



2026-2027 Catalog

(Last revision 7-24-26)

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Welcome

Introduction

Welcome to Accorda Music-Thanatology Institute (Accorda).

Music-Thanatology is a much sought-after service in end-of-life care. Knowing that our professional field is only as vital as our training programs, Accorda seeks to ensure that there will be well-trained professionals to fill available positions in organizations seeking to employ music-thanatologists.

The 23-month Music-Thanatology Training and Certification Preparation Program (the Program) is designed to instill a solid foundation of skills and understanding necessary to pursue certification in music-thanatology toward a professional career as a certified music-thanatologist within healthcare settings.

Our graduates enter the workforce as competent music-thanatologists, fully prepared to apply for certification and to serve in a wide range of healthcare and private settings.

Mission Statement

To provide education and training for those who are called to the work of music-thanatology and for all who seek to transform palliative and end-of-life care in the world.

Values

Accorda Music-Thanatology Institute is a principle and value-centered organization that strives for excellence in end-of-life care. As such we value:

- Dignity – respect for all persons
- Compassion – showing non-judgmental kindness to all people
- Integrity – doing what is right to the best of our abilities in every situation
- Professionalism – confidentiality and reliability
- Willingness to risk and grow – always striving to improve as individuals and as an organization

Vision

The way people die, and the end-of-life experience of patients, their families, communities, and society have changed for the better because enough professional, certified music-thanatologists are available to provide support and comfort for anyone who wants this service.

Non-discrimination Policy

Accorda Music-Thanatology Institute does not and shall not discriminate based on race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status in any of its activities or operations. These activities include, but are not limited to, admission and training of students, hiring and firing of staff, selection of volunteers and vendors, and provision of services. We are committed to providing an inclusive and welcoming environment for all members of our student body, faculty, staff, volunteers, subcontractors, and vendors.

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

School policies governing employees will be enforced in situations where instructional staff or other school personnel have been found to have engaged in discriminatory behavior.

Philosophy

Our goal at Accorda is for students to acquire greater awareness, integrity, and meaning in their studies, practices, and lives, and learn through a thoughtful balance of musical and clinical training, academic preparation, and personal development. Possessing technical skills, understanding the prescriptive qualities and delivery of music, and practicing from a space of personal awareness and presence are crucial characteristics of a competent music-thanatologist.

Our curriculum is goal-oriented with clearly identified learning outcomes consistent with an Adult Learning Model. These outcomes are achieved through collaborative working relationships aimed at applying theoretical learning to practical applications at the bedside.

We recognize that students arrive with a range of learning strengths, and we are committed to applying multiple teaching strategies to accommodate various learning styles. We approach instruction with multidimensional activities (e.g., didactic learning, kinesthetic application of learning materials, visual representation of materials, group discussions, and presentations).

We are an intentionally small school focused on the individual learner, and we believe smaller class sizes facilitate better learning. We enroll no more than 20 students in each cohort and maintain a high mentor to student ratio in hands-on clinical internships.

We provide a safe, supervised, and supportive learning environment that promotes the health and well-being of the student, while encouraging them to achieve a high standard of excellence.

We build our curriculum by integrating musical, medical, thanatological, personal, clinical, and professional learning, both theoretical and practical.

We are a group of dedicated instructors and staff who are passionate about what we do. As practitioners in our field, we bring the lived experience of our practices into the classroom.

Accorda acknowledges the growing demand for music in healthcare, and specifically, for music in palliative and end-of-life care settings. Our goal is to provide instruction in the knowledge, skills, and intentionality that certified music-thanatologists bring to these settings.

Adult Learning Model

Accorda follows an Adult Learning Model. Students accepted into the training are expected to have a level of maturity which enables them to be self-directed, capable of managing their time and needing minimal supervision in fulfilling the requirements of the training. Students are expected to communicate learning needs to the faculty and work cooperatively with faculty and other students to resolve issues that may arise.

Accorda fully supports adult students who are exploring a new career path and make a significant commitment to fulfilling the requirements of the Program.

Accorda faculty are committed to a collaborative working relationship with students, offering a level of flexibility within clear guidelines

The Student Experience

The educational experience at Accorda extends well beyond the curriculum. Students join a cohort of committed individuals. Supportive networking among students is encouraged.

