NETWORKING FUNDAMENTALS****10/20/2.0**

This course provides an overview of the field of local area networking and internetworking. Students are introduced to the terminology, operating systems, hardware, and administration of various components of a computer network, including network topology, TCP/IP, the OSI reference model, and network security, among others. Students learn and perform basic end-user functions and introductory administration operations of a network.

**CGS 2071 SPREADSHEETS****30/20/4.0**

This course expands on the student's basic knowledge of Excel and applies the knowledge to solving common financial problems. Prerequisites: CGS 2110 and ACG 2001

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**CGS 2110 COMPUTER APPLICATIONS****30/20/4.0**

This course introduces the essential concepts necessary to make effective use of the computer. Students achieve an understanding of what a computer can do, how it works, and how it can be used to create documents using word processing and spreadsheet applications for business and personal use.

**CGS 2210 WINDOWS 2000 PROFESSIONAL****30/20/4.0**

This course covers the essential topics necessary to enable students to set up and support the Microsoft Windows 2000 Professional operating system. Students build real world support skills by working via lessons and hands-on labs to gain practical experience with installing, administering, and troubleshooting a Windows 2000 Professional desktop environment. Prerequisite: CGS 1300

**SLS 1055 PROFESSIONAL DEVELOPMENT****10/20/2.0**

This course is designed to assist the student with personal and professional development for successful employment both in attaining and maintaining employment. Students will practice using written skills and developing a current resume. Course content helps students focus on developing a positive self-image, assessing strengths, learning job search techniques, and the building of appropriate interpersonal business relationships with co-workers, supervisors, and customers.

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## PRACTICAL NURSE PROGRAM

Offered at the Grand Rapids Campus Only  
**Diploma Program - 48 Weeks**

### **Philosophy/Purpose**

The faculty of the Practical Nurse Program, in accordance with the philosophy of Olympia Career Training Institute, believes that the individual is a holistic being who possesses unique physiological, psychological, sociocultural, and spiritual components. The individual continually interacts with the environment, thereby learning and adapting to achieve optimum health.

Society has the responsibility to its members both individually and collectively to provide an environment which promotes health attainment, maintenance, and restoration. Society must strive to achieve optimal care within an ethical framework while managing economic restraints and technological advances in health care. Environment is viewed as an open system within which the individual interacts continuously. It has both internal and external components, which are affected by changes within the physical, emotional, spiritual, economic, and cultural state of the person.

Health is a dynamic state of wellness or system stability in which the individual adapts to changes in the internal and external environments to maintain harmony between the physiological, psychological, sociocultural, and spiritual state of the individual. Responsibility for the use of health/illness care is shared mutually by the providers and the individual receiving care. Health attainment, maintenance, restoration, and quality care are the right of each individual regardless of race, nationality, social, and financial status as well as religious beliefs.

Nursing is an art and science. It is a unique profession that deals with all the variables affecting the person and views the person as a whole. Nurses collaborate with other members of the health care team to encourage the individual to participate in one's care. The foundation of nursing practice is the nursing process, which the nurse uses to assist the individual and families to attain mutually agreed upon goals.

The practical nurse will provide care based on the Nurse Practice Act. The practical nurse acknowledges that the nursing process is the foundation of nursing practice, utilizing it for planning, implementation, and evaluation of health services and care of the individual. Since health care is a dynamic site, the practical nurse evaluates the individual based on the status of goal achievement, acknowledging the needs for reassessment with the refocusing of priorities and the setting of new goals. The practical nurse provides quality care with a sound legal and ethical framework.

Nursing education is a system whereby the individual student brings experiences and adapts to the input received. This input awakens the student to responsibility and expression of personal artwork through nursing.

Learning is a lifelong process in which the practical nurse seeks educational resources and creates learning experiences to enhance and maintain current knowledge and skills to continue competence in nursing practice and increase professional growth. Learning is a continuous and active process, progressing in a sequential manner from the simple to the complex and resulting in behavior changes in the cognitive, psychomotor, and affective domains.

The teaching-learning process is augmented when the individual interacts by actively participating in defining the objectives of his/her learning experiences and takes responsibility for achieving these goals. The teacher and learner should share in the responsibility for enacting an atmosphere that will stimulate

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intellectual curiosity analytical thought, and individual creativity. The teacher serves as a facilitator, counselor, and resource person.

