

Everest

COLLEGE

2007-2008 CATALOG

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Accredited by the Accrediting Council for Independent Colleges and Schools, 750 First Street NE, Suite 980, Washington, DC 20002-4241, 202-336-6780, www.acics.org.

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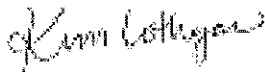
Effective April 9, 2007, through July 31, 2008

The provisions of this catalog are not to be regarded as an irrevocable contract between the student and the College. The College reserves the right to make and designate the effective date changes in College policies and procedures at any time such changes are considered to be desirable or necessary.

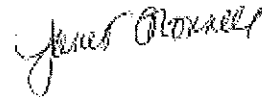
A MESSAGE FROM THE PRESIDENTS

We'd like to personally welcome you to Everest College and congratulate you on your decision to invest in your future through education. We hope you will find our quality programs, outstanding faculty, and "we care" attitude, the right combination to help you succeed. Your success will depend, in large part, on your approach to learning. We encourage you to make the most of your education. Go beyond what is required and really take the time to develop new skills, try out new ideas, and challenge yourself to reach beyond what you thought was possible for yourself.

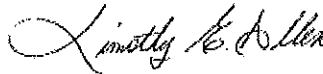
Being successful at Everest College, and in the world of work, may require you to step outside your comfort zone and try new things or adopt new habits. Adjusting to new experiences can make you feel uneasy and insecure. Eleanor Roosevelt once said "You gain strength, courage, and confidence by every experience in which you really stop to look fear in the face. You must do the thing which you think you cannot do." We encourage you to meet your challenges with courage, to put all of your effort into becoming the best you can be. At Everest College, we consider ourselves your partner in success. We care about your success and will provide you with the tools you need to acquire the knowledge and skills necessary to succeed in the workplace. It is up to you to put those tools to work. The administration, the faculty, the staff, and your fellow students are here to support and help you as you take this important step toward creating a better future for yourself. We look forward to working together to enable you to realize your dream.



Kim Lothyan, Everett Campus President



Janet O'Connell, Bremerton Campus President



Timothy E. Allen, Tacoma Campus President

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ABOUT CORINTHIAN SCHOOLS, INC.

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

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

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

EDUCATIONAL PHILOSOPHY

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

To offer students the training and skills that will lead to successful employment, the schools will:

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

COLLEGE FACILITIES

The Everett campus facilities consist of a 24,244 square foot facility containing lecture classrooms, clinical laboratories and computer labs.

The Bremerton campus occupies approximately 19,000 square feet. It consists of lecture classrooms, clinical laboratories and computer labs.

The Tacoma campus consists of a 31,000 square foot facility containing lecture classrooms, clinical laboratories and computer labs.

MISSION STATEMENT AND OBJECTIVES

Mission Statement

Everest College is an independent, private, diploma-granting school of Allied Health, Business and Technical Education. The College is dedicated to preparing students from diverse backgrounds with the skills, knowledge, and attitudes to successfully compete for jobs and to cope with ever-changing work force requirements; and it encourages lifelong learning and growth both on the job and in life.

Objectives

1. To be an effective contributing member to Washington state's workforce development efforts.
2. To encourage our students to become contributing members in their communities.
3. To provide job-relevant career training to all qualified students.
4. To provide technical skills to assist the student with lifelong learning skills on the job and in life.
5. To provide the community with specialized personnel for employment in entry-level and related career path positions.
6. To provide placement assistance to all graduates in the field for which they were trained.
7. To maintain our faculty, equipment, and teaching methods within the standards set forth by the Department of Education, the State of Washington, the Accrediting Council for Independent Colleges and Schools (ACICS), the Commission on Accreditation of Allied Health Education Programs (CAAHEP) for Bremerton and Everett and the Accrediting Bureau of Health Schools (ABHES) for Tacoma and the Washington State Board of Pharmacy and Massage.
8. To continually provide professional development training for faculty and staff members.

COLLEGE HISTORY

In 1922, Bryman College, formerly known as Eton, was founded by W.B. Barger and established as Bremerton Business College to serve the Bremerton and Kitsap Peninsula area. In 1962 Bremerton Business College was acquired by George C. and Lois Aloha Bates, who owned and operated the school until their retirement in 1985.

In 1985 Joseph W. Edmonds acquired Bremerton Business College and changed the school name to Eton Business College. The main campus of Eton moved to new facilities in Port Orchard in 1986, and Eton acquired Puget Sound Institute of Technology and Travel Central and moved into an additional location in Federal Way.

In 1987 Eton opened the doors at its campus in Everett, and Eton Business College was renamed Eton Technical Institute. In December 1999, Eton was purchased by Career Choices, Inc. and became Eton Education, Inc. doing business as (DBA) Eton Technical Institute.

In 2000 Eton's Everett campus moved to its spacious facility in the Everett Mall Office Park. In 2003 the new campus in Tacoma was opened. Also in August of 2003 Career Choices, Inc. was purchased by Corinthian Colleges, Inc. as a wholly owned subsidiary. In March 2004 Eton Technical Institute's name changed to Bryman College. In October 2004, Bryman closed its Federal Way campus. In January of 2007 the Port Orchard campus moved to its current location in Bremerton. In April of 2007 the name of all three campuses was changed to Everest College.

ACCREDITATION

The Everest College campuses in Everett, Bremerton, and Tacoma are accredited by the Accrediting Council for Independent Colleges and Schools to award diplomas. The Accrediting Council for Independent Colleges and Schools is listed as a nationally recognized accrediting agency by the United States Department of Education and is recognized by the Council for Higher Education Accreditation. Any questions can be directed to Accrediting Council for Independent Colleges and Schools, 750 First Street NE, Suite 980, Washington, DC 20002-4241, 202-336-6780, www.acics.org.

The Medical Assisting programs offered at the Everett and Bremerton campuses are accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Curriculum Review Board of the American Association of Medical Assistants Endowment (AAMAE). Commission on Accreditation of Allied Health Education Programs, 1361 Park Street, Clearwater, FL 33756, Phone: 727-210-2350, Fax: 727-210-2354.

The Medical Assisting diploma program at the Tacoma campus has received programmatic accreditation from the Accrediting Bureau of Health Education Schools (ABHES), 7777 Leesburg Pike, Suite 314 N, Falls Church, VA 22043, 703-917-9503.

Everest College is a qualified school of higher learning with approved programs of study that meet recognized academic standards. Accreditation means a school employs a professional staff, has adequate facilities and equipment, and has stability and permanence within the educational community.

MEMBERSHIPS

Tacoma Chamber of Commerce (Tacoma Campus)
Bremerton Chamber of Commerce (Bremerton Campus)
Everett Chamber of Commerce (Everett Campus)
National Association of Student Financial Aid Administrators (NASFAA)
Washington Financial Aid Association (WFAA)
Western Association of Student Financial Aid Administrators (WASFAA)
Northwest Career Colleges Federation
Better Business Bureau

APPROVALS

United States Department of Justice (Immigration and Naturalization Division)
Washington State Board of Pharmacy
Washington State Board of Massage (Bremerton Campus)

Selected programs of study at Everest College Everett, Bremerton and Tacoma are approved by the Workforce Training and Education Coordinating Board's State Approving Agency (WTECB/SAA) for enrollment of those eligible to receive benefits under Title 38 and Title 10, USC.

Recognized for training by State of Washington Workforce Training & Education Coordinating Board

LICENSURE

Everest College is licensed as a private vocational school under Chapter 28C.10 RCW by the Washington State Workforce Training and Education Coordinating Board. Inquiries or complaints regarding this or any other private vocational school may be made to:

Workforce Training and Education Coordinating Board
128 Tenth Avenue SW
Olympia, WA 98504-3105
(360) 753-5673

ADVISORY BOARDS

Everest College's advisory boards ensure that educational activities are consistent with the community's business and professional skills needs. Advisory board meetings are held on each Everest College campus to advise, counsel, and share information with staff members, practitioners, and other interested parties. The advisory boards evaluate curriculum, procedures, policies, and facilities to continuously strengthen curriculum in order to support both student and business occupational objectives.

ADMISSIONS

ADMISSION PROCEDURES

A prospective student begins by scheduling a campus tour and admissions conference with an Admission Representative of Everest College. This allows the candidate to learn about career program choices available and view the facilities and equipment.

If Everest College's training programs meet the prospective student's goals, an Application and an Enrollment Agreement are completed. Candidates then meet with a Financial Aid Representative to arrange for the funding of their education.

1. Admission to Everest College is based on an assessment that determines readiness to engage the training program selected by a prospective student. Everest College accepts Ability-to-Benefit (ATB) students for the Massage Therapy, Medical Assisting, Medical

Billing, and Dental Assisting program. Applicants enrolling under the Ability to Benefit provision are required to achieve a passing score on an independently administered, standardized, nationally recognized test that is approved by the U.S. Department of Education. The ability to benefit will be determined by passing the Career Programs Assessment test (CPAT) offered by ACT, Inc. Applicants must take form B or C and receive a passing score on test B of language 43, reading 45, and numerical 41 and for test C language usage 42, reading 43, and numerical 42. This test is designed to measure the ability of a prospective student to benefit from the course of study.

2. All applicants are required to sign a statement verifying that they have graduated from high school or obtained a GED or to attest to the fact that they have not graduated from high school for ATB students.
3. Hepatitis B vaccination shall be recommended for all students in allied health programs who have potential exposure unless: the student has previously received the complete Hepatitis B vaccination series; the student has had the disease or antibody testing has revealed such exposure; or the vaccination of the student is contraindicated for medical reasons, such as the student is pregnant. Students are responsible for fees associated with all immunizations.

ALLIED HEALTH PROGRAMS

Students entering an allied health program must also complete a disclosure prior to the start of the training program. The disclosure is provided by the College. Due to regulations regarding X-rays, applicants to the Dental Assisting Program must be at least 17 years old.

ALLIED HEALTH STUDENT DISCLOSURE - CRIMINAL BACKGROUND CHECK

Allied health and nursing programs that use Joint Commission on Accreditation of Health Organizations (JCAHO) accredited facilities for student clinical experience/externships are required to comply with JCAHO standard *H.R. 1.2 #5* which states: "The hospital verifies information on criminal background check if required by law and regulation or hospital policy. *Rationale:* This requirement pertains to staff and students as well as volunteers who work in the same capacity as staff when providing care, treatment and services" (CAMH Update 3 August, 2004.)

Students enrolling in the Pharmacy Technician program will be subjected to a criminal background check which will include:

- 3 countywide criminal court searches (counties of residence or contiguous counties)
- 2 name searches (up to two married names)
- 1 social security trace – address trace report
- 1 statewide sex offender search
- 1 OIG search (Medicare/Medicaid related fraud)

The fee for this background check will be covered by financial aid for those who qualify.

Clearance for students will not be obtained where the background check identified a conviction, pending case, or un-completed deferral/diversion for any crime related to the following offenses within the past seven years:

Abuse of any form	Drug paraphernalia
All drug and alcohol related offenses	Fraud
Any crime against person or property	Harassment
Assault	Medicare or Medical related offenses
Battery	Possession of stolen property
Burglary	Sexual crimes
Concealed weapons	Robbery
Theft/shoplifting/extortion- including convictions for bad check charges	

If an applicant has an open warrant for a crime that would otherwise be given clearance, IntelliSense will contact the person authorized to make a decision.

A student's inability to obtain criminal background clearance per the requirements outlined above will prohibit clinical site placement and program completion.

ADMINISTRATIVE POLICIES

STATEMENT OF NON-DISCRIMINATION

Everest College does not discriminate on the basis of race, color, religion, age, disability, sex, sexual orientation, national origin, citizenship status, gender identity or status, or marital status in its admission to or treatment in its programs and activities, including advertising, training, placement and employment. The College President is the coordinator of Title IX - the Educational Amendments Act of 1972, which prohibits discrimination on the basis of sex in any education program or activity receiving federal financial assistance. All inquiries or complaints under the sex discrimination provisions of Title IX should be directed to the College President. The College President must act equitably and promptly to resolve complaints and should provide a response within seven working days. Students who feel that the complaint has not been adequately addressed should contact the Student Help Line, (800) 874-0255, or email at studentrelations@cci.edu.

STUDENT DISABILITY SERVICES/ACCOMMODATIONS

Everest College has an institutional commitment to provide equal educational opportunities for qualified students with disabilities in accordance with state and federal laws and regulations, including the Americans with Disabilities Act of 1990 and Section 504 of the

Rehabilitation Act of 1973. To provide equality of access for students with disabilities, Everest College will provide accommodations and auxiliary aids and services to the extent necessary to comply with state and federal laws. For each student, these accommodations and services will specifically address the functional limitations of the disability that adversely affect equal educational opportunity. Applicants or students who would like to request disability service/accommodations must make a request to the Campus President. Students will receive written notification of the determination within seven calendar days. Students may appeal an accommodation decision by following the student grievance procedure as stated in the "Student Academic Appeals Policy" section of this catalog.

STUDENT RECORDS

In compliance with Public Law 93-380 of 1974, the Family Educational Rights and Privacy act, Everest College has adopted policies and procedures that permit students the opportunity to review their educational records upon request. Educational records refer to the records, files, documents, and other material containing information directly related to the student. Educational records do not include working papers concerning students, such as informal notes and other temporary notes of a similar nature that are in the sole possession of the faculty or staff. These items are not accessible or revealed to any other individuals. Everest College will not permit access to or release of educational records without the written consent of the student.

DRUG AWARENESS

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. The information and referral line that directs callers to treatment centers in the local community is available through Student Services.

Everest College prohibits the manufacture and unlawful possession, use or distribution of illicit drugs or alcohol by students on its property and at any College activity. If a student suspects someone to be under the influence of any drug (or alcohol), they should immediately bring this concern to the attention of the Director of Education or College President. Violation of Everest College's anti-drug policy will result in appropriate disciplinary actions and may include expulsion of the student. The appropriate law enforcement authorities may also be notified.

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

SEXUAL HARASSMENT

The College will strive to provide and maintain an environment free of all forms of harassment. The following guidelines are issued that legally define sexual harassment as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
- Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

The College will not tolerate sexual harassment. Behavior toward any employee or student by a member of the staff, faculty, or student body that constitutes unwelcome sexual advances, including comments of a sexual nature, or inappropriate conduct, including the display of derogatory drawings, cartoons, or posters, will be dealt with quickly and vigorously and will result in disciplinary action up to and including termination or dismissal. Any student or employee 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.

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 College has established policies regarding campus security.

The College 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 administrative personnel.

The College encourages all students and employees to report criminal incidents or other emergencies that occur on the campus directly to the Campus President, student advisor or instructor. It is important that College personnel are aware of any such problems on College campuses. 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. The College 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 College 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 College has no responsibility or obligation for any personal belongings that are lost, stolen or damaged, whether on or off College 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 and staff 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: <http://ml.waspc.org/SearchAround.aspx>.

Statistical Information

The public law referenced herein requires the school to report to students and employees the occurrence of various criminal offenses on an annual basis. Prior to October 1st of each year, the College will distribute a security report to students and staff containing the required statistical information on any campus crimes committed during the previous three years. A copy of this report is available to students, employees, and prospective students and employees upon request.

WEAPONS POLICY

No weapons of any type are allowed on campus. This includes, but is not limited to: hand guns, rifles, knives, and any other devices used to harm or intimidate staff or students. Everest College maintains a threat-free learning environment. Violation of this policy may result in immediate dismissal from the College and a complaint with local law enforcement.

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)). Institutions are 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 the right to request this information is distributed annually.

ATTENDANCE REQUIREMENTS

Everest College is committed to helping students attain their educational goals. To assist in these efforts, regular attendance is required. All course work must be completed to Everest College's standards. The student is responsible for initiating procedures to make up any coursework missed.

The instructor is responsible for recording attendance daily at the beginning of each class and after each break. Absences are recorded in 15-minute increments (rounded up). Hours absent will be used to track attendance as follows:

Course Work	Warning	Probation	Termination	Effective Date
Dental Assisting, Medical Billing, Pharmacy Technician (Core Mod and Mods 2-6)	15 hours	25 hours	35 hours	June 25, 2004
Medical Assisting Mods A-G	10 hours	16 hours	24 hours	July 28, 2004 (Bremerton) Aug. 26, 2004 (Tacoma, Everett)
Massage Therapy	10 hours	16 hours	24 hours	January 12, 2007

Externship	Termination
Dental Assisting 6-week modules 160 hours (8 week externship)	14 calendar days from the student's LDA excluding holidays
Medical Assisting 4-week modules 160 hours (4 week externship)	14 calendar days from the student's LDA excluding holidays
Medical Billing 6-week modules 180 hours (6 week externship)	14 calendar days from the student's LDA excluding holidays
Pharmacy Tech 6-week modules 160 hours (8 week externship)	14 calendar days from the student's LDA excluding holidays

In addition, a student who is repeating individual coursework in the Medical Billing, Pharmacy Technician and Dental Assisting program who has not attended class for 14 consecutive calendar days will be withdrawn from school.

Warning

An Education Department designee will issue an Attendance Warning Letter to the student when he/she has missed the number of hours defined in the warning column above, reminding the student that he/she is in jeopardy of being placed on a probation for attendance.

Probation

An Education Department designee will issue the student an Attendance Probation Letter when he/she has missed the number of hours defined in the probation column above, reminding the student that he/she is in jeopardy of being terminated from the College for attendance.

Termination

The Registrar will terminate the student when he/she has missed the number of hours defined in the termination column above and advise the student of his/her right to formally appeal the decision in writing to the Director of Education.

Note: Incidence of attendance probation will not carry over from module to module.

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

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

Reentry Policy

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

Students who have been terminated for violating the attendance policy may apply for reentry to the College through the appeals process. (See "Student Appeals Process" policy.) Normally approval for reentry will be granted only once. However, in those instances where extenuating circumstances exist, a student may be allowed to reenter more than once with appropriate documentation and the approval of the College President.

Make-up Work

Students are required to make up all assignments and work missed as a result of absence. The instructor may assign additional outside make-up work to be completed for each absence.

LEAVE OF ABSENCE POLICY (MODULAR PROGRAMS ONLY)

The institution permits students to request a leave of absence (LOA) as long as the leaves do not exceed a total of 180 days during any 12-month period and as long as there are documented, legitimate extenuating circumstances that require the students to interrupt their education. Extenuating circumstances include, but are not limited to, jury duty, military obligations, birth or adoption of a child, or serious health condition of the student or a spouse, child or parent. In order for a student to be granted an LOA, the student must submit a completed, signed and dated Leave of Absence Request Form to the Academic Dean/Director of Education.

Re-admission Following a Leave of Absence

Upon return from leave, the student will be required to repeat the module and receive final grades for the courses from which the student took leave when the courses are next offered in the normal sequence for students in the class into which the student has reentered. The student will not be charged any fee for the repeat of courses from which the student took leave or for re-entry from the 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.

Failure to Return from a Leave of Absence

A student who fails to return from an LOA on or before the date indicated in the written request will be terminated from the program, and the institution will invoke the cancellation/refund policy.

As required by federal statute and regulations, the student's last date of attendance prior to the approved 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 (see "Cancellation/Refund Policy").

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

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

Effects of Leave of Absence on Satisfactory Academic Progress

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

- Students returning from a leave of absence are not guaranteed that the module required to maintain the normal 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;
- They may be required to repeat the entire module from which they elected to withdraw prior to receiving a final grade;
- Financial aid may be affected.

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.

CONDUCT

The College maintains professional-level standards for conduct and behavior for all students. The standards of conduct for students are patterned after those of professional employees in the workplace. Students are expected to observe campus policies and behave in a manner that is a credit to the campus and to themselves. Certain violations of the student conduct code, as outlined in this policy, shall result in immediate dismissal. Other violations are subject to a progressive disciplinary action, where the student is advised and given every opportunity to change his or her behavior to meet the expectations of the College and to prepare for what the student might later expect to find in a professional-level work environment. The College maintains the right to discipline students found in violation of College policies.

Students are subject to the student conduct code while participating in any program externship, clinical rotation, or other College-related activity.

Student Conduct Code

The students must show respect toward and be cooperative with College faculty and staff during the performance of their duties, as well as show respect for fellow students and campus visitors.

Examples of conduct that may result in disciplinary action include, but are not limited to, behavior that is disruptive, intimidating, dishonest, or discourteous; and destruction, theft, or other misuse of College property.

Violations that threaten the health and safety of campus employees, other students, or visitors shall result in immediate dismissal from the College. Violations that warrant immediate dismissal include, but are not limited to: threatening the safety of others; possessing alcohol, drugs, dangerous weapons, or other foreign substances on campus; theft; vandalism or misuse of the College or another's property; or harassment or intimidation of others. Students dismissed for the reasons outlined above will not be allowed back on campus property without express permission of the College President or a designated College official.

Student Conduct Code Violations/Formal Disciplinary Procedure

If the College has reason to believe that a student has violated the student conduct code, the College shall conduct an investigation and follow up with the student in the appropriate manner.

Violations that threaten the health and safety of campus employees, other students, or visitors shall result in immediate dismissal from the College.

Other student conduct code violations shall be governed by a progressive disciplinary procedure. For isolated, minor student conduct code violations, the College may decide to conduct academic advising and issue a verbal reminder of the student conduct code, or to provide the student with written notice, as the College deems appropriate. The College may also decide to suspend or place a student on probation for a specified period of time, pending a full investigation of student conduct code violations or as a form of corrective action short of dismissal from the College.

First Offense - A written warning. The student shall receive a letter which describes the specific examples of the student's misconduct and the consequences if further violations occur.

Second Offense - Student dismissal. Each student dismissed shall receive a dismissal letter from the campus, stating the reasons for dismissal and any applicable appeals procedures.

Threats to Health/safety - Immediate dismissal with dismissal letter.

Appeals

Students dismissed for violations of the student conduct code may appeal the dismissal by submitting a letter to the Campus President stating the reason the student should be allowed to return to school. The President's decision on the appeal shall be considered final.

DRESS AND APPEARANCE CODE

Your general appearance will be evaluated daily by the instructor. Listed below are the specific criteria you must follow to maintain a satisfactory grade in appearance. **Students in violation of the dress code policy will be sent home to change. Non-compliance may be grounds for dismissal.**

The following are a required part of your daily routine in preparing yourself for class.

- A. Personal Hygiene – All programs
 - A daily bath or shower and use of deodorant.
 - A program of good daily oral hygiene which includes flossing and brushing.
 - Hair should be combed and styled daily for uniform wear and should be pulled back off the collar of your uniform.
 - Hair color and highlights should be a natural shade. Bright colors (pink, blue, green, orange, purple, yellow, etc.) are not acceptable.
 - Only complimentary conservative makeup should be worn. Heavy makeup, including long false eyelashes and bright eye shadow is unacceptable.
 - As an assistant, your hands are in constant view of the patient. Nails must be manicured to a conservative length for hygienic reasons. Your instructor will determine if nail length is appropriate.
 - **Males**--Moustaches and beards must be trimmed to an appropriate length.
- B. Uniform – Allied Health Programs
 - You are required to wear a clean, well fitting, uniform (scrubs) while in school **every day for all allied health programs offered at the school**. At the Bremerton campus only, all students are required to wear the uniform with the school logo.
 - If you are wearing white scrubs, you are required to wear white or flesh tone undergarments free from ornamentation or design. Undergarments should not be visible through the uniform.
 - You may wear long sleeved shirts or sweaters underneath your scrub top. **No sweaters or shirts are to be worn over the scrub top in the laboratory setting.**
 - Appropriate socks or hosiery must be worn daily.
 - Your name badge must be worn each day.
 - Lab coats are required for **Dental Assistant** students at all campuses. Lab coats for Dental Assisting students must have elastic wristbands. **At the Bremerton Campus only, lab coats are required for Pharmacy Technician students.**
 - Colored athletic or uniform shoes are required while in uniform. The shoe must be clean and in good condition, leather or vinyl, and closed-toe. Athletic or uniform shoes are the only type of footwear allowed. No canvas shoes for Dental or Medical Assisting students.
 - Bremerton students are required to wear the college issued uniform with college logo for all programs
- C. Accessories – All programs

- Jewelry is not part of the professional uniform, with the exception of a wedding or engagement ring and a wristwatch, preferably with a second hand.
- Small post earrings or VERY SMALL HOOP EARRINGS may be worn. No more than two earrings per ear.
- FACIAL JEWELRY IS NOT ALLOWED. This includes eyebrow, cheek, lip, tongue and nose piercings. If the piercing is new or has religious meaning and removal is not an option, then it must be covered by a Band-Aid while on campus.
- Hats of any kind are not to be worn in the classroom.
- Head coverings are not part of the uniform and can only be worn for religious or documented health reasons when appropriate documentation is submitted to the Director of Education.

HEALTH/MEDICAL CARE

Students must take proper care of their health so that they can do their best in school. This means regular hours, plenty of sleep, sufficient exercise and nutritious food. Students who become seriously ill or contract a communicable disease should stay home and recover but should remember to notify the College immediately. All medical and dental appointments should be made after school hours.

The College will not be responsible for rendering any medical assistance but will refer students to the proper medical facility upon request.