Our instructors and staff hold the personal success of each student as our highest priority, and our goal is to be fully responsive to student needs as they develop. Students often describe their music-thanatology training as one of the most significant times in their lives.

Accorda is committed to providing all students with a safe and supportive school environment. Members of the school community are expected to treat each other with respect. Teachers and other staff members are expected to demonstrate by example that all members of the community are entitled to respect.

Location

The Program consists of 6 in-person didactic weekends, 1 in-person graduation weekend, and 13 online didactic weekends. Our in-person, on-campus didactic weekends are held at Providence St. Vincent Medical Center in Portland, Oregon.

Student internships are held at a variety of healthcare facilities in various geographical areas.

Individual harp and voice lessons are held online. Group harp and voice lessons occur on some in-person didactic weekends.

The health and safety of students and faculty is a priority. All will be required to adhere to the health and safety policies and procedures, including COVID-19 precautions, of each hosting facility.

Admissions

Requirements for Application

To be eligible to attend Accorda Music-Thanatology Institute's Music-Thanatology Training and Certification Preparation Program (Accorda) applicants must:

- Be at least eighteen (18) years of age at the time of enrollment
- Be a citizen of the United States or a lawful permanent resident
- Have foundational knowledge of music theory
- Have basic proficiency on an instrument and/or voice

Application Materials

Applications for the Music-Thanatology Training and Certification Preparation Program are considered complete when we have received the following documents in each category:

- 1. Completed Application Form**
- 2. Completed Music Questionnaire**
- 3. Video demonstration of proficiency on an instrument**
- 4. Resume**
- 5. Post-Secondary transcripts (if applicable, please provide an unofficial copy)**
- 6. Personal Statement**
- 7. References (3)**
- 8. Technical Skills Standards Acknowledgement & Signature**

Accorda is not accepting applications at this time. If you have any questions, please reach out to us at admin@accordaschool.org.

Application Review: Completed applications are reviewed within 14 days of submission.

Interview Scheduling: Approved applicants are scheduled for interviews.

Acceptance Notification: Interviewees will receive notice within 7 days of interview.

Letter of Intent Deadline: Within 14 days of receiving an acceptance letter, students must submit a letter of intent. This brief, formal statement serves as an official acknowledgment of their decision to join the program.

Technical Skills Standards

Accorda Music-Thanatology Training and Certification Preparation Program (the Program) has technical (non-academic criteria) as well as academic standards students must meet to successfully progress in and complete the Program. We have developed these Standards because they reflect skills that are necessary for a music-thanatologist to maintain a healthy, sustainable, and successful professional practice.

Accorda provides reasonable accommodations to qualified students with disabilities, which may include academic adjustments, auxiliary aids and or training modifications. Accommodations that fundamentally alter the nature of the academic training, could jeopardize the health and safety of others, or cause an undue burden to the Program are not considered reasonable accommodations.

Any student who receives reasonable accommodations and is unable to maintain satisfactory progress in any component of the Program will be subject to the Program's policies for improvement, probation, and dismissal.

Applicants seeking admission into the Program who have questions about the technical skills standards and appropriate, reasonable accommodations are invited to discuss their questions with school administrators. Accommodation will be directed toward providing an equal educational

opportunity for students with disabilities while adhering to the standards of music-thanatology practice for all students.

While not exhaustive, the following examples of learning activities found in the music-thanatology curriculum and clinical internship relate to industry expectations, and highlight technical skill standards that are required:

Cognitive:

- Process information thoroughly and quickly to prioritize and implement the prescriptive delivery of music in the vigil setting.
- Sequence or cluster data to determine patient/family needs.
- Develop and implement prescriptive delivery of music to patients and families in acute, long term and community settings.
- Report, verbally and in writing, patient data to members of the healthcare team.
- Read and comprehend medical terminology.

Physical/Motor:

- Transfer harp, with or without case and cart, over various surfaces: stairs, elevators, and within small and/or cluttered areas.
- Suspend your arms to shoulder height to play harp for extended periods of time, up to one hour per vigil.
- Complete assigned periods of clinical internship (up to 8-hour shifts).