The purpose of the Practical Nurse Program is to provide, using the nursing process, an educational base for all students to safely administer basic nursing care under the supervision of a Registered Nurse.

### **Conceptual Framework**

The faculty of Olympia Career Training Institute's Practical Nurse Program has identified specific concepts, which provide the framework for the development, implementation, and evaluation of the program.

These concepts are the individual, society, nursing education, practical nursing, nursing, the teaching-learning process, and education as a life-long process. These concepts are communicated to the student through the study and utilization of various theories. These subconcepts or theories are illustrated in the following diagram in this section.

The theories/subconcepts are presented on the following three levels that show progression of the program from simple-to-complex.

The first level introduces the student to viewing the individual as a system comprised of physiological, psychological, sociocultural, and spiritual needs. Therapeutic communication, pharmacology, nutrition and body structure and function are introduced.

Lab on Level I focuses on basic nursing skills and data collection. Clinical utilizes the skills learned in lab and focuses on the care of patients who have simple needs and have adapted to chronic health problems. The patient is viewed as part of a family and member of the community. Introduction to the role of the practical nurse in the nursing process in care planning is provided.

The second level provides the student with the study of more complex body structure and function, pharmacology, and basics of medication administration. Evaluation of the influences of social, political, economic, and professional issues on the delivery of nursing care are introduced.

Lab emphasizes medication administration and more complex medical-surgical nursing skills. Clinical provides utilization of these lab skills in the care of patients with more complex chronic problems. Refinement of care planning skills utilizing the nursing process is accomplished.

The third level provides students with the ability to meet the nursing needs of patients throughout the life span with acute problems. Clinical emphasizes the utilization of nursing skills for special populations. Data collection for special populations is emphasized.

Work ethic is emphasized by the faculty throughout the program. A variety of teaching techniques is utilized to provide education to students with varying backgrounds and experiences. Creative expression in care is encouraged.

The faculty of the Practical Nurse Program serve as facilitators of the learning process by following the curriculum design, monitoring the environment to provide a teaching-learning setting, and meeting the needs of the individual students by the selection of learning experiences congruent with the program purpose.

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## Educational Objectives

Upon successful completion of the program, the student will be able to:

1. Collect and organize health care data and participate as a member of the health care team in determining the extent to which goals and interventions have been achieved.
2. Participate as a member of the health care team to meet the patient's need for a safe and effective care environment.
3. Participate as a member of the health care team by providing safe nursing care to meet the physiological integrity needs of patients with acute and chronic health problems that occur throughout the life span.
4. Participate as a member of the health care team to meet the patient's need for psychological integrity throughout the life span.
5. Provide care for one or multiple clients with consideration of legal and ethical boundaries of the practical nurse.
6. Assume individual responsibility and accountability.

## Program Outline

<b>COURSE NUMBER</b>	<b>COURSE TITLE</b>	<b>CREDIT HOURS</b>	<b>CLOCK HOURS</b>
<b>PN 1 - First Quarter</b>			
HS 101	Human Anatomy & Physiology I	4	40
PH 101A	Basic Pharmacology I	4	44
NS 101	Fundamentals of Nursing I	7	120
NU 101	Nutrition Through the Life Cycle	3	30
	<b>Total Credit/Clock Hours</b>	<b>20</b>	<b>234</b>
<b>PN 2 - Second Quarter</b>			
HS 201A	Human Anatomy & Physiology II	4	40
PH 201	Basic Pharmacology II	4	48
NS 201	Fundamentals of Nursing II	9	205
NS 202	Issues in Healthcare	3	30
	<b>Total Credit/Clock Hours</b>	<b>20</b>	<b>323</b>
<b>PN3 - Third/Fourth Quarter</b>			
NS 301	Medical/Surgical Nursing	11	216
NS 302	Geriatric Nursing	9	170
	<b>Total Credit/Clock Hours</b>	<b>20</b>	<b>386</b>
<b>PN4 - Fourth/Third Quarter</b>			
NS 303	Obstetric Nursing	10	193
NS 304	Pediatric Nursing	10	193
	<b>Total Credit/Clock Hours</b>	<b>20</b>	<b>386</b>
	<b>PROGRAM TOTAL</b>	<b>78</b>	<b>1329</b>

The first four weeks of scheduled clinical in Fundamental I will be spent in the learning laboratory. One-half of the students will be instructed in medical/surgical and geriatric nursing in the third quarter. In the fourth quarter, these students will then take obstetrical and pediatric nursing. One-half of the students will be instructed in obstetrical and pediatric nursing in the third quarter. In the fourth quarter, these students will then take medical/surgical and geriatric nursing.

