AVICENNA

ALLIED HEALTH INSTITUTE

Educate. Empower. Make a Difference.



CATALOG 1

2026

VOLUME FIVE

Effective 11/1/2026

832-617-7616

Info@avicennaallied.org

Disclaimer

The Avicenna Allied Health Institute Catalog intends to reflect current academic policies, procedures, certificate offerings, course descriptions, and other information pertinent to study at the Avicenna Institute of Allied Health.

Although this catalog was prepared based on the best information available at the time, and the information is updated regularly, users are cautioned about the following:

1. Editorial, clerical, and programming errors may have occurred in the publication of this website, and the Avicenna Allied Health Institute assumes no responsibility for such errors.
2. There is a lag time between approved changes and their publication on this website.
3. Students normally are entitled to graduate under the provisions of the catalog in effect at the time of their first completed semester of enrollment.
4. The institute reserves the right to change the provisions of this catalog at any time, including, but not limited to, certificate requirements, course offerings, fees, and listings in the calendar as necessitated by the institute.

*Students are encouraged to consult with their advisors for questions related to their study plan or progress.

This Catalog is neither a contract nor an offer to make a contract. While every effort has been made to ensure the accuracy of the information contained herein, the Avicenna Allied Health Institute reserves the right to make changes at any time with respect to course offerings, certificate requirements, services provided, or any other subject addressed in this publication. Information is provided solely for the convenience of our applicants, students, students' families, faculty, and staff.

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School Information

Vision, Mission, and Values

Vision

The **Vision** of Avicenna Allied Health Institute is to equip students with the knowledge, skills, and opportunities essential for achieving individual success, generating income, and supporting broader economic growth.

Mission

The **Mission** of Avicenna Allied Health Institute is to provide high-quality, practice-oriented allied health programs that remain accessible and affordable, while continuously adapting to current and emerging market requirements.

Values

We are committed to:

- **Honesty:** Maintaining transparency and ethical conduct.
- **Integrity:** Meeting high standards of professionalism and accountability.
- **Equality:** Ensuring equal access to education and opportunities.
- **Fairness:** Treating everyone impartially.
- **Respect for Ethnic Diversity:** Valuing and embracing varied backgrounds and perspectives.

Our History

The Ibn Sina Foundation was founded in Houston, Texas in 2001 by a group of local physicians, business, and healthcare professionals to provide affordable healthcare to underserved communities. It began with one part-time employee and has since grown to serve over a million patient visits with seven clinics in Harris, Fort Bend, and Jefferson counties, offering primary, dental, and specialty services. The foundation's mission is to bridge the gap in healthcare access for low-income and uninsured families. The Avicenna Allied Health Institute received approval and a license to operate in December of 2025.

Avicenna Allied Health Institute Statement of Ownership

The Avicenna Allied Health Institute is an entity of a 501c3 non-profit organization owned by the Board of Trustees with principal offices located at 11150 S. Wilcrest Dr., Houston, Texas 77099

- Legal Entity: IBN SINA FOUNDATION, INC. - Assumed Name: Avicenna Allied Health Institute

Board of Trustees

Nasruddin Rupani - Chairman

Akbar Habib - Secretary

Aslam Hussain - Director

Moosa Bhayani - Director

Akbar Momin - Director

Salma Meghani - Director

Accreditation/Credentials

Texas Workforce Commission (TWC)

This school has a Certificate of Approval from the Texas Workforce Commission (TWC).
The TWC-assigned school number is:
Wilcrest Campus S61325.
North Shepherd Campus S62561
South Post Oak Campus S63329
Clear Lake Campus S63294
The school's programs are approved and regulated by TWC.

Notice Student Complaint Policy

A student who is dissatisfied with the school director's response can file a complaint with the Texas Workforce Commission:

Texas Workforce Commission

Career Schools and Colleges, Room 226T 101 East 15th Street Austin, Texas 78778-0001

Phone: (512) 936-3100

Information on filing a complaint with TWC can be found on TWC's Career Schools and Colleges Website at texasworkforce.org/careerschools.

Institute Facilities

Locations

Wilcrest Campus

11226 S. Wilcrest Dr, Houston, TX 77099

North Shepherd Campus

5012 N Shepherd Dr, Houston, TX 77018

South Post Oak Campus

16345 S. Post Oak Road, Houston, TX 77053

Clear Lake Campus

15132 Old Galveston Rd, Houston, TX 77098

Business Office Hours

9:00 am to 5:00 pm, Monday through Thursday, 9:00 am to 4:00 pm, Friday. The office is not open weekends. All business transactions should be managed during business hours.

Education Department Hours

Enrollment and Student Services are available Monday through Thursday from 9:00 a.m. to 5:00 p.m. and Friday from 9:00 a.m. to 4:00 p.m. Class hours vary by program and day of the week. Most scheduled classes are offered between 9:00 a.m. and 9:00 p.m. Lab and clinical schedules vary by program.

Placement Department Hours

9:00 am to 5:00 pm, Monday through Thursday, 9:00 am to 4:00 pm, Friday. The office is closed on weekends.

Avicenna Allied Health Institute is approved and regulated by the Texas Workforce Commission, Career Schools and Colleges, Austin Texas

Course Time Hour

A course time hour is 50 minutes of instruction during a 60-minute period.

General Information

Statement of Non-Discrimination

The Avicenna Allied Health Institute admits students without regard to race, gender, sexual orientation, religion, creed, color, national origin, ancestry, marital status, age, disability, or any other factor prohibited by law.

Student Rights and Responsibilities

All students have the right to know:

- Accrediting and licensing agencies
- Programs, facilities, faculty
- Tuition costs
- Available financial aid
- Determining financial need
- Types and disbursement of aid
- Appeals process
- Satisfactory academic progress and aid eligibility
- Loan interest, repayment, cancellation, deferment
- Aid eligibility criteria
- Completion, retention, placement rates; student diversity

All students have the following responsibilities:

- Review all aspects of the Institute program before enrolling.
- Accurately and honestly complete financial aid applications.
- Provide requested documents or corrections to the Institute.
- Keep copies and understand all received forms.
- Notify the Institute of any changes in financial status.
- Update the Institute and lender about name or address changes.
- Know the Institute's academic progress policy.
- Understand refund policies.
- Sign required statements.
- Repay loans as specified in promissory notes.

Grievance and Discrimination Complaint Procedure

The grievance procedure is designed to provide a structured process by which a student's grievance is evaluated and resolved at the school level. No adverse actions will be taken by any school employee as a result of the student's notification of the grievance. All parties to a grievance should maintain confidentiality. The first grievance procedure process is for the student to resolve any problem through informal communication with the parties involved. Should the student not receive satisfaction with the response or solution provided, he/she may present the grievance to the School Director. Should the student's grievance remain unresolved, the student

should discuss the problem with the School President. Avicenna will make every effort to resolve complaints reasonably and promptly.

Complaints are defined as any student concern regarding the school programs, services, or staff. A student who has a concern about a school-related issue is encouraged to schedule a conference with the school director to find resolution. If an issue is not resolved to a student's satisfaction through the conference, the student can file a formal complaint in writing with the school director who will formally investigate the complaint, take appropriate action, and provide a written response to the student by the 10th business day after the day the formal written complaint is received by member of the school faculty or staff. Note: a conference with the director is not required before a student files a formal written complaint.

Notification of Complaint to the Texas Workforce Commission

A student who is dissatisfied with the school director's response can file a complaint with the Texas Workforce Commission:

Texas Workforce Commission

Career Schools and Colleges, Room 226T 101 East 15th Street Austin, Texas 78778-0001

Phone: (512) 936-3100

Information on filing a complaint with TWC can be found on TWC's Career Schools and Colleges Website at texasworkforce.org/careerschools.

Family Education Rights and Privacy Act (FERPA)



The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The Avicenna Allied Health Institute is co mmi t ted to

protecting student privacy and supports the Family

Educational Rights and Privacy Act (FERPA) which regulates a wide range of privacy related activities including:

- Management of student records maintained by the school.
- Regulations regarding who has access to student records.
- For which purposes access to student records is granted.

School officials will release educational information upon receipt of a signed, dated, written consent of the student who must specify the records that may be disclosed and identify the party to whom the disclosure may be made. For more information, check the US Department of Education Website.

Students must complete a form authorizing the Avicenna Allied Health Institute Director's Office to permit employers to view the student's academic record.

Disability Accommodation

The Avicenna Allied Health Institute follows the Americans with Disabilities Act (ADA) to provide equal opportunity for individuals with disabilities. All procedures and activities are conducted without discrimination. The institute will offer reasonable accommodations to students with documented disabilities when necessary.

Health and Safety

Avicenna strives to ensure a safe learning environment for all students. Students are advised that clinical externship sites may have additional requirements; they must meet their assigned site(s) requirements. These requirements may include but are not limited to an additional criminal background check(s); preclinical and/or "for cause" drug, alcohol, marijuana, and/or tobacco screening; regulatory and safety learning modules; and infectious disease screenings. Any or all of these additional site-specific requirements may cause the student to incur additional costs.

Crime Awareness

Avicenna collects, maintains, and disseminates data regarding crimes committed on and around the campus in compliance with the Crime Awareness and Campus Security Act of 1990 and the Hate Crimes Statistics Act (The Clery Act, 34 CFR 668.46) as amended on Nov. 1, 1999. Avicenna publishes an annual Campus Safety and Security Report that includes Avicenna's crime awareness policies and procedures.

Harassment, Violence, Sexual Assault

It is the practice at the Avicenna Allied Health Institute to ensure that employees and students enjoy a learning environment based upon mutual respect, trust, and dignity. The administration of Avicenna fully supports all local, state, and federal laws governing violence and harassment and will fully cooperate.

Harassment of any kind will not be tolerated and includes actions, words, jokes, or comments based on an individual's gender, race, ethnicity, age, religion, disability, or any other protected status; actions intended to intimidate or cause fear; and any form of unwelcome behavior of a sexual nature including verbal, nonverbal, written, and physical actions.

The Avicenna Allied Health Institute does not tolerate sexual violence in any form, including but not limited to sexual assault, rape, harassment, exploitation, intimidation, dating violence, domestic violence, and/or stalking. The Avicenna Allied Health Institute, in a good faith effort to comply with amendments to the Clery Act, as mandated by Section 304 of the "Violence Against Women Reauthorization Act of 2013," is committed to the ongoing development of prevention and awareness programs, policies, and procedures.

Sexual Harassment Defined

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when a submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individuals, or such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

An individual with reason to believe that they are a victim of sexual or another form of harassment should immediately report the incident to the school director or associate director in writing. An investigation will be initiated no later than five (5) business days, and corrective action will be taken as warranted. No action will be taken against those reporting harassment, regardless of the investigation's outcome. With the alleged victim's permission, the appropriate authorities will be contacted.

Reenrollment after Dismissal for Violation of Student Conduct Expectations

After one six-week term has elapsed, a student whose enrollment was terminated for violation of student conduct expectations that did not result in the involvement of law enforcement officials will have one opportunity for reenrollment in a subsequent term in the next 12 calendar months.

Firearms and/or Weapons

All persons are prohibited from carrying weapons on the premises of this institution (excluding licensed law enforcement officers). State law prohibits the possession of firearms on the premises of any educational institution even for individuals with a concealed handgun license.

Emergency Reporting, Notification, Evacuation

Avicenna provides reporting, notification, evacuation, and lockdown procedures for alerting the campus community about significant emergencies or dangerous situations that involve an immediate threat to the health or safety of students or employees on the campus. The Avicenna campus has an annual

emergency management plan that is reviewed annually

Natural Disaster Emergency Response Protocol

In the event of a natural disaster or other emergency response, Avicenna may temporarily suspend or modify standard operating procedures and policies based on federal, state, or accrediting agency mandates or guidelines.

Safety Standards

The Occupational Safety and Health Administration (OSHA) and other pertinent safety guidelines are followed during laboratory activities, off-campus clinical activities, and off campus the Avicenna Allied Health Institute activities.

Insurance

Students are informed about their responsibilities to have insurance coverage throughout their enrollment at the Avicenna Allied Health Institute. Transportation and vehicle insurance includes coverage for travel to and from off-campus clinical experiences.

Drug and Alcohol Policy

Avicenna aims to provide an environment of academic success, health, and safety for students, employees, and visitors. All Avicenna locations are drug-free and alcohol-free, prohibiting the consumption of alcohol or use of drugs while on campus or at an off-campus site where education is delivered, such as at an externship site or clinical education facility. Using illicit drugs and alcohol erodes the capacity to perform, think, and act responsibly. Long-term abuse can have profound effects on health and well-being. Any form of such substance abuse is considered a danger in the school and can be grounds for termination of enrollment or employment at this Institution.

Smoking and Vaping

Smoking and vaping are prohibited in all enclosed areas within the Avicenna Allied Health Institute campus, including common areas, auditoriums, classrooms, conference and meeting rooms, private offices, elevators, hallways, students and employee lounges, stairs, restrooms, and all other enclosed facilities.

Infectious Diseases

Students who have been diagnosed with a communicable disease (i.e., mumps, chickenpox, hepatitis, measles, etc.) must notify the school director or associate director in writing and submit documentation of the illness. Students may not attend classes or externships while contagious. Students may return to class only with a physician's signed statement indicating they are no longer contagious.

Vaccinations

The School Director maintains a list of vaccination requirements available upon request.

Student Conduct

Students are expected to follow applicable policies and procedures in all academic settings, including clinical externships. Students who violate policies and procedures, interfere with the progress of other students, or engage in any form of dishonesty, upon proof, are subject to termination. Grounds for termination include but are not limited to violation of the following:

- Academic dishonesty, including any form of plagiarism, cheating, falsification of records, or collaboration with others to defraud
- Actions that disrupt teaching, learning, administration, or interfere with the rights of others.
- Non-compliance with the directives of school faculty and staff
- Violation of written policies, rules, or procedures
- Theft of any kind, and related behaviors such as possessing stolen property or using the property of others without their permission
- Damage to property or destruction of property
- Creation of unsafe conditions
- Carrying out a false alarm or creating an emergency situation such as a fire or a bomb threat
- Hurting others, threatening others, or engaging in behavior that may result in harm to others.
- Selling, consuming, and/or possessing alcoholic beverages
- Possessing or using drugs not prescribed for the student by a physician; selling any drugs; possessing or using illegal drugs or narcotics.
- Possessing a firearm or other deadly or dangerous weapons such as knives, knuckles, clubs, baseball bats, and hammers while on the property of the school or in any part of the school building
- Sexual harassment in any form by students or any member of the administration, faculty, or staff is prohibited. The school is committed to creating and maintaining an environment for all school personnel and students that is free of harassment, forced sexual activity, or any other sexual communication or conduct that interferes with performance in the classroom or the workplace.

Campus administration handles disciplinary action. Students dismissed for policy violations may file a written appeal within 10 calendar days of receiving notice, following the grievance procedure in this catalog. Refunds for terminated students are subject to the enrollment agreement.

Academic Integrity

The Avicenna Allied Health Institute enforces standards of honesty and integrity in all academic-related work and does not tolerate plagiarism, intentional misrepresentation, or misconduct.

Classrooms, Laboratories, Student Areas

One of our primary goals is to provide the highest quality education at an affordable cost. We manage this by optimizing the use of modern educational technologies. The Institute has made significant investments in developing an electronic platform for program delivery. Our campus computers are connected to the Internet, and study materials are available on Institute's servers, allowing students to access them from home.

The Avicenna campus consists of more than 9,000 SF with multiple large classrooms, small group discussion and counseling rooms, a conference room, a digital classroom, a vaccination room, several exam rooms, diagnostic lab space, EKG Lab, phlebotomy lab, a digital resource room, and computer lab. All medical equipment and settings are modeled after modern clinical settings with all the supplies required for daily use in professional medical clinics. Additionally, sufficient dedicated parking and student break areas support the student body. All labs and classrooms are well-appointed with the latest medical equipment.

Classrooms and laboratories are to be kept clean and neat. Students are provided with a

lounge for use outside assigned class sessions. It is each student's responsibility to assist in maintaining the orderly appearance of these areas. The student lounge should be free of all student materials upon departure. Food and chewing gum are prohibited in classrooms. Water is allowed in the classroom in a sealed container unless otherwise noted by the instructor. Other beverages, food, and chewing gum are prohibited in laboratories and computer labs.

The Avicenna Allied Health Institute provides various equipment and supplies for student use. Equipment/ supplies must be used in accordance with prescribed procedures. Under no circumstances are students to use equipment/supplies during or outside of classroom hours without instructor supervision. Equipment should be turned off and covered when not in use. Problems encountered when using the equipment must be reported immediately to the instructor.

Copyright Infringement, Computer Use/Sharing

Copyright infringement is exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority or permission constitutes an infringement.

Computing resources include all computers, related equipment, software, data, and local area networks for which the school is responsible, and networks worldwide to which the school provides computer access. The Avicenna Allied Health Institute computing resources are

intended to be used for its programs of instruction and research that are legitimate business of the school.

Social Media

Students must follow the Avicenna Allied Health Institute social media standards, which outline the acceptable use of social media technologies, including any references to the

school and/or personnel and activities. By submitting content to any Avicenna social media sites, users understand and acknowledge that this information is available to the public and that the organization may choose to use this information for internal and external promotional purposes.

Student Dress Code

The Institute maintains a professional dress code for all students for reasons of safety as well as appearance. The dress code is designed so that students convey a message of professionalism, discipline, and pride. You are to wear the following whenever you participate in school activities unless notified otherwise by your instructor or program director. This includes all times when you are coming to school for scheduled laboratory classes, unscheduled times when you are coming for extra hands-on practice either with or without instructor guidance and all clinic courses. Students must look professional through proper

dress, personal appearance, cleanliness, and neatness. Shoes must be closed toe - closed heel and should be either white, navy, or black. Uniforms and shoes must be kept clean and in good

shape. A school-issued student ID badge is required to be worn by students. Should a student not receive their uniform prior to classes beginning he/she should wear clothing that is appropriate and meets the expected standards of the allied health profession. Once the school uniform has been issued, the dress code must be followed. Students in violation of the dress code will be asked to leave the classroom and will be counted absent until which time the student returns in their proper uniform.

Students with visible tattoos and other markings must have their tattoos always covered. Visible body piercings (tongue, nose, eyebrow, etc.) other than ear will not be permitted. Pierced earrings: One pair only. Clip-on, dangle, hoops, ear-gauging and tunneling are prohibited. Fingernails must be short and clean for aseptic and safety reasons. Clear polish only.