TERMINATION PROCEDURES

Students may be terminated by the College for cause. Examples include, but are not limited to, the following:

- Violation of the College's attendance policy;
- Failure to maintain satisfactory academic progress;
- Violation of personal conduct standards;
- Inability to meet financial obligations to the College.

Students to be terminated are notified in writing and may appeal to the College President.

STUDENT GRIEVANCE POLICY

Persons seeking to resolve problems or complaints should first contact their instructor. Unresolved complaints should be made to the Director of Education. Students who feel that the complaint has not been adequately addressed should contact the College President. Written responses will be given to the student within seven working days. If the problem remains unresolved, students may contact the Student Help Line at (800) 874-0255 or email at studentservices@cci.edu.

This College is licensed under Chapter 28c.10 RCW. Inquiries or complaints regarding this or any other private vocational school may be made to:

Washington State Workforce Training and Education Coordinating Board
128 10th Avenue SW, Olympia, Washington
98504-3105 ((360) 753-5673).

Schools accredited by the Accrediting Council for Independent Colleges and Schools (Everett, Bremerton, and Tacoma) must have a procedure and operational plan for handling student complaints. If a student feels that the College has not adequately addressed a complaint or concern, the student may consider contacting the Accrediting Council. Please direct all inquiries to:

Accrediting Council for Independent Colleges and Schools
750 First Street, N.E., Suite 980
Washington, DC 20002-4241
(202) 336-6780
<http://www.acics.org/>

STUDENT ACADEMIC APPEALS POLICY

Academic appeals include those appeals related to final grades, attendance violations, and academic or financial aid eligibility.

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. 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.

Within five (5) calendar days of receiving the Academic Appeal Form, the Academic Dean/Director of Education shall convene an Appeal Committee, which should normally include the Department Chair, a member of the Student Services Staff, and a faculty member from another program. 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 by the Academic Dean/Director of Education, 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. 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

Appeals of final course grades must be made within five (5) calendar days of the date the grade becomes final. The Academic Dean/Director of Education may direct a grade to be changed only when it is determined through the appeal process 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 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. Have perfect attendance while the appeal is pending;
2. 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.

Satisfactory Academic Progress (SAP) Appeals

SAP appeals must be made within five (5) calendar days of the date the student was notified of the violation. The student is deemed to have notice of the pending dismissal as of the date of the dismissal letter. 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 their program and that their 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 that are not likely to recur.

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

TRANSCRIPTS AND DIPLOMAS

All student academic records are retained, secured, and disposed of in accordance with local, state, and federal regulations. All student record information is maintained on the College computer system. Permanent records are kept in paper form, microfiche or microfilm.

Student academic transcripts, which include grades, 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 (i.e. tuition and fees due to the College are paid current per the student's financial agreement).

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974

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

1. The right to inspect and review the student's education records within 45 days of the day the institution receives a request for access. Students should submit to the institution president written requests that identify the record(s) they wish to inspect. The institution official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the institution official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's educational records that the student believes are inaccurate or misleading. Students may ask the institution to amend a record that they believe is inaccurate or misleading. They should write the institution official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the institution decides not to amend the record as requested by the student, the institution will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. Generally, schools must have written permission for the parents of minor students or eligible students in order to release any information from a student's educational record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State Law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.
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 the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-5920.

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

STUDENT AWARDS

Awards for outstanding achievement are presented to deserving students based on performance and faculty recommendations. Graduates find these awards can be assets when they seek future employment. The Education Department can provide information regarding the specific awards presented.

REQUIRED STUDY TIME

In order to complete the required class assignments, students are expected to spend outside time studying. The amount of time will vary according to individual student abilities. Students are responsible for reading all study materials issued by their instructors and must turn in assignments at the designated time.

POLICY AND PROGRAM CHANGES

The College catalog is current as of the time of printing. The College reserves the right to make changes in organizational structure, policy and procedures as circumstances dictate. This campus reserves the right to make changes in equipment and materials and modify curriculum as it deems necessary. When size and curriculum permit, classes may be combined to provide meaningful instruction and training and contribute to the level of interaction among students. Students are expected to be familiar with the information presented in this College catalog.

WEATHER EMERGENCIES

The following is the policy for campus closure in the event of adverse weather conditions in the area of the individual campuses:

Bremerton - Students attending any classes that start before noon will follow the Central School District School Closure policy. Students that start class after 12:01 pm will call the campus to check to see if afternoon or evening classes will be held. Late starts will affect only am. A two-hour morning delay means classes start 2 hours late (e.g, if you normally go to school from 8:00 am – 11:50 am, on a late start day you would attend class from 10:00 am – 1:50 pm).

The campus President reserves the right to schedule make up hours and/or assignments for hours missed due to school closures during inclement weather. The students will be notified of these make up hours and be required to attend or be marked absent.

Everett - Students attending any classes that start before noon will follow the Everett School District School Closure policy. Students that start class after 12:01 pm will call the campus to check to see if afternoon or evening classes will be held. Late starts will affect only the classes that start at 8:00 am or earlier. A two-hour morning delay means classes start 2 hours late (e.g, if you normally go to school from 8:00 am – 11:50 am, on a late start day you would attend class from 10:00 am – 1:50 pm).

The campus President reserves the right to schedule make up hours and/or assignments for hours missed due to school closures during inclement weather. The students will be notified of these makeup hours and be required to attend or be marked absent.

Tacoma - Students attending any classes that start before noon will follow the Tacoma School District School Closure policy. Students that start class after 12:01 pm will call the campus to check to see if afternoon or evening classes will be held. Late starts will affect only the classes that start at 8:00 am or earlier. A two-hour morning delay means classes start 2 hours late (e.g, if you normally go to school from 8:00 am – 11:50 am, on a late start day you would attend class from 10:00 am – 1:50 pm).

The campus President reserves the right to schedule make up hours and/or assignments for hours missed due to school closures during inclement weather. The students will be notified of these makeup hours and be required to attend or be marked absent.

Late Starts

Late starts will affect only the morning classes. A two-hour morning delay means classes start two hours late for the morning session.

Change in Weather

If there is a change in the weather during the day, all final afternoon and evening closure decisions will come from the College President based on conditions at the campus location.

Student Attendance

Students are responsible for all materials covered when the weather keeps them from attending. When possible, Everest College will make reasonable accommodations for the student if he/she is unable to attend due to inclement weather conditions.

Phone Coverage

Phone service may not be available depending on the weather conditions. If possible, Everest College's administrative staff will make efforts to update the campuses phone message, but students need to rely on local news and radio stations to announce school district closures for each individual campus.

SATISFACTORY ACADEMIC PROGRESS

Requirements

Students enrolled at Everest College are required to meet the following minimum standards to achieve academic progress toward course completion. Students not meeting these standards will be considered as failing to make satisfactory academic progress. They will proceed through the probationary stages and may become ineligible to remain in school. These standards apply to all students enrolled at Everest College.

The following standards encompass all the attributes by which a student's academic progress is measured. Students on probation are considered to be making satisfactory progress for financial aid eligibility.

Evaluation Standards

Students must complete the educational program within one and one half times the published program length measured in credit hours.

Evaluation of academic progress will occur at the following points in the student's program (% refer to maximum timeframe completion). To be considered as making satisfactory academic progress towards completion, a student must successfully complete the following credit hours.

Program	25% Evaluation Point Occurs After Module	Required Credits	Cumulative GPA	50% Evaluation Point Occurs After Module	Required Credits	Cumulative GPA	Required Cumulative GPA at 100%
Medical Assisting	2	*6.6	*1.25	5	**18	**1.50	**2.00
Dental Assisting	2	*6.6	*1.25	5	**18	**1.50	**2.00
Pharmacy Technician	2	*6.6	*1.25	5	**18	**1.50	**2.00
Medical Billing	2	*6.6	*1.25	4	**14.4	**1.50	**2.00
Massage Therapy	3	*9.9	*1.25	6	**21.6	**1.50	**2.00

* Students not meeting this standard will be placed on probation.

** Students not meeting this standard will be terminated.

If required to disburse financial aid, Everest College may evaluate progress at additional points.

Re-establishing Satisfactory Academic Progress

A student may re-establish satisfactory progress at Everest College by meeting the following requirements. The student must successfully retake courses previously failed or upgrade the skills applicable to the student's educational objectives so that the recalculated GPA and successful completion percentage meet or exceed the minimum requirements.

Some form of academic evaluation must be conducted by the institution to determine that the student has the desire and the academic ability to progress satisfactorily in the program. The student must be placed on academic probation for a predetermined period of time after re-establishing satisfactory progress.

Academic Probation

Students who do not meet the minimum standards of satisfactory academic progress will be directed through the probation stages. Students are allowed two incidents of academic probation per program.

Course Exemption

Students with experience or previous training may request and take a one-time challenge examination during the first week of each class. Students may not challenge more than 15% of their required credits. Students must attain 90% or better on the examination. If the challenged is successful, students receive an E grade on their transcript, which will count as credits attempted and successfully completed but will not be calculated into a student's GPA.

Program/Course Withdrawal

Students who want to discontinue their training for any reason should schedule an exit interview with a College official to discuss withdrawal from Everest College. Students who withdraw in the progression of a module will receive a "W" with a credit value of zero. These credits are not considered "successfully completed" but do count as credits attempted.

Re-admittance After Termination

Students who have been terminated are eligible to reapply to school four weeks from their last date of attendance or at the discretion of the College President.

TRANSFER CREDIT

Requirements

Everest College can accept a maximum of 50% of the total credits required to complete a program as transfer credits. An exception to this 50% maximum can be made if the student is transferring from a Corinthian College School. Everest College reserves the right to accept or reject any or all credit units earned at another institution at its own discretion.

In the case of veterans, Everest College will review previous education and training and adjust credit and tuition, where appropriate, in accordance with the Department of Veteran's Affairs Regulations CFR 21.4253 (d) (3).

The information below describes the process at Everest College for transferring credits. At any time during the enrollment process the student can request through the Director of Education to have his/her transcript reviewed for transfer of credit.

Students are asked to provide the Director of Education a copy of or a request for his/her transcript as well as a course description of transferable courses (preferably a College catalog) if requested by Everest College. In addition, students may be asked to take a test to demonstrate competency.

The Director of Education reviews applicable courses as they pertain to the student's program of study and fills out the transfer credit form. If any credits are accepted by Everest College, the Director of Education will notify the student regarding which credits were accepted and transferred.

The Director of Education will work with the Registrar, School President and Director of Financial Aid to complete the enrollment process based on the student's revised schedule and any tuition adjustments.

The student will receive an E grade on his/her transcript for credits transferred, which will count as credits attempted and successfully completed but will not be calculated into a student's GPA.

The Everest campuses in Bremerton, Tacoma, and Everett do not give credit for experiential learning.

Transferring Credits Earned at Everest College to Other Institutions

Each school reserves the right to evaluate credits earned at other institutions for awarding credit for previous training. Everest College cannot guarantee the transferability of credit earned in Everest College's programs to other institutions. Accepting transfer credits is always at the sole discretion of the receiving institution.

ACADEMIC CREDIT TRANSFER POLICY FOR AAMA-APPROVED MEDICAL ASSISTING PROGRAMS

In order to be eligible for the AAMA CMA Certification/Recertification Examination based on academic credit transfer from a program not accredited by CAAHEP or ABHES, the following criteria must be met:

1. The medical assisting academic credits received at such non-accredited programs must fall within the 36 month period prior to the date of graduation from the accredited program.
2. Fifty (50) percent of the required medical assisting academic credit from the accredited program must be acquired from the accredited program granting the diploma/certificate/degree.
3. The requirements of the externship must be met as a graduating student through the accredited program granting the diploma/certificate/degree.
4. The externship requirement must be excluded in the academic credit transfer of fifty (50) percent. The externship requirements must be met at the accredited medical assisting program granting the diploma, certificate or degree.
5. No academic credit for life experiences shall be accepted in order to achieve eligibility for the AAMA CMA Certification/Recertification Examination.

GRADING SYSTEM

Grades are earned in each course and are recorded on the student's academic transcript. Evaluation of a student's achievement is made in relation to the attainment of the specific course competencies. Instructors provide a detailed syllabus at the beginning of each class that explains course objectives and the criteria upon which grades are determined.

Grade definitions are as follows:

4.0	A	100-93%
3.7	A-	92-90%
3.4	B+	89-88%
3.0	B	87-83%
2.7	B-	82-80%
2.4	C+	79-78%
2.0	C	77-75%
0.0	F	74-0%
0.0	P/E	0%
E=Exempt/Transfer; R=Retake; P=Pass; W=Withdraw; I=Incomplete		

Grade Point Average

A student's cumulative grade point average (CGPA) is calculated on credit hours earned at Everest College. The CGPA is computed by taking the credit value of each class multiplied by the value of the grade earned in each class. The accumulated number of all classes is then divided by the total number of credits attempted. The letter grade of F is counted as hours attempted, but not credit hours successfully completed.

Any courses for which an F grade is earned must be successfully completed in order to graduate. See "Repeat Credits" and "Evaluation Standards."

CGPA necessary for graduation from individual programs as well as National and State Certification CGPA requirements may vary.

Marks of Progress - Pass/Fail

Everest College offers select courses on a pass/fail basis. Students who fail these courses will proceed through the probationary stages. Students are required to repeat and pass the courses in order to graduate.

The following is a list of courses at Everest College that require a pass grade:

Number	Course Name	Credits
GE103	Master Student II	0.6
EX195	Dental Assisting Externship	5.3
EX197	Medical Billing Externship	6.0
EX194	Retail or Hospital Externship	5.3
MAMODX	Medical Assisting Externship	5.0

A P grade will count as credits attempted and successfully completed but will not be calculated into a student's GPA.

Repeat Credits

Any course for which an F grade is earned must be successfully completed in order to graduate. Failed courses are not considered "completed" but do count toward credits attempted. A letter grade of R will replace the F on the student transcript when the student repeats the course. The letter grade R has a credit value of zero.

Incomplete

In a case in which a student nears the end of the course/module, an incomplete can be given to students who do not complete all course requirements. Students must clear their incomplete letter grade within 14 calendar days of the end of the module in which the incomplete was given.

For determining progression toward completion, a grade of I is counted as attempted and not counted as hours successfully completed. However, when the I is replaced with a letter grade, the GPA and satisfactory academic progress determination will be recalculated based on the new letter grade.

Administrative Withdrawal

Students who withdraw in the progression of a module will receive a W with a credit value of zero. These credits are not considered "successfully completed" and do not count toward credits attempted.

GRADE CHANGES

Grades may be changed by instructors only in cases of clerical errors or subsequent completion of coursework. It is the student's responsibility to initiate a grade change with the appropriate instructor. A grade change form must be completed, signed by the instructor, and submitted to the Director of Education before a grade change becomes official. Grade changes must be completed within 14 calendar days following the end of the module in which the grade was posted.

GRADUATION REQUIREMENTS

Students must successfully complete the required number of credit hours listed for their program of study as well as:

- Complete the program of study with a minimum cumulative grade point average of 2.0 (75%);
- Meet the grade requirements for the module components, if applicable;
- Attain required competency or speed levels in all courses;
- Fulfill all clinical and externship requirements;
- Receive satisfactory evaluations from the externship facility (if applicable);
- Complete all program requirements; and
- Satisfy all other academic and financial requirements for graduation.

STUDENT SERVICES

COUNSELING/ADVISING SERVICES

The College staff, advisors, and faculty are available to offer vocational counseling to students and prospective students. The College provides advising to students on issues involving education and academics. For personal problems that may require professional advising or counseling, the College has information available on community resources that address these types of problems.

STUDENT SERVICES ADVISOR

Everest College's programs are designed with the adult learner in mind. For this reason, each Everest College campus has a Student Services Advisor on staff or designated staff member to assist students in overcoming obstacles to their success. This designated individual can often help with transportation, childcare, or personal issues. Ultimately, however, a student's individual success or satisfaction is not guaranteed because it is dependent upon the student's personal efforts, abilities, and attention to coursework. Everest College's staff and faculty are available to assist students with educational, career, or personal needs to help students successfully complete their career training.

TUTORING

Faculty members are available to provide additional academic help to students. Students may schedule appointments with their instructors during their regular weekly office hours to arrange for additional academic assistance. Individual peer tutoring in many of the basic courses may also be available and can be arranged through the student's instructor and/or the Student Services Advisor.

STUDENT HONOR SOCIETY

This organization honors students who have outstanding skills in their program of study. Recognition is given to students who achieve excellence in knowledge, skill development, leadership, dependability, service, and individual responsibility. Students who consistently demonstrate these traits may be nominated for membership into the National Vocational-Technical Honor Society at the Everett and Tacoma campuses.

GRADUATE SERVICES

The placement assistance program is a very important component of Everest College's offerings, since our mission is to train graduates for success in the working world. Everest College provides students with training and skill development for effective job search and career improvement.

The Career Services Representative at each campus works with students individually to smooth rough edges, educate, and help students reach for new opportunities. Students develop job search skills that help them to find their first job and subsequent jobs after graduating from Everest College.

Everest College's comprehensive placement assistance program contains the following elements:

Job Search Skill Development

Career development sessions, offered throughout each program of study, prepare the student for the job search process. These sessions focus on developing effective job search skills using the Internet for research, resume writing, dressing for success, and sharpening interviewing skills. Individuals receive help with resume preparation.

Contact with Employers

The Graduate Service representative contacts employers who advertise and list job openings and works with employers to match students to jobs. The Graduate Services Office also keeps in contact with local health care providers, businesses, and government agencies to receive notification of job openings.

Many student externships lead to employment. Externship sites are often excellent sources of employment for Everest College graduates. The Graduate Services Advisor helps to schedule interviews for students and provides coaching and guidance. This helps students perfect their interview techniques for future interviews.

FOLLOW-UP WITH GRADUATES AND EMPLOYERS

The Graduate Services Office keeps in contact with graduates after they leave Everest College and are on the job. Students are encouraged to keep in touch with Everest College as they progress in their career. Everest College sends a survey to employers of graduates to learn more about their satisfaction with the graduate's performance and to receive their suggestions for program enrichment. This enables Everest College to keep current with employer needs.

Everest College does not guarantee employment or starting salaries and is not obligated to provide placement services to students who do not complete their program of study. Placement and advancement in the workforce depends on personal initiative. While Everest College's programs offer superb training, the utilization of the training is the responsibility of the graduate.

STUDENT ACTIVITIES

Throughout the school year, activities that encourage school spirit and develop student leadership may be offered. The school believes that participation in these activities is an important part of the educational process, and student involvement is encouraged.

STUDENT DISABILITY SERVICES/ACCOMMODATIONS

The College has an institutional commitment to provide equal educational opportunities for qualified students with disabilities in accordance with state and federal laws and regulations, including the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. To provide equality of access for students with disabilities, the College will provide accommodations and auxiliary aids and services to the extent necessary to comply with state and federal laws. For each student, these accommodations and services will specifically address the functional limitations of the disability that adversely affect equal educational opportunity. Applicants or students who would like to request disability service/accommodations must make a request to the Campus President/Campus Disability Services Coordinator.

SPECIAL LECTURES

Guest lecturers are invited to speak to students about career opportunities and current industry applications of educational programs.

MODULAR PROGRAMS

MODULAR SCHEDULE

Everest College at Everett, Tacoma and Bremerton offers its programs on a six-week and four-week modular basis consisting of lecture, laboratory work, and typically an externship period for most programs. Students may start programs at the College every four to six weeks, depending on the program. Students in the Medical Billing, Pharmacy Technician and Dental Assisting programs, begin their training in the module called the "Core Module." Students in the Massage Therapy program begin their training in Module 100. Students in the Medical Assisting program will start in the specialty module being offered for the start date. Students attend up to four to nine specialty modules, depending upon their program of study. Finally, students participate in an externship in the programs that require externships where additional hands-on and professional-level experience is provided.

During a module, students may take up to six individual courses. The length in hours for each course varies according to its credit value.

MODULAR APPROACH

The modular system uses a spiral approach to learning, which has been found to be very effective with adult learners. In the modular system, students have many opportunities to revisit and review concepts that are repeated and reinforced.

New students study courses in the same classroom with continuing students. This is advantageous for new students because they benefit from interaction with more experienced students, who help them to adjust and guide them along. Advanced students benefit from assisting new students through review of essential material. Students form strong bonds with one another as they work closely together in the classroom. No student is alone, and each student learns teamwork.

Students who have benefited from Everest College's modular system note that the close friendships they make, the supportive atmosphere, and the constant review and introduction of new material are instrumental to their success both in school and after graduation.

SCOPE AND SEQUENCE

Students engage in specialty courses. The specialty curriculum is presented in a continuous rotation. Within specialty modules and core module, all courses are offered as stand-alone components of curriculum. These specialty and core modules do not require prerequisites. However, for Massage Therapy MTD100 is a pre-requisite for all specialty modules.

Similarly, courses are designed to be self-contained units. Each specialty module brings together compatible concepts from its component courses. Students start their program in the module currently offered at the time of their entry and progress in order, as each module is self-contained. Thus, specialty curriculum is open entry, open exit in design. Each course within a specialty module begins with fundamentals then builds to the presentation of more advanced material that students need to successfully meet course objectives.

MODULAR CLASSROOM

Teaching methods for the modular classes are somewhat different from those found in a more traditional classroom. Instructors individualize instruction as much as possible in order to teach to all levels of students. Instructors use a variety of approaches to teaching, such as lecture, demonstration, hands-on exercises, guest speakers, working with partners, group study, self-directed learning, and tutoring outside class to address the needs of the beginner, the experienced, and the expert student.

CLASS SIZES

Everest College's classes are small, with an average class ratio of 15 students to one instructor for lab and 30 students to one instructor for lecture. When enrollment in a specialty lab grows beyond 15 students, instructors have access to additional resources to

be able to spend time with individual students if requested. Lecture and lab sizes can go higher depending on the facility and the subject being taught.

FINANCIAL INFORMATION

Tuition and fee information can be found in **Appendix B: Tuition and Fees** in this catalog.

TUITION AND FEES

The Enrollment Agreement obligates the student and the College for the entire program of instruction. Students' financial obligations will be calculated in accordance with the refund policy in the enrollment agreement and this College catalog. Each program consists of the number of terms listed below. The content and schedule for the programs and academic terms are described in this catalog.

Voluntary Prepayment Plan

The College 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 Financial Aid Office.

Additional Expenses

Charges for textbooks and equipment are separate from tuition. Incidental supplies, such as paper and pencils, are to be furnished by students.

BUYER'S RIGHT TO CANCEL – CANCELLATION

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 by The School, all monies paid will be refunded. The applicant may also request cancellation in writing after signing the agreement and receive a full refund of all monies paid, if the written request is made by midnight of the fifth day following the signing of the enrollment agreement, excluding Sundays and holidays. Applicants who have not visited The School prior to enrollment will have the opportunity to withdraw without penalty within five business days following either the regularly scheduled orientation procedures or following a tour of The School facilities and inspection of equipment where training and services are provided. The refund will be made within 30 days of receipt of such notice.

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 agreement. The written notice of cancellation need not take any particular form, and, however expressed, is effective if signed and dated by the student and if it states that the student no longer wishes to be bound by the Enrollment Agreement. A notice of cancellation may be given by mail, hand delivery or telegram. The notice of cancellation, if sent by mail, is effective when deposited in the mail, properly addressed, with postage prepaid.

OFFICIAL WITHDRAWALS

An official withdrawal is a withdrawal that is documented in writing. 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. A student who has not attended class for 14 consecutive calendar days will be considered to have withdrawn as of the student's last recorded date of attendance and will be subject to the refund policy. 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 class days, all monies paid will be refunded.

REFUND POLICIES

This 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).

When a student withdraws, The School must complete both a "Return to Title IV" and a refund calculation.

- First, if the student is a Title IV recipient, The School must determine how much federal grant and loan assistance the student has earned under the Federal Return of Title IV Funds Policy. If the student (or parent, in the case of a PLUS Loan) is eligible for additional funds at the time of withdrawal, the student may receive additional SFA funds. If the student received more SFA funds than he or she earned under the Federal Return of Title IV Funds policy, The School, and in some cases the student, is required to return the unearned funds to the Federal program(s) or lender, as applicable. The federal Return to Title IV policy is explained below.
- Second, The School must determine how much of the tuition and fees it is eligible to retain using the applicable refund policies. A refund will be calculated on the basis of the institutional refund policy, as given below, and any applicable state refund policies. If a state or accrediting agency refund policy applies, it will be included on this agreement.

The student will be given the benefit of the refund policy that results in the largest refund to the student.

Any unpaid balance of tuition and fees that remains after calculating the refund and applying the amount of SFA funds earned based on the Federal Return of Title IV Funds policy must be paid by the student to The School.

The refund calculation will be based on the date of withdrawal. Any monies due the applicant or student will be refunded within 30 days of the date of cancellation, termination, or determination of withdrawal. If a student received a loan for tuition, a refund will be made to the lender to reduce the student's loan debt. If the amount of refund exceeds the unpaid balance of the loan, the balance of funds will then be applied in the following order:

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

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

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, from which The School has 30 days to issue a refund, is the earlier of the date the student officially withdraws 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

Effect of Leaves of Absence on Refunds

If a student does not return from an approved leave of absence (where applicable) on the date indicated on the written request, the refund will be made within 30 days from the date the student was scheduled to return (DOD), but the refund calculation will be based on the student's last date of attendance.