## Audit Policy

Request to audit a lecture must be approved by the Practical Nursing Coordinator.

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## **Clinical Facilities**

Clinical sites used in the program will be at a variety of area health care facilities. These include long term care facilities in the Grand Rapids area; Holland Community Hospital; Hackley Hospital; Kent Community Hospital; hospice and dementia facilities; clinics and doctors' offices. Observational experiences will be scheduled with various clinical sites in accordance with area of study. Classes will be conducted at Olympia Career Training Institute, which houses the learning laboratory, classrooms, library, faculty and director offices.

## **Evaluations**

Evaluation devices will be used to measure progress toward the specific objectives at each stage of the program. These include but are not limited to test and quiz results, student and faculty evaluation results, clinical evaluation tools and summaries, and the nursing process recording paper (care plan).

## **Progression**

Each student must successfully complete each course with a grade of "75" or better and a satisfactory in clinical practice to proceed in the program. Refer to the academic policy for other grades, i.e., incomplete (I), withdrawal (W), satisfactory (S), and unsatisfactory (U).

## **Promotion and Graduation**

### **Promotion**

The level of achievement, warnings, promotion, and graduation are reflected in the academic policy.

### **Graduation**

A candidate for graduation must meet the following criteria to be eligible to receive the school certificate:

- Satisfactory completion of the required course of study as stated in the curriculum design.
- No monetary indebtedness to the program.

A diploma from Olympia Career Training Institute is awarded to students successfully completing the required curriculum in practical nurse education. The diploma will be presented at the graduation program if all requirements for graduation are met. At the graduation ceremony, students are required to wear school cap and gown.

After completion of the Olympia Career Training Institute Practical Nurse Program, the graduate is entitled to apply to sit for the licensure examination and apply for licensure. A graduate must pass the licensing examination in order to practice as a Licensed Practical Nurse. Laws govern mandatory licensure to practice.

## **Admission Policy and Procedure**

1. Complete the Practical Nurse Program application for admission and return to Olympia Career Training Institute.
2. The applicant must be a high school graduate or have satisfactorily passed the high school equivalency examination (GED). The appropriate transcript or test scores must be submitted with the application.
3. Current American Heart Association CPR for Health Care Providers and/or American Red Cross CPR for the Professional Rescuer is required.
4. It is preferred that an applicant have hands on health care experience such as competency evaluated nursing assistant, home health aide, EMT, etc. Verification of credentials will be required.
5. Transfer students eligibility will be determined on an individual basis.

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6. Students in the Practical Nursing program must pass the CPAt entrance test with a minimum score of 140.
  7. The applicant must write a one hundred fifty (150) word essay entitled, "Why I Want to Be a Practical Nurse." The essay is submitted with the application.
  8. In addition to meeting the above criteria, the applicant should be of good character and have a sincere desire to enter a profession that meets the needs of others. Three letters of reference must be submitted.
  9. A personal interview may be required by the admissions committee.
  10. After the above information has been received and is complete, the Admissions Committee will take the applicant's records under review. The applicant will then be notified of the decision of the Committee.
  11. Once accepted into the program, a physical form will be provided to the student. Successfully passing the physical examination, tests, and current immunizations must be submitted prior to the onset of classes. The student must provide proof of a recent TB test and proof of Hepatitis B, Rubella, Rubeola, and Varicella immunizations. (Hep B's may be started before class begins and completed within the first 20 weeks of the program.)

### **Fees**

Tuition is paid quarterly in advance by credit hour and due prior to the beginning of the quarter. Payment is made payable to Olympia Career Training Institute. Any unexpected or unanticipated additional expenses are the student's responsibility.

