

**Elmira Business Institute**  
**Student Syllabus: Medical Terminology (MED110)**

**Prerequisites: None**

**Course Credits/Clock Hours: 3/45**

**Course Delivery Mode: Residential**

**Course Description**

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This basic course is designed to familiarize the student with the structure and function of the human body. Medical words, phrases, and abbreviations relating to the body in health and disease will be covered. Upon completion of the course, the student will be able to correctly spell, pronounce, and define medical terms associated with selected body systems, disease conditions, and treatment modalities. (Lec/Lab/Ext/Total) (45/0/0/45).

**Student Learning Outcomes**

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Upon completion of this course, students will be able to:

- Demonstrate structural organization of the human body through the creation of visual models.
  - Analyze body systems and disease processes through a written assignment.
  - Compare body structure and function of the human body across the life span through essay format.
  - Describe body planes, directional terms, quadrants, and cavities through illustrations of index cards.
  - Categorize medical terms, labeling the word parts relating to structural organs of the human body by the creation of human body poster presentation.
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**Required Course Texts & Course Materials**

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Chabner, Davi-Ellen. *The Language of Medicine* with Adaptive Learning. Saunders, Elsevier 11 Edition, 2014. Print. (ISBN: 9780323370950)

**Assessment**

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Medical Assisting students are allowed two attempts to pass each competency. A minimum score of 85 percent is necessary to pass the individual competency. The student must pass every competency in order to pass the course. A minimum grade of a “C” is required to pass the course. Documentation will be housed in the student’s academic file.

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

***Student Homework Policy Statement***

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

***Calculation of a Semester Credit Hour***

All coursework at Elmira Business Institute is measured in semester credit hours.

- One Semester Credit Hour is equivalent to fifteen (15) clock (contact) hours of lecture.
- One Semester Credit Hour is equivalent to thirty (30) clock (contact) hours of laboratory training.
- One Semester Credit Hour is equivalent to forty-five (45) clock (contact) hours of externship.

***Definition of a Contact Hour***

One contact hour is defined as 50 minutes within a 60-minute period of instructional activities (lecture, lab, clinical, and externship). The student is required to devote appropriate time to preparation and study outside the classroom.

**Evaluation**

| <b>Assessment Type</b>     | <b>% of Grade</b> |
|----------------------------|-------------------|
| Attendance/Professionalism | 15%               |
| Homework                   | 30%               |
| Tests/Quizzes              | 30%               |
| Midterm/Final Examinations | 25%               |
| <b>Total</b>               | <b>100%</b>       |

**Grading Scheme**

| <b>Numerical Average</b> | <b>Letter Grade</b> | <b>Quality Points</b> |
|--------------------------|---------------------|-----------------------|
| 95-100                   | A                   | 4.0                   |
| 90-94                    | A-                  | 3.7                   |
| 86-89                    | B+                  | 3.3                   |
| 83-85                    | B                   | 3.0                   |
| 80-82                    | B-                  | 2.7                   |
| 76-79                    | C+                  | 2.3                   |
| 73-75                    | C                   | 2.0                   |
| 70-72                    | C-                  | 1.7                   |
| 68-69                    | D+                  | 1.3                   |
| 66-67                    | D                   | 1.0                   |
| 65                       | D-                  | 0.7                   |
| 0-64                     | F                   | 0.0                   |

| Numerical Average  | Letter Grade | Quality Points |
|--------------------|--------------|----------------|
| Withdraw/Failing   | W/F          | 0.0            |
| Withdraw           | W            | ----           |
| Incomplete         | I            | ----           |
| Test Out           | TO           | ----           |
| Transfer of Credit | T            | ----           |

## Course Policies

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### ***Behavioral Standards***

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology) and Library.

### ***Attendance Policy***

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. One of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the College. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

***Make-Up Policy***

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes may be offered at the instructor's discretion via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Mid-term or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

***Academic Integrity/Plagiarism Rules***

Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty “is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own.” All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

***Please keep in mind that plagiarism includes:***

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

**Students will be given a complete policy the first day of class to review and sign.**

For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

**Academic Support**

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***Private Instruction***

Elmira Business Institute promotes student and faculty private instruction. This student service is provided at no charge for students enrolled in a program. Private Instruction is accomplished in the following way:

- Students should contact faculty members for scheduling private instruction.
- Mandatory private instruction scheduled by an Administrator when necessary.

