

# Everest

INSTITUTE

## TIGARD CATALOG

2013 - 2014

**Everest Institute, Tigard Campus**  
9600 Southwest Oak Street, 4<sup>th</sup> Floor  
Tigard, OR 97223  
(503) 892-8100  
(503) 892-8871 (fax)

[www.Everest.edu](http://www.Everest.edu)

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## PRESIDENT'S MESSAGE

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

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

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

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

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

Sincerely,

A handwritten signature in cursive script that reads "BobiJo Wakefield".

BobiJo Wakefield  
Campus President  
Tigard Campus

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## **ABOUT EVEREST INSTITUTE**

### **CORINTHIAN COLLEGES, INC.**

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

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

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

### **MISSION STATEMENT**

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

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

### **OBJECTIVES**

- To assist all students in achieving a general educational background.
- To continually assess industry trends and develop compatible classroom academic practices and experiential learning opportunities.
- To develop programs which allow students to obtain the marketable skills needed for entry-level positions.
- To incorporate hands-on experiences as part of the program curriculum.
- To provide the necessary individualized instruction to enable students to progress to their highest potential.
- To provide faculty who are professionally prepared to teach in a career-oriented environment.
- To create an atmosphere of learning, partnership, trust and support among students, administrators and staff.
- To provide students with opportunities for membership in supportive peer activities to encourage the development of self-sufficiency and leadership qualities.
- To provide career-long placement assistance.

### **SCHOOL HISTORY AND FACILITIES**

Everest Institute, Tigard campus, was opened in July of 2002. It was part of the former Ashmead College, founded in September 1974 as the Seattle Massage School to teach massage skills to people seeking to practice professional massage in Washington State. Throughout the 1980's and 1990's, Seattle Massage School was recognized nationally as an innovator and leader in massage education. Seattle Massage School was the first massage school in Washington to be licensed by the state and the second massage school on the West Coast to receive national accreditation by the Accrediting Commission for Continuing Education and Training (ACCET). Seattle Massage School offered the first advanced course for continuing education in 1987. In 1999 the School adopted the new name, Ashmead College, which better reflected the geographic reach and scope of programs available across the nation for those who sought to make a difference and a good living. In August 2003 Corinthian Colleges, Inc. purchased Career Choices, Inc., the owner of Ashmead College, as a wholly owned subsidiary. In December of 2007, the name of the Tigard campus was changed to Everest Institute.

The Tigard campus facilities consist of 20,646 square-feet. It contains lecture classrooms, clinical laboratories and computer labs. Everest Institute, the facility it occupies and the equipment it uses comply with all federal, state and local ordinances and regulations, including those related to fire safety, building safety and health.

## LEARNING RESOURCE CENTER

The learning resource center is designed to support the programs offered at the campus. Students and faculty have access to a wide variety of resources such as books, periodicals, audio-visual materials and digital resources to support its curriculum. The learning resource center is conveniently open to meet class schedules. For access to the learning resource center, please see the Education team.

## ACCREDITATIONS, APPROVALS AND MEMBERSHIPS

- Accredited by the Accrediting Council for Independent Colleges and Schools. 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. The Accrediting Council for Independent Colleges and Schools is located at 750 First Street, NE, Suite 980, Washington, D.C. 20002-4223; (202) 336-6780, <http://www.acics.org>.
- The Medical Assistant diploma program is accredited by the Accrediting Bureau of Health Education Schools (ABHES), 7777 Leesburg Pike, Suite 314 N, Falls Church, VA 22043, 703.917.9503.
- Approved by the Oregon Department of Education, 225 Capitol Street, N.E., Salem, OR 97310-0203, (503) 947-5751.
- Approved by the Oregon Board of Massage Therapists, 748 Hawthorne Ave NE., Salem, OR 97301.
- Approved by the Washington State Board of Massage, P.O. Box 47867, Olympia, WA 98504.
- Approved School by the National Certification Board of Therapeutic Massage & Bodywork (NCBTMB).
- Approved for the training of veterans and eligible persons under the provisions of Title 38, United States Code.

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

## ADMISSIONS INFORMATION

All admissions materials, including program disclosures and enrollment agreements are presented in English only, since all programs are taught in English. Each admissions representative conducts interviews with prospective enrollees in English only as the method to determine that the prospective enrollee understands and can function in English. We do not make any accommodations to present materials or instruct courses in any other language. No English as a second language courses are offered by the campus.