### **Practical Nurse Program Attendance Procedure**

Attendance is expected at all scheduled classes and clinical experiences. If a student is absent without notification for class or clinical (no call/no show or did not call according to instructor's guidelines) or without a doctor's excuse, funeral home notice, etc. the student is considered to have an unexcused absence. Appointments are not to be scheduled during class or clinical hours (Makeup time on absences is calculated on a minute by minute basis).

1st unexcused absence = verbal warning from instructor.

2nd unexcused absence = meet with instructor and coordinator and devise a written plan to assure no more unexcused absences and to plan make-up.

3rd unexcused absence = termination from the program with eligibility to reapply to repeat the program.

### **Absence or Tardiness with Notification**

If greater than ten (10) percent, the student will be dropped and required to repeat the quarter before continuing in the program. Any absences with notification can be made up at the discretion of the instructor during the first quarter. Make up time during quarters two through four are determined individually and at the discretion and availability of the instructor and clinical site.

### **Tardiness**

In addition to the policy in the general Student Handbook, the following applies to Practical Nursing students:

1. It is the student's responsibility to notify the unit and ask for the instructor if tardy or absent from clinical. If there is any problem leaving a message at the clinical site, it is the student's responsibility to call the school and leave a message.
2. For clinicals, all students are expected to be present and ready to begin pre-conference at the time announced. Anyone more than five minutes late will be considered tardy for clinicals.
3. If a student is tardy or unprepared for clinical, it is discretion of the clinical instructor to determine if the student will be permitted to participate in the clinical experience.

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If a student is tardy (more than five minutes late) without notification to class or clinical (Makeup time for tardies is calculated on a minute by minute basis):

1st time = verbal warning from instructor

2nd time = written warning and meeting instructor and coordinator to devise a remedial plan

3rd time = termination from the program and apply to return to the next class

### **Satisfactory Progress**

Students must maintain an overall 75% GPA. Academic achievement will be evaluated every 6 weeks. Students whose GPA is below 75% will be placed on academic probation for the following six (6) weeks and notified. Students continuing on probation, after the first probationary period are ineligible to receive federal financial aid funds.

### **Removal from Academic Probation**

The student will be removed from academic probation at the end of 12 weeks when his/her GPA is at or above 75%.

### **Academic Dismissal**

If a student is on academic probation and his/her GPA during the probationary period remains below 75%, he/she will be dismissed. If he/she receives all failures the first term, he/she will be dismissed.

### **Re-Enrollment Policy**

A Re-Enrollment request must be approved by the Education Director and Program Coordinator. A request for re-enrollment must be submitted, in writing, to the Program Coordinator. The student must start at the beginning of the program. The student is required to repeat all of the nursing courses in the progression of the curriculum.

Available space as determined by the Admission Committee will determine the number of students allowed to re-enroll. All other program requirements must have been completed and current prior to re-enrolling. Tuition fees must be paid in full per policy prior to re-entry.

### **Library**

The library at Olympia Career Training Institute provides services to all students. A well-rounded collection of reference materials, including professional journals and resource textbooks is available.

The library is open during normal business hours. All materials are to remain in the building. Photocopies are available upon request. A per page fee is charged.

### **Program Levels**

#### **PN 1 – PRACTICAL NURSING I**

This level orients the student to the nursing program and practice. The student will study the structure and function of the human body; common signs and symptoms produced by changes in normal structure and function and the related nursing measures; nutritional needs related to all ages and illness; normal growth and development and alteration of nursing needs according to the changes; basic pharmacology theory and selected drug administration. Planning and implementing care is taught with emphasis on the roles of the practical nurse.

#### **PN 2 – PRACTICAL NURSING II**

This level provides students with ability to meet the nursing needs of patients of all ages, administration of selected medication, roles and responsibilities of the practical nurse. Students utilize parts of the nursing process when providing nursing care for patients with various chronic disease and illness conditions. Students must pass a drug proficiency exam in order to progress to Level III.

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### **PN 3 – PRACTICAL NURSING III**

This level provides the student with ability to meet the nursing needs of patients of all ages, administration of selected medication, roles and responsibilities of the practical nurse. The student utilizes the nursing process when providing care for complex medical-surgical problem patients, geriatric patients, obstetric patients, and pediatric patients under the supervision of a physician or registered nurse.