Shoes must be white in color, closed toe - closed heel, clean and in good condition. All leather athletic shoes or closed heel clogs are acceptable.

Admissions Information

Admission Requirements

Avicenna Allied Health Institute (AAHI) maintains admission standards consistent with the requirements of the Texas Workforce Commission (TWC) and applicable provisions of 40 Texas Administrative Code, Chapter 807.

General Admission Requirements

Applicants seeking admission to an AAHI program must complete the school's admission process and provide documentation demonstrating that they meet the applicable admission requirements. Unless a specific program has additional admission requirements, an applicant must provide evidence of **at least one** of the following:

1. **Secondary Education**
   Evidence of completion of secondary education, such as a high school diploma, high school transcript showing graduation, recognized high school equivalency credential, GED, or other acceptable documentation demonstrating completion of secondary education.
2. **Postsecondary Education**
   Evidence of successful completion, or the equivalent, of at least one full-time academic semester consisting of **12 academic semester hours** or **18 academic quarter hours** at an accredited college, university, or other postsecondary institution.
3. **Ability-to-Benefit Admission – Nondegree Programs**
   An applicant seeking admission to an eligible nondegree program who cannot provide documentation satisfying either of the requirements above may be considered for admission under the school's **Ability-to-Benefit (ATB)** admission process. The applicant must demonstrate the ability to benefit from the training by achieving the minimum satisfactory score on an entrance examination approved for use by the Texas Workforce Commission.

Ability-to-Benefit Testing

When AAHI uses an Ability-to-Benefit entrance examination, the examination shall be a nationally recognized standardized test or other entrance examination permitted and approved by TWC.

Prior to testing, the applicant will be informed of the name and publisher of the examination, applicable time limitations, the minimum acceptable score required for admission, and an explanation of the meaning of the examination scores.

No school representative engaged in student recruitment may administer an Ability-to-Benefit entrance examination, and no person may assist an applicant in answering examination questions.

If an applicant does not achieve the required minimum score and is permitted to retake the same entrance examination, the applicant must wait at least **five calendar days** before retaking that examination. An applicant may take a substantially different approved entrance examination on the same day when permitted by school policy and applicable TWC requirements.

Admission through the Ability-to-Benefit pathway is available only when permitted for the applicant's program and when AAHI has obtained any required TWC approval for the entrance examination and

admission procedure.

Foreign Education Documentation

Applicants who completed their secondary or postsecondary education outside the United States may submit available foreign educational records, transcripts, diplomas, certificates, credential evaluations, or other documentation for review by AAHI.

When an applicant is unable to provide sufficient documentation establishing completion of secondary or qualifying postsecondary education, including circumstances involving refugees, displaced persons, war, natural disaster, institutional closure, or the inability to obtain records from the country or institution of origin, the applicant will not automatically be considered to have satisfied the educational admission requirement solely on the basis of a personal statement or affidavit.

For an eligible nondegree program, such an applicant may instead seek admission through AAHI's approved Ability-to-Benefit pathway and must achieve the required score on the applicable TWC-approved entrance examination before enrollment.

Program-Specific Requirements

Certain programs may establish additional admission requirements based on the nature of the occupation, clinical training requirements, certification or licensing standards, externship requirements, or other applicable regulatory requirements. Any additional requirements will be identified in the applicable program description or enrollment materials.

Documentation of Eligibility

AAHI will maintain documentation in each student's academic record demonstrating that the student satisfied the applicable admission requirement before enrollment. Documentation may include, as applicable, high school transcripts or diplomas, high school equivalency documentation, postsecondary transcripts, foreign educational documentation, credential evaluations, or approved Ability-to-Benefit examination results.

Applicants are responsible for providing accurate and authentic admission documentation. Submission of false, altered, misleading, or fraudulent documentation may result in denial of admission or other action consistent with AAHI policy.

Equal Opportunity in Admissions

AAHI administers its admission policies consistently and without unlawful discrimination. Meeting the minimum admission requirements does not waive any additional requirements established for a particular program, clinical experience, certification examination, licensing process, or employment.

Depending on the program, a background check and drug screening may be required before enrollment, during the program, and before externship/clinical training. A “for cause” drug or alcohol screening test may be required if impaired behavior is observed during class or while attending externship/clinical. Applicants are advised that the background check/ drug screen cost is an out-of- pocket expense. Prospective students may contact an admissions representative and program director of the program of interest for more information regarding these requirements.

Consequences of Criminal Conviction

Notice of Potential Ineligibility for License

If you are applying for admission to a program that may prepare you for an initial occupational license issued by a Licensing authority and/or if you later decide to change to a program that prepares you for an occupational license, please be advised of the following:

An individual who has been convicted of an offense may be ineligible for issuance an occupational license upon completion of the educational program.

Licensing authorities that issue an occupational license to an individual who completes the educational program issue guidelines stating the reasons a particular crime is considered to relate to a particular occupational license and any other criterion that affects the decisions of the licensing authority.

Transfer Credit

An applicant or student may earn transfer credit for a course previously taken if the request is before or to the course's start period for which credit is sought. However, the student must complete at least 25 percent of the credits necessary for graduation at Avicenna Allied Health Institute.

The Institute will review transcripts from previous institutions to determine if credit will be granted. A student petitioning for transfer credit must request an official transcript (or American Council on Education Registry Transcript) from the institution where the transfer credit originates. The Institution may require the transcript to be accompanied by a course syllabus or catalog of the Institution that describes the courses for which transfer credit is being sought. Transcripts from foreign institutions must be accompanied by an evaluation for equivalence to coursework taken in the United States. Hours will be considered for transfer credit toward graduation if a grade of C or better was achieved and the course is judged as comparable. If transfer credit is awarded, the cost of the tuition will be pro-rated based on the number of credit hours accepted.

Transfer courses must be similar in content (with similar course objectives) to Avicenna courses within a program; they must also have an equal or more significant number of credits. Transfer courses must also be of equivalent division level or higher.

“The transferability of credits is at the discretion of the receiving institution and cannot be guaranteed.”

Transfer Type	Information
Credit for Previous Education	Applicants who have completed equivalent coursework within a designated time frame are eligible to seek transfer credit. Applicants must submit their request for a credit transfer evaluation, with supporting documentation, to the program director or faculty before the start of the program. Official transcripts must be provided to award credit. Students must take a self-paced refresher course to earn transfer credit for any course more than five (5) years old.
Advanced Placement	The AP program provides college-level courses and exams students can take in high school. Candidates who achieve required credit-granting scores on these exams can earn the credits and course transfers. Credit will be granted only for scores earned within the last seven (7) years. The credit awarded is based on official transcripts.
College Level Examination Program (CLEP)	CLEP exams measure college-level, introductory course content mastery. Candidates who achieve required credit-granting scores on these exams can earn the credits and course transfers. Credit will only be granted for scores earned within seven (7) years. The credit awarded is based on official transcripts.
Prior Learning	Assessment credit can be granted for learning that is directly evaluated by Institute faculty through the submission of an experiential learning portfolio. Credit for work experience course provide access to a mentor to help you navigate the process.

Reentry/Enrollment

Former students who withdrew or were terminated may be eligible to re-enter or re-enroll into the same program if they meet specified criteria. Availability to reenter/reenroll may be limited based on program capacity and the number of enrolled students.

Seminar (Short Term) programs:

Reentry—Students who were withdrawn/terminated from a certificate (nonterm-based) program may be eligible to reenter the same program if the student's return date occurs within 180 days of the last date of attendance.

Reenrollment—Students who were withdrawn/terminated from a certificate (nonterm-based)

program may be eligible to re-enroll in the same program if the student's return date is beyond 180 days from the last date of attendance. Returning students may need to meet additional programmatic requirements.

Credit (term-based) programs:

Reentry—Students who were withdrawn/terminated from a certificate (term-based) program may be eligible to reenter the same program if the student's return date occurs within 180 days of the last date of attendance. Returning students who are terminated or have withdrawn maintain the right to reapply to the program, provided that Avicenna policy requirements are met.

Reenrollment—Students who were withdrawn/terminated from a program (term-based) may be eligible to re-enroll in the same program. Returning students who are terminated or have withdrawn maintain the right to reapply to the program, provided that Avicenna policy requirements are met. Returning students may need to meet additional programmatic requirements.

Students who reenter or reenroll may be required to audit and/ or successfully demonstrate competency in skills and knowledge learned in previously completed coursework before enrolling in courses needed for program completion.

Any balance due from a prior enrollment at Avicenna must be satisfied or a payment plan must be arranged before reentry/re-enrollment will be considered. If a year or more has passed since the last date of attendance, the student must retake the entrance exam(s).

Upon reentry/re-enrollment, students are responsible for the cost of courses to be taken. Courses required for the completion of any program will be determined by the school director and/or the program director. The Financial Services section of this catalog provides information about related charges for reentry and re-enrollment.

Cardio-Pulmonary Resuscitation (CPR) Training

Students attending clinical rotations must maintain valid CPR. Satisfactory completion of the American Heart Association Basic Life Support for Healthcare Providers course is required. If at any time during the program, the student's CPR card is near expiration, the student must re-train and provide the school with proof of satisfactory completion of a new course. The student should submit evidence of CPR before beginning any clinical training. The school reserves the right to reject applicants if the items listed above are not completed or the applicant is deemed unsuitable for the program.

Academic Information

Approaches to Academic Delivery

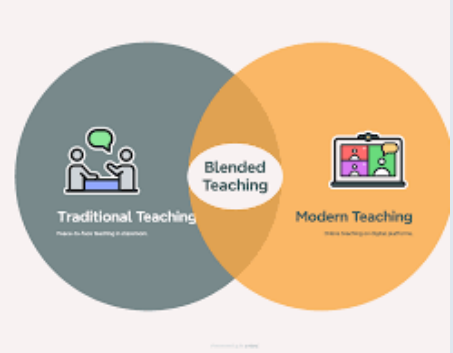
Theory Classes

Theory/Lecture/Seminar classes are held using synchronous/ asynchronous distance technologies and incorporate a classroom learning management system.

Laboratory Classes

Laboratory classes are conducted at the institution's campus facility. Laboratory sessions vary from half-day to full-day and evening depending upon the program and the term students are enrolled in. Additional practice time may also be available to students to build laboratory skills, and arrangements may be made through their instructors.

Clinical/externship/practicum training Clinical/externship/practicum training courses are designed to be instructional by nature by providing students with hands-on experience. Clinical/externship/practicum training is a cooperative effort between the school, student, and the clinical site. Usually, the clinical hours will be assigned during daytime



hours regardless of your schedule for theory or lab classes. It is essential that each student plan to accommodate their clinical assignments. Students must provide their transportation to clinical sites and lab classes. Some clinical sites may require a criminal background check and drug testing before the commencement of the student's clinical assignment at the site.

AAHI directly supervises students in clinical, externship, and practicum courses. Approved clinical-site staff guide students on site, monitor attendance and skills, and report progress and concerns to AAHI. Students must follow site and program rules and attend each scheduled assignment. A clinical site may remove a student who disregards program or site policies.

Academic Schedule

Class hours vary by program and day of the week. Most scheduled classes are offered between 9:00 a.m. and 9:00 p.m. Required externships are generally scheduled after classroom instruction.

Students are advised of academic schedules prior to enrollment. Academic programs are in session throughout the calendar year except for holidays and breaks. The academic calendar may be altered due to holidays. The Avicenna Allied Health Institute reserves the right to change, modify or reschedule a program of study or class periods. These changes will not increase the cost of a program nor reduce the time and/or content presented to enrolled students.

Class starts at various times throughout the year; schedules are published in the catalog addenda. Class postponements by the school within 30 days of the original starting date will not alter the terms and conditions of the enrollment agreement. However, class postponements by the school beyond 30 days of the original starting date will terminate the enrollment agreement, with all monies paid by the student to be refunded in full. The most current Academic Schedule is available in the addendum to this catalog.

Classroom/lab Breaks and Mealtimes

Breaks of 10 minutes per hour, not exceeding 40 minutes per four (4) hours, are required during scheduled class/lab time. The Avicenna Allied Health Institute does not specify times for meals; however, students may eat meals outside of the classrooms and labs in designated areas during authorized classroom/lab breaks.

Grading System

A final grade will be determined by compiling a weighted average of grades awarded for the course during the module and may include laboratory projects, written tests/quizzes, class participation, professionalism, attendance, outside assignments, and final examinations. Weighted averages will be specified in each course syllabus.

A grade of "I" indicates an "Incomplete" may be issued, at the discretion of the faculty if a student is missing required coursework at the end of the term. At the end of each term, a student will be notified of any mandatory work and assignments via written advisory. The written advisory will detail missing work and the time frame within which students will be required to submit the work in question.

If the student fails to complete the required coursework, the student will receive a grade of "0" for assignments missed, and the student's final grade will be calculated accordingly. A student may be issued a "W" grade for courses if the student withdraws from the system before completing 50% of the term or does not achieve satisfactory attendance performance for the course. Instructors will issue grades at the end of each term. Students may request a copy of their grades from their instructor or registrar. However, students' grades are available on the student portal for viewing. If a student receives a grade of "F," "W," or FAIL for courses in any module, that course must be repeated in its entirety.

A student must receive permission from the Program Director to duplicate an individual procedure while continuing coursework in a future module if the student is not repeating an entire module. Students cannot repeat a particular procedure more than once. Second failure or incompletion of the same course will result in automatic withdrawal from the program.

Laboratory Courses are Pass/Fail. The final grade will be determined by compiling a weighted average of grades awarded throughout the course. If the weighted grade is 80% or above, the student will be awarded a grade of PASS. If a FAIL (F) grade is received, the GPA will be affected and treated as a failing grade with a zero (0) for Quality Points per Hour.

Clinic Courses are Pass/Fail. If all workbook exercises, assigned competencies, and clinical training hours have been completed, the student will be awarded a PASS grade. If work is incomplete

or unsatisfactory, a rate of FAIL (F) will be assigned, and the GPA will be affected with a 0 as Quality Points per Hour.

Grading Scale

Grading scale definitions: The grading scale comprises the following grades: A, B, C, F—These letter grades represent the student's standing and also appear as percentages. Points are used in determining the GPA (grade point average).

Letter	Percentage	Description	Quality Points/Hour
A	**90-100**	**Excellent**	**4.0**
B	**80-89**	**Average**	**3.0**

Letter	Percentage	Description	Quality Points/Hour
C	70-79	Average Minimal	2.0
F	Below 70	Fail	0.0
W	✓	Withdrawn	N/A
I	✓	Incomplete	N/A
TR	✓	Transfer Credit	N/A

Incomplete (INC) - An incomplete grade is given when required coursework has not been completed by the end of the term.

Coursework includes assignments and activities other than examinations. All work must be completed within two weeks of the end of the term. Failure to comply with the two-week limit results in the incomplete grade reverting to a grade of "0" (zero) for the coursework. Students should contact the instructor within the two-week period to make up incomplete work. An incomplete grade is not included in the calculation of the GPA but will count as hours attempted for the purpose of calculating the successful course completion percentage.

Transfer credit (TR) Represents approved credit that has been transferred. For details, see the Transfer Credit Explanation in the Prospective Students section of this catalog. Transfer credits are not included in the calculation of the GPA but will count toward credits attempted and credits earned.

Withdrawn (W) This applies to courses that were not completed at the time of a student's withdrawal. The W is considered a permanent designation and remains on the student's transcript even if the student retakes the course(s). A student returning to the same program is required to repeat courses that carry a W designation, and the earned grade for repeated courses is

recorded on the student's transcript. A W designation is not included in the calculation of the GPA but will count as hours attempted for the purpose of calculating the successful course completion percentage.

Academic Progress and Advisement

Academic advising will be provided to meet individual students' needs. Students are apprised of their academic progress and can access grades and feedback through the Avicenna learning management system. Students receive a notification at the midpoint and end of each course. Final grades are available in the Avicenna Student Portal.

Academic progress warning: Students in nonterm (certificate) programs who have not maintained a minimum cumulative program GPA of 2.0 in a sequence are placed on academic progress warning status. Students who achieve a cumulative program GPA of 2.0 after the end of the subsequent sequence will be removed from academic progress warning status. Students who do not achieve a cumulative program GPA of 2.0 while on academic progress warning status will be placed on unsatisfactory progress status at the end of the payment period. Students may appeal an unsatisfactory academic progress decision in writing to the School Director within 10 calendar days of receiving notice when extenuating circumstances exist. Inability to master course material does not qualify as an extenuating circumstance. See Satisfactory Academic Progress.

Satisfactory Academic Progress

Although not approved to offer Title IV Financial Aid, Avicenna follows the academic requirements associated with the Federal Financial Aid program. Avicenna's policy on satisfactory academic progress consists of a qualitative measure, which is the grade point average (GPA), and a quantitative measure, which is the maximum time frame in which the program must be completed. Avicenna will inquire about and maintain a written record of previous education and training, including military training, traditional college coursework, and vocational training of the veteran or eligible person covered under policy 38 CFR 21.4253(d)(3).

Students must maintain a cumulative GPA of 2.0 in their current program and must complete their program within one and one-half (1½) times the published length of the program measured in weeks.

Transfer credits relative to maximum time frame: All transfer credits will be considered when calculating the maximum time frame. The maximum time frame will be limited to one and one-half (1½) times the prescribed length of coursework taken at Avicenna.

Nonterm-based programs

AAHI evaluates academic progress at the end of each course, beginning after the first payment period has been attempted. Students who fall below a 2.0 cumulative program GPA are subject to the academic progress warning and appeal procedures described in this catalog.

Term-based programs

Students must maintain a 2.0 program GPA and complete the program within one and one-half times its published length measured in credits.

Students on academic progress warning return to satisfactory status if they reach a 2.0 cumulative program GPA and complete 67 percent of attempted credits by the end of the subsequent term.

Failed Course/Course Repetition

Students enrolled in a program may repeat a failed course or attempted course. For all students, only the highest grade is considered for GPA evaluation; all attempted credits are included for measurement of the maximum time frame. Attendance on a course constitutes an attempt.

Externship

Students must complete all classroom requirements with a cumulative GPA of 2.0 prior to beginning the externship. While on externship, students are required to attend the externship full-time (typically 40 hours per week) unless otherwise noted in the appropriate catalog addendum. The Career Services Department, clinical director (if applicable), and/or Avicenna faculty evaluate off-campus externship locations to ensure that a viable environment exists for an effective learning experience. Externship sites provide an opportunity for students to demonstrate required competencies. AAHI directly supervises students and oversees clinical instruction and attendance. Site staff guide daily activities and report student progress to AAHI. Program handbooks may include additional externship policies. Students may never substitute for facility employees.