## REQUIREMENTS AND PROCEDURES

- High school diploma or a recognized equivalent such as the GED. Applicants will be required to sign an **“Attestation Regarding High School Graduation or Equivalency”** indicating they meet the School's requirements for admission.
- High school seniors who are accepted on a conditional basis must sign an **“Attestation Regarding High School Graduation or Equivalency”** following graduation and prior to starting classes.
- Applicants are informed of their acceptance status shortly after all required information is received and the applicants' qualifications are reviewed.
- Upon acceptance into the school, applicants who are enrolling will complete an enrollment agreement.
- Students may apply for entry at any time. Students are responsible for meeting the requirements of the catalog in effect at the time of enrollment.
- Re-entry students are subject to all program requirements, policies, and procedures as stated in the school catalog in effect at the time of re-entry. All re-entering students must sign a new enrollment agreement.

## PROGRAM SPECIFIC ADMISSIONS REQUIREMENTS

### ALLIED HEALTH PROGRAMS

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.

## Massage Therapy Program

All Massage Therapy graduates must pass one of the national standardized examinations and state practical exam (if applicable) to obtain a massage therapy credential from their respective state.

## Pharmacy Technician Program

- Applicants are required to be high school graduates or have received their GED.
- Students must clear a background check with the State of Oregon prior to obtaining a temporary license.
- All Pharmacy Technician graduates must pass a national standardized examination to obtain a pharmacy technician credential from their respective state board of Pharmacy.

## CRIMINAL BACKGROUND CHECK

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

## ABILITY TO BENEFIT GRANDFATHERING POLICY

Effective July 1, 2012, the school will stop enrolling new Ability to Benefit (ATB) students and all new students must have attained a high school diploma or equivalent for admission. The limited circumstances under which a continuing ATB student may establish eligibility on or after July 1, 2012 are outlined in this grandfathering policy. Students wishing to establish eligibility may be required to submit documentation evidencing continuing ATB eligibility under the grandfathering provisions.

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

1. The student attended, or was registered and scheduled to attend, a Title IV eligible program at an eligible institution prior to July 1, 2012; and
2. The student established qualification as an ATB student by documenting one of the two following ATB alternatives:
  - a. Passing an independently administered, Department of Education (DOE) approved ATB test; or
  - b. Successful completion of at least six credit hours, or the equivalent coursework (225 clock hours) that are applicable toward a certificate offered by the school.

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

## Ability To Benefit Passing Test Scores

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

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

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



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

### **Ability To Benefit Advising**

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

## **ACADEMIC POLICIES**

### **EVEREST REGULATIONS**

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

Everest reserves the right to change instructors, textbooks, accreditation, schedules, or cancel a course or program for which there is insufficient enrollment. The student will receive a full refund for courses or programs that are cancelled. The school also reserves the right to change course curricula, prerequisites and requirements upon approval by the school's accrediting agency and state licensing board.

### **DEFINITION OF CREDIT**

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

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

### **CLASS SIZE**

Classes are small, with an average class ratio of 20 students to one instructor for lab. When enrollment in a specialty lab grows beyond 20 students, instructors have access to additional resources. Lecture and lab sizes can go higher depending on the facility and the subject being taught.

### **OUT OF CLASS ASSIGNMENTS**

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

### **TRANSFER OF CREDIT INTO EVEREST**

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

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

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

### **Process for Transfer of Credit**

Students with earned School credits from another accredited institution may apply for credit transfer to the institution. Credit will be accepted only for courses that are compatible with the student's program of study at the institution and for courses in which a grade of C or higher was earned. Students wishing to change campus locations must have official transcripts mailed directly to the Office of the Registrar.

Students wishing to transfer credits must have official transcripts mailed directly to the Office of the Registrar. Transcripts must be received prior to the end of the first term/module of enrollment. Transcripts received after the end of the first term/module may be considered at the discretion of the Academic Dean/Director of Education.

The information below describes the process at Everest for transferring credits:

- Students are asked to provide the Academic Dean/Director of Education a copy of or a request for his/her transcript as well as a course description of transferable courses if requested by Everest. In addition, students may be asked to take a test to assess academic standing.
- The Academic Dean/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, the Academic Dean/Director of Education will notify the student regarding which credits were accepted and transferred.
- The Academic Dean/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.