### **Course Descriptions**

Course descriptions include the course number, title, synopsis, a listing of the lecture/theory hours; laboratory, clinical or externship hours; and credit hours. For example, the listing "40/40/6.0" indicates that the course consists of 40 hours of lecture/theory; 40 hours of laboratory, clinical or externship work; and provides a total of 6.0 credit hours.

### **HS 101 – HUMAN ANATOMY & PHYSIOLOGY I**

**40/0/4.0**

This is an integrated course in human anatomy & physiology that emphasizes structure and function as they relate to clinical considerations. Basic concepts of structure and function will be discussed at the cellular, tissue and organ system levels. A major theme throughout will be the interaction of all body systems for the maintenance of a stable internal state, a condition termed homeostasis. Conditions that may upset this balance to produce disease will be discussed.

### **PH 101A – BASIC PHARMACOLOGY I**

**44/0/4.0**

Principles of pharmacology will be introduced to provide basic and useful information so the student can identify the needs of the client in a holistic manner as it relates to medication administration. Aspects of the nursing process will be used to collect appropriate data regarding the client status. In addition, the mathematics for calculation of medication dosages is an essential component of Pharmacology I and II. The use of ratios and proportions for various systems of measurement will be presented.

### **NS 101 – FUNDAMENTALS OF NURSING I**

**40/80/7.0**

For the beginning nursing student, the comprehensive course provides the foundations for nursing related to care of the whole person. A holistic approach will focus on all dimensions of an individual, including physiology, psychology, sociology, culture, cognition and spirituality. The traditional steps of the nursing process as it relates to client needs, in addition to critical thinking skills, are reinforced throughout. A brief overview of anatomy, physiology and medical-surgical content prepares students for the challenges of nursing practice. Basic and technical skills utilized in the acute and long-term care settings are introduced.

### **NU 101 – NUTRITION THROUGH THE LIFE CYCLE**

**30/0/3.0**

This course covers the essentials on nutrition principles, nutrition throughout the life cycle, and introduction to clinical nutrition. Specifically, it stresses the importance of good nutrition through all stages of life and includes diet therapy for medical-surgical patients. Economic, sociocultural, religious and personal food preferences are also explored. In addition, the role of nursing in health promotion and primary prevention as well as in illness, is emphasized throughout utilizing the nursing process.

### **HS 201A – HUMAN ANATOMY & PHYSIOLOGY II**

**40/0/4.0**

This course is designed as a continuation of HS 101. It emphasizes structure and function as they relate to clinical considerations. Basic concepts of structure and function will be discussed at the cellular, tissue and organ system levels. A major theme throughout will be the interaction of all body systems for the maintenance of a stable internal state, a condition termed homeostasis. Conditions that may upset this balance to produce disease will be discussed. Prerequisite: HS 101

### **PH 201 – BASIC PHARMACOLOGY II**

**48/0/4.0**

This course is designed as a continuation of PH 101. Students will continue studying the use of drug therapy in the treatment and prevention of illness. It will include the actions and adverse reactions of drugs and related application of the nursing process. Drug dosage calculations for infants/children and parenteral routes will be presented. Content in these chapters will be addressed at the LPN level only. Prerequisites: NS 101, HS 101, PH 101



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## **NS 201 – FUNDAMENTALS OF NURSING II**

**40/165/9.0**

This course is designed as a continuation of NS 101. It provides the foundations for nursing related to care of the whole person. A holistic approach will focus on all dimensions of an individual, including physiology, psychology, sociology, culture, cognition and spirituality. The traditional steps of the nursing process as it relates to client needs, in addition to critical thinking skills, are reinforced throughout. A brief overview of anatomy, physiology and medical-surgical content prepares students for the challenges of nursing practice. Basic and technical skills utilized in the acute and long-term care settings are introduced. Prerequisite: NS 101

## **NS 202 – ISSUES IN HEALTH CARE**

**30/0/3.0**

This course is designed to expose the student to concepts which relate to transculturalism in nursing, to concerns in healthcare delivery and the changing role of the LPN in that delivery system. Ethical, bioethical and legal issues will be presented so the student can begin to use critical thinking to build a foundation upon which to practice nursing. Current topics will be identified and the student will be asked to think critically and problem solve at the beginning level. The student is encouraged to apply these concepts throughout the curriculum as an integral part of nursing practice. This course also provides basic instruction in computer use.