Textbook and Equipment Return/Refund Policy

If a student who was charged for and paid for textbooks, uniforms, or equipment, returns unmarked textbooks, unworn uniforms, or the equipment in good condition--allowing for reasonable wear and tear--within 30 days following the date of the student's cancellation, termination, or withdrawal, the institution shall refund the charge for the textbooks, uniforms, or equipment paid by the student. Uniforms that have been worn cannot be returned because of health and sanitary reasons. If the student fails to return textbooks, uniforms or equipment in good condition within 30 days following the date of the student's cancellation, termination, or withdrawal, 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.

Federal Return of Title IV Funds Policy

The Financial Aid Office is required by federal statute to determine how much financial aid was earned by students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60% of a payment period or term.

For a student who withdraws after the 60% point-in-time, there are no unearned funds. However, a school must still complete a Return calculation in order to determine whether the student is eligible for a post-withdrawal disbursement.

The calculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula:

Percentage of payment period or term completed = 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 = (100% of the aid that could be disbursed minus the percentage of earned aid) multiplied by the total amount of aid that could have been disbursed during the payment period or term.

If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds and the student would be required to return a portion of the funds. Keep in mind that when Title IV funds are returned, the student borrower may owe a debit balance to the institution.

If a 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 120 days of the student's withdrawal.

The institution must return the amount of Title IV funds for which it is responsible no later than 45 days after the date of the determination of the date of the student's withdrawal.

Refunds are allocated in the following order:

- Unsubsidized Federal Stafford Loans
- Subsidized Federal Stafford Loans
- Unsubsidized Direct Stafford Loans (other than PLUS loans)
- Subsidized Direct Stafford Loans
- Federal Perkins Loans
- Federal Parent (PLUS) Loans
- Direct PLUS Loans
- Federal Pell Grants for which a Return of funds is required
- Federal Supplemental Opportunity Grants for which a Return of funds is required
- Other assistance under the Title for which a Return of funds is required (e.g., LEAP)

Return of Unearned SFA Program Funds

The School must return the lesser of:

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

The student (or parent, if a Federal PLUS loan) must return or repay, as appropriate any SFA loan funds in accordance with the terms of the loan; and the remaining unearned SFA program grant (not to exceed 50% of a grant) as an overpayment of the grant.

(Note: 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 Financial Aid Department 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) are not satisfied.)

Institutional Refund Calculation

The School will perform a pro-rata refund calculation for students who terminate their training before completing more than 60 percent of the period of enrollment. Under a 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 weeks in the period of enrollment into the number of weeks completed in that period (as of the withdrawal date). The percentage of weeks attended is rounded up to the nearest 10 percent and multiplied by the school charges for the period of enrollment. A reasonable administrative fee not to exceed \$100 or 5% of the total institutional charges, whichever is less, will be excluded from total charges used to calculate the pro-rata refund. The School may retain the entire contract price for the period of enrollment--including tuition, fees, and other charges--if the student terminates the training after completing more than 60 percent of the period of enrollment.

Modular Students Please Note: Since students enrolled in modular programs are charged tuition by academic year, the charges earned and amount due under the institutional refund policy is based on the charges for the portion of the academic year completed, rather than on the portion of the quarter completed.

WASHINGTON CANCELLATION AND REFUND POLICY

- (a) The School must refund all money paid if the applicant is not accepted. This includes instances where a starting class is canceled by The School;
- (b) The School must refund all money paid if the applicant cancels within five business days (excluding Sundays and holidays) after the day the contract is signed or an initial payment is made, as long as the applicant has not begun training;
- (c) The School may retain an established registration fee equal to ten percent of the total tuition cost, or one hundred dollars, whichever is less, if the applicant cancels after the fifth business day after signing the contract or making an initial payment. A "registration fee" is any fee charged by a school to process student applications and establish a student records system;
- (d) If training is terminated after the student enters classes, The School may retain the registration fee established under (c) of this subsection, plus a percentage of the total tuition as described in the following table:

If the student completes this amount of training:	The school may keep this percentage of the tuition cost:
One week or up to 10%, whichever is less	10%
More than one week or 10% whichever is less but less than 25%	25%
25% through 50%	50%
More than 50%	100%

- (e) When calculating refunds, the official date of a student's termination is the last date of recorded attendance:
 - (i) When The School receives notice of the student's intention to discontinue the training program;
 - (ii) When the student is terminated for a violation of a published School policy which provides for termination;
 - (iii) When a student, without notice, fails to attend classes for thirty calendar days.
- (2) Discontinued programs:
 - (a) If instruction in any program is discontinued after training has begun or if The School moves from one location to another, it must either:
 - (i) Provide students pro rata refunds of all tuition and fees paid; or
 - (ii) Arrange for comparable training at another public or private vocational school. Students must accept comparable training in writing...
 - (c) Students affected by a discontinuation must request a refund within ninety days.

REQUIREMENTS FOR GRADUATION

A student must:

1. Successfully complete all courses in the program with a 2.0 (75%) grade point average within the maximum time frame for completion as stated in the school catalog.
2. Successfully complete all externship hours (if applicable).
3. Meet any additional program specific requirements as stated in The School catalog.

FINANCIAL ASSISTANCE

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

The campus participates in several types of federal, state and institutional financial aid programs, most of which are based on financial need.

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

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

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

The Federal Student Guide, which provides a detailed description of these programs, is distributed by the Financial Assistance Office at the school without cost or obligation. *The Federal Student Guide* is available online at:

http://studentaid.ed.gov/students/publications/student_guide/index.html

Federal Pell Grant

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

Federal Stafford Loan (FSL)

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

Federal Parent Loan for Undergraduate Students (FPLUS)

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

Sallie Mae Signature Loan Program (SLM)

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

Student Tuition Assistance Resource Loan (STAR Loan)

Students who do not qualify for the Sallie Mae Signature Loan Program may be eligible to borrow up to 50% of their tuition costs through the STAR Loan program. The STAR Loan is not available for full tuition financing. Students must have a primary source of tuition funding to be eligible for this plan.

NLSC by Graduation

Students have the option to finance their remaining educational costs with a 0% interest rate for the length of their program. Payments must be made monthly.

NLSC Extended Payment Plan (EPP Loan)

Students have the option to finance their remaining educational costs with a 12% interest rate for the length of their program plus an additional six months. Payments must be made monthly.

CLC Premier Loan

CLC provides a customized loan program to qualified applicants that will offer borrowers financing for their educational costs. All applicants must complete a CLC loan application.

Imagine America Scholarships

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 the end of the year in which they are awarded.

Careers That Work" Scholarship Program

Everest College participates, as a member, in the scholarship program "Careers That Work!" offered through the Northwest Career Colleges Federation. Each high school is provided three \$1000 tuition scholarships to be awarded by the high school and to be used at any private career college participating in the *Careers That Work!* program. The program is designed to promote the vocational opportunities available to a high school graduate at a private career college.

Washington Award for Vocational Excellence (WAVE)

Washington Award for Vocational Excellence (WAVE) - The Washington Award for Vocational Excellence honors three vocational students from each of the 49 state legislative districts for outstanding achievement in vocational/technical education. High schools, skills centers, and community and technical colleges nominate students based on occupational proficiency, leadership, community activities, work experience, and other qualities. A committee, representing business, labor, education, the Legislature and citizens, makes the final selection. Students can use the grants at public two-year and four-year colleges and universities and accredited private colleges, universities and vocational schools in Washington.

To be eligible, you must meet the following criteria:

- Be enrolled in a Washington State high school, skills center, or Public community or technical college at the time of application;
- Graduate from high school with a minimum of 360 hours in a single, approved vocational program or be enrolled in a public community or technical college and have completed at least one year in an approved vocational program by June 30 of the award year; and
- Not have received a previous WAVE scholarship;
- Not be pursuing a degree in theology.

Students receive grants equal to up to two years of undergraduate resident tuition and fees. Maximum award for private vocational colleges is \$5,506.

PROGRAMS BY LOCATION

Program	Bremerton	Everett	Tacoma
Dental Assisting	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Massage Therapy	<input checked="" type="checkbox"/>		
Medical Assisting	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Medical Billing	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pharmacy Technician	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

DENTAL ASSISTING

Credential	Clock Hours	Credit Units	Length	Campuses	Version
Diploma	880	41.3	11 months	Bremerton, Everett, Tacoma	0-0

Courses listed in the program content may not be offered in the exact sequential order. It is the student's responsibility to work out his or her individual schedule with a counselor or advisor.

The Dental Assisting program is designed to prepare the student for a career as a dental assistant.

Students learn theory and skills from classroom lectures, laboratory and hands-on practice in Everest College's dental clinic. Additional experience is gained in private dental practices as part of the 160-hour externship phase of training. Any developmental work a student may be required to complete may increase the program length.

Program Outline

Course Number	Course Name	Quarter Credit Hours
Core Module		
CA101	Computer Applications	1.2
GE102	Master Student I	0.9
GE103	Master Student II	0.6
CA103	Keyboarding	1.2
MH107	Math	1.2
SC109	Program Terminology	0.9
Module 1		
SC151A	Endodontics, Orthodontics, Oral Surgery, Pharmacology, Oral Pathology	2.4
BU152A	Special Needs Patient & AIDS	1.2
DA154A	Specialties Clinic	2.4
Module 2		
SC151B	Dental Anatomy, Periodontics, Embryology & Histology, Microbiology, Tooth Morphology	2.7
BU153A	Office Administration	0.9
DA154B	Periodontic Clinic	2.4
Module 3		
SC151C	Operative Dentistry	2.4
BU156A	Law & Ethics	1.2
DA154C	Operative Dentistry Clinic	2.4
Module 4		
SC151D	Fixed & Removable Prosthetics	2.4
BU153B	Office Dynamics	1.2
DA154D	Crown & Bridge Clinic	2.4
Module 5		
SC151E	Prevention, Nutrition, Radiology Office Emergencies, CPR	2.4
SC159A	OSHA/WISHA	1.2
DA154E	Radiology Clinic	2.4
Externship		
EX195	Dental Assisting Externship	5.3
	Total Credit Hours	41.3
	Lecture/Lab Hours	720
	Externship Hours	160

For course descriptions, see page 30.

MASSAGE THERAPY

Credential	Clock Hours	Credit Units	Length	Campuses	Version
Diploma	720	54	9 months	Bremerton	3.0

The Massage Therapy program is designed to provide the student with the necessary tools required to successfully enter the massage industry. Whether it is a day spa, physician's office, health club, or resort, graduates of this program will have acquired all the tools needed to thrive in this exciting new career.

This 720-hour program consists of one pre-requisite course, and eight self-contained units of learning called modules. 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.

Program Outline

Module Number	Module Title	Lecture Hours	Lab Hours	Other Hours	Total Contact Hours	Quarter Credit Units
Pre-requisite Course						
MTD100	Introduction to Massage Therapy	40	40	0	80	6.0
Modular Courses						
MTD201	Business and Ethics	40	40	0	80	6.0
MTD237	Swedish Massage, Pre-Natal, Post-Natal and Infant, & Elder/Geriatric Massage	40	40	0	80	6.0
MTD263	Eastern Theory and Practice	40	40	0	80	6.0
MTD220	Energy & Non-Traditional Therapies, Wellness & CPR	40	40	0	80	6.0
MTD282	Deep Tissue, Myofascial Release & Pin and Stretch	40	40	0	80	6.0
MTD214	Neuromuscular/Trigger Point and Muscle Energy Techniques	40	40	0	80	6.0
MTD246	Clinical and Sports Massage	40	40	0	80	6.0
MTD295	Health and Wellness	40	40	0	80	6.0
	PROGRAM TOTAL	360	360	0	720	54.0

MTD100 – Introduction to massage Therapy

6.0 Quarter Credit Hours

This course is designed to prepare the student for future course work in more advanced modalities presented later on 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, Movements, and Directional Terms, and Indications/Contraindications for Massage Therapy. Prerequisite: None. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.

MTD201 - Business and Ethics

6.0 Quarter Credit Hours

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, the law as it relates to massage and communication are discussed. Clinical practice in Swedish massage, and chair massage. Prerequisite MTD100 Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.

MTD237 – Swedish Massage, Pre-Natal, Post-Natal and Infant, & Elder/Geriatric Massage

6.0 Quarter Credit Hours

This module is designed to provide the student with the theory & hands-on skills involved in practicing Swedish Massage. Also covered in this module is range of motion for hip, pre-natal, post-natal, infant & elder/geriatric massage. Prerequisite: MTD100 Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.

MTD263 – Eastern Theory and Practice

6.0 Quarter Credit Hours

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 for

this module please refer to the anatomy and physiology outline. Prerequisite: MTD100 Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.

MTD220 – Energy & Non-Traditional Therapies, Wellness & CPR

6.0 Quarter Credit Hours

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. Prerequisite: MTD100 Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.

MTD282- Deep Tissue, Myofascial Release & Pin and Stretch

6.0 Quarter Credit Hours

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. Prerequisite: MTD100 Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.

MTD214 – Neuromuscular/Trigger Point and Muscle Energy Techniques

6.0 Quarter Credit Hours

This module is designed to provide the student with the understanding and knowledge of neuromuscular techniques (NMT), muscle energy techniques (MET) and trigger point therapy and the assessment skills necessary for these modalities. The student will also learn the nervous system and the musculature of the deep posterior spinal muscles. Prerequisite: MTD100 Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.

MTD246 - Clinical and Sports Massage

6.0 Quarter Credit Hours

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 of the nervous system (CNS/PNS). For specific musculature covered for this module please refer to the anatomy and physiology outline. Prerequisite: MTD100 Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.

MTD295 – Health and Wellness

6.0 Quarter Credit Hours

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. Prerequisite: MTD100 Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.

MEDICAL ASSISTING

Credential	Clock Hours	Credit Units	Length	Campuses	Version
Diploma	720	47	8 months	Bremerton, Everett, Tacoma	1-1

The Medical Assisting Program (diploma) is designed to prepare students for entry-level positions as medical assistants in a variety of health care settings. Students study 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, and their services are being sought by medical offices, and ambulatory care providers, clinics, hospitals, urgent care centers, nursing homes, medical supply businesses, home health agencies, insurance providers, and pharmaceutical companies. This diploma program prepares graduates to fill entry-level positions such as clinical or administrative assistant, medical receptionist, and medical insurance biller.

This program is divided into eight learning units called modules. The first seven modules, A through G, are classroom modules. Each stands alone as a unit of study and is not dependent upon the completion of any previous or subsequent module. If students do not complete any portion of a module, the entire module must be repeated. Students may enter the program in any of the seven modules and continue through these modules until all have been completed. Following the successful completion of the first seven modules, A through G, students participate in a 160-hour externship. This constitutes a supervised, practical in-service in a medical office or clinic in which the student practices direct application of all administrative and clinical functions as a medical assistant. Completion of the Medical Assisting Program is acknowledged by the awarding of a diploma.

Courses listed in the program content may not be offered in the exact sequential order. It is the student's responsibility to work out his or her individual schedule with a counselor or advisor.

Program Outline

Module	Module Title	Clock Hours	Credit Units
MAMODA	Patient Care and Communication	80	6
MAMODB	Clinical Assisting, Pharmacology	80	6
MAMODC	Medical Insurance, Bookkeeping and Health Sciences	80	6
MAMODD	Cardiopulmonary and Electrocardiography	80	6
MAMODE	Laboratory Procedures	80	6
MAMODF	Endocrinology and Reproduction	80	6
MAMODG	Medical Law, Ethics, and Psychology	80	6
MAMODX	Externship	160	5
	Program Total	720	47

Major Equipment

Autoclave	Microscopes	Blood Chemistry Analyzer
Personal Computers	Calculators	Sphygmomanometers
Electrocardiography Machine	Stethoscopes	Examination Tables
Surgical Instruments	Mayo Stands	Training Manikins

MAMODA - Patient Care and Communication

6.0 Quarter Credit Hours

Module A emphasizes patient care, including 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 an understanding of the importance of communication (verbal and nonverbal) when working with patients both on the phone and in person. Students develop an understanding of basic anatomy and physiology of the special senses (eyes and ears), nervous and integumentary systems, common diseases and disorders, and medical terminology related to these systems. Students study essential medical terminology, build on keyboarding and word processing skills, and become familiar with the 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.

MAMODB - Clinical Assisting and Pharmacology

6.0 Quarter Credit Hours

Module B stresses the importance of asepsis and sterile technique in today's health care environment. Students learn about basic bacteriology and its relationship to infection and disease control. 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 become familiar with the principles and various methods of administering medication. Basic pharmacology, therapeutic drugs, their uses, inventory, and classification and effects on the body are included. Students participate in positioning and draping of patients for various examinations and prepare for and assist with minor office surgical procedures. Students gain an understanding of basic anatomy and physiology of the muscular system, common diseases and disorders, and medical

terminology related to this system. Students study essential medical terminology, build on their keyboarding and word processing skills, and become familiar with the self-directed job search process by identifying their personal career objective, create a neat, accurate, well-organized cover letter, resume, and job application.

MAMODC - Medical Insurance, Bookkeeping, and Health Sciences

6.0 Quarter Credit Hours

Module C introduces students to the health care environment and office emergencies and first aid, with an emphasis on bandaging techniques for wounds and injuries. Students study medical insurance, billing and coding, bookkeeping procedures, accounts payable and receivable, financial management, banking, and check writing procedures that are essential to the successful operation of the medical office. Students develop an understanding of good health nutrition and weight control and strategies in promoting good health in patients. Students gain an understanding of basic anatomy and physiology of the digestive system, common diseases and disorders, and medical terminology related to this system. Students study essential medical terminology, build on their keyboarding and word processing skills, and become familiar with the self-directed job search process by developing career networking techniques that will assist you in being successful in the medical field.

MAMODD - Cardiopulmonary and Electrocardiography

6.0 Quarter Credit Hours

Module D examines the circulatory and respiratory systems, including the structure and function of the heart and lungs and diseases, disorders, and diagnostic tests associated with these systems. Students learn about the electrical pathways of the heart muscle in preparation for applying electrocardiography (ECG or EKG) leads and recording a 12-lead electrocardiogram. A cardiopulmonary resuscitation (CPR) course is taught which enables students to respond to cardiac emergencies. Students check vital signs and differentiate between normal values for pediatric and adult patients. They obtain blood samples, and prepare syringes and medications for administration. Students study essential medical terminology, build on their keyboarding and word processing skills. Students become familiar with the self-directed job search process by identifying and demonstrating what a successful job interview contains and how to answer common interview questions accurately.

MAMODE - Laboratory Procedures

6.0 Quarter Credit Hours

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 knowledge in radiology and nuclear medicine and become familiar with various radiological examinations and the patient preparation for these exams. Anatomy and physiology of the Urinary system, Blood and Lymphatic system, and the body's immunity including the structure and functions, as well as, common diagnostic exams and disorders related to these systems. Students perform common laboratory tests, check vital signs, and perform selected invasive procedures. Students study essential medical terminology, build on their keyboarding and word processing skills, and become familiar with the self-directed job search by learning how to set their own career goals.

MAMODF - Endocrinology and Reproduction

6.0 Quarter Credit Hours

Module F covers general anatomy and physiology, including an overview of the study of biology and the various body structures and systems. This module also identifies and examines the basic structural components and functions of the skeletal, endocrine and reproductive systems. Students learn about child growth and development, and how heredity, cultural and the environmental aspects affect behavior. Students gain an understanding about assisting 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, weight, measurements and restraining techniques used for infants and children. They check vital signs, assist with diagnostic examinations and laboratory tests, instruct patients regarding health promotion practices, and perform certain invasive procedures. Students study essential medical terminology, build on their keyboarding and word processing skills, and become familiar with the self-directed job search process by learning all about how to become and learn from mentoring.

MAMODG – Medical Law, Ethics, and Psychology

6.0 Quarter Credit Hours

Module G covers the history and science of the medical field, as well as, the medical assisting profession and how it fits into the big picture. Students gain an understanding of concepts related to patient reception and the medical office and preparing for the day. Students become familiar with 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, and how they can best be dealt with. Students learn how to maintain equipment and inventory. Computers in the medical office are discussed and how ergonomics plays an important role 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. Basic principles of psychology are discussed, as well as, psychological disorders and diseases and treatments available. Medical law and ethics and various physical therapy modalities are discussed. Students check vital signs, obtain blood samples, and prepare and administer intramuscular injections. Students study essential medical terminology, build on keyboarding and word processing skills, and become familiar with the self-directed job search process by learning how to dress for success.

MAMODX – Externship

5.0 Quarter Credit Hours

This course is 160 hours of supervised, practical hands-on experience in a medical office or clinic in which the student practices direct application of all administrative and clinical functions of the medical assistant. Prerequisite: all program coursework must be completed.

MEDICAL BILLING

Credential	Clock Hours	Credit Units	Length	Campuses	Version
Diploma	780	36	9 months	Bremerton, Everett, Tacoma	0-0

The Medical Billing program is designed to prepare the student with the necessary background, knowledge, and specialized skills for a career in the medical billing profession. Students learn theory and skills from classroom lectures, laboratory practice, and hands-on practice applications. Additional experience is gained in private practices as part of the 180-hour externship phase of training. Any developmental work a student may be required to complete may increase the program length.

Courses listed in the program content may not be offered in the exact sequential order. It is the student's responsibility to work out his or her individual schedule with a counselor or advisor.

Program Outline

Course Number	Course Name	Quarter Credit Hours
Core Module		
CA101	Computer Applications	1.2
GE102	Master Student I	0.9
GE103	Master Student II	0.6
CA103	Keyboarding	1.2
MH107	Math	1.2
SC109	Program Terminology	0.9
Module 1		
SC125A	Essential Body Systems	2.4
CA126A	Medical Office Transcription	1.2
SC121A	ICD-9 Coding	2.4
Module 2		
BU124A	Health Insurance Processing	2.4
SC127A	Health Ins. Claims & Forms	2.4
SC121B	Third Party Reimbursement	1.2
Module 3		
SC125B	Body System Fundamentals	2.4
BU124B	Customer Service	1.2
SC121C	CPT Coding	2.4
Module 4		
CA126B	Computer Billing	2.4
BU129A	Medical Law & Ethics	1.2
SC127B	Health Care Billing	2.4
Externship		
EX197	Medical Billing Externship	6.0
Total Credit Hours		36.0
Lecture/Lab Hours		600
Externship Hours		180

For course descriptions, see page 30.

PHARMACY TECHNICIAN

Credential	Clock Hours	Credit Units	Length	Campuses	Version
Diploma	880	41.3	11 months	Bremerton, Everett, Tacoma	0-0

The Pharmacy Technician program is designed to prepare the student with the necessary background, knowledge, and specialized skills for a career in a retail or hospital pharmacy practice. Students learn theory and skills from classroom lectures, laboratory practice, and hands-on practice in Everest College's pharmacy lab. Additional experience is gained in pharmacies as part of the 160-hour externship phase of training. Any developmental work a student may be required to complete may increase the program length.

Courses listed in the program content may not be offered in the exact sequential order. It is the student's responsibility to work out his or her individual schedule with a counselor or advisor.

Program Outline

Course Number	Course Name	Quarter Credit Hours
Core Module		
CA101	Computer Applications	1.2
GE102	Master Student I	0.9
GE103	Master Student II	0.6
CA103	Keyboarding	1.2
MH107	Math	1.2
SC109	Program Terminology	0.9
Module 1		
SC131K	Anatomy & Physiology: Vitamins and Minerals, Skincare, Visual and Auditory	0.9
BU140A	Federal Law	0.6
PH148F	Pharmacology & Drug Class: Vitamins and Minerals, Skincare, Visual and Auditory	0.9
SC141A	Basic Chemistry	0.9
PT144A	Pharmacy Compounding Lab	2.1
BU143A	Compounding & Manufacturing	0.6
Module 2		
SC131L	Anatomy & Physiology: Nervous, Psychopharmacology, Oncology	0.9
BU140B	Washington State Retail Law	0.6
PH148G	Pharmacology & Drug Class: Nervous, Psychopharmacology, Oncology	0.9
BU142A	Retail & Records Management	0.9
PT144B	Pharmacy Retail Lab	2.1
MH145A	Pediatric Dosage Calculations	0.6
Module 3		
SC131M	Anatomy & Physiology: Gastro-Intestinal, Reproductive	0.9
BU140C	Washington State Institutional Law	0.6
PH148H	Pharmacology & Drug Class: Gastro-Intestinal, Reproductive	0.9
PH135B	Basic Pharmacology	0.9
PT144C	Pharmacy Institutional Lab	2.1
MH145B	Dosage Calculations	0.6
Module 4		
SC131N	Anatomy & Physiology: Urinary, Cardiovascular, Respiratory	0.9
BU140D	Washington State Hospital Law	0.6
PH148I	Pharmacology & Drug Class: Urinary, Cardiovascular, Respiratory	0.9
SC147A	Hospital & Parenteral Admix	0.9
PT144D	Pharmacy Hospital Lab	2.1
MH145C	IV Solutions Calculations	0.6
Module 5		
SC131O	Anatomy & Physiology: Anti-Infectives, Anti-Inflammatories, Antihistamines, Endocrine	0.9
SC146A	Pharmacy Ethics & HIV/AIDS	0.6
PH148J	Pharmacology & Drug Class: Anti-Infectives, Anti-Inflammatories, Antihistamines, Endocrine	0.9
SC149A	Basic Microbiology	0.9
PT144E	Pharmacy Chemo Lab	2.1
MH145D	IV Flow Rate Calculations	0.6
Externship		
EX194	Retail or Hospital Externship	5.3
Total Credit Hours		41.3

	Lecture/Lab/Hours	720
	Externship Hours	160

For course descriptions, see page 30.