Sensory:

- Detect changes in patient's skin color (e.g., pale, ashen, gray, or bluish), palpable temperature, and/or condition (e.g., dry, scaly, or moist).
- Observe patients in a crowded, noisy, activity-filled room.
- Observe and collect data from recording equipment and measurement devices used in patient care.
- Communicate with patients, family members, and the healthcare team in-person, electronically, and over the phone in a variety of settings (e.g., intensive care units, isolation, places where the healthcare team is wearing masks and other universal protection or where there is background noise).
- Palpate rate, rhythm, and quality of pulse.

Behavioral:

- Accept responsibility for words and actions.
- Demonstrate self-motivation.
- Be respectful of others and physical facilities.
- Be willing to receive feedback in a manner that promotes self-growth and learning.
- Deal respectfully with interpersonal conflict as it arises.
- Maintain professional boundaries.

Enrollment

Enrollment is based on a successful interview, followed by the applicant's receipt of a letter of acceptance. Within 14 days of receiving this letter, the applicant must submit a Letter of Intent, formally confirming their decision to enroll. Upon receipt of this Letter of Intent, Accorda will reserve the applicant's place in the cohort. Enrollment packets will be sent electronically 4-6 weeks prior to the first training weekend. The \$50 enrollment fee, along

with the completed enrollment packet, must be submitted within 14 days of receipt to finalize enrollment.

Transfer Policy

Due to the integrated nature of the Program and the assimilation of the curriculum within a cohort structure, Accorda does not accept transfer students from any other music-thanatology training program or school.

Ability-to-Benefit Policy

Accorda does not participate in the Ability-to-Benefit Program, nor can it accept homeschool certificates.

Financial Policies

Tuition, fees, additional costs

Cost of Program	Amount	
Tuition –\$ 3,000 per term x 6 terms	\$18,000	Due two weeks prior to the start of each new term.
Enrollment Fee	\$50	Due with signed Student Enrollment Contract
Harp/Voice Lessons - \$1,100 per term x 6 terms (includes 10 harp/10 voice per term, nonrefundable)*	\$6,600	Due two weeks prior to the start of each new term.
Books/Materials/Supplies**	\$125	As needed.
CPR for Internship**	\$90	Prior to beginning internship
Background Check for Internship**	\$50	Prior to beginning internship
Drug Screening for Internship**	\$100	Prior to beginning internship
Graduation Fee	\$75	Due with tuition payment for term 6.
Total:	\$25,090	

Tuition, fees, and variable costs subject to sales tax based on state of residence.

*Students may request extra harp and voice lessons in addition to the 10 harp and 10 voice lessons included in each term. Extra lessons must be agreed upon between the student and the individual harp and/or voice instructor. Any extra lessons are the financial responsibility of the student and must be paid directly to the instructor(s).

**Some of these items may not be paid to Accorda Music-Thanatology Institute. Students are responsible for covering these costs. Some costs will vary. This is an approximation.

Students must acquire their own harp prior to beginning the Program for use in practicum sessions, lessons, practice, and internships. Harps can be rented in some areas. New harps range from approximately \$2700 - \$5000. Prospective students should talk to Accorda harp instructors about harps that are suitable for our work.

No federal financial aid loans are available. It is the applicant's responsibility to follow up on potential funding sources.

Payment Options

Accepted forms of payment:

- credit cards through our secure online payment portal

Cancellations, Withdrawals, and Refunds (OAR 715-045-0036)

A student may cancel enrollment by giving written notice to the school. Unless the school has discontinued the program of instruction, the student is financially obligated to the school according to the following:

- (a) If cancellation occurs **within** five business days of the date of enrollment, and before the commencement of classes, all monies specific to the Enrollment Agreement shall be refunded;
- (b) If cancellation occurs **after** five business days of the date of enrollment, and before the commencement of classes, the school may retain only the published enrollment fee. Such fee shall not exceed 15 percent of the tuition cost, or \$50, whichever is less;
- (c) If withdrawal or dismissal from the Program occurs after the commencement of classes and before completion of 50 percent of the contracted term of the program, the student shall be entitled to a pro rata refund of the tuition when the amount paid exceeds the charges owed to the school. In addition to the prorated tuition, the school may retain the enrollment fee and other legitimate charges owed by the student;
- (d) If withdrawal or dismissal from the Program occurs after completion of 50 percent or more of any term of the Program, the student shall be obligated for the tuition charged for the entire term of the Program and shall not be entitled to any refund;
- (e) The Enrollment Agreement shall be signed and dated by both the student and the authorized school official. For cancellation of the enrollment agreement referenced in Subsections (1)(a) and (b), the "date of enrollment" will be the date that the enrollment agreement is signed by the student or the school official, whichever is later.