## **NS 301 – MEDICAL/SURGICAL NURSING**

**60/156/11.0**

This course is designed to educate the student to actual and potential disease states of the adult patient. These principles utilize the four steps of the nursing process and allow the development of practical nursing skills in the classroom, in the clinical area and in personal or community living. The principles identified will allow the student to problem solve and prioritize while caring for patients in a variety of settings with a multitude of disease entities. Discussion of the physiological, psychological, sociocultural and spiritual preferences of the individual are addressed. The focus of this course is on the adult cycle of life while viewing the patient in a holistic manner. Prerequisites: NS 101, NS 201, HS 101, HS 201, PH 101, PH 201, NU 101, NS 202

## **NS 302 – GERIATRIC NURSING**

**60/110/11.0**

This course is designed to provide knowledge and understanding of the needs and care of the elderly patient in a holistic manner. Emphasis is placed on those skills necessary in the utilization of the nursing process with the focus being on the geriatric patient. Awareness of the culture, psychology, economic means, physiology and spirituality of the patient is addressed. Prerequisites: NS 101, NS 201, NS 202, HS 101, HS 201, PH 101, PH 102, NU 101

## **NS 303 – OBSTETRIC NURSING**

**60/133/10.0**

This course provides a review of the reproductive system and the changes associated with pregnancy. Obstetrical nursing addresses the process of pregnancy, labor and delivery, the puerperium and the care of the newborn in situations that are normal and abnormal. Attention is given to the effects that pregnancy and childbirth have on the health and life of the mother and her child. A holistic nursing approach utilizing the four steps of the nursing process is to be used in the maternal setting. The practical nurse's role in obstetrical nursing along with its legal and ethical issues will be discussed. Prerequisites: NS 101, NS 201, NS 202, HS 101, HS 201, PH 101, PH 201, NU 101

## **NS 304 – PEDIATRIC NURSING**

**60/156/11.0**

This course will address the needs of children and their families as they pertain to the child in a holistic manner. Discussion will begin with growth and development and the effect families and culture have on both. Specific legal and ethical issues will be discussed as they relate to the practical nurse and pediatric patient. Developmental processes and identifying healthcare needs of the infant through adolescence using the nursing process will be emphasized. Pathophysiology; diseases unique to childhood; principles of child health maintenance; health restoration; sociocultural, psychological and economic factors; spiritual needs; and social agencies that support the family will also be explored. Clinical experiences with children in a hospital and home setting are provided to reinforce and facilitate classroom knowledge. Prerequisites: NS 101, NS 201, NS 202, HS 101, HS 201, PH 101, PH 202, NU 101

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## SURGICAL TECHNOLOGIST PROGRAM

Offered at the Grand Rapids Campus Only

**Diploma Program - 45 Weeks**

### **Educational Objectives**

The objective of the Surgical Technologist program incorporates the mission of the Associate of Surgical Technologists. Olympia Career Training Institute is committed to bringing together surgical technologists and other health professionals in order to promote good health care by

1. Promoting professional standards and credentials
2. Providing an environment in which to learn and practice
3. Monitoring the health care field; and
4. Valuing the student as an independent, worthy individual.

In keeping with the philosophy of Olympia Career Training Institute, the faculty and staff believe in the uniqueness of the individual. The medical and technical aspects involved in the field of surgical technology will be incorporated into the education of the student. As the education evolves, the student will become an integral member of the surgical team.

### **Program Objectives**

1. To prepare surgical technology students for competency in the surgical technology field.
2. To give students practical and clinical experience in the field of surgical technology.
3. To assist graduates in securing employment in surgical technology.
4. To continually be aware and responsive to the changing healthcare environment and medical technology as it relates to surgical technology.
5. To support the framework of the surgical technologist program which will support the goals and objectives of the Association of Surgical Technologists.

### **Clinical Facilities**

Supervised clinical experiences will be conducted at Grand Rapids area hospitals and surgical centers during Terms 1-3. Supervised externship experiences during Term 4 will be available at hospitals or surgical centers in the West Michigan area.

