

# Everest

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## INSTITUTE

### **KALAMAZOO CATALOG** **2014 - 2016**

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*A Branch of the Grand Rapids Campus*

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2014 - 2016 CATALOG

Everest Institute

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## PRESIDENT'S MESSAGE

We would like to welcome you to Everest Institute, a school that provides a friendly, small-campus atmosphere where our dedicated staff can take a personal interest in the progress of each student. This caring attitude, combined with progressive curricula, affords our students a meaningful higher education experience, as well as effective preparation for a wide variety of careers.

Obtaining a postsecondary education gives our graduates a competitive edge in their career field and will make the difference when they are considered for professional advancement. Our programs are designed for employment in the state of Michigan as well as other progressive areas throughout the country.

Our goal is to provide our students with quality instruction, a sense of professional responsibility, a desire for life-long learning, and the essential skills and abilities to qualify them for their chosen career.

We have made every effort to fulfill our obligations to those who have entrusted their educational and career goals to Everest. We invite all interested parties, therefore, to visit our campus and review our programs. Our experienced admissions officers will assist in the important process of identifying the program best suited for the candidate's special interests, talents, and goals.

Benjamin Franklin once said, "If a man empties his purse into his head, no man can take it away from him. An investment in knowledge always pays the best interest."

Sincerely,

A handwritten signature in cursive script that reads "Gloria Stender". The signature is written in black ink and is positioned to the left of the typed name.

Gloria Stender, President  
Kalamazoo Campus

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## ABOUT EVEREST INSTITUTE

### CORINTHIAN COLLEGES, INC.

Everest Institute is a part of Corinthian Colleges, Inc. (CCi). CCi was formed in 1995 to own and operate schools across the nation that focuses on high-demand, specialized curricula. CCi is continually seeking to provide the kind of educational programs that will best serve the changing needs of students, business and industry.

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

Corinthian Colleges, Inc. is dedicated to providing education and training that meets the current needs of business and industry. Under CCi ownership, the school maintains its long-standing reputation for innovation and high-quality private education.

### MISSION

Everest is dedicated to the provision of an interactive learning environment created to support the professional career development of our students. The school was established to provide quality education and training designed to meet the needs of both students and employers. The school serves a diverse student population focusing on adults seeking to acquire the education and skills necessary to enter their chosen career field. To achieve this, the school is committed to excellence in the following areas:

- The utilization of effective technology and teaching methods.
- The presentation of relevant career focused educational programs.
- Ongoing collaboration with business, employers and professional associations in the design, delivery and evaluation of effective programs.
- The provision of career development support services to students and graduates which assists them in securing employment in their chosen field.

### SCHOOL HISTORY AND DESCRIPTION

The Everest Institute campus in Kalamazoo is a branch of the Everest Institute in Grand Rapids, formerly known as Olympia Career Training Institute. The Everest Institute in Grand Rapids subsequently added two additional locations: Kalamazoo, Michigan, in 1989 and Merrillville, Indiana, in 1996. Corinthian Colleges, Inc. acquired the three campuses in February 2001. In April of 2007 the name of the campuses was changed to Everest Institute. The Kalamazoo campus serves all of Western Michigan and Northern Indiana, training students as far north as Petoskey, east to Lansing, south to the Illinois border, and west to the Lake Michigan communities.

The Kalamazoo facility is located at 5177 West Main, Kalamazoo, Michigan 49009, convenient to 131 and I-94 expressways. The school provides free parking, is handicapped accessible, and is located near public transportation.

Everest Institute occupies 28,612 sq. ft., of space that is modern, smoke-free and air-conditioned. The facility includes administrative offices, lecture rooms, medical, dental and computer labs, examination rooms, business labs, pharmacy labs and a student lounge.

Everest Institute, the facility it occupies and the equipment it uses comply with all federal, state and local ordinances and regulations, including those related to fire safety, building safety and health.

### ACCREDITATIONS, APPROVALS AND MEMBERSHIPS

- Everest Institute is accredited by the Accrediting Commission of Career Schools and Colleges as a branch of Everest Institute – Grand Rapids, Michigan. The Accrediting Commission of Career Schools and Colleges is located at 2101 Wilson Boulevard, Suite 302, Arlington, VA 22201; (703) 247-4212, [www.accsc.org](http://www.accsc.org).
- Approved for the training of veterans and eligible persons under the provisions of Title 38, United States Code.
- The Medical Assistant diploma program is accredited by the Accrediting Bureau of Health Education Schools (ABHES), 7777 Leesburg Pike, Suite 314 N., Falls Church, VA 22043, (704) 917-9503.
- Assigned School by the National Certification Board of Therapeutic Massage & Bodywork (NCBTMB).
- The Pharmacy Technician program is accredited by the American Society of Health-System Pharmacists, 7272 Wisconsin Avenue, Bethesda, MD 20814, 301.657.3000, [www.ashp.org](http://www.ashp.org).
- Licensed to operate by the Michigan Department of Licensing and Regulatory Affairs
- Member of the Michigan Association of Career Colleges and Schools

Copies of accreditation, approval and membership documentation are available for inspection at the campus. Please contact the campus president to review this material.

## **GAINFUL EMPLOYMENT INFORMATION**

For more information about our graduation rates, the median debt of students who completed the program and other important information, please visit our website at [www.everest.edu/disclosures](http://www.everest.edu/disclosures).

## **ADMISSIONS INFORMATION**

All admissions materials, including program disclosures and enrollment agreements are presented in English only, since all programs are taught in English. Each admissions representative conducts interviews with prospective enrollees in English only as the method to determine that the prospective enrollee understands and can function in English. We do not make any accommodations to present materials or instruct courses in any other language. As part of the enrollment process, enrollees take the SLE assessment. If a student scores 12 or more, the student will proceed with standard coursework. If a student scores 9 to 11, it is recommended that the student attends math tutoring. If the score is 8 or below, it is recommended that the student attends tutoring to strengthen his/her skills in both English and Math. No English as a second language courses are offered by the campus.

## **REQUIREMENTS AND PROCEDURES**

- High school diploma or a recognized equivalent such as the GED.
- Students must submit proof of high school graduation or a recognized equivalency certificate (GED) to the institution by providing the institution with the diploma, transcript confirming graduation, GED certificate or other equivalent documentation, a copy of which will be placed in the student file.
- Applicants are informed of their acceptance status shortly after all required information is received and the applicants' qualifications are reviewed.
- Upon acceptance into the school, applicants who are enrolling will complete an enrollment agreement.
- Students may apply for entry at any time. Students are responsible for meeting the requirements of the catalog in effect at the time of enrollment. Students automatically come under the current catalog at reentrance after not attending for a full academic term.
- Re-entry students are subject to all program requirements, policies, and procedures as stated in the school catalog in effect at the time of re-entry. All re-entering students must sign a new enrollment agreement.

## **ACADEMIC SKILLS ASSESSMENT**

All students are required to go through the institution's assessment process. Students may be exempt from the assessment test if they provide official composite score of at least 15 on the ACT, a combined score on reading and math of at least 700 on the SAT, or proof of successful completion of a minimum of 36.0 quarter hours or 24.0 semester hours of earned college credit at an accredited postsecondary institution.

## **PROGRAM SPECIFIC ADMISSIONS REQUIREMENTS**

### **MASSAGE THERAPY PROGRAM**

All applicants for the Massage Therapy program will be required to undergo a background check as noted above. Massage Therapy students will also need to meet their state licensure or certification requirements in order to work as a massage therapist following graduation. As a service to better support our graduates, Everest Institute will assume the cost of the initial National Certification Examination or other state acceptable license (up to \$225.00) and the Licensing Application Fee (up to \$175.00) given that the graduate meets all the necessary requirements of this offer, and applies for and registers for both within 90 days of graduation.

Students are encouraged to seek licensure or certification as required by State law. Failure to comply will result in being determined ineligible from the process, which will have a negative impact on career placement assistance and employment eligibility. Be advised that the licensure or certification process can take 10 – 24 weeks to complete after successful completion of the Massage Therapy program. To accelerate the licensure or certification process, students may begin filling out required forms and gathering supporting documentation while still in training.

#### **Massage Therapist certification requirements**

Students enrolling into the Massage Therapy program at Everest Institute must complete requirements as outlined in the Massage Licensing Act, Michigan Compiled Laws, Act 368, Section 333.17959, <http://www.legislature.mi.gov>.

#### **Certification Fees**

- National Certification Examination: \$225.00 (NCBTMB) or \$195.00 (MBLEx)
- Licensing Application Fees: Up to \$175.00 including but not limited to license fees, Fingerprint and Background check.

All individuals applying for initial licensure as a Massage Therapist in Michigan must submit to a criminal background check. In addition, individual fees may be required for a business license based on city, town, village and county ordinances.

## PHARMACY TECHNICIAN PROGRAM

- Applicants must reach 18 years of age on or prior to the expected date of graduation.
- Students must meet with the Program Director during their first module.
- Applicants must pass a criminal background check and complete a student disclosure form.
- High School graduate or have a GED.

## CRIMINAL BACKGROUND CHECK

- Students may be subject to a criminal background check prior to enrollment to ensure they are qualified to meet occupational or employment requirements, clinical or internship/externship placement requirements or licensure standards for many programs, including but not limited to those in the allied health or criminal justice fields.
- Enrollment for students may not be granted when the background check identifies a conviction, pending case, or uncompleted deferral/diversion for any felonies or misdemeanors.
- A student's inability to obtain criminal background clearance may prohibit opportunities for program completion and job placement. It is the student's responsibility to contact the agency to verify conditions. The school cannot contact the background check agency.
- All students re-entering a program shall be required to complete a Criminal Background Attestation, attesting that they do not have a criminal background that would preclude them from obtaining licensure, externship or placement in their desired career field.

## ABILITY TO BENEFIT GRANDFATHERING POLICY

Ability to Benefit students who were enrolled in an eligible educational program of study any time before July 1, 2012, may continue to be considered Title IV eligible under either the ATB test or credit hour standards if they meet the following two-part test set forth below:

1. The student attended, or was registered and scheduled to attend, a Title IV eligible program at an eligible institution prior to July 1, 2012; and
2. The student attained a passing score on an independently administered Department of Education (DOE) approved ATB test subject to the limitations set forth below.

**Note:** The number of students enrolled under the Ability To Benefit Provision is limited to only certain diploma programs offered. Please check with your admission representative regarding the programs that accept ATB students. The school reserves the right to reject applicants based on test scores and ability to benefit limitations, or as necessary to comply with any applicable local, state or federal laws, statutes or regulations.

### Ability to Benefit Passing Test Scores

ATB students must achieve or exceed the minimum passing scores in all subtests at one administration. Minimum ATB qualifying scores for CPA<sub>t</sub>, COMPASS, ASSET, CPT/Accuplacer and the Wonderlic Basic Skills Test as defined in the table below.

ATB Test	CPA <sub>t</sub>	COMPASS	ASSET	CPT/Accuplacer	Wonderlic
<b>Required Passing Scores:</b>	Language: 42 Reading: 43 Numerical: 41	Reading: 62 Writing: 32 Numerical: 25	Reading: 35 Writing: 35 Numerical: 33	Reading: 55 Sentence Skills: 60 Arithmetic: 34	Verbal: 200 Quantitative: 210

Former CCI ATB students re-entering on or after July 1, 2012, under the limited circumstances outlined above will not be required to retake and pass the ATB test if the official score sheet from the test publisher is in the student's academic file.

Students transferring from a non-CCI institution that previously qualified for Title IV eligibility via successfully passing an approved ATB exam at another institution will be required to re-take and pass an approved ATB-exam through CCI subject to Test Publisher's retest policies.

### Ability to Benefit Advising

The school will provide academic support services necessary for the success of each student in the ATB program and to ensure that following completion of the program the student is ready for placement. All ATB students shall receive academic and career advising after each grading/evaluation periods (i.e. term, module, phase, level, or quarter).



## ACADEMIC INFORMATION

### EVEREST REGULATIONS

Each student is given the school catalog, which sets forth the policies and regulations under which the institution operates. It is the responsibility of the student to become familiar with these policies and regulations and to comply accordingly. Ignorance of or lack of familiarity with this information does not serve as an excuse for noncompliance or infractions.

Everest reserves the right to modify its tuition and fees; to add or withdraw members from its faculty and staff; to revise its academic programs; and to withdraw subject courses, and programs if registration falls below the required number. The total hours specified in each area of the program total is the minimum requirements for completion.

### DEFINITION OF CREDIT

Everest awards credit in the form of quarter credits. One quarter credit is equivalent to a minimum of 10.0 class hours of theory or lecture instruction, a minimum of 20.0 hours of supervised laboratory instruction, or a minimum of 30.0 hours of externship practice.

Financial aid is administered as a clock-hour program for Massage Therapy.

### OUT OF CLASS ASSIGNMENTS

In addition to scheduled classes, students in diploma programs will be expected to complete assigned homework and other out-of-class assignments in order to successfully meet course objectives as set forth in the course/program syllabi.

### MAXIMUM CLASS SIZE

To provide meaningful instruction and training, classes are limited in size. Standard lecture classes average 25 students. The maximum class size is 34 students.

Laboratory classes enable students to receive hands-on training using equipment similar to that used by business and industry. To ensure that students receive the necessary time and attention to build experience and confidence, typical laboratory classes average 25 students. The maximum class size for laboratories is 34 students in allied health programs and 40 in technical programs.

### TRANSFER OF CREDIT INTO EVEREST

Everest has constructed its transfer credit policy to recognize both traditional college credit and non-traditional learning. In general, Everest considers the following criteria when determining if transfer credit should be awarded:

- Accreditation of the institution;
- The comparability of the scope, depth, and breadth of the course to be transferred; and
- The applicability of the course to be transferred to the student's desired program. This includes the grade and age of the previously earned credit.

If the learning was obtained outside a formal academic setting, through a nationally administered proficiency exam, an IT certificate exam, or military training, Everest will evaluate and award transfer credit using professional judgment and the recommendations for credit issued by the American Council on Education (ACE).

### Academic Time Limits

The following time limits apply to a course being considered for transfer credit:

- College Core and General Education course – indefinite;
- Major Core course (except health science course – within ten (10) years of completion; and
- Military training, Proficiency exams (e.g. DANTES, AP, CLEP, Excelsior, etc.) and IT certificate exams – the same academic time limits as College Core, General Education, and Major Core courses.

**Note:** Due to certain programmatic accreditation criteria, health science courses must be transferred within five (5) years of completion.

### Required Grades

For diploma programs, a letter grade of C (70%) or better is required for transfer credit to be awarded.

### Maximum Transfer Credits Accepted

Students enrolled in a diploma program must complete at least 25% of the program in residency at the institution awarding the degree or diploma. The remaining 75% of the program may be any combination of transfer credit, national proficiency credit, Everest developed proficiency credit, or prior learning credit.

### **Coursework Completed at Foreign Institutions**

All coursework completed at a foreign institution must be evaluated by a member of the National Association of Credential Evaluation Services (NACES) or a member of the Association of International Credentials Evaluators (AICE). The evaluation must be course by course with letter grades. An exception to this may be allowed for students transferring from Canada with prior approval from the Transfer Center.

### **Transfer Credit for Learning Assessment**

Everest accepts appropriate credits transferred from the College Level Examination Program (CLEP), DANTES subject testing, and certain other professional certification examination programs. Contact the campus Academic Dean/Director of Education for the current list of approved exams and minimum scores required for transfer.

### **Transfer Credit for Proficiency Examination**

Undergraduate students may attempt to challenge the requirement to certain selected courses by demonstrating a proficiency level based on special qualifications, skills, or knowledge obtained through work or other experience that is sufficient to warrant the granting of academic credit for a course through a Proficiency Examination. Similarly, Everest may award some credits toward undergraduate, associate, and diploma level courses for achievement of professional certifications such as CNE, MCSE, etc. For more information, please contact the Academic Dean or Director of Education.

### **Experiential Learning Portfolio**

Students may earn credit for experiential learning through the Prior Learning Assessment program. This program is designed to translate personal and professional experiences into academic credit. Procedures for applying for credit through experiential learning are available in the Academic Dean's/Director of Education's office.

### **Notice Concerning Transferability of Credits and Credentials Earned at Our Institution**

The transferability of credits earned at Everest is at the complete discretion of an institution to which a student may seek to transfer. Acceptance of the degree, diploma or certificate earned in the program in which the student is enrolling is also at the complete discretion of the institution to which a student may seek to transfer. If the credits or degree, diploma or certificate that was earned at this institution are not accepted at the institution to which a student seeks to transfer, the student may be required to repeat some or all of his/her coursework at that institution. For this reason, the student should make certain that attendance at this institution will meet his/her educational goals. This may include contacting an institution to which a student may seek to transfer after attending Everest to determine if the credits or degree, diploma or certificate will transfer.

### **Transfer to Other Everest Locations**

Students in good standing may transfer to another Everest campus location. Transfer students are advised that they will be subject to the minimum residency requirements at the new campus for the program in which they are enrolled. Students may transfer applicable credits from Everest coursework in which a "C" or higher was earned; however, those credits will be treated as transfer credits and will not count toward fulfilling residency requirements at the new location.

### **Transfer Center Assistance**

Any questions regarding the transfer of credit into or from Everest should be directed to the Transfer Center at 877-727-0058 or email [transfercenter@cci.edu](mailto:transfercenter@cci.edu).

### **GRADING SYSTEM AND PROGRESS REPORTS**

The student's final grade for each course or module is determined by the average of the tests, homework, class participation, special assignments and any other criteria indicated in the grading section of the syllabus for the course or module. Final grades are reported at the completion of each grading term and are provided to each student. If mailed, they are sent to the student's home address. Failed courses must be repeated and are calculated as an attempt in Satisfactory Academic Progress calculations.

Grade	Point Value	Meaning	Percentage Scale
A	4.0	Excellent	100-90
B	3.0	Very Good	89-80
C	2.0	Good	79-70
F	0.0	Failing	69-0
P	Not Calculated	Pass (for externship/internship or thesis classes only)	
IP	Not Calculated	In Progress (for linear externship/internship/modular clinic courses or thesis courses only)	
L	Not Calculated	Leave of Absence (allowed in modular programs only)	
PE	Not Calculated	Pass by Proficiency Exam	
W	Not Calculated	Withdrawal	
WZ	Not Calculated	Withdrawal for those students called to immediate active military duty. This grade indicates that the course will not be calculated for purposes of determining rate of progress	
TR	Not Calculated	Transfer Credit	

Treatment of Grades in the Satisfactory Academic Progress/Rate of Progress Calculation			
Grade	Included in GPA calculation?	Counted as attempted credits?	Counted as earned credits?
A	Y	Y	Y
B	Y	Y	Y
C	Y	Y	Y
F	Y	Y	N
P	N	Y	Y
IP	N	Y	N
L	N	N	N
PE	N	Y	Y
W	N	Y	N
WZ	N	N	N
TR	N	Y	Y

### GPA AND CGPA CALCULATIONS

- The Grade Point Average (GPA) is calculated for all students. The GPA for each term and Cumulative Grade Point Average (CGPA) is calculated on courses taken in residence at Everest.
- The Grade Point Average (GPA) is calculated at the end of each evaluation period by dividing the quality points earned by the total credits attempted for that evaluation period.
- The Cumulative Grade Point Average (CGPA) is calculated by dividing the total cumulative quality points earned by the total cumulative credits attempted for cumulative evaluation periods.
- The number of quality points awarded for each course is determined by multiplying the points listed for each letter grade by the number of credits of the course.

### STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

Students must maintain satisfactory academic progress in order to remain eligible as regularly enrolled students and to continue receiving federal financial assistance. The accreditor and federal regulations require that all students progress at a reasonable rate toward the completion of their academic program. Satisfactory academic progress is measured by:

- The student's cumulative grade point average (CGPA).
- The student's rate of progress toward completion (ROP).
- The maximum time frame (MTF) allowed to complete the academic program (150% for all programs).

**For clock hour modular programs**, students must also maintain a satisfactory rate of attendance. The student may not have absences in excess of 10% of the scheduled hours in a payment period, measured at the nearest full module. The maximum time frame allowed to complete is 150% of total number of weeks in the program of study (MTF).

### Evaluation Periods for SAP

Satisfactory academic progress is measured for all students at the end of each grading period (i.e., at the end of each term, module, phase, level, quarter and payment period).

### Rate of Progress Toward Completion

The school catalog contains a schedule designating the minimum percentage or amount of work that a student must successfully complete at the end of each evaluation period to complete their educational program within the maximum time frame (150%). Quantitative progress is determined by dividing the number of credit hours earned by the number of credit hours attempted. Credit hours attempted include completed hours, transfer credits, withdrawals, and repeated courses. Non-credit remedial courses have no effect on the student's ROP.

### Maximum Time Frame to Complete

The maximum time frame for completion of any program is limited by federal regulation to 150% of the published length of the program. A student is not allowed to attempt more than 1.5 times or 150% of the credit hours in the standard length of the program in order to complete the requirements for graduation.

**For clock hour modular programs,** a student is not allowed to attempt more than 1.5 times or 150% of the weeks in the program.