COURSE DESCRIPTIONS

<p>BU124A Health Insurance Processing This course is designed to acquaint the student with the basic steps in processing an insurance claim and the principles, eligibility guidelines, and billing procedures for Medicare, Medicaid, CHAMPUS/TRICARE, Workers' Compensation, state and federal disability and other private insurance.</p>	<p>2.4 Quarter Credit Hours</p>
<p>BU124B Customer Service This course covers the importance of the use of positive customer service techniques when dealing with clients in the medical office. Personality types, nonverbal communication, skills for explaining and persuading and handling challenging clients will be discussed.</p>	<p>1.2 Quarter Credit Hours</p>
<p>BU129A Medical Law & Ethics This course provides an overview of legal and ethical issues relevant to medical careers. Issues such as contracts, professional liability, medical malpractice, consent, workplace legalities and social issues will be explored.</p>	<p>1.2 Quarter Credit Hours</p>
<p>BU140A Federal Law In this course, the students will learn the responsibilities, requirements, and standards mandated by the federal government pertaining to the practice of pharmacy. This course will also cover how these laws impact the practice of pharmacy, pharmacist, and pharmacy technician.</p>	<p>0.6 Quarter Credit Hours</p>
<p>BU140B Washington State Retail Law In this course, the students will learn their responsibilities, requirements, and standards mandated by the Washington State Board of Pharmacy. This course will also cover how these laws impact the practice of retail pharmacy and the pharmacy assistant. Each course will apply to a specific set of WAC and RCW laws.</p>	<p>0.6 Quarter Credit Hours</p>
<p>BU140C Washington State Institutional Law In this course, the students will learn their responsibilities, requirements, and standards mandated by the Washington State Board of Pharmacy. This course will also cover how these laws impact the practice of institutional pharmacy and the pharmacy technician. Each course will apply to a specific set of WAC and RCW laws.</p>	<p>0.6 Quarter Credit Hours</p>
<p>BU140D Washington State Hospital Law In this course, the students will learn their responsibilities, requirements, and standards mandated by the Washington State Board of Pharmacy. This course will also cover how these laws impact the practice of hospital pharmacy and the pharmacy technician. Each course will apply to a specific set of WAC and RCW laws.</p>	<p>0.6 Quarter Credit Hours</p>
<p>BU142A Retail & Records Management Familiarization with all phases of prescription and medication processing is the goal of this course. This includes label and prescription requirements, profile management, manually filling prescriptions, and retrieving and interpretation of prescriptions, and an introduction to legal requirements, common medication errors, and third party billing.</p>	<p>0.9 Quarter Credit Hours</p>
<p>BU143A Compounding & Manufacturing The focus of this course is to provide the student with manufacturing and repackaging techniques, regulations, and knowledge on the equipment used in compounding pharmaceuticals.</p>	<p>0.6 Quarter Credit Hours</p>
<p>BU152A Special Needs Patient & AIDS The purpose of this course is to focus on the groups of patients who present special challenges and rewards to the dental health team. There is particular emphasis on the needs of children and the elderly. The students will learn various methods of dealing with the psychological and physical needs of various types of special needs patients. In addition, this course focuses on the two infectious diseases that are the greatest concern both for the patient and the health care worker. The student will study AIDS in depth and learn how the disease is transmitted, the statistics of transmission for the health care worker, how to work on an AIDS patient safely, and develop a compassionate understanding of the AIDS patient. The student will learn about the 5 different types of hepatitis, the immunizations available, and what to do if exposed to the disease. The student will become aware of basic oral manifestations of AIDS. This class is empowering to the students as they learn that they can indeed protect themselves and their patient from the effects of cross contamination.</p>	<p>1.2 Quarter Credit Hours</p>
<p>BU153A Office Administration This course offers the chair side assistant an introduction to a manager's position. This knowledge supports the team approach in that it gives the chair side assistant a greater appreciation of the office manager's responsibilities. It also provides the chairside assistant with rudimentary knowledge of forms, scheduling, and reception skills to support the office manager when schedule needs arise.</p>	<p>0.9 Quarter Credit Hours</p>
<p>BU153B Office Dynamics This course focuses on communication skills between the patient and practitioner as well as between the practitioner and staff. This will include instruction on how to handle the various types of patients encountered in the dental practice.</p>	<p>1.2 Quarter Credit Hours</p>
<p>BU156A Law & Ethics The study of ethics and jurisprudence allows the student an opportunity to review ethical and legal standards practiced in their personal and professional lives. This course will also offer the students an overview of the risk management issues found in dentistry and how they affect their professional decisions in the dental environment.</p>	<p>1.2 Quarter Credit Hours</p>

CA101 Computer Applications	1.2 Quarter Credit Hours
This course is designed to develop basic skills used in today's professional environment. The student will learn proper finger placement and ten-key techniques in keyboarding and ten-key as well as computer operations and terminology in Microsoft Word and Microsoft Excel.	
CA103 Keyboarding	1.2 Quarter Credit Hours
This course is designed to improve keyboarding skills needed for routine data entry and document processing. The student will practice proper finger placement and ten-key techniques in keyboarding and ten-key as well as increase speed and accuracy.	
CA126A Medical Office Transcription	1.2 Quarter Credit Hours
This course is designed to help the student develop transcribing speed and accuracy, gain skills in proofreading and correcting documents and increase their knowledge of medical terminology. Experience in transcribing dictated medical documents including chart notes, history and physical reports, consultations, office progress notes, and correspondence will be provided.	
CA126B Computer Billing	2.4 Quarter Credit Hours
This course is an introduction to current medical software used in the medical office. Emphasis will be placed on patient billing, claims submission, scheduling maintenance of financial records and health information on the computer.	
DA 154A Specialties Clinic	2.4 Quarter Credit Hours
This course focuses on the set up, instrumentation, and procedures dealing with the specialties of Endodontics, Orthodontics and Oral Surgery.	
DA154B Periodontic Clinic	2.4 Quarter Credit Hours
This clinic focuses on Periodontics, Preventive Dentistry, Microbiology, and OSHA/WISHA guidelines. The student will study the long term effects of periodontal disease and how to avoid its debilitating effects. The student will also study OSHA/WISHA and will learn the necessary regulations that are mandated for the dental office. The student will also learn the requirements for an office Hazardous Materials and Infection Control Program. He/she will combine this knowledge with his/her ability to efficiently practice infection control measures in all aspects of the role as a chairside assistant.	
DA154C Operative Dentistry Clinic	2.4 Quarter Credit Hours
This clinic concentrates on the study of the types, function and materials of restorative procedures in the dental office. The students will practice what they have learned about assisting the doctor when cavity preparations are accomplished in the clinic setting.	
DA154D Crown & Bridge Clinic	2.4 Quarter Credit Hours
This clinic concentrates on the study of the types, function and materials of fixed and removable prosthodontics. The students will practice what they have learned about assisting the doctor when prosthodontics are accomplished in the clinic setting.	
DA154E Radiology Clinic	2.4 Quarter Credit Hours
This clinic focuses on the set up and procedures relating to radiology and management of office emergencies. All aspects of radiology and office emergencies are practiced until competencies are met. The student is also encouraged to continue practicing previously acquired skills.	
EX195 Dental Assisting Externship	5.3 Quarter Credit Hours
Upon successful completion of the Dental Assisting, each student is required to complete a 160-hour externship. The externship is an important culmination of each student's education. The externship provides the student with the opportunity to apply his/her new skills to a professional health care environment. Prerequisite: all program coursework must be completed.	
EX197 Medical Billing Externship	6.0 Quarter Credit Hours
Upon successful completion of the Medical Billing each student is required to complete a 180-hour externship. The externship is an important culmination of each student's education. The externship provides the student with the opportunity to apply his/her new skills to a professional health care environment. Prerequisite: all program coursework must be completed.	
EXT194 Retail or Hospital Externship	5.3 Quarter Credit Hours
Upon successful completion of the Pharmacy Technician program, each pharmacy student is required to complete a retail or hospital externship of 160 hours. The Externship is an important culmination of each student's education. The Externship provides the student with the opportunity to apply his/her new skills to a professional health care environment. Prerequisite: all program coursework must be completed.	
GE102 Master Student I	0.9 Quarter Credit Hours
The Student Survival Course is designed to increase the student's success in college by assisting the student in obtaining skills necessary to reach his/her educational objectives. Topics in this course include: Time Management, Memory Skills, Communication Skills, Reading Techniques, Note-taking Techniques, Test-taking Techniques, Diversity Critical Thinking, and Writing.	
GE103 Master Student II	0.6 Quarter Credit Hours
Upon completion of this course students will be able to: (1) review basic labor market information and be able to provide facts supporting the advantages of going to school beyond high school, (2) list the three major factors that employers use in screening out prospective employees, (3) list several basic skills employers want people hired, (4) develop a self-concept inventory then discuss awareness, (5) challenge negative thoughts and replace them with action and positive changes, which enhance self-esteem, (6) enhance their intrapersonal and interpersonal competence in communication and conflict resolution, (7) handle personal and work challenges in a satisfying way, while building esteem in self and others, (8) recognize psychological changes during conflict, and (9) recognize the reasons for conflict as well as essential rules for open communication. Students will participate in small group activities, which will reinforce the training.	

MH107 Math	1.2 Quarter Credit Hours
This course will provide the student with the skills necessary to complete calculations that will be pertinent to their chosen field of study. Topics in this course include: Fractions, Decimals, Percentages, the Metric System, the Apothecary and Household Systems, Roman Numerals, and Ratio and Proportion.	
MH145A Pediatric Dosage Calculations	0.6 Quarter Credit Hours
In this course the student will review basic mathematical skills and concepts including fractions, decimals, ratio and proportion as they pertain to pharmacy practice. Students will focus on problem solving as they pertain to pediatric calculations and body surface area calculations.	
MH145B Dosage Calculations	0.6 Quarter Credit Hours
In this course the student will review basic mathematical skills and concepts including fractions, decimals, ratio and proportion as they pertain to pharmacy practice. Students will focus on problem solving as they pertain to calculation of medication dosaging for retail and hospital prescriptions.	
MH145C IV Solutions Calculations	0.6 Quarter Credit Hours
In this course the student will review basic mathematical skills and concepts including fractions, decimals, ratio and proportion as they pertain to pharmacy practice. Students will focus on problem solving as they pertain to stock solutions and pure solution preparations.	
MH145D IV Flow Rate Calculations	0.6 Quarter Credit Hours
In this course the student will review basic mathematical skills and concepts including fractions, decimals, ratio and proportion as they pertain to pharmacy practice. Students will focus on problem solving as they pertain to IV flow rates and specialty calculations.	
PH135B Basic Pharmacology	0.9 Quarter Credit Hours
This course provides an introduction to pharmacology. Topics include but are not limited to: history of medicine and pharmacy, dosage forms, abbreviations, routes of administration, and referencing.	
PH148F Pharmacology and Drug Class: Vitamins & Minerals, Skin Care, Visual & Auditory	0.9 Quarter Credit Hours
This course will introduce the drug studies projects (long sheets). The students will gain knowledge regarding generic and brand name drugs, therapeutic use, manufacturers and basic pharmacology for the following systems: Vitamins & Minerals, Skin Care and Visual & Auditory.	
PH148G Pharmacology and Drug Class: Nervous, Psychopharmacology, Oncology	0.9 Quarter Credit Hours
This course will introduce the drug studies projects (long sheets). The students will gain knowledge regarding generic and brand name drugs, therapeutic use, manufacturers and basic pharmacology for the following systems: Nervous, Psychopharmacology and Oncology.	
PH148H Pharmacology and Drug Class: Gastro-Intestinal, Reproductive	0.9 Quarter Credit Hours
This course will introduce the drug studies projects (long sheets). The students will gain knowledge regarding generic and brand name drugs, therapeutic use, manufacturers and basic pharmacology for the following systems: Gastro-intestinal and Reproductive (Male and Female).	
PH148I Pharmacology and Drug Class: Urinary, Cardiovascular, Respiratory	0.9 Quarter Credit Hours
This course will introduce the drug studies projects (long sheets). The students will gain knowledge regarding generic and brand name drugs, therapeutic use, manufacturers and basic pharmacology for the following systems: Urinary, Cardiovascular and Respiratory.	
PH148J Pharmacology and Drug Class: Anti-Infectives, Anti-Inflammatories & Antihistamines, Endocrine	0.9 Quarter Credit Hours
This course will introduce the drug studies projects (long sheets). The students will gain knowledge regarding generic and brand name drugs, therapeutic use, manufacturers and basic pharmacology for the following systems: Anti-Infectives, Anti-Inflammatories & Antihistamines and Endocrine.	
PT144A Pharmacy Compounding Lab	2.1 Quarter Credit Hours
This course is based on stations that concentrate more on the hands-on aspects of pharmacy that allow for the overall understanding of where the student is with his or her general pharmacy knowledge. Emphasis will be placed on pharmaceutical compounding.	
PT144B Pharmacy Retail Lab	2.1 Quarter Credit Hours
This course is based on stations that concentrate more on the hands-on aspects of pharmacy that allow for the overall understanding of where the student is with his or her general pharmacy knowledge. Emphasis will be placed on retail pharmacy.	
PT144C Pharmacy Institutional Lab	2.1 Quarter Credit Hours
This course is based on stations that concentrate more on the hands-on aspects of pharmacy that allow for the overall understanding of where the student is with his or her general pharmacy knowledge. Emphasis will be placed on institutional pharmacy.	
PT144D Pharmacy Hospital Lab	2.1 Quarter Credit Hours
This course is based on stations that concentrate more on the hands-on aspects of pharmacy that allow for the overall understanding of where the student is with his or her general pharmacy knowledge. Emphasis will be placed on hospital pharmacy.	
PT144E Pharmacy Chemo Lab	2.1 Quarter Credit Hours
This course is based on stations that concentrate more on the hands-on aspects of pharmacy that allow for the overall understanding of where the student is with his or her general pharmacy knowledge. Emphasis will be placed on chemotherapy.	
SC109 Program Terminology	0.9 Quarter Credit Hours
This course will provide an explanation of terminology with which the health care professional will use on a daily basis in the work force. Allowing the student to apply skills of analyzing the meanings of words by dividing them into component parts, relate the terms to the structure and function of the human body and ensure correct spelling and pronunciation.	

SC121A ICD-9 Coding	2.4 Quarter Credit Hours
Students will utilize the ICD-9 coding manual to translate verbal descriptions of diseases, injuries, and conditions into numerical designations. The course will stress using the medical dictionary as a resource. Proper use of E-codes and V-codes will be included. Students will also learn correct sequencing on claim forms for optimal reimbursement.	
SC121B Third Party Reimbursement	1.2 Quarter Credit Hours
This course will address ICD-9 and CPT coding and the key role they play in reimbursement to the providers of patient health care services. Students will be introduced to DRGs, MDCs, PROs, RBRVS, APGs, APCs, and the Correct Coding Initiative. Emphasis will be placed on how these items impact coding done by medical billing specialists.	
SC121C CPT Coding	2.4 Quarter Credit Hours
Students will utilize the CPT manual to properly code procedures and services performed in outpatient settings. Students will learn HCPCS coding and be introduced to procedural coding for inpatient settings. Correct utilization of the modifiers will be stressed. Emphasis will be placed on transferring codes to claim forms and reviewing them to ensure all procedures are supported by diagnosis codes.	
SC125A Essential Body Systems	2.4 Quarter Credit Hours
This course is designed to develop a working knowledge of body system terminology needed to comprehend and interpret information within medical documents for completing the billing process. Topics covered include the structure, the function, the disease processes, and the terminology associated with the Circulatory, Respiratory, Digestive, and Nervous Systems and the special senses.	
SC125B Body System Fundamentals	2.4 Quarter Credit Hours
This course is designed to develop a working knowledge of body system terminology needed to comprehend and interpret information within medical documents for completing the billing process. Topics covered include the structure, the function, the disease processes, and the terminology associated with the Musculoskeleton, Reproductive, Urinary, Endocrine and Integumentary Systems.	
SC127A Health Ins. Claims & Forms	2.4 Quarter Credit Hours
This course is designed to acquaint students with the ICD-9 and CPT manuals used for coding diseases and procedures and proper completion of the CMS 1500 and UB 04 billing forms. Students will become familiar with claim submission requirements for Medicare, Medicaid, TRICARE, Workers' Compensation and other private insurance carriers.	
SC127B Health Care Billing	2.4 Quarter Credit Hours
This course covers the legal issues affecting insurance claims and medical records, the basics of health insurance, tracing delinquent claims, insurance problem solving, as well as collection strategies.	
SC131K Anatomy & Physiology: Vitamins & Minerals, Skin Care, Visual & Auditory	0.9 Quarter Credit Hours
This course will focus on the anatomy, physiology, diseases, conditions and medications that are pertinent to the following systems: Vitamins & Minerals, Skin Care and Visual & Auditory.	
SC131L Anatomy & Physiology: Nervous, Psychopharmacology, Oncology	0.9 Quarter Credit Hours
This course will focus on the anatomy, physiology, diseases, conditions and medications that are pertinent to the following systems: Nervous, Psychopharmacology and Oncology.	
SC131M Anatomy & Physiology: Gastro-Intestinal, Reproductive	0.9 Quarter Credit Hours
This course will focus on the anatomy, physiology, diseases, conditions and medications that are pertinent to the following systems: Gastro-Intestinal and Reproductive (Male and Female).	
SC131N Anatomy & Physiology: Urinary, Cardiovascular, Respiratory	0.9 Quarter Credit Hours
This course will focus on the anatomy, physiology, diseases, conditions and medications that are pertinent to the following systems: Urinary, Cardiovascular and Respiratory.	
SC131O Anatomy & Physiology: Anti-infectives, Anti-Inflammatories & Antihistamines, Endocrine	0.9 Quarter Credit Hours
This course will focus on the anatomy, physiology, diseases, conditions and medications that are pertinent to the following systems: Anti-Infectives, Anti-Inflammatories & Antihistamines and Endocrine.	
SC141A Basic Chemistry	0.9 Quarter Credit Hours
The student will be able to identify the most common elements utilized in pharmaceutical preparations and chemical reactions. The student will learn the difference between ionic and covalent bonds and how to calculate basic atomic weights.	
SC146A Pharmacy Ethics & HIV/AIDS	0.6 Quarter Credit Hours
This course focuses on dealing with issues within the work environment, patient confidentiality, and professional ethics. Emphasis is given to telephone etiquette, verbal and written communication, customer service, and pharmacy ethics. This course also satisfies the Washington State Board of Pharmacy requirements for HIV/AIDS awareness training. A certificate will be issued to the student upon successful completion.	
SC147A Hospital & Parenteral Admix	0.9 Quarter Credit Hours
The student will learn the principals of asepsis as it applies to the preparation of intravenous medications, parenteral nutrition products, and chemotherapy preparations. Topics include administration profiles, drug distribution systems, administration records, types of IV administration supplies and equipment, antineoplastic preparations, and safety procedures.	
SC149A Basic Microbiology	0.9 Quarter Credit Hours
In this course, the student will be introduced to basic Microbiology. Topics and 12 lectures will include history, bacterial and viral forms of infections, hygiene, immunity and prevention, infectious diseases, and OSHA standards.□	

<p>SC151A Endodontics, Orthodontics, Oral Surgery, Pharmacology, Oral Pathology</p> <p>This course concentrates on the set-up, instrumentation, and procedures dealing with the specialty of endodontics, orthodontics, and oral surgery and provides a basic understanding of dental pharmacology and pain control. In addition, students will gain an understanding of normal and abnormal conditions of the mouth.</p>	<p>2.4 Quarter Credit Hours</p>
<p>SC151B Dental Anatomy, Periodontics Embryology & Histology, Microbiology, Tooth Morphology</p> <p>The student will be introduced to the concept periodontal disease and the treatments available to reverse the process. Students will learn the principles of head and neck anatomy, which includes the basic understanding of muscles, nerves, and bones in the head and neck. The student will also learn about the major body systems and how they relate to dentistry. Students are introduced to oral embryology and histology. In conjunction with a working knowledge of the stages of tooth development, the student will gain skills in identifying and charting tooth morphology. The student will be introduced to microbiology in order to gain a better understanding of how diseases occur in the oral cavity.</p>	<p>2.7 Quarter Credit Hours</p>
<p>SC151C Operative Dentistry</p> <p>This course will concentrate on the various aspects of restorative dentistry, dental materials, and dental instrumentation in restorative dentistry. The dental assisting student will demonstrate the ability to facilitate proper use of the necessary materials, equipment, and instruments during chairside restorative procedures.</p>	<p>2.4 Quarter Credit Hours</p>
<p>SC151D Fixed & Removable Prosthetics</p> <p>The student will study the types, functions, purposes, and materials of Fixed & Removable Prosthetics.</p>	<p>2.4 Quarter Credit Hours</p>
<p>SC151E Prevention, Nutrition, Radiology Office Emergencies, CPR</p> <p>The students will be introduced to the concept of preventive dentistry and patient education in personal oral hygiene. They will learn the theory behind coronal polishing and prophylaxis procedures. The students will learn how to identify normal and abnormal reactions to dental procedures. They will learn protocol for handling emergencies and life threatening situations. They will also learn what items are needed in the office first aid box, and what OSHA expects as documentation for any office emergency. In addition, the student will concentrate on the principles of dental radiography, which include why, when, and how to expose dental X-rays and how to develop dental X-rays.</p>	<p>2.4 Quarter Credit Hours</p>
<p>SC159A OSHA/WISHA</p> <p>This course teaches the principles of infection control, and why it is important in today's dental office. The student will gain an understanding of how to prevent cross contamination. It covers handling of infectious waste, accident prevention, hazardous material protocol, and how to organize an MSDS book.</p>	<p>1.2 Quarter Credit Hours</p>

TERMINOLOGY

Academic Year - A period of enrollment that begins on the first day of classes and ends on the last day of classes and is a minimum of 30 weeks of instructional time in length. Regular students must complete at least 36 quarter-credit hours.

Award Year - A time period that begins on July 1 of one year and ends on June 30 of the next year for awarding Title IV financial aid.

Course Challenge Credits - Credit units earned by challenging a course. A student takes an examination created and monitored at Everest College during the first week of a course.

Module (Mod) - An academic period four to six weeks in length, depending on the program.

New Student - A student who has not previously attended classes at Everest College or who re-enters after a one-year (or greater) period of absence.

Non-Regular Student - Any student who does not meet the definition of a regular student. These students are not eligible for Federal Student Aid.

Probationary Status - A conditional status for students who are being monitored for failure to meet academic standards, conduct regulations, attendance standards, or other criteria.

Program of Study - A total set of academic course requirements which must be met to earn a diploma.

Quarter-Credit Hour - Medical Billing, Dental Assisting, Pharmacy Technician programs - Everest College uses the quarter-credit hour practice for calculating academic credit for all courses. One clock hour is based on one actual hour of attendance, which is equivalent to 50 minutes. One instructional/lab credit hour is defined as a class session of 50 minutes and a 10-minute break.

All courses except externships are assigned credits based upon the following: One credit = 20 hours of instruction or lab to determine the number of credit hours in a program. Externships are assigned credits based upon the following: One credit = 30 hours of externship to determine the number of credit hours in an externship.

Quarter-Credit Hour - Medical Assisting/Massage Therapy program - Courses are assigned credits based upon the following: Lecture portion = 10 contact hours for one lecture credit. Lab portion = 20 contact hours for one lecture credit. Externship portion = 30 contact hours for one lecture credit.

Reentry Student - A student who has previously attended Everest College and attends again within one calendar year of his or her last date of attendance.

Regular Student - A student that is enrolled in an eligible program leading to a diploma and is maintaining satisfactory progress toward program completion in compliance with the standards of satisfactory progress.

Student-Teacher Ratio - Everest College generally follows the guidelines of our accrediting bodies in establishing the maximum number of students for lecture and lab classes. The following ratios are not usually exceeded:

Lecture: 30:1
Laboratories: 15:1

When the class size exceeds these guidelines, the instructor is provided with additional resources.

Transfer Credit - Refers to credit units earned through another institution that will be applicable toward a diploma at Everest College.

Week of Instruction - Includes 20 hours of instruction, examinations, or preparation for examination.

CORINTHIAN COLLEGES, INC.