Failed externship/repetition: Students may repeat a failed/attempted externship a maximum of one (1) time. Only the highest externship grade is considered for GPA evaluation. All attempted externship credits are included in the measurement of the maximum time frame.

Withdrawal

A student maintains the right to withdraw from a program any time after the cancellation period. Notice of withdrawal must be made in person to the school when possible. In the event the student cannot make the request in person, the student may contact the school via phone or written correspondence.

Late Policy

All assignments including discussions and quizzes are due on the published due date. Unexcused

late submissions will be subject to a 10% penalty for the first day submitted late,

20% penalty if submitted after the sixth day. Assignments will not be accepted later than 10 days after the due date.

Discussion responses are due during the week that they are due. For example, the week one discussion must be submitted during week one. Discussion responses will not be accepted after the published due date.

Termination

Students may appeal by filing a written appeal within 10 calendar days of receiving notice. For academic dismissal, follow the Appeals section. For nonacademic termination, follow the grievance procedure. Students who miss the deadline forfeit the internal appeal. Students may apply for reentry after the next grading period has elapsed and must provide a written plan addressing the issues that led to termination.

Attendance/Absence

Students are to notify the Avicenna Allied Health Institute prior to the class time if they will be absent or late unless circumstances prohibit advanced notice. Notice of prolonged absence must be made in person or by letter to the appropriate administrator, as designated by the school director. All absence time, including late arrivals and early departures, regardless of reason, is recorded and becomes part of the student's record.

A tardy is defined as arriving in the classroom after the designated time for the beginning of the class or for the continuation of class after breaks. Five tardies to class will be counted as one absence.

Attendance advisement: Students with absences totaling more than five (5) percent of the total number of classroom hours in a seminar or program receive attendance advisement.

Attendance warning: Students with absences of 10 percent of the total number of classroom hours in a program or semester are placed on attendance warning.

Termination for unsatisfactory attendance: Students with absences totaling more than 15 percent of the total program or semester classroom hours may be terminated for unsatisfactory attendance.

Certificate program students who are accepted through the readmission process are subject to this attendance policy based on the total number of hours remaining at the point of readmission. Students absent for 14 consecutive calendar days, including weekends, from the last date of academically related activity, including externship, may be terminated.

Attendance Instructions for Lab/Clinical Classes on Campus

To ensure accurate tracking of attendance in lab/clinical programs, students are required to follow these steps:

1. **Sign-In Requirement**
   - Upon arrival at each lab or clinical session, all students must **sign in** to verify their attendance. This record is essential for compliance and participation tracking.
2. **Timing for Sign-In**
   - **Sign in immediately** upon arrival at the beginning of the session.
   - Late arrivals must still sign in upon entry, but attendance may be marked accordingly.
3. **Location of Sign-In**
   - The sign-in sheet or electronic sign-in device will be located in the **reception area**. Please be aware of its location and proceed to sign in before starting any activities.
4. **Verification Process**
   - For paper sign-ins, clearly place your **full name signature.** Ensure the current date is on the sheet.
   - Double-check all entries to ensure accuracy.
5. **Consequences for Non-Compliance**
   - Failure to sign in may result in an **unexcused absence** from the session. Repeated non-compliance could impact your grade and standing in the program.
6. **End of Session Sign-Out**

o In some cases, you may also be required to **sign out** to record the completion of your attendance for the session. If sign-out is required, please ensure you follow the procedure as directed.

Student Attendance and Participation in Online Classes

AAHI documents participation in online courses to verify attendance and establish the last date of academically related activity. The examples below explain how students can demonstrate attendance.

What is an acceptable indication of attendance?

According to the Federal Student Aid Handbook acceptable indications of attendance in an online course can include:

- Student submission of an academic assignment
- Student submission of an exam
- Documented student participation in an interactive tutorial or computer-assisted instruction
- A posting by the student showing the student's participation in an online study group that is assigned by the institution
- A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters

- An email from the student or other documentation showing that the student-initiated contact with a faculty member to ask a question about an academic subject studied in the course.

What does NOT sufficiently indicate attendance?

Per the Federal Student Aid Handbook, "in a distance education context, documenting that a student has logged into an online class is **not sufficient**, by itself, to demonstrate academic attendance by the student" (Federal Student Aid Handbook, 2016, p. 886). Essentially, a student must be required to do more than just "log in" to be documented as having attended an online course.

What does this mean for the design of online courses?

Knowing that it is critical for our institution to have clear documentation of a student's last date of attendance, Avicenna Allied Health Institute encourages the inclusion of at least one academic-related activity each week as a basic aspect of course quality and compliance. This component is an important step in the course design process and appears in our checklist of effective practices for online teaching. This information is used in the design of an online course, consider how to build in opportunities for attendance to be demonstrated on a weekly basis.

Externship, clinical, and practicum absences: Students must make up all missed hours, whether excused or unexcused. This requirement applies to every program that includes an externship, clinical course, or practicum. For Medical Assisting and Dental Assisting, made-up time still counts toward the 15 percent absence threshold, and absences above 15 percent of scheduled clinical hours may lead to termination.

Students must request approval for an absence from the clinical director or program director. The program director will arrange makeup hours and determine whether they must be finished before the next term. Students must complete all published hours required for their program before graduation. Inability to complete makeup hours on time may delay academic progress.

Reporting of clinic hours in the attendance logging system must accurately reflect hours attended by the student.

Examination makeup policy: Students absent on examination day are given a makeup examination on the first day they return to class or on a date assigned by the instructor. Unless otherwise specified, examinations include all written/lab exams, quizzes, and tests. Due to the nature of lab examinations, the retake may require a different scheduling process and will be determined by the instructor for the course.

Leave of Absence

Certificate (nonterm-based) programs: Students may request a Leave of Absence (LOA) for circumstances that will require a prolonged absence. Prior to granting LOA status, the school must determine if there is a reasonable expectation that the student will return from the leave. Students requesting LOA must complete a Leave of Absence Request form available from the campus Student Services Department.

LOA may be granted for up to a maximum of 180 days in a 12-month period. Students may request more than one LOA during a 12-month period provided the total time granted does not exceed 180 days. Time spent during an approved LOA is not considered an accrued time for a course or program. When calculating the maximum time frame for a student’s approved LOA, the School ensures that it accounts for all periods of nonattendance (including weekends, holidays, and scheduled breaks). Students who do not complete the LOA request form, and are not attending scheduled courses, are marked absent and will be terminated if the number of absences exceeds 14 consecutive calendar days (including weekends, holidays, and scheduled breaks).

Term-based programs: Students in term-based programs are not eligible for LOA. Students who have completed all active modules in the term but have an academic interruption may be eligible to sign a letter of intent without withdrawing from the program.

State/jurisdiction exceptions: In Texas, LOAs are not permitted for programs and seminars of 40 hours or less. In programs and workshops of 200 hours or less, no more than two (2) LOAs are permitted in a 12-month calendar period; an LOA, in this case, may be no more than 30 total calendar days. In programs and seminars of more than 200 hours but less than 600 hours, no more than two (2) LOAs are permitted; an LOA, in this case, may be no more than 60 total calendar days.

Appeals

All internal student appeals must be submitted in writing within 10 calendar days of receiving notice of the decision. Students appealing academic dismissal must submit their appeal to the Academic Dean and explain the mitigating circumstances and their plan to address the issue. The Director makes the final internal decision. Students appealing nonacademic dismissal must follow the grievance procedure in this catalog.

A student who did not complete the prior term and was academically dismissed may apply for reinstatement to the institution by submitting a written request to the Avicenna Director. The request should be in the form of a letter explaining why the student should be readmitted. A student may be required to wait at least one term before being eligible for reinstatement. The decision regarding readmission will be based upon factors such as grades, attendance, student account balance, conduct, and the student's commitment to complete the program. Dismissed students who are readmitted must sign a new Enrollment Agreement and will be charged tuition consistent with the current published rate.

A student dismissed at the end of a term who successfully appeals before the next term starts may continue under the original Enrollment Agreement at its stated tuition rate without signing a new agreement.

Graduation Requirements

Students are awarded a certificate when they have:

- completed the program of study with a minimum grade average of 70 percent in each course and a 2.0 GPA.
- completed an exit interview with Financial Services and Career Services personnel; and
- either paid in full all debt owed to the school or established a formal agreement with the school for post-graduation payment.

The graduation date is recorded as the last date of attendance, not the exit interview date or the graduation ceremony date.

Transcripts

Transcripts are available upon request unless the student is indebted financially to the school. No transcript of grades will be released without the student's prior approval in writing. Each graduate is issued an official transcript of his/her academic record. Each subsequent official transcript for a graduate is furnished after receipt of the transcript fee. A government agency that periodically requires a transcript in order to determine a student's progress is exempt from this fee. Student academic records are kept permanently by the school.

Transferability of Credit to Other Schools

The programs at the Avicenna Allied Health Institute are oriented toward job preparation, not continuing education. Transferability of credit is at the discretion of the accepting institution, and it is the student's responsibility to confirm if credits will be accepted by another institution of the student's choice. Avicenna does not imply, promise, or guarantee that any credits earned at Avicenna will be transferable or accepted by any other institution. It would help if you assumed that credits earned at Avicenna are not transferable to other institutions unless you have personally spoken to an authorized representative of the institution to which you wish to transfer any credits and obtained

assurances that it will accept Avicenna credits. Each institution has its policies governing the acceptance of credit from other institutions. Students should inquire about policies on credit transfer at any institution to which they seek admission. "The transferability of credits is at the discretion of the receiving institution and cannot be guaranteed."

Program Information

Programs of Study

AAHI's programs, specialty training, seminar, and course are listed below. Contact Admissions for current cohort dates and campus availability.

- Behavioral Health Technician Certificate
- Dental Assisting Certificate
- Dental Assistant Orthodontics Specialty
- EKG/ECG Technician Certificate
- Medical Administrative Assistant Certificate
- Medical Assisting Certificate
- Medical Billing and Coding Specialist Certificate
- Medical Billing and Coding Certification Preparation Seminar (100% Online)
- Palliative Care Certificate
- Patient Care Technician Certificate
- Pharmacy Technician Certificate
- Phlebotomy Technician Certificate
- Sterile Processing Technician Certificate
- Professionalism in Healthcare

Behavioral Health Technician Certificate

Hybrid Certificate Program

Program Overview

Program Type	Hybrid Behavioral Health Technician certificate program
Occupational Focus	Entry-level behavioral health and mental health support roles
Instructional Methods	Classroom learning, skills practice, laboratory practice, simulation activities, documentation practice, career-readiness preparation, and externship
Required Externship	100 hours
Potential Employment Settings	Behavioral health facilities, psychiatric hospitals, residential treatment centers, substance abuse recovery programs, community mental health clinics, group homes, rehabilitation facilities, and crisis stabilization centers

Program Description

The Behavioral Health Technician Certificate Program prepares students for entry-level behavioral health and mental health support roles through classroom learning, skills practice, simulation activities, documentation practice, and career-readiness preparation. Students develop foundational competencies in professional communication, patient rights, confidentiality, observation, documentation, crisis response, safe patient handling, behavioral management, teamwork, cultural competency, and clinical readiness.

The program emphasizes compassionate, recovery-oriented, trauma-informed, and culturally responsive care within the Behavioral Health Technician scope of practice. Instruction prepares students to support patient safety, wellness, activities of daily living, therapeutic communication, crisis prevention, objective documentation, interdisciplinary teamwork, and appropriate escalation of concerns to supervising healthcare professionals.

Program Learning Outcomes

- Provide compassionate, recovery-oriented, trauma-informed, culturally responsive, and patient-centered behavioral health support within the Behavioral Health Technician role.
- Demonstrate therapeutic communication, active listening, professional interpersonal skills, and effective collaboration with patients, families, and interdisciplinary healthcare teams.
- Recognize common mental health conditions, substance use disorders, developmental disabilities, behavioral crises, and changes in patient condition requiring communication to supervising professionals.
- Apply crisis-prevention and verbal de-escalation techniques while supporting a safe therapeutic environment.
- Apply infection-prevention practices, safe patient-handling principles, ethical decision-making, HIPAA requirements, patient rights, confidentiality, mandatory reporting, and applicable healthcare laws.
- Observe, document, and report patient behaviors objectively and in a legally and professionally appropriate manner.

- Demonstrate professionalism, accountability, reliability, time management, appropriate professional boundaries, and commitment to continued learning.
- Apply trauma-informed care principles and recognize cultural influences on behavioral healthcare.
- Recognize suicide risk, self-harm concerns, and appropriate response and reporting protocols within the technician role.
- Demonstrate safe body mechanics and appropriate approaches to resistant or aggressive behavior consistent with training, regulation, and employer policy.
- Complete accurate incident documentation and collaborate effectively within healthcare teams.
- Integrate program knowledge, skills, professional behaviors, and critical thinking in preparation for entry-level behavioral health employment.

Curriculum

BHT101 - Foundations of Behavioral Health & Patient Care

This course introduces the behavioral health profession, the purpose of behavioral health services, and the settings in which care is provided. Students examine the role and responsibilities of the Behavioral Health Technician while developing professionalism, ethical conduct, teamwork, boundaries, confidentiality, trauma-informed care, cultural awareness, observation, documentation, and patient-centered communication.

Topics/Skill Areas

Introduction to Behavioral Health

Communication & Patient Rights

Observation & Documentation

BHT102 - Crisis Intervention & De-escalation

This course develops foundational knowledge and applied skills related to behavioral health crisis response. Students examine crisis intervention, therapeutic response, verbal de-escalation, suicide risk, self-harm and safety concerns, team communication, and applied crisis-response practice. Emphasis is placed on recognizing when concerns must be reported or escalated to a supervisor.

Topics/Skill Areas

Introduction to Crisis Intervention

De-escalation and Therapeutic Response

Suicide Risk, Self-Harm and Safety Concerns

Crisis Response Review, Team Communication, and Applied Practice

BHT103 - Safe Patient Handling & Behavioral Management

This course prepares students to recognize and respond effectively to behavioral health crises in healthcare settings. Students learn stages of crisis escalation, evidence-based verbal de-escalation, trauma-informed approaches, suicide-risk recognition, safe body mechanics, resistant-patient assistance, safe positioning, restraint regulations, and infection control.

Topics/Skill Areas

Safety & Body Mechanics

Assisting a Resistant Patient Safely

Managing Aggressive Behavior with Safe Positioning

Restraints, Regulations & Infection Control

BHT104 - Advanced Skills & Clinical Readiness

This course develops interpersonal and professional skills required for safe, effective, patient-centered behavioral healthcare support. Through case studies and scenario-based learning, students practice therapeutic communication, cultural competency, team-based care, incident documentation, and critical thinking for complex behavioral situations.

Topics/Skill Areas

Advanced Communication & Cultural Competency

Documentation & Team-Based Care

Externship

Students complete 100 hours of externship experience in which they apply and strengthen the knowledge, skills, and professional behaviors developed during the instructional portion of the program under appropriate supervision.

Employment Outlook and Earnings

Because “Behavioral Health Technician” is used by employers as a job title rather than a single federal occupational classification, labor-market information should be matched carefully to actual job duties. For this program, the closest U.S. Bureau of Labor Statistics occupational category is Psychiatric Technicians and Aides. BLS notes that psychiatric technicians are sometimes called mental health technicians and typically care for people with mental or emotional conditions or developmental disabilities.

Overall employment of psychiatric technicians and aides is projected to grow 16% from 2024 to 2034, much faster than the 3% projected average for all occupations. BLS projects approximately 21,200 openings each year, on average, over the decade. Within the combined category, psychiatric technician employment is projected to grow 20%, from approximately 144,500 jobs in 2024 to 173,300 in 2034.

In May 2024, the national median annual wage was $42,590 for psychiatric technicians and $41,590 for psychiatric aides. The combined occupational group had a median annual wage of approximately $42,200, or $20.29 per hour. For psychiatric technicians, the lowest 10% earned less than $32,980 and the highest 10% earned more than $60,150. Actual compensation varies substantially by employer, setting, location, schedule, experience, credentials, and assigned duties.

Labor-Market Indicator	Figure	Source / Data Period
Psychiatric technicians: U.S. median annual wage	$42,590	BLS, May 2024
Psychiatric aides: U.S. median annual wage	$41,590	BLS, May 2024
Combined median annual wage	$42,200	BLS, May 2024
Combined median hourly wage	$20.29	BLS, May 2024
Psychiatric technicians and aides: projected growth	16%	BLS, 2024-2034

Labor-Market Indicator	Figure	Source / Data Period
Psychiatric technicians: projected growth	20%	BLS, 2024-2034
Average annual openings, combined category	21,200	BLS, 2024-2034

Employment and earnings disclosure: Labor-market figures describe related occupations and do not guarantee employment, job placement, starting salary, job title, or individual earnings. The duties and qualifications associated with Behavioral Health Technician positions vary by employer and setting.

Program Hours and Externship

The source program guide specifies a 100-hour externship. It does not state the total program clock hours or provide course-by-course clock-hour allocations for BHT101 through BHT104. Accordingly, those figures have not been added to these revised catalog pages.

Dental Assisting Certificate

Hybrid Certificate Program

Program Overview

Program Type	Hybrid dental assisting certificate program
Total Program Hours	400 hours
Occupational Focus	Entry-level Dental Assistant
Primary Settings	Dental offices, specialty clinics, and community health settings
Instructional Methods	Classroom instruction, structured online coursework, laboratory practice, clinical simulation, and externship
Required Externship	100 hours

Program Description

The Dental Assisting Certificate Program prepares students for entry-level employment in dental offices, specialty clinics, and community health settings. The program combines classroom instruction, structured online learning, laboratory practice, clinical simulations, and externship experience to develop professional, clinical, and administrative dental assisting competencies.

Students receive training in dental anatomy and terminology, chairside assisting, infection control and OSHA compliance, dental radiography, dental materials and restorative procedures, specialty dentistry, practice management and dental software, patient communication, professionalism, and clinical externship experience. The curriculum emphasizes safe, patient-centered support within the dental healthcare team.