### Satisfactory Academic Progress Tables

47 Quarter Credit Hour Program. Total credits that may be attempted: 70 (150% of 47).				
Total Credits Attempted	SAP Advising if CGPA is below	SAP Not Met if CGPA is below	SAP Advising if Rate of Progress is Below	SAP Not Met if Rate of Progress is Below
1-12	2.0	N/A	66.66%	N/A
13-24	2.0	1.0	66.66%	25%
25-48	2.0	1.5	66.66%	63%
49-70	N/A	2.0	N/A	66.66%

48 Quarter Credit Hour Program. Total credits that may be attempted: 72(150% of 48).				
Total Credits Attempted	SAP Advising if CGPA is below	SAP Not Met if CGPA is below	SAP Advising if Rate of Progress is Below	SAP Not Met if Rate of Progress is Below
1-18	2.0	N/A	66.66%	N/A
19-24	2.0	0.5	66.66%	25%
25-30	2.0	0.75	66.66%	40%
31-36	2.0	1.0	66.66%	50%
37-42	2.0	1.1	66.66%	55%
43-48	2.0	1.25	66.66%	60%
49-72	N/A	2.0	N/A	66.66%

58 Quarter Credit Hour Program Total credits that may be attempted: 87 (150% of 58)				
Total Credits Attempted	SAP Advising if CGPA is below	SAP Not Met if CGPA is below	SAP Advising if Rate of Progress is below	SAP Not Met if Rate of Progress is below
1-12	2.0	NA	66.66%	NA
13-24	2.0	1.0	66.66%	NA
25-36	2.0	1.25	66.66%	50%
37-48	2.0	1.5	66.66%	65%
49-60	2.0	1.75	66.66%	65%
61-87	NA	2.0	NA	66.66%

60 Quarter Credit Hour Program. Total credits that may be attempted: 90 (150% of 60).				
Total Credits Attempted	SAP Advising if CGPA is below	SAP Not Met if CGPA is below	SAP Advising if Rate of Progress is Below	SAP Not Met if Rate of Progress is Below
1-18	2.0	N/A	66.66%	N/A
19-24	2.0	0.5	66.66%	25%
25-30	2.0	0.75	66.66%	40%
31-36	2.0	1.0	66.66%	50%
37-42	2.0	1.1	66.66%	55%
43-48	2.0	1.25	66.66%	60%
49-72	2.0	1.5	66.66%	65%
73-90	N/A	2.0	N/A	66.66%

72 Quarter Credit Hour Program. Total credits that may be attempted: 108 (150% of 72).				
Total Credits Attempted	SAP Advising if CGPA is below	SAP Not Met if CGPA is below	SAP Advising if Rate of Progress is Below	SAP Not Met if Rate of Progress is Below
1-16	2.0	N/A	66.66%	N/A
17-32	2.0	1.0	66.66%	N/A
33-48	2.0	1.25	66.66%	50%
49-64	2.0	1.5	66.66%	60%
65-72	2.0	1.75	66.66%	65%
73-108	N/A	2.0	N/A	66.66%

### Application of Grades and Credits

- Grades A through F are included in the calculation of CGPA and are included in the Total Number of Credit Hours Attempted.
- Transfer credits (TR) are not included in the calculation of CGPA but are included in the Total Number of Credit Hours Attempted and Earned in order to determine the required levels for CGPA and rate of progress.
- Courses with grades of Pass and PE are not included in the CGPA calculation but do count as credit hours successfully completed for the rate of progress calculation.
- For calculating rate of progress, F grades and W grades are counted as hours attempted but are not counted as hours successfully completed. Grades of IP will also be counted as hours attempted but not as hours successfully completed.
- When a course is repeated, the higher of the two grades is used in the calculation of CGPA, and the total credit hours for the original course and the repeated course are included in the Total Credit Hours Attempted (in the SAP charts) in order to determine the required rate of progress level. The credit hours for the original attempt are considered as not successfully completed.
- When a student returns from a leave of absence and completes the course from which the student withdrew, the hours for which the student receives a passing grade are counted as earned; the grade, hours, and attendance for the original attempt prior to the official leave of absence are not counted for purpose of the rate of progress toward completion calculation and the original grade is not counted in the CGPA calculation.
- When a student transfers between programs, all attempts of courses common to both programs are included in the CGPA and ROP of the new program.
- Students graduating from one program and continuing on to another will have all successfully completed courses common to both programs included in the SAP calculations of the new program. Courses not in the new program, including grades of W or F, are excluded from all SAP calculations.
- Non-punitive grades are not used and non-credit and remedial courses do not factor into CGPA or ROP.

### SAP Advising

SAP Advising is the period of time during which a student is advised and monitored for progress for the remainder of the term. During the SAP advising period, the student is eligible for financial aid. Academic advising shall be documented using the **Academic Advising Form**. The form shall be kept in the student's academic file.

The Academic Dean/Director of Education (or designee) must provide a written notice of SAP Advising status. The following timelines apply for all students placed on SAP Advising status:

- Students must receive the notification by the third (3) calendar day of the subsequent module; and
- Must be advised within ten (10) calendar days after the module start.

### FINANCIAL AID WARNING

SAP is evaluated at the end of each term and all students with a cumulative grade point average (CGPA) and/or rate of progress (ROP) below the required academic progress standards as stated in the school's catalog are determined to have not met satisfactory academic progress. Students not meeting SAP and with a previous SAP Met status will be issued a Financial Aid Warning and be advised that unless they improve their CGPA and/or rate of progress toward completion, they may be withdrawn from their program and lose eligibility for federal financial aid.

### **Notification of Financial Aid Warning**

The Academic Dean/Director of Education (or designee) must provide the written notice of FA Warning status to all students not meeting SAP and with a previous SAP Met status. The following timelines apply to all students receiving an FA Warning:

- For programs with an Add/Drop period:
  - Students must receive the notification by the first day of the term; and
  - Must be advised within fourteen (14) calendar days after the term start.

**Note: For terms without a break week, students must receive the notification within seven (7) calendar days after the term start and be advised within twenty-one (21) calendar days after the term start.**

- For modular programs:
  - Students must receive the notification by the third (3rd) calendar day of the next module; and
  - Must be advised within ten (10) calendar days after the module start.

### **Financial Aid Probation**

At the end of each term following a SAP evaluation, students with an immediate SAP NOT MET status and who are SAP NOT MET again according to the academic progress standards stated in the school's catalog, will be notified with a SAP NOT MET letter indicating that they will be withdrawn unless they successfully appeal by written request within five (5) calendar days after the notification in accordance with the Academic Appeals Policy. Appeals shall only be granted for the following reasons: the death of a family member; an illness or injury suffered by the student; special circumstances of an unusual nature which are not likely to recur.

The Academic Dean/Director of Education (or designee) must provide written notice of all students placed on SAP NOT MET status:

- Students must receive the notification by the third (3) calendar day of the next module;
- If the student appeals this status and the appeal is approved, the student must receive an Academic Progress Plan within seven (7) calendar days after the appeal's approval.

### **Notification of Financial Aid Probation**

FA Probation is the term for which the student's appeal has been accepted and progress is monitored under an Academic Progress Plan. Students must be notified in writing of their probationary status within three (3) calendar day of the change in status in the student information system. During the period of FA probation students will continue to be eligible for financial aid.

While on FA probation, unless students improve their CGPA and /or rate of progress toward completion, in accordance with their Academic Progress Plan, they will be withdrawn from their program and become ineligible for further financial aid. All students on FA probation must be placed on an Academic Progress Plan. A student will remain on FA probation as long as he or she is meeting the requirements of his or her Academic Progress Plan when evaluated at the end of each evaluation period on the Plan.

### **Academic Progress Plan**

Students on FA Probation must agree to the requirements of an Academic Progress Plan (APP) as a condition of their FA probation. Each student shall receive a copy of his or her APP. A copy of each student's APP shall be kept in the student's permanent academic file.

The APP may extend over one (1) or multiple terms, as defined at the initiation of the APP. At the end of the first evaluation period on the APP, the student will meet with the Academic Dean/Director of Education (or designee)/Online Designee for an evaluation of progress of the plan's requirements. If on a single-term plan and the student has met the requirement(s) of the plan, the student must be in SAP Advising or SAP Met status, and the student's APP shall be considered fulfilled and closed. If on a multi-term plan and the student has met the requirement(s) of the first evaluation period, then new requirement will be set and the student will be placed manually into SAP Meeting APP Status and will adhere to the subsequent term requirements of the APP.

If at the end of any SAP evaluation period on the plan (APP) the student does not meet the plan's requirement(s), the student will receive a dismissal letter and will be dismissed from the program.

Students who have violated their FA Probation and have been dismissed from a program are not eligible for readmission to that program if they have exceeded, or may exceed, the maximum time frame of completion until they re-establish appropriate Satisfactory Academic Progress standing.

### **Evaluation of Progress**

At the end of each evaluation period encompassed by the APP, the student will meet with the Academic Dean/Director of Education (or designee) for an evaluation of progress of the plan's requirements. Determination of the student's success at meeting APP requirement(s) must be completed no later than the second (2<sup>nd</sup>) calendar day of the module.

### **SAP Advising or SAP Met Status**

If the student has met the requirements of a one-term plan, the student must be in SAP Advising or SAP MET status and the student's APP shall be considered fulfilled and closed. The student will be provided with either a SAP Advising or Return to Academic Good Standing Letter. In the case of SAP Advising, the student will be advised with the Academic Advising form and will be FA eligible.

The Academic Dean/Director of Education (or designee) must provide a written notice of Return to Academic Good Standing or SAP Advising status. The following timelines apply for all students placed on SAP Advising status:

- Students must receive the notification by the third (3) calendar day of the subsequent module; and
- Must complete the Evaluation of Progress form within seven (7) calendar days after the notification.

### **SAP Not Met Status and/or Dismissal**

If on a multi-term plan, it is likely the student will remain SAP NOT MET for the second (and ensuing) evaluation periods. At the end of each evaluation period, the student will be notified, evaluated for progress, and if the APP requirements are met, will be manually assigned SAP Meeting APP status and continue on the APP. New requirements for the second (or ensuing) evaluation period will be defined using the Evaluation of Progress form.

The Academic Dean/Director of Education (or designee) must provide a written notice of SAP NOT MET status. The following timelines apply for all students placed on SAP NOT MET status:

- Students must receive the notification by the third (3) calendar day of the subsequent module; and
- Must complete the Evaluation of Progress form within seven (7) calendar days after the notification.

If the student does not meet the Plan's requirements at the end of an evaluation period, the student will be dismissed from the program. If the student has not met the benchmark, the student must be dropped with the correct DOD (no later than second calendar day of module or term). The student must be notified of dismissal no later than the second calendar day of module or term.

**NOTE: If the student has make-up work, and the campus is willing to accept it, it must be completed within four (4) calendar days of grades being entered (as long as this doesn't extend beyond ten (10) calendar days after mod- or term-end), or the student must be dropped with the correct DOD.**

### **SAP Re-Entry**

Students who have violated FA Probation and have been dismissed shall not be readmitted if they cannot complete the program within the maximum time frame or re-establish appropriate Satisfactory Academic Progress (SAP) standing.

### **Retaking Passed Coursework**

Students may repeat coursework as long as such coursework does not include more than a single repetition of a previously passed course. Each attempt counts in the calculation of the students' rate of progress and successful completion percentages. All repeated courses will appear on the student's transcript, but only the highest grade earned will be included in the calculation of their cumulative grade point average.

### **Retaking Failed Coursework**

For the purpose of improving academic standing and establishing institutional grade point average, students must repeat any failed coursework. Failed courses may be repeated more than twice, so long as repeating the coursework does not jeopardize the students' maximum time frame of completion. Pre-requisite modules in diploma programs may not be repeated more than three (3) attempts. Each attempt counts in the calculation of the students' rate of progress and successful completion percentages. All repeated coursework will appear on the student's transcript, but only the highest grade earned, will be included in the calculation of their cumulative grade point average. Attendance in successfully repeated classes/modules will also replace attendance in prior unsuccessful attempts.

### **ATTENDANCE POLICY**

Attendance in class is critical to student academic success. This policy sets standards that provide for the withdrawal and dismissal of students whose absences exceed a set rate. Normally, a student is considered present if he or she is in the assigned classroom for the scheduled amount of time, i.e., neither late for class (tardy) nor leaving before the end of class (leave early). However, an instructor may consider a student present who does not attend the entire class session if (a) the criteria used to make the determination are stated in the course syllabus and (b) the amount of time missed does not exceed 50% of the class session.

**In clock hour modular programs**, the student is awarded one hour of attendance for each 50-minute academic hour attended (there is a 10-minute administrative grace period).

## Establishing Attendance/Verifying Enrollment

For programs with an add/drop period, the taking of attendance for a student enrolling during the add/drop period shall begin the first scheduled class session following the student's enrollment.

In programs without an add/drop period, new students registered for a class shall attend by the second scheduled class session or be withdrawn.

## Monitoring Student Attendance

Faculty shall monitor student attendance on the basis of both consecutive absences (the "Consecutive Absence Rule") and absences as a percentage of the hours (minus externship hours) in the term/program (the "Percentage Absence Rule"). A student may appeal an attendance dismissal pursuant to the Student Academic Appeals Policy.

Should an appeal be granted, the student is not dismissed, but shall be placed on probation and monitored with an advising plan. Should an appeal not be granted, the student shall be withdrawn from all courses and dismissed from school, and shall not be charged for attending while the appeal was pending. Students dismissed due to an attendance violation must reapply for admission to the school.

**In clock hour modular programs**, the "Percentage Absence Rule" (identifying attendance violations) measure absences as a percentage of the hours in a module/payment period.

## Make-Up Attendance

**In clock hour modular programs**, students may choose to, or be required to, make-up attendance. Make-up attendance can occur only outside of regularly-scheduled class time, and the quantity of make-up attendance per module cannot exceed the quantity of absence in that module. Make-up attendance must be completed by 14 calendar days after mod end, and make-up work must be related to the module in which the absence occurred.

Make-up time will be measured in 30-minute blocks of time, and must be monitored by Academics staff and approved by the Director of Education/Academic Dean. Qualified make-up attendance activities include, but are not limited to, taking/re-taking quiz or test, facilitated review or study, group project, study group, hands-on practice, lab check-offs, and completion of assignments.

## Consecutive Absence Rule

When a student is absent from school for fourteen (14) consecutive calendar days excluding holidays and scheduled breaks, the faculty shall notify the Academic Dean/Director of Education. The following guidelines shall be followed:

- All students who state they will not return to school shall be promptly withdrawn;
- All students who state they will return must:
  1. Attend their next scheduled class session;
  2. File an appeal within five (5) calendar days of the violation;
  3. Have perfect attendance while the appeal is pending; and
- Any student who has promised to return to school, but does not attend the next scheduled class session shall be withdrawn from all courses and dismissed from school.

## Percentage Absence Rule

For students who **have not** previously violated the attendance policy:

Percentage	Action Taken
15% of the total classroom hours missed	Attendance warning letter sent
20% of the total classroom hours missed	Withdrawn from the module and dismissed from school

For students who **have** been dismissed for violating the attendance policy, or would have been dismissed but for a successful appeal, the following rule shall apply:

Percentage	Action Taken
15% of the remaining classroom hours missed	Attendance warning letter sent
20% of the remaining classroom hours missed	Withdrawn from the module and dismissed from school

## Percentage Absence Rule (Clock Hour Modular Programs)

Percentage	Action Taken
10% of the total hours in each module – first occurrence in a payment period	Attendance warning letter sent  Student is advised about the importance of making up attendance.



10% of the total hours in each module – second occurrence in a payment period	Attendance warning letter sent Student is advised and required to make up attendance
10% of the total hours in each module – third occurrence, and those that occur beyond the third	Withdrawn from the module and dismissed from school. Student has the opportunity to appeal the dismissal, and will be required to agree to an attendance plan that will define requirements for making up attendance
More than 10% of the total hours in each payment period – occurring prior to measurement of payment period completion for disbursement	Attendance warning letter sent Student is advised and required to make up attendance
More than 10% of the total hours in each payment period at the point of measurement of payment period completion for disbursement	Withdrawn from the module and dismissed from school. Student has the opportunity to appeal the dismissal and will be required to make up attendance - prior to the end of the first payment period, or outside of regularly-scheduled hours in the second payment period classes. <b>Note: The appeal shall not be entered until remediation to below 10% of the total payment period hours absence has occurred.</b>

### Date of Withdrawal

- When a student is withdrawn for consecutive absences within the term or module, the date of the student's withdrawal shall be the student's last date of attendance (LDA).
- When a student is withdrawn for violating the applicable percentage absence rule, the Date of Withdrawal shall be the date of the violation.

**Note:** The Date of Withdrawal shall be the earlier of a violation of the Consecutive Absence Rule or the Percentage Absence Rule.

### Date of Determination (DOD)

The Date of Determination (DOD) is the date the school determined the student would not return to class. This is the date used to determine the timeliness of the refund. The DOD is the **earliest** of the following three (3) dates:

- The date the student notifies the school (verbally or in writing) that s/he is not returning to class;
- The date the student violates the published attendance policy;
- No later than the 14th calendar day after the LDA; scheduled breaks are excluded when calculating the DOD.

### Attendance Records

The computer attendance database is the official record of attendance. The official record may be challenged by filing an attendance appeal according to the Student Academic Appeal Policy. Without an appeal, after the 14th calendar day following the end of the term/module, the computer attendance database shall be considered final.

### LEAVE OF ABSENCE POLICY (MODULAR PROGRAMS ONLY)

Everest permits students to request a leave of absence (LOA) as long as the leave does not exceed a total of 180 days during any 12-month period, starting from the first day of the first leave, and as long as there are documented, legitimate extenuating circumstances that require the students to interrupt their education, including pregnancy (including childbirth, false pregnancy, termination of pregnancy, and recovery therefrom) or temporary disability. Students requesting an LOA must submit a completed Leave of Absence Request Form prior to the beginning date of the leave. If unforeseen circumstances prevent the student from submitting the request in advance, the leave may still be granted, but only if:

- a) the school documents the unforeseen circumstances, and
- b) the student submits a completed **Leave of Absence Request Form** by the tenth (10<sup>th</sup>) calendar day of the leave.

**NOTE:** Everest does not permit leaves of absence for students enrolled in quarter-based programs. Students experiencing circumstances that may make it necessary to interrupt their attendance temporarily should see the Academic Dean/Director of Education.

A student must return from a LOA on the first day of any appropriate module or prior to the expiration of his or her leave. A student who goes on leave prior to the end of a module shall receive a grade of "L" (leave) which shall remain on his or her transcript until the student returns from an LOA, retakes the entire module and earns a grade. The module with a grade of "L" shall not be included in the calculation of Rate of Progress (ROP), Maximum Time Frame (MTF) or attendance.

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

- Upon return from leave, the student will be required to repeat the module, if it had been interrupted, and receive final grades.
- The student will not be charged any fee for the repeat of any module from which the student took leave or for students returning from a leave of absence.
- The date the student returns to class is normally scheduled for the beginning of a module.
- When a student is enrolled in a modular program, the student may return at any appropriate module, not only the module from which the student withdrew.

### **Extension of Leave of Absence**

A student on an approved LOA may submit a request to extend the LOA without returning to class. Such a request may be approved by the Director of Education provided:

- The student submits a completed **LOA Extension Request Form** before the end date of the current leave
- There is a reasonable expectation the student will return
- The number of days in the leave as extended, when added to all other approved leaves, does not exceed 180 calendar days in any twelve (12) month period calculated from the first day of the student's first leave
- Appropriate modules required for completion of the program will be available to the student on the date of return.

If the extension request is approved, the end date of the student's current leave will be changed in the official student information system to reflect the new end date. If the request is denied, the student will be withdrawn and the withdrawal date will be the student's last date of attendance (LDA).

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

A student who fails to return from an LOA on or before the date indicated in the written request will be terminated from the program, and the institution will invoke the refund policy. As required by federal statute and regulations, the student's last date of attendance prior to the approved LOA will be used in order to determine the amount of funds the institution earned and make any refunds that may be required under federal, state, or institutional policy.

The "L" grade in the LOA beginning module shall be changed to "W" (withdraw). The module with a grade of "W" shall be included as an attempt in the calculation of Rate of Progress and Maximum Time Frame.

### **Possible Effects of Leave of Absence**

Students who are contemplating an LOA should be cautioned that one or more of the following factors may affect the length of time it will take the student to graduate.

- Students returning from a LOA are not guaranteed that the module required to maintain the normal progress in their training program will be available at the time of reentry.
- They may have to wait for the appropriate module to be offered.
- Financial aid may be affected.

### **EXTERNSHIP TRAINING**

Upon successful completion of all classroom requirements, students are expected to begin the externship portion of their programs within 14 calendar days (excluding holidays and regularly scheduled breaks). If a student does not begin externship training within 14 calendar days, he/she must be dropped from the program. A leave of absence (LOA) may only be approved if the student's reason meets the criteria of the LOA Policy. Students may only miss 14 consecutive calendar days once they start externship or they must be dropped from the program.

Each student has approximately 120 calendar days to complete their externship. Any modular student who does not complete externship training within 120 calendar days should meet with the Academic Dean/Director of Education to approve the time remaining to complete the externship.

Students who drop from externship either prior to starting or during externship and/or delay the completion of their externship for more than 30 days from the last days of attendance must have their skills evaluated by a program instructor or director/chair prior to re-entry to ensure they are still competent to perform skills safely in the externship setting.