### **Academic Time Limits**

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

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

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

### **Required Grades**

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

### **Maximum Transfer Credits Accepted**

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

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

All coursework completed at a foreign institution must be evaluated by a member of the National Association of Credential Evaluation Services (NACES). An exception to this may be allowed for students transferring from Canada with prior approval from the Transfer Center.

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

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

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

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

### **Experiential Learning Portfolio**

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

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

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

### Transfer to Other Everest Locations

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

### Transfer Center Assistance

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

### Everest Consortium Agreement

The Everest Consortium Agreement enables students to attend a limited number of classes (a maximum of 49% of credit hours) at an Everest campus location other than their home campus. In addition, students nearing completion of their program of study may finish their degree at another Everest campus location through the Consortium Agreement (a minimum of 51% credit hours must be completed at the Home campus). Complete details on the Everest Consortium Agreement are available in the Academic Dean’s/Director of Education’s office.

### GRADING SYSTEMS AND PROGRESS REPORTS

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

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

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

## GPA AND CGPA CALCULATIONS

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

## STANDARDS OF SATISFACTORY ACADEMIC PROGRESS (SAP)

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

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

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

### Evaluation Periods for SAP

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

### Rate of Progress Toward Completion

The school catalog contains a schedule designating the minimum percentage or amount of work that a student must successfully complete at the end of each evaluation period to complete their educational program within the maximum time frame (150%). Quantitative progress is determined by dividing the number of credit hours earned by the number of credit hours attempted. Credit hours attempted include completed hours, transfer credits, withdrawals, and repeated courses.

### Maximum Time Frame to Complete

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

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

## Satisfactory Academic Progress Tables

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

62.5 Quarter Credit Hour Program. Total credits that may be attempted: 93.75 (150% of 62.5).				
Total Credits Attempted	SAP Advising if CGPA is below	SAP Not Met if CGPA is below	SAP Advising if Rate of Progress is Below	SAP Not Met if Rate of Progress is Below
1-16.9	2.0	N/A	66.66%	N/A
17-28.9	2.0	1.0	66.66%	N/A
29-40.9	2.0	1.25	66.66%	50%
41-52.9	2.0	1.5	66.66%	60%
53-64.9	2.0	1.75	66.66%	65%
65-93.75	N/A	2.0	N/A	66.66%

## **Application of Grades and Credits to SAP**

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

## **SAP Advising**

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

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

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

## **Financial Aid Warning**

SAP is evaluated at the end of each module and all students with a cumulative grade point average (CGPA) and/or rate of progress (ROP) below the required academic progress standards as stated in the school's catalog will move into SAP NOT MET status. Students not meeting SAP and with a previous SAP status: SAP MET or SAP ADVISING will be issued FA Warning letter and be advised that unless they improve their CGPA and/or rate of progress toward completion, they may be withdrawn from their program and lose eligibility for federal financial aid.

## **Notification of Financial Aid Warning**

The Director of Education (or designee) must provide the written notice of FA Warning status to all students with a previous SAP status: SAP Advising or SAP Met. The following timelines apply to all students receiving an FA Warning:

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

## **Financial Aid Probation**

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

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

## **Notification of Financial Aid Probation**

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

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

## **Academic Progress Plan**

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

The APP may extend over one (1) or multiple modules. At the end of the first evaluation period on the APP, the student will meet with the Academic Dean/Director of Education (or designee) for an evaluation of progress of the plan's requirements. If on a single-module plan and the student has met the requirement(s) of the plan, the student will move into SAP Advising or SAP Met status, and the student's APP shall be considered fulfilled and closed. If on a multi-modules plan and the student has met the requirement(s) of the first evaluation period, then new requirement will be set and the student will be placed on FA Probation status again and will continue to adhere to the requirements of the APP.