***Faculty Office Hours***

The Faculty Office Hours are posted outside the classroom door. This the first stop for help for assignments, study skills, or writing for any course.

***Academic Advising/Mentoring***

Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

***The Library***

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (<http://ebi.scoolaid.net/bin/home>) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation. Elmira Business Institute maintains a library of hundreds of volumes of reference materials and manuals for the students' use. This facility is used both for independent reading and for study. The Institution also provides its students with access to an e-library containing over 80,000 volumes and reference materials. The e-library is available to the students 24-7 by remote access. Available for students' use is a wide range of resource materials that include encyclopedias, unabridged dictionaries, almanacs, atlases, and many volumes directly related to subjects studied at Elmira Business Institute. Books for general reading are also included. The library is available to students during normal school hours.

**STANDARDS OF SATISFACTORY ACADEMIC PROGRESS**

The Satisfactory Academic Progress Policy ensures that all Elmira Business Institute students enrolled in a diploma and degree programs are maintaining satisfactory progress towards a successful completion of their academic programs. The criteria and standards contained in the policy are set to recognize academic achievements or to detect problems for which actions of early intervention and/or remediation can be taken. These standards apply to all students whether they are eligible for Title IV funding or not. The Satisfactory Academic Policy complies with the requirements of the federal and state regulatory guidelines and the accrediting commission.

Satisfactory Progress Standards are designed to assess academic progress for classes taken at Elmira Business Institute only and requires a both quantitative measurements and qualitative measurements. Students must maintain satisfactory progress toward the completion of their program.

The following criteria are used to determine whether or not a student is making Satisfactory Academic Progress. These standards monitor whether a student meets the minimum quantitative and qualitative components. A student must be able to:

- Maintain a minimum cumulative grade point average (CGPA)
- Achieve the minimum incremental completion rate (ICR) and
- Complete the program within a maximum allowable time frame (MTF)

Failure to complete courses successfully for any reason will negatively affect Satisfactory Academic Progress. Failing courses or withdrawing from courses could result in extending the length of educational program, the loss of financial aid and/or dismissal. It is important to understand how these situations will impact SAP at your next evaluation points. In order for a student to graduate, the minimum requirements are a CGPA of 2.0 and completion of all required coursework without attempting more than 150% of the credits/hours in the program.

The college determines that a student is maintaining satisfactory academic progress if the student meets or exceeds the quantitative and qualitative standards outlined below, based on the cumulative number of semester credit hours attempted.

A minimum of a “C” is required to pass the course. Documentation will be housed in the student’s academic file. Although, this is the minimum passing grade. Students will need to meet the **Satisfactory Academic Progress** requirements.

### Course Schedule

| <i>Lesson #</i> | <i>Topic(s)</i>   |
|-----------------|---|
| 1               | <b>Introduction to the course:</b> course content, materials and methods, course requirements, dress code, policy and procedures<br>Basic Word Structure <ul style="list-style-type: none"> <li>• Identify basic objectives to guide the study of the medical language</li> <li>• Divide medical words into their component parts</li> <li>• Learn the meanings of basic combining forms, suffixes, and prefixes</li> <li>• Use word parts to build medical words</li> </ul>  |
| 2               | <b>Terms Pertaining to the Body as a Whole</b> <ul style="list-style-type: none"> <li>• Define terms that apply to structural organization of the body</li> <li>• Identify body cavities and recognize the organs within those cavities</li> <li>• Locate and identify anatomic and clinical divisions of the abdomen</li> <li>• Become acquainted with terms that describe positions, direction, and planes of the body</li> <li>• Identify new meanings for word elements and use them to understand medical terms</li> </ul> |
| 3               | <b>Suffixes</b> <ul style="list-style-type: none"> <li>• Define new suffixes and review those already presented</li> <li>• Gain practice in word analysis by using the suffixes with combining forms to build and understand medical terms</li> <li>• Identify the functions of the different types of blood cells in the body</li> </ul>   |
| 4               | <b>Prefixes</b> <ul style="list-style-type: none"> <li>• Define basic prefixes used in the medical language</li> <li>• Analyze medical terms that combine prefixes and other word elements</li> <li>• Learn about the Rh condition as an example of an antigen-antibody reaction</li> </ul>   |