Program Learning Outcomes

- Explain the roles and responsibilities of the dental assistant and members of the dental healthcare team.
- Apply ethical principles, professional standards, and Texas laws and regulations governing dental assisting.
- Demonstrate infection-prevention and control procedures, including standard precautions, instrument processing, OSHA practices, and workplace safety.
- Identify oral structures, dentition, tooth morphology, and basic head and neck anatomy relevant to dental assisting.
- Demonstrate chairside assisting techniques, including instrument identification, transfer, four-handed dentistry, operatory setup, and breakdown.
- Prepare patients appropriately and apply ergonomic principles during simulated dental procedures.
- Recognize dental-office medical emergencies and assist with appropriate emergency protocols and patient safety measures.
- Explain dental radiography principles and demonstrate imaging-related support skills consistent with applicable requirements.

- Differentiate common dental materials and demonstrate appropriate selection, preparation, and manipulation in simulated procedures.
- Assist with restorative, endodontic, orthodontic, preventive, and other specialty procedures within applicable scope and supervision.
- Demonstrate professional patient communication, education, teamwork, and patient-centered care.
- Apply dental practice-management and administrative concepts appropriate to entry-level dental assisting.
- Integrate classroom, laboratory, simulation, and externship learning in preparation for entry-level employment.

Curriculum

DAC 101 - Foundations of Dental Assisting

This introductory course provides the foundational knowledge, professional expectations, and essential skills required in a modern dental practice. Through blended instruction combining in-person laboratory experiences with structured online coursework, students develop competencies in dental history, team roles, ethics and law, infection control, dental anatomy, Texas-specific regulations, OSHA compliance, and clinical readiness.

Topics/Skill Areas

Introduction to Dentistry and Program Orientation

Ethics, Law, and Professional Conduct - Texas Focus

Dental Anatomy and Morphology

Infection Control I - Foundational Principles

Infection Control II - Texas and OSHA Compliance

DAC 102 - Clinical Procedures I

This course develops foundational and intermediate chairside competencies. Students practice dental anatomy applications, instrumentation, four-handed dentistry, patient management, ergonomics, operatory procedures, infection prevention, and emergency response. Emphasis is placed on clinical safety, team efficiency, professionalism, and patient-centered care in preparation for externship and entry-level practice.

Topics/Skill Areas

Dental Anatomy and Tooth Numbering

Instruments and Four-Handed Dentistry I

Chairside Procedures

Emergency Management in the Dental Office

DAC 103 - Advanced Assisting and Specialties

This course develops applied knowledge in dental radiography, dental materials, restorative aids, preventive procedures, and dental specialties. Students focus on patient safety, infection control, accuracy, appropriate material and instrument use, and clinical support skills for general and specialty dental settings.

Topics/Skill Areas

Dental Radiography I: Principles

Dental Radiography II: Imaging Techniques

Dental Materials I

Dental Materials II and Restorative Aids

Specialty-procedure support

Preventive dental procedures and patient education

Externship

Students complete 100 hours of externship experience in which they apply and strengthen competencies developed during the instructional portion of the program under appropriate supervision in a dental healthcare environment.

Employment Outlook and Earnings

National employment prospects for dental assistants are favorable. The U.S. Bureau of Labor Statistics projects employment of dental assistants to grow approximately 6% from 2024 to 2034, faster than the projected average for all occupations. Employment is projected to increase from approximately 381,900 dental assistants in 2024 to 406,300 in 2034, an increase of about 24,400 positions. BLS projects approximately 52,900 openings for dental assistants each year, on average, over the decade; many openings are expected to result from both occupational growth and replacement needs.

The U.S. Bureau of Labor Statistics reports a national median wage of $47,300 per year, or $22.74 per hour, for dental assistants in May 2024. The lowest 10% earned less than $36,190, while the highest 10% earned more than $61,780. Median annual wages included $47,250 in offices of dentists and $53,660 in government settings, excluding state and local education and hospitals.

For additional regional context, BLS May 2023 Occupational Employment and Wage Statistics estimated approximately 34,490 dental assistant jobs in Texas, with a mean wage of $20.04 per hour and $41,690 per year. In the Houston-The Woodlands-Sugar Land metropolitan area, BLS estimated approximately 8,230 dental assistant jobs, with a mean wage of $18.51 per hour and $38,500 per year. These regional figures are May 2023 estimates and are presented separately from the newer May 2024 national median wage data.

Employment and earnings disclosure: Employment projections and wage figures are labor-market estimates and do not guarantee employment, job placement, starting salary, or individual earnings. Actual earnings vary by employer, location, experience, credentials, schedule, duties, and economic conditions.

Labor-Market Indicator	Figure	Source / Data Period
U.S. median annual wage	$47,300	BLS, May 2024
U.S. median hourly wage	$22.74	BLS, May 2024
U.S. projected employment growth	6%	BLS, 2024-2034
Average annual U.S. openings	52,900	BLS, 2024-2034
Texas employment estimate	34,490	BLS OEWS, May 2023
Texas mean annual wage	$41,690	BLS OEWS, May 2023
Houston metro employment estimate	8,230	BLS OEWS, May 2023

Labor-Market Indicator	Figure	Source / Data Period
Houston metro mean annual wage	$38,500	BLS OEWS, May 2023

Program Hours and Externship

The source program guide identifies the Dental Assisting Certificate as a 400-hour comprehensive certificate program and requires a 100-hour externship. The source guide does not provide course-by-course clock-hour allocations for DAC 101, DAC 102, and DAC 103; therefore, those allocations are not added to these revised catalog pages.

Dental Assistant Orthodontics Specialty

Five Week Hybrid Specialty Program

Program Overview

Program Focus	Orthodontic assisting specialty development
Program Length	5 weeks
Total Program Hours	90 hours
Online Learning	65 hours; 13 hours per week
Supervised Laboratory	25 hours; 5 hours per week
Instructional Methods	Asynchronous online learning and supervised in-person simulation using typodonts and training models
Clinical Practice and Externship	No patient-care hours, clinic rotation, or externship specified
Entry Requirements	Formal prerequisites and required prior credentials to be confirmed by AAHI

Program Description

The Dental Assistant Orthodontics Specialty program develops knowledge and simulated assisting skills in orthodontic instruments, anatomy and occlusion, materials, appliances, appointment preparation, patient education, and documentation. Students complete online instruction and supervised laboratory exercises in preparation for supporting orthodontic care within their authorized role.

The revised 65-hour online and 25-hour laboratory delivery model is identified as proposed in the program guide. AAHI must confirm authorization to implement this model before offering it. All procedure demonstrations are simulations; students do not independently diagnose, select treatment, alter prescribed elastic or retainer schedules, or activate appliances on patients.

Program Learning Outcomes

Identify orthodontic instruments and their functions, prepare trays, and transfer instruments safely.

Identify permanent teeth, tooth surfaces, Universal numbers, and normal and Class I, II, and III occlusal relationships.

Demonstrate hand hygiene, PPE, clean and contaminated work zones, operatory setup and breakdown, and safe handling.

Identify brackets, bands, tubes, archwires, ligatures, elastics, springs, expanders, and retainers.

Prepare and assist in simulated bonding, adjustment, debonding, and retention visits using typodonts and mock prescriptions.

Demonstrate safe instrument and wire handling, prescribed patient education, accurate simulated charting, and appropriate escalation.

Curriculum

Week 1 Orthodontic Foundations

Weekly Hours: 18 hours | Online: 13 hours | Supervised Laboratory: 5 hours

Anatomy, occlusion, terminology, infection prevention, and instrument functions. Laboratory practice includes PPE, infection control, setup and breakdown, tooth and occlusion identification, instrument identification, and transfer.

Week 2 Bonding and Archwires

Weekly Hours: 18 hours | Online: 13 hours | Supervised Laboratory: 5 hours

Bracket systems, bonding materials, positioning principles, and wire materials, shapes, sizes, and sequencing. Laboratory practice includes tray setup, bracket positioning on typodonts, wire identification and handling, placement and ligation, and a mock appointment.

Week 3 Orthodontic Mechanics and Appliances

Weekly Hours: 18 hours | Online: 13 hours | Supervised Laboratory: 5 hours

Power chains, elastics, wire bending, springs, expanders, impacted teeth, and specialty appliances. Laboratory practice includes prescribed elastic patterns, practice bends and springs, appliance identification, and impacted-tooth tray preparation.

Week 4 Clinical Procedures

Weekly Hours: 18 hours | Online: 13 hours | Supervised Laboratory: 5 hours

Debonding, enamel protection, retention, records, patient education, and emergency recognition. Laboratory practice includes debonding and adhesive-removal workflows on models, retainer identification, simulated records and education, and emergency scenarios.

Week 5 Clinical Integration

Weekly Hours: 18 hours | Online: 13 hours | Supervised Laboratory: 5 hours

Comprehensive review and three simulated cases integrating initial visits, bonding, adjustment, mechanics, appliances, debonding, retention, and emergencies. Students complete mock notes, patient education activities, a final written examination, and a final practical examination.

Assessment and Program Completion

Weekly modules require at least 80% overall and satisfactory demonstration of every critical safety competency. The final written and practical examinations must each independently reach 80%, with at least 80% overall and satisfactory critical safety performance. AAHI must confirm the method of calculating the overall course grade before instruction begins.

The final practical examination covers five stations: infection control, instrument identification, procedure simulation, patient communication, and documentation and safety. Unsafe performance requires remediation and reassessment regardless of a passing numerical score.

Completion records document all 65 online hours and 25 supervised laboratory hours, required assignments, competency assessments, remediation and reassessment, examination scores, the overall course score, and instructor sign-off. Certificate wording and issuance procedures require AAHI confirmation.

Certification and Professional Scope

Program completion documents specialty training achievement. It does not establish external certification, dental assistant registration, eligibility for a credentialing examination, or permission to perform restricted patient procedures. Students must comply with applicable role and supervision requirements.

Career Applications

The curriculum supports dental assisting specialty development in orthodontic instruments, materials, simulated appointment workflows, patient education, and records. Completion does not guarantee employment or a particular wage. This program guide does not establish separate orthodontic specialty employment or earnings estimates.

Program Hours and Laboratory Practice

Each of the five weeks includes 13 online hours and 5 supervised laboratory hours, totaling 18 hours per week and 90 hours for the program. The final written examination is included in Week 5 online time, and the practical examination is included in Week 5 laboratory time. No clinical rotation, externship, or additional patient-care hours are included in this plan.

EKG/ECG Technician Certificate

8-Week Hybrid Certificate Program

Program Overview

Program Length	**8 weeks**
Total Contact Hours	120 hours
Delivery	Hybrid
Occupational Focus	Entry-level EKG/ECG technician and cardiographic testing support
Online Lecture & Assignments	40 hours
Live Virtual Instruction	20 hours
On-Campus Lab & Skills Training	30 hours
Clinical Simulation & Practice	20 hours
Certification Review & Final Competencies	10 hours

Program Description

The Hybrid EKG/ECG Technician Certificate Program prepares students to perform electrocardiograms (EKGs/ECGs), monitor cardiac rhythms, assist with cardiac testing procedures, and function effectively in healthcare environments such as clinics, hospitals, urgent care centers, cardiology offices, diagnostic laboratories, and telemetry-related settings.

The program combines online learning, live instructor-led sessions, hands-on laboratory training, and clinical simulation practice. Students develop technical and professional competencies in cardiac anatomy and physiology, electrical conduction, patient preparation, lead placement, 12-lead EKG procedures, equipment operation, artifact recognition and correction, basic rhythm interpretation, patient safety, infection control, professional communication, clinical simulation, and certification preparation.

Program Learning Outcomes

- Explain cardiac anatomy and physiology.
- Describe the electrical conduction system and electrical activity of the heart.
- Identify normal and selected abnormal cardiac rhythms.
- Prepare patients appropriately for EKG/ECG procedures.
- Perform 12-lead EKG testing accurately in simulated and laboratory settings.
- Apply infection-control, OSHA, confidentiality, and patient-safety principles.
- Recognize common EKG artifacts and apply troubleshooting techniques.
- Demonstrate professional communication, ethics, and healthcare workplace behavior.
- Interpret basic rhythm strips.

- Demonstrate appropriate EKG equipment operation, cleaning, and maintenance.
- Describe foundational concepts related to stress testing, Holter monitoring, and telemetry.
- Complete clinical simulations and competency evaluations.
- Prepare for applicable national EKG/ECG certification examinations.

Instructional Delivery and Contact Hours

Instructional Component	Hours	Program Requirement
Online Lecture & Assignments	40	Required
Live Virtual Instruction	20	Required
On-Campus Lab & Skills Training	30	Required
Clinical Simulation & Practice	20	Required
Certification Review & Final Competencies	10	Required
TOTAL	120	Required

Curriculum

Module 1 - Introduction to Electrocardiography

Module Hours: 20 Hours

Topics/Skill Areas

Introduction to healthcare and cardiology

Role of the EKG technician

Medical terminology

Professionalism and ethics

HIPAA and confidentiality

Infection control and OSHA

Module 2 - Cardiac Anatomy & Physiology

Module Hours: 20 Hours

Topics/Skill Areas

Structure of the heart

Blood flow through the heart

Cardiac conduction system

Electrical activity of the heart

Basic pharmacology related to cardiac care

Module 3 - EKG Procedures & Lead Placement

Module Hours: 30 Hours

Topics/Skill Areas

EKG equipment operation

Skin preparation

Limb leads and chest leads

12-lead placement

Patient positioning

Troubleshooting artifacts

Stress testing overview

Holter monitor basics

Hands-on performance of complete EKGs

Accurate lead placement

Equipment cleaning and maintenance

Module 4 - Rhythm Interpretation

Module Hours: 30 Hours

Topics/Skill Areas

Normal sinus rhythm

Bradycardia and tachycardia

Atrial rhythms

Ventricular rhythms

Heart blocks

Pacemakers

Emergency rhythms

Rhythm-strip practice

Case scenarios

Clinical interpretation exercises

Module 5 - Clinical Skills & Certification Preparation

Module Hours: 20 Hours

Topics/Skill Areas

Mock patient encounters

Competency evaluations

Professional communication

Employment readiness

Résumé and interview preparation

Employment Outlook and Earnings

For federal labor-market reporting, EKG technicians are included within the broader U.S. Bureau of Labor Statistics occupation Cardiovascular Technologists and Technicians. BLS specifically identifies cardiographic or electrocardiogram (EKG) technicians as workers who specialize in EKG testing. Because the federal category also includes other cardiovascular specialties, its wage figures should be treated as an occupational benchmark rather than a guaranteed entry-level EKG technician salary.

Employment of cardiovascular technologists and technicians is projected to grow 3% from 2024 to 2034, about as fast as the average for all occupations. Employment is projected to increase from approximately 64,700 workers in 2024 to 66,600 in 2034, an increase of about 1,900 positions. BLS projects approximately 3,800 openings each year, on average, over the decade.

The national median annual wage for cardiovascular technologists and technicians was $67,260 in May 2024, equivalent to approximately $32.34 per hour. The lowest 10% earned less than $37,890, while the highest 10% earned more than $108,900. Median annual wages varied by major industry, including $93,100 in outpatient care centers, $79,730 in medical and diagnostic laboratories, $70,980 in physicians' offices, and $65,270 in hospitals.

BLS notes that EKG technicians may qualify for some entry-level positions with a high school diploma or equivalent and that EKG certificate programs are generally completed in under one year. Employer requirements vary, and some positions may require or prefer certification or additional education.

Labor-Market Indicator	Figure	Source / Data Period
Median annual wage	$67,260	BLS, May 2024
Median hourly wage	$32.34	BLS, May 2024
Projected employment growth	3%	BLS, 2024-2034
Average annual openings	3,800	BLS, 2024-2034
Employment	64,700 → 66,600	BLS, 2024-2034
Median wage: outpatient care centers	$93,100	BLS, May 2024
Median wage: medical/diagnostic laboratories	$79,730	BLS, May 2024
Median wage: physicians' offices	$70,980	BLS, May 2024
Median wage: hospitals	$65,270	BLS, May 2024

Employment and earnings disclosure: Labor-market figures describe the broader Cardiovascular Technologists and Technicians occupation and are not specific starting-wage estimates for graduates of this EKG/ECG Technician Certificate Program. They do not guarantee employment, job placement, certification, job title, starting salary, or individual earnings. Actual compensation and qualifications vary by employer, location, experience, certification, schedule, and assigned duties.

Medical Administrative Assistant Certificate

Non-Clinical Medical Assistant | Hybrid Certificate Program

Program Overview

Program Length	**12 weeks**
Total Required Hours	150 clock hours
Delivery	Hybrid
Live Instruction	Synchronous Zoom
Online Instruction	Structured asynchronous learning
Clinical Training	None
Optional Externship	80–100 additional hours after successful program completion; not required for graduation

Program Description

The Medical Administrative Assistant Certificate is a 12-week, 150-clock-hour hybrid program designed to prepare students for non-clinical administrative responsibilities in physician offices, ambulatory healthcare settings, clinics, and other healthcare environments. Instruction combines weekly synchronous Zoom sessions with structured asynchronous online learning. The curriculum emphasizes medical office workflow, healthcare communication, patient registration, scheduling, medical records, electronic health records, insurance verification, referrals, prior authorization, introductory billing and coding concepts, revenue-cycle fundamentals, and career readiness.

The program does not include clinical training. Students learn to recognize and use medical terminology and healthcare documentation in administrative workflows rather than to provide clinical treatment.

Program Objectives

- Explain the role, scope, professional expectations, and workflow responsibilities of the medical administrative assistant.
- Use basic medical terminology, anatomy, common-condition terminology, and healthcare abbreviations in administrative settings.
- Demonstrate professional telephone, electronic, and patient-facing communication and customer service.
- Apply HIPAA, confidentiality, ethics, documentation-integrity, cybersecurity, and healthcare-compliance principles.
- Perform simulated patient registration, demographic verification, medical-record organization, records requests, and documentation tasks.
- Manage simulated appointment scheduling, patient flow, check-in/check-out, messages, cancellations, no-shows, and follow-up activities.
- Navigate simulated electronic health record and practice-management workflows.
- Interpret basic health-insurance information and perform simulated eligibility and benefits verification.

- Explain and apply basic concepts related to patient financial responsibility, referrals, prior authorization, and precertification.
- Describe the purposes of ICD-10-CM, CPT, HCPCS Level II, the CMS-1500 claim, and the basic medical-claims process.
- Explain revenue-cycle fundamentals, including payments, EOBs, remittance, rejected and denied claims, accounts receivable, and patient billing.
- Integrate front-office administrative skills in a comprehensive simulated patient encounter and demonstrate career-readiness skills.