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

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

## **Evaluation of Progress**

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

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

If the student has met the requirements of a one-module plan, the student will move into a SAP Advising or SAP MET status and the student's APP shall be considered fulfilled and closed. The student will be provided with either a SAP Advising or Return to Academic Good Standing Letter. In the case of SAP Advising, the student will be advised with the Academic Advising form and will be FA eligible. The Director of Education (or designee) must provide a written notice of Return to Academic Good Standing or SAP Advising status. The following timelines apply for all students placed on SAP Advising status:

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

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

If on a multi-module plan, it is likely the student will remain SAP NOT MET for the second (and ensuing) evaluation period. At the end of each evaluation period, the student will be notified, evaluated for progress, and if the APP requirements are met, will remain in FA Probation and continue on the APP. New requirements for the second (or ensuing) evaluation period will be defined using the Evaluation of Progress form. The Director of Education (or designee) must provide a written notice of SAP NOT MET status. The following timelines apply for all students placed on SAP NOT MET status:

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

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

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

## **SAP Re-Entry**

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

## **Retaking Passed Coursework**

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

## **Retaking Failed Coursework**

For the purpose of improving academic standing and establishing institutional grade point average, students must repeat any failed coursework. Failed courses may be repeated more than twice, so long as repeating the coursework does not jeopardize the students' maximum time frame of completion. Each attempt counts in the calculation of the students' rate of progress and successful completion percentages. All repeated coursework will appear on the student's transcript, but only the highest grade earned will be included in the calculation of their cumulative grade point average.

## **ATTENDANCE POLICY**

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

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

## **Establishing Attendance/Verifying Enrollment**

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

## **Monitoring Student Attendance**

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

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

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

## **Make-Up Attendance**

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

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

## **Consecutive Absence Rule**

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

- All students who state they will not return to school shall be promptly withdrawn;
- All students who state they will return must:
  1. Attend their next scheduled class session;

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

### Percentage Absence Rule (Credit Hour Modular Programs)

For students who **have not** previously violated the attendance policy, the following rule shall apply:

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

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

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

### Percentage Absence Rule (Clock Hour Modular Programs)

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

### Date of Withdrawal

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

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

### Date of Determination (DOD)

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

- The date the student notifies the school (verbally or in writing) that s/he is not returning to class;
- The date the student violates the published attendance policy; or



- No later than the 14th calendar day after the LDA; scheduled breaks are excluded when calculating the DOD.

### **Attendance Records**

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

### **LEAVE OF ABSENCE POLICY**

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

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

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

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

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

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

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

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

### **Failure to Return from an LOA**

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

### **Possible Effects of LOA**

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

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

### **EXTERNSHIP TRAINING**

Upon successful completion of all classroom requirements, students are expected to begin the externship portion of their programs within 14 calendar days (excluding holidays and regularly scheduled breaks). If a student does not begin externship training within 14 calendar days, he/she must be dropped from the program. A leave of absence (LOA) may

only be approved if the student's reason meets the criteria of the LOA Policy. Students may only miss 14 consecutive calendar days once they start externship or they must be dropped from the program.

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

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

## **WITHDRAWAL PROCEDURES**

- Students who intend to withdraw from school are requested to notify the Academic Dean/Director of Education by telephone, in person, by email or in writing to provide official notification of their intent to withdraw and the date of withdrawal.
- Timely notification by the student will result in the student being charged tuition and fees for only the portion of the payment period or period of enrollment that he/she attended as well as ensuring a timely return of federal funds and any other refunds that may be due.
- Students requesting a withdrawal from school must complete a financial aid exit interview.
- Students who have withdrawn from school may contact the school's Education Department about reentry.

## **MAKE-UP WORK**

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

## **REQUIREMENTS FOR GRADUATION**

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

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

## **VETERANS EDUCATION BENEFITS**

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

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

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

### **Benefit Overpayments**

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

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

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

## **APPEALS POLICY**

### **Student Academic Appeals Policy**

Academic appeals include those appeals related to Satisfactory Academic Progress violations, final grades, attendance violations, and academic or financial aid eligibility. In all instances, with the exception of SAP, Everest

expects that initially every attempt will be made to resolve such disputes informally through discussions by all relevant parties prior to initiating formal appeals.

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

- Notice of final grades:
  - Modular - the date the grade(s) are mailed from the school
- Notice of Attendance violation is the date of the violation
- Notice of SAP violation (FA probation – SAP Not Met 2<sup>nd</sup> consecutive term):
  - Modular – third calendar day of the subsequent module

The appeal must include:

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

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

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

Upon receipt of the Academic Appeal Form, the Academic Dean/Director of Education shall convene an Appeal Committee, which should at a minimum 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, and shall forward the decision to the student and the instructor within five (5) calendar days thereafter. Copies of all documents relating to the appeal shall be placed in the student's academic file, and the decision of the Appeal Committee shall be noted in the official student information system within one (1) calendar day of the date of the decision. The decision of the Appeal Committee is final, and no further appeals are permitted.