### **Program Outline**

<b>COURSE NUMBER</b>	<b>COURSE TITLE</b>	<b>CREDIT HOURS</b>	<b>CLOCK HOURS</b>
<b>First Quarter</b>			
GE 101D	General Education	8	80
HS 102	Anatomy & Physiology I	10	100
ST 101	Surgical Technology I	8	100
<b>Second Quarter</b>			
HS 202	Anatomy & Physiology II	10	100
ST 201	Surgical Technology II	12	160
<b>Third Quarter</b>			
HS 302	Anatomy & Physiology III	9	80
ES 301A	Employability Skills	1	20
ST 301	Surgical Technology III	12	200

COURSE NUMBER	COURSE TITLE	CREDIT HOURS	CLOCK HOURS
<b>Fourth Quarter</b>			
EX 401	Surgical Technologist Externship	16	480
	<b>PROGRAM TOTAL</b>	<b>86</b>	<b>1320</b>

## Course Descriptions

Course descriptions include the course number, title, synopsis, a listing of the lecture/theory hours; laboratory, clinical or externship hours; and credit hours. For example, the listing "40/40/6.0" indicates that the course consists of 40 hours of lecture/theory; 40 hours of laboratory, clinical or externship work; and provides a total of 6.0 credit hours.

### GE 101D – GENERAL EDUCATION

80/0/8.0

This course is designed to introduce the student to knowledge fundamental to the study of surgical technology. The topics covered are professional responsibilities and relations, interpersonal relationships and communication skills, legal and ethical responsibilities, operating room environment, medical terminology, basic and workplace safety, introduction to microbiology, the infectious process, body defenses against disease, wound healing, weights and measures, pharmacologic agents and anesthesia.

### HS 102 – ANATOMY & PHYSIOLOGY I

100/0/10.0

This course is designed to introduce the student to the structure and function of the human body. This course is the first of three for surgical technologist students. In addition to providing an introduction to basic anatomical terms, the course covers function and structure of the integumentary, skeletal, and muscle systems, as well as pathology.

### HS 202 – ANATOMY & PHYSIOLOGY II

100/0/10.0

This course is a continuation of HS 101 and introduces the surgical technologist student to additional terms, the structure, function, and pathology of the nervous, sensory, endocrine, circulatory, and lymphatic systems. Prerequisite: HS 102

### HS 302 – ANATOMY & PHYSIOLOGY III

80/0/9.0

This course is a continuation of HS 201 and introduces the surgical technology student to additional terms, the structure, function, and pathology of the respiratory, digestive, urinary, and reproductive systems. In addition, discussion of nutrition, metabolism, temperature, body fluids, heredity, development, and birth are included. Prerequisite: HS 202

### ST 101 SURGICAL TECHNOLOGY I

0/100/8.0

This course is designed to introduce and integrate the student into the surgical environment. Topics covered are principles of aseptic technique; scrubbing, gowning and gloving; sterilization and disinfection; operating room sanitation; preoperative routing; positioning; prepping and draping; related nursing procedures; care of pediatric patients; care of patients with special needs; care of chronic and terminal patients; and operating room furniture and equipment.

### ST 201 SURGICAL TECHNOLOGY II

0/160/12.0

This course is designed to further integrate and build on the information presented and practiced in ST 101. The content includes instrumentation, sutures and needles; sponges, dressings and packings; drainage systems and tubes; syringes and hypodermic needles; sponge, sharp and instrument counts; division of duties in a sterile field; and introduction to surgical and diagnostic procedures. Prerequisites: ST 101, GE 101, HS 102

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**ST 301 - SURGICAL TECHNOLOGY III****0/200/12.0**

Reinforced with clinical theory, this course is designed to provide the student with the opportunity to practice the technical aspects of pre, peri and post operative care required of the surgical technologist. Specific topics include general surgery, gastrointestinal surgery, obstetrics and gynecological surgery, genitourinary surgery, ophthalmologic surgery, plastic surgery, orthopedic surgery, neurosurgery, thoracic surgery, cardiovascular surgery and peripheral vascular surgery. Prerequisites: ST 201, HS 202

**ES 301A - EMPLOYABILITY SKILLS****20 LECTURE-LAB/1.0**

The student will learn job search skills and interviewing techniques. The student will prepare a resume, cover letter and follow-up correspondence for job search.