**In clock hour modular programs**, students have up to 120 calendar days to complete externship. The quantity of weeks is determined by the number of weeks the student required to successfully complete the didactic portion of the program subtracted from 1.5 times the total weeks in the program. The number of hours per week will be unique to each student and may depend on the number of weeks available for completion within maximum time frame.

### **WITHDRAWAL PROCEDURES**

- Students who intend to withdraw from school are requested to notify the Academic Dean/Director of Education by telephone, in person, by email or in writing to provide official notification of their intent to withdraw and the date of withdrawal.

- Timely notification by the student will result in the student being charged tuition and fees for only the portion of the payment period or period of enrollment that he/she attended as well as ensuring a timely return of federal funds and any other refunds that may be due.
- Students requesting a withdrawal from school must complete a financial aid exit interview.
- Students who have withdrawn from school may contact the school's Education Department about reentry.

### **MAKE-UP WORK**

At the instructor's discretion, make-up work may be provided to students who have missed class assignments or tests. Make-up work must be completed within ten (10) calendar days after the end of the term/module.

### **REQUIREMENTS FOR GRADUATION**

- Successfully complete all courses in the program with a 2.0 cumulative grade point average within the maximum time frame for completion as stated in the school catalog.
- Successfully complete all externship requirements (if applicable).
- Meet any additional program specific requirements as stated in the catalog.

Commencement exercises are held at least once a year. Upon graduation, all students who are current with their financial obligation to the school shall receive their diploma.

### **VETERANS' EDUCATION BENEFITS**

#### **Prior Credit for Education and Training**

All VA beneficiaries are required to disclose prior postsecondary school attendance, military education and training, and provide official transcripts for such education and training. The student is responsible for ensuring that all transcripts are submitted to the school. The school is responsible for evaluating official written transcripts of previous education and experience, granting credit where appropriate, notifying the student, and shortening the program certified accordingly.

Prior credit must be evaluated within the first two terms of the enrollment period. The VA will not pay VA education benefits past the third term of enrollment, if prior credit has not been evaluated.

#### **Benefit Overpayments**

Schools are required to promptly report changes in the enrollment status of all students receiving VA education benefits in order to minimize overpayments. Generally overpayments of VA benefits are the responsibility of the student. However, there are instances under the Post 9/11 GI Bill when an overpayment is created on a school and funds need to be returned to the VA.

#### **Academic Standards for Students Receiving VA Benefits**

Students receiving Veterans education benefits are subject to the same academic standards applicable to all students at the school. To receive VA education benefits, a student must maintain Satisfactory Academic Progress, attendance standards and adhere to the Code of Student Conduct.

### **APPEALS POLICIES**

#### **Student Academic Appeals Policy**

Academic appeals include those appeals related to Satisfactory Academic Progress violations, final grades, attendance violations, and academic or financial aid eligibility. In all instances, with the exception of SAP, Everest expects that initially every attempt will be made to resolve such disputes informally through discussions by all relevant parties prior to initiating formal appeals.

All formal academic appeals must be submitted in writing on an Academic Appeal Form to the Academic Dean/Director of Education within five (5) calendar days of the date the student has notice of the adverse academic decision:

- Notice of final grades:
  - Modular - the date the grade(s) are mailed from the school
- Notice of Attendance violation is the date of the violation
- Notice of SAP violation (FA probation or FA dismissal)
  - Modular - the date of the probation/dismissal letter

The appeal must include:

- The specific academic decision at issue
- The date of the decision
- The reason(s) the student believes the decision was incorrect
- The informal steps taken to resolve the disagreement over the decision

- The resolution sought

The written appeal may be accompanied by any additional documentation (e.g., papers, doctor notes, tests, syllabi) the student believes supports the conclusion that the academic decision was incorrect.

**Note:** Once a formal appeal is filed, no action based on the adverse academic decision may be taken until the appeal process is complete. However, in cases involving financial aid eligibility, all financial aid disbursements shall be suspended until the matter is resolved.

Upon receipt of the Academic Appeal Form, the Academic Dean/Director of Education shall convene an Appeal Committee. The Appeal Committee shall investigate the facts of the matter to the extent deemed appropriate under the circumstances. The Appeal Committee shall render a written decision within five (5) calendar days of the date the appeal was received, and shall forward the decision to the student and the instructor within five (5) calendar days thereafter. Copies of all documents relating to the appeal shall be placed in the student's academic file, and the decision of the Appeal Committee shall be noted in the official student information system within one (1) calendar day of the date of the decision. The decision of the Appeal Committee is final, and no further appeals are permitted.

**Note:** When an appeal is denied, the date of any suspension of financial aid or dismissal from the program shall be the date of the adverse academic decision. The student will not be charged for any attendance after the date of the adverse academic decision.

### **Assignment/Test Grades**

Students who disagree with an assignment/test grade should discuss it with the instructor upon receipt of the grade. Assignments/test grades are reviewed at the instructor's discretion. If the instructor is not available, the matter should be discussed with the Program Director/Department Chair. Only final course grades are eligible for appeal.

### **Final Course Grades**

In modular programs, appeals of final course grades must be made by the fifth (5<sup>th</sup>) calendar day after the date the grades are mailed from the school. The Academic Dean/Director of Education may direct a grade to be changed when it is determined by an Appeal Committee that a final grade was influenced by any of the following:

1. A personal bias or arbitrary rationale;
2. Standards unreasonably different from those that were applied to other students;
3. A substantial, unreasonable, or unannounced departure from previously articulated standards;
4. The result of a clear and material mistake in calculating or recording grades or academic progress.

### **Attendance Violations Appeals Policy**

Appeals of attendance violations must be made within five (5) calendar days of the violation. In order for an attendance appeal to be considered, the student must:

1. Attend school:
  - The next scheduled class period (Consecutive Absence Rule violations)
  - Within five (5) calendar days of the violation (Percentage Absence Rule violations)
2. Have perfect attendance while the appeal is pending
3. Submit a written plan to improve attendance with the Appeal Form

Provided that no applicable state requirement would be violated by doing so, an attendance appeal may be granted if the student demonstrates that the absence was caused by:

1. The death of a family member
2. An illness or injury suffered by the student
3. Special circumstances of an unusual nature which are not likely to recur

The Appeal Committee may, as a condition of granting the appeal, require the student to make up missed class time or assignments, place the student on probation and require the student to develop an Academic Advising Plan in conjunction with their advisor.

**For clock hour modular programs**, as a condition of granting the appeal, the Committee may require the student to make-up attendance.

### **Satisfactory Academic Progress (SAP) Appeals**

SAP appeals must be made within five calendar days of the notification, i.e., eight (8) calendar days of the subsequent module start.

Provided that the student can complete their program within the maximum time frame with the required minimum CGPA, a SAP appeal may be granted if the student demonstrates that s/he is sincerely committed to taking the steps required to succeed in his/her program and that his or her failure to maintain the required CGPA or ROP was caused by any of the following mitigating circumstances:

1. The death of a family member.
2. An illness or injury suffered by the student.

3. Special circumstances of an unusual nature which are not likely to recur.

SAP violation/FA Probation appeals must include a detailed statement written by the student explaining the reason why he or she failed to make SAP, and what has changed in the student's situation that will allow him or her to demonstrate SAP at the next evaluation period. An appeal will be strengthened if supporting documentation is included (e.g., medical doctor's note, law enforcement report, etc.)

The Appeal Committee shall, as a condition of granting the appeal, require the student to develop an Academic Progress Plan in conjunction with the student's advisor and place the student on FA probation.

## FINANCIAL INFORMATION

### STATEMENT OF FINANCIAL OBLIGATION

A student who has applied, is accepted, and has begun classes at Everest assumes a definite financial obligation. Each student is legally responsible for his or her own educational expenses for the period of enrollment. A student who is enrolled and has made payments in full or completed other financial arrangements and is current with those obligations, is entitled to all the privileges of attending classes, taking examinations, receiving grade reports, securing course credit, being graduated, and using the Career Services Office.

Any student who is delinquent in a financial obligation to the school, or any educational financial obligation to any third party, including damage to school property, library fines, and payment of tuition and fees, is subject to exclusion from any or all of the usual privileges of the school. Everest may, in its sole discretion, take disciplinary action on this basis, including suspension or termination of enrollment.

### TUITION AND FEES

Tuition and fee information can be found in "Tuition and Fees" section of the catalog. Modular programs are offered throughout the year on a schedule independent of the standard quarter calendar. When a student begins enrollment in a modular program, tuition will be charged in the full tuition amount, or in increments based on state policy, for each academic year.

Students' financial obligations will be calculated in accordance with the refund policy in the Enrollment Agreement and this school catalog. The Enrollment Agreement obligates the student and the school for the entire program of instruction.

Student may make payments by cash or by the following accepted credit cards: Visa, MasterCard or Discover.

### TUITION CHARGES FOR RE-ENTRY

- Students re-entering a linear program will be charged tuition at the current cost per credit/quarter.
- **Students re-entering a modular program within 180 days:**
  - Same Program (Same/New Program Version): Will be charged tuition at the original tuition rate reflected on the original enrollment agreement less the amount charged on the prior period of enrollment (Charges plus or minus any tuition adjustments).
  - Same Program (New Program Version of Different Credits/Length of Program): Will be charged tuition at the current catalog rate for the program of enrollment less the amount charged on the prior period of enrollment (Charges plus or minus any tuition adjustments).
  - Different / New Program (Program Change): Will be charged tuition at the current catalog rate for the program of enrollment. A tuition credit will be determined for the student's prior period of enrollment.
- **Students re-entering greater than 180 days less than 365 days:**
  - Same Program (Same/New Program Version): Will be charged tuition at the current catalog rate for the program of enrollment less the amount charged on the prior period of enrollment (Charges plus or minus any tuition adjustments).
  - Same Program (New Program Version of Different Credits/Length of Program): Will be charged tuition at the current catalog rate for the program of enrollment less the tuition credit from the prior period of enrollment. Determine which re-entry credit for the prior period of enrollment is in the student's best interest by referring to the Enrollment Agreement Guidelines
  - Different / New Program (Program Change): Will be charged tuition at the current catalog rate for the program of enrollment. A tuition credit will be determined for the student's prior period of enrollment.

**NOTE:** Any student who has a prior unpaid balance or account that has been referred to a collection agency will not be eligible for re-entry until the unpaid balance has been resolved.

## **TEXTBOOKS**

Textbooks and workbooks are sold through the bookstore in accordance with Everest policies. At the time of issuance, textbooks become the responsibility of the students. Everest is not responsible for replacing lost textbooks; however, students may purchase replacements from the campus bookstore. Students are responsible for the cost of their textbooks and the cost of any shipping charges.

## **ADDITIONAL FEES AND EXPENSES**

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

## **VOLUNTARY PREPAYMENT PLAN**

The School provides a voluntary prepayment plan to students and their families to help reduce the balance due upon entry. Details are available upon request from the Student Finance Office.

## **BUYER'S RIGHT TO CANCEL**

The applicant's signature on the Enrollment Agreement does not constitute admission into the school until the student has been accepted for admission by an official of the school. If the applicant is not accepted, all monies paid will be refunded.

After the applicant has signed the Enrollment Agreement, the applicant may request cancellation by submitting a written notice either prior to the start of the first scheduled class or by midnight of the third business day following the signing of the Enrollment Agreement, whichever is longer, and the applicant will receive a full refund of all monies paid. Applicants who have signed the Enrollment Agreement but have not yet visited the school may also cancel within three business days following either the school's regularly scheduled orientation procedures or a tour of the school's facilities and inspection of equipment, where training and services are provided.

Cancellation will occur when the student gives a signed and dated written notice of cancellation to the Director of Admissions or President at the address shown on the front of this catalog. The written notice of cancellation need not take any particular form, and, however expressed, is effective if signed and dated by the student and states that the student no longer wishes to be bound by the Enrollment Agreement. A notice of cancellation may be given by mail or hand delivery. The notice of cancellation, if sent by mail, is effective when deposited in the mail, properly addressed, with postage prepaid.

## **OFFICIAL WITHDRAWALS**

An official withdrawal is considered to have occurred on the earlier of a) the date that the student provides to the school official notification of his or her intent to withdraw, or b) the date that the student begins the withdrawal process. Students who must withdraw from the school are requested to notify the office of the Academic Dean/Director of Education by telephone, in person, or in writing to provide official notification of their intent to withdraw. Students will be asked to provide the official date of withdrawal and the reason for withdrawal in writing at the time of official notification. When the student begins the process of withdrawal, the student or the office of the Academic Dean/Director of Education will complete the necessary form(s).

**Quarter-based Programs:** After the cancellation period, students in quarter-based programs who officially withdraw from the school prior to the end of the school's official add/drop period will be dropped from enrollment, and all monies paid will be refunded.

**Modular Programs:** Although there is no add/drop period in modular programs, for students who officially withdraw within the first five days (or for weekend classes within seven calendar days from the date they started class, including the day they started class), all monies paid will be refunded.

## **DATE OF WITHDRAWAL VERSUS DATE OF DETERMINATION (DOD)**

The date of withdrawal, for purposes of calculating a refund, is the student's last date of attendance. The date of determination is the earlier of the date the student officially withdraws, provides notice of cancellation, or the date the school determines the student has violated an academic standard. For example, when a student is withdrawn for violating an academic rule, the date of the student's withdrawal shall be the student's last date of attendance. The date of determination shall be the date the school determines the student has violated the academic rule, if the student has not filed an appeal. If the student files an appeal and the appeal is denied, the date of determination is the date the appeal is denied. If the student ceases attendance without providing official notification, the DOD shall be no more than 14 days from the student's last date of attendance.

## **FEDERAL FINANCIAL AID RETURN POLICY**

### **STUDENT FINANCIAL AID (SFA)**

The school is certified by the U.S. Department of Education as an eligible participant in the Federal Student Financial Aid (SFA) programs established under the Higher Education Act of 1965 (HEA), as amended (Title IV programs). The school is required to determine earned and unearned portions of Title IV aid for students who cancel, withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60% of a payment period or term.

### **RETURN OF TITLE IV FUNDS CALCULATION AND POLICY**

The Return of Title IV Funds calculation (Return calculation) is based on the percentage of earned aid using the following calculation: Percentage of payment period or term completed equals the number of days completed up to the withdrawal date divided by the total days in the payment period or term. (Any break of five days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid.

Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula: Aid to be returned equals (100% of the aid that could be disbursed minus the percentage of earned aid) multiplied by the total dollar amount of aid that could have been disbursed during the payment period or term.

The school must return the lesser of:

1. The amount of Title IV program funds that the student did not earn; or
2. The amount of institutional charges that the student incurred for the payment period or period of enrollment multiplied by the percentage of funds that were not earned.

The student (or parent, if a Federal PLUS loan) must return or repay the amount by which the original overpayment amount exceeds 50% of the total grant funds received by the student for the payment period or period of enrollment, if the grant overpayment is greater than \$50. Note: If the student cannot repay the grant overpayment in full, the student must make satisfactory arrangements with the U.S. Department of Education to repay any outstanding grant balances. The Student Finance Office will be available to advise the student in the event that a student repayment obligation exists. The individual will be ineligible to receive additional student financial assistance in the future if the financial obligation(s) is not satisfied.

The school must return the Title IV funds for which it is responsible in the following order:

1. Unsubsidized Direct Stafford loans (other than PLUS loans)
2. Subsidized Direct Stafford loans
3. Federal Perkins loans
4. Direct PLUS loans
5. Federal Pell Grants for which a return of funds is required
6. Academic Competitiveness Grants for which a return of funds is required
7. National Smart Grants for which a return of funds is required
8. Federal Supplemental Educational Opportunity Grants (FSEOG) for which a return of funds is required

If a student withdraws after the 60% point-in-time, the student has earned all Title IV funds that he/she was scheduled to receive during the period and, thus, has no unearned funds; however, the school must still perform a Return calculation. If the student earned more aid than was disbursed to him/her, the institution would owe the student a post-withdrawal disbursement which must be paid within 180 days of the DOD. If a student earned less aid than was disbursed, the school would be required to return a portion of the funds, and the student would be required to return a portion of the funds. Any outstanding student loans that remain are to be repaid by the student according to the terms of the student's promissory notes.

### **TITLE IV CREDIT BALANCES**

After a Return calculation has been made and a state/institutional refund policy, if applicable, has been applied, any resulting credit balance (i.e. earned Title IV funds exceed institutional charges) must be paid within 14 days from the date that the school performs the Return calculation and will be paid in one of the following manners:

1. Pay authorized charges at the institution;
2. With the student's permission, reduce the student's Title IV loan debt (not limited to the student's loan debt for the period of enrollment);
3. Return to the student.

### **EFFECT OF LEAVES OF ABSENCE ON RETURNS**

If a student does not return from an approved leave of absence on the date indicated on the written request, the withdrawal date is the student's last day of attendance. For more information, see the Leave of Absence section in the school catalog.

### **TIMEFRAME WITHIN WHICH INSTITUTION IS TO RETURN UNEARNED TITLE IV FUNDS**

The school must return the amount of unearned Title IV funds for which it is responsible within 45 days after the DOD.

## **REFUND POLICIES**

If a state refund policy can provide a larger refund to the student than the school's Institutional Pro Rata Refund Calculation and Policy, the student will be given the benefit of the refund policy that results in the larger refund to the student.

### **INSTITUTIONAL PRO RATA REFUND CALCULATION AND POLICY**

When a student withdraws, the school must determine how much of the tuition and fees it is eligible to retain. The Pro Rata Refund Calculation and Policy is an institutional policy and is different from the Federal Financial Aid Return Policy and Return Calculation; therefore, after both calculations are applied, a student may owe a debit balance (i.e. the student incurred more charges than he/she earned in Title IV funds) to the school.

The school will perform a Pro Rata Refund Calculation for students who terminate their training before completing the period of enrollment. Under the Pro Rata Refund calculation, the school is entitled to retain only the percentage of charges (tuition, fees, room, board, etc.) proportional to the period of enrollment completed by the student. The period of enrollment completed by the student is calculated by dividing the total number of calendar days in the period of enrollment into the calendar days in the period as of the student's last date of attendance. The period of enrollment for students enrolled in modular programs is the academic year. The period of enrollment for students enrolled in quarter-based programs is the quarter. The refund is calculated using the following steps:

1. Determine the total charges for the period of enrollment.
2. Divide this figure by the total number of calendar days in the period of enrollment.
3. The answer to the calculation in step (2) is the daily charge for instruction.
4. The amount owed by the student for the purposes of calculating a refund is derived by multiplying the total calendar days in the period as of the student's last date of attendance by the daily charge for instruction and adding in any book or equipment charges.
5. The refund shall be any amount in excess of the figure derived in step (4) that was paid by the student.

### **TEXTBOOK AND EQUIPMENT RETURN/REFUND POLICY**

A student who was charged for and paid for textbooks, uniforms, or equipment may return the unmarked textbooks, unworn uniforms, or new equipment within 30 days following the date of the student's cancellation, termination, or withdrawal. The school shall then refund the charges paid by the student. Uniforms that have been worn cannot be returned because of health and sanitary reasons. If the student fails to return unmarked textbooks, unworn uniforms or new equipment within 30 days, the institution may retain the cost of the items that has been paid by the student. The student may then retain the equipment without further financial obligation to the school.

### **EFFECT OF LEAVE OF ABSENCE ON REFUNDS**

If a student does not return from an approved leave of absence (when applicable) on the date indicated on the written request, monies will be refunded. The refund calculation will be based on the student's last date of attendance. The DOD is the date the student was scheduled to return.

### **TIMEFRAME WITHIN WHICH INSTITUTION IS TO ISSUE REFUNDS**

Refunds will be issued within 30 days of either the date of determination or from the date that the applicant was not accepted by the school, whichever is applicable.

### **STUDENTS CALLED TO ACTIVE MILITARY DUTY**

#### **NEWLY ADMITTED STUDENTS**

Students who are newly admitted to the school and are called to active military duty prior to the first day of class in their first term/module shall receive a full refund of all tuition and fees paid. Textbook and equipment charges shall be refunded to the student upon return of the textbooks/unused equipment to the school.

#### **CONTINUING STUDENTS**

Continuing students called to active military duty are entitled to the following:

- If tuition and fees are collected in advance of the withdrawal, a strict 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 for active military service ("WZ").

#### **CONTINUING MODULAR DIPLOMA STUDENTS**

Continuing modular diploma students who have completed 50% or less of their program are entitled to a full refund of tuition, fees, and other charges paid. Such students who have completed more than 50% of their program are entitled to a strict pro rata refund.



## **STUDENT FINANCING OPTIONS**

Everest offers a variety of student financing options to help students finance their educational costs. Detailed information regarding financing options available and the Financial Aid process can be obtained from the school's Student Financial Planning Brochure. Information regarding other sources of financial assistance such as benefits available through the Bureau of Indian Affairs, Division of Vocational Rehabilitation, Veterans Assistance and State Programs can be obtained through those agencies.

### **Financial Assistance**

Financial assistance (aid) in the form of grants and loans is available to eligible applicants who have the ability and desire to benefit from the specialized program/training offered at the school.