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

### **Assignments/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/Online Academic Designee. Only final course grades are eligible for appeal.

### **Final Course Grades**

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

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

### **Attendance Violation Appeals Policy**

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

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

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

1. The death of a family member

2. An illness or injury suffered by the student
3. Special circumstances of an unusual nature which are not likely to recur

The Appeal Committee may, as a condition of granting the appeal, require the student to make up assignments and develop an Academic Advising Plan in conjunction with his or her advisor.

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

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

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

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

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

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

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

## **FINANCIAL INFORMATION**

### **STATEMENT OF FINANCIAL OBLIGATION**

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

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

### **TUITION AND FEES**

Tuition and fee information can be found in "Tuition and Fees" section of the catalog. Modular programs are offered throughout the year on a schedule. When a student begins enrollment in a modular program, the student is charged for tuition by academic year.

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

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

### **TUITION CHARGES FOR RE-ENTRY**

- Students re-entering a modular program within 180 days will be charged tuition at the original tuition rate reflected on the original enrollment agreement. Students re-entering a modular program outside of 180 days will be charged current tuition rate.
- If the student is entering into a modular program that charges tuition by the academic year and is re-entering in the second academic year, no tuition increase is applied to the first academic year, since that year has already been completed. The tuition increase will be calculated for the second academic year as follows:
  - Tuition increase divided by the number of academic credits in the program equals to cost per credit. Cost per credit multiplied by the number of credits in the second academic year equals the amount of tuition increase.

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

## **TEXTBOOKS**

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

## **ADDITIONAL FEES AND EXPENSES**

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

## **VOLUNTARY PREPAYMENT PLAN**

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

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

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

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

Cancellation will occur when the student gives a signed and dated written notice of cancellation to the Director of Admissions or President at the address shown on the Enrollment 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 states that the student no longer wishes to be bound by the Agreement. A notice of cancellation may be given by mail or hand delivery. The notice of cancellation, if sent by mail, is effective when deposited in the mail, properly addressed, with postage prepaid.

## **OFFICIAL WITHDRAWALS**

An official withdrawal is considered to have occurred on the date that the student provides to the school official notification of his or her intent to withdraw. Students who must withdraw from the school are requested to notify the office of the Academic Dean/Director of Education in writing to provide official notification, including the official date and reason, of their intent to withdraw. 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).

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

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

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

## **FEDERAL FINANCIAL AID RETURN POLICY**

### **Student Financial Aid (SFA)**

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

## **Return of Title IV Funds Calculation and Policy**

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

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

The school must return the lesser of:

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

The student (or parent, if a federal PLUS loan) must return or repay the amount by which the original overpayment amount exceeds 50% of the total grant funds received by the student for the payment period or period of enrollment, if the grant overpayment is greater than \$50. (Note: If the student cannot repay the grant overpayment in full, the student must make satisfactory arrangements with the U.S. Department of Education to repay any outstanding grant balances. The Student 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) is not satisfied).

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

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

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

## **Title IV Credit Balances**

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

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

## **Time Frame within which Institution is to Return Unearned Title IV Funds**

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

## **Effect of a Leave of Absence on Returns**

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

## **REFUND POLICY**

### **Institutional Pro Rata Refund Calculation and Policy**

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

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

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

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

A student who was charged for and paid for textbooks, uniforms or equipment may return the unmarked and unopened textbooks, unworn uniforms or new equipment within 30 days following the date of the student's cancellation, termination or withdrawal. The school shall then refund the charges paid by the student. Uniforms that have been worn cannot be returned because of health and sanitary reasons. If the student fails to return unmarked and unopened textbooks, unworn uniforms or new equipment within 30 days, the school 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.

### **TIME FRAME WITHIN WHICH INSTITUTION IS TO ISSUE REFUNDS**

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

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

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

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

#### **Continuing Students**

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

- If tuition and fees are collected in advance of the withdrawal, a strict institutional pro rata refund of any tuition, fees, or other charges paid by the student for the program and a cancellation of any unpaid tuition, fees, or other charges owed by the student for the portion of the program the student does not complete following withdrawal for active military service ("WZ").