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| 5 | <b>Digestive System and Additional Suffixes and Digestive System Terminology</b> <ul style="list-style-type: none"> <li>• Define combining forms for organs and learn meanings of related terminology</li> <li>• Learn and define abbreviations relevant to the digestive system</li> <li>• Apply new knowledge to understanding medical terms in their proper context</li> </ul>  |
|   | <b>Nervous System and Sense Organs: The Eye and the Ear</b> <ul style="list-style-type: none"> <li>• Learn nervous system combining forms and use them with the appropriate prefixes and suffixes</li> <li>• Learn and define abbreviations relating to the nervous system</li> <li>• Name the combining forms, prefixes and suffixes most commonly used to describe the organs and their parts</li> <li>• Identify and explain abbreviations relating to the eyes and the ears</li> </ul>   |
| 6 | <b>Cardiovascular System</b> <ul style="list-style-type: none"> <li>• Define combining forms that relate to the cardiovascular system</li> <li>• Begin to learn the basics of the anatomy of the heart and the flow of blood through the heart</li> <li>• Learn and define the relevant cardiovascular abbreviations</li> </ul>  |
| 7 | <b>Respiratory System and Musculoskeletal System</b> <ul style="list-style-type: none"> <li>• Recognize medical terms that pertain to respiration</li> <li>• Learn and define relevant abbreviations relating to the respiratory system</li> <li>• Define terms that relate to the structure and function of bones, joints, and muscles</li> <li>• Begin to recognize and name the major bones of the body</li> <li>• Analyze the combining forms, prefixes, and suffixes used to describe the functions of the musculoskeletal system.</li> </ul> |
| 8 | <b>Mid-Term Exam</b><br><b>Endocrine System</b> <ul style="list-style-type: none"> <li>• Identify the endocrine glands</li> <li>• Analyze medical terms related to the endocrine glands and their hormones</li> <li>• Recognize and define relevant abbreviations</li> </ul>   |
| 9 | <b>Cancer Medicine (Oncology)</b> <ul style="list-style-type: none"> <li>• Identify medical terms that describe the growth and spread of tumors</li> <li>• Recognize terms related to causes, diagnosis, and treatment of cancer</li> <li>• Review how tumors are classified by pathologists</li> <li>• Apply your knowledge to understanding medical terms in their proper context, such as medical reports</li> <li>• Learn and define the abbreviations associated with cancer medicine</li> </ul>  |

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| 10 | <b>Radiology and Nuclear Medicine</b> <ul style="list-style-type: none"> <li>List the physical properties of x-rays</li> <li>Recognize medical terms used in the specialties of radiology and nuclear medicine</li> <li>Name the x-ray and the patient positions used in x-ray examinations</li> <li>List and define abbreviations relevant to radiology and nuclear medicine</li> </ul>   |
| 11 | <b>Pharmacology and Psychiatry</b> <ul style="list-style-type: none"> <li>Define medical terms using combining forms and prefixes that relate to pharmacology</li> <li>Identify the various routes of drug administration</li> <li>Differentiate among the various classes of drugs and name their primary action and side effects</li> <li>Define and identify the terms associated with psychiatric symptoms and disorders.</li> <li>Identify the different categories of psychiatric drugs</li> <li>Define combining forms, prefixes, and suffixes related to psychiatry</li> </ul> |
| 12 | <b>Male Reproductive System</b> <ul style="list-style-type: none"> <li>Define commonly used abbreviations</li> <li>Define and identify medical terms related to the male reproductive system</li> <li>Recognize word parts relating to this system</li> </ul>  |
| 13 | <b>Female Reproductive System</b> <ul style="list-style-type: none"> <li>Define commonly used abbreviations</li> <li>Define and identify medical terms related to the female reproductive system</li> <li>Recognize word parts relating to this system</li> </ul>  |
| 14 | <b>Med Term Review</b> <ul style="list-style-type: none"> <li>Review commonly used prefixes and suffixes; definitions and spelling</li> <li>Demonstrate knowledge of word building using the different word parts as well as the ability to define these medical terms</li> <li>Review combining forms of the major body systems</li> </ul> Define commonly used abbreviations relating to the major body systems  |
| 15 | <b>Review for Final Examination</b>  |
| 16 | <b>Comprehensive final exam.</b>   |

**Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.**

*Revised February 2016 mzt, Revised July 2017 klp, August 2018 js, Revised August 2019 em, Revised December 2019 drg.*



**Student Name:** \_\_\_\_\_ **Course: MED 110 Semester:** \_\_\_\_\_  
**Davi-Ellen Chabner- The Language of Medicine MED 110** **Instructor:** \_\_\_\_\_  
**ABHES 2018 Skills Correlations**

| Competencies  | Text Chapter                                | EVALUATION INSTRUMENT:<br>(Textbook/Study Guide Procedure Numbers) | Course         | Date | Grade | Faculty<br>Initials | PD<br>Approval |
|---|---|--|----------------|------|-------|---------------------|----------------|
| <b>3. Medical Terminology</b>   |   |  |                |      |       |                     |                |
| a. Define and use the entire basic structure of medical terminology and be able to accurately identify the correct context (i.e., root, prefix, suffix, combinations, spelling and definitions) | Chapter 1-19 not including chapters 8 and 9 | Evolve Quick Quizzes by Chapter                                    | <b>MED 110</b> |      |       |                     |                |
|   |   | Chapter 1  |                |      |       |                     |                |
|   |   | Chapter 2  |                |      |       |                     |                |
|   |   | Chapter 3  |                |      |       |                     |                |
|   |   | Chapter 4  |                |      |       |                     |                |
|   |   | Chapter 5  |                |      |       |                     |                |
|   |   | Chapter 6  |                |      |       |                     |                |
|   |   | Chapter 7  |                |      |       |                     |                |
|   |   | Chapter 10   |                |      |       |                     |                |
|   |   | Chapter 11   |                |      |       |                     |                |
|   |   | Chapter 12   |                |      |       |                     |                |
|   |   | Chapter 13   |                |      |       |                     |                |
|   |   | Chapter 14   |                |      |       |                     |                |
|   |   | Chapter 15   |                |      |       |                     |                |
|   |   | Chapter 16   |                |      |       |                     |                |
|   |   | Chapter 17   |                |      |       |                     |                |
|   |   | Chapter 18   |                |      |       |                     |                |
|   |   | Chapter 19   |                |      |       |                     |                |
| b. Build and dissect medical terminology from roots and suffixes to understand the word element combinations  | Chapter 1-19 not including chapters 8 and 9 | Evolve Quick Quizzes by Chapter                                    | <b>MED 110</b> |      |       |                     |                |
|   |   | Chapter 1  |                |      |       |                     |                |
|   |   | Chapter 2  |                |      |       |                     |                |
|   |   | Chapter 3  |                |      |       |                     |                |
|   |   | Chapter 4  |                |      |       |                     |                |
|   |   | Chapter 5  |                |      |       |                     |                |
|   |   | Chapter 6  |                |      |       |                     |                |
|   |   | Chapter 7  |                |      |       |                     |                |
|   |   | Chapter 10   |                |      |       |                     |                |
|   |   | Chapter 11   |                |      |       |                     |                |
|   |   | Chapter 12   |                |      |       |                     |                |
|   |   | Chapter 13   |                |      |       |                     |                |
|   |   | Chapter 14   |                |      |       |                     |                |
|   |   | Chapter 15   |                |      |       |                     |                |
|   |   | Chapter 16   |                |      |       |                     |                |
|   |   | Chapter 17   |                |      |       |                     |                |
|   |   | Chapter 18   |                |      |       |                     |                |