Curriculum

Week 1 – Foundations of Healthcare & Medical Office Administration
U.S. healthcare delivery, ambulatory care, healthcare-team roles, front-office versus clinical responsibilities, scope and boundaries, professionalism, office workflow, patient-centered service, and healthcare documentation.

Week 2 – Medical Terminology, Anatomy & Common Conditions
Prefixes, suffixes, roots, combining forms, abbreviations, directional terminology, body systems, basic anatomy and physiology, common diseases, specialties, and diagnostic terminology used in records, scheduling, referrals, insurance documentation, and provider orders.

Week 3 – Communication, Customer Service & Professionalism
Telephone etiquette, active listening, health literacy, cultural responsiveness, limited-English-proficiency communication, difficult-patient interactions, de-escalation, electronic communication, teamwork, voicemail, and provider messages.

Week 4 – HIPAA, Ethics, Law & Healthcare Compliance
HIPAA, PHI, confidentiality, minimum necessary, release of information, patient rights, ethics, fraud and abuse awareness, documentation integrity, social media, cybersecurity, inappropriate chart access, and incident reporting.

Week 5 – Patient Registration, Medical Records & Documentation
New and established patients, demographics, patient identification, guarantor and insurance information, consent forms, medical-record organization, scanning/indexing, documentation accuracy, corrections, and records requests.

Week 6 – Scheduling, Patient Flow & Office Communication
Appointment types, provider schedules and templates, urgent requests, cancellations, no-shows, rescheduling, diagnostic appointments, referrals, reminders, check-in/check-out, and telephone messages.

Week 7 – Electronic Health Records & Practice Management
EHR and practice-management fundamentals, patient portals, demographic entry, scheduling, navigation, electronic messages, task routing, scanning, insurance information, alerts, audit trails, data integrity, and cybersecurity.

Week 8 – Health Insurance, Eligibility & Benefits
Commercial insurance, Medicare, Medicaid, managed care, HMO/PPO concepts, insurance terminology and cards, eligibility, effective dates, benefits, network status, and coordination of benefits.

Week 9 – Patient Responsibility, Referrals & Prior Authorization
Premiums, deductibles, copayments, coinsurance, out-of-pocket maximums, patient responsibility, referrals, prior authorization, precertification, medical-necessity concepts, payer requirements, and authorization tracking.

Week 10 – Medical Billing, Coding & Claims Fundamentals
Introductory ICD-10-CM, CPT, and HCPCS Level II purposes; diagnosis versus procedure; documentation-to-coding relationships; CMS-1500 introduction; claim components, submission, clean claims, common errors, and payer processing.

Week 11 – Revenue Cycle, Denials & Medical Office Operations
Revenue-cycle management, charge capture, payer adjudication, EOBs, remittance, patient billing, rejected versus denied claims, denial causes, accounts receivable, aging, collections fundamentals, correspondence, records management, safety, and time management.

Week 12 – Administrative Capstone & Career Readiness
Integrated front-office simulation from patient contact through scheduling, registration, insurance verification, authorization review, check-in, documentation, check-out, financial responsibility, follow-up, and revenue-cycle follow-up; plus, résumé preparation, interviewing, professional appearance, workplace communication, job search, employer expectations, and career planning.

Optional Administrative Externship

Following successful completion of the 150-hour Medical Administrative Assistant Certificate program, eligible graduates may participate in an optional supervised administrative externship when an appropriate placement is available. The recommended externship length is 80–100 hours.

Potential externship activities include patient registration, check-in/check-out, appointment scheduling, insurance verification, referrals, prior-authorization support, EHR navigation, records management, telephone communication, patient portal assistance, and basic revenue-cycle support.

Important: The externship is voluntary, is not required for graduation, and is not included in the program's 150 required clock hours. Placement is subject to site availability and applicable host-site requirements.

Program Completion

Students who successfully complete the required 150 clock hours and the institution's applicable academic requirements satisfy the instructional requirements of the Medical Administrative Assistant Certificate program. Participation in the optional externship is not required for program completion.

Medical Assisting Certificate

Hybrid Certificate Program

Program Overview

Program Type	Accelerated hybrid certificate program
Occupational Focus	Entry-level Medical Assistant
Primary Settings	Ambulatory care, physician offices, clinics, and specialty healthcare environments
Instructional Methods	Classroom instruction, laboratory practice, simulation exercises, and externship experience
Required Externship	100 hours

Program Description

The Medical Assisting Certificate is an accelerated hybrid program designed to prepare students for entry-level employment in ambulatory care settings, physician offices, clinics, and specialty healthcare environments. Students receive integrated instruction in clinical and administrative medical assisting, medical terminology, anatomy and physiology, infection control and OSHA standards, HIPAA and healthcare ethics, phlebotomy and laboratory procedures, electrocardiography, medication administration, medical office operations, insurance billing and coding, and specialty-care procedures.

The program combines didactic instruction with laboratory practice, simulation, hands-on skill development, and a 100-hour externship so students can apply and strengthen competencies developed during the instructional portion of the program.

Program Learning Outcomes

- Describe the role, scope of practice, professional responsibilities, and typical work environments of medical assistants.
- Use appropriate medical terminology related to body systems, diagnoses, procedures, and healthcare documentation.
- Apply legal and ethical principles, including HIPAA, patient confidentiality, professionalism, and accountability.
- Demonstrate effective, empathetic, and patient-centered communication with patients and healthcare professionals.
- Obtain patient histories, measure, and document vital signs, and prepare examination and procedure rooms.
- Apply infection-control principles and safe clinical practices in ambulatory healthcare environments.
- Collect and prepare laboratory specimens, including venipuncture, capillary collection, urine specimens, and selected swabs.
- Perform basic CLIA-waived testing and follow appropriate specimen-handling procedures.
- Perform basic EKG procedures and support diagnostic testing within the medical assistant's role.
- Describe and demonstrate foundational principles related to pharmacology and medication administration.

- Assist with selected minor and specialty procedures within appropriate scope and under required supervision.
- Perform administrative functions including scheduling, registration, EHR documentation, insurance verification, medical-record management, and basic billing and coding.
- Recognize medical emergencies and apply appropriate emergency-response principles, including CPR and first aid concepts.
- Demonstrate teamwork, ethical decision-making, cultural responsiveness, professionalism, and patient-centered care.

Curriculum

MAC101 - Introduction to Medical Assisting

This foundational course introduces the medical assisting profession, and the knowledge and skills required in outpatient healthcare settings. Students study medical terminology, basic anatomy and physiology, healthcare ethics, professionalism, infection control, patient communication, and introductory administrative and clinical procedures. Classroom instruction, laboratory practice, and hands-on activities build the foundational competencies needed for subsequent coursework.

Topics/Skill Areas

Introduction to Medical Assisting

Medical Law and Ethics and Introduction to the Patient

Infection Control

Introduction to Medical Terminology and Anatomy

MAC102 - Clinical Skills I

This course develops foundational clinical skills for entry-level medical assisting practice in ambulatory settings. Students learn patient-history collection, vital signs, examination-room preparation, specimen collection, basic CLIA-waived laboratory testing, phlebotomy, EKG procedures, and emergency-response principles. Emphasis is placed on safe, accurate, professional skill performance.

Topics/Skill Areas

Patient care and preparation

Surgical and minor-procedure support

Phlebotomy and specimen collection

Electrocardiography (EKG/ECG)

Vital signs and documentation

Basic laboratory procedures

Medical emergencies, CPR, and first aid principles

MAC103 - Clinical Skills II

This course introduces medical assistants to specialty healthcare environments and specialty-specific responsibilities. Students explore diagnostic testing, specialty terminology, patient preparation and education, referral management, pharmacology and medication administration, radiography concepts, and medical emergencies. Emphasis is placed on professional, patient-centered care and interdisciplinary communication.

Topics/Skill Areas

Pharmacology and Medication Administration

Specialty Healthcare Settings and Radiography

Patient preparation and education

Referral management and interdisciplinary communication

Medical Emergencies

Externship

Students complete 100 hours of externship experience in which they apply and strengthen skills developed in prior coursework under appropriate supervision in a healthcare environment.

Topics/Skill Areas

Patient care and clinical workflow

Administrative workflow

Professional communication and teamwork

Application of program competencies in the workplace

Employment Outlook and Earnings

Medical assisting has a favorable national and Texas employment outlook. According to the U.S. Bureau of Labor Statistics (BLS), employment of medical assistants is projected to grow 12% from 2024 to 2034, which is much faster than the 3% projected average for all occupations. BLS projects approximately 112,300 openings for medical assistants each year, on average, over the decade. National employment is projected to increase from approximately 811,000 medical assistants in 2024 to 912,200 in 2034.

Texas projections are also strong. Texas Workforce Commission data project medical assistant employment to increase from 66,739 in 2022 to 83,567 in 2032, an increase of 16,828 positions, or 25.2%.

The BLS reports a national median wage of $44,200 per year ($21.25 per hour) for medical assistants in May 2024. The lowest 10% earned less than $35,020, while the highest 10% earned more than $57,830. Median annual wages varied by industry, including $47,560 in outpatient care centers, $45,930 in hospitals, and $43,880 in physicians' offices.

Employment and earnings disclosure: Employment projections and wage figures are labor-market estimates and are not guarantees of employment, job placement, starting salary, or individual earnings. Actual earnings vary by employer, geographic location, experience, certification, schedule, job duties, and other factors.

Labor-Market Indicator	Current/Projected Figure	Source
U.S. median annual wage (May 2024)	$44,200	U.S. BLS
U.S. median hourly wage (May 2024)	$21.25	U.S. BLS
U.S. employment growth, 2024-2034	12%	U.S. BLS
Average annual U.S. openings, 2024-2034	112,300	U.S. BLS
Texas employment, 2022	66,739	Texas Workforce Commission

Labor-Market Indicator	Current/Projected Figure	Source
Texas projected employment, 2032	83,567	Texas Workforce Commission
Texas projected growth, 2022-2032	25.2%	Texas Workforce Commission

Certification Preparation

The program includes certification-review activities designed to support entry-level certification examination preparation and workforce readiness. Students receive skills-competency practice, mock assessments, review activities, clinical preparation, and professional-development guidance. Completion of the program does not by itself guarantee certification; eligibility and examination requirements are established by the applicable certifying organization.

Medical Billing and Coding Specialist Certificate

Hybrid Certificate Program

Program Overview

Program Type	**Hybrid Medical Billing and Coding Specialist certificate program**
Occupational Focus	Entry-level medical billing, coding, insurance claims, reimbursement, and revenue-cycle roles
Instructional Methods	Classroom instruction, hands-on laboratory activities, online learning, case-based exercises, and supervised externship
Course Sequence	MBC101, MBC102, MBC103, followed by externship
Required Externship	100 hours

Program Description

The Medical Billing and Coding Specialist Certificate Program prepares students for careers in medical coding, insurance billing, reimbursement processing, and healthcare revenue cycle management. Students receive training in healthcare systems, medical terminology, anatomy and physiology, coding systems, insurance claims processing, compliance, electronic health records, and professional workplace readiness.

The hybrid program combines classroom instruction, hands-on laboratory activities, online learning, case-based exercises, and supervised externship experience. Students develop practical skills in ICD-10-CM diagnosis coding, CPT and HCPCS Level II coding, claim preparation and processing, payer requirements, reimbursement, denial identification, billing documentation, compliance, and revenue-cycle workflow.

Program Learning Outcomes

- Interpret medical terminology, anatomy, physiology, and basic pathophysiology for healthcare documentation and coding applications.
- Identify and interpret components of the medical record.
- Assign ICD-10-CM diagnosis codes accurately using applicable guidelines and conventions.
- Apply CPT coding to outpatient procedures and services.
- Use HCPCS Level II codes for applicable supplies and services.
- Interpret provider documentation to support accurate code selection.
- Explain the healthcare revenue cycle and reimbursement process.
- Prepare and process insurance claims using standard claim forms, including CMS-1500 and UB-04.
- Differentiate major payer types, including Medicare, Medicaid, and commercial insurance.
- Identify common claim errors, rejections, denials, and billing issues.
- Apply basic reimbursement methodologies and billing documentation principles.
- Navigate electronic health records and electronic billing workflows appropriately.
- Apply HIPAA, privacy, compliance, and ethical principles to healthcare documentation and billing activities.

- Demonstrate professionalism and workplace readiness in healthcare settings.
- Prepare for applicable industry certification examinations and apply coding and billing skills in simulated and real-world environments.

Curriculum

MBC101 - Foundations of Healthcare and Medical Terminology

This course provides a foundation in medical terminology, body systems, and basic pathophysiology essential for healthcare documentation and coding. Students develop the ability to interpret clinical language, understand components of the medical record, and apply terminology to coding and documentation scenarios. The course also introduces HIPAA, patient privacy, health records, and key healthcare regulations.

Topics/Skill Areas

Healthcare Foundations, Documentation, HIPAA, and Health Records

Medical Terminology for Diagnostic, Procedural, and Coding Applications

Structure, Function, and Common Conditions

Pathophysiology, Documentation, Applications, and Coding Readiness

MBC102 - Medical Coding Systems (ICD-10-CM, CPT, HCPCS)

This course develops the foundational knowledge and skills required to assign medical codes for diagnoses, procedures, supplies, and services using ICD-10-CM, CPT, and HCPCS Level II. Students interpret provider documentation and apply official coding guidelines and conventions, with emphasis on coding accuracy, compliance, and critical thinking.

Topics/Skill Areas

Introduction to ICD-10-CM and Coding Guidelines

Introduction to CPT Coding & Evaluation and Management (E/M)

CPT Procedures, Modifiers, and Coding Accuracy

HCPCS Level II Coding: Supplies, Services, and Reimbursement

Integrated Coding Practice: Case-Based Scenarios & Application

MBC103 - Medical Billing, Insurance and Reimbursement

This course introduces the healthcare revenue cycle and processes used to support accurate reimbursement. Students learn to prepare and process insurance claims, differentiate payer types, identify claim errors and denials, use billing documentation, understand electronic billing and clearinghouse operations, and apply basic reimbursement methodologies.

Topics/Skill Areas

Foundations of Health Insurance & Coverage Types

Medical Claims Processing & Billing Documentation

Electronic Billing Systems & Clearinghouse Operations

Integrated Coding Practice: Case-Based Scenarios & Application

Externship

Students complete 100 hours of supervised externship experience in which they apply and strengthen billing, coding, documentation, insurance, reimbursement, and revenue-cycle skills developed during the instructional portion of the program.

Topics/Skill Areas

Medical coding workflow

Insurance claim preparation and processing

Billing and reimbursement documentation

Revenue-cycle support

EHR and electronic billing workflow

Professional communication, compliance, and workplace readiness

Employment Outlook and Earnings

For federal labor-market reporting, medical coding and closely related medical-records work are included within the U.S. Bureau of Labor Statistics occupation Medical Records Specialists. This occupational category is an appropriate benchmark for entry-level coding and medical-records careers, although individual billing, coding, claims, and revenue-cycle job titles may have different duties and compensation.

Employment of medical records specialists is projected to grow 7% from 2024 to 2034, compared with approximately 3% for all occupations. BLS projects employment to increase from approximately 194,800 workers in 2024 to 208,600 in 2034, an increase of about 13,800 positions. Approximately 14,200 openings are projected each year, on average, over the decade.

The national median annual wage for medical records specialists was $50,250 in May 2024. The lowest 10% earned less than $35,780, while the highest 10% earned more than $80,950. Median annual wages varied by industry, including $56,520 in hospitals, $49,970 in professional, scientific, and technical services, $49,590 in administrative and support services, and $45,620 in physicians' offices.

BLS also projects employment of health information technologists and medical registrars to grow 15% from 2024 to 2034, with a May 2024 median annual wage of $67,310. These positions may require additional education or experience beyond an entry-level certificate, so this category is presented as a related career-progression benchmark rather than an expected entry-level outcome.

Labor-Market Indicator	Figure	Source / Data Period
Medical records specialists: median annual wage	$50,250	BLS, May 2024
Medical records specialists: projected growth	7%	BLS, 2024-2034
Medical records specialists: average annual openings	14,200	BLS, 2024-2034
Medical records specialists: employment	194,800 → 208,600	BLS, 2024-2034
Medical records specialists: hospital	$56,520	BLS, May 2024

Labor-Market Indicator	Figure	Source / Data Period
median wage		
Medical records specialists: physician-office median wage	$45,620	BLS, May 2024
Health information technologists/ medical registrars: median wage	$67,310	BLS, May 2024
Health information technologists/ medical registrars: projected growth	15%	BLS, 2024-2034

Employment and earnings disclosure: Labor-market figures describe federal occupational categories related to medical billing, coding, and health information work. They do not guarantee employment, job placement, job title, starting salary, certification, or individual earnings. Actual duties, educational requirements, compensation, and advancement opportunities vary by employer, location, experience, certification, job responsibilities, and economic conditions.

Certification Preparation

The source program guide identifies preparation for industry certification examinations and national certification opportunities as program objectives. Certification eligibility, examination requirements, fees, and credentialing standards are established by the applicable certifying organization and are separate from program completion.

Program Hours and Externship

The source program guide specifies a 100-hour externship. It does not state the total program clock hours or provide course-by-course clock-hour allocations for MBC101, MBC102, and MBC103. Accordingly, total, and course-level clock-hour figures have not been added to these revised catalog pages.

Medical Billing and Coding Certification Preparation Seminar

195-Contact-Hour | 100% Online Distance Education Seminar

Program Overview

Credential Awarded	Certificate of Seminar Completion
Seminar Length	195 contact hours
Total Contact Hours	195 hours
Delivery Format	100% online distance education
Online Learning	195 hours
Campus Laboratory	0 hours
Clinical Practicum / Externship	0 hours
Seminar Focus	Medical billing and coding knowledge enhancement and certification preparation

Program Description

The Medical Billing and Coding Certification Preparation Seminar is a 195-contact-hour distance education offering designed to enhance participants' knowledge and skills in medical terminology, anatomy and physiology, pathophysiology, healthcare documentation, diagnosis coding, procedure coding, medical billing, health insurance, reimbursement, compliance, and healthcare revenue-cycle concepts.

The seminar provides structured instruction and applied practice in ICD-10-CM, CPT, HCPCS Level II, modifiers, medical necessity, professional claims, reimbursement concepts, claim review, denial management, and coding compliance. Instruction includes certification-oriented review activities, practice questions, simulated healthcare documentation, coding exercises, billing activities, and integrated case studies. The seminar is delivered entirely online and does not require campus laboratory attendance, clinical placement, or an externship.

Program Learning Outcomes

Interpret commonly used medical terminology, abbreviations, prefixes, suffixes, and root words.