#### **Continuing Modular Diploma Students**

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

### **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 have:

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

### **Federal Financial Aid Programs**

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

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

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

### **Alternative Loan Programs**

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

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

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

## **GRANTS AND SCHOLARSHIPS**

### **“Careers That Work” Scholarship Program**

Everest 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 school 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 school.

### **Northwest Career Colleges Federation (NWCCF) Veterans Appreciation Award Program**

The potential student is eligible if he or she is active duty military or has separated from the U.S. Armed Services as confirmed by a DD 214 (honorable discharge) form after 9/11.

The potential student completes an online application that channels to the NWCCF; that application is forwarded to the selected participating member school. The potential student will need to complete the admissions process and start their program before the award is made. Schools will have the option of granting a \$500 or \$1,000 award (see participation guidelines). Check with your admissions representative for participation information.



## **Dream Award Program and Scholarships**

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

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

- A scholarship worth \$2,500 that may be used at any CCI campus for training that is more advanced than the one from which the nominee has graduated,
- A plaque, and
- \$100 Visa gift card.

**Regional and National Dream Award:** Following the close of the nomination period for the Campus Dream Award, the Regional and National recipients will be selected from the campus nominees by the divisional leadership and the executive management team.

The Regional winners will be selected from the pool of campus winners and will receive:

- A regional trophy, and
- \$1,000 Visa gift card.

The National award will be given to the nominee with the most compelling story and highest level of achievement. The award will be announced to the winner by the end of August and will be presented at the Fall CCI Presidents' Meeting. The award will include:

- A full scholarship that may be used at any CCI campus for training that is more advanced than the program from which the recipient has graduated,
- An all-expenses paid trip to the Fall Presidents' Meeting,
- \$2,500 Visa gift card,
- A trophy,
- A letter of recognition, and
- A nomination to the Association of Private Sector Colleges and Universities (APSCU) Great Award.

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

## **Imagine America Scholarship**

The campus participates in the Imagine America scholarship program administered by the Imagine America Foundation. The Imagine America scholarships are valued at \$1,000 each and may be awarded to graduating seniors from participating high schools. Applicants must graduate high school with a GPA of 2.5 or above and may be requested to demonstrate commitment to community service and/or demonstrate financial need. 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.

Applicants may apply for this scholarship online at [www.imagine-america.org](http://www.imagine-america.org). Applicants may apply for this scholarship beginning January 1<sup>st</sup> of the year in which they graduate and scholarship certificates will be accepted until December 31<sup>st</sup> of the year in which they are awarded.

Imagine America scholarship certificates are to be given to the Student Finance Office prior to class commencement and are non-transferable and cannot be exchanged for cash. The scholarship cannot be used in conjunction with any of the other scholarships offered at the campus.

## **Military Scholarships**

Military personnel serving in components of the Armed Forces, which include the US Army, Navy, Marines, Air Force, Activated Guard/Reserve and US Coast Guard, Military spouses of active military personnel serving in components of the Armed Forces, which include the US Army, Navy, Marines, Air Force, Guard/Reserve and US Coast Guard, and Veterans using VA Education Benefits are eligible to apply for the Military Scholarship. Additionally, dependents using VA Education Benefits are eligible to apply for the Military Scholarship.

The scholarship includes a quarterly tuition stipend applied as a credit to the student's account. Scholarship funds are set at the beginning of each fiscal year and are awarded on a continuing basis until funds for the fiscal year are depleted. Scholarship awards may not exceed 50% of tuition charged for the term. The scholarship is non-transferable and non-substitutable and cannot be combined with any other program. The scholarship or program with the greatest benefit to the student will be applied. Applications may be requested from the Admissions Office.

**Eligibility:** Applicants must meet entrance requirements for program of study. Applicants must be a US military service member or a dependent or spouse of a US military service member, and provide proof by submitting a copy

of official military documentation prior to the start of the term. Documents include valid military ID card, Leave and Earnings Statement, DD214, etc. The scholarship may be renewed from quarter-to-quarter so long as the recipient remains enrolled, maintains satisfactory academic progress, and maintains a 2.50 cumulative grade point average.