Program Information

Program Components

The Music-Thanatology Training and Certification Preparation Program (the Program) is a professional training program with an emphasis on the development of solid harp and vocal skills, clinical skills, professional skills, and personal growth. Building on a musical and clinical foundation our program deepens into academic, personal, professional, and spiritual formation using an Adult Learning Model and integrative approach. The clinical experience helps students integrate academic and musical knowledge with hands-on training, case assessment, and professional relationship skills.

Program length: 23-months

Enrollment Response: Due within 14 days of receipt of letter of acceptance

Maximum Time to Complete Program: 23-months

Class Schedule: Our course schedule includes both live, on-campus didactic weekends (6), online didactic weekends (13), and graduation (1). Students who enroll are expected to complete the program with their class cohort in the given time.

The schedule for live on-campus weekends is as follows:

8:30am –4:00pm PDT on Saturday

8:30am – 4:00pm PDT on Sunday

The schedule for online weekends is as follows:

8:30am – 3:30 pm PDT on Saturday

8:30am – 3:30pm PDT on Sunday

All times are approximations and can change.

Students are in class approximately seven hours for each didactic weekend day, whether in-person or online (ample break times and lunch breaks are scheduled into these days). Students can generally expect to spend fifteen to twenty hours per week on this program, including class time, internships, practice, assignments, and studying.

Components required to complete the Program:

- Satisfactory completion of academic coursework, including assignments, comprehensive exams, and voice and harp lessons
- Satisfactory completion of 50 bedside vigils with accepted clinical narratives
- Satisfactory demonstration of thematic material (music) reviews
- Satisfactory research paper

Clinical Internships

The clinical internships are the keystone of the Program and as such provide opportunities for students to integrate their learning with hands-on, in-person experience supervised by a MTAI certified music-thanatologist mentor in various healthcare and hospice settings.

Clinical internships generally begin in the second term of the Program, after students meet all prerequisites. Internship times and dates occur on a schedule agreed to by mentor and intern. They take place in healthcare and hospice settings.

Students are required to complete a criminal background check and drug screening prior to beginning clinical internship. Depending on the internship site, current CPR training may also be required.

Students must comply with the health and safety policies and procedures and immunization requirements, including COVID-19 precautions, of each hosting facility. Students will receive training prior to commencement of clinical activities regarding confidentiality of patient health information under state and federal law, including HIPAA.

Academic Program Map

Our curriculum is a fully integrated program comprising six Learning Streams which break down into Modules, Courses, and Sessions. (See pages 13-15). These are scheduled across the six terms of the program, interwoven throughout each term of the twenty-three month training.

A term includes three or four calendar months, with no classes held in August and December.

Learning Stream Descriptions, Modules and Sessions

Learning Stream Name: **Clinical Studies**

Description: Provides students with knowledge and skills to function as a professional member of a clinical team serving patients in palliative care and end-of-life care settings. Provides students with forums to develop and strengthen their ongoing contemplative practice as it informs the prescriptive delivery of music.

Modules and Course Sessions:

- **Introduction to Clinical Internship**

Introduction to Clinical Internship
Introduction to the Vigil Setting

- **Clinical Practice**

Charting for Music-Thanatologists
Clinical Discussion
Narrative Writing
Practicum: Vital Signs Assessment
Practicum: Synchronizing Harp/Voice With Breath

Learning Stream Name: **The Conscious Body in Health and Illness**

Description: Provides education in anatomy, physiology, phenomenology, and embodied spirituality as it informs the prescriptive delivery of music in the support of the dying process.

Modules and Course Sessions:

- **Anatomy and Physiology**

Anatomy and Physiology

- **Disease Processes**

Disease Processes

- **Exploration of the Conscious Body**

Body as Open, Dynamic Field
Body/Life Processes
Conscious Larynx
Conscious Ear

- **Phenomenology of the Body**

Healing and Re-organizing Properties of Sound
Phenomenology
The Conscious Body and Sensory Perception

Learning Stream Name: **Contemplative Musicianship**

Description: Provides tutoring and instruction in lever harp, voice, and contemplative musicianship, with an emphasis on the prescriptive delivery of music.