### **Student Eligibility**

To receive financial assistance you must:

1. Usually, have financial need;
2. Be a U.S. citizen or eligible noncitizen;
3. Have a social security number;
4. If male, be registered with the Selective Service (if applicable);
5. If currently attending school, be making Satisfactory Academic Progress;
6. Be enrolled as a regular student in any of the school's eligible programs;
7. Not be in default on any federally-guaranteed loan;
8. Have a high school diploma or its equivalent, have completed homeschooling at the secondary level as defined by state law or qualify for admissions under the Ability to Benefit Grandfathering Policy.

### **Federal Financial Aid Programs**

The following is a list of the Federal Financial Aid Programs available at the school. Additional information regarding these programs, eligibility requirements, the financial aid process and disbursement of aid can be obtained through the Student Financial Planning Literature, the Student Finance Office, and the U.S. Department of Education's Guide to Federal Student Aid, which provides a detailed description of these programs. The guide is available online at:

[http://studentaid.ed.gov/students/publications/student\\_guide/index.html](http://studentaid.ed.gov/students/publications/student_guide/index.html)

- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Federal Work Study (FWS)
- Federal Direct Stafford Loan (DL)
- Federal Direct Parent Loan for Undergraduate Students (PLUS)

### **Alternative Loan Programs**

If your primary financing option does not fully cover your program costs, alternative financing options can help bridge that financial gap. Private loan programs are convenient, affordable and easy to use.

- There are alternative loans provided by private lenders.
- The rate may be variable and the loan approval and origination fees may be based on credit
- Repayment terms may vary based on lender programs.
- Student may apply on their own or with a co-borrower.

Please see one of the Student Finance Planners for further information.

## **GRANTS AND SCHOLARSHIPS**

### **Workforce Scholarships and Grants, including Youth, Adult and Displaced Workers**

This campus is recognized by many public and non-profit organizations as an approved institution to support state and local workforce education and employment initiatives. As educational benefit programs become available, the campuses seek eligibility with the funding organizations. Therefore, if you are unemployed, under employed, or otherwise eligible youth or adult, you may qualify for various workforce educational benefit programs. Eligibility criteria for workforce educational assistance and benefits available vary by state, community and school, so check with the funding organization to see whether you qualify.

## Military Scholarships and Grants, Including Active Duty, Veterans and Family

This campus is recognized by many public and non-profit organizations as an approved institution to serve the military community. As educational benefit programs become available, the campus seeks eligibility with the funding organizations. Therefore, if you are active military, spouse, dependent, veteran, service person, reservist, or otherwise eligible, you may qualify for various educational benefit programs. Eligibility criteria for military educational assistance and benefits available vary by state and school, so check with the funding organization to see whether you qualify.

### Military Scholarships

As a sign of appreciation to our friends in uniform and their families, the following are eligible to apply for the Military Scholarship: military personnel serving in the Armed Forces, which include the U.S. Army, Navy, Marines, Air Force, Activated Guard/Reserve and U.S. Coast Guard, military spouses of active military personnel serving in the Armed Forces, veterans using Veterans Affairs ("VA") education benefits, and spouses or other dependents using VA education benefits.

The Scholarship includes a quarterly tuition stipend applied as a credit to the student's account and no cash payments will be awarded to the student. Scholarship funds are set at the beginning of each fiscal year and are awarded on a continuing basis until funds for the fiscal year are depleted. Scholarship awards may not exceed 50% of tuition charged for the term. The scholarship is non-transferrable and non-substitutable and cannot be combined with any other program. The scholarship or program with the greatest benefit to the student will be applied. Applications may be requested from the Admissions Office.

**Eligibility:** Applicants must meet entrance requirements for their program of study. Applicants must meet the eligibility requirements listed above and provide proof of eligibility by submitting a copy of official military documentation with their application. Proof of eligibility includes valid military identification card, Leave and Earnings Statement, DD214, Certificate of Eligibility. The scholarship may be renewed from quarter-to-quarter so long as the recipient continues to meet the eligibility requirements, remains enrolled, maintains satisfactory academic progress, and maintains a 2.50 cumulative grade point average.

### Payment Schedule:

Member Status	Military Scholarship Amount
<b>U.S. Military Service Member</b> – Army, Navy, Air Force, Marines, Coast Guard, Activated National Guard or Activated Reservist	50% of tuition
<b>Veteran</b> – veteran using VA or other military education benefits	10% of tuition
<b>Military Spouse</b> – spouse of active-duty military personnel serving in the Armed Forces	10% of tuition
<b>Military spouse or dependent</b> – spouse or dependent using military education benefits	10% of tuition
<b>Other</b> – service member, veteran or family member not listed above and using military education benefits	10% of tuition

### Dream Award Program and Scholarships

Graduates of any Corinthian Colleges, Inc. (CCi) school may be nominated for the CCi-sponsored Dream Award program. Scholarship awards must be used within two years of the award and they are not transferrable nor can they be exchanged for cash.

**Campus Dream Award:** Each campus will nominate one recent graduate from the campus to represent the campus in the award competition. Nominations are accepted from April 1 to June 30 each year. Selection of the nominee is based on a review of recent graduates within the past three years by the Campus Selection Committee. The selected nominee should be a graduate whose life story could have gone in any direction, but whose decision to attend a CCi school was a turning point for them. The selected nominee should be an inspiration and motivation to other students. Each Campus Dream Award recipient will receive:

1. A scholarship worth \$2,500 that may be used at any CCi campus for training that is more advanced than the one from which the nominee has graduated, and
2. A trophy.

**Corinthian Dream Award:** Following the close of the nomination period for the Campus Dream Award, the Corinthian Dream Award recipient will be selected from the campus nominees by the Corinthian Colleges Selection Committee, composed of the Executive Management Team of CCi. The award will be given to the nominee with the most compelling story and highest level of achievement. The award will be announced to the winner by the end of August and will be presented at the Fall CCi Presidents' Meeting. The award will include:

1. A full scholarship that may be used at any CCi campus for training that is more advanced than the program from which the recipient has graduated,
2. An all expenses paid trip to the Fall Presidents' Meeting,

3. A trophy,
4. A letter of recognition from the CCI CEO and COO, and
5. A nomination to the Association of Private Sector Colleges and Universities (APSCU) Great Award.

Additional information regarding this award and scholarship program may be requested from the Campus President.

### **Imagine America Scholarship**

This institution participates in the Imagine America Scholarship program operated by the Career Training Foundation of Washington D.C. Under this scholarship program, two \$1,000 Imagine America Scholarships are available at each participating high school and can be awarded to two graduating high school seniors from that school.

Scholarship certificates are sent directly to the high school from the Career Training Foundation of Washington D.C. The high school guidance counselor and the high school principal select the students of their choice to receive the award. Certificates have to be signed by the counselor and principal to be valid. The chosen high school seniors can each only receive one Imagine America Scholarship.

Imagine America scholarship certificates are to be given to the Financial Aid Office prior to class commencement, are non-transferable and cannot be exchanged for cash. Scholarship certificates will be accepted until October 31, of the year in which they are awarded. The scholarship cannot be used in conjunction with any of the other two types of scholarships offered by the campus.

### **Everest Institute High School Scholarship**

The Kalamazoo campus will award six \$1,000 scholarships per year.

Applicants must be recent high school graduates (within one year). Applicants must complete a scholarship application, letter of referral and submit an essay for review by the scholarship board. Scholarship winners will be determined based on their G.P.A., the scholarship application, referral letter and the scholarship essay. Contact the Admissions Office for further information.

### **Jennifer Litton Scholarship**

The Kalamazoo campus will award one \$1000 scholarship each year (effective July, 2005). This scholarship is in memoriam of Jennifer Litton, a medical assistant student that encompassed all the desired traits for an Everest Institute graduate and medical assistant.

Applicants must be between 19 and 29 years of age. Applicants must complete a scholarship application, letter of referral and submit an essay for review by the scholarship board. Scholarship winners will be determined based on their G.P.A., the scholarship application, referral letter and the scholarship essay. Contact the Admissions Office for further information.

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

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

## **ADMINISTRATIVE POLICIES**

### **STATEMENT OF NON-DISCRIMINATION**

Everest does not and will not discriminate on the basis of race, color, religion, age, disability, sex, pregnancy (including childbirth, false pregnancy, termination of pregnancy, and recovery therefrom), sexual orientation, national origin, citizenship status, gender identity or status, veteran status, actual or potential parental, family or marital status in the administration of its educational and admissions policies, scholarship and loan programs, or other school-administered programs. For information on discrimination-related grievances, please see the Discrimination Grievance Procedures section.

### **DISABILITY**

Everest complies with federal laws including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended. The Campus President has been designated the Section 504/ADA Coordinator and will coordinate the efforts of Everest to comply with all relevant disability laws. Inquiries should be directed to this person at the campus contact information located in this catalog.

### **DISABILITY GRIEVANCE PROCEDURES**

A student initiates the Discrimination Grievance Procedure by contacting the Section 504/ADA Coordinator for disability-related complaints, or the Campus President for all other complaints alleging discrimination carried out by employees, other students, or third parties. The Section 504/ADA Coordinator and Campus President can be

reached at the campus contact information located in this catalog. A student's participation in any informal resolution procedures is voluntary and he/she may pursue this formal grievance procedure at any time. The Section 504/ADA Coordinator or Campus President or his/her designee will explain the complaint procedures and assist the student in filing a complaint. The complaint need only be a written letter containing allegations that specifically identify the discriminatory conduct, the person(s) who did it, and all witnesses the student believes can support the allegations. A complaint should be made as soon as the student believes he/she has been discriminated against, but no later than within 180 days of the date that the alleged discrimination occurred, or the date on which the student could reasonably have learned of the discrimination.

When a complaint is filed, the Section 504/ADA Coordinator or Campus President or his/her designee begins an investigation within 14 days. The student, the accused, and any witnesses they identify are interviewed. Any relevant documents identified by these persons are reviewed. Within 45 days of the complaint, the Section 504/ADA Coordinator or Campus President or his/her designee will inform the student and accused in writing of sufficient or insufficient evidence to confirm the student's allegations, state the key facts, reasons why that conclusion was reached, and outline any proposed resolution or corrective action if applicable, subject to any applicable privacy constraints. The student is also notified of the right to appeal the investigation conclusion. An appeal must be made in writing to the CCI Director of Academic Services, who may be reached at the Student Help Line number or email address below within 15 days of receiving notice about the investigation conclusion. Within 15 days of receiving the appeal, the CCI Director of Academic Services will review the matter and provide a decision in writing.

Complaints are investigated in a manner that protects the privacy and confidentiality of the parties to the extent possible. No employee or agent of the School may intimidate, threaten, coerce or otherwise discriminate or retaliate against any individual because he or she has filed a complaint or participated in the complaint resolution process. If a student believes any such retaliation has occurred, a complaint of retaliation should be filed according to the procedure described above. Everest makes every effort to prevent recurrence of any finding of discrimination and corrects any discriminatory effects on the grievant and others, if appropriate.

If the 504/ADA Coordinator or Campus President is the subject of the grievance, the student should contact the Student Services Manager at the Student Help Line at (800) 874-0255 or via email at [StudentServices@cci.edu](mailto:StudentServices@cci.edu). The Student Helpline in consultation with the appropriate Academic Services team member(s) will provide guidance to the student for initiating and submitting their grievance in writing to [StudentServices@cci.edu](mailto:StudentServices@cci.edu).

## **CODE OF STUDENT CONDUCT**

The Code of Student Conduct applies at all times to all students. As used in this Code, a student is any individual who has been accepted or is enrolled in school. Student status lasts until an individual graduates, is withdrawn, or is otherwise not in attendance for more than 180 consecutive calendar days.

Everest seeks to create an environment that promotes integrity, academic achievement, and personal responsibility. All schools should be free from violence, threats and intimidation, and the rights, opportunities, and welfare of students must be protected at all times.

To this end, this Code sets forth the standards of behavior expected of students as well as the process that must be followed when a student is accused of violating those standards. Reasonable deviations from the procedures contained herein will not invalidate a decision or proceeding unless, in the sole discretion of the school, the deviation(s) significantly prejudice the student. The Campus President (or designee) is responsible for appropriately recording and enforcing the outcome of all disciplinary matters.

### **Conduct Affecting the Safety of the Campus Community**

Everest reserves the right to take all necessary and appropriate action to protect the safety and well-being of the campus community. The Campus President (or designee) may immediately suspend any student whose conduct threatens the health and/or safety of any person(s) or property. The suspension shall remain in effect until the matter is resolved through the disciplinary process. Such conduct includes, but is not limited to:

- Possessing alcohol or other intoxicants, drugs, firearms, explosives, weapons, dangerous devices, or dangerous chemicals on school premises
- Theft
- Vandalism or misuse of school or another's property
- Harassment or intimidation of others
- Endangerment, assault, or infliction of physical harm.

### **Other Prohibited Conduct**

Additionally, disciplinary action may be initiated against any student(s) based upon reasonable suspicion of attempting to commit, or assisting in the commission of any of the following prohibited forms of conduct:

- Cheating, plagiarism, or other forms of academic dishonesty
- Forgery, falsification, alteration or misuse of documents, funds, or property
- Any disruptive or obstructive actions, including:

- The use of cell phones or other electronic devices for voice or text communication in the classroom, unless permitted by the instructor
- The inappropriate use of electronic or other devices to make an audio, video, or photographic record of any person while on school premises without his/her prior knowledge or effective consent
- Failure to comply with school policies or directives
- Any other action(s) that interfere with the learning environment or the rights of others
- Violations of local, state, provincial, or federal law

**Note:** This list is not exhaustive, but rather offers examples of unacceptable behavior which may result in disciplinary action.

### **Limitations on Students with Pending Disciplinary Matters**

Any student with a pending disciplinary matter shall not be allowed to:

- Enroll or attend classes at another Corinthian Colleges Inc. (CCi) school;
- Graduate or participate in graduation ceremonies; or
- Engage in any other activities proscribed by the Campus President.

Additionally, if a student withdraws from school at any point during the disciplinary process, the student is not eligible for readmission to any CCi school prior to resolving the outstanding disciplinary issue.

### **Inquiry by the Campus President**

If the Campus President (or designee), in his or her sole discretion, has reason to believe that a student has violated the Code of Student Conduct, the Campus President (or designee) shall conduct a reasonable inquiry and determine an appropriate course of action. If the Campus President (or designee) determines that a violation has not occurred, no further action shall be taken.

### **Conduct Which Does Not Warrant a Suspension or Dismissal**

If the Campus President (or designee), in his or her sole discretion, determines that the student's behavior may have violated this Code but does not warrant a suspension or dismissal, the Campus President (or designee) shall promptly provide the student with a written warning. Multiple written warnings may result in a suspension or dismissal.

### **Conduct Which Warrants a Suspension or Dismissal**

If the Campus President (or designee), in his or her sole discretion, determines that the student's behavior warrants a suspension or dismissal, the Campus President (or designee) shall promptly provide the student with a written notice of the following:

- The conduct for which the sanction is being imposed
- The specific sanction being imposed;
- The right to appeal if a written request is filed by the student within (5) calendar days of the date of the written notice.

### **ALCOHOL AND SUBSTANCE ABUSE STATEMENT**

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

### **STUDENT USE OF INFORMATION TECHNOLOGY RESOURCES POLICY**

IT resources may only be used for legitimate purposes, and may not be used for any other purpose which is illegal, unethical, dishonest, damaging to the reputation of the school, or likely to subject the school to liability. Impermissible uses include, but are not limited to:

- Harassment;
- Libel or slander;
- Fraud or misrepresentation;
- Any use that violates local, state/provincial, or federal law and regulation;
- Disruption or unauthorized monitoring of electronic communications;
- Disruption or unauthorized changes to the configuration of antivirus software or any other security monitoring software;
- Unauthorized copying, downloading, file sharing, or transmission of copyright-protected material, including music;
- Violations of licensing agreements;
- Accessing another person's account without permission;
- Introducing computer viruses, worms, Trojan Horses, or other programs that are harmful to computer systems, computers, or software;

- The use of restricted access computer resources or electronic information without or beyond a user's level of authorization;
- Providing information about or lists of CCI users or students to parties outside CCI without expressed written permission;
- Downloading or storing company or student private information on portable computers or mobile storage devices;
- Making computing resources available to any person or entity not affiliated with the school;
- Posting, downloading, viewing, or sending obscene, pornographic, sexually explicit, hate related, or other offensive material;
- Academic dishonesty as defined in the Code of Student Conduct;
- Use of CCI logos, trademarks, or copyrights without prior approval;
- Use for private business or commercial purposes.

## **COPYRIGHT POLICY**

It is the intention of Everest to strictly enforce a policy of zero tolerance for copyright violations and to comply with all applicable laws and regulations. Any student who engages in the unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, is subject to disciplinary actions by the school, or any applicable actions in conjunction with federal and state law.

## **SEXUAL HARASSMENT POLICY**

Everest strives to provide and maintain an environment free of all forms of harassment. Behavior toward any student by a member of the staff, faculty or student body that constitutes unwelcome sexual advances will be dealt with quickly and vigorously and will result in disciplinary action up to and including dismissal. Any student who believes that he or she is a victim of sexual harassment should immediately notify the office of the Campus President. The Campus President will conduct an investigation of all allegations. Information surrounding all complaints will be documented and kept strictly confidential.

## **SANCTIONS**

Sanctions should be commensurate with the nature of the student's conduct. All sanctions imposed should be designed to discourage the student from engaging in future misconduct and whenever possible should draw upon educational resources to bring about a lasting and reasoned change in behavior.

**Suspension** – A sanction by which the student is not allowed to attend class for a specific period of time. Satisfactory completion of certain conditions may be required prior to the student's return at the end of the suspension period. During a period of suspension, a student shall not be admitted to any other CCI school.

**Note:** Student absences resulting from a suspension shall remain in the attendance record regardless of the outcome of any disciplinary investigation or the decision of the Student Conduct Committee.

**Dismissal** – A sanction by which the student is withdrawn from school. Such students may only reapply for admission with the approval of the Campus President. Students dismissed from the school remain responsible for any outstanding balance owed to the school.

## **APPEAL PROCESS**

Students are entitled to appeal any sanction which results in suspension or dismissal. The appeal must be in writing and filed within five (5) calendar days of the date of the written notice. If the student files a timely appeal, the Campus President (or designee) shall convene a Student Conduct Committee to conduct the hearing. The Committee shall generally include the Campus President, the Academic Dean/Director of Education, a Program or Department Chair, the Student Services Coordinator, or a faculty member. The members of the Committee shall select a Chair. If the alleged violation involves allegations of sexual misconduct committed against faculty or staff, the Committee must include a representative from Corporate or Division Human Resources.

The Committee Chair shall timely schedule a hearing date, and provide written notice to the student. The notice must be mailed or otherwise delivered to the student at least two (2) calendar days prior to the scheduled hearing date, and include notice that the student may:

- Appear in person, but is not required to appear
- Submit a written statement
- Respond to evidence and question the statements of others
- Invite relevant witnesses to testify on his/her behalf
- Submit written statements signed by relevant witnesses

Attendance at the hearing is limited to those directly involved or those requested to appear. Hearings are not open to the public and are not recorded.

The Student Conduct Committee shall:

- Provide the student a full and reasonable opportunity to explain his/her conduct
- Invite relevant witnesses to testify or submit signed statements

- Reach a decision based upon the information submitted prior to the hearing and the testimony and information of the student and witnesses at the hearing
- If the student does not appear, or elects not to appear, the Committee may proceed in the student's absence and the decision will have the same force and effect as if the student had been present

The Student Conduct Committee shall issue a written decision to the student within five (5) calendar days of the date of the hearing which may:

- Affirm the finding and sanction imposed by the Campus President (or designee)
- Affirm the finding and modify the sanction. Sanctions may only be reduced if found to be grossly disproportionate to the offense
- Disagree with the previous finding and sanction and dismiss the matter. A matter may be dismissed only if the original finding is found to be arbitrary and capricious

The decision of the Student Conduct Committee is final, and no further appeal is permitted.

## **RECORD OF DISCIPLINARY MATTER**

All disciplinary files shall be kept separate from the student academic files until resolved. Disciplinary files for students who have violated the Code of Student Conduct shall be retained as part of the student's academic file and considered "education records" as appropriate, pursuant to the Family Educational Rights and Privacy Act (FERPA).

When circumstances warrant, disciplinary matters shall be referred to the appropriate law enforcement authorities for investigation and prosecution. Additionally, disciplinary records shall be reported to third parties as applicable (e.g. Veteran's Administration).

## **STUDENT COMPLAINT PROCEDURE**

Complaints are defined as any student concern regarding school programs, services, or staff not addressed by other school policies. Students have the right to file a complaint with the school at any time. Students are encouraged to first attempt to informally resolve their complaint with the instructor or staff member in the department most directly connected with their complaint. Students who are unable to resolve their complaint informally should submit their complaint in writing to the Campus President. The President will meet with the student to discuss the complaint and provide the student with a written response within seven (7) calendar days of the meeting. Students who are not satisfied with the response of the President may contact the Student Help Line at (800) 874-0255 or email at [studentservices@cci.edu](mailto:studentservices@cci.edu).