**Payment Schedule:**

<b>Member Status</b>	<b>Military Scholarship Amount</b>
<b>U.S. Military Service Member</b> – Army, Navy, Air Force, Marines, Coast Guard, Activated National Guard and Reservists	50% of tuition
<b>Military Spouse</b> – spouse of active-duty military personnel serving in the Armed Forces	10% of tuition
<b>Veteran</b> – veteran using VA education benefits	10% of tuition
<b>Military Dependents</b> – using VA education benefits	10% of tuition

## **ADMINISTRATIVE POLICIES**

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

Everest does not discriminate on the basis of race, color, religion, age, disability, sex, sexual orientation, national origin, citizenship status, gender identity or status, veteran or marital status in the administration of its educational and admissions policies, scholarship and loan programs, or other school-administered programs. In compliance with the Americans with Disabilities Act of 1990, as amended and Section 504, Everest provides qualified applicants and students who have disabilities with reasonable accommodations that do not impose undue hardship. Any person unlawfully discriminated against, as described in ORS 345.240, may file a complaint under ORS 659A.820 with the Commissioner of the Bureau of Labor and Industries.

### **DISABILITY**

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

### **DISABILITY ACCOMMODATION PROCEDURE**

Everest’s disability accommodation procedure is a collaborative and interactive process between the student and the Section 504/ADA Coordinator. The student will meet with the Section 504/ADA Coordinator on campus to request and submit an Accommodation Request form and discuss disability related needs. The Section 504/ADA Coordinator is available to the student to assist with questions and provide assistance in filling out the Accommodations Request form. The student will provide a completed Accommodations Request form and documentation of their medical condition to the Section 504/ADA Coordinator for review. The documentation of a medical condition may be from a licensed medical doctor, psychologist, audiologist, speech pathologist, registered nurse, licensed clinical social worker, marriage and family therapist, rehabilitation counselor, physical therapist, learning disability specialist, or other appropriate health professional. This documentation should verify the medical condition and suggest appropriate accommodations for the student. If the accommodation is denied, the student is informed of their right to appeal the decision and the necessary steps to file an appeal.

To file an appeal the student should supply documentation and/or other evidence to substantiate the need for the denied accommodation(s). The evidence is submitted to the Section 504/ADA Coordinator with a new accommodation form marked appeal.

### **DISABILITY GRIEVANCE PROCEDURES**

A student initiates the Disability Grievance Procedure by contacting the Section 504/ADA Coordinator. The Section 504/ADA Coordinator will explain the complaint procedures and assist the student in filing a complaint. The complaint need only be a written letter containing allegations that specifically identify the discriminatory conduct, the person(s) who did it, and all witnesses the student believes can support the allegations. A complaint should be made as soon as the student believes he/she has been discriminated against, but no later than within 180 days of the date that the alleged discrimination occurred, or the date on which the student could reasonably have learned of the discrimination.

When a complaint is filed, the Section 504/ADA Coordinator begins an investigation within 14 days. The student, the accused, and any witnesses they identify are interviewed. Any relevant documents identified by these persons are reviewed. Within 45 days of the complaint, the Section 504/ADA Coordinator informs the student and

accused in writing of sufficient or insufficient evidence to confirm the student's allegations, states the key facts, reasons why that conclusion was reached, and outlines any proposed resolution or corrective action if applicable. The student is also notified of the right to appeal the investigation conclusion. An appeal must be made in writing to the CCI Director of Academic Services, who may be reached at the Student Help Line number or email address below within 15 days of receiving notice about the investigation conclusion. Within 15 days of receiving the appeal, the CCI Director of Academic Services reviews the matter and provides a decision in writing.

Complaints are investigated in a manner that protects the privacy and confidentiality of the parties to the extent possible. No employee or agent of the school may intimidate, threaten, coerce or otherwise discriminate or retaliate against any individual because he or she has filed a complaint or participated in the complaint resolution process. If a student believes any such retaliation has occurred, a complaint of retaliation should be filed according to the procedure described above.

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

## **CODE OF STUDENT CONDUCT**

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

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

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

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

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

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

### **Other Prohibited Conduct**

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

- Cheating, plagiarism, or other forms of academic dishonesty
- Forgery, falsification, alteration or misuse of documents, funds, or property
- Any disruptive or obstructive actions, including:
  - The use of cell phones or other electronic devices for voice or text communication in the classroom, unless permitted by the instructor
  - The inappropriate use of electronic or other devices to make an audio, video, or photographic record of any person while on school premises without his/her prior knowledge or effective consent
- Failure to comply with school policies or directives
- Any other action(s) that interfere with the learning environment or the rights of others
- Violations of local, state, provincial, or federal law

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

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

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

- Enroll or attend classes at another Corinthian Colleges Inc. (CCI) school
- Graduate or participate in graduation ceremonies

- Engage in any other activities proscribed by the Campus President.