Modules and Course Sessions:

- **Harp**

Individual Harp Lessons
Harp: Myth and Metaphor
Historical and Imaginal Harp

- **Voice**

Individual Voice Lessons
The Sacrifice and Gift of Voice

- **Group Harp and Voice**

Group Harp and Voice Lessons

- **Schola Cantorum**

Introduction to Schola
Introduction to Chant
Chant Revisited

- **Prescriptive Musicianship**

Prescriptive Analysis
Prescriptive Delivery
Original Composition
Prescriptive Musicianship Practicum

Learning Stream Name: **Personal Development**

Description: Introduces students to processes of self-reflection, contemplative practice, personal growth, and self-care as essential elements in the practice of music-thanatology.

Modules and Course Sessions:

- **Community Life**

Orientation
Communitas
Integration/Reintegration

- **Contemplative Practice**

Contemplative Word Study
Encountering the Face of the Other
Overview of Contemplative Practices
Your One Wild and Precious Life

- **Self-care**

Self-care

Learning Stream Name: **Professional Studies**

Description: Develops the professional competence of music-thanatologists for work within various clinical settings and teams, including verbal and written communication, ethical practice, and research.

Modules and Course Sessions:

- **Synthesis**

Portfolio

Academic Research Paper

- **Professional Development**

Ethics

Professional Relationships

Professional Presentations

Establishing a Music-Thanatology Practice

Learning Stream Name: **Thanatology: Dying and Death**

Description: Presents a broad overview of diverse contemporary cultural practices around dying and death including a holistic understanding of the dying process, recognizing that it is both an individual and community event. The influence of historical Western Christian culture on current attitudes and practices towards dying and death are examined.

Modules and Course Sessions:

- **History of Dying and Death**

History of Dying and Death in Western Culture
The Last Dance

- **Palliative Care and Hospice**

Overview of Palliative Care

Overview of Hospice

Signs and Symptoms of Dying and Death

- **Cultural Competence and Awareness**

Cultures and Religions

Illness and End-of-Life Care through a Cultural Lens

- **Psychospiritual Issues in Dying and Death**

The Grace in Dying

The Nature of Suffering

Spiritual Pain Assessment

The Music-Thanatology Vigil as Ritual

Program Schedule

Once a student is officially enrolled at Accorda Music-Thanatology Institute, they will receive a copy of the Program Syllabus with the Master Schedule for the entire 23-month Program (with tentative dates/times for all course sessions).

Students will receive a Term Syllabus with confirmed course schedule prior to each term.

Students can expect to spend fifteen to twenty hours per week, including class time, clinical internships, harp and voice lessons/practice, assignments, and studying.

Didactic weekends are held one weekend a month (except August and December). One or two didactic weekends of each term will be in-person, on-campus in Portland, OR. Two or three didactic weekends of each term will be held online. Students are expected to attend and

actively participate in all sessions, whether in-person or online, during each didactic weekend. In-person weekends will not have an online option.

Students can expect an average of 4-5 course sessions on Saturdays and 3-5 sessions on Sunday. Timing of course sessions will differ, but generally sessions will be 60-90 minutes.. Some exams and thematic material reviews may be included within the weekend schedules.

There will be breaks after each session and for lunch each day during didactic weekends.

Attendance

Consistent with the Adult Learning Model, students are expected to arrive on time for all course sessions, harp and voice lessons, and clinical internships.

If a student must be late or miss any course session, harp/voice lesson, or clinical internship time, they should notify the School at: admin@accordaschool.org or contact the specific faculty member or mentor in advance. It is the student's responsibility to obtain the instructional material presented during missed time.

More than 3 instances of tardiness or unexcused absence in any area of the training (course sessions, harp and voice lessons, clinical internships) will result in a conference with course faculty/mentor and/or Program Director to develop a progress improvement plan.

Holidays Observed

Didactic weekends will not be held in December or August and will not be held on significant holidays.

Progress, Grading, and Assessments

Assignments

Assignments are generally due prior to the next monthly didactic weekend. Any alternative due dates will be included on the Term Syllabus. Most coursework (assignments, exams, quizzes, etc.) will be submitted online on Accorda's Learning Management System, Thinkific.