If a student feels that the school has not adequately addressed a complaint or concern, the student may consider contacting the Accrediting Council for Independent Colleges and Schools. All complaints considered by the Council must be in written form, with permission from the complainant(s) for the Council to forward a copy of the complaint to the school for a response. The complainant(s) will be kept informed as to the status of the complaint as well as the final resolution by the Council. Please direct all inquiries to:

Accrediting Commission of Career Schools and Colleges  
2101 Wilson Boulevard, Suite 302  
Arlington, Virginia 22201  
(703) 247-4212  
[www.accsc.org](http://www.accsc.org)

Students may also contact and file a complaint with the state's agency and the state's Attorney General's office at the following mailing addresses:

Michigan Department of Licensing and Regulatory Affairs  
Bureau of Commercial Services  
Enforcement Division  
PO Box 30018  
Lansing, MI 48909  
Phone: (517) 241-9202  
Fax: (517) 241-9280  
[www.michiganps.net](http://www.michiganps.net)  
[bcsinfo@michigan.gov](mailto:bcsinfo@michigan.gov)

Office of the Attorney General  
Consumer Protection Division  
P. O. Box 30213  
Lansing, MI 48909-7713  
Phone: 517-373-1140  
Toll Free in Michigan: 877-765-8388  
Fax: 517-241-3771

## **DRESS CODE**

Students must adhere to the campus dress code standards and are expected to dress in a manner that would not be construed as detrimental to the student body, the educational process or wear any clothing which has expressed or implied offensive symbols or language. Students should always be cognizant of the first impression of proper dress code and grooming, and note that Everest promotes a professional atmosphere. In addition, students may be required to wear uniforms that present a professional appearance.

## **NOTIFICATION OF RIGHTS UNDER FERPA**

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

1. The right to inspect and review the student's education records within 45 days of the day the institution receives a request for access.

A student should submit to the Registrar's Office a written request that identifies the record(s) the student wishes to inspect. The Registrar will make arrangements for access and will notify the student of the time and place where the records may be inspected. If the records are not maintained by the Registrar, the Registrar shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes are inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the institution to amend a record should write to the Registrar, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the institution decides not to amend the record as requested, the institution will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the institution discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The institution discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the institution in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the institution has contracted as its agent to provide a service instead of using institution employees or officials (such as an attorney, auditor or collection agent); a person serving the institution in an advisory capacity; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the institution.

Upon request, the institution also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

Everest is committed to the protection of student education information. While Everest does not publish a student directory, from time to time the school publishes communications, such as graduation and honor roll lists, that include Everest-designated directory information. Everest expressly limits its designated directory information to students' names, graduation dates, programs of study, degrees, diplomas, certificates and honors/awards received. A student who wishes not to be included in the campus publications referenced above must obtain an Opt-Out form from the Registrar's Office and submit the completed form to the Registrar.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the institution to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202

## **STUDENT RECORDS**

All student academic records are retained, secured, and disposed of in accordance with local, state, and federal regulations. Everest maintains complete records for each student, including grades, attendance, prior education and training, placement, financial aid and awards received. Student records should be maintained for five years.



## **TRANSCRIPT AND DIPLOMA RELEASE**

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

Transcript and diploma requests must be made in writing to the Office of the Registrar. Official transcripts will be released to students who are current with their financial obligation to the school. Diplomas will be released to students who are current with their financial obligation upon completion of their school program.

## **CAMPUS SECURITY AND CRIME AWARENESS POLICIES**

As required by Public Law 101-542, as amended by Public Law 102-325, Title II, Crime Awareness and Campus Security Act of 1990, Section 294, Policy and Statistical Disclosures, Everest has established policies regarding campus security.

Everest strives to provide its students with a secure and safe environment. Classrooms and laboratories comply with the requirements of the various federal, state and local building codes, with the Board of Health and Fire Marshal regulations. Most campuses are equipped with alarm systems to prevent unauthorized entry. Facilities are opened each morning and closed each evening by school personnel.

Everest encourages all students to report criminal incidents or other emergencies, which occur on the campus directly to the Campus President, student advisor or instructor. The Campus President is responsible for investigating such reports and taking legal or other action deemed necessary by the situation. In extreme emergencies, the Campus President may immediately contact law enforcement officers or other agency personnel, such as paramedics. Everest will work with local and state law enforcement personnel if such involvement is necessary. A copy of the student's report and any resultant police report will be maintained by the school for a minimum of three years after the incident.

Students are responsible for their own security and safety both on-campus and off-campus and must be considerate of the security and safety of others. The school has no responsibility or obligation for any personal belongings that are lost, stolen or damaged, whether on or off school premises or during any school activities.

On May 17, 1996, the President of the United States signed Megan's Law into federal law. As a result, local law enforcement agencies in all 50 states must notify schools, day care centers, and parents about the presence of dangerous offenders in their area. Students are advised that the best source of information on the registered sex offenders in the community is the local sheriff's office or police department. The following link will provide you with a list of the most recent updated online information regarding registered sex offenders by state and county: <http://www.fbi.gov/hq/cid/cac/registry.htm>.

## **DRUG-FREE SCHOOL POLICY**

The Drug-Free Schools and Communities Act of 1989, Public Law 101-226, requires institutions receiving financial assistance to implement and enforce drug prevention programs and policies. Students shall receive a copy of the Drug-Free Schools/Drug-Free Workplace Annual Disclosure upon enrollment, and thereafter no later than January 31<sup>st</sup> of each calendar year they are enrolled. The information and referral line that directs callers to treatment centers in the local community is available through Student Services.

Everest prohibits the manufacture and unlawful possession, use or distribution of illicit drugs or alcohol by students on its property and at any school activity. If students suspect someone to be under the influence of any drug or alcohol, they should immediately bring this concern to the attention of the Academic Dean/Director of Education or Campus President. Students who violate the school's prohibitions against alcohol, controlled substances, and drugs are subject to disciplinary action up to and including dismissal from the school. Information on the disciplinary process may be found in the school catalog. When circumstances warrant, a violation of this policy may also be referred to the appropriate law enforcement authorities.

In certain cases, students may be referred to counseling sources or substance abuse centers. If such a referral is made, continued enrollment is subject to successful completion of any prescribed counseling or treatment program.

## **STATISTICAL INFORMATION**

Everest is required to report to students the occurrence of various criminal offenses on an annual basis. On or before October 1<sup>st</sup> of each year, the school will distribute a security report to students containing the required statistical information on campus crimes committed during the previous three years. A copy of this report is available to prospective students upon request.

## **CAMPUS COMPLETION RATE REPORTS**

Under the Student Right to Know Act (20 U.S.C. § 1092(a)), an institution is required to annually prepare completion or graduation rate data respecting the institution's first-time, full-time undergraduate students. (34 CFR 668.45(a)(1)). Everest is required to make this completion or graduation rate data readily available to students approximately 12 months after the 150% point for program completion or graduation for a particular cohort of students. This completion rate report is available to students and prospective students upon request.

## **NOTICE OF INTENT REGARDING THE SALE OF MASSAGE THERAPY STUDENT GOODS AND SERVICES**

The School hereby gives notice that it intends to sell goods produced and/or services provided (e.g. massage therapy services) by students of the Massage Therapy program. Any monies from the sale of these goods or services will be used solely to support the school.

## **STUDENT SERVICES**

### **ORIENTATION**

New students participate in an orientation program prior to beginning classes. This program is designed to acquaint students with the policies of the school and introduce them to staff and faculty members who will play an important part in the students' academic progress.

### **HEALTH SERVICES**

Everest does not provide health services.

### **HOUSING**

Everest does not provide on-campus housing; however, it does assist students in locating suitable housing off campus. For a list of available housing, students should contact the Student Services Department.

### **STUDENT ADVISING**

Academic advising is coordinated by the Academic Dean/Director of Education and includes satisfactory academic progress, attendance, and personal matters. The Registrar and Academic Program Directors serve as advisors and assist students in course selection and registration, dropping and adding courses, change of major, and meeting graduation requirements.

### **EVEREST CARE PROGRAM**

The Everest CARE Student Assistance Program is a free personal-support program for our students and their families. This program provides enrolled students direct and confidential access to professional counseling. For more information, please visit the website <http://www.everestcares.com> or call (888) 852-6238.

### **PLACEMENT ASSISTANCE**

Everest maintains an active Career Services Office to assist graduates in locating entry-level, educationally related career opportunities. The Career Services Office works directly with business, industry, and advisory board members to assist all students with access to the marketplace. Everest does not, in any way, guarantee employment. It is the goal of the Career Services Office to help all students realize a high degree of personal and professional development and successful employment. Specific information on job opportunities and basic criteria applicable to all students and graduates utilizing placement services is available in the Career Services Offices.

## PROGRAMS OFFERED

<b>Program</b>	<b>Credential</b>
Business Accounting	Diploma
Dental Assistant	Diploma
IT Support Specialist	Diploma
Massage Therapy	Diploma
Medical Administrative Assistant	Diploma
Medical Assistant	Diploma
Pharmacy Technician	Diploma



## BUSINESS ACCOUNTING

Diploma Program

36 Weeks – 900 Hours – 72 Credits

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This program consists of two pre-requisite modules, five self-contained modules, a capstone module, and a certification preparation module for Microsoft Excel and QuickBooks. Each student must successfully complete the pre-requisite modules before moving on to the next five modules and complete those five before moving on to the capstone and certification preparation modules. The accounting field offers a variety of interesting and challenging career opportunities to graduates of the Business Accounting program. In this program, students will receive training in the basic skills required of entry-level bookkeepers and accounting support workers using modern computerized accounting systems. In addition to covering basic accounting principles, the program includes coursework in a variety of related areas, including Payroll & Corporate Accounting, Computer Applications, Ethics & Etiquette in the workplace, and Job Search / Interviewing skills.

This program prepares the student for an entry-level position in an accounting department of a large company or as a bookkeeper in a small business. Each module is four (4) weeks in length.

Module	Module Title	Total Hours	Quarter Credits
ACCT 1001	Basic Computing	100	8.0
ACCT 1002	Accounting Foundations	100	8.0
ACCT 2001	Accounting II	100	8.0
ACCT 2002	Spreadsheet Applications	100	8.0
ACCT 2005	QuickBooks	100	8.0
ACCT 2006	Introduction to Business and Taxation	100	8.0
ACCT 2007	Bookkeeping and Payroll	100	8.0
ACCT 3001	Capstone	100	8.0
ACCT 3002	Certification Preparation	100	8.0
<b>Total Hours:</b>		<b>900</b>	<b>72</b>

<p><b>ACCT 1001 Basic Computing</b> <span style="float: right;"><b>8.0 Quarter Credits</b></span>            Entry-level topics related to the functionality, use, and troubleshooting of personal computer hardware and software will be examined. Out-of-class activities will be assigned and assessed as part of this module. Prerequisites None. Lecture Hours: 60.0 Lab Hours: 40.0 Outside Hours: 25.0.</p>
<p><b>ACCT 1002 Accounting Foundations</b> <span style="float: right;"><b>8.0 Quarter Credits</b></span>            In this module, students will explore the uses, scope and functions of accounting processes commonly used to convert economic data into relevant financial information. Students will be introduced to the basic accounting standards, business math and top line data analysis with an emphasis on making sound financial decisions in actual business situations. Topics will include the recording of basic transactions, double entry accounting, and completing the accounting cycle. Out-of-class activities will be assigned and assessed as part of this module. Prerequisites: None. Lecture Hours: 60.0 Lab Hours: 40.0 Outside Hours: 25.0.</p>
<p><b>ACCT 2001 Accounting II</b> <span style="float: right;"><b>8.0 Quarter Credits</b></span>            Students in this Module will learn how managers use accounting to make critical business decisions by using various industry standard reporting and analysis methodologies. Students will focus on the use of accounting information for planning and control, measuring performance, statement of cash flows, financial statement analysis, and making financially sound decisions. Out-of-class activities will be assigned and assessed as part of this module. Prerequisites: ACCT 1001, ACCT 1002. Lecture Hours: 60.0 Lab Hours: 40.0 Outside Hours: 25.0.</p>
<p><b>ACCT 2002 Spreadsheet Applications</b> <span style="float: right;"><b>8.0 Quarter Credits</b></span>            In this Module students will discover how Microsoft Excel can be used to accomplish the objectives of accounting and auditing. Students will learn how to utilize Excel in common accounting tasks such as calculating depreciation, payroll, accounts payable, calculating financial statement ratios and inventory management. Students will also be exposed to additional industry standard accounting and spreadsheet programs commonly used in businesses. Out-of-class activities will be assigned and assessed as part of this module. Prerequisites: ACCT 1001, ACCT 1002. Lecture Hours: 60.0 Lab Hours: 40.0 Outside Hours: 25.0.</p>
<p><b>ACCT 2005 QuickBooks</b> <span style="float: right;"><b>8.0 Quarter Credits</b></span>            In this Module, students will be introduced to using the QuickBooks software package to accomplish basic accounting functions. Students will cover the entire accounting cycle for a company using QuickBooks including sales, invoicing and receivables, payables and purchases, general accounting, financial statements, and end-of-period procedures. Training exercises will let students practice the entries for recording of sales, purchases, receivables, payables, and other common events. Out-of-class activities will be assigned and assessed as part of this module. Prerequisites: ACCT 1001, ACCT 1002. Lecture Hours: 60.0 Lab Hours: 40.0 Outside Hours: 25.0.</p>

<p><b>ACCT 2006 Introduction to Business and Taxation</b></p> <p>This Module will introduce the student to the environment in which business is conducted, including examples of business industries, legal forms of business, stakeholders of a business, and the impact of the legal environment upon a business. Students will also learn how taxes affect decisions by studying sales and property taxes, calculating payroll taxes and preparing a basic individual tax return. Out-of-class activities will be assigned and assessed as part of this module. Prerequisites: ACCT 1001, ACCT 1002. Lecture Hours: 60.0 Lab Hours: 40.0 Outside Hours: 25.0.</p>	<p><b>8.0 Quarter Credits</b></p>
<p><b>ACCT 2007 Bookkeeping and Payroll</b></p> <p>In this Module, students will be introduced to the bookkeeping process. Topics covered include journalizing and posting, special journals, financial statements, and completing the bookkeeping cycle. Students will also be exposed to basic payroll functions including processing payroll and maintaining personnel and payroll information in accordance to established laws. Out-of-class activities will be assigned and assessed as part of this module. Prerequisites: ACCT 1001, ACCT 1002. Lecture Hours: 60.0 Lab Hours: 40.0 Outside Hours: 25.0.</p>	<p><b>8.0 Quarter Credits</b></p>
<p><b>ACCT 3001 Capstone</b></p> <p>In this Module, students will work on a Microsoft Excel project by demonstrating a mastery of accounting principles that will help prepare you to pursue a career and certification in the accounting field. Out-of-class activities will be assigned and assessed as part of this module. Prerequisites: ACCT 2001, ACCT 2002, ACCT 2005, ACCT 2006, ACCT 2007. Lecture Hours: 60.0 Lab Hours: 40.0 Outside Hours: 25.0.</p>	<p><b>8.0 Quarter Credits</b></p>
<p><b>ACCT 3002 Certification Preparation</b></p> <p>In this Module, students will work on a QuickBooks project by demonstrating a mastery of accounting principles that will help prepare you to pursue a career and certification in the accounting field. Out-of-class activities will be assigned and assessed as part of this module. Prerequisites: ACCT 2001, ACCT 2002, ACCT 2005, ACCT 2006, ACCT 2007. Lecture Hours: 60.0 Lab Hours: 40.0 Outside Hours: 25.0.</p>	<p><b>8.0 Quarter Credits</b></p>



**DENTAL ASSISTANT**  
 Diploma Program  
 33 weeks – 760 Hours – 48 Credits

V 1

The goal of the Dental Assistant Program is to provide graduates with the skills and knowledge that will enable them to qualify for entry-level positions as dental assistants. Since they are trained in clinical and radiographic procedures, their services are also sought by general dentists, and dental office facilities specializing in pedodontics, orthodontics, endodontics and other specialties, dental schools, dental supply manufacturers, hospital dental departments, dental laboratories and dental insurance companies.

The objective of the Dental Assistant program is to provide the student with the appropriate didactic theory and hands-on skills required and necessary to prepare them for entry-level positions as dental assistants in today's modern health and dental care offices, dental clinics, and facilities. Students will study diagnostic and procedural terminology as it relates to the accurate completion of dental examinations, procedures, and daily tasks.

The combination of introduced skills taught in this program, will prepare students for the ever-changing field of dentistry and orthodontics. Students study dental radiography, dental sciences, operator dentistry, laboratory procedures, dental anatomy and orthodontics, and dental health.

**Note:** Dental Assistant graduates who have completed 3500 hours as a dental assistant working under a licensed dentist from the state of practice, can sit for the Certified Dental Assistant (CDA) exam, under Pathway II through the Dental Assisting National Board (DANB).

Module	Module Title	Total Hours	Quarter Credits
MODULE A	Dental Office Emergencies and Compliance	80	6.0
MODULE B	Dental Radiography	80	6.0
MODULE C	Dental Specialties	80	6.0
MODULE D	Operator Dentistry	80	6.0
MODULE E	Laboratory Procedures	80	6.0
MODULE F	Dental Anatomy and Orthodontics	80	6.0
MODULE G	Dental Health	80	6.0
MODULE X	Dental Assistant Externship	200	6.0
<b>Total Hours:</b>		<b>760</b>	<b>48.0</b>

Major Equipment			
Amalgamators	Model Vibrators	Handpieces	Oxygen Tank
Oral Evacuation Equipment	Model Trimmers	TV/DVD/VCR	DXTR and Typodont Manikins
Dental Unit and Chairs	Personal Computers	Autoclave	X-Ray Units
Automatic and Manual Processing Equipment	Ultrasonic Units		

**Module A – Dental Office Emergencies and Compliance** **6.0 Quarter Credits**

In this module, students are introduced to Occupational Safety and Health Administration (OSHA) Standards for infection control and hazard communication. Topics include microbiology, contagious diseases concerning the dental team, universal precautions, protective barrier techniques and handling hazardous chemicals. Students practice step-by-step instrument decontamination using approved sterilization agents and methods. Students learn operator disinfection using approved agents and methods. Methods for taking and recording vital signs and blood pressure are introduced. Students also learn about CPR for the Healthcare Provider and how to manage emergencies that may occur in the dental office. Related dental terminology is studied. Basic concepts of psychology and communication are discussed with emphasis on helping dental patients overcome anxieties related to dental treatment. Special considerations for the medically and physically compromised patients are presented. Students are introduced to front office procedures utilizing related front office software. Career development skills are also taught. Students are also introduced to basic anatomy of the head and teeth. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.

**Module B – Dental Radiography** **6.0 Quarter Credits**

This module introduces students to the basic anatomy of the head and teeth in order to familiarize students with the anatomical structures involved in dental radiographs. Radiation protection and the hazards of X-ray radiation are studied. Emphasis is placed on maintaining radiation safety while obtaining the best possible diagnostic quality on dental radiographs. Students are also introduced to digital radiography. Theory, laboratory skills and clinical practice meet state guidelines for a Radiation Safety Certificate and comply with federal regulations for certifying radiographic operators. Students practice techniques of film exposure and mounting in equipped dental

operatories with industry-approved structural and monitoring devices. Exposure techniques include bitewing, bisecting and parallel techniques and are performed on a patient simulator manikin. Upon successful completion of practice, students produce radiographs on site for clinical patients as prescribed by a licensed dentist (**California and Florida States Only**). Students process film using a fully equipped darkroom or automatic processor. Students are also required to mount processed radiographs and to evaluate the diagnostic quality according to established criteria. Students retake non-diagnostic films. Professional responsibilities regarding the state radiation safety certificate are introduced (CA and FL) as well as quality assurance and infection control. Students are introduced to front office procedures utilizing related front office software. Occupational Safety and Health Administration (OSHA), standards for infection control, and hazard communication are discussed. Related dental terminology is also taught. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.

**Module C – Dental Specialties**

**6.0 Quarter Credits**

In this module, students study cranial anatomy as it relates to anesthesia administration and pain control. Methods for taking and recording vital signs and blood pressure are introduced. Skills performed by the dental assistant in the specialty areas of Oral Surgery and Endodontics (root canals) and pulp vitality testing are presented, including procedures for the administration of topical and local anesthetics. Students practice acquired skills on training manikins (Typodonts), placing instruments and materials. Children’s dentistry (pediatric dentistry) as a specialty is presented. Related dental terminology is studied. Students are introduced to front office procedures utilizing related front office software. Students are introduced to basic anatomy of the head and teeth. Occupational Safety and Health Administration (OSHA), standards for infection control, and hazard communication are discussed. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.

**Module D – Operatory Dentistry**

**6.0 Quarter Credits**

This module introduces students to chair-side assisting duties and techniques practiced in general dentistry with emphasis on four-handed dentistry. Students learn how to handle and transfer dental instruments and place materials on models. Properties and manipulation of common dental materials, including amalgam, composites, glass ionomers and sealants, are presented. Students practice required procedures such as placement, wedging and removal of Tofflemire retainers and other matrices, RDA procedures to include placement of cement bases and liners, and placement of temporary sedative dressing on Typodont manikins, as required in some states (CA). Basic concepts of psychology and communication are discussed with emphasis on helping dental patients overcome anxieties related to dental treatment. Students also study related dental terminology. Students are introduced to front office procedures utilizing related front office software. Students are introduced to basic anatomy of the head and teeth. Occupational Safety and Health Administration (OSHA), standards for infection control, and hazard communication are discussed. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.