**EX 401 - SURGICAL TECHNOLOGY EXTERNSHIP****0/480/16.0**

During this course the student will spend his/her time in a hospital operating room setting, working under the supervision of a clinical supervisor. Prerequisites: ST 301, HS 302

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## SHORT PROGRAM

### **BASIC NURSE AIDE TRAINING PROGRAM (NATP)**

This program is approved by the Michigan State Department of Health. The program is designed to ensure nursing aides employed in health care facilities gain the knowledge, skills, and attitudes essential for the provision of quality care in support of state and federal regulations. In Grand Rapids the program is five (5) weeks in length and consists of seventy-two (72) hours of classroom instruction and sixteen (16) hours of clinical experience in a licensed nursing facility. In Kalamazoo the program is four (4) weeks in length and consists of sixty (60) hours of classroom instruction and thirty (30) hours of clinical experience in a licensed nursing facility. Successful completion of the basic NATP prepares the student to take the Competency Evaluation Program (CEP) and upon passing placement on the Michigan Nurse Aid Registry. In order to be considered a candidate for this program, students must meet basic requirements for admission.

7 credit hours = 88 clock hours (Grand Rapids)

7 credit hours = 90 clock hours (Kalamazoo)

### **Educational Objectives**

This program will provide the student with the necessary skills to obtain an entry-level position as a nurse aide in a long-term health facility. The student will learn how to communicate and interact competently on a one-to-one basis with the residents, to demonstrate sensitivity to residents emotional, social and mental health needs through skillful interactions, and to assist residents in attaining and maintaining independence. The student will also learn clinical procedures such as TPR, blood pressure, bed making, bathing, feeding, using proper body mechanics and assistance in providing care with activities of daily living in all residents and their individual needs.

### **Course Objective**

Upon completion of the competency evaluation in the Nurse Aide Training Program, the student will possess the knowledge and skills required to function in a clinical capacity in a long-term care facility.

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## **STUDENT SERVICES**

### **ADVISING**

Faculty and staff encourage students to ask for assistance. Specific technical questions relating to the student's course should be directed to the instructor. The administrative staff will advise students in areas of financial aid, placement, and other areas of concern that may affect grades or attendance. At the beginning of the program, students are provided with referral sources for substance abuse counseling.

### **PLACEMENT ASSISTANCE**

Olympia Career Training Institute offers graduates placement assistance; however the school does not guarantee employment during the course of the program. Students participate in employment preparation such as resume writing, interviewing techniques, and job search methods. Securing employment for a graduate depends upon a mutual effort between the graduate and the Placement Department. Olympia Career Training Institute is proud of its record of placement and its continuing placement service available to our alumni. The success of our placement is due to the many satisfied physicians, dentists, hospitals, nursing homes, clinics and insurance companies who have worked with and employed many of our graduates.

### **STUDENT LOUNGE**

Olympia Career Training Institute offers a non-smoking lounge for the students. Many friendships are formed in the comfortable atmosphere shared by individuals with the same interest and dedication.

### **STUDENT HOUSING/CHILD CARE**

It is the responsibility of the student to make arrangements for housing and childcare while attending school. There are apartments and childcare centers in the vicinity of the school. Please check with our Admissions Representative for current information.

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## CORINTHIAN SCHOOLS

The following schools are owned and operated by Corinthian Schools, Inc.:

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**Bryman Institute**

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**Computer Training Academy**

San Jose, CA

**Georgia Medical Institute**

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Jonesboro, GA

Marietta, GA

**Harbor Medical College**

Torrance, CA

**Kee Business College**

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**National Institute of Technology**

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Long Beach, CA

Cross Lanes, WV  
Houston (Greenspoint), TX  
San Antonio, TX

Dearborn, MI  
Houston (Hobby), TX  
Southfield, MI

**Olympia Career Training Institute**

Grand Rapids, MI

Kalamazoo, MI

**Olympia College**

Merrillville, IN

Skokie, IL

**Skadron College**

San Bernardino, CA

### STATEMENT OF OWNERSHIP

This campus is owned and operated by Corinthian Schools, Inc., a Delaware corporation, which is a wholly owned subsidiary of Corinthian Colleges, Inc., a Delaware corporation. Corporate offices are located at 6 Hutton Centre Drive, Suite 400, Santa Ana, CA 92707.

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