The following schools in the United States are owned by Corinthian Colleges, Inc.:

Ashmead College

Everett, WA (branch of Ashmead College, Seattle, WA)
 Fife, WA (branch of Ashmead College, Seattle, WA)
 Portland (Tigard), OR (branch of Ashmead College, Seattle, WA)
 Seattle, WA (main campus)
 Vancouver, WA (branch of Ashmead College, Seattle, WA)

Everest College

Alhambra, CA (main campus)
 Anaheim, CA (main campus)
 Arlington, TX (branch of Everest Institute, Rochester, NY)
 Arlington, VA (branch of Everest College, Thornton, CO)
 Aurora, CO (branch of Everest College, Thornton, CO)
 Bremerton, WA (main campus)
 Burr Ridge, IL (branch of Everest College, Skokie, IL)
 Chicago, IL (branch of Everest College, San Francisco, CA)
 City of Industry, CA (branch of NIT, Long Beach, CA)
 Colorado Springs, CO (main campus)
 Dallas, TX (branch of Everest College, Portland, OR)
 Everest Online
 Everett, WA (branch of Everest College, Bremerton, WA)
 Fort Worth, TX (branch of Everest College, Salt Lake City, UT)
 Gardena, CA (main campus)
 Hayward, CA (main campus)
 Los Angeles (Wilshire), CA (main campus)
 Lynnwood, WA (branch of Everest College, Renton, WA)
 McLean, VA (branch of Everest College, Colorado Springs, CO)
 Merrillville, IN (branch of Everest Institute, Grand Rapids, MI)
 Merrionette Park, IL (branch of FMU, Pompano Beach, FL)
 Mesa, AZ (branch of Everest College, Phoenix, AZ)
 North Aurora, IL (branch of Everest Institute, Brighton, MA)
 Ontario, CA (main campus)
 Ontario (Metro), CA (branch of Everest College, Springfield, MO)
 Phoenix, AZ (main campus)
 Portland, OR (main campus)
 Renton, WA (main campus)
 Reseda, CA (main campus)
 Salt Lake City, UT (main campus)
 San Bernardino, CA (main campus)
 San Francisco, CA (main campus)
 San Jose, CA (main campus)
 Skokie, IL (main campus)
 Springfield, MO (main campus)
 St. Louis (Earth City), MO (branch of Everest College, Bremerton, WA)
 Tacoma, WA (branch of Everest College, Bremerton, WA)
 Thornton, CO (main campus)
 Torrance, CA (main campus)
 Vancouver, WA (branch of Everest College, Portland, OR)
 West Los Angeles, CA (branch of NIT, Long Beach, CA)

Everest Institute

Atlanta (DeKalb), GA (branch of Everest Institute, Cross Lanes, WV)
 Atlanta (Downtown), GA (main campus)
 Austin, TX (branch of Everest Institute, Southfield, MI)

Brighton, MA (main campus)
 Chelsea, MA (branch of Everest College, Alhambra, CA)
 Chesapeake, VA (branch of Everest Institute, Newport News, VA)
 Cross Lanes, WV (main campus)
 Dearborn, MI (branch of Everest Institute, Southfield, MI)
 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 Institute, Atlanta, GA)
 Kalamazoo, MI (branch of Everest Institute, Grand Rapids, MI)
 Marietta, GA (branch of Everest Institute, Atlanta, GA)
 Newport News, VA (main campus)
 Norcross, GA (branch of Everest College, Gardena, CA)
 Pittsburgh, PA (main campus)
 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 (branch of Everest College, Portland, OR)

Florida Metropolitan University

Tampa (Brandon), FL (branch of FMU Tampa, FL)
 FMU Online
 Jacksonville, FL (branch of FMU, Clearwater (Pinellas), FL)
 Lakeland, FL (branch of FMU, Clearwater (Pinellas), FL)
 Melbourne, FL (branch of FMU, Orlando, FL)
 North Orlando, FL (main campus)
 Orange Park, FL (branch of FMU, Tampa, FL)
 Clearwater (Pinellas), FL (main campus)
 Pompano Beach, FL (main campus)
 South Orlando, FL (branch of FMU, North Orlando, FL)
 Tampa, FL (main campus)

Las Vegas College

Henderson, NV (main campus)

National Institute of Technology

Long Beach, CA (main campus)

National School of Technology

Fort Lauderdale, FL (branch of NST, Kendall, FL)
 Hialeah, FL (branch of NST, Miami, FL)
 Miami (Kendall), FL (main campus)
 Miami, FL (main campus)

WyoTech

Bedford, MA (main campus)
 Blairsville, PA (branch of WyoTech, Laramie, WY)
 Daytona Beach, FL (main campus)
 Fremont, CA (main campus)
 Laramie, WY (main campus)
 Oakland, CA (branch of WyoTech, Fremont, CA)
 Sacramento, CA (branch of WyoTech, Laramie, WY)

STATEMENT OF OWNERSHIP

These campuses are owned and operated Eton Education, Inc., a wholly-owned subsidiary of Career Choices, Inc., which is a wholly owned subsidiary of Corinthian Colleges, Inc., a Delaware corporation. Corporate offices are located at 6 Hutton Centre Drive, Suite 400, Santa Ana, CA 92707.

CORINTHIAN COLLEGES, INC.

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Hank Adler
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David Poldoian
Janis Schoonmaker
Frank Stryjewski
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Paul T. Dimeo
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Anna Marie Dunlap
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Carmella Cassetta
Jim Wade

TITLE

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President and Chief Operating Officer
Executive Vice President and Chief Financial Officer
Executive Vice President, Operations
Executive Vice President, Legislative and Regulatory Affairs
Executive Vice President, Marketing
Executive Vice President, Admissions
President, CDI Post Secondary Division
President, CSI Division
President, Online Learning Division
President, FMU Division
President, WyoTech Division
Senior Vice President, General Counsel and Corporate Secretary
Senior Vice President, Real Estate
Senior Vice President, Chief Accounting Officer and Assistant Secretary
Senior Vice President, Investor Relations & Corporate Communications
Senior Vice President, Academic Affairs
Senior Vice President and Chief Information Officer
Senior Vice President, Human Resources

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TITLE

President and Chief Executive Officer
Executive Vice President and Chief Financial Officer
Executive Vice President, Operations
Senior Vice President, General Counsel and Corporate Secretary
Treasurer and Assistant Secretary

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Robert C. Owen

TITLE

President and Chief Executive Officer
Executive Vice President and Chief Financial Officer
Executive Vice President, Operations
Senior Vice President, General Counsel and Corporate Secretary
Treasurer and Assistant Secretary

APPENDIX A: ADMINISTRATION AND FACULTY

BREMERTON

ADMINISTRATION		
Janet O'Connell	President	BS, Pacific Western University, CMA, Diploma Bryman College
Tani Biale	Director of Education	Evergreen College - BA Ashmead College
Jeanette McClellan	Finance Director	
Shella Austin	Admissions Director	
Jennifer Pixler	Director of Career Services	BS University of Phoenix
DEPARTMENT CHAIRS/INSTRUCTORS		
Lisa Cook	Medical Assisting	CMA, RMA, Diploma Apollo College
Tani Biale	Massage	Diploma Ashmead School of Massage, BA Evergreen State College,
Barbara Parker	Medical Billing	BS, CMA-AC, RICS University of Arizona
MEDICAL ASSISTING INSTRUCTORS		
Doreen Klinger	Medical Assisting	US Air Force
Marlea Landon	Medical Assisting	US Air-Navy, AA, Regents College
Norman Singleton	Medical Assisting	US Navy
Brandon Guillory	Medical Assisting	US Navy
DENTAL ASSISTING INSTRUCTORS		
Tina Borne	Lead Dental Assisting	NCDA, Southern CA Regional Occupational Center
Cheryl Davis	Dental Assisting	Diploma ABC Schools – San Diego College
MEDICAL BILLING INSTRUCTORS		
Barbara Parker	Medical Billing	BS, CMA-AC, RICS University of Arizona
Lori Defoe	Medical Billing	
PHARMACY TECHNICIAN INSTRUCTORS		
Joanne Ballard	Lead Pharmacy Technician	CPht, AA North Seattle Community College
Ramir Santillan	Pharmacy Technician	Pht, Bryman College
CORE MOD INSTRUCTORS		
Ernest Adcock	Core Mod	BS, City University, MDiv, Diocesan School of Theology

EVERETT

ADMINISTRATION		
Kimberly Lothyan	President	MBA, Western Washington University BS, Brigham Young University
Cari Crabtree	Director of Education	M.Ed, Western Washington University BS, Brigham Young University
Susan Jensen	Finance Director	BS, University of Buffalo
Kathy Mason	Admissions Director	MFA, University of Idaho BFA, Cornish College of Arts
Lisa Supplee	Placement Director	BA, University of Washington
DEPARTMENT CHAIRS		
Linda Rickard	Medical Assisting	RMA, Diploma Eton Technical Institute AHS, Rochville University
MEDICAL ASSISTING INSTRUCTORS		
Cathy Anderson	Medical Assisting	RMA, Diploma Eton Technical Institute
Rey Calipes	Medical Assisting	Diploma Bryman College
Tammy Davis	Medical Assisting	Diploma Eton Technical Institute
Anne Simmons	Medical Assisting	Diploma Puget Sound Institute of Technology
Taasha Vera	Medical Assisting	Diploma Eton Technical Institute
DENTAL ASSISTING INSTRUCTORS		
Cathi Lillis	Dental Assisting	CDA, ATA Edmonds Community College
Jeff O'Donnell	Dental Assisting	ATA, Skagit Valley College AA, Spokane Fall Community College
Katie Dennis	Dental Assisting	Diploma Eton Technical Institute
MEDICAL BILLING INSTRUCTORS		
Mike Redwine	Medical Billing	CPC, BS, University of Washington
Denese Foltz	Medical Billing	Certified Podiatry Coding Specialist (CPODCS)

Diane Sandvick	Medical Billing	CPC, CCSP, AAS Edmonds Community College
PHARMACY TECHNICIAN INSTRUCTORS		
Samuel Ancheta	Pharmacy Technician	PhT, BS, Far Eastern University
Katie Hone	Pharmacy Technician	CPHT, North Seattle Community College AAS, Bellevue Community College
CORE MOD INSTRUCTORS		
Jeri Anderson	Core Mod	BS, Portland State University MSW Portland State University
Lisa Supplee	Core Mod	BA, University of Washington
Sharmaine Halmrast	Core Mod	BS, University of Miami Med, University of Miami

TACOMA

ADMINISTRATION		
Timothy E. Allen	President	BS, Southern Illinois University, CPHT
Gary McMillion	Director of Education	BS, Southern Illinois University
Natalie Graham	Finance Director	University of Phoenix
Lexi Rogers	Admissions Director	BA, Chapman University
Mickie Gregory	Placement Director	BS, Jones College
DEPARTMENT CHAIRS/INSTRUCTORS		
Alisa Loosveldt	Medical Assisting	CMA, Diploma Clover Park Technical College
MEDICAL ASSISTING INSTRUCTORS		
Susanna Adams	Medical Assisting	Diploma Bryman College
Kara Caviness	Medical Assisting	Diploma Ultra Sound Diagnostic School
Heather Gay	Medical Assisting	Diploma Eton Technical Institute
Erin Gonzales	Medical Assisting	Diploma Eton Technical Institute
Albert Jenkins	Medical Assisting	BS, Southern Illinois University
Alethea Williams	Medical Assisting	Diploma Clover Park Technical College
DENTAL ASSISTING INSTRUCTORS		
Aimee Bowman	Dental Assisting	Diploma Eton Technical Institute
Kathleen Kirkpatrick	Dental Assisting	Diploma Northwest College for Dental Assistants
Cynthia Thomas	Dental Assisting	CDA, Diploma Dental Assistant School of America
MEDICAL BILLING INSTRUCTORS		
Deena Estrada	Medical Billing	CPC, OJT
Jean Bridges	Medical Billing	Associates of Arts Sacramento City College
PHARMACY TECHNICIAN INSTRUCTORS		
Doris Ruth	Pharmacy Technician	CPHT, Diploma Clover Park Technical College
Frank Sanchez	Pharmacy Technician	CPHT, Diploma Academy of Health Sciences
CORE MOD INSTRUCTORS		
Christy Bell	Core Mod	BA-Maters College, M.Ed Regent University
Stephen Ray	Core Mod	BS, California State University
DENTISTS		
Dr. Richard Decker	Dental Program	BS, University of Oregon
Dr. Karen Kant	Dental Program	BS, University of Washington

APPENDIX B: TUITION AND FEES

EVERETT, BREMERTON, TACOMA				
Program	Program Length	Credit Units	Tuition	Textbooks and Equipment (estimated)
Dental Assisting	11 months	41.3	\$11,575	\$234.00
Massage Therapy	9 months	54.00	\$11,497	\$1245.00
Medical Assisting	8 months	47.0	\$11,900	\$830.00
Medical Billing	9 months	36.0	\$9,900	\$540.00
Pharmacy Technician	11 months	41.3	\$11,998	\$178.41

Other fees: A \$52 fee will be charged for programs requiring a background check.

APPENDIX C: CALENDARS

ACADEMIC CALENDAR

Everest College's Medical Assisting Program at the Everett, Bremerton and Tacoma campuses is based on a **four-week** modular system. Courses are offered continuously throughout the calendar year.

EVERETT, BREMERTON, TACOMA		
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SIX WEEK MODULAR SCHEDULE 2006-2009		
Dental Assisting (DA), Medical Billing, Pharmacy Technician (PHT)		
Mod Start	Mod End	Student Break
March 14, 2007	April 24, 2007	April 25, 2007
April 26, 2007	June 7, 2007	May 28, 2007; June 8, 2007
June 11, 2007	July 23, 2007	July 4, 2007; July 24, 2007
July 25, 2007	September 6, 2007	September 3, 4, 7, 2007
September 10, 2007	October 19, 2007	n/a
October 22, 2007	December 4, 2007	Nov. 21, 2007 (Only for students who attend school 4 days a week) November 22-23, 2007
December 5, 2007	January 28, 2008	December 24, 2007 - January 1, 2008; January 18, 21, 29, 2008
January 30, 2008	March 12, 2008	February 18, 2008; March 13, 14, 2008
March 17, 2008	April 25, 2008	n/a
April 28, 2008	June 9, 2008	May 26, 2008; June 10, 2008
June 11, 2008	July 25, 2008	July 3, 4, 7, 2008
July 28, 2008	September 8, 2008	September 1, 9, 2008
September 10, 2008	October 21, 2008	October 22, 2008
October 23, 2008	December 9, 2008	November 11, 26-28, 2008
December 10, 2008	February 2, 2009	December 24, 2008 - January 2, 2009; January 19, 2009 & February 3, 2009
February 4, 2009	March 18, 2009	February 16, 2009; March 19, 20, 2009
March 23, 2009	May 1, 2009	n/a
May 4, 2009	June 15, 2009	May 25, 2009 & June 16, 2009
June 17, 2009	July 30, 2009	July 3, 6, 31, 2009 July 7, 2009 (Only for students who attend school 4 days a week)
August 3, 2009	September 14, 2009	September 7, 15, 2009
September 16, 2009	October 27, 2009	October 28, 2009
October 29, 2009	December 15, 2009	November 11, 25-27, 2009

FOUR WEEK MODULAR SCHEDULE 2006-2009

Medical Assisting

Mod Start	Mod End	Student Break
March 14, 2007	April 10, 2007	April 11, 2007
April 12, 2007	May 9, 2007	n/a
May 10, 2007	June 8, 2007	May 11, 2007; May 28, 2007
June 11, 2007	July 9, 2007	July 4, 2007; July 10, 2007
July 11, 2007	August 7, 2007	August 8, 2007
August 9, 2007	September 6, 2007	September 3, 7, 2007
September 10, 2007	October 5, 2007	n/a
October 8, 2007	November 2, 2007	n/a
November 5, 2007	December 4, 2007	November 22 & 23, 2007 November 21, 2007 (Only for students who attend school 4 days a week)
December 5, 2007	January 11, 2008	December 21 2007 - January 1, 2008
January 14, 2008	February 11, 2008	January 21, 2008; February 12, 2008
February 13, 2008	March 12, 2008	February 18, 2008, March 13, 14, 2008
March 17, 2008	April 11, 2008	n/a
April 14, 2008	May 9, 2008	n/a
May 12, 2008	June 9, 2008	May 26, 2008; June 10, 2008
June 11, 2008	July 11, 2008	July 3, 4, 7, 2008
July 14, 2008	August 8, 2008	n/a
August 11, 2008	September 8, 2008	Sept 1, 9, 2008
September 10, 2008	October 7, 2008	October 8, 2008
October 9, 2008	November 5, 2008	n/a
November 6, 2008	December 9, 2008	November 11, 26, 27, 28, 2008
December 10, 2008	January 16, 2009	Dec 24, 2008 - January 2, 2009; January 19, 2009
January 20, 2009	February 17, 2009	February 16, 18, 2009
February 19, 2009	March 18, 2009	March 19, 20, 2009
March 23, 2009	April 17, 2009	n/a
April 20, 2009	May 15, 2009	n/a
May 18, 2009	June 15, 2009	May 25, 2009; June 16, 2009
June 17, 2009	July 16, 2009	July 3, 6, 17, 2009 July 7, 2007 (Only for students who attend school 4 days a week)
July 20, 2009	August 14, 2009	n/a
August 17, 2009	September 14, 2009	September 7, 15, 2009
September 16, 2009	October 13, 2009	n/a
October 14, 2009	November 10, 2009	November 11, 2009
November 12, 2009	December 14, 2009	November 25 - 27, 2009; December 15, 2009

BREMERTON

**Bremerton Campus, Massage Therapy
Four Week Modular Calendar 2007-2009**

Mod Start	Mod End	Student Break
February 26, 2007	March 23, 2007	March 26, 27, 28, 29, 2007
March 30, 2007	April 26, 2007	April 27, 2007
April 30, 2007	May 25, 2007	May 28, 29, 30, 2007
May 31, 2007	June 27, 2007	June 28, 2007
June 29, 2007	July 27, 2007	July 4, & July 30, 2007
July 31, 2007	August 27, 2007	August 28, 2007
August 29, 2007	September 26, 2007	September 3, & September 27, 2007
September 28, 2007	October 25, 2007	October 26, 29, 30, 2007
October 31, 2007	November 29, 2007	Nov. 22, 23 & Nov 30-Dec 4, 2007
December 5, 2007	January 11, 2008	Dec 21, 2007 - Jan 1, 2008
January 14, 2008	February 11, 2008	January 21, 2008; February 12, 2008
February 13, 2008	March 12, 2008	February 18, 2008, March 13, 14, 2008
March 17, 2008	April 11, 2008	n/a
April 14, 2008	May 9, 2008	n/a

May 12, 2008	June 9, 2008	May 26, 2008; June 10, 2008
June 11, 2008	July 11, 2008	July 3, 4, 7, 2008
July 14, 2008	August 8, 2008	n/a
August 11, 2008	September 8, 2008	Sept 1, 9, 2008
September 10, 2008	October 7, 2008	October 8, 2008
October 9, 2008	November 5, 2008	n/a
November 6, 2008	December 9, 2008	November 11, 26, 27, 28, 2008
December 10, 2008	January 16, 2009	Dec 24, 2008 - January 2, 2009; January 19, 2009
January 20, 2009	February 17, 2009	February 16, 18, 2009
February 19, 2009	March 18, 2009	March 19, 20, 2009
March 23, 2009	April 17, 2009	n/a
April 20, 2009	May 15, 2009	n/a
May 18, 2009	June 15, 2009	May 25, 2009; June 16, 2009
June 17, 2009	July 16, 2009	July 3, 6, 17, 2009 July 7, 2007 (Only for students who attend school 4 days a week)
July 20, 2009	August 14, 2009	n/a
August 17, 2009	September 14, 2009	September 7, 15, 2009
September 16, 2009	October 13, 2009	n/a
October 14, 2009	November 10, 2009	November 11, 2009
November 12, 2009	December 14, 2009	November 25 - 27, 2009; December 15, 2009

APPENDIX D: OPERATING HOURS

EVERETT

Facilities and Offices

8:00 a.m. to 8:00 p.m. (Monday-Thursday)
 7:30 a.m. to 5:00 p.m. (Friday)
 8:00 a.m. to 5:00 p.m. (Saturday)

MORNING			
6 Week Program		4 Week Program	
8:00 am - 12:00 pm 10:00 am - 2:00 pm (if available in your program of study)	Mon. - Fri. Mon - Fri	8:00 am - 12:00 pm	Mon. - Fri.

AFTERNOON			
6 Week Program		4 Week Program	
12:10 pm - 5:10 pm	Mon. - Thurs.	1:10 pm - 5:10 pm	Mon. - Fri.

EVENING			
6 Week Program		4 Week Program	
5:30 pm - 10:30 pm	Mon. - Thurs.	5:30 pm - 10:30 pm	Mon. - Thurs.

BREMERTON

Facilities and Offices

8:30 a.m. to 5:00 p.m. (Monday-Friday)
 9:00 a.m. to 1:00 p.m. (Saturday)

MORNING			
6 Week Program		4 Week Program	
8:00 am - 12:00 pm	Mon. - Fri.	8:00 am - 12:00 pm	Mon. - Fri.
		9:00 am - 1:00 pm	Mon. - Fri.

AFTERNOON			
6 Week Program			
12:10 pm - 4:00 pm	Mon. - Thurs.		

EVENING			
6 Week Program		4 Week Program	
5:30 pm - 10:30 pm	Mon. - Thurs.	5:30 pm - 10:30 pm	Mon. - Thurs.

TACOMA

Facilities and Offices

7:30 a.m. to 9:00 p.m. (Monday-Thursday)

7:30 a.m. to 5:00 p.m. (Friday)

9:00 a.m. to 1:00 p.m. (Saturday)

MORNING			
6 Week Program		4 Week Program	
8:00 am - 12:00 pm	Mon. - Fri.	6:00 am - 10:00 am	Mon. - Fri.
		8:00 am - 12:00 pm	Mon. - Fri.

AFTERNOON			
6 Week Program		4 Week Program	
12:10 pm - 5:10 pm	Mon. - Thurs.	12:10 pm - 5:10 pm	Mon. - Thurs.

EVENING			
6 Week Program		4 Week Program	
5:30 pm - 10:30 pm	Mon. - Thurs.	5:30 pm - 10:30 pm	Mon. - Thurs.

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■ **ADDENDUM - Effective 07/28/08, the following faculty table updated for the Bremerton campus:**

ADMINISTRATION		
Janet O'Connell	President	CMA, Diploma Bryman College
Robert Yates	Director of Education	MS, Eastern Washington University
Jeanette McClellan	Finance Director	
Shelia Austin	Admissions Director	
Cindy Baldwin	Registrar	BA, University of Alaska, Fairbanks
Jennifer Pixler	Director of Career Services	BS University of Phoenix
DEPARTMENT CHAIRS/INSTRUCTORS		
Lisa Cook	Education	CMA, RMA, Diploma Apollo College
MASSAGE THERAPY INSTRUCTORS		
Amy Cole	Massage Therapy	LMP
Charles Dodson	Massage Therapy	LMP
Sean McIntyre	Massage Therapy	LMP
Charlette Rose	Massage Therapy	LMP
MEDICAL ASSISTING INSTRUCTORS		
Doreen Klinger	Medical Assisting	US Air Force
Norman Singleton	Medical Assisting	US Navy
Lesa Taylor-McCabe	Medical Assisting	MA, Everest College-Bremerton, WA
DENTAL ASSISTING INSTRUCTORS		
Tina Borne	Lead Dental Assisting	NCDA, Southern CA Regional Occupational Center
Michelle Lippert	Dental Assisting	Northwest College of Dental and Medical Assistants
MEDICAL BILLING INSTRUCTORS		
Carole Stevens	Medical Billing	Eton, Port Orchard, WA
PHARMACY TECHNICIAN INSTRUCTORS		
Joanne Ballard	Lead Pharmacy Technician	CPhT, AA North Seattle Community College
Erika Verleye	Pharmacy Technician	PhT, Eton Tech-Port Orchard, WA
CORE MOD INSTRUCTORS		
Ernest Adcock	Core Mod	BS, City University, MDiv, Diocesan School of Theology

■ **ADDENDUM - Effective 07/01/08, the following tuition and fees are updated for the campuses:**

Program	Program Length	Credit Units	Tuition	Textbooks and Equipment (estimated)	
				Tacoma	Bremerton and Everett
Dental Assisting	11 months	41.3	\$13,046	\$845.25	\$843.75
Massage Therapy*	9 months	54.00	\$12,647		\$1228.94
Medical Assisting	8 months	47.0	\$13,255	\$115.54	\$113.55
Medical Billing	9 months	36.0	\$11,220	\$1004.16	\$1002.37
Pharmacy Technician	11 months	41.3	\$13,310	\$446.37	\$445.60
Other fees: A \$52 fee will be charged for programs requiring a background check.					
*Licensing and certification fees are including in the cost of the program for Massage Therapy					
Effective dates: July 1, 2008					

■ **ADDENDUM - Effective 042808, the following tuition and fees are updated for the campuses:**

Everest College
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Program	Program Length	Credit Units	Tuition	Textbooks and Equipment (estimated)	
				Tacoma	Bremerton and Everett
Dental Assisting	11 months	41.3	\$12,098	\$815.25	\$813.75
Massage Therapy*	9 months	54.00	\$12,072		\$1228.94
Medical Assisting	8 months	47.0	\$12,291	\$1080.91	\$1078.92
Medical Billing	9 months	36.0	\$10,404	\$970.54	\$968.75
Pharmacy Technician	11 months	41.3	\$12,342	\$416.36	\$415.59

Other fees: A \$52 fee will be charged for programs requiring a background check.