**Module E – Laboratory Procedures**

**6.0 Quarter Credits**

In this module, students receive hands-on training in taking impressions and constructing study and master casts. Students are exposed to a variety of impression and gypsum materials and procedures for their use. The casts are then used to practice dental procedures such as the fabrication of custom trays and temporary crowns. Prosthodontics as a specialty is presented with instruction in crown and bridge procedures and full and partial dentures. Students are introduced to dental implants and the various types of mouth guards such as night-guards, sports guards and bleaching trays. Laboratory safety and infection control are presented. Students are introduced to basic anatomy of the head and teeth. Students learn Occupational Safety and Health Administration (OSHA), standards for infection control, and hazard communication. Students are introduced to front office procedures utilizing related front office software. Related dental terminology is studied. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.

**Module F – Dental Anatomy and Orthodontics**

**6.0 Quarter Credits**

This module focuses on orthodontics as a specialty. Students receive hands-on training in practicing orthodontic measurements, placement of separators and sizing bands and placement and ligation of arch wires. Theory on orthodontic assistant duties, office routine and malocclusion classifications are presented. In addition, students learn to chart the oral conditions of patients in compliance with state guidelines for mouth mirror inspection. Introduction of tooth morphology, oral structures, and oral pathology are presented. HIPAA regulations are introduced with emphasis on protection of patient’s privacy and how dental health professionals must follow these regulations. HIV/AIDS is covered with an emphasis on understanding the causes, modes of transmission, and the practice of universal standard precautions. Students are introduced to front office procedures utilizing related front office software. Students are introduced to basic anatomy of the head and teeth. Students learn Occupational Safety and Health Administration (OSHA), standards for infection control, and hazard communication. Related spelling and terminology is studied throughout the module. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.

**Module G – Dental Health****6.0 Quarter Credits**

Specialty areas of oral pathology and periodontics are studied. Placement of periodontal surgical dressings is demonstrated and practiced on manikins according to RDA criteria (**California Only**). Preventive dentistry is emphasized. Related areas of nutrition and fluorides are presented. Students are introduced to front office procedures utilizing related front office software. Related dental terminology is studied. Coronal polish theory and procedures are taught and practiced on manikins; clinical patients practice can be performed under the direct supervision of a licensed dentist (**California and Florida States Only**). Completion of coronal polish requirements will permit the assistant to perform the procedure after obtaining the Registered Dental Assistant license (**California programs only**). Pit and fissure sealants theory and procedures are taught and practiced on typodonts; clinical patients can be performed under direct supervision of a licensed dentist after obtaining the Registered Dental Assistant license (**California programs only**). Students are introduced to basic anatomy of the head and teeth. Students learn Occupational Safety and Health Administration (OSHA), standards for infection control, and hazard communication. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.

**Module X – Dental Assisting Externship****6.0 Quarter Credits**

In this module, students complete unpaid, supervised, practical in-service at a dental office or clinic in which the student practices direct application of all clinical functions of dental assisting. Prerequisite: Completion of Modules A-G. Lecture Hours: 0.0 Lab Hours: 0.0 Other Hours: 200.0.





## IT SUPPORT SPECIALIST

Diploma Program

42 Weeks – 1,020 Hours, 58 Credits

V 1

The IT Support Specialist program is a uniquely designed “Work-Force Ready” IT training program aimed to deliver what employers are looking for today: 1) Work Experience 2) IT Certifications 3) Soft Skills / Professionals Skills 4) an Education.

The IT Support Specialist program provides students the basic foundation and technical skill sets required for an entry level IT job. Not only does the curriculum explore the soft and professional skills for the IT professional, it also teaches and prepares students for key certification exams widely recognized in the I.T. field. The program also includes an internship which provides students with valuable real world work experience.

The IT Support Specialist program helps prepare students for careers such as PC Technician, IT Technician, IT Support Specialist, Desktop Support Technician, Technical Support Representative, and Help Desk Support Technician.

This program consists of eight units of learning called modules plus a certification preparation module and an internship.

### Program Objectives:

- Use and troubleshoot personal computer hardware and software.
- Install, configure, and use common workplace operating systems.
- Troubleshoot, repair, maintain, network, and operate computer hardware and software operating systems.
- Manage, configure, secure and troubleshoot various network topologies, technologies, protocols, media, and devices.
- Manage the Windows Server operating system and its associated hardware, users, and essential services.
- Authenticate users, implement security policies, and protect the client and server from various types of attacks.
- Develop help desk support, customer service, and communication skills to enable customer satisfaction.
- Develop professional skills appropriate for a workplace environment.

Module	Module Title	Total Hours	Quarter Credits
ITSS 1001Z	Basic Computing	100	6.0
ITSS 1002Z	Operating System Fundamentals - Windows	100	6.0
ITSS 1003Z	Operating System Fundamentals – Linux & Mac	100	6.0
ITSS 1004Z	CompTIA A+ I	100	6.0
ITSS 2001Z	CompTIA A+ II	100	6.0
ITSS 2002Z	CompTIA Network+	100	6.0
ITSS 2003Z	MTA Windows Server and Security Fundamentals	100	6.0
ITSS 2004Z	Help Desk Support and Customer Service	100	6.0
ITSS 3001Z	Certification Preparation	100	6.0
ITSS 4001Z	Support Desk or PC Technician Internship*	120	4.0
<b>Total Hours:</b>		<b>1,020</b>	<b>58.0</b>

\*The Internship is arranged by the Program Chair or Internship Coordinator. Everest has internship agreements with various locations; each student will be placed at one of these locations. The Internship site agreement is in possession of Campus Administration. The Internship is supervised by the Program Chair & Site Manager (with occasional visits from the assigned faculty member). The Internship is unpaid (occasional extenuating circumstances; see Academic Dean/Director of Education for details).

<b>ITSS 1001Z - Basic Computing</b>	<b>6.0 Quarter Credits</b>
This course introduces the essential concepts necessary to make effective use of the computer. Students achieve an understanding of what a computer can do, how it works, and how it can be used to create documents using word processing and spreadsheet applications for personal and business use. Out-of-class activities will be assigned and assessed as part of this module. Prerequisites: None. Lecture Hours: 60.0 Lab Hours: 40.0 Outside Hours: 25.0.	
<b>ITSS 1002Z - Operating System Fundamentals – Windows</b>	<b>6.0 Quarter Credits</b>
This Module introduces students to the Microsoft Windows operating system. Students will gain working knowledge in a Windows-based operating system, including practicing essential configuration and administration skills. Out-of-class activities will be assigned and assessed as part of this module. Prerequisites: None. Lecture Hours: 60.0 Lab Hours: 40.0 Outside Hours: 25.0.	

<b>ITSS 1003Z - Operating System Fundamentals – Linux &amp; Mac</b>	<b>6.0 Quarter Credits</b>
This Module introduces students to the Linux and Mac operating systems. Students will gain working knowledge in each operating system, becoming familiar with the essentials and basic administration skills. Out-of-class activities will be assigned and assessed as part of this module. Prerequisites: None. Lecture Hours: 60.0 Lab Hours: 40.0 Outside Hours: 25.0.	
<b>ITSS 1004Z - CompTIA A+ I</b>	<b>6.0 Quarter Credits</b>
This Module explores both personal computer hardware and operating systems software to help prepare students for the CompTIA A+ Essentials exam. Students will learn to troubleshoot, repair, maintain, network, and operate various types of computer hardware and at least one mainstream operating system. Various aspects of computer hardware and software security will also be explored. Out-of-class activities will be assigned and assessed as part of this module. Prerequisites: None. Lecture Hours: 60.0 Lab Hours: 40.0 Outside Hours: 25.0.	
<b>ITSS 2001Z - CompTIA A+ II</b>	<b>6.0 Quarter Credits</b>
This Module builds upon the foundation of the CompTIA A+ I Module to explore the hands-on skills needed to help prepare students for the CompTIA A+ Practical Application exam. Students will practice installing, configuring, maintaining and troubleshooting personal computer hardware components through the use of various real-world scenarios. Out-of-class activities will be assigned and assessed as part of this module. Prerequisites: ITSS 1004Z. Lecture Hours: 60.0 Lab Hours: 40.0 Outside Hours: 25.0.	
<b>ITSS 2002Z - CompTIA Network+</b>	<b>6.0 Quarter Credits</b>
This Module helps prepare students for the CompTIA Network+ exam. Students will be introduced to various network technologies, topologies, protocols, media, and devices. Students will learn the skills needed to effectively manage, configure, secure, and troubleshoot networks while using various tools. Out-of-class activities will be assigned and assessed as part of this module. Prerequisites: ITSS 1001Z, ITSS 1002Z, & ITSS 1004Z. Lecture Hours: 60.0 Lab Hours: 40.0 Outside Hours: 25.0.	
<b>ITSS 2003Z - MTA Windows Server and Security Fundamentals</b>	<b>6.0 Quarter Credits</b>
This Module helps prepare students for the Microsoft Windows Server Administration Fundamentals (98-365) and Microsoft Technology Associate (MTA) Security Fundamentals (98-367) exams. Students will be introduced to the fundamentals of managing the Windows Server operating system and associated hardware, users, and essential services including file and print services. Server monitoring and troubleshooting issues will also be detailed. Additionally, client/server network security issues and best-practices will be explored including authenticating users, implementing security policy, and protecting the client and server from various types of attacks. Out-of-class activities will be assigned and assessed as part of this module. Prerequisites: ITSS 1001Z, ITSS 1002Z, & ITSS 1004Z. Lecture Hours: 60.0 Lab Hours: 40.0 Outside Hours: 25.0.	
<b>ITSS 2004Z - Help Desk Support and Customer Service</b>	<b>6.0 Quarter Credits</b>
This Module provides students with essential help desk support and customer service skills needed for various information technology (IT) careers. Students will learn the soft skills needed to provide exceptional end-user support for both internal and external customers by practicing essential listening and communication skills to provide efficient responses and ultimately create customer satisfaction. Additionally, students will learn and practice essential customer service skills through real-world IT case studies and scenarios. Out-of-class activities will be assigned and assessed as part of this module. Prerequisites: ITSS 1001Z, ITSS 1002Z, & ITSS 1004Z. Lecture Hours: 60.0 Lab Hours: 40.0 Outside Hours: 25.0.	
<b>ITSS 3001Z - Certification Preparation</b>	<b>6.0 Quarter Credits</b>
This Module provides students with a hands-on review of the information technology (IT) certification objectives necessary to help students pass the IT certifications detailed within related certification-centric Modules. The structure and domain matrices of the various certification exams will be reviewed and students will practice taking sample certification exams to help prepare them to get certified. Out-of-class activities will be assigned and assessed as part of this module. Prerequisites: ITSS 1001Z, ITSS 1002Z, ITSS 1003Z & ITSS 1004Z. Lecture Hours: 60.0 Lab Hours: 40.0 Outside Hours: 25.0.	
<b>ITSS 4001Z - Support Desk or PC Technician Internship</b>	<b>4.0 Quarter Credits</b>
As part of the preparation for an I.T. career, students are directed to complete an internship in a for-profit, not-for profit, government or private business organization. Preparation and guidance during the internship includes assignment of duties, hours, and monitoring satisfactory working conditions. Prerequisites: ITSS 3001Z. Lecture Hours: 5.0 Lab Hours: 0.0 Intern Hours: 115.0.	



**MASSAGE THERAPY**  
 Diploma Program  
 36 Weeks – 780 Hours – 47 Credits

V3.2

This 780-hour program consists of one pre-requisite course, eight self-contained units of learning called modules, and a 60 hour clinic, which the student must complete before they graduate. Each student must successfully complete the pre-requisite course before moving on to any one of the remaining modules in the program. Included in this program are 225 hours of Anatomy and Physiology, as well as introduction to principles and practices of massage therapy, massage fundamentals, massage and bodywork, pathology, business and success skills, and health and wellness. Upon the successful completion of this program, graduates will have received the education necessary to attain a career in one of the most engaging and exciting fields today. The graduate may work in an entry-level position as a Massage Therapist in a variety of health care facilities, including, but not limited to, a massage clinic, hospital, chiropractic office, nursing home, health club, spa, resort, or in private practice. Massage Therapists may be employed in urban, suburban, and rural areas.

The Massage Therapy program provides the student with the theory and hands-on applications required to perform the following tasks:

1. Be knowledgeable and competent in the performance of various forms and types of massage and in the use of hydrotherapy.
2. Be knowledgeable in the study of anatomy and physiology and as such, be familiar with exercise programs and therapeutic massage that can help in caring for conditions affecting different body systems.
3. Be knowledgeable and competent in the performance and use of techniques to help specific problems such as neck, back, sciatic pain, relaxation, stress reduction, and muscle spasms.
4. Be acquainted and competent in various allied modalities currently being practiced in the field of massage therapy.

Module	Module Title	Total Hours	Quarter Credits
<b>Prerequisite Course</b>			
MTD100Z	Introduction to Massage Therapy	80	5.0
<b>Modular Courses</b>			
MTD201Z	Business and Ethics	80	5.0
MTD237Z	Swedish Massage, Pre-Natal, Post-Natal and Infant, & Elder/Geriatric Massage	80	5.0
MTD263Z	Eastern Theory and Practice	80	5.0
MTD220Z	Energy & Non-Traditional Therapies, Wellness & CPR	80	5.0
MTD282Z	Deep Tissue, Myofascial Release & Pin and Stretch	80	5.0
MTD214Z	Neuromuscular/Trigger Point and Muscle Energy Techniques	80	5.0
MTD246Z	Clinical and Sports Massage	80	5.0
MTD295Z	Health and Wellness	80	5.0
MTD288Z	Massage Therapy Clinic*	60	2.0
<b>Total Hours:</b>		<b>780</b>	<b>47.0</b>

\* Massage Therapy Clinic hours are to be scheduled throughout the last three modules of training.

Major Equipment			
Massage Tables	DVD/VCR	Paraffin Wax Heater	Hot Stone Heater
Massage Chairs	SMART Boards		

MTD 100Z – Introduction to Massage Therapy	5.0 Quarter Credits
This course is designed to prepare the student for future course work in more advanced modalities presented in the program. The topics covered in this course are Joint Classification, Range of Motion of the Shoulder, Western Theory & History, the Benefits of Massage Therapy on the Body Systems, Classification of Massage Movements, Draping Procedures, The Client Consultation, Procedures for a Complete Body Massage, The Skeletal System, The Muscular System, General Structural Plan of the Body, Movement and Directional Terms, and Indications/Contraindications for Massage Therapy. Out-of-class activities will be assigned and assessed as part of this module. Prerequisites None. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.	

<b>MTD 201Z – Business &amp; Ethics</b>	<b>5.0 Quarter Credits</b>
<p>This module is designed to provide students with an understanding of the job opportunities in the massage industry, while building core computer and business skills. Professionalism, ethical practice, and the law as it relates to massage and communication are discussed. Clinical practice in Swedish massage, chair massage, and integrated techniques continue to build the massage therapists practical skills. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite MTD100Z Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.</p>	
<b>MTD 237Z – Swedish Massage, Pre Natal, Post-Natal and Infant, &amp; Elder/Geriatric Massage</b>	<b>5.0 Quarter Credits</b>
<p>This module is designed to provide the student with the theory and hands-on skills involved in practicing Swedish massage. Also covered in this module is range of motion for hip, pre-natal, post-natal, infant, and elder/geriatric massage. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite MTD100Z Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.</p>	
<b>MTD 263Z – Eastern Theory</b>	<b>5.0 Quarter Credits</b>
<p>This module is designed to provide the student with the understanding and knowledge of Eastern theory and practice as used within different styles of Asian bodywork. The student will also learn the immune and lymphatic systems. For specific musculature covered in this module please refer to the anatomy and physiology outline. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite MTD100Z Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.</p>	
<b>MTD 220Z – Energy &amp; Non-Traditional Therapies, Wellness &amp; CPR</b>	<b>5.0 Quarter Credits</b>
<p>This module is designed to provide the student with the theory and hands-on skills involved in introducing fundamental energy based modalities including polarity and beginning Reiki hand-placements. The student will be introduced to basic health and wellness concepts including CPR. This module will also provide the student with the understanding of the integumentary system and musculature of the forearms and hands. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite MTD100Z Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.</p>	
<b>MTD 282Z – Deep Tissue , Myofascial Release &amp; Pin and Stretch</b>	<b>5.0 Quarter Credits</b>
<p>This module is designed to provide students with an understanding of myofascial, deep tissue and pin and stretch techniques. These techniques will be incorporated into a Swedish massage to better address individual client needs. Students will use basic assessment skills to identify muscular holding patterns and develop treatment plans. The indications and contraindications of these techniques will be discussed as will specific sights of caution for deep tissue. In addition students will develop an understanding of the digestive system, urinary system and the muscles of the anterior neck. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite MTD100Z Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.</p>	
<b>MTD 214Z – Neuromuscular/Trigger Point Therapy &amp; Muscle Energy Techniques</b>	<b>5.0 Quarter Credits</b>
<p>This module is designed to provide the student with understanding and knowledge of neuromuscular therapy (NMT)/trigger point therapy and muscle energy techniques (MET) along with the assessment skills necessary for these modalities. The student will also learn about the structure and function of the nervous system and review the muscles of the shoulder. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite MTD100Z Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.</p>	
<b>MTD 246Z – Clinical and Sports Massage</b>	<b>5.0 Quarter Credits</b>
<p>This module is designed to provide the student with the understanding and knowledge of clinical and sports massage techniques and the assessment skills necessary for these modalities. The student will also learn the assessment skills, charting/documentation, clinical applications and focus within the endocrine system with a review or the nervous system (CNS/PNS). For specific musculature covered for this module please refer to the anatomy and physiology outline. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite MTD100Z Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0</p>	
<b>MTD 295Z – Health and Wellness</b>	<b>5.0 Quarter Credits</b>
<p>This module is designed to provide the student with an overall understanding of the skills involved in working in spa services and in working with specific strategies to enhance good health and wellness. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite MTD100Z Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.</p>	
<b>MTD 288Z – Clinical (60 hour)</b>	<b>2.0 Quarter Credits</b>
<p>This course is designed to provide the student with a realistic hands-on view and experience of working in the field by participating in a real massage therapy clinic or 'mock' clinic environment. The clinic provides the students an opportunity to enhance skills learned and practiced from instruction. This course is a continuation of supervised clinical practice integrating the principles of Swedish massage, chair massage and adjunctive therapeutic modalities. Students are afforded the opportunity to practice their massage and evaluation skills on a diverse group of subjects. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: Successful completion of 6 of the 9 modules and instructor approval. With Instructor approval, students may be allowed to begin their clinic hours earlier than the 7th module. Lecture Hours: 0.0 Lab Hours: 0.0 Other Hours: 60.0.</p>	



**MEDICAL ADMINISTRATIVE ASSISTANT**  
 Diploma Program  
 33 weeks – 760 Hours – 48 Credits

V 1

The objective of the Medical Administrative Assistant program is to prepare students for entry-level positions as medical administrative assistants in a variety of health care settings. Students study various administrative procedures related to the medical office. Students will learn accounting functions essential to a medical environment, set up patient records and maintain all filing and record keeping, basics of coding with CPT and ICD-9 codes, preparation and processing insurance claims, dictation and transcription, correspondence and mail processing and computerized practice management.

**Note:** Medical Administrative Assistant graduates are eligible to sit for the National Center for Competency Testing (NCCT) exam, National Association for Health Professionals exam and American Medical Technologists exam.