Identify major anatomical structures, body systems, and common disease processes relevant to coding.

Analyze healthcare documentation for diagnoses, procedures, services, and coding-relevant information.

Navigate ICD-10-CM coding resources and apply fundamental conventions and Official Guidelines for Coding and Reporting.

Assign appropriate ICD-10-CM diagnosis codes and apply basic sequencing principles to simulated encounters.

Navigate CPT coding resources and apply fundamental CPT guidelines.

Assign CPT procedure and service codes to simulated physician and outpatient encounters.

Apply commonly used CPT modifiers and select appropriate HCPCS Level II codes.

Explain the relationship among documentation, diagnosis coding, procedure coding, medical necessity, and reimbursement.

Explain health insurance terminology, payer concepts, patient responsibility, and healthcare reimbursement fundamentals.

Describe the healthcare revenue cycle from patient registration through claim resolution.

Interpret and complete major elements of a CMS-1500 professional claim.

Identify common claim errors, rejections, denials, and appropriate basic corrective actions.

Explain basic denial-resolution and appeals processes.

Apply fundamental HIPAA, confidentiality, compliance, fraud, waste, abuse, and ethical coding principles.

Review simulated coding and billing work for accuracy, completeness, consistency, and compliance.

Complete integrated coding and billing cases and certification-style practice activities.

Contact Hour Distribution

Instructional Component	Hours	Required
100% Online Distance Education	195	Yes
Campus Laboratory	0	No
Clinical Practicum / Externship	0	No
TOTAL	**195**	**Yes**

Curriculum

MBCS101 - Medical Terminology, Anatomy, Physiology & Pathophysiology

Course Schedule/Hours: 30 Hours

Introduces medical terminology and the anatomy, physiology, and pathophysiology necessary to interpret healthcare documentation and coding information.

Topics/Skill Areas

Medical prefixes, suffixes, roots, and abbreviations

Anatomical terminology and major body systems

Common diseases, disorders, signs, symptoms, diagnostic procedures, and treatments

Relationship of clinical terminology and disease processes to healthcare documentation

MBCS102 - Healthcare Documentation & Coding Foundations

Course Schedule/Hours: 20 Hours

Introduces the structure and purpose of healthcare documentation and foundational medical coding concepts.

Topics/Skill Areas

Components of the medical record and physician documentation

Diagnostic, laboratory, imaging, and operative documentation

Coding conventions and documentation requirements

Coding-relevant information, medical necessity, and reimbursement relationships

MBCS103 - ICD-10-CM Diagnosis Coding

Course Schedule/Hours: 45 Hours

Provides structured instruction and applied practice in ICD-10-CM diagnosis coding using simulated healthcare encounters.

Topics/Skill Areas

Alphabetic Index and Tabular List

ICD-10-CM conventions and Official Guidelines for Coding and Reporting

Sequencing, laterality, combination codes, signs and symptoms

Chapter-specific guidelines, injuries, encounters, and external-cause concepts

Diagnosis-code selection from simulated documentation

MBCS104 - CPT Procedure Coding

Course Schedule/Hours: 40 Hours

Provides instruction and practice in Current Procedural Terminology concepts and physician/outpatient procedure coding.

Topics/Skill Areas

CPT sections, subsections, symbols, notes, and code descriptors

Evaluation and Management fundamentals

Common physician and outpatient procedures and services

Procedure and service code selection from simulated documentation

Certification-style CPT coding exercises

MBCS105 - HCPCS Level II, Modifiers & Medical Necessity

Course Schedule/Hours: 15 Hours

Introduces HCPCS Level II coding, commonly used modifiers, supplies, drugs, equipment, services, and medical-necessity concepts.

Topics/Skill Areas

HCPCS Level II structure and code selection

Common CPT and HCPCS modifiers

Supplies, drugs, equipment, and services

Documentation, coding, medical necessity, and reimbursement relationships

MBCS106 - Medical Billing, Insurance & Revenue Cycle

Course Schedule/Hours: 20 Hours

Introduces medical billing, health insurance, professional claims, reimbursement, and healthcare revenue-cycle concepts.

Topics/Skill Areas

Health insurance terminology and payer types

Medicare and Medicaid fundamentals

Patient registration, eligibility, benefits, and patient financial responsibility

Charge capture and professional claims

CMS-1500 claim elements and electronic claims concepts

Healthcare revenue-cycle workflow

MBCS107 - Claims, Denials, Compliance & Reimbursement

Course Schedule/Hours: 15 Hours

Provides instruction in claim review, adjudication, remittance information, denials, corrective actions, appeals, and compliance.

Topics/Skill Areas

Claim review and common billing errors

Rejections, denials, remittance information, and corrective actions

Basic appeals processes

HIPAA, confidentiality, coding ethics, and documentation integrity

Fraud, waste, abuse, upcoding, unbundling, and compliance principles

MBCS108 - Integrated Coding Cases & Certification Review

Course Schedule/Hours: 10 Hours

Provides comprehensive application and review through simulated encounters, integrated coding and billing exercises, and certification-style questions.

Topics/Skill Areas

Integrated ICD-10-CM, CPT, HCPCS Level II, and modifier exercises

Simulated CMS-1500 and claim-review activities

Coding accuracy and quality-assurance review

Certification-style practice questions and comprehensive review

Certification Preparation

The final portion of the seminar includes comprehensive review and certification-style practice activities relevant to medical billing and coding certification examinations. Preparation activities include coding guideline review, ICD-10-CM exercises, CPT and HCPCS Level II exercises, simulated healthcare documentation, claim-review activities, case-based scenarios, timed practice questions, and comprehensive review.

Seminar completion does not confer third-party professional certification. Certification eligibility, examination requirements, fees, identification requirements, testing availability, geographic restrictions, and credential-maintenance standards are established independently by the applicable certification organization and may change.

Student Evaluation and Grading

Student achievement is evaluated through a percentage-based academic grading system supplemented by Pass/Fail evaluation of designated seminar competencies. The minimum passing academic grade is 70%.

Numerical Grade	Letter Grade	Evaluation
90–100%	A	Excellent

Numerical Grade	Letter Grade	Evaluation
80–89%	B	Good
70–79%	C	Satisfactory/Passing
60–69%	D	Unsatisfactory/Failing
Below 60%	F	Failing

Requirements for Successful Completion

Complete the required 195 contact hours.

Complete all required instructional activities and assessments.

Earn a final academic average of at least 70%.

Successfully complete all designated required competencies.

Meet all applicable school attendance, academic progress, conduct, and financial requirements.

Students who satisfy the seminar completion requirements receive an Avicenna Allied Health Institute Certificate of Seminar Completion.

Career Relevance

The seminar is designed to enhance participants' knowledge and skills in medical billing and coding and provide certification-oriented review and applied practice. The content may be relevant to individuals seeking to strengthen knowledge used in healthcare administrative, billing, coding, claims, reimbursement, or related functions.

Completion of the seminar does not guarantee employment, job placement, promotion, salary level, professional licensure, eligibility for a particular occupation, or acceptance of the credential by an employer, governmental agency, licensing authority, or certification organization.

Distance Education and Technology Requirements

The seminar is delivered 100% through distance education. Instruction may include Learning Management System modules, recorded presentations, instructor-led virtual instruction, electronic coding references, guided reading, coding demonstrations, online quizzes and examinations, simulated medical records, billing and claim exercises, case studies, instructor feedback, certification-style practice questions, and comprehensive review activities.

Students must maintain access to a desktop or laptop computer, reliable high-speed internet, a current web browser, functional email, webcam and microphone when required, the school-approved Learning Management System, videoconferencing software when required, required coding references, and other instructional software identified by the school.

International Student Disclosure

The seminar may be made available through distance education to eligible students located outside the United States only to the extent permitted by applicable regulatory requirements and the laws and regulations applicable in the student's location. Enrollment does not constitute authorization to work in the United States, immigration sponsorship, issuance of a student visa, or eligibility for U.S. employment.

Students residing outside the United States are responsible for determining whether the seminar, Certificate of Seminar Completion, or any third-party certification they intend to pursue is recognized or applicable within their country or jurisdiction.

Palliative Care Certificate

180-Hour Certificate Program

Program Overview

Total Program Hours	**180 hours**
Occupational Focus	Foundational supportive and palliative care skills for entry-level healthcare support roles
Curriculum Structure	Eight modules
Instructional Emphasis	Patient-centered care, symptom support, communication, psychosocial and spiritual support, caregiver support, ethics, interdisciplinary care, documentation, clinical skills lab, and capstone
Potential Settings	Hospitals, hospice organizations, long-term care facilities, assisted living centers, home health agencies, and community health organizations

Program Description

The Palliative Care Certificate Program prepares learners to provide compassionate, patient-centered support for individuals living with serious illness and chronic conditions. Students develop foundational skills in symptom management, communication, psychosocial support, cultural sensitivity, ethical decision-making, interdisciplinary collaboration, caregiver support, and documentation.

The curriculum emphasizes holistic approaches intended to support quality of life for patients and families across healthcare settings, including hospitals, clinics, hospice organizations, long-term care facilities, and home health environments. Students are prepared to provide supportive care within their role and to recognize concerns that require escalation to licensed healthcare professionals.

Program Learning Outcomes

- Explain the principles and philosophy of palliative care.
- Differentiate palliative care from hospice care.
- Demonstrate effective therapeutic communication with patients, families, caregivers, and healthcare teams.
- Identify common physical, emotional, psychosocial, cultural, and spiritual needs of patients with serious illness.
- Assist with symptom monitoring, comfort measures, and supportive interventions under appropriate supervision.
- Recognize changes in patient condition or symptoms that require escalation to licensed staff.
- Apply culturally sensitive and ethical approaches to patient care.
- Support patients and families during chronic illness, end-of-life transitions, grief, and bereavement.
- Maintain professionalism, compassion, confidentiality, appropriate boundaries, patient autonomy, and dignity.

- Collaborate effectively within interdisciplinary healthcare teams.
- Document patient observations and supportive-care activities accurately and appropriately.
- Recognize caregiver stress and connect patients and families with appropriate resources.
- Demonstrate workplace readiness for supportive and palliative care settings.
- Integrate communication, comfort, teamwork, and professionalism during simulated patient-care activities and a capstone experience.

Program Structure

Curriculum

Module 1 - Foundations of Palliative Care

Module Hours: 20 Hours

Introduces the philosophy, purpose, and interdisciplinary nature of palliative care and its relationship to hospice and serious-illness support.

Topics/Skill Areas

Introduction to palliative care

History and philosophy

Hospice vs. palliative care

Chronic illness overview

Quality-of-life concepts

Interdisciplinary care teams

Patient rights and dignity

Module 2 - Communication and Compassionate Care

Module Hours: 25 Hours

Develops therapeutic communication, empathy, active listening, family communication, professional boundaries, and strategies for difficult conversations.

Topics/Skill Areas

Therapeutic communication

Active listening

Nonverbal communication

Difficult conversations

Compassion-fatigue awareness

Conflict resolution

Family communication

Module 3 - Pain and Symptom Support

Module Hours: 30 Hours

Introduces common symptoms associated with serious illness and supportive approaches to comfort, safety, observation, and escalation within the learner's role.

Topics/Skill Areas

Pain concepts and scales

Fatigue management

Nausea and appetite changes

Breathing difficulties

Skin care and positioning

Comfort interventions

Safety and infection control

Module 4 - Psychosocial, Cultural, and Spiritual Care

Module Hours: 25 Hours

Explores emotional, psychosocial, cultural, and spiritual needs and emphasizes respectful support for diverse beliefs, values, coping strategies, and community resources.

Topics/Skill Areas

Emotional responses to illness

Anxiety and depression awareness

Cultural humility

Spiritual support

Diversity in healthcare

Social determinants of health

Community resources

Module 5 - Caregiver and Family Support

Module Hours: 20 Hours

Focuses on family-centered care, caregiver stress and burden, grief, loss, bereavement, patient advocacy, and supportive community resources.

Topics/Skill Areas

Family-centered care

Caregiver burden

Grief and loss

Bereavement support

Community support services

Patient advocacy

Module 6 - Ethics, Legal Issues, and Professionalism

Module Hours: 20 Hours

Addresses ethical principles, confidentiality, HIPAA, advanced directives, patient autonomy, legal responsibilities, professional conduct, boundaries, advocacy, and scope limitations.

Topics/Skill Areas

Ethics in palliative care

HIPAA and confidentiality

Advance directives

Professional conduct

Patient advocacy

Boundaries and professionalism

Legal responsibilities

Module 7 - Interdisciplinary Care and Documentation

Module Hours: 20 Hours

Develop skills in team-based care, accurate documentation, reporting observations, care coordination, organization, and workplace readiness.

Topics/Skill Areas

Team-based care

Communication tools

Documentation basics

Reporting observations

Care coordination

Workplace readiness

Module 8 - Clinical Skills Lab and Capstone

Module Hours: 20 Hours

Integrates program learning through patient-care simulations, communication and comfort strategies, team exercises, capstone work, and career preparation.

Topics/Skill Areas

Patient-care simulations

Comfort-care procedures

Team communication exercises

Capstone presentations

Career preparation

Résumé and interview skills

Employment Outlook and Earnings

“Palliative Care Assistant” is not a single federal occupational classification, and palliative-care support positions may be classified differently depending on job duties, employer, and setting. For catalog labor-market context,

Home Health and Personal Care Aides is a closely related benchmark for supportive roles involving people with chronic illnesses, disabilities, and hospice-related care.

The U.S. Bureau of Labor Statistics projects employment of home health and personal care aides to grow 17% from 2024 to 2034, much faster than the approximately 3% projected average for all occupations. Employment is projected to increase from approximately 4.35 million workers in 2024 to 5.09 million in 2034, an increase of approximately 739,800 jobs. About 765,800 openings are projected each year, on average, over the decade.

The national median annual wage for home health and personal care aides was $34,900 in May 2024, or approximately $16.78 per hour. Median annual wages included approximately $35,250 in home healthcare services and $36,280 in continuing care retirement communities and assisted living facilities for the elderly.

Some positions listed by the program, such as Patient Care Technician, may align more closely with nursing-assistant or other healthcare-support classifications and may have different training, credentialing, scope, and wage expectations. The certificate should therefore be presented as preparation in palliative-care support competencies rather than as preparation for a single standardized occupation.

Labor-Market Indicator	Figure	Source / Data Period
Home health/personal care aides: median annual wage	$34,900	BLS, May 2024
Median hourly wage	$16.78	BLS, May 2024
Projected employment growth	17%	BLS, 2024-2034
Average annual openings	765,800	BLS, 2024-2034
Projected employment	4,347,700 → 5,087,500	BLS, 2024-2034
Median wage: home healthcare services	$35,250	BLS, May 2024
Median wage: continuing care/assisted living	$36,280	BLS, May 2024

Patient Care Technician Certificate

Hybrid Certificate Program

Program Overview

Program Type	Hybrid Patient Care Technician certificate program
Total Program Hours	400 hours
Occupational Focus	Entry-level patient care and healthcare support roles
Instructional Methods	Online instruction, instructor-led learning, hands-on laboratory practice, clinical simulation, skills demonstrations, career-readiness activities, and externship
Course Sequence	PCT101, PCT102, PCT103, followed by externship
Required Externship	100 hours

Program Description

The Patient Care Technician Certificate Program prepares students for entry-level healthcare support roles through online instruction, instructor-led learning, hands-on laboratory practice, clinical simulation, skills demonstrations, and career-readiness activities. Students build foundational competencies in direct patient care, infection prevention, vital signs, activities of daily living, mobility, safety, documentation, professional communication, phlebotomy, specimen handling, electrocardiography, and basic cardiac monitoring.

The curriculum integrates foundational healthcare knowledge with basic nursing-care skills and diagnostic support procedures. Students progress through PCT101, PCT102, and PCT103 in sequence before applying and strengthening program competencies during a 100-hour externship.

Program Learning Outcomes

- Demonstrate safe and competent patient-care techniques.
- Apply infection-prevention practices and OSHA safety standards.
- Accurately obtain, record, and report vital signs.
- Assist patients safely with activities of daily living.
- Perform phlebotomy procedures using standard precautions and appropriate patient-identification procedures.
- Conduct 12-lead EKG procedures and demonstrate basic cardiac-rhythm recognition.
- Communicate professionally and therapeutically with patients and healthcare teams.
- Demonstrate ethical and legal healthcare practices, including HIPAA and confidentiality requirements.
- Utilize electronic health records appropriately for entry-level documentation activities.
- Provide culturally competent, compassionate, and patient-centered care.
- Apply emergency-response principles in healthcare settings.
- Demonstrate employability, professionalism, teamwork, and workplace-readiness skills.

Curriculum

PCT101 - Foundations of Healthcare & Patient Care

This course introduces the essential knowledge and skills required for entry-level patient-care roles in a variety of healthcare settings. Students explore healthcare delivery, medical terminology, anatomy and physiology, infection prevention and control, therapeutic communication, HIPAA, patient confidentiality, professionalism, teamwork, and the principles of safe, compassionate patient care.

Topics/Skill Areas

Introduction to Healthcare

Medical Terminology

Anatomy & Physiology Foundations

Infection Control & Safety

Communication Skills

PCT102 - Clinical Skills & Basic Nursing Care

This course develops the hands-on skills required to provide safe, compassionate, and effective patient care. Students practice vital signs, activities of daily living, mobility, positioning, personal hygiene, nutrition, hydration, elimination assistance, infection prevention, patient safety, documentation, EHR use, and simulated patient-care activities. Emphasis is placed on professionalism, communication, and adherence to healthcare standards.

Topics/Skill Areas

Vital Signs

Patient Hygiene & Grooming

Patient Mobility & Positioning

Nutrition & Hydration

Elimination Procedures

Patient Safety

Documentation & EHR

Patient Care Simulation

Skills Competency Review

PCT103 - Phlebotomy, Electrocardiogram, & Diagnostic Procedures

This course provides the knowledge and hands-on skills required to perform phlebotomy, electrocardiograms, and other common diagnostic-support procedures. Students learn blood-collection techniques, order of draw, capillary collection, specimen handling and processing, laboratory safety, infection prevention, EKG procedures, basic rhythm recognition, telemetry concepts, oxygen-administration support, patient communication, and job-readiness skills.