*Licensing and certification fees are including in the cost of the program for Massage Therapy

Effective dates: Dental Assisting: April 28, 2008; Medical Assisting: May 12, 2008; Medical Billing: April 28, 2008; Pharmacy Technician: April 28, 2008

■ **ADDENDUM** - Effective 041608, the following calendars are updated for the Bremerton campus:

Massage Therapy Day Schedule -- Five Day Week (Monday through Friday) 2008	
Start Dates	End Dates
04/14/08	05/09/08
06/11/08	07/11/08
07/14/08	08/08/08

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Massage Therapy Evening Schedule – Four Day Week (Monday through Thursday) 2008	
Start Dates	End Dates
04/14/08	05/09/08
06/11/08	07/11/08
07/14/08	08/08/08

■ **ADDENDUM** - Effective 041608, the following new SAP table is added to the catalog:

41.3 Quarter Credit Hour Program (DA, PhI). Total credits that may be attempted: 62 (150% of 41.3).				
Total Credits Attempted	Probation if CGPA is below	Suspension if CGPA is below	Probation if Rate of Progress is Below	Suspension if Rate of Progress is Below
1-12	2.0	n/a	66.7%	N/A
13-18	2.0	1.5	66.7%	N/A
19-36	2.0	1.75	66.7%	60%
37-62	N/A	2.0	N/A	66.7%

36 Quarter Credit Hour Program (MB). Total credits that may be attempted: 54 (150% of 36).				
Total Credits Attempted	Probation if CGPA is below	Suspension if CGPA is below	Probation if Rate of Progress is Below	Suspension if Rate of Progress is Below
1-12	2.0	N/A	66.7%	N/A
13-18	2.0	1.5	66.7%	N/A
19-36	2.0	1.75	66.7%	60%
37-54	N/A	2.0	N/A	66.7%

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■ **ADDENDUM** - Effective 031708, the following calendars are updated for the Everett and Tacoma campuses:

Medical Assisting Weekend Schedule – Saturday - Sunday (7 a.m. – 5 p.m.) 2008 - 2009		
Start Dates	End Dates	Student Breaks
July 28, 2007	September 6, 2007	Aug 11, 12 Sept 1, 2
September 8, 2007	October 7, 2007	Sept 22, 23 Oct 13, 14
October 20, 2007	November 18, 2007	Nov 3, 4 Nov 24, 25
December 1, 2007	January 6, 2008	Dec 22 - Jan 1 Jan 12, 13, 19 - 23
January 26, 2008	March 2, 2008	Feb 2, 3, 16, 17 Mar 8, 9
March 15, 2008	April 13, 2008	Mar 22, 23 April 19, 20
April 26, 2008	June 1, 2008	May 10, 11, 24, 25
June 7, 2008	July 13, 2008	June 21, 22 July 5, 6, 19, 20
July 26, 2008	August 24, 2008	Aug 9, 10, 30, 31
September 6, 2008	October 5, 2008	Sept 20, 21 Oct 11, 12
October 18, 2008	November 16, 2008	Nov 8, 9, 22, 23, 26-30
December 6, 2008	January 11, 2009	Dec 13, 14, 27, 28 Jan 17, 18
January 24, 2009	February 22, 2009	Feb 14, 15, 28 March 1
March 7, 2009	April 5, 2009	Mar 21, 22 Apr 11, 12
April 18, 2009	May 17, 2009	May 2, 3 May 23, 24
May 30, 2009	June 28, 2009	June 13, 14 July 4, 5
July 11, 2009	August 9, 2009	July 25, 26 Aug 15, 16
August 22, 2009	September 20, 2009	Sept 5, 6 Sept 26, 27
October 3, 2009	November 1, 2009	Oct 17, 18 Nov 7, 8
November 14, 2009	December 13, 2009	Nov 28 & 29

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■ **ADDENDUM - Effective 041508, the following faculty table updated for the Everett and Tacoma campuses:**

Everett campus

Administration

Kimberly Lothyan	President	MBA, Western Washington University BS, Brigham Young University
Cari Crabtree	Director of Education	M.Ed, Western Washington University BS, Brigham Young University
Danielle Zimmerman	Finance Director	BS, Florida Metropolitan University (Everest)
Michelle Anderson	Admissions Director	
Lisa Supplee	Placement Director	BA, University of Washington
DEPARTMENT CHAIRS		
Linda Rickard	Medical Assisting	RMA, Diploma Eton Technical Institute AHS, Rochville University BS, Southern Illinois University
MEDICAL ASSISTING INSTRUCTORS		
Cathy Anderson	Medical Assisting	RMA, Diploma Eton Technical Institute
Stacy Hicks	Medical Assisting	
Anndra Foley	Medical Assisting	CMA, Diploma Bryman College
Erin Johnston	Medical Assisting	Diploma Bryman College
LaErika Manns	Medical Assisting	Diploma High-Tech Institute
Sophia Melgoza	Medical Assisting	Diploma Bryman College
Kari Luckenbach	Medical Assisting	AS, Friends University, Diploma Bryman College
Anne Simmons	Medical Assisting	Diploma Puget Sound Institute of Technology
Sarah Sterling	Medial Assisting	Diploma Bryman College
DENTAL ASSISTING INSTRUCTORS		
Rebecca Painter	Dental Assisting	
Jeff O'Donnell	Dental Assisting	ATA, Skagit Valley College AA, Spokane Fall Community College
Crystal Ballew	Dental Assisting	Diploma Eton Technical Institute
MEDICAL BILLING INSTRUCTORS		
Laurie Blackmarr	Medical Billing	CPC, BA, University of Montana
Laura Lee	Medical Billing	LMP, RHIT, Diploma Everest College, Associate in Arts and Science Shoreline Community College, BA University of Washington
PHARMACY TECHNICIAN INSTRUCTORS		
Samuel Ancheta	Pharmacy Technician	CPhT, BS, Far Eastern University
Amber James	Pharmacy Technician	PhT, Diploma Eton Technical Institute
CORE MOD INSTRUCTORS		
Jeri Anderson	Core Mod	BS, Portland State University MSW Portland State University
Lisa Supplee	Core Mod	BA, University of Washington
Sharmaine Halmrast	Core Mod	BS, University of Miami M Ed, University of Minnesota

Everest College
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Tacoma Campus

ADMINISTRATION		
Timothy E. Allen	President	BS, Southern Illinois University, CPhT
Gary McMillion	Director of Education	BS, Southern Illinois University
Natalie Graham	Finance Director	Everest University
Kathy Mason	Admissions Director	MFA, University of Idaho BFA, Cornish College of Arts
Mickie Gregory	Placement Director	BS, Jones College
DEPARTMENT CHAIRS/INSTRUCTORS		
Alisa Loosveldt	Medical Assisting	CMA, Diploma Clover Park Technical College
MEDICAL ASSISTING INSTRUCTORS		
Cherlynn Hoyt	Medical Assisting	Diploma, Utah State Training School
Jacob Johnson	Medical Assisting	Diploma, Bryman College
Janice Kalip	Medical Assisting	BS, University of Phoenix MS, University of Phoenix
Tanya Odom	Medical Assisting	Diploma, Eton Technical Institute
Jan Phipps	Medical Assisting	AAS, South Puget Sound Community College
Alethea Williams	Medical Assisting	Diploma, Clover Park Technical College
Leilana Atoigue	Medical Assisting	Diploma, Eton Technical Institute
DENTAL ASSISTING INSTRUCTORS		
Aimee Bowman	Dental Assisting	Diploma, Eton Technical Institute
Kathleen Kirkpatrick	Dental Assisting	Diploma, Northwest College for Dental Assistants
Cynthia Thomas	Dental Assisting	CDA, Diploma Dental Assistant School of America
MEDICAL BILLING INSTRUCTORS		
Deena Estrada	Medical Billing	CPC, OJT
Phill Taylor-Hill	Medical Billing	BS, University of Phoenix MBA, University of Phoenix
PHARMACY TECHNICIAN INSTRUCTORS		
Doris Ruth	Pharmacy Technician	CPhT, Diploma Clover Park Technical College
Frank Sanchez	Pharmacy Technician	CPhT, Diploma Academy of Health Sciences
CORE MOD INSTRUCTORS		
Tony Aponte	Core Mod	BA, University of Washington MS, University of Phoenix
Stephen Ray	Core Mod	BS, California State University
DENTISTS		
Dr. Richard Decker	Dental Program	BS, University of Oregon
Dr. Karen Kant	Dental Program	BS, University of Washington

■ **ADDENDUM** - Effective 012408, the following policy change is made for page 6 for the Everett and Tacoma campuses:

Grade Changes

Grades may be changed by instructors only in cases of clerical errors or subsequent completion of coursework. It is the student's responsibility to initiate a grade change with the appropriate instructor. A grade change form must be completed, signed by the instructor, and submitted to the Director of Education before a grade change becomes official.

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Massage Therapy Evening Schedule – Four Day Week (Monday through Thursday) 2008	
Start Dates	End Dates
04/14/08	05/09/08
06/11/08	07/11/08
07/14/08	08/08/08

■ **ADDENDUM** - Effective 041608, the following new SAP table is added to the catalog:

41.3 Quarter Credit Hour Program (DA, PhT). Total credits that may be attempted: 62 (150% of 41.3).				
Total Credits Attempted	Probation if CGPA is below	Suspension if CGPA is below	Probation if Rate of Progress is Below	Suspension if Rate of Progress is Below
1-12	2.0	n/a	66.7%	N/A
13-18	2.0	1.5	66.7%	N/A
19-36	2.0	1.75	66.7%	60%
37-62	N/A	2.0	N/A	66.7%

36 Quarter Credit Hour Program (MB). Total credits that may be attempted: 54 (150% of 36).				
Total Credits Attempted	Probation if CGPA is below	Suspension if CGPA is below	Probation if Rate of Progress is Below	Suspension if Rate of Progress is Below
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13-18	2.0	1.5	66.7%	N/A
19-36	2.0	1.75	66.7%	60%
37-54	N/A	2.0	N/A	66.7%

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■ **ADDENDUM** – Effective 031708, the following calendars are updated for the Everett and Tacoma campuses:

Medical Assisting Weekend Schedule – Saturday – Sunday (7 a.m. – 5 p.m.) 2008 – 2009		
Start Dates	End Dates	Student Breaks
July 28, 2007	September 6, 2007	Aug 11, 12 Sept 1, 2
September 8, 2007	October 7, 2007	Sept 22, 23 Oct 13, 14
October 20, 2007	November 18, 2007	Nov 3, 4 Nov 24, 25
December 1, 2007	January 6, 2008	Dec 22 - Jan 1 Jan 12, 13, 19 - 23
January 26, 2008	March 2, 2008	Feb 2, 3, 16, 17 Mar 8, 9
March 15, 2008	April 13, 2008	Mar 22, 23 April 19, 20
April 26, 2008	June 1, 2008	May 10, 11, 24, 25
June 7, 2008	July 13, 2008	June 21, 22 July 5, 6, 19, 20
July 26, 2008	August 24, 2008	Aug 9, 10, 30, 31
September 6, 2008	October 5, 2008	Sept 20, 21 Oct 11, 12
October 18, 2008	November 16, 2008	Nov 8, 9, 22, 23, 28-30
December 6, 2008	January 11, 2009	Dec 13, 14, 27, 28 Jan 17, 18
January 24, 2009	February 22, 2009	Feb 14, 15, 28 March 1
March 7, 2009	April 5, 2009	Mar 21, 22 Apr 11, 12
April 18, 2009	May 17, 2009	May 2, 3 May 23, 24
May 30, 2009	June 28, 2009	June 13, 14 July 4, 5
July 11, 2009	August 9, 2009	July 25, 26 Aug 15, 16
August 22, 2009	September 20, 2009	Sept 5, 6 Sept 26, 27
October 3, 2009	November 1, 2009	Oct 17, 18 Nov 7, 8
November 14, 2009	December 13, 2009	Nov 28 & 29

Everest College
 Bremerton, Everett and Tacoma Campuses
 2007-2008 Catalog, revision date 061808
 Addenda

■ **ADDENDUM - Effective 041508, the following faculty table updated for the Everett and Tacoma campuses:**

Everett campus

Administration

Kimberly Lothyan	President	MBA, Western Washington University BS, Brigham Young University
Cari Crabtree	Director of Education	M.Ed, Western Washington University BS, Brigham Young University
Danielle Zimmerman	Finance Director	BS, Florida Metropolitan University (Everest)
Michelle Anderson	Admissions Director	
Lisa Supplee	Placement Director	BA, University of Washington
DEPARTMENT CHAIRS		
Linda Rickard	Medical Assisting	RMA, Diploma Eton Technical Institute AHS, Rochville University BS, Southern Illinois University
MEDICAL ASSISTING INSTRUCTORS		
Cathy Anderson	Medical Assisting	RMA, Diploma Eton Technical Institute
Stacy Hicks	Medical Assisting	
Anndra Foley	Medical Assisting	CMA, Diploma Bryman College
Erin Johnston	Medical Assisting	Diploma Bryman College
LaErika Manns	Medical Assisting	Diploma High-Tech Institute
Sophia Melgoza	Medical Assisting	Diploma Bryman College
Kari Luckenbach	Medical Assisting	AS, Friends University, Diploma Bryman College
Anne Simmons	Medical Assisting	Diploma Puget Sound Institute of Technology
Sarah Sterling	Medial Assisting	Diploma Bryman College
DENTAL ASSISTING INSTRUCTORS		
Rebecca Painter	Dental Assisting	
Jeff O'Donnell	Dental Assisting	ATA, Skagit Valley College AA, Spokane Fall Community College
Crystal Ballew	Dental Assisting	Diploma Eton Technical Institute
MEDICAL BILLING INSTRUCTORS		
Laurie Blackmarr	Medical Billing	CPC, BA, University of Montana
Laura Lee	Medical Billing	LMP, RHIT, Diploma Everest College, Associate in Arts and Science Shoreline Community College, BA University of Washington
PHARMACY TECHNICIAN INSTRUCTORS		
Samuel Ancheta	Pharmacy Technician	CPhT, BS, Far Eastern University
Amber James	Pharmacy Technician	PhT, Diploma Eton Technical Institute
CORE MOD INSTRUCTORS		
Jeri Anderson	Core Mod	BS, Portland State University MSW Portland State University
Lisa Supplee	Core Mod	BA, University of Washington
Sharmaine Halmrast	Core Mod	BS, University of Miami M Ed, University of Minnesota

Everest College
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Tacoma Campus

ADMINISTRATION		
Timothy E. Allen	President	BS, Southern Illinois University, CPhT
Gary McMillion	Director of Education	BS, Southern Illinois University
Natalie Graham	Finance Director	Everest University
Kathy Mason	Admissions Director	MFA, University of Idaho BFA, Cornish College of Arts
Mickie Gregory	Placement Director	BS, Jones College
DEPARTMENT CHAIRS/INSTRUCTORS		
Alisa Loosveldt	Medical Assisting	CMA, Diploma Clover Park Technical College
MEDICAL ASSISTING INSTRUCTORS		
Cherlynn Hoyt	Medical Assisting	Diploma, Utah State Training School
Jacob Johnson	Medical Assisting	Diploma, Bryman College
Janice Kalip	Medical Assisting	BS, University of Phoenix MS, University of Phoenix
Tanya Odom	Medical Assisting	Diploma, Eton Technical Institute
Jan Phipps	Medical Assisting	AAS, South Puget Sound Community College
Alethea Williams	Medical Assisting	Diploma, Clover Park Technical College
Leilana Atoigue	Medical Assisting	Diploma, Eton Technical Institute
DENTAL ASSISTING INSTRUCTORS		
Aimee Bowman	Dental Assisting	Diploma, Eton Technical Institute
Kathleen Kirkpatrick	Dental Assisting	Diploma, Northwest College for Dental Assistants
Cynthia Thomas	Dental Assisting	CDA, Diploma Dental Assistant School of America
MEDICAL BILLING INSTRUCTORS		
Deena Estrada	Medical Billing	CPC, OJT
Phill Taylor-Hill	Medical Billing	BS, University of Phoenix MBA, University of Phoenix
PHARMACY TECHNICIAN INSTRUCTORS		
Doris Ruth	Pharmacy Technician	CPhT, Diploma Clover Park Technical College
Frank Sanchez	Pharmacy Technician	CPhT, Diploma Academy of Health Sciences
CORE MOD INSTRUCTORS		
Tony Aponte	Core Mod	BA, University of Washington MS, University of Phoenix
Stephen Ray	Core Mod	BS, California State University
DENTISTS		
Dr. Richard Decker	Dental Program	BS, University of Oregon
Dr. Karen Kant	Dental Program	BS, University of Washington

■ **ADDENDUM - Effective 012408, the following policy change is made for page 6 for the Everett and Tacoma campuses:**

Grade Changes

Grades may be changed by instructors only in cases of clerical errors or subsequent completion of coursework. It is the student's responsibility to initiate a grade change with the appropriate instructor. A grade change form must be completed, signed by the instructor, and submitted to the Director of Education before a grade change becomes official.

Everest College
 Bremerton, Everett and Tacoma Campuses
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■ **ADDENDUM - Effective 07/01/08, the following tuition and fees are updated for the campuses:**

Program	Program Length	Credit Units	Tuition	Textbooks and Equipment (estimated)	
				Tacoma	Bremerton and Everett
Dental Assisting	11 months	41.3	\$13,046	\$845.25	\$843.75
Massage Therapy*	9 months	54.00	\$12,647		\$1228.94
Medical Assisting	8 months	47.0	\$13,255	\$115.54	\$113.55
Medical Billing	9 months	36.0	\$11,220	\$1004.16	\$1002.37
Pharmacy Technician	11 months	41.3	\$13,310	\$446.37	\$445.60
Other fees: A \$52 fee will be charged for programs requiring a background check.					
*Licensing and certification fees are including in the cost of the program for Massage Therapy					
Effective dates: July 1, 2008					

■ **ADDENDUM - Effective 042808, the following tuition and fees are updated for the campuses:**

Program	Program Length	Credit Units	Tuition	Textbooks and Equipment (estimated)	
				Tacoma	Bremerton and Everett
Dental Assisting	11 months	41.3	\$12,098	\$815.25	\$813.75
Massage Therapy*	9 months	54.00	\$12,072		\$1228.94
Medical Assisting	8 months	47.0	\$12,291	\$1080.91	\$1078.92
Medical Billing	9 months	36.0	\$10,404	\$970.54	\$968.75
Pharmacy Technician	11 months	41.3	\$12,342	\$416.36	\$415.59
Other fees: A \$52 fee will be charged for programs requiring a background check.					
*Licensing and certification fees are including in the cost of the program for Massage Therapy					
Effective dates: Dental Assisting: April 28, 2008; Medical Assisting: May 12, 2008; Medical Billing: April 28, 2008; Pharmacy Technician: April 28, 2008					

■ **ADDENDUM - Effective 041608, the following calendars are updated for the Bremerton campus:**

Massage Therapy Day Schedule - Five Day Week (Monday through Friday) 2008	
Start Dates	End Dates
04/14/08	05/09/08
06/11/08	07/11/08
07/14/08	08/08/08

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 Bremerton, Everett and Tacoma Campuses
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 Addenda

■ **ADDENDUM - Effective December 11, 2007, start date calendars are updated as follows:**

MA WEEKEND PROGRAM - MODULAR CALENDAR 2006-2009				
Mod Start	Mod End	Student Break	MA Mod Course	Grad Date MB
June 16, 2007	July 15, 2007	July 7,8 July 21, 22		June 1, 2008
July 28, 2007	September 6, 2007	Aug 11,12 Sept 1,2		July 13, 2008
September 8, 2007	October 7, 2007	Sept 22, 23 Oct 13, 14		August 24, 2008
October 20, 2007	November 18, 2007	Nov 3, 4 Nov 24, 25		October 5, 2008
December 1, 2007	January 6, 2008	Dec 22 - Jan 1 Jan 12,13, 19 - 23		November 16, 2008
January 26, 2008	March 2, 2008	Feb 2, 3, 16, 17 Mar 8, 9		January 11, 2009
March 15, 2008	April 13, 2008	Mar 29, 30 April 19, 20		February 22, 2009
April 26, 2008	June 1, 2008	May 10, 11, 24, 25		April 5, 2009
June 7, 2008	July 13, 2008	June 21, 22 July 5, 6, 19, 20		May 17, 2009
July 26, 2008	August 24, 2008	Aug 9, 10, 30, 31		June 28, 2009
September 6, 2008	October 5, 2008	Sept 20, 21 Oct 11, 12		August 9, 2009
October 18, 2008	November 16, 2008	Nov 8, 9, 22, 23, 26-30		September 20, 2009
December 6, 2008	January 11, 2009	Dec 13, 14, 27, 28 Jan 17, 18		November 1, 2009
January 24, 2009	February 22, 2009	Feb 14, 15, 28 March 1		
March 7, 2009	April 5, 2009	Mar 21, 22 Apr 11, 12		
April 18, 2009	May 17, 2009	May 2, 3 May 23, 24		
May 30, 2009	June 28, 2009	June 13, 14 July 4, 5		
July 11, 2007	August 9, 2009	July 25, 26 Aug 15, 16		
August 22, 2009	September 20, 2009	Sept 5, 6 Sept 26, 27		
October 3, 2009	November 1, 2009	Oct 17, 18 Nov 7, 8		
November 14, 2009	December 13, 2009	Nov 28 & 29		

■ **ADDENDUM - Effective December 6, 2007, Satisfactory Academic Progress language in the catalog (page 11-12) is replaced by the following:**

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

Students must maintain satisfactory academic progress in order to remain eligible to continue as regularly enrolled students of the School. Additionally, satisfactory academic progress must be maintained in order to remain eligible to continue receiving federal financial assistance.

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Accreditor and federal regulations require that all students progress at a reasonable rate (i.e. make satisfactory academic progress) toward the completion of their academic program. Satisfactory academic progress is measured by:

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

Evaluation Periods for Satisfactory Academic Progress

Satisfactory academic progress is measured at the end of each academic term, which includes the 25% point, the midpoint, the end of each academic year, and the end of the program. Should the 25% point or the midpoint occur within a term, the evaluation will occur at the end of the preceding academic term.

GPA and CGPA Calculations

At the end of each academic term, the student's cumulative grade point average (CGPA) is reviewed to determine the student's qualitative progress. When a student repeats a course, the student's CGPA will be recalculated based on the higher of the two grades earned. Grades for withdrawals, transfer credits, incompletes, non-punitive (Pass), and non-credit remedial courses have no effect on the student's CGPA.

Students must attain a minimum CGPA of 1.0 at the end of the first 25% of the program and a 1.5 CGPA at the midpoint of the program.

Rate of Progress toward Completion (ROP) Requirements

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 total number of credit hours in courses 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.

Example: $\frac{12 \text{ credit hours earned}}{24 \text{ credit hours attempted}} = 50\% \text{ ROP}$

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

- Students who have reached the halfway point of their normal program completion time must have successfully completed 25% of the credit hours attempted.
- Students who have reached the halfway point of their maximum program completion time must have successfully completed 60% of the credit hours attempted.
- Students who have reached 75% of their maximum program completion time must have successfully completed 66.7% of the credit hours attempted.

Maximum Time in Which to Complete (MTF)

The maximum time frame for completion of all programs is limited by federal regulation to 150% of the published length of the program. The school calculates the maximum time frame using credit hours for courses attempted. The total scheduled credit hours for all courses attempted, which include completed courses, transfer courses, withdrawals, and repeated classes, count toward the maximum number of credit hours allowed to complete the program. Non-credit remedial courses have no effect on the student's ROP. 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.

The requirements for rate of progress are to assure that students are progressing at a rate at which they will be able to complete their programs within the maximum time frame. The maximum allowable attempted clock hours are noted in the following tables.