All assignments will be reviewed and assessed as:

Satisfactory = Meets assignment expectations

Not Satisfactory = Does not meet assignment expectations or components of the assignment are missing

A student may request timely feedback regarding assignments that are Not Satisfactory. It is up to the discretion of the course faculty to allow a student to resubmit an assignment graded Not Satisfactory for a possible Satisfactory.

Incomplete = Assignment has not been submitted

An incomplete will be given for any assignment that is not submitted on the due date. It is up to the discretion of the course faculty to extend the original due date.

Students are expected to inform their course faculty of assignments or resubmissions that will not be completed by the due date.

To successfully complete the Program, at least 90% of a student's assignments must be entered as Satisfactory at the end of each term.

Missing assignments exceeding 10% at the end of the term will require a progress improvement plan to be developed through a collaboration between the student, faculty, and Program Director.

Exams

Written exams:

- End of Term Three Comprehensive Exam
- End of Term Six Comprehensive Exam - Final

Grading Scale is as follows:

90 – Above	Excellent Comprehension and Synthesis
80 – 89%	Solid Understanding and Synthesis
70 – 79%	Basic Competency Level for Passing Exam

Progress Reports

Students will receive progress reports following the end of each term that will include all coursework, harp and voice lessons, and clinical internships.

Individual progress reports for academic work and clinical internship will include, but are not limited to, information regarding the student's progress and development of skills, attendance, conduct, and overall assessment of progress toward completing course and program requirements, and, if applicable, a performance improvement plan.

Students are encouraged to communicate with their course faculty and/or mentors, at any time, regarding concerns or questions on their progress reports during the Program. If communication with faculty and/or mentors does not resolve student's concerns or questions, students may communicate with the Program Director. If student concerns are still not resolved through these communications, a formal grievance may be filed with the School. See "Grievances and Appeals" Section on Page 19 for instructions on how to file a formal grievance regarding a progress report.

Voice and Harp Assessments

Students will receive assessments to measure their progress and encourage development of their specific harp and vocal technical skills, artistry, and presence of being. Progress reports will be issued at the end of every term. Students are encouraged to communicate with their voice and harp instructors at any time regarding concerns or questions on their progress reports during the Program.

Students will be assessed based upon the following broad indicators of progress:

- N/A: has not been introduced in tutorials at this time
- Needs Improvement
- Progressing
- Consistently demonstrated

Thematic Material Reviews (TMRs):

Students will also have periodic thematic material (music) reviews (TMRs) and a final Comprehensive Thematic Material Review (CTMR) presented to members of the Contemplative Musicianship faculty. Technical skill, artistry, and presence of being are included in the assessments.

A TMR is satisfactorily completed when a student demonstrates that the delivery of the thematic material is:

- Progressing, or
- Consistently demonstrated

Students will work with their harp and voice instructors toward consistent progress.

If a student does not demonstrate progress of any component of a TMR, they may be allowed to present that component again to faculty.

If a student does not show progress of any or all components of a TMR after three attempts, a progress improvement plan will be developed by the student, harp & voice instructors, and Program Director.

The satisfactory completion of a TMR is a prerequisite for students to enter the vigil setting and actively participate with harp and voice alongside a clinical mentor with the thematic material. Satisfactory completion of all TMRs and a CTMR are required in order to receive an Award of Completion at the end of the Program.

Progress Improvement Plan and Probation

A progress improvement plan will be created in the event a student has an unsatisfactory progress report. If the student has failed to demonstrate adequate progress within an agreed timeframe, they will enter a probationary period until the next scheduled progress report is issued.

At the end of the probationary period, the Program Director will review the student's progress report, performance improvement plan, and consult with their faculty and/or mentor. The probationary period will end if the performance improvement plan has been adhered to, and satisfactory progress attained.

Remedial Courses/Withdrawal

There are no remedial courses in the curriculum. Students who withdraw from a course receive a 'W' on their transcripts along with their grade/status at the time of withdrawal. There are no fees for withdrawal.

Dismissal from Program

A student's failure to achieve satisfactory progress or comply with their progress improvement plan by the end of the probationary period may be grounds for termination of enrollment.