Topics/Skill Areas

Introduction to Phlebotomy

Venipuncture Techniques

Capillary Collections

Specimen Processing

Diagnostic Procedures

Complications & Special Collections

Phlebotomy Competency Review

Cardiovascular Anatomy & Physiology

EKG Fundamentals

Rhythm Interpretation Basics

Telemetry Monitoring

Advanced Patient Care

Behavioral & Mental Health Awareness

Externship

Students complete 100 hours of externship experience in which they apply and strengthen competencies developed during the instructional portion of the program under appropriate supervision in a healthcare environment.

Career Opportunities

Graduates may pursue entry-level patient-care and healthcare-support positions. Employer job titles and qualification requirements vary by setting and may include Patient Care Technician, Patient Care Assistant, Patient Care Associate, Nursing Care Assistant, Hospital Care Technician, Phlebotomy-related support roles, or EKG-related support roles when the graduate meets the employer's requirements.

Potential employment settings may include:

Hospitals

Clinics and outpatient centers

Physician offices

Laboratories and diagnostic settings

Rehabilitation facilities

Long-term care and post-acute settings

Other healthcare environments that employ patient-care support personnel

Employment Outlook and Earnings

Patient Care Technician is an employer-defined job title rather than a single federal occupational classification. Because PCT duties commonly overlap with nursing-assistant, phlebotomy, EKG, and other healthcare-support functions, labor-market information should be interpreted using related occupations rather than as a single PCT wage or projection.

The U.S. Bureau of Labor Statistics reports that nursing assistants had a national median annual wage of $39,530 in May 2024. Employment of nursing assistants is projected to grow approximately 2% from 2024 to 2034. Although projected growth is limited, nursing assistants and orderlies together are expected to have approximately 211,800 openings per year, on average, over the decade, largely because of replacement needs.

Phlebotomy is another major competency included in this program. BLS reports a national median wage of $43,660 per year, or $20.99 per hour, for phlebotomists in May 2024. Employment of phlebotomists is projected to grow 6% from 2024 to 2034, with approximately 18,400 openings projected each year, on average.

For broader context, BLS projects healthcare support occupations as a group to grow 12.4% from 2024 to 2034, substantially faster than the approximately 3% projected growth for all occupations. This broader category includes many occupations that support direct patient care.

Labor-Market Indicator	Figure	Source / Data Period
Nursing assistants: median annual wage	$39,530	BLS, May 2024
Nursing assistants: projected growth	2%	BLS, 2024-2034
Nursing assistants/orderlies: average annual openings	211,800	BLS, 2024-2034
Phlebotomists: median annual wage	$43,660	BLS, May 2024
Phlebotomists: median hourly wage	$20.99	BLS, May 2024
Phlebotomists: projected growth	6%	BLS, 2024-2034
Phlebotomists: average annual openings	18,400	BLS, 2024-2034
Healthcare support occupations: projected growth	12.4%	BLS, 2024-2034

Program Hours and Externship

The source program guide identifies the Patient Care Technician Certificate as a 400-hour comprehensive certificate program and specifies a 100-hour externship. The source guide does not provide individual clock-hour allocations for PCT101, PCT102, and PCT103; therefore, course-by-course hour allocations are not added to these revised catalog pages.

Pharmacy Technician Certificate

Hybrid Certificate Program

Program Overview

Program Type	Hybrid Pharmacy Technician certificate program
Total Program Hours	400 hours
Occupational Focus	Entry-level pharmacy support roles
Instructional Methods	Online instruction, instructor-led learning, hands-on laboratory practice, clinical simulation, skills demonstrations, career-readiness activities, and externship
Course Sequence	PHT101, PHT102, PHT103, followed by externship
Required Externship	100 hours

Program Overview

The Pharmacy Technician Certificate Program at Avicenna Allied Health Institute prepares students for entry-level employment in retail, hospital, mail-order, and specialty pharmacy settings. The program combines classroom instruction, hands-on laboratory training, simulation activities, and supervised externship experiences to prepare graduates for real-world pharmacy practice and national certification opportunities.

Students develop foundational and advanced skills in pharmacy operations, medication safety, pharmacology, insurance billing, prescription processing, compounding, inventory management, and professional communication.

Graduates are prepared to pursue employment as pharmacy technicians and prepare for the Pharmacy Technician Certification Exam (PTCE).

Program Goals

The Pharmacy Technician Certificate Program is designed to prepare students to:

Understand pharmacy operations and workflow

Process prescriptions accurately

Apply pharmacy law and ethical standards

Perform pharmacy calculations

Identify major drug classifications

Support pharmacists in medication dispensing

Process insurance claims and billing

Maintain medication safety standards

Demonstrate professionalism and communication skills

Apply classroom learning during externship experiences

Course Descriptions

PHT101 – Introduction to Pharmacy Technician

70 Hours

Lecture: 40

Lab: 20

Clinical: 10

This foundational course introduces students to the pharmacy profession, pharmacy workflow, pharmacy law, ethics, medical terminology, and patient communication.

Weekly Topics

Introduction to Pharmacy Practice

Pharmacy Workflow

Retail vs Hospital Pharmacy

Texas Pharmacy Law

DEA Regulations

HIPAA

Medical Terminology

Prescription Abbreviations

Patient Communication

Cultural Competency

PHT102 – Pharmacy Operations

70 Hours

Lecture: 40

Lab: 20

Clinical: 10

Students learn the operational and business aspects of pharmacy practice including prescription processing, insurance billing, inventory systems, and workflow management.

Weekly Topics

Prescription Processing

Insurance Claims

Prior Authorization

Medication Dispensing

Documentation

Inventory Control

Controlled Substance Inventory

Medicare & Medicaid Billing

Pharmacy Benefit Managers (PBMs)

PHT103 – Pharmacology & Medication Safety

70 Hours

Lecture: 40

Lab: 20

Clinical: 10

This course introduces students to drug classifications, pharmacology principles, medication safety, adverse effects, and quality assurance procedures.

Weekly Topics

Drug Classifications

Therapeutic Categories

Brand vs Generic Medications

Pharmacodynamics

Pharmacokinetics

Drug Interactions

Adverse Effects

Medication Safety

Error Prevention

High-Alert Medications

PHT104 – Pharmacy Calculations & Dispensing

70 Hours

Lecture: 40

Lab: 20

Clinical: 10

Students develop competency in pharmacy calculations, sterile and non-sterile compounding, dosage conversions, and dispensing procedures.

Weekly Topics

Pharmacy Dosage Calculations

Metric Conversions

Pediatric Dosing

IV Flow Rates

Sterile Compounding

Non-Sterile Compounding

USP <795>, <797>, and <800>

Aseptic Technique

PHT105 – Pharmacy Externship

120 Hours

Lecture: 20

Externship: 100

Students complete supervised experiential learning in an approved pharmacy setting to apply classroom knowledge in real-world pharmacy practice.

Externship Requirements

100 completed hours

Daily externship logs

Skills competency checklist

Supervisor evaluations

Certification Preparation

The Pharmacy Technician Certificate Program is designed to help students prepare for national certification opportunities including the Pharmacy Technician Certification Exam (PTCE).

Students receive preparation in:

Pharmacy calculations

Medication safety

Federal requirements

Pharmacology

Medication order entry

Inventory management

Sterile compounding

Patient communication

Phlebotomy Technician Certificate

160-Hour Hybrid Certificate Program

Program Overview

Program Type	Hybrid Phlebotomy Technician certificate program
Total Program Hours	160 hours
Occupational Focus	Entry-level Phlebotomy Technician
Online Didactic Instruction	60 hours
Live Instructor-Led Lecture	40 hours
Laboratory Skills Training	40 hours
Clinical Simulation & Competency Assessment	20 hours
Primary Settings	Hospitals, clinics, physician offices, laboratories, blood donation centers, and other healthcare settings

Program Description

The Phlebotomy Technician Certificate Program is a 160-hour hybrid training program designed to prepare students for entry-level employment as a Phlebotomy Technician. The program combines online learning, live instructor-led classroom sessions, hands-on laboratory practice, clinical skill demonstrations, professional-readiness training, and competency assessment.

Students develop the knowledge, technical skills, professionalism, infection-control practices, communication abilities, and patient-care competencies necessary to safely perform blood-collection procedures and support laboratory operations. The hybrid structure allows students to complete portions of the coursework online while participating in scheduled on-campus laboratory and clinical-skills sessions for hands-on competency development.

Program Learning Outcomes

- Perform venipuncture using proper technique and safety procedures.
- Perform capillary puncture procedures for adults, children, and infants.
- Select appropriate blood-collection equipment and supplies.
- Demonstrate proper order-of-draw procedures.
- Apply specimen labeling, handling, storage, processing, and transport standards.
- Recognize pre-analytical errors and apply appropriate corrective actions.
- Apply standard precautions and infection-control practices.
- Demonstrate appropriate use of personal protective equipment (PPE).
- Follow OSHA bloodborne-pathogen and sharps-safety principles.
- Respond appropriately to accidental exposure incidents and safety concerns.

- Identify major veins and anatomical landmarks used in blood collection.
- Explain the composition and function of blood.
- Describe basic laboratory departments and diagnostic-testing processes.
- Use common medical terminology associated with p;dhlebotomy and laboratory settings.
- Demonstrate professional behavior, ethical conduct, and effective patient communication.
- Verify patient identity using appropriate procedures.
- Provide compassionate care for diverse patient populations.
- Demonstrate employability and workplace-readiness skills appropriate for healthcare settings.
- Prepare for entry-level employment and national certification eligibility where applicable.

Instructional Delivery and Program Hours

Instructional Component	Hours	Required
Online Didactic Instruction	60	Yes
Live Instructor-Led Lecture	40	Yes
Laboratory Skills Training	40	Yes
Clinical Simulation & Competency Assessment	20	Yes
TOTAL	160	Yes

Curriculum

Module 1 - Introduction to Phlebotomy

Topics/Skill Areas

Role of the Phlebotomy Technician

Healthcare settings

Professionalism and ethics

Communication skills

Patient rights and confidentiality

HIPAA overview

Module 2 - Infection Control & Safety

Topics/Skill Areas

Standard precautions

PPE

OSHA regulations

Bloodborne pathogens

Sharps safety

Exposure-control plans

Hazardous-waste disposal

Module 3 - Anatomy & Physiology

Topics/Skill Areas

Circulatory system

Blood composition

Vein anatomy

Body-systems overview

Medical terminology

Module 4 - Equipment & Specimen Collection

Topics/Skill Areas

Needles and collection devices

Vacuum tube systems

Tourniquets and antiseptics

Order of draw

Tube additives

Specimen requirements

Module 5 - Venipuncture Procedures

Topics/Skill Areas

Patient identification

Site selection

Venipuncture techniques

Complication prevention

Difficult draws

Patient positioning

Module 6 - Capillary Collection

Topics/Skill Areas

Fingerstick procedures

Heel-stick procedures

Pediatric considerations

Microcollection devices

Module 7 - Specimen Processing & Laboratory Procedures

Topics/Skill Areas

Specimen labeling

Centrifugation

Transportation requirements

Chain of custody

Quality assurance

Documentation

Module 8 - Special Collections & Professional Readiness

Topics/Skill Areas

Blood cultures

Glucose-tolerance testing

Therapeutic drug monitoring

Employment preparation

Résumé development

Interview preparation

Certification review

Employment Outlook and Earnings

Phlebotomy has a favorable national employment outlook. According to the U.S. Bureau of Labor Statistics, employment of phlebotomists is projected to grow 6% from 2024 to 2034, faster than the approximately 3% projected average for all occupations. National employment is projected to increase from approximately 139,700 phlebotomists in 2024 to 147,500 in 2034, an increase of approximately 7,900 positions.

BLS projects approximately 18,400 openings for phlebotomists each year, on average, over the decade. Demand is supported by the continuing need for blood testing and other medical services, including services associated with an aging population.

The national median wage for phlebotomists was $43,660 per year, or $20.99 per hour, in May 2024. The lowest 10% earned less than $34,860, while the highest 10% earned more than $57,750. Median annual wages varied by major industry, including $48,450 in outpatient care centers, $45,700 in medical and diagnostic laboratories, $41,490 in hospitals, and $40,480 in physicians' offices.

Labor-Market Indicator	Figure	Source / Data Period
National median annual wage	$43,660	BLS, May 2024
National median hourly wage	$20.99	BLS, May 2024
Projected employment growth	6%	BLS, 2024-2034
Average annual openings	18,400	BLS, 2024-2034
National employment	139,700 → 147,500	BLS, 2024-2034
Median wage: outpatient care centers	$48,450	BLS, May 2024

Labor-Market Indicator	Figure	Source / Data Period
Median wage: medical/diagnostic laboratories	$45,700	BLS, May 2024
Median wage: hospitals	$41,490	BLS, May 2024
Median wage: physicians' offices	$40,480	BLS, May 2024

Employment and earnings disclosure: Employment projections and wage figures are labor-market estimates and do not guarantee employment, job placement, certification, starting salary, or individual earnings. Actual earnings and employment requirements vary by employer, geographic location, healthcare setting, experience, certification, work schedule, and assigned duties.

Certification Preparation

The program includes certification review and is designed to prepare students for national certification eligibility where applicable. Certification eligibility, examination requirements, fees, required clinical experiences or blood draws, and credentialing standards are established by the applicable certifying organization and are separate from successful program completion.

Sterile Processing Technician Certificate

12-Week | 180-Contact-Hour Hybrid Certificate Program

Program Overview

Credential Awarded	**Certificate of Completion**
Program Length	12 weeks
Total Contact Hours	180 hours
Delivery Format	Hybrid: online learning, live virtual instruction, campus laboratory, and clinical practicum
Self-Paced Online Learning	48 hours
Live Instructor-Led (Zoom)	36 hours
Campus Laboratory	36 hours
Clinical Practicum	60 hours
Occupational Focus	Entry-level Sterile Processing Technician / Central Service support

Program Description

The Sterile Processing Technician Certificate Program prepares students for entry-level employment in hospital Central Sterile Processing Departments (CSPD), ambulatory surgery centers, endoscopy centers, and specialty clinics. Students develop foundational knowledge and practical skills in infection prevention, microbiology, decontamination, surgical instrument identification, inspection, assembly, packaging, sterilization processes, quality assurance, sterile storage, inventory management, and professional practice.

The hybrid curriculum combines structured online learning, live instructor-led instruction, campus laboratory practice, and a 60-hour supervised clinical practicum. Students are prepared to perform sterile processing functions safely and accurately while following applicable policies, manufacturer instructions for use (IFUs), and professional standards.

Program Learning Outcomes

- Explain the role of the Sterile Processing Technician within healthcare and surgical services.
- Apply infection-prevention and infection-control principles.
- Demonstrate proper cleaning and decontamination techniques.
- Identify common surgical instruments and instrument families.
- Assemble surgical trays according to count sheets.
- Inspect instruments for cleanliness, integrity, and function.
- Follow manufacturer instructions for use (IFUs) during instrument processing.
- Select appropriate sterilization methods and cycles.

- Operate sterilization equipment safely in laboratory and supervised clinical settings.
- Monitor sterilization effectiveness using biological and chemical indicators.
- Package and label instruments using appropriate packaging systems.
- Maintain sterile storage environments and apply event-related sterility concepts.
- Utilize inventory-management and instrument-tracking systems.
- Document sterile processing and quality-assurance activities accurately.
- Demonstrate professionalism, ethics, communication, teamwork, and customer service.
- Apply OSHA, CDC, and AAMI-related principles addressed in the curriculum.
- Prepare for the HSPA Certified Registered Central Service Technician (CRCST) certification examination.

Curriculum

SPS101 - Foundations of Sterile Processing

Course Schedule/Hours: Weeks 1-3 | 30 Hours

Introduces the sterile processing profession, healthcare and surgical-services workflow, patient safety, microbiology, infection prevention, medical terminology, anatomy, ethics, professionalism, and certification pathways.

Topics/Skill Areas

Week 1: Introduction to Sterile Processing - healthcare delivery systems, role of SPD, patient safety, surgical services, professional organizations, certification pathways, ethics, professionalism, department workflow, PPE practice.

Week 2: Microbiology & Infection Prevention - microorganisms, chain of infection, bloodborne pathogens, standard and transmission-based precautions, biofilms, healthcare-associated infections, PPE, hand hygiene, isolation procedures.

Week 3: Medical Terminology & Anatomy - surgical terminology, body systems, surgical procedures, medical abbreviations, instrument terminology, anatomy review, and procedure matching.

SPS102 - Decontamination & Instrument Processing

Course Schedule/Hours: Weeks 4-6 | 30 Hours

Develops practical competencies in contaminated-item receiving, transport, sorting, point-of-use treatment, decontamination workflow, manual and mechanical cleaning, water quality, detergents, inspection, lubrication, function testing, repair awareness, and IFU use.

Topics/Skill Areas

Week 4: Decontamination Procedures - receiving contaminated instruments, transportation, sorting, point-of-use treatment, PPE, workflow, cleaning practice, instrument sorting, and PPE selection.

Week 5: Cleaning Technologies - ultrasonic cleaners, mechanical washers, manual cleaning, water quality, detergents, enzymatic cleaners, equipment operation, loading, and cleaning validation.

Week 6: Instrument Inspection - inspection techniques, magnification, lubrication, instrument function testing, repair concepts, functional testing, and practical examination.

SPS103 - Instrument Assembly & Packaging

Course Schedule/Hours: Weeks 7-8 | 20 Hours

Builds skills in surgical-instrument identification, count-sheet interpretation, tray assembly, organization, wrapping, peel packs, container systems, labeling, and heat sealing.

Topics/Skill Areas

Week 7: Surgical Instruments - instrument families, general surgery, orthopedic, OB/GYN, ENT, ophthalmology, instrument identification, recognition, and identification examination.

Week 8: Assembly & Packaging - count sheets, tray assembly, wrapping techniques, peel packs, container systems, labeling, heat sealing, and practical competency.

SPS104 - Sterilization & Quality Assurance

Course Schedule/Hours: Weeks 9-10 | 20 Hours

Prepares students to select and apply sterilization methods, operate sterilizers, monitor cycles, interpret quality-assurance indicators, document processes, and respond to sterilization concerns.

Topics/Skill Areas

Week 9: Sterilization Technologies - steam sterilization, low-temperature sterilization, hydrogen peroxide, immediate-use sterilization, cycle selection, sterilizer loading, and cycle documentation.

Week 10: Quality Assurance - biological indicators, chemical indicators, Bowie-Dick testing, sterility assurance, documentation, recall procedures, monitoring sterilization, and practical examination.