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Satisfactory Academic Progress Tables

36 Quarter Credit Hour Program (MIBC). Total credits that may be attempted: 54 (150% of 36).				
Total Credits Attempted	Probation if CGPA is below	Suspension if CGPA is below	Probation if Rate of Progress is Below	Suspension if Rate of Progress is Below
1-12	2.0	1.0	66.7%	N/A
13-18	2.0	1.5	66.7%	N/A
19-36	2.0	1.75	66.7%	60%
37-54	N/A	2.0	N/A	66.7%

41.3 Quarter Credit Hour Program (DA, PhT). Total credits that may be attempted: 62 (150% of 41.3).				
Total Credits Attempted	Probation if CGPA is below	Suspension if CGPA is below	Probation if Rate of Progress is Below	Suspension if Rate of Progress is Below
1-12	2.0	1.0	66.7%	N/A
13-18	2.0	1.5	66.7%	N/A
19-36	2.0	1.75	66.7%	60%
37-62	N/A	2.0	N/A	66.7%

47 Quarter Credit Hour Program (MA). Total credits that may be attempted: 70 (150% of 47).				
Total Credits Attempted	Probation if CGPA is below	Suspension if CGPA is below	Probation if Rate of Progress is Below	Suspension if Rate of Progress is Below
1-16	2.0	N/A	66.7%	N/A
17-28	2.0	1.0	66.7%	N/A
29-40	2.0	1.5	66.7%	60%
41-54	2.0	1.75	66.7%	65%
55-70	N/A	2.0	N/A	66.7%

54 Quarter Credit Hour Program (MT). Total credits that may be attempted: 81 (150% of 54).				
Total Credits Attempted	Probation if CGPA is below	Suspension if CGPA is below	Probation if Rate of Progress is Below	Suspension if Rate of Progress is Below
1-12	2.0	N/A	66.7%	N/A
13-24	2.0	1.0	66.7%	25%
25-55	2.0	1.3	66.7%	55%
56-66	2.0	1.65	66.7%	64%
67-81	2.0	2.0	N/A	66.7%

Academic Probation

Probation is the period of time during which a student's progress is monitored under an advising plan. During the period of probation, students are considered to be making Satisfactory Academic Progress both for academic and financial aid eligibility. Students on probation must participate in academic advising as deemed necessary by the school as a condition of their probation. Academic advising shall be documented on an Academic Advising Plan and shall be kept in the student's academic file. The Academic Advising Plan will be updated at the end of each evaluation period that the student is on probation.

If, at the end of any evaluation period, a student falls below the required academic progress standards (CGPA, ROP, or other standards) for his/her program as stated in the school catalog, the student shall receive a written warning and be placed on probation. Probation will begin at the start of the next evaluation period. The student will remain on academic probation as long as his or her CGPA or ROP remains in the probation ranges specified in the school catalog. When both the CGPA and ROP are above the probation ranges, the student is removed from probation. In addition, students whose probation status extends over multiple academic terms may be directed to participate in extra tutorial sessions or developmental classes.

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Suspension

If, at the end of any evaluation period, a student's CGPA or ROP falls into the suspension ranges specified in the school catalog, the student is considered not to be making SAP. Students not making SAP must be placed on suspension and withdrawn from the program.

Academic Appeals

Any student may submit an appeal of a decision of suspension or dismissal in accordance with the Satisfactory Academic Progress Appeals Policy.

Satisfactory Academic Progress (SAP) Appeals

SAP appeals must be made within five (5) calendar days of the date the student was notified of the violation. The student is deemed to have notice of the pending suspension/dismissal as of the date of the suspension/dismissal letter. Provided that the student can complete their program within the maximum time frame with the required minimum CGAP, a SAP appeal may be granted if the student demonstrates that s/he is sincerely committed to taking the steps required to succeed in their program **and** that their failure to maintain the required CGAP 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

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

Reinstatement Following Suspension

Students who successfully appeal a suspension or dismissal may return to school under the following conditions:

- The student must develop an academic advising plan with their advisor
- The student must bring their CGPA up to the probation range by the end of the evaluation period following the appeal

If the student meets the above conditions, s/he may remain in school, and is considered to be making SAP so long as the student's CGPA does not fall below the probation range.

Dismissal

Students who have been readmitted following academic suspension who fail to improve their CGPA and/or ROP into the applicable probation range by the end of the first evaluation period after readmission must be dismissed from the program. Students who have been dismissed from a program are not eligible for readmission.

Graduation

Students must complete their program within the maximum time frame and with a 70% CGPA as stated in the school catalog in order to graduate.

Application of Grades and Credits

Transfer credits (T) are not included in the calculation of CGPA but are included in the "Total Number of Credit Hours Attempted" (see below) in order to determine the required levels for CGPA and rate of progress. Transfer credits are included as credit hours attempted and successfully completed in calculating the rate of progress.

Developmental courses, non-credit and remedial courses are graded on a pass/fail basis and are not included in the calculation of progress toward completion or the student's CGAP.

When a course is repeated, the higher of the two grades is used in the calculation of CGPA, and the total clock hours for the original course and the repeated course are included in the "Total Clock Hours Attempted" (in the

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charts above) in order to determine the required progress level. The clock hours for the original attempt are considered as not successfully completed.

For calculating rate of progress, F grades and WI (withdrawn) grades are counted as hours attempted but are not counted as hours successfully completed. Grades of I (incomplete) will also be counted as hours attempted but not as hours successfully completed; however, when the I is replaced with a grade, the CGPA and satisfactory academic progress determination will be recalculated based on that grade and the credit hours earned.

Transfer Credit

Students may receive transfer credit for courses taken at another school. Courses for which a student receives transfer credit are counted as attempted and successfully completed for purposes of satisfactory academic progress. As a result, courses for which a student receives transfer credit provide the student with advanced standing, which is applied to the student's progress in calculation of the percentage of maximum time frame for the program that the student has completed. For instance if a student enrolled in a 96-credit-hour program (with a maximum time frame of 144 credit hours) receives 12 credit hours of transfer credit and completes 12 credit hours in the first term of enrollment, the student will be evaluated as a student who is at the 25% point of the program ($24/96=25\%$) at the end of the first term. However, if a student receives 36 credit hours of transfer credit and will complete 12 credit hours at the end of the first term, the student will be evaluated as a student who is at the midpoint (50% point) of the program ($48/96 = 50\%$).

When a student transfers from or completes one program at the school and enrolls in another program, and all courses completed in the original program are acceptable for credit in the new program, all courses attempted and grades received in the original program are counted in the new program for calculation of the student's satisfactory academic progress in the new program. When a student transfers from or completes one program at the school and enrolls in another program at the school and all courses completed in the original program are NOT accepted for credit in the new program, all attempts of courses taken in the original program that are part of the new program will be counted in the calculation of the student's satisfactory academic progress upon entry into the new program, and the grades for the courses that are a part of the new program that were taken at the same institution will be used in the student's CGPA calculation.

Satisfactory Academic Progress and Financial Aid

Students must meet the standards of satisfactory academic progress in order to remain eligible to continue receiving financial assistance as well as to remain eligible to continue as a student of the school.

The Financial Aid Office will provide details to all eligible recipients. Students should read these standards carefully and refer any questions to Academic or Financial Aid Office personnel. Satisfactory academic progress for purposes of determining continuing federal financial assistance is determined by applying the CGPA requirements, rate of progress requirements, maximum completion time restrictions, probation provisions, suspension and dismissal procedures, and appeals procedures as outlined in the satisfactory academic progress section of the catalog.

Students on academic probation are considered to be maintaining satisfactory academic progress and are eligible to continue receiving federal financial assistance. Students who have been academically suspended or dismissed are no longer active students of the School and are ineligible for financial aid. Reinstatement of financial aid eligibility will occur only after readmittance following suspension or in the event the student's appeal results in readmittance.

Satisfactory Academic Progress for Students Receiving Veterans Administration Benefits

Previous Credit for Veterans Affairs Beneficiaries

All Veterans Affairs beneficiaries are required to disclose prior postsecondary school attendance and provide copies of transcripts for all postsecondary education and training. Upon enrollment, the School will request and

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obtain official written records of all previous education and experience, grant credit where appropriate, and advise the Veterans Affairs claimant and the Department of Veterans Affairs in accordance with VA regulations.

Make-Up Assignments

Make up work and assignments may not be certified for veteran students for Veterans Administration pay purposes.

Maximum Time Frame for Veteran Students

The maximum time frame for veteran students to receive veteran benefits is the standard length of the program, not time and a half. Students funded by the Veterans Administration must complete their programs within the program's standard time frame in order to receive veteran benefits. A veteran student may not be funded for benefits following the standard program length.

Veterans Academic Probation

A veteran student who fails to meet the minimum standards of satisfactory academic progress as stated in the institutional policy is automatically placed on academic probation for one grading period. Any change in enrollment status, including when a veteran is placed on academic probation, changes schedules, or terminates or is dismissed from training, will be reported to the Veterans Administration. The School retains documentation of probation in a student's file. Students on academic probation may be required to participate in tutoring sessions outside class hours as a condition to continued enrollment. At the end of a probationary period, a student's progress is re-evaluated. If the student has met minimum standards for satisfactory academic progress and any written conditions of probation that may have been required, the student is removed from probation and returned to regular student status. A veteran who fails to regain satisfactory academic progress status after one grading period will be treated as all other students under the institutional policy described above, with one exception. A veteran who fails to meet satisfactory academic progress status following one grading period on probation will be reported to the Veterans Administration, and their benefits may be terminated.

Veterans Reinstatement after Successful Appeal of Termination

A student who successfully appeals termination from the School due to failure to maintain satisfactory academic progress may be reinstated. A reinstated student enters under an extended probationary period. This probationary period will extend for one grading period, after which a student must meet minimum standards of satisfactory progress to remain in school. The Department of Veterans Administration will determine whether or not to resume payments of Veterans Administration education benefits to a reinstated student.

■ **ADDENDUM - Effective December 6, 2007, Attendance language in the catalog (pages 5-6) is replaced by the following:**

ATTENDANCE

Attendance in class is critical to student academic success. This policy sets standards that provide for the withdrawal from a course or dismissal from a program of students whose absences from class exceed a set rate. Normally, a student is considered present if s/he 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.

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A lack of student attendance is a basis for student academic advising. At the beginning of each course, faculty shall advise students of the following:

- The policy regarding absences
- The importance of regular attendance
- That attendance is required to receive credit for the course

Establishing Attendance / Verifying Enrollment

The schools will take attendance each class session beginning with the first day of scheduled classes. 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, students registered for a class shall attend by the second scheduled class session or be withdrawn.

Faculty are responsible for monitoring student attendance and advising students who have been absent from their classes.

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 in the class/program (the "Percentage Absence Rule"). A student may appeal an attendance dismissal pursuant to the Student Academic Appeals Policy only if: (a) the student returns to class the next scheduled class session following the attendance violation and (b) the student has no absences while the appeal is pending.

Note: Should an appeal be granted, the student is not withdrawn, but shall be monitored with an advising plan. Should an appeal not be granted, the student shall be withdrawn from all classes for which the appeal was denied and shall not be charged for any attendance in those classes while the appeal was pending.

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

Consecutive Absence Rule (All Programs)

When a student's absences from any course or module exceed fourteen (14) consecutive calendar days excluding holidays and scheduled breaks, the faculty shall notify the Academic Dean/Director of Education, who shall be ultimately responsible for determining whether the student plans to return to school or has withdrawn. The following guidelines shall be followed:

- All students who state they will not return to class are determined to have withdrawn and shall be promptly withdrawn from class(es).
- All students who state they will return to class but have been absent for fourteen (14) consecutive calendar days must attend the next scheduled class session and file an appeal. See "Student Academic Appeals Policy."
- Any student who has promised to return to school but who does not return on the next scheduled class session shall be withdrawn.
- A student must attend school while an appeal is pending, and failure to attend while an appeal is pending may be the basis for denying the appeal.
- An appeal may only be granted based on extenuating or mitigating circumstances. See "Student Academic Appeals Policy."

Percentage Absence Rule (Modular Programs)

For students who have not previously been dismissed from the program for violating the attendance policy, the following rule shall apply:

Percentage	Action Taken
15% of the total program hours missed	Attendance warning letter sent
20% of the total program hours missed	Dismissed from the program

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:

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Percentage	Action Taken
15% of the remaining program hours missed	Attendance warning letter sent
20% of the remaining program hours missed	Dismissed from the program

Percentage Absence Rule (Quarter-based Programs)

For students in quarter-based programs the following rule shall apply:

Percentage	Action Taken
25% of the course hours missed	Attendance warning letter sent
40% of the course hours missed	Withdrawn from the course
40% of the total hours for all courses in a term	Dismissed from program

Additional Requirements for Veteran Students

The Veterans Administration (VA) requires that students receiving funds based on their enrollment in school complete their course of studies in the standard length of the program. In order to meet this requirement, students must attend class on a regular basis. The VA requires that it be notified when a veteran student receives any type of probation or warning related to failure to attend. Such notification may result in the termination of veteran benefits. All attendance warnings or dismissals of students funded through the VA shall be reported to the VA by the certifying official for the school.

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). The LDA is the date that shall be reported on the Student Status Confirmation Report (SSCR). When a student is withdrawn for violating the applicable percentage absence rule, the Date of Withdrawal shall be the date of the violation, and shall be reported on the SSCR.

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) shall be the date the school determined the student would not return to class. This is the date used to determine the timeliness of the refund and return to Title IV calculations. 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 fourteenth calendar day after the LDA; scheduled breaks are excluded when calculating the DOD.

For students who fail to return after an official Leave of Absence (LOA), the DOD shall be the date the student was scheduled to return to class (for campuses that offer leaves of absence).

Attendance Records

Schools shall maintain attendance records in computer form for all programs required to take attendance. The computer attendance database is the official record of attendance. The official record may be challenged by filing an attendance appeal within five (5) calendar days following the end of a session. See Student Academic Appeal Policy. Without an appeal, after the fourteenth calendar day following the end of the session, the computer attendance database shall be considered final. Notwithstanding this requirement, any attendance roster that has been used to verify the accuracy of attendance as part of any audit procedure shall be maintained for eighteen (18) months.

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■ **ADDENDUM - Effective December 6, 2007, the grading scale in the catalog (page 13) is replaced by the following:**

GRADE	EVALUATION	PERCENTAGE	QUALITY POINTS PER QTR HOUR
A	Excellent	90-100	4
B	Good	80-89	3
C	Average	70-79	2
F	Failed to Meet Course Objectives	0-69	0
Fail	Fail		0
Pass	Pass		Not Calculated
W	Withdraw		Not Calculated
WZ	Withdraw to Military		Not Calculated
TR	Transfer Credit		Not Calculated
L	Leave of Absence		Not Calculated

■ **ADDENDUM - Effective December 6, 2007, the following calendar is added for the EVERETT and TACOMA campuses:**

WEEKEND MODULAR Medical Assisting CALENDAR 2006-2009, Tacoma and Everett Campuses		
Mod Start	Mod End	Student Break
June 16, 2007	July 15, 2007	July 7, 8 July 21, 22
July 28, 2007	September 6, 2007	Aug 11, 12 Sept 1, 2
September 8, 2007	October 7, 2007	Sept 22, 23 Oct 13, 14
October 20, 2007	November 18, 2007	Nov 3, 4 Nov 24, 25
December 1, 2007	January 6, 2008	Dec 22, 23, 29, 30 Jan 12, 13, 19, 20
January 26, 2008	March 2, 2008	Feb 2, 3, 16, 17 Mar 8, 9
March 15, 2008	April 13, 2008	Mar 29, 30 April 19, 20
April 26, 2008	June 1, 2008	May 10, 11, 24, 25
June 7, 2008	July 13, 2008	June 21, 22 July 5, 6, 19, 20
July 26, 2008	August 24, 2008	Aug 9, 10, 30, 31
September 6, 2008	October 5, 2008	Sept 20, 21 Oct 11, 12
October 18, 2008	November 16, 2008	Nov 8, 9, 22, 23, 29, 30
December 6, 2008	January 11, 2009	Dec 13, 14, 27, 28 Jan 17, 18, 24, 25
January 31, 2009	March 8, 2009	Feb 7, 8, 21, 22 March 14, 15
March 21, 2009	April 19, 2009	April 4, 5, 25, 26
May 2, 2009	May 31, 2009	May 23, 24

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		June 6, 7
June 13, 2009	July 12, 2009	July 4, 5, 18, 19, 25, 26
August 1, 2009	August 30, 2009	Aug 15 & 16 Sept 5, 6
September 12, 2009	October 11, 2009	Sept 26, 27 Oct 17, 18
October 24, 2009	November 22, 2009	Nov 7, 8, 28, 29 Dec 5, 6

- **ADDENDUM - Effective November 20, 2007, the tuition and fees chart is updated as follows for students in January starts:**

EVERETT, BREMERTON, TACOMA

Program	Program Length	Credit Units	Tuition	Textbooks and Equipment (estimated)	
				Tacoma	Bremerton and Everett
Dental Assisting	11 months	41.3	\$12,098	\$814.05	\$812.56
Massage Therapy*	9 months	54.00	\$12,072		\$1,198.57
Medical Assisting	8 months	47.0	\$12,291	\$1,047.90	\$1,045.97
Medical Billing	9 months	36.0	\$10,404	\$944.46	\$942.72
Pharmacy Technician	11 months	41.3	\$12,342	\$411.36	\$410.61

Other fees: A \$52 fee will be charged for programs requiring a background check.
*Licensing and certification fees are included in the cost of the program for Massage Therapy
Effective date: November 20, 2007

- **ADDENDUM - Effective November 20, 2007, start date calendars are updated as follows:**

BREMERTON

Bremerton Campus, Massage Therapy Four Week Modular Calendar 2007-2009		
Mod Start	Mod End	Student Break
October 31, 2007	November 29, 2007	Nov. 22, 23 & Nov 30-Dec 4, 2007
November 29, 2007*	January 7, 2008	Dec 21, 2007 - Jan 1, 2008
January 14, 2008	February 11, 2008	January 21, 2008; February 12, 2008
February 13, 2008	March 12, 2008	February 18, 2008, March 13, 14, 2008
March 17, 2008	April 11, 2008	n/a
April 14, 2008	May 9, 2008	n/a
May 12, 2008	June 9, 2008	May 26, 2008; June 10, 2008
June 11, 2008	July 11, 2008	July 3, 4, 7, 2008
July 14, 2008	August 8, 2008	n/a
August 11, 2008	September 8, 2008	Sept 1, 9, 2008
September 10, 2008	October 7, 2008	October 8, 2008
October 9, 2008	November 5, 2008	n/a
November 6, 2008	December 9, 2008	November 11, 26, 27, 28, 2008
December 10, 2008	January 16, 2009	Dec 24, 2008 - January 2, 2009; January 19, 2009
January 20, 2009	February 17, 2009	February 16, 18, 2009

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February 19, 2009	March 18, 2009	March 19, 20, 2009
March 23, 2009	April 17, 2009	n/a
April 20, 2009	May 15, 2009	n/a
May 18, 2009	June 15, 2009	May 25, 2009; June 16, 2009
June 17, 2009	July 16, 2009	July 3, 6, 17, 2009 July 7, 2007 (Only for students who attend school 4 days a week)
July 20, 2009	August 14, 2009	n/a
August 17, 2009	September 14, 2009	September 7, 15, 2009
September 16, 2009	October 13, 2009	n/a
October 14, 2009	November 10, 2009	November 11, 2009
November 12, 2009	December 14, 2009	November 25 - 27, 2009; December 15, 2009
*New students will start class November 29 for this module. Returning students will start class November 30, 2007.		

■ **ADDENDUM - Effective October 22, 2007, the following course descriptions are added to the catalog:**

BU124A Health Insurance Processing

This course is designed to acquaint the student with the basic steps in processing an insurance claim and the principles, eligibility guidelines, and billing procedures for Medicare, Medicaid, CHAMPUS/TRICARE, Workers' Compensation, and state and federal disability plans.

SC121B Third Party Reimbursement

This course will address CPT coding and it's relation to the Evaluation and Management (E/M) services. Students will learn how these codes play key roles in reimbursement to the providers of patient health care services. They will be introduced to auditing tools/styles that are critical in building an E/M code, along with the Documentation Guidelines. Emphasis will be placed on how these tools impact the accuracy of skills maintained by a medical billing/coding specialist, which assist providers to maximize timely reimbursement.

SC127A Health Insurance Claims & Forms

This course is designed to acquaint students with the ICD-9 and CPT codes used for coding diseases and procedures and proper completion of the CMS-1500 claim form.. Students will become familiar with claim submission requirements for Medicare, Medicaid, Tricare, Worker's Compensation and other health insurance carriers.

BU124A Medical Law & Ethics

This course provides an overview of the legal and ethical issues relevant to medical careers. Issues such as contracts, professional liability, consent, workplace legalities and social issues will be explored.

CA126B Computer Billing

This course is an introduction to medical billing software typical of what's used in a medical office. Focus is on basic job skills and tasks that a Medical Biller is appointed to perform on a daily basis.

SC127B Health Care Billing

This course cover how ICD-9 and diagnosis codes can affect insurance claims and medical records, the basics of health insurance, tracing delinquent claims, insurance problem solving, as well as collection strategies.

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■ **ADDENDUM - Effective October 22, 2007, the tuition and fees chart is updated as follows:**

EVERETT, BREMERTON, TACOMA					
Program	Program Length	Credit Units	Tuition	Textbooks and Equipment (estimated)	
				Tacoma	Bremerton and Everett
Dental Assisting	11 months	41.3	\$12,098	806.89	805.41
Massage Therapy*	9 months	54.00	\$12,072		1,220.32
Medical Assisting	8 months	47.0	\$12,291	966.88	965.11
Medical Billing	9 months	36.0	\$10,404	936.59	934.87
Pharmacy Technician	11 months	41.3	\$12,342	418.70	417.93
Other fees: A \$52 fee will be charged for programs requiring a background check.					
*Licensing and certification fees are including in the cost of the program for Massage Therapy					
Effective date: October 22, 2007					

■ **ADDENDUM - Effective September 7, 2007: The following subsection is added to the catalog under "Admissions":**

COURSE WORK TAKEN AT FOREIGN INSTITUTIONS

Course work taken at a foreign institution (excluding secondary school documents that are in English or Canadian or Philippines post-secondary credentials that are in English) must be evaluated for equivalence to coursework taken at a United States institution. The institution accepts the evaluations of foreign course work from the following services:

- World Education Services, Inc., Bowling Green Station, P.O. Box 5087, New York, New York 10274-5087, (305) 358-6688, www.wes.org.
- Josef Silny & Associates, Inc., International Educational Consultants, 7101 S.W. 102 Ave., Miami, FL 33173, 305-273-1616, www.jsilny.com
- Educational Credential Evaluators, Inc., P.O. Box 514070, Milwaukee, Wisconsin 53202-3470, (414) 289-3400, www.ece.org

■ **ADDENDUM - Effective September 7, 2007: Administration and faculty for the TACOMA campus are updated as follows:**

TACOMA

ADMINISTRATION		
Timothy E. Allen	President	BS, Southern Illinois University, CPhT
Gary McMillion	Director of Education	BS, Southern Illinois University
Natalie Graham	Finance Director	University of Phoenix
Kathy Mason	Admissions Director	MFA, University of Idaho BFA, Cornish College of Arts
Mickie Gregory	Placement Director	BS, Jones College

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DEPARTMENT CHAIRS/INSTRUCTORS		
Alisa Loosveldt	Medical Assisting	CMA, Diploma Clover Park Technical College
MEDICAL ASSISTING INSTRUCTORS		
Janice Kalip	Medical Assisting	BS, University of Phoenix MS, University of Phoenix
Tanya Odom	Medical Assisting	Diploma, Eton Technical Institute
Albert Jenkins	Medical Assisting	BS, Southern Illinois University
Alethea Williams	Medical Assisting	Diploma, Clover Park Technical College
Heather Arkell	Medical Assisting	Diploma, Eton Technical Institute
DENTAL ASSISTING INSTRUCTORS		
Aimee Bowman	Dental Assisting	Diploma Eton Technical Institute
Kathleen Kirkpatrick	Dental Assisting	Diploma Northwest College for Dental Assistants
Cynthia Thomas	Dental Assisting	CDA, Diploma Dental Assistant School of America
MEDICAL BILLING INSTRUCTORS		
Deena Estrada	Medical Billing	CPC, OJT
Phill Taylor-Hill	Medical Billing	BS, University of Phoenix MBA, University of Phoenix
PHARMACY TECHNICIAN INSTRUCTORS		
Doris Ruth	Pharmacy Technician	CPhT, Diploma Clover Park Technical College
Frank Sanchez	Pharmacy Technician	CPhT, Diploma Academy of Health Sciences
CORE MOD INSTRUCTORS		
Tony Aponte	Core Mod	BA, University of Washington MS, University of Phoenix
Stephen Ray	Core Mod	BS, California State University
DENTISTS		
Dr. Richard Decker	Dental Program	BS, University of Oregon
Dr. Karen Kant	Dental Program	BS, University of Washington

■ **ADDENDUM, effective August 30, 2007. Faculty and staff are updated as follows for the EVERETT campus:**

Administration

Kimberly Lothyan	President	MBA, Western Washington University BS, Brigham Young University
Cari Crabtree	Director of Education	M.Ed, Western Washington University BS, Brigham Young University
Susan Jensen	Finance Director	BS, University of Buffalo
Michelle Anderson	Admissions Director	
Lisa Supplee	Placement Director	BA, University of Washington
DEPARTMENT CHAIRS		
Linda Rickard	Medical Assisting	RMA, Diploma Eton Technical Institute AHS, Rochville University BS, Southern Illinois University
MEDICAL ASSISTING INSTRUCTORS		
Cathy Anderson	Medical Assisting	RMA, Diploma Eton Technical Institute
Christen Dikerson	Medical Assisting	Diploma Bryman College
LaErika Manns	Medical Assisting	Diploma High-Tech Institute
Tammy McMahon	Medical Assisting	Diploma San Diego College for Medical & Dental Assistants

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Anne Simmons	Medical Assisting	Diploma Puget Sound Institute of Technology
Jason Priebe	Medical Assisting	Diploma Eton Technical Institute
Taasha Vera	Medical Assisting	Diploma Eton Technical Institute
DENTAL ASSISTING INSTRUCTORS		
Rebecca Painter	Dental Assisting	Certificate Dental Assistant, Certificate X-Ray Cerritos College
Jeff O'Donnell	Dental Assisting	ATA, Skagit Valley College AA, Spokane Fall Community College
Crystal Ballew	Dental Assisting	Diploma Eton Technical Institute
MEDICAL BILLING INSTRUCTORS		
Mike Redwine	Medical Billing	CPC, BS, University of Washington
Denese Foltz	Medical Billing	Certified Podiatry Coding Specialist (CPODCS)
PHARMACY TECHNICIAN INSTRUCTORS		
Samuel Ancheta	Pharmacy Technician	CPhT, BS, Far Eastern University
Katie Hone	Pharmacy Technician	CPhT, North Seattle Community College AAS, Bellevue Community College
CORE MOD INSTRUCTORS		
Jeri Anderson	Core Mod	BS, Portland State University MSW Portland State University
Lisa Supplee	Core Mod	BA, University of Washington
Sharmaine Halmrast	Core Mod	BS, University of Miami Med, University of Miami

■ **ADDENDUM, effective July 26, 2007.** The following start date calendar is added to the catalog for the TACOMA and EVERETT campuses:

WEEKEND MODULAR Medical Assisting CALENDAR 2006-2009, Tacoma and Everett Campuses		
Mod Start	Mod End	Student Break
June 16, 2007	July 15, 2007	July 7,8 July 21, 22
July 28, 2007	September 6, 2007	Aug 11,12 Sept 1,2
September 8, 2007	October 7, 2007	Sept 22, 23 Oct 13, 14
October 20, 2007	November 18, 2007	Nov 3, 4 Nov 24, 25
December 1, 2007	January 6, 2008	Dec 22, 23, 29, 30 Jan 12,13, 19, 20
January 26, 2008	March 2, 2008	Feb 2, 3, 16, 17 Mar 8, 9
March 15, 2008	April 13, 2008	Mar 29, 30 April 19, 20
April 26, 2008	June 1, 2008	May 10, 11, 24, 25
June 7, 2008	July 13, 2008	June 21, 22 July 5, 6, 19, 20
July 26, 2008	August 24, 2008	Aug 9, 10, 30, 31
September 6, 2008	October 5, 2008	Sept 20, 21 Oct 11, 12
October 18, 2008	November 16, 2008	Nov 8, 9, 22, 23, 29,

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		30
December 6, 2008	January 11, 2009	Dec 13, 14, 27, 28 Jan 17, 18, 24, 25
January 31, 2009	March 8, 2009	Feb 7, 8, 21, 22 March 14, 15
March 21, 2009	April 19, 2009	April 4, 5, 25, 26
May 2, 2009	May 31, 2009	May 23, 24 June 6, 7
June 13, 2009	July 12, 2009	July 4, 5, 18, 19, 25, 26
August 1, 2009	August 30, 2009	Aug 15 & 16 Sept 5, 6
September 12, 2009	October 11, 2009	Sept 26, 27 Oct 17, 18
October 24, 2009	November 22, 2009	Nov 7, 8, 28, 29 Dec 5, 6

■ **ADDENDUM, effective July 26, 2007. The section entitled "Financial Assistance" on pages 18-20 in the catalog is replaced by the following:**

STUDENT FINANCING OPTIONS

The school 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;
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.