In this case, the Program Director will review the student's most recent progress report and consult with their faculty and/or mentor to determine if a probationary extension is warranted. An extension will be based on a good faith effort to comply with the performance improvement plan, demonstration of improvement, and an ability to attain satisfactory performance prior to graduation. It will extend to the next reporting period or upon completion of 85% of the Program, whichever occurs first. If upon review, the Program Director determines the above criteria has not been met, the student's enrollment will be terminated. (See page 10 of the Catalog "Withdrawals and Refunds," letters (c) and (d) for financial policy and responsibility for students.)

Leaves of Absence

A student who is not able to complete the academic and clinical internship requirements for more than one month or who anticipates missing a didactic weekend should apply for a leave of absence.

A leave of absence is granted only in rare circumstances due to the nature of the program schedule and cohort structure of the Program. An anticipated leave must be negotiated in advance with the Executive Director and Program Director.

An emergency leave for health or personal reasons will be considered on an individual basis. Current grades, attendance, and ability to complete missed work will be taken into consideration before a leave of absence for health or personal reasons is approved.

Reinstatement of Enrollment

Students who voluntarily withdraw from the Program while meeting all academic, financial, and performance measures may apply for enrollment in a subsequent cohort. Re-enrollment requires successfully completing the admissions process again.

Students who have been involuntarily dismissed for not meeting financial obligations may enroll in a subsequent cohort, provided they meet all financial obligations at the time of re-application.

Students who have been involuntarily dismissed from the Program for violating the Standards of Conduct may apply for enrollment in a subsequent cohort but must submit a plan for meeting all requirements—academic and behavioral—of the school. Accordia reserves the right to not re-enroll the student.

Any student who is re-enrolled must meet all terms of a mutually agreed upon academic/behavior/financial plan. Not meeting the conditions of such an agreement may be cause for dismissal without opportunity for subsequent reapplication. Changes in tuition and fees will apply to any student who re-enrolls.

Students who re-enroll in a subsequent cohort after successfully completing the application process must complete the entire Program with that cohort. They may not resume the Program at the point where they previously left off.

Grievances and Appeals

Students are expected to communicate learning needs to the faculty and/or mentors. Students are expected to work cooperatively with faculty, mentors, narrative readers, paper advisors, and other students to resolve issues that may arise.

Accorda encourages open and direct communication. Students aggrieved by action of the school should attempt to resolve these problems with appropriate school officials. Should this procedure fail students may contact:

Higher Education Coordinating Commission
Private Career Schools
3225 25th St SE
Salem, OR 97302

After consultation with appropriate Commission staff and if the complaint alleges a violation of Oregon Revised Statutes (ORS §) 345.010 to ORS § 345.470 or standards of the Oregon Administrative Rules (OAR) 715- 045-0001 through OAR 715-045-0220, the Commission will begin the complaint investigation process as defined in OAR 715-045-0023 Appeals and Complaints.

Accorda's internal grievance process is as follows:

1. The student shall submit a written internal grievance explaining the factual circumstances of the student's complaint to the Program Director, Laura Moya, at the following email: lmoya@accordaschool.org. The email Subject must be "Student Grievance."
2. The Program Director shall review the student's written grievance, conduct an investigation if necessary, and send a written response to the student within fifteen (15) days of the date the student's written grievance is submitted. Unless specifically provided by state or federal law or administrative rule, the Program Director's decision will be final.
3. If the student's grievance alleges a violation of ORS § 345.010 to ORS § 345.070, or standards of OAR 715-045-006 through OAR 715-045-0220, and the Program Director's response does not resolve the grievance or no response is received within fifteen (15) days of the date the student's grievance is submitted, the student may submit a written complaint to the Higher Education Coordinating Commission ("HECC") at the following address:

Higher Education Coordinating Commission
Private Career Schools
Higher Education Coordinating Commission
3225 25th Street SE
Salem, OR 97302

Award of Completion

Students receive an Award of Completion when all academic, clinical, attendance, and financial requirements are successfully completed.

Students who do not graduate may still receive copies of their transcripts.

Transcripts and Academic Records

Academic records are available to the student or graduate on request. One official and one unofficial transcript are provided free of charge upon graduation, completion of partial program requirements, or withdrawal. Additional requests for transcripts must be made in writing or by phone and accompanied by a \$10 fee per copy. Students may request a duplicate copy of their Certificate of Completion from the Program at a fee of \$25 per copy. Student records are released by Accorda only with written consent by the student.