SPS105 - Inventory Management & Professional Practice

Course Schedule/Hours: Week 11 | 20 Hours

Develops competencies in sterile storage, event-related sterility, inventory control, PAR levels, instrument tracking, customer service, communication, teamwork, professional development, and employment preparation.

Topics/Skill Areas

Sterile storage, event-related sterility, inventory control, PAR levels, instrument tracking, customer service, communication, and teamwork.

SPS106 - Clinical Practicum

Course Schedule/Hours: Week 12 | 60 Hours

Students complete 60 hours of supervised clinical practice and apply their sterile processing skills. The five instructional courses total 120 hours. With the practicum, the program totals 180 contact hours.

Certification Preparation

The final portion of the program includes comprehensive review for the Healthcare Sterile Processing Association (HSPA) Certified Registered Central Service Technician (CRCST) examination. Preparation activities include comprehensive content review, practice examinations, instrument-identification drills, sterilization-cycle interpretation, case-based scenarios, and mock certification examinations.

Program completion does not itself confer HSPA certification. Certification eligibility, examination requirements, provisional or full certification requirements, required work experience, fees, and credential-maintenance standards are established by HSPA and may change.

Employment Outlook and Earnings

For federal labor-market reporting, Sterile Processing Technicians align closely with the U.S. Bureau of Labor Statistics occupation Medical Equipment Preparers (SOC 31-9093), which includes workers who prepare, sterilize, install, or clean laboratory or healthcare equipment.

BLS projects employment of Medical Equipment Preparers to grow 10% from 2024 to 2034, compared with 3.1% for all occupations. National employment is projected to increase from approximately 76,500 workers in 2024 to 84,200 in 2034, an increase of about 7,600 positions. Approximately 10,900 openings are projected each year, on average, over the decade.

The BLS 2024 National Employment Matrix reports a median annual wage of $46,490 for Medical Equipment Preparers. Separate May 2024 Occupational Employment and Wage Statistics report a national mean wage of approximately $48,990 per year ($23.56 per hour) and a median wage of approximately $46,490 per year ($22.35 per hour).

Labor-Market Indicator	Figure	Source / Data Period
National median annual wage	$46,490	BLS, 2024
National median hourly wage	$22.35	BLS OEWS, May 2024
National mean annual wage	$48,990	BLS OEWS, May 2024
National mean hourly wage	$23.56	BLS OEWS, May 2024
Projected employment growth	10%	BLS, 2024-2034
Average annual openings	10,900	BLS, 2024-2034
Projected employment	76,500 → 84,200	BLS, 2024-2034

Employment and earnings disclosure: Labor-market figures are national estimates for the related federal occupation Medical Equipment Preparers and do not guarantee employment, job placement, certification, job title, starting salary, or individual earnings. Actual wages and employment requirements vary by employer, geographic location, healthcare setting, experience, certification status, work schedule, and assigned duties.

Professionalism in Healthcare

60-Contact-Hour Online Program

Course Description

The Professionalism in Healthcare course is designed to develop the essential behavioral, ethical, and communication competencies required for success in healthcare environments. This 60-hour course emphasizes professionalism as a foundational component of safe, effective, and patient-centered care.

Students will learn how to demonstrate professional identity, emotional intelligence, ethical decision-making, communication excellence, and accountability in real-world clinical settings. The course integrates interactive instruction, case studies, simulations, and reflective activities to prepare learners for externship and employment.

Professionalism in healthcare is not limited to technical skill—it includes communication, ethical conduct, teamwork, and the ability to build trust with patients and colleagues. This course ensures students are prepared to meet those expectations.

Learning Outcomes

Graduates of this course will demonstrate:

- Professional conduct aligned with healthcare standards
- Effective patient and team communication
- Ethical and legal awareness in clinical settings
- Emotional intelligence and empathy in patient care
- Accountability, reliability, and workplace readiness

Delivery Format	100% Online
Total Contact Hours	60 Hours

Course Structure

Module 1: Professional Identity & Scope of Practice	**6 Hours**

Definition of professionalism in healthcare

Scope of practice (MA vs DA vs Allied Health roles)

Legal responsibilities and delegation

Building professional reputation

Externship expectations and professional mindset

Module 2: Why Professionalism Matters in Healthcare	**4 Hours**

Impact on patient safety and outcomes

Trust, credibility, and career advancement

Professional standards and expectations

Patient-centered care principles

Module 3: Attitude, Appearance & Workplace Behavior	**6 Hours**

Professional demeanor and positive attitude

Workplace etiquette and reliability

Professional appearance and hygiene

Accountability and responsibility

Module 4: Communication Excellence	8 Hours

Therapeutic communication techniques

Tone, body language, and active listening

SBAR communication framework

De-escalation strategies for difficult patients

Patient-centered communication

Module 5: Emotional Intelligence & Patient Experience	6 Hours

Self-awareness and emotional regulation

Trauma-informed care basics

Managing patient anxiety and stress

Enhancing patient experience through empathy

Module 6: Empathy in Healthcare	4 Hours

Empathy vs. detached concern

Active listening and validation techniques

Building trust with patients

Cultural sensitivity and communication

Module 7: Ethics, HIPAA & Professional Boundaries	8 Hours

Confidentiality and HIPAA compliance

Ethical decision-making in healthcare

Boundary setting with patients and coworkers

Social media professionalism risks

Module 8: Professional Judgment & Critical Thinking	6 Hours

Ethical and legal decision-making

Scope-of-practice awareness

The PAUSE decision-making model

Responding to unsafe or unclear situations

Module 9: Safety, Accountability & Error Reporting	4 Hours

Incident reporting and documentation

OSHA awareness and patient safety

Accountability and transparency

Learning from mistakes

Module 10: Conflict Resolution & Team Dynamics	8 Hours

Interprofessional teamwork

Managing workplace conflict

Receiving and giving feedback professionally

Maintaining professionalism under pressure

Applied teamwork and conflict-resolution case studies

Team communication simulation and feedback

Student Services

Student Services Department

The Student Services Department provides guidance and support to facilitate student success. Department personnel monitor student attendance and academic progress. Resources available to students include academic advising, tutoring, and special accommodations. This department maintains referrals for off-campus housing, childcare, social services, and community agencies. Avicenna does not offer housing or dormitories, nor is Avicenna responsible for finding or assisting a student in finding accommodation. The cost of housing near campus differs greatly depending on the type of residence (single-family, multi-unit, or high density), and if the home is to be shared or occupied alone.

This department also organizes campus activities and conducts mandatory new-student orientation. Student orientation provides an overview of campus and program operations and expectations, campus safety and security, and available resources and instructs students on how to utilize the Avicenna Student Portal, learning management system, and electronic library. The Student Services Department provides resources to address available funding sources, other than federal financial aid sources.



Career Services Department

Avicenna assists students in finding employment in entry-level positions in their chosen career fields and provides guidance in searching for employment. Avicenna offers placement assistance to all eligible completers and graduates of the school.

The school has an established employer base comprised of companies that are interested in hiring our graduates or have hired our graduates previously. Avicenna also makes initial contacts with companies, doctors' offices, clinics, and other allied health groups to obtain employment opportunities for its completers and graduates. Upon successful completion of the program, the school will refer graduates and present their resumes to prospective employers. Placement assistance includes helping students with resume writing, cover letter writing, finding job openings, as well as other job search skills. The school will aid and techniques on job networking to students on securing employment. Students that do not attend an interview arranged by Avicenna may lose access to job placement services.

Avicenna does not guarantee placement, nor does it guarantee that a graduate will earn a specific wage in their area of study. The skills and characteristics of each individual student as well as the demand for students with a particular background typically determine the beginning wage a student will receive.

Externship / Clinical Policies

Externship - Is the practical course that is taken immediately after the successful completion of the didactic portion of the program.

Clinical - Is the practical course scheduled within the program. Clinical courses must be completed within the designated module or semesters they are scheduled in. Most programs with clinical courses will have multiple clinical courses throughout the program.

Externship, clinical, or practicum requirements are specified in each program description. AAHI directly supervises students. Clinical-site staff guide day-to-day learning, observe competencies, and report student progress to AAHI. Students are expected to attend as scheduled and demonstrate professional conduct.

- Students do not have the option of choosing their sites. Sites are assigned by availability as well as the skills/ procedures required to meet the course objectives. The Avicenna Allied Health Institute offers sites located in the metropolitan area and many of the surrounding areas. Some students may be assigned to facilities that require traveling to and from the facility or possible relocation. Students are also responsible for the cost of parking and travel expenses while attending externship/clinical courses.
- Distance Education Students - All externship or laboratory training sites are selected based on an evaluation of site personnel, geographic location, availability, and type of learning experience provided. The institute maintains affiliation agreements with many clinical facilities. Due to the locations of our externship sites, if a student relocates to a state in which the Avicenna Allied Health Institute is not licensed to operate, they may have their enrollment at the Avicenna Allied Health Institute terminated. Our current state of licensed operation is Texas.

Students whose programs require an externship must attend orientation before completing classroom instruction. Orientation covers placement, attendance, grading, and professional conduct. Students who arrive late or miss orientation may have to wait until the next session.

Externship/Clinical Eligibility

Students must have successfully completed (grade of C or better) all scheduled core courses and be current on their monthly tuition payments before being allowed to begin clinical courses/externships. Students who are not current on their monthly payments to the institute must become current on their accounts or make alternative payment arrangements with their financial aid representative.

Students who do not begin externship/clinical practice on the date they are assigned may be terminated from the program.

Externship/Clinical Attendance

The Student Services Department will monitor attendance closely. Students must attend their external site as scheduled. Students failing to attend the required minimum hours assigned each week may be terminated from the program or dropped from the clinical course.

Students must make up all missed externship, clinical, and practicum hours, whether excused or unexcused, and complete all required hours before graduation. Students are expected to begin externship after classroom training and must start within 14 calendar days of site assignment. Students who fail to start within that window or who miss 14 consecutive calendar days after starting may be terminated.

Assignments to clinical sites are made by the Assistant Director. Students are assigned to sites pending availability of sites (i.e., waiting for current students to complete clinical hours thus making the site available for new students). The Avicenna Allied Health Institute makes every effort to assign sites on time. There are circumstances beyond the institute's control that may hinder this process, such as students' unprofessional behavior, attendance, or attitudes causing students to be dismissed from the site leading to a loss of the site. Students must begin clinical courses assigned per module/term.

Electronic Library

Avicenna has an extensive online/electronic library that can be accessed on and off campus with an appropriate internet connection. The library page can be logged in within the Avicenna LMS and from the Avicenna Webpage. This library affords students and instructors access to numerous journals with thousands of full-texts, peer-reviewed articles, and books. The EBSCOhost interface provides access to a range of databases, e-journals, and e-books. The databases are particularly useful for identifying journal articles and other publications on a particular topic within the subject areas covered by each database. You can also search across more than one database at a time.



Payment Methods for Students at Avicenna Allied Health Institute

At the Avicenna Allied Health Institute, we are committed to providing flexible payment options to make our educational programs accessible. Currently, we offer multiple methods of payment tailored to accommodate the diverse financial needs of our students. Please find a detailed outline below:

1. **Self-Payers**

Payment Terms: Students who choose to pay for their education directly can do so in full at the time of registration. Full payment is required to secure enrollment unless the student opts for our payment plan.

Payment Plan: Self-paying students may also qualify for an institute-specific payment plan. This plan allows students to make payments in structured installments over a predefined schedule, making tuition more manageable. Terms of the payment plan, including due dates and installment amounts, will be clearly outlined in a formal agreement at the time of enrollment.

2. **Third-Party Payers**

Nonprofit Sponsorships: We recognize the support some students receive from nonprofit organizations. As part of our third-party payer options, students may elect to have a nonprofit sponsor their tuition. These sponsors will coordinate payment arrangements directly with the institute on behalf of the student.

Texas Workforce Commission (TWC) Vendor: As an authorized vendor with the Texas Workforce Commission, the Avicenna Allied Health Institute accepts funding from TWC for eligible students. For those utilizing TWC resources, we will work directly with the Commission to facilitate payment and ensure compliance with all TWC requirements.

3. **Federal Funding**

Current Availability: At this time, the Avicenna Allied Health Institute does not have Federal Student Aid funding options available for student tuition assistance. Students seeking federal aid are encouraged to explore other local and state-based funding options or inquire about scholarships through third-party organizations.

These payment options aim to provide flexibility and support, ensuring students can focus on their studies and professional growth. For questions regarding any of these payment methods, or to begin the enrollment process, please contact our Admissions Office.

Students may pay by cash, check, money order, or credit card for educational costs. Tuition is due based on the terms in the student enrollment agreement and any supplemental payment plan agreed to during the financial aid interview. Students who cannot make timely tuition payments must speak with a representative in the Business Office to continue in their program of study. Unexcused past due payments may be cause for suspension or dismissal.

In Texas and in accordance with the Texas Education Code, Section 132.061(f), a student who is obligated for the full tuition may request a grade of "incomplete" if the student withdraws for an appropriate reason unrelated to the student's academic status. A student receiving a grade of incomplete will be allowed to reenroll in the program during the 12-month period following the date the student withdraws and completes those incomplete subjects without payment of additional tuition. (Title 40, Texas Administrative Code, Section 807.241-245).

Application and Late Payment Fee

An application fee, which is calculated as part of the total program cost, is due at the time of application. All tuition payments must be made before completion of a program unless other arrangements have been made via the enrollment agreement or finance plan. Each student will receive an enrollment agreement, which will outline the payment schedule. The Institute has the right to charge a student/graduate a $25.00 late fee in the event his/her monthly payment(s) should become delinquent more than 4 business days. Students must be current on monthly payments to begin their externship. Students who are not current on monthly payments by the completion of classroom training may be delayed in beginning their externship. For more details on this policy, see the catalog regarding externship attendance.

Charges	Fees
Application Fee	$50.00
Official Transcript Copy	$5.00
Late Payment Fee	$25.00

Cancellation Policy

A full refund will be made to any student who cancels the enrollment contract within 72 hours (until midnight of the third day excluding Saturdays, Sundays, and legal holidays) after the enrollment contract is signed. A full refund will also be made to any student who cancels enrollment within the student's first three scheduled class days, except that the school may retain not more than $100 in any administrative fees charged, as well as items

of extra expense that are necessary for the portion of the program attended and stated separately on the enrollment agreement.

Refund Policy

Refund computations will be based on scheduled course time of classes through the last documented day of an academically related activity. Leaves of absence, suspensions and school holidays will not be counted as part of the scheduled class attendance.

The effective date of termination for refund purposes will be the earliest of the following:

1. the date of termination if the student is terminated by the school;
2. the date of receipt of written notice from the student; or
3. ten school days following the last date of attendance.

If tuition and fees are collected in advance of entrance, and if after expiration of the 72 hour cancellation privilege the student does not enter school, not more than $100 in any administrative fees charged shall be retained by the school for the entire residence program or synchronous distance education course.

If a student enters a residence or synchronous distance education program and withdraws or is otherwise terminated, the school or college may retain not more than $100 in administrative fees charged for the entire program. The minimum refund of the remaining tuition and fees will be the pro rata portion of tuition, fees, and other charges that the number of hours remaining in the portion of the course or program for which the student has been charged after the effective date of termination bears to the total number of hours in the portion of the course or program for which the student has been charged, except that a student may not collect a refund if the student has completed 75 percent or more of the total number of hours in the portion of the program for which the student has been charged on the effective date of termination. (More simply, the refund is based on the precise number of course time hours the student has paid for, but not yet used, at the point of termination, up to the 75% completion mark, after which no refund is due.)

Refunds for items of extra expense to the student, such as books, tools, or other supplies are to be handled separately from refund of tuition and other academic fees. The student will not be required to purchase instructional supplies, books and tools until such time as these materials are required. Once these materials are purchased, no refund will be made. For full refunds, the school can withhold costs for these types of items from the refund as long as they were necessary for

the portion of the program attended and separately stated in the enrollment agreement. Any such items not required for the portion of the program attended must be included in the refund.

A student who withdraws for a reason unrelated to the student's academic status after the

75 percent completion mark and requests a grade at the time of withdrawal shall be given a grade of "incomplete" and permitted to re-enroll in the course or program during the 12-month period following the date the student withdrew without payment of additional tuition for that portion of the course or program. A full refund of all tuition and fees is due and refundable in each of the following cases:

4. an enrollee is not accepted by the school;
5. if the course of instruction is discontinued by the school and this prevents the student from completing the course; or
6. if the student's enrollment was procured as a result of any misrepresentation in advertising, promotional materials of the school, or representations by the owner or representatives of the school.

A full or partial refund may also be due in other circumstances of program deficiencies or violations of requirements for career schools and colleges.

Refund Policy for Students Called to Active Military Service

A student of the school or college who withdraws from the school or college as a result of the student being called to active duty in a military service of the United States or the Texas National Guard may elect one of the following options for each program in which the student is enrolled:

(1) if tuition and fees are collected in advance of the withdrawal, a pro rata refund of any tuition, fees, or other charges paid by the student for the program and a cancellation of any unpaid tuition, fees, or other charges owed by the student for the portion of the program the student does not complete following withdrawal;

(2) a grade of incomplete with the designation "withdrawn-military" for the courses in the program, other than courses for which the student has previously received a grade on the student's transcript, and the right to re-enroll in the program, or a substantially equivalent program if that program is no longer available, not later than the first anniversary of the date the student is discharged from active military duty without payment of additional tuition, fees, or other charges for the program other than any previously unpaid balance of the original tuition, fees, and charges for books for the program; or

(3) the assignment of an appropriate final grade or credit for the courses in the program, but only if the instructor or instructors of the program determine that the student has:

(4) satisfactorily completed at least 90 percent of the required coursework for the program; and

(5) demonstrated sufficient mastery of the program material to receive credit for completing the program.

The payment of refunds will be totally completed such that the refund instrument has been negotiated or credited into the proper account(s) within 60 days after the effective date of termination.

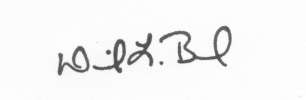
A full refund will be made to any student who cancels the enrollment contract within 72 hours (until midnight of the third day excluding Saturdays, Sundays, and legal holidays) after the enrollment contract is signed. A full refund will also be made to any student who cancels enrollment within the

student’s first three scheduled class days, except that the school may retain not more than $100 in any administrative fees charged, as well as items of extra expense that are necessary for the portion of the program attended and stated separately on the enrollment agreement.

True and Correct Statement

I hereby certify that the statements and information in this catalog are true and correct to the best of my knowledge and belief.

David L. Brand EdD



Director

Avicenna Allied Health Institute