|   |  |                                 |                |  |  |  |
|---|--|---------------------------------|----------------|--|--|--|
| c. Apply medical terminology for each specialty                         | Chapters 1-19 not including chapters 8 and 9 | Chapter 19                      |                |  |  |  |
|   |  | Evolve Quick Quizzes by Chapter | <b>MED 110</b> |  |  |  |
|   |  | Chapter 1                       |                |  |  |  |
|   |  | Chapter 2                       |                |  |  |  |
|   |  | Chapter 3                       |                |  |  |  |
|   |  | Chapter 4                       |                |  |  |  |
|   |  | Chapter 5                       |                |  |  |  |
|   |  | Chapter 6                       |                |  |  |  |
|   |  | Chapter 7                       |                |  |  |  |
|   |  | Chapter 10                      |                |  |  |  |
|   |  | Chapter 11                      |                |  |  |  |
|   |  | Chapter 12                      |                |  |  |  |
|   |  | Chapter 13                      |                |  |  |  |
|   |  | Chapter 14                      |                |  |  |  |
|   |  | Chapter 15                      |                |  |  |  |
|   |  | Chapter 16                      |                |  |  |  |
|   |  | Chapter 17                      |                |  |  |  |
|   |  | Chapter 18                      |                |  |  |  |
|   |  | Chapter 19                      |                |  |  |  |
| d. Define and use medical abbreviations when appropriate and acceptable | Chapters 1-19 not including chapter 8 and 9  | Evolve Quick Quizzes by Chapter | <b>MED 110</b> |  |  |  |
|   |  | Chapter 1                       |                |  |  |  |
|   |  | Chapter 2                       |                |  |  |  |
|   |  | Chapter 3                       |                |  |  |  |
|   |  | Chapter 4                       |                |  |  |  |
|   |  | Chapter 5                       |                |  |  |  |
|   |  | Chapter 6                       |                |  |  |  |
|   |  | Chapter 7                       |                |  |  |  |
|   |  | Chapter 10                      |                |  |  |  |
|   |  | Chapter 11                      |                |  |  |  |
|   |  | Chapter 12                      |                |  |  |  |
|   |  | Chapter 13                      |                |  |  |  |
|   |  | Chapter 14                      |                |  |  |  |
|   |  | Chapter 15                      |                |  |  |  |
|   |  | Chapter 16                      |                |  |  |  |
|   |  | Chapter 17                      |                |  |  |  |
|   |  | Chapter 18                      |                |  |  |  |
|   |  | Chapter 19                      |                |  |  |  |

All Competencies listed must have had a minimum of two attempts and have been completed with a grade of 85 or better

Instructor Signature: \_\_\_\_\_ Date \_\_\_\_\_

Medical Assisting Program Director Signature \_\_\_\_\_ Date \_\_\_\_\_

## Career Readiness Assessment “CRA”   ☐ Midterm   ☐ Final

Student Name: \_\_\_\_\_ Course ID: \_\_\_\_\_ Instructor: \_\_\_\_\_

|                                      | Total Points | Excellent<br>(16-20 points)  | Good<br>(11-15 points)  | Fair<br>(6-10 points)  | Poor<br>(0-5 points)   |
|--------------------------------------|--------------|--|---|--|--|
| <b>Attendance</b>                    |              | The student arrives on time for the course, and stays for the duration of the class. Attends at least 90% of the class.  | The student arrives on time for the course and stays for the duration of the course. Attends at least 85% of the class.   | The student arrives late or does not stay for the duration of the class. Attends at least 75% of the class.  | The student generally arrives late for the course, or stays for fewer than 65% of the class.   |
| <b>Class Engagement (Initiative)</b> |              | Proactively contributes to class by regularly offering ideas and asking questions.   | Proactively contributes to class periodically offering ideas and asking questions   | Rarely contributes to class by offering ideas and asking questions.  | Never contributes to class by offering ideas and asking questions.   |
| <b>Listening Skills</b>              |              | Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.   | Listens when others speak both in groups and lecture.   | Does not listen in groups or lecture and is not engaged during class   | Does not listen in groups and lecture. Interrupts or talks in class.   |
| <b>Behavior</b>                      |              | Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.                                     | Rarely disruptive, partial participation in group activities  | Occasionally disruptive, rarely participates in group activities.  | Very disruptive with actions and language or never participates in group activities.   |
| <b>Professionalism</b>               |              | Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately. | Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately. | Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately. | Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom. |

Total Points: \_\_\_\_/100

**Professionalism Grade**  
**15%**