Standards of Conduct

Student Conduct Policy

Accorda expects students to be responsible; self-motivated; respectful of other students, faculty, mentors, advisors, and the physical facility; and emotionally capable of being fully present with another person. Students are expected to maintain professional boundaries and behavior throughout the Program. The classroom and internship sites are places of learning and respect.

Class Participation

Students are expected to show up on time and have engaged presence and active participation during course sessions (live/online).

Anti-Harassment Policy

Harassment of a student by another student or by a teacher or other staff member is a violation of school policy. This includes (but is not limited to) harassment based on race, national origin, marital status, sex, sexual orientation, gender identity, religion, or disability. Harassment is conduct, including verbal conduct, (1) that creates (or will certainly create) a hostile environment by substantially interfering with a student's educational benefits, opportunities, or performance, or with a student's physical or psychological well-being; or (2) that is threatening or seriously intimidating.

Any student who believes they have experienced discrimination or harassment should follow the Grievance procedure on page 20.

Drugs/Alcohol/Weapons/Smoking

Possession of weapons, illegal drugs, cannabis, alcohol, and/or smoking/vaping is strictly prohibited during any in-person classroom, harp or voice session, or while on hospital property, or at any internship site.

Students may not be under the influence of any unprescribed drugs or alcohol during class sessions, voice or harp lessons (in-person or virtual) or during clinical internship sessions.

Disruptive or Unsafe Conduct

An instructor, administrator, or mentor may ask a student to leave the classroom, studio, or internship site at any time if the student's behavior is considered disruptive, unsafe, threatening, or in violation of Accorda policy.

If an instructor's concerns about a student's conduct are not resolved by dialogue with the student, the student, instructor, and an administrator will meet. Should the student feel aggrieved by the process/outcome of the meeting, another meeting may be requested that includes an additional Accorda staff member of the student's choice. Warning, probation, or dismissal from the Program may result from lack of proper conduct.

Student Privacy

Accorda does not receive funding from any programs administered by the U.S. Department of Education and thus is not subject to FERPA. However, we value students' privacy and will not release any information regarding a student to an outside third party, unless the student provides written consent. The exception is a legal requirement to provide student information to a third party.

Confidentiality

Students are expected to comply with all applicable laws and regulations, policies and procedures regarding the security, confidentiality, and privacy of information. Abuse or non-compliance with student, faculty, or patient confidentiality will not be tolerated and may be grounds for dismissal from the Program.

Professional Attire

Accorda requires students, faculty, and administration to dress appropriately in all situations to create an atmosphere of professionalism without drawing undue attention. Students must adhere to all attire policies at the hospital and all internship sites.

Student Services

Housing

Students at Accorda are responsible for their own housing.

Job placement

Accorda does not offer job placement assistance, nor does it guarantee certification or job placement to graduates upon program completion or upon graduation. The school may receive and post job openings as available.

Counseling Services

Accorda does not offer counseling services.

Administration and Faculty

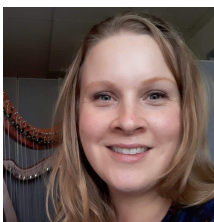
Administration



Jane Franz, CM-Th
Executive Director



Laura Moya, CM-Th
Program Director



Sara Solt, CM-Th
Executive Assistant

Faculty



**Jayne Demakos,
CM-Th**



Jane Franz, CM-Th
Executive Director



Laura Moya, CM-Th



**Tony Pederson,
CM-Th**



Roberta Rudy, CM-Th

Bios for Administration and Faculty may be viewed on the website under Training/Administration/Faculty

School Owners

Board of Directors – Kathy Calise (President); Martha Dimmers (Treasurer); Tony Pederson (Secretary); Mitchell Chilcott; Daleasha Hall; Janet Pancoast; Robert Scheri; Patrick Tandingan, MD

Previous Board Members: Sherri Brewer; Kay Doxilly; Judy Fay; Jennifer Hollis; Joan Kram; Mari Matsumoto; Margaret Okada-Scheck; Margaret Pasquesi; Martha Twaddle, MD

Licensing Information

Accorda Music-Thanatology Institute is licensed by the Oregon Higher Education Coordinating Commission (HECC) to operate as a Private Career School. You may contact the HECC at:

Higher Education Coordinating Commission
3225 25th Street SE
Salem, OR 97302
Phone: 503-947-5716