Module	Module Title	Total Hours	Quarter Credits
Module A	Office Finance	80	6.0
Module B	Patient Processing and Assisting	80	6.0
Module C	Medical Insurance	80	6.0
Module D	Insurance Plans and Collections	80	6.0
Module E	Office Procedures	80	6.0
Module F	Patient Care and Computerized Practice Management	80	6.0
Module G	Dental Administrative Procedures	80	6.0
Module X	Medical Administrative Assistant Externship	200	6.0
<b>Total Hours:</b>		<b>760</b>	<b>48.0</b>

**Major Equipment**

Computers	Transcribing Machines	Projectors	CPR Mannequins
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<p><b>Module A: Office Finance</b></p> <p>Module A introduces accounting functions essential to a medical environment. Students learn basic bookkeeping procedures and apply them to a bookkeeping project and accounting system. Students will also complete assignments writing payroll checks and keeping check registers. Patient billing is an integral portion of the module, including tracing delinquent claims and insurance problem solving. Students study essential medical terminology, build on keyboarding and word processing skills, and identify self-directed job search process by learning how to cultivate the right on-the-job attitude, assembling a working wardrobe and identifying the strategies it takes to become the best in your new job so that you can advance in your career. They also learn essential medical terminology. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None. Lecture Hrs: 040 Labs Hrs: 040</p>	<p><b>6.0 Quarter Credits</b></p>
<p><b>Module B: Patient Processing and Assisting</b></p> <p>In Module B, students learn to set up patient records and maintain and organize them manually and electronically. Students locate records management systems and develop skills in alphabetic filing and indexing, and appointment scheduling. The basics of health insurance are introduced, as well the basic of coding with CPT and ICD-9 codes. Students are trained in vital signs, and a cardiopulmonary resuscitation (CPR) course is taught. Students study essential medical terminology, build on keyboarding and word processing skills, and learn self-directed job search process by identifying their personal career objective. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None. Lecture Hrs: 040 Labs Hrs: 040</p>	<p><b>6.0 Quarter Credits</b></p>
<p><b>Module C: Medical Insurance</b></p> <p>Module C develops student proficiency in preparing and processing insurance claims. Students study insurance programs, including HMOs, PPOs, and worker's compensation plans. National coding systems used for claims processing are studied. Students learn to obtain information from patient charts and ledgers to complete insurance forms accurately. Students are given hypothetical insurance billing situations and select appropriate forms, codes, and procedures to process insurance claims for optimal reimbursement. Office &amp; insurance collection strategies are also included. Students study essential medical terminology, build on keyboarding and word processing skills, and learn the self-directed job search process by developing career networking techniques that will assist you in being successful in the medical field. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None. Lecture Hrs: 040 Lab Hrs: 040</p>	<p><b>6.0 Quarter Credits</b></p>

<p><b>Module D: Insurance Plans and Collections</b></p> <p>Module D develops student proficiency in preparing and processing insurance claims. The Medicaid, Medicare, TRICARE, and CHAMPVA programs are discussed. Students learn to obtain information from patient charts and ledgers to complete insurance forms accurately. They also focus on important aspects of the collection process including collection letters, telephone calls, and collection servicing agencies. They will also learn about Occupational Safety and Health Administration (OSHA) standards and the use of universal precautions in the medical office. Medical ethics and law are also included. Students study essential medical terminology, build on keyboarding and word processing skills, and learn self-directed job search process by identifying and demonstrating what a successful job interview contains and how to answer common interview questions accurately. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None. Lecture Hrs: 040 Lab Hrs: 040</p>	<p><b>6.0 Quarter Credits</b></p>
<p><b>Module E: Office Procedures</b></p> <p>In Module E, students are introduced to dictation and transcription. Emphasis is also placed on correspondence and mail processing, health information management and the medical facility environment. Students will identify disability income insurance and legal issues affecting insurance claims. In addition, students learn about the Health Insurance Accountability and Portability Act (HIPAA). Students study essential medical terminology, build on keyboarding and word processing skills, and learn the self-directed job search by learning how to set their own career goals. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None. Lecture Hrs: 040 Lab Hrs: 040</p>	<p><b>6.0 Quarter Credits</b></p>
<p><b>Module F: Patient Care and Computerized Practice Management</b></p> <p>Module F emphasizes computerized practice management, including file maintenance, patient records, bookkeeping and insurance. Students will learn the health insurance claim form and managed care systems. Hospital billing is introduced this module. Students will also learn about the history of the healthcare industry and the Medical Assisting Profession. In addition, students learn basic techniques for taking patients vital signs. They learn OSHA standards and the use of universal precautions in the medical office. Students study essential medical terminology, build on keyboarding and word processing skills, and learn self-directed job search process by learning all about how to become and learn from mentoring. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None. Lecture Hrs: 040 Lab Hrs: 040</p>	<p><b>6.0 Quarter Credits</b></p>
<p><b>Module G: Dental Administrative Procedures</b></p> <p>Module G focuses on basic administrative procedures performed in the dental office. Students learn about the dental health team with emphasis on the tasks performed by the administrative support staff. Specialized procedures including appointment scheduling, bookkeeping, dental charting, processing patients, insurance billing and coding, and law and ethics are presented. Students learn basic dental anatomy and common dental procedures practiced in today's modern dental offices. Students will do vital signs. They discuss interpersonal skills and human relations, telephone techniques, and patient reception techniques. Students build on keyboarding and word processing skills, and learn essential dental terminology and the self-directed job search process by learning how to dress for success. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None. Lecture Hrs: 040 Lab Hrs: 040</p>	<p><b>6.0 Quarter Credits</b></p>
<p><b>Module X – Medical Administrative Assistant Externship</b></p> <p>Upon successful completion of modules A through G, students participate in a 200-hour externship at an approved facility. This course is 200 hours of supervised, practical, in-service experience in a medical office or clinic in which the student practices direct application of all administrative functions of the medical administrative assistant. Prerequisite: Completion of Modules A-G. Lecture Hrs: 000 Lab Hrs: 000 Other Hrs: 200</p>	<p><b>6.0 Quarter Credits</b></p>



**MEDICAL ASSISTANT**  
Diploma Program  
41 weeks – 920 Hours – 60 Credits

V2.0

The Medical Assistant Diploma Program is designed to prepare students for entry-level positions as medical assistants in a variety of health care settings. Students learn the structure and function of the major body systems in conjunction with medical terminology, diagnostic and therapeutic procedures, computer skills, administrative processes, bookkeeping and accounting practices, and the processing of medical insurance forms and claims.

In recent years, the medical assisting profession has become indispensable to the health care field. Physicians have become more reliant on medical assistants for their front and back office skills. Medical offices and ambulatory care providers, clinics, urgent care centers, and insurance providers, are seeking their services.

The goal of the Medical Assistant Diploma Program is to prepare competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains required and necessary to prepare them for entry level positions such as clinical or administrative assistant, medical receptionist, and medical insurance biller.

This program is divided into ten learning units called modules. The first nine modules, MAINTRO through H, are classroom modules. Students are required to complete all modules, starting with a prerequisite introductory module, MAINTRO, and continuing in any sequence until all modules have been completed. If students do not complete any portion of a module, the entire module must be repeated.

Following the successful completion of the first nine modules, MAINTRO through Module H, students participate in a 200-hour externship. This constitutes a supervised, practical in-service experience in a medical office or clinic in which the student practices direct application of administrative and clinical tasks as a medical assistant.

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

**Note:** Medical Assistant graduates are immediately eligible to sit for the Registered Medical Assistant Examination and the Certified Medical Assistant Examination. Candidates who pass the exam are considered Registered Medical Assistants (RMA)/Certified Medical Assistants (CMA).

Module	Module Title	Total Hours	Quarter Credits
Module MAINTRO	Introduction to Medical Assisting	80	6.0
Module A	Integumentary, Sensory, and Nervous Systems, Patient Care and Communication	80	6.0
Module B	Muscular System, Infection Control, Minor Office Surgery, and Pharmacology	80	6.0
Module C	Digestive System, Nutrition, Financial Management, and First Aid	80	6.0
Module D	Cardiopulmonary Systems, Vital Signs, Electrocardiography, and CPR	80	6.0
Module E	Urinary, Blood, Lymphatic, and Immune Systems and Laboratory Procedures	80	6.0
Module F	Endocrine, Skeletal, and Reproductive Systems, Pediatrics, and Geriatrics	80	6.0
Module G	Medical Law and Ethics, Psychology, and Therapeutic Procedures	80	6.0
Module H	Health Insurance Basics, Claims Processing, and Computerized Billing	80	6.0
Module X	Medical Assistant Diploma Program Externship	200	6.0
<b>Total Hours:</b>		<b>920</b>	<b>60.0</b>

Major Equipment			
Autoclave	Microscopes	Surgical Instruments	Hematology Testing Equipment
Personal Computers	Mayo Stands	Examination Tables	Sphygmomanometers
Electrocardiography Machine	Stethoscopes	Training Manikins	

**Module Descriptions**

Module descriptions include the module number, title, and synopsis, a listing of the lecture hours, laboratory hours, externship hours, and credit units. For example, the listing "40/40/6.0" indicates that the module consists of 40 hours of lecture, 40 hours of laboratory work, and provides 6 Quarter Credit units.

<p><b>MODULE MAINTRO - Introduction to Medical Assisting</b></p> <p>Module MAINTRO introduces students to the medical assisting profession, medical terminology, interpersonal skills, study techniques, and basic clinical skills. Students are introduced to the rules needed to build, spell, and pronounce health care terms, basic prefixes, suffixes, word roots, combining forms, and terms associated with body structure and directional terminology. Students study the professional qualities and professional personal appearance of a medical assistant. They learn about the administrative and clinical duties performed by a medical assistant. Additionally, students study the purpose of accreditation and the significance of becoming credentialed professional. Students also study the importance of interpersonal skills and the application of these skills with patients and fellow employees. Students will gain knowledge of basic medical insurance billing, coding concepts, and the use of coding reference books. Students are introduced to the basic clinical skills of obtaining vital signs, drawing and processing blood samples, and preparing and administering injections—procedures that they will continue to practice throughout the remaining modules. Students learn how to use knowledge of multiple intelligences to enhance studying and learning and how to make their personality type work for them. Successful note-taking and listening skills are reviewed, as well as techniques for remembering. Students also gain knowledge of test-taking strategies, including methods that can be used for reducing test anxiety. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None. Lecture: 40 Hrs Lab: 40 Hrs. Outside: 26 Hrs.</p>	<p><b>6.0 Quarter Credits</b></p>
<p><b>MODULE A - Integumentary, Sensory, and Nervous Systems, Patient Care and Communication</b></p> <p>Module A emphasizes patient care, including physical examinations and procedures related to the eyes and ears, the nervous system, and the integumentary system. Students will have an opportunity to work with and review patient charts and perform front office skills related to records management, appointment scheduling, and bookkeeping. Students gain skills in communication (verbal and nonverbal) when working with patients both on the phone and in person. Students develop working knowledge of basic anatomy and physiology of the special senses (eyes and ears), nervous and integumentary system, common diseases and disorders, and medical terminology related to these systems. Students check vital signs, obtain blood samples, and prepare and administer injections. Also introduced are strategies for dealing with change, setting goals, and getting motivated. Students learn how to prepare an attractive business letter, along with demonstrating increasing speed and accuracy on the computer keyboard and in medical transcription. Students build on their keyboarding and word processing skills related to word processing and spreadsheet programs, with acceptable progress through the identified text(s). Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: MAINTRO Lecture: 40 Hrs (20 in Theory/10 in Clinical Lab/10 in Computer) Lab: 40 Hrs (30 in Clinical Lab/10 in Computer Lab). Outside 27 Hrs.</p>	<p><b>6.0 Quarter Credits</b></p>
<p><b>MODULE B - Muscular System, Infection Control, Minor Office Surgery, and Pharmacology</b></p> <p>Module B stresses the importance of asepsis and sterile technique in today's health care environment, along with the proper use of personal protective equipment. Students learn about basic bacteriology and its relationship to infection and disease control. Students identify the purpose and expectations of the Occupational Health and Safety Administration (OSHA) and the Clinical Laboratory Improvement Amendments (CLIA) regarding disease transmission in the medical facility. Students study basic math concepts to prepare for medication dosage calculations. Students learn the principles and various methods of administering medication. Basic pharmacology and the uses, inventory, classification, and effects of therapeutic drugs are included. Students participate in the positioning and draping of patients for various examinations and prepare for assisting with minor office surgical procedures. Students gain knowledge of basic anatomy and physiology of the muscular system, common diseases and disorders, and medical terminology related to this system. Students check vital signs, obtain blood samples, and prepare and administer injections. Also introduced are strategies for setting and accomplishing personal goals, along with how to succeed in accomplishing these goals. Students describe how to handle numbers, symbols, and abbreviations in transcribed material and demonstrate increasing speed and accuracy on the computer keyboard and in medical transcription. Students build on their keyboarding and word processing skills related to word processing and spreadsheet programs, with acceptable progress through the identified text(s). Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: MAINTRO Lecture: 40 Hrs (20 in Theory/10 in Clinical Lab/10 in Computer) Lab: 40 Hrs (30 in Clinical Lab/10 in Computer Lab). Outside: 25 Hrs.</p>	<p><b>6.0 Quarter Credits</b></p>
<p><b>MODULE C - Digestive System, Nutrition, Financial Management, and First Aid</b></p> <p>Module C introduces students to the health care environment, office emergencies, and first aid, with an emphasis on bandaging techniques for wounds and injuries. Students will discuss types of disasters and the medical assistant's role in emergency preparedness and assisting during and after a disaster. Students learn bookkeeping procedures, accounts receivable and payable, financial management, banking, and check-writing procedures essential to the successful operation of the medical office. Students study the administrative and clinical uses of the electronic health record. Students develop working knowledge of good health, nutrition, weight control, and strategies in promoting good health in patients. They acquire knowledge of basic anatomy and physiology, common diseases and disorders, and medical terminology of the digestive system. Students</p>	<p><b>6.0 Quarter Credits</b></p>



check vital signs, obtain blood samples, and prepare and administer injections. They are introduced to strategies for building active reading and comprehension skills, along with techniques for managing time. Students practice transcribing accurate medical record notes and correcting erroneous entries, along with demonstrating increasing speed and accuracy on the computer keyboard and in medical transcription. Students build on their keyboarding and word processing skills related to word processing and spreadsheet programs, with acceptable progress through the identified text(s). Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: MAINTRO Lecture: 40 Hrs (20 in Theory/10 in Clinical Lab/10 in Computer) Lab: 40 Hrs (30 in Clinical Lab/10 in Computer Lab) Outside: 27 Hrs.

**MODULE D - Cardiopulmonary Systems, Vital Signs, Electrocardiography, and CPR**

**6.0 Quarter Credits**

Module D examines the circulatory and respiratory systems, including the structure and function of the heart and lungs, along with diseases, disorders, diagnostic tests, anatomy and physiology, and medical terminology associated with these systems. Students apply knowledge of the electrical pathways of the heart muscle in preparation for applying electrocardiography leads and recording a 12-lead electrocardiogram (ECG). Students receive instruction in cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator (AED), which enables them to respond to cardiac emergencies. Students check vital signs and differentiate between normal values for pediatric and adult patients. Students obtain blood samples and prepare and administer injections. Students will discuss how to apply critical and creative thinking skills to analyzing and problem solving in the workplace and everyday life. Students study the preparation of a History and Physical examination report, along with demonstrating increasing speed and accuracy on the computer keyboard and in medical transcription. Students build on their keyboarding and word processing skills related to word processing and spreadsheet programs, with acceptable progress through the identified text(s). Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: MAINTRO Lecture: 40 Hrs (20 in Theory/10 in Clinical Lab/10 in Computer) Lab: 40 Hrs (30 in Clinical Lab/10 in Computer Lab). Outside: 28 Hrs.

**MODULE E - Urinary, Blood, Lymphatic, and Immune Systems and Laboratory Procedures**

**6.0 Quarter Credits**

Module E introduces microbiology and laboratory procedures commonly performed in a physician's office or medical clinic. Students learn specimen identification, collection, handling and transportation procedures and practice venipuncture and routine diagnostic hematology. Maintenance and care of laboratory equipment and supplies are discussed. Students gain working knowledge of radiology and nuclear medicine, in addition to various radiological examinations and patient preparation for these exams. Anatomy and physiology of the urinary system and the body's immunity, including the structure and functions, as well as common diagnostic exams and disorders related to these systems, is presented. Students perform common laboratory tests, check vital signs, and perform selected invasive procedures. Students learn essential medical terminology related to the body systems and topics introduced in the module. Students learn the skills involved in organizing and writing a paper. Students transcribe miscellaneous medical reports, along with demonstrating increasing speed and accuracy on the computer keyboard and in medical transcription. Students build on their keyboarding and word processing skills related to word processing and spreadsheet programs, with acceptable progress through the identified text(s). Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: MAINTRO Lecture: 40 Hrs (20 in Theory/10 in Clinical Lab/10 in Computer) Lab: 40 Hrs (30 in Clinical Lab/10 in Computer Lab) Outside: 25.

**MODULE F - Endocrine, Skeletal, and Reproductive Systems, Pediatrics, and Geriatrics**

**6.0 Quarter Credits**

Module F covers general anatomy and physiology, including an overview of the study of biology and the various body structures and systems. This module also examines the anatomy, physiology, and functions of the skeletal, endocrine, and reproductive systems, along with medical terminology associated with these systems. Students learn about child growth and development. They develop working knowledge of the skills necessary to assist in a pediatrician's office and learn the important differences that are specific to the pediatric field. Some of the skills students learn in this area are height and weight measurements and restraining techniques used for infants and children. They check vital signs, assist with diagnostic examinations and laboratory tests, and instruct patients regarding health promotion practices. Students gain knowledge of signs and symptoms of possible child abuse or neglect. Students also become familiar with human development across the life span. They will discuss normal and abnormal changes that are part of the aging process and the medical assistant's responsibilities related to the older person. Students check vital signs, obtain blood samples, and prepare and administer injections. Students discuss the importance of the ability to compose business documents and reports and practice composing business documents and e-mails. Students demonstrate increasing speed and accuracy on the computer keyboard and in medical transcription. Students build on their keyboarding and word processing skills related to word processing and spreadsheet programs, with acceptable progress through the identified text(s). Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: MAINTRO Lecture: 40 Hrs (20 in Theory/10 in Clinical Lab/10 in Computer) Lab: 40 Hrs (30 in Clinical Lab/10 in Computer Lab) Outside: 28hrs.

<b>MODULE G - Medical Law, and Ethics, Psychology, and Therapeutic Procedures</b>	<b>6.0 Quarter Credits</b>
<p>Module G covers the history and science of the medical field, as well as the medical assisting profession. Students gain working knowledge of concepts related to patient reception in the medical office and preparing for the day. They discuss the importance of professional behavior in the workplace. Students learn what it takes to become an office manager and the responsibilities an office manager has to the office, the staff, and the physician. Students are introduced to medical office safety, security, and emergency provisions. They study how to maintain equipment and inventory. The functions of computers in the medical office are discussed. Students also talk about the role ergonomics plays in the health of the staff and patients. Students learn how to provide mobility assistance and support to patients with special physical and emotional needs, and various physical therapy modalities are discussed. Also introduced are the basic principles of psychology, psychological disorders, diseases, available treatments, and medical terminology related to mental and behavioral health. Medical law and ethics in relation to health care are discussed. Skills and attitudes necessary for success in the workforce are introduced, along with how to create a résumé, and follow through with the job search. Students check vital signs, obtain blood samples, and prepare and administer injections. Students demonstrate increasing speed and accuracy on the computer keyboard and build on their keyboarding and word processing skills related to word processing and spreadsheet programs, with acceptable progress through the identified text(s). Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: MAINTRO Lecture: 40 Hrs (20 in Theory/10 in Clinical Lab/10 in Computer) Lab: 40 Hrs (30 in Clinical Lab/10 in Computer Lab) Outside: 30 Hrs.</p>	
<b>MODULE H – Health Insurance Basics, Claims Processing, and Computerized Insurance Billing</b>	<b>6.0 Quarter Credits</b>
<p>Module H introduces students to insurance billing and provides an in-depth exposure to diagnostic and procedural coding. Students gain working knowledge of the major medical insurances and claims form processing. They are introduced to types and sources of insurance, health insurance basics, traditional insurance plans, managed care, Medicare, Medicaid, military carriers, and Worker's Compensation and Disability insurance. This module covers the format of the ICD-9-CM manual, the CPT-4 and HCPCS manuals, and their relationship to the process of insurance claims submission. Patient expectations of the medical practice in regard to billing and collections and patient confidentiality are covered. Students gain knowledge of how to enter patient information and schedule appointments electronically, along with processing insurance claims both manually and electronically. Students continue to develop basic clinical skills by taking vital signs, obtaining blood samples, and preparing and administering injections. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: MAINTRO Lecture: 40 Hrs (20 in Theory/10 in Clinical Lab/10 in Computer) Lab: 40 Hrs (30 in Clinical Lab/10 in Computer Lab) Outside: 29hrs</p>	
<b>MODULE X - Medical Assistant Diploma Program Externship</b>	<b>6.0 Quarter Credits</b>
<p>Upon successful completion of all modules, medical assisting students participate in a 200-hour externship at an approved facility. The externship provides the student an opportunity to apply principles and practices learned in the program and utilize entry-level medical assisting skills in working with patients. Medical Assisting Diploma Program externs work under the direct supervision of qualified personnel at the participating externship sites, and under general supervision of the school staff. Supervisory personnel at the site evaluate externs at 100- and 200-hour intervals. Completed evaluation forms are placed in the students' permanent records. Students must successfully complete their externship experience in order to fulfill requirements for graduation. Prerequisite: MAINTRO, A-H Lecture: 00 Hrs Lab: 00 Hrs. Extern 200 Hrs.</p>	



**PHARMACY TECHNICIAN**  
 Diploma Program  
 33 weeks – 760 Hours – 48 Credits

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The Pharmacy Technician Diploma program provides both technical and practical training which will enable the technician, upon certification, licensure or registration, to function as a competent entry-level pharmacy technician to the licensed pharmacist. The program provides the student with the basic knowledge of and practice in pharmacy calculations, drug distribution systems, and preparation of sterile dosage forms. Computer skills necessary in pharmacy practice will be utilized and both pharmaceutical and medical terminology and anatomy and physiology, are also covered. The program emphasizes theory, as well as hands-on practice, followed by an externship which prepares the student for the actual work setting. Upon completion of this program, the graduate will be eligible to take the national pharmacy technician certification exam offered by the Pharmacy Technician Certification Board (PTCB).

Pharmacy services have expanded and grown at an accelerated rate. Pharmacy Technicians play a major role in pharmacy operations and in the overall healthcare work force. As pharmacy services continue to grow, with new services being offered, new drugs entering the market, and as comprehensive drug information becomes a necessity, the need for highly-trained pharmacy technicians increases.

Many of the traditional pharmacy functions, once performed by pharmacists, are now being performed by pharmacy technicians. Today's pharmacy technician has assumed a position which supports and enhances the progressive direction taken by pharmacy. The technician has also become the key person in assuring the smooth uninterrupted functioning of traditional pharmacy services.