FEDERAL FINANCIAL AID PROGRAMS

The following is a description 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 school's Student Financial Planning Brochure, the school's 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

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Federal Pell Grant

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

Federal Supplemental Educational Opportunity Grant (FSEOG)

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

Federal Work Study (FWS)

The need-based program provides part-time employment to students who need income to help meet their costs for postsecondary education. Funds under this program are limited.

Federal Stafford Loans (FSL)

Formerly the Guaranteed Student Loan (GSL), this low-interest loan is available to qualified students through the lending institutions or agencies participating in the program and is guaranteed by the U.S. government. Repayment begins six months after the student graduates, leaves school or drops below half-time status. There are two types of Federal Stafford Loans available: Subsidized Loans and Unsubsidized Loans.

Federal Subsidized Stafford Loan is a low-interest loan issued by a lender (bank, credit union, or savings and loan association). Student eligibility for a Subsidized Stafford Loan is based on "financial need." The Federal government pays the interest while the student is in school at least half time, during the grace period and during periods of deferment.

Federal Unsubsidized Stafford Loan is a low-interest loan issued by a lender (bank, credit union, or savings and loan association). Students do not have to demonstrate "need" in order to obtain this loan. Interest accrues on this loan while a student attends school.

Federal Parent Loan for Undergraduate Students (PLUS)

The Federal Parent Loan for Undergraduate Students (PLUS) provides additional funds to help parents pay for educational expenses. Parents may borrow up to the cost of their dependent student's education minus any other aid the student is eligible for. The interest rate fixed and interest accrues at the time of disbursement. Repayment typically begins within 60 days after the loan has been fully disbursed.

Note: Federal student loans are insured by state and private non-profit guarantee agencies.

Loan origination fees may be deducted from the loan by the institution making the loan as set forth by federal regulations.

ALTERNATIVE FINANCING OPTIONS

Should a student's primary source of financing not cover all their educational costs, the school offers affordable alternative financing options such as alternative loans and institutional payment plans. Each plan is offered as a secondary payment source to augment primary financing options such as cash, federal financial aid, state grants, agency contracts or employer billing. For detailed information regarding all financing options available please refer to the school's Student Financial Planning Brochure.

Alternative Loan Programs

Alternative loans are private loans offered by the school's preferred lenders. The criteria for preferred lender selection can be obtained from the school's Student Financial Planning Brochure. Alternative loan approval, loan origination fees, interest rates and loan terms are based on the applicant's credit and the lenders underwriting criteria.

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Institutional Payment Plans

Cash Payment Plan - Under this plan, a student makes equal monthly payments over the length of the program. All payments are interest free and the first payment is due 30 days from the day the student begins school.

Extended Payment Plan – Under this plan a student makes equal monthly payments over the length of the program plus six extra months. The interest rate is fixed throughout the note term and the first payment is due 30 days from the day the student begins school.

Student Tuition Assistance Resource Program (STAR) – A student may qualify for the STAR Program if s/he is not eligible for one of the school's alternative loan programs. The interest rate is fixed throughout the term of the note and the first payment is due 90 days after the student graduates or leaves school.

SCHOLARSHIPS

Imagine America Scholarships

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 the end of the year in which they are awarded.

Careers That Work" Scholarship Program

Everest College participates, as a member, in the scholarship program "Careers That Work!" offered through the Northwest Career Colleges Federation. Each high school is provided three \$1000 tuition scholarships to be awarded by the high school and to be used at any private career college participating in the *Careers That Work!* program. The program is designed to promote the vocational opportunities available to a high school graduate at a private career college.

Washington Award for Vocational Excellence (WAVE)

Washington Award for Vocational Excellence (WAVE) - The Washington Award for Vocational Excellence honors three vocational students from each of the 49 state legislative districts for outstanding achievement in vocational/technical education. High schools, skills centers, and community and technical colleges nominate students based on occupational proficiency, leadership, community activities, work experience, and other qualities. A committee, representing business, labor, education, the Legislature and citizens, makes the final selection. Students can use the grants at public two-year and four-year colleges and universities and accredited private colleges, universities and vocational schools in Washington.

To be eligible, you must meet the following criteria:

- Be enrolled in a Washington State high school, skills center, or Public community or technical college at the time of application;
- Graduate from high school with a minimum of 360 hours in a single, approved vocational program or be enrolled in a public community or technical college and have completed at least one year in an approved vocational program by June 30 of the award year; and
- Not have received a previous WAVE scholarship;

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- Not be pursuing a degree in theology.

Students receive grants equal to up to two years of undergraduate resident tuition and fees. Maximum award for private vocational colleges is \$5,506.

■ **ADDENDUM, effective July 9, 2007. Ability to Benefit language in the catalog is replaced by the following:**

ABILITY TO BENEFIT POLICY

Students who do not have a high school diploma or its recognized equivalent may still be admitted into certain programs at the school. However, before the school can accept a prospective student who is seeking federal financial aid and who does not have a high school diploma or its recognized equivalent, who is beyond the age of compulsory school attendance, federal law requires the school to determine whether the student has the ability to benefit (ATB) from training at the institution. Although students may be admitted under the ATB provision, the school recognizes the additional benefits of a high school diploma or its recognized equivalent to the student. For this reason the school shall make available to all ATB students the opportunity to complete their GED and encourages their utilization of a GED completion program.

GED Preparatory Program

The institution provides to all students admitted under the ATB provision information on preparatory programs convenient to the students for completion of their GED, local testing sites and schedules, and tutorial opportunities. The institution takes reasonable steps, such as scheduling, to make the program available to its ATB students.

ATB Testing

Forms B and C of the Careers Program Assessment Test (CPAt) and the computer-based COMPASS/ESL test by ACT have been approved by the U. S. Department of Education for the assessment of ATB students. Either the CPAt or COMPASS/ESL test may be used. Passing scores on the CPAt are Language Usage 42, Reading 43, and Numerical 41. Passing scores on the COMPASS test are Numerical Skills/Prealgebra 25, Reading 62, and Writing Skills 32.

Retesting Requirements

An applicant who has failed either the CPAt or COMPASS/ESL may be offered a chance to retest when one of the following conditions is met:

1. The applicant's performance was influenced by factors other than ability, such as illness, cheating, interruption or improper administration of the exam, failure to time the exam correctly, or other factors that may have affected the applicant's performance; or
2. A significant change in the applicant's ability has occurred, such as the student has taken instruction to improve skills, or has participated in tutorial sessions on test taking and basic mathematical and language skills.

A student may not retest, unless the factor that affected performance has been resolved, or the action taken to improve the applicant's ability has been completed.

Retaking the CPAt

Students who fail the first administration of this exam and qualify for a retest as outlined above may retake the exam using the alternative form of the exam with no waiting period, except for applicants for diploma programs in California schools, who must wait seven calendar days. If the retest occurs before a full thirty (30) days have

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passed since the previous testing, an alternate form (i.e., a form on the approved ATB test list other than the one most recently administered) must be used for the retest. If a minimum of thirty (30) days have passed since the administration of a particular form, the examinee may be retested using the same form. However, no form may be administered to a student more than twice in a ninety (90) day period. A student may retake the exam up to three (3) times (4 times total) before being denied admission.

Retaking the COMPASS/ESL

Students who fail the first administration of this exam and qualify for a retest as outlined above may retake the exam at any time, except for applicants for diploma programs in California schools, who must wait seven calendar days. The student may retake the exam up to two times before being denied admission. If students feel that they have not performed well due to the on-line modality of the COMPASS test, they will be allowed to take the CPAt with one retest in lieu of retaking the COMPASS test. Applicants who have been denied admission for failure to pass the entrance exam after two retests on the CPAt must wait until 90 days have passed from the last taking of the exam before reapplying for admission.

Denial of Admission

A student who has been denied admission after four attempts at taking the ATB test must wait six months from the date the student first took the exam, or 90 days from the date the student was denied admission, whichever is later, before the student is eligible to reapply for admission.

Delayed Admission

Students who do not enter school following passing the exam, will not be required to retake and pass the exam prior to a delayed entry, so long as the passing test result is on file at the institution. Similarly, students who have enrolled and then withdrawn and wish to re-enter will not be required to retake and pass the exam prior to re-entry, if the original passing test result is in the student's academic file or if the student has earned a high school diploma or the equivalent.

■ ADDENDUM - Effective July 15, 2007, cancellation and refund language in the catalog is updated as follows:

BUYER'S RIGHT TO CANCEL - Cancellation

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 by The School, all monies paid will be refunded. The applicant may also request cancellation in writing after signing the agreement and receive a full refund of all monies paid, if the written request is made by midnight of the fifth day following the signing of the enrollment agreement excluding Sundays and holidays. Applicants who have not visited The School prior to enrollment will have the opportunity to withdraw without penalty within five business days following either the regularly scheduled orientation procedures or following a tour of The School facilities and inspection of equipment where training and services are provided. The refund will be made within 30 days of receipt of such notice.

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 agreement. The written notice of cancellation need not take any particular form, and, however expressed, is effective if signed and dated by the student and if it states that the student no longer wishes to be bound by the Enrollment Agreement. A notice of cancellation may be given by mail, hand delivery or telegram. The notice of cancellation, if sent by mail, is effective when deposited in

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the mail, properly addressed, with postage prepaid.

OFFICIAL WITHDRAWALS

An official withdrawal is a withdrawal that is documented in writing. 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. A student who has not attended class for 14 consecutive calendar days will be considered to have withdrawn as of the student's last recorded date of attendance and will be subject to the refund policy. 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 class days, all monies paid will be refunded.

REFUND POLICIES

This 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).

When a student withdraws, The School must complete both a "Return to Title IV" and a refund calculation.

- First, if the student is a Title IV recipient, The School must determine how much federal grant and loan assistance the student has earned under the Federal Return of Title IV Funds Policy. If the student (or parent, in the case of a PLUS Loan) is eligible for additional funds at the time of withdrawal, the student may receive additional SFA funds. If the student received more SFA funds than he or she earned under the Federal Return of Title IV Funds policy, The School, and in some cases the student, is required to return the unearned funds to the Federal program(s) or lender, as applicable. The federal Return to Title IV policy is explained below.
- Second, The School must determine how much of the tuition and fees it is eligible to retain using the applicable refund policies. A refund will be calculated on the basis of the institutional refund policy, as given below, and any applicable state refund policies. If a state or accrediting agency refund policy applies, it will be included on this agreement.

The student will be given the benefit of the refund policy that results in the largest refund to the student.

Any unpaid balance of tuition and fees that remains after calculating the refund and applying the amount of SFA funds earned based on the Federal Return of Title IV Funds policy must be paid by the student to The School.

The refund calculation will be based on the date of withdrawal. Any monies due the applicant or student will be refunded within 30 days of the date of cancellation, termination, or determination of withdrawal. If a student received a loan for tuition, a refund will be made to the lender to reduce the student's loan debt. If the amount of

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refund exceeds the unpaid balance of the loan, the balance of funds will then be applied in the following order:

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

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

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, from which The School has 30 days to issue a refund, is the earlier of the date the student officially withdraws 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.

Effect of Leaves of Absence on Refunds

If a student does not return from an approved leave of absence (where applicable) on the date indicated on the written request, the refund will be made within 30 days from the date the student was scheduled to return (DOD), but the refund calculation will be based on the student's last date of attendance.

Textbook and Equipment Return/Refund Policy

If a student who was charged for and paid for textbooks, uniforms, or equipment, returns unmarked textbooks, unworn uniforms, or the equipment in good condition--allowing for reasonable wear and tear--within 30 days following the date of the student's cancellation, termination, or withdrawal, the institution shall refund the charge for the textbooks, uniforms, or equipment paid by the student. Uniforms that have been worn cannot be returned because of health and sanitary reasons. If the student fails to return textbooks, uniforms or equipment in good condition within 30 days following the date of the student's cancellation, termination, or withdrawal, 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.

Federal Return of Title IV Funds Policy

The Financial Aid Office is required by federal statute to determine how much financial aid was earned by students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60% of a payment period or term.

For a student who withdraws after the 60% point-in-time, there are no unearned funds. However, a school must still complete a Return calculation in order to determine whether the student is eligible for a post-withdrawal disbursement.

The calculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula:

Percentage of payment period or term completed = 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.

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Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula:

Aid to be returned = (100% of the aid that could be disbursed minus the percentage of earned aid) multiplied by the total amount of aid that could have been disbursed during the payment period or term.

If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds and the student would be required to return a portion of the funds. Keep in mind that when Title IV funds are returned, the student borrower may owe a debit balance to the institution.

If a 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 120 days of the student's withdrawal.

The institution must return the amount of Title IV funds for which it is responsible no later than 45 days after the date of the determination of the date of the student's withdrawal unless state policy indicates a shorter time frame (see state refund policy, if applicable).

Refunds are allocated in the following order:

- Unsubsidized Federal Stafford Loans
- Subsidized Federal Stafford Loans
- Unsubsidized Direct Stafford Loans (other than PLUS loans)
- Subsidized Direct Stafford Loans
- Federal Parent (PLUS) Loans
- Direct PLUS Loans
- Federal Pell Grants for which a Return of funds is required
- Federal Supplemental Opportunity Grants for which a Return of funds is required
- Other assistance under the Title for which a Return of funds is required (e.g., LEAP)

Return of Unearned SFA Program Funds

The School must return the lesser of:

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

The student (or parent, if a Federal PLUS loan) must return or repay, as appropriate any SFA loan funds in accordance with the terms of the loan; and the remaining unearned SFA program grant (not to exceed 50% of a grant) as an overpayment of the grant.

(Note: 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 Financial Aid Department 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) are not satisfied.)

Institutional Refund Calculation

The School will perform a pro-rata refund calculation for students who terminate their training before completing more than 60 percent of the period of enrollment. Under a 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 weeks in the period of enrollment into the number of weeks completed in that period (as of the

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withdrawal date). The percentage of weeks attended is rounded up to the nearest 10 percent and multiplied by the school charges for the period of enrollment. A reasonable administrative fee not to exceed \$100 or 5% of the total institutional charges, whichever is less, will be excluded from total charges used to calculate the pro-rata refund. The School may retain the entire contract price for the period of enrollment--including tuition, fees, and other charges--if the student terminates the training after completing more than 60 percent of the period of enrollment.

Modular Students Please Note: Since students enrolled in modular programs are charged tuition by academic year, the charges earned and amount due under the institutional refund policy is based on the charges for the portion of the academic year completed, rather than on the portion of the quarter completed.

WASHINGTON CANCELLATION AND REFUND POLICY

- (a) The School must refund all money paid if the applicant is not accepted. This includes instances where a starting class is canceled by The School;
- (b) The School must refund all money paid if the applicant cancels within five business days (excluding Sundays and holidays) after the day the contract is signed or an initial payment is made, as long as the applicant has not begun training;
- (c) The School may retain an established registration fee equal to ten percent of the total tuition cost, or one hundred dollars, whichever is less, if the applicant cancels after the fifth business day after signing the contract or making an initial payment. A "registration fee" is any fee charged by a school to process student applications and establish a student records system;
- (d) If training is terminated after the student enters classes, The School may retain the registration fee established under (c) of this subsection, plus a percentage of the total tuition as described in the following table:

If the student completes this amount of training:	The school may keep this percentage of the tuition cost:
One week or up to 10%, whichever is less	10%
More than one week or 10% whichever is less but less than 25%	25%
25% through 50%	50%
More than 50%	100%

- (e) When calculating refunds, the official date of a student's termination is the last date of recorded attendance:
 - (i) When The School receives notice of the student's intention to discontinue the training program;
 - (ii) When the student is terminated for a violation of a published School policy which provides for termination;
 - (iii) When a student, without notice, fails to attend classes for thirty calendar days.
- (2) Discontinued programs:
 - (a) If instruction in any program is discontinued after training has begun or if The School moves from one location to another, it must either:
 - (i) Provide students pro rata refunds of all tuition and fees paid; or
 - (ii) Arrange for comparable training at another public or private vocational school. Students must accept comparable training in writing...
 - (c) Students affected by a discontinuation must request a refund within ninety days.

REQUIREMENTS FOR GRADUATION

A student must:

1. Successfully complete all courses in the program with a 2.0 (75%) grade point average within the maximum time frame for completion as stated in the school catalog.

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2. Successfully complete all externship hours (if applicable).
3. Meet any additional program specific requirements as stated in The School catalog.

■ **ADDENDUM – Effective July 1, 2007, the tuition and fees chart is updated as follows:**

EVERETT, BREMERTON, TACOMA				
Program	Program Length	Credit Units	Tuition	Textbooks and Equipment (estimated)
Dental Assisting	11 months	41.3	\$12,098	\$269
Massage Therapy*	9 months	54.00	\$11,497	\$1245
Medical Assisting	8 months	47.0	\$12,291	\$830
Medical Billing	9 months	36.0	\$10,404	\$595
Pharmacy Technician	11 months	41.3	\$12,342	\$210
Other fees: A \$52 fee will be charged for programs requiring a background check.				
*Licensing and certification fees are including in the cost of the program for Massage Therapy				
Effective date: July 1, 2007				

■ **ADDENDUM, effective June 13, 2007. The table of schools owned by Corinthian Colleges, Inc. in the catalog is replaced by the following:**

The following schools in the United States are owned by Corinthian Colleges, Inc.:	
Ashmead College Everett, WA (branch of Ashmead College, Seattle, WA) Fife, WA (branch of Ashmead College, Seattle, WA) Portland (Figard), OR (branch of Ashmead College, Seattle, WA) Seattle, WA (main campus) Vancouver, WA (branch of Ashmead College, Seattle, WA) Bryman College Lynnwood, WA (branch of Everest College, Renton, WA) Everest College Alhambra, CA (main campus) Anaheim, CA (main campus) Arlington, TX (branch of Everest Institute, Rochester, NY) Arlington, VA (branch of Everest College, Thornton, CO) Aurora, CO (branch of Everest College, Thornton, CO) Bremerton, WA (main campus) Burr Ridge, IL (branch of Everest College, Skokie, IL) 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 (branch of Everest College, Portland, OR) Everett, WA (branch of Everest College, Bremerton, WA) Fort Worth, TX (branch of Everest College, Salt Lake City, UT) Gardena, CA (main campus) Hayward, CA (main campus) Los Angeles (Wilshire), CA (main campus) McLean, VA (branch of Everest College, Colorado Springs, CO) Merrillville, IN (branch of Everest Institute, Grand Rapids, MI) Merrionette Park, IL (branch of FMU, Pompano Beach, FL)	Austin, TX (branch of Everest Institute, Southfield, MI) Brighton, MA (main campus) Chelsea, MA (branch of Everest College, Alhambra, CA) Chesapeake, VA (branch of Everest Institute, Newport News, VA) Cross Lanes, WV (main campus) Dearborn, MI (branch of Everest Institute, Southfield, MI) 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 Institute, Atlanta, GA) Kalamazoo, MI (branch of Everest Institute, Grand Rapids, MI) Marietta, GA (branch of Everest Institute, Atlanta, GA) Newport News, VA (main campus) Norcross, GA (branch of Everest College, Gardena, CA) Pittsburgh, PA (main campus) 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 (branch of Everest College, Portland, OR) Florida Metropolitan University Tampa (Brandon), FL (branch of FMU Tampa, FL) Jacksonville, FL (branch of FMU, Clearwater (Pinellas), FL) Lakeland, FL (branch of FMU, Clearwater (Pinellas), FL)

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<p>Mesa, AZ (branch of Everest College, Phoenix, AZ) North Aurora, IL (branch of Everest Institute, Brighton, MA) Ontario, CA (main campus) Ontario (Metro), CA (branch of Everest College, Springfield, MO) Phoenix, AZ (main campus) Portland, OR (main campus) Renton, WA (main campus) Reseda, CA (main campus) Salt Lake City, UT (main campus) San Bernardino, CA (main campus) San Francisco, CA (main campus) San Jose, CA (main campus) Skokie, IL (main campus) Springfield, MD (main campus) St. Louis (Earth City), MO (branch of Everest College, Bremerton, WA) Tacoma, WA (branch of Everest College, Bremerton, WA) Thornton, CO (main campus) Torrance, CA (main campus) Vancouver, WA (branch of Everest College, Portland, OR) West Los Angeles, CA (main campus) Everest Institute Atlanta (DeKalb), GA (branch of Everest Institute, Cross Lanes, WV) Atlanta (Downtown), GA (main campus)</p>	<p>Melbourne, FL (branch of FMU, Orlando, FL) North Orlando, FL (main campus) Orange Park, FL (branch of FMU, Tampa, FL) Clearwater (Pinellas), FL (main campus) Pompano Beach, FL (main campus) South Orlando, FL (branch of FMU, North Orlando, FL) Tampa, FL (main campus) Las Vegas College Henderson, NV (main campus) National School of Technology Fort Lauderdale, FL (branch of NST, Kendall, FL) Hialeah, FL (branch of NST, Miami, FL) Miami (Kendall), FL (main campus) Miami, FL (main campus) WyoTech Bedford, MA (main campus) 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) Oakland, CA (branch of WyoTech, Fremont, CA) Sacramento, CA (branch of WyoTech, Laramie, WY)</p>
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■ **ADDENDUM, effective June 13, 2007. The grading system is updated as follows:**

4.0	A	100-93%
3.7	A-	92-90%
3.4	B+	89-88%
3.0	B	87-83%
2.7	B-	82-80%
2.4	C+	79-78%
2.0	C	77-75%
0.0	F	74-0%
0.0	P/E	0%
E=Exempt/Transfer; R=Retake; P=Pass; W=Withdraw; I=Incomplete L=Leave of Absence		

■ **ADDENDUM, effective June 13, 2007. On page 12 of the catalog, the heading "Academic Credit Transfer Policy for AAMA-approved Medical Assisting Programs" is changed to "Academic Credit Transfer Policy for CAAHEP/ABHES-approved Medical Assisting Programs"**