Pharmacy is a dynamic field requiring an ongoing learning process. Graduates from this training program will become active participants in this growing field by exhibiting competence through knowledge and skills learned through the college.

**Note:** Pharmacy Technician graduates are eligible to sit for the Certified Pharmacy Technician (PTCB) exam.

Module	Module Title	Total Hours	Quarter Credits
MODULE A	Administration of Medications and Pharmacology of the Endocrine/Lymphatic Systems	80	6.0
MODULE B	Aspects of Retail Pharmacy and Pharmacology of the Nervous System	80	6.0
MODULE C	History and Ethics of Pharmacy and Pharmacology of the Respiratory System & Nuclear Oncology Pharmacy Practice	80	6.0
MODULE D	Infection Control, Medication Errors and Alternative Medicine and Pharmacology of the Integumentary System and Senses	80	6.0
MODULE E	Administrative Aspects of the Pharmacy Technician & Pharmacology of the G.I. and Muscular System	80	6.0
MODULE F	Aspects of Hospital Pharmacy and Pharmacology of the Urinary and Reproductive System	80	6.0
MODULE G	Home Health Care, Pharmacy Operations and Pharmacology of the Cardiovascular, Circulatory and Skeletal System	80	6.0
MODULE X	Clinical Externship	200	6.0
<b>Total Hours:</b>		<b>760</b>	<b>48.0</b>

Major Equipment			
Computers	Class A prescription balance	Conical graduates	Anatomy and Physiology Charts
Laminar Flow Hood	Counter balance	Cylindrical graduates	Pharmaceutical weights set
Porcelain mortar and pestle	Glass mortar and pestle	Spatulas	
Anatomy and physiology models: Skeleton Head and Torso (with removable organs)			

**Module A - Administration of Medications and Pharmacology of the Endocrine and Lymphatic Systems****6.0 Quarter Credits**

This module is designed to provide the student with an overall understanding of medication administration, safety and quality assurance. Included in this course is an overview and historical development of pharmacy. Body systems are covered in this module which includes the Endocrine and Lymphatic systems, and medications used to treat conditions of the endocrine system. Repackaging and compounding will be discussed and performed. Included in this course is use of policy and procedure manuals, materials management of pharmaceuticals, the pharmacy formulary system, computer applications in drug-use control, receiving and processing medication orders. Preparation and utilization of patient profiles, handling medications, storage and delivery of drug products, records management and inventory control, and compensation and methods of payment for pharmacy services are discussed. Conversions and calculations used by pharmacy technicians will be discussed along with drug dosages in units and working with compounds, admixtures, and parenteral and IV medications. Hands-on skills in the laboratory practice setting are performed. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.

**Module B - Aspects of Retail Pharmacy and Pharmacology of the Nervous System****6.0 Quarter Credits**

This module is designed to provide the student with responsibilities of a technician filling prescriptions, including the information required to fill prescription and typing the prescription label. This module also covers how to read a drug label. Medications for the Respiratory and Nervous system are covered including a study of medications for neurological conditions, mental disorders and a discussion on muscle relaxants. This module will include C.P.R. certification. Hands-on skills in the laboratory practice setting are performed. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0

**Module C - History and Ethics of Pharmacy and Pharmacology of the Respiratory System & Nuclear and Oncology Pharmacy Practice****6.0 Quarter Credits**

This module is designed to introduce the student to the professional aspects of working in pharmacy technology. Subjects covered include the history and changing roles of pharmacists and pharmacy technicians. This module covers the laws and ethics of pharmacy, which includes the Food and Drug Act, the 1970 Comprehensive Drug Abuse Prevention and Control Act, and other modern-day drug legislation. The respiratory system is discussed along with medications for respiratory tract disorders. Oncology agents are covered in this module along with HIV/AIDS. Calculations and dimensional analysis of drug dosages are covered. Hands-on skills in the laboratory practice setting are performed. Out-of-class activities will be assigned and assessed as part of this module. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0

**Module D - Infection Control, Medication Errors and Alternative Medicine and Pharmacology of the Integumentary System and Senses****6.0 Quarter Credits**

This module covers pharmacy technician registration and certification, including professionalism and communication the pharmacy setting. Over-the-counter medications, vitamins, and skin-care products are discussed in this module. Medications for the integumentary system are covered, along with a discussion on medication calculations for the elderly. Also covered in this module are medications used for disorders of the eyes and ears. Students learn the most common medication errors, alternative medication, and food and drug interactions. Hands-on skills in the laboratory practice setting are performed. Prerequisite: None. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0

**Module E - Administrative Aspects of the Pharmacy Technician & Pharmacology of the G.I. and Muscular System****6.0 Quarter Credits**

In this module, emphasis is placed on the role and responsibilities of the pharmacy technician regarding parenteral dosages, including using proportions in calculating drug dosages for pediatrics. This module is designed to provide the student with an overall understanding of the administrative aspects and hands-on applications involved in working in a pharmacy. Medications for the G.I. and musculoskeletal systems are covered, along with medications for disorders of the musculoskeletal system, as well as a study of general operations of pharmacies at different settings. Subjects covered include safety in the workplace, using computers in the pharmacy, communications and interpersonal relations within the pharmacy. Students will learn about migraine headaches, analgesics, and drugs for NSAID. Use of computers in the pharmacy practice setting is covered. Hands-on skills in the laboratory practice setting are performed. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0

**Module F - Aspects of Hospital Pharmacy and Pharmacology of the Urinary and Reproductive System****6.0 Quarter Credits**

This module is designed to provide the student with an overall understanding of anatomy and physiology as it relates to the urinary and reproductive systems. Students will learn common tasks performed by pharmacy technicians in the hospital practice setting, including policies and procedures, responsibilities of the inpatient pharmacy technician, and specific state requirements regulating the use of pharmacy technicians in various states. Students will familiarize themselves with intravenous flow rates of large volume and small volume IV, infusion of IV piggybacks, and the use of a heparin lock. Critical care flow rates and automated medication dispensing systems are discussed and calculated. Hands-on skills in the laboratory practice setting are performed. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0

**Module G - Home Health Care, Pharmacy Operations and Pharmacology of the Cardiovascular, Circulatory and Skeletal System****6.0 Quarter Credits**

This module is designed to familiarize the student with all aspects of home health care, mail order pharmacy/ePharmacy, and long-term care pharmacy. Also covered in this module is drug distribution systems utilized in the pharmacy to include pharmacy stocking and billing, inventory, and purchasing. This module will provide students with the understanding of the cardiovascular, circulatory, and skeletal systems and discuss medications for circulatory disorders and medications for the skeletal system. Hands-on skills in the laboratory practice setting are performed. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0

**Module X Clinical Externship****6.0 Quarter Credits**

This 200-hour module is designed to provide the student with supervised, practical hands-on and observational experiences in the working pharmacy. Students will be expected to gain experiences in either a hospital pharmacy or a community (retail) pharmacy. Students will gain exposure to "on-the-job" experiences and training in the pharmacy setting and practice of skills, gaining experiences in all aspects of drug preparation, and distribution utilized by participating sites. Prerequisite: Completion of Didactic Program - Student must complete all modules prior to externship placement. Lecture Hours: 0.0 Lab Hours: 0.0 Other Hours: 200.0.

## CORINTHIAN COLLEGES, INC.

<b>The following schools in the United States are owned by Corinthian Colleges, Inc.:</b>	
<p><b>Everest College</b>  Alhambra, CA (main campus)  Anaheim, CA (main campus)  Arlington, TX (additional location of Everest Institute, Rochester, NY)  Arlington, VA (additional location of Everest College, Thornton, CO)  Aurora, CO (additional location of Everest College, Thornton, CO)  Atlanta West, GA (branch of Everest College, Reseda, CA)  Bedford Park, IL (branch of Everest College, Alhambra, CA)  Bremerton, WA (main campus)  Burr Ridge, IL (branch of Everest College, Skokie, IL)  Chesapeake, VA (additional location of Everest College, Newport News, VA)  Chicago, IL (branch of Everest College, San Francisco, CA)  City of Industry, CA (branch of WyoTech, Long Beach, CA)  Colorado Springs, CO (main campus)  Dallas, TX (additional location of Everest College, Portland, OR)  Everett, WA (additional location of Everest College, Bremerton, WA)  Fort Worth, TX (additional location of Everest College, Salt Lake City, UT)  Fort Worth South, TX (additional location of Everest College, Colorado Springs, CO)  Gardena, CA (main campus)  Henderson, NV (main campus)  McLean, VA (additional location of Everest College, Colorado Springs, CO)  Melrose Park, IL (branch of Everest College, Skokie, IL)  Merrillville, IN (branch of Everest Institute, Grand Rapids, MI)  Merrionette Park, IL (additional location of Everest University, Pompano Beach, FL)  Newport News, VA (main campus)  North Aurora, IL (branch of Everest Institute, Brighton, MA)  Ontario, CA (main campus)  Ontario (Metro), CA (additional location of Everest College, Springfield, MO)  Portland, OR (main campus)  Renton, WA (main campus)  Reseda, CA (main campus)  Salt Lake City, UT (main campus)  San Bernardino, CA (main campus)  Santa Ana, CA (additional location of Everest College, Colorado Springs, CO)  Seattle, WA (main campus)  Skokie, IL (main campus)  Springfield, MO (main campus)  St. Louis (Earth City), MO (additional location of Everest College, Bremerton, WA)  Tacoma, WA (additional location of Everest College, Bremerton, WA)  Thornton, CO (main campus)  Torrance, CA (main campus)  Vancouver, WA (additional location of Everest College, Portland, OR)  Vancouver, WA (additional location of Everest College, Seattle, WA)  West Los Angeles, CA (main campus)</p> <p><b>Everest College Phoenix</b>  Phoenix, AZ (main campus)  Mesa, AZ (branch of Everest College Phoenix, AZ)</p> <p><b>Everest Institute</b>  Austin, TX (branch of Everest Institute, Southfield, MI)  Bensalem, PA (additional location of Everest College, Seattle, WA)</p>	<p>Detroit, MI (branch of Everest Institute, Southfield, MI)  Eagan, MN (branch of Everest Institute, Cross Lanes, WV)  Gahanna, OH (branch of Everest College, Ontario, CA)  Grand Rapids, MI (main campus)  Houston (Bissonnet), TX (branch of Everest College, Renton, WA)  Houston (Greenspoint), TX (branch of Everest Institute, San Antonio, TX)  Houston (Hobby), TX (branch of Everest Institute, San Antonio, TX)  Jonesboro, GA (branch of Everest College, Ontario, CA)  Kalamazoo, MI (branch of Everest Institute, Grand Rapids, MI)  Marietta, GA (branch of Everest College, Reseda, CA)  Miami (Kendall), FL (main campus)  Miami, FL (main campus)  Norcross, GA (branch of Everest College, Gardena, CA)  Pittsburgh, PA (main campus)  Portland (Tigard), OR (additional location of Everest College, Seattle, WA)  Rochester, NY (main campus)  San Antonio, TX (main campus)  Southfield, MI (main campus)  South Plainfield, NJ (branch of Everest Institute, Southfield, MI)  Silver Spring, MD (additional location of Everest College, Portland, OR)</p> <p><b>Everest University</b>  Tampa (Brandon), FL (additional location of Everest University Tampa, FL)  Jacksonville, FL (additional location of Everest University, Largo, FL)  Lakeland, FL (additional location of Everest University, Largo, FL)  Largo, FL (main campus)  Melbourne, FL (additional location of Everest University, North Orlando, FL)  North Orlando, FL (main campus)  Orange Park, FL (additional location of Everest University, Tampa, FL)  Pompano Beach, FL (main campus)  South Orlando, FL (additional location of Everest University, North Orlando, FL)  Tampa, FL (main campus)</p> <p><b>WyoTech</b>  Blairsville, PA (branch of WyoTech, Laramie, WY)  Daytona Beach, FL (main campus)  Fremont, CA (main campus)  Laramie, WY (main campus)  Long Beach, CA (main campus)  Sacramento, CA (branch of WyoTech, Laramie, WY)</p> <p><b>Heald College</b>  Concord, CA (main campus)  Fresno, CA (main campus)  Hayward, CA (main campus)  Honolulu, HI (branch of Heald College, San Francisco)  Modesto, CA (branch of Heald College, Hayward)  Portland, OR (branch of Heald College, San Francisco)  Rancho Cordova, CA (main campus)  Roseville, CA (main campus)  Salinas, CA (main campus)  San Francisco, CA (main campus)  San Jose, CA (Milpitas) (main campus)  Stockton, CA (main campus)</p>

Brighton, MA (main campus) Chelsea, MA (branch of Everest College, Alhambra, CA) Cross Lanes, WV (main campus) Dearborn, MI (branch of Everest Institute, Southfield, MI)	
<b>The following schools in Canada are owned by Corinthian Colleges, Inc.:</b>	
<b>Everest College of Business, Technology, and Healthcare</b> All Canadian locations listed below are branches of Everest College Canada, Inc. Barrie, Ontario Brampton, Ontario Hamilton City Centre, Ontario Hamilton Mountain, Ontario Kitchener, Ontario London, Ontario Mississauga, Ontario	Nepean, Ontario New Market, Ontario North York, Ontario Ottawa-East, Ontario Scarborough, Ontario Sudbury, Ontario Thunder Bay, Ontario Toronto College Park (South), Ontario Windsor, Ontario

## STATEMENT OF OWNERSHIP

Everest Institute in Kalamazoo is owned and operated by Grand Rapids Educational Center, Inc., a wholly-owned subsidiary of Corinthian Schools, Inc., a Delaware corporation. Corinthian Schools, Inc., is a wholly owned subsidiary of Corinthian Colleges, Inc., a Delaware corporation. Corporate offices are located at 6 Hutton Centre Drive, Suite 400, Santa Ana, CA 92707.

<b>CORINTHIAN COLLEGES, INC.</b>		
<b>DIRECTORS</b>	<b>OFFICERS</b>	<b>TITLE</b>
Jack Massimino	Jack Massimino	Chairman and Chief Executive Officer
Terry Hartshorn	Kenneth S. Ord	Executive Vice President and Chief Administrative Officer
Paul St. Pierre	Robert Bosis	Executive Vice President and Chief Operations Officer
Linda Arey Skladany	Beth Wilson	Executive Vice President
Hank Adler	William Buchanan	Executive Vice President, Marketing and Admissions
Alice Kane	Stan Mortensen	Executive Vice President, General Counsel and Corporate Secretary
Robert Lee	Robert Owen	Executive Vice President and Chief Financial Officer
Tim Sullivan	Anthony Guida	Executive Vice President, External Affairs
John Dionisio	Anna Marie Dunlap	Senior Vice President, Investor & Public Relations
Sharon Robinson	Jim Wade	Senior Vice President, Human Resources
Marc Morial	Richard Simpson	Senior Vice President and Chief Academic Officer
	Roger Van Duinen	Senior Vice President, Marketing
	Kim Dean	Senior Vice President, Student Financial Services
	Andrew Berezcky	Senior Vice President and Chief Information Officer
	Carmella Cassetta	President of Corinthian Online Services
	Nikee Carnagey	Division President, Everest West
	Darren Gold	Division President, Heald
	Rupert Altschuler	Division President, Everest Canada
	Michael Stiglich	Division President, Everest East
<b>GRAND RAPIDS EDUCATIONAL CENTER, INC.</b>		
<b>DIRECTORS</b>	<b>OFFICERS</b>	<b>TITLE</b>
Jack D. Massimino	Jack D. Massimino	Chairman of the Board, President and Chief Executive Officer
Kenneth S. Ord	Kenneth S. Ord	Executive Vice President and Chief Administrative Officer
Beth A. Wilson	Beth A. Wilson	Executive Vice President
	Stan A. Mortensen	Executive Vice President, General Counsel and Corporate Secretary
	Robert C. Owen	Executive Vice President, Chief Financial Officer, Treasurer and Assistant Secretary

## ADMINISTRATION

<b>ADMINISTRATION</b>	
Gloria Stender	Campus President
Dorinda Loucks	Director of Education
Rachel Torrey	Director of Admissions
Brenda Laker	Director of Student Finance
Kelly Hamlin	Director of Career Services

## CATALOG SUPPLEMENT

See the catalog supplement for information related to the faculty listing.



## TUITION AND FEES

<b>Program</b>	<b>Credit Hours</b>	<b>Tuition</b>	<b>Books and Equipment (estimated)</b>	<b>Total</b>
Business Accounting V1	72	\$13,780	\$2,142	\$15,922
Dental Assistant	48	\$16,520	\$1,010	\$17,530
IT Support Specialist	58	\$15,700	\$1,553	\$17,253
Massage Therapy	47	\$14,191	\$1,389	\$15,580
Medical Administrative Assistant	48	\$16,208	\$1,825	\$18,033
Medical Assistant	60	\$18,556	\$1,971	\$20,527
Pharmacy Technician	48	\$16,208	\$1,049	\$17,257
Effective April 1, 2014				

## CALENDARS

<b>Medical Administrative Assistant, Medical Assistant 2014</b>	
Start Date	End Date
12/30/2013*	2/6/2014
1/9/2014	2/6/2014
2/10/2014	3/11/2014
3/13/2014	4/9/2014
4/10/2014	5/8/2014
5/12/2014	6/9/2014
6/11/2014	7/15/2014
7/17/2014	8/13/2014
8/14/2014	9/11/2014
9/16/2014	10/13/2014
10/15/2014	11/11/2014
11/13/2014	12/15/2014
12/17/2014	1/26/2015

\*Off-start dates for the Medical Assistant program only

<b>Business Accounting, Dental Assistant, Massage Therapy, Pharmacy Technician, IT Support Specialist 2014</b>	
Start Date	End Date
1/29/2014	2/26/2014
3/3/2014	3/31/2014
4/10/2014	5/8/2014
5/12/2014	6/9/2014
6/11/2014	7/15/2014
7/17/2014	8/13/2014
8/14/2014	9/11/2014
9/16/2014	10/13/2014
10/15/2014	11/11/2014
11/13/2014	12/15/2014
12/17/2014	1/26/2015

<b>IT Support Specialist Off-Cycle 2014</b>	
Start Dates	End Dates
2/26/2014	3/31/2014
4/10/2014	5/8/2014
5/12/2014	6/9/2014
6/11/2014	7/15/2014
7/17/2014	8/13/2014
8/14/2014	9/11/2014
9/16/2014	10/13/2014
10/15/2014	11/11/2014
11/13/2014	12/15/2014
12/17/2014	1/26/2015

<b>IT Support Specialist Holiday/Student Breaks 2014 - 2015</b>		
Holidays/Student Breaks	Start Dates	End Dates
President's Day	2/17/2014	2/17/2014
Student Break	3/3/2014	3/5/2014
Faculty In-Service	3/7/2014	3/7/2014
Spring Break*	4/1/2014	4/9/2014
Good Friday*	4/18/2014	4/18/2014
Memorial Day	5/26/2014	5/26/2014
July Break	6/30/2014	7/4/2014
Labor Day	9/1/2014	9/1/2014
Thanksgiving Break	11/27/2014	11/28/2014
Faculty In-Service	12/12/2014	12/12/2014
Holiday Break	12/24/2014	1/2/2015
Martin Luther King Day	1/19/2015	1/19/2015

\*Applies to all programs

<b>Medical Administrative Assistant And Medical Assistant Holidays/Student Breaks 2014</b>		
Holidays/Student Breaks	Start Dates	End Dates
New Year's Day	1/1/2014	1/1/2014
Martin Luther King Day	1/20/2014	1/20/2014
President's Day	2/17/2014	2/17/2014
Faculty In-Service	3/7/2014	3/7/2014
Good Friday	4/18/2014	4/18/2014
Memorial Day	5/26/2014	5/26/2014
July Break	6/30/2014	7/4/2014
Labor Day	9/1/2014	9/1/2014
Faculty In-Service	9/12/2014	9/12/2014
Thanksgiving Break	11/27/2014	11/28/2014
Faculty In-Service	12/12/2014	12/12/2014
Holiday Break	12/24/2014	1/2/2015
Martin Luther King Day	1/19/2015	1/19/2015

<b>Holidays/Student Breaks 2014</b>		
Holidays/Student Breaks	Start Dates	End Dates
New Year's Day	1/1/2014	1/1/2014
Martin Luther King Day	1/20/2014	1/20/2014
President's Day	2/17/2014	2/17/2014
Faculty In-Service	3/7/2014	3/7/2014
Spring Break	4/1/2014	4/9/2014
Good Friday	4/18/2014	4/18/2014
Memorial Day	5/26/2014	5/26/2014
July Break	6/30/2014	7/4/2014
Labor Day	9/1/2014	9/1/2014
Thanksgiving Break	11/27/2014	11/28/2014
Faculty In-Service	12/12/2014	12/12/2014
Holiday Break	12/24/2014	1/2/2015
Martin Luther King Day	1/19/2015	1/19/2015

## HOURS OF OPERATION

<b>Office:</b>		
8:00 AM to	8:00 PM	Monday through Thursday
8:00 AM to	5:00 PM	Friday
9:00 AM to	1:00 PM	Saturday
<b>Allied Health Programs</b>		
Monday through Friday	6:00 AM to 10:00 PM	