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

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

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

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

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

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

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

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

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

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

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

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

- Harassment;
- Libel or slander;
- Fraud or misrepresentation;
- Any use that violates local, state/provincial, or federal law and regulation;
- Disruption or unauthorized monitoring of electronic communications;
- Disruption or unauthorized changes to the configuration of antivirus software or any other security monitoring software;
- Unauthorized copying, downloading, file sharing, or transmission of copyright-protected material, including music;
- Violations of licensing agreements;
- Accessing another person's account without permission;
- Introducing computer viruses, worms, Trojan Horses, or other programs that are harmful to computer systems, computers, or software;
- The use of restricted access computer resources or electronic information without or beyond a user's level of authorization;
- Providing information about or lists of CCI users or students to parties outside CCI without expressed written permission;
- Downloading or storing company or student private information on portable computers or mobile storage devices;
- Making computing resources available to any person or entity not affiliated with the school;
- Posting, downloading, viewing, or sending obscene, pornographic, sexually explicit, hate related, or other offensive material;
- Academic dishonesty as defined in the Code of Student Code;
- Use of CCI logos, trademarks, or copyrights without prior approval;
- Use for private business or commercial purposes.

## **COPYRIGHT POLICY**

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

## **SEXUAL HARASSMENT POLICY**

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

## **SANCTIONS**

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

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

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

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

## **APPEAL PROCESS**

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

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

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

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

The Student Conduct Committee shall:

- Provide the student a full and reasonable opportunity to explain his/her conduct
- Invite relevant witnesses to testify or submit signed statements
- Reach a decision based upon the information submitted prior to the hearing and the testimony and information of the student and witnesses at the hearing
- If the student does not appear, or elects not to appear, the Committee may proceed in the student's absence and the decision will have the same force and effect as if the student had been present

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

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

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

## **RECORD OF DISCIPLINARY MATTER**

All disciplinary files shall be kept separate from the student academic files until resolved. Disciplinary files for students who have violated the Code of Student Conduct shall be retained as part of the student's academic file and considered

"education records" as appropriate, pursuant to the Family Educational Rights and Privacy Act (FERPA). Disciplinary records shall be retained in the student's academic file permanently and a note shall be included in the official student information system indicating the date of the disciplinary decision and the sanction imposed.

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

## **STUDENT COMPLAINT PROCEDURE**

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

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

Accrediting Council for Independent Colleges and School  
750 1<sup>st</sup> Street NE, Suite 980  
Washington, DC 20002  
(202) 336-6780, (202) 842-2593 (fax)

Students aggrieved by action of the school should attempt to resolve these problems with appropriate school officials. Should this procedure fail students may contact: Oregon Department of Education, Private Career Schools, 255 Capitol St. NE, Salem, OR 97310-0203. Complaints filed on behalf of or by a student against a school must be postmarked within one year of the student's last date of attendance. Students should make every attempt through the formal complaint procedure within the institution to find a fair and reasonable solution. Unless the complaint is a violation of a state or federal law or administrative rule, the decision of the school is final. If the student's complaint alleges a violation of state or federal law or administrative rule, the student may appeal to the Oregon Department of Education by either submitting the Department's complaint form or submitting a letter of complaint.

In addition, students may also contact the state's Attorney General's office at the following mailing address:

Financial Fraud/Consumer Protection Section  
1162 Court St. NE  
Salem, OR 97301-4096  
Salem area Phone: 503-378-4320; or  
Portland area Phone: 503-229-5576; or  
Toll Free in Oregon: 877-877-9392  
E-mail: [consumer.hotline@doj.state.or.us](mailto:consumer.hotline@doj.state.or.us)  
Website: [www.doj.state.or.us](http://www.doj.state.or.us)

## **DRESS CODE**

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

## **NOTIFICATION OF RIGHTS UNDER FERPA**

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

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

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

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

A student who wishes to ask the institution to amend a record should write to the Registrar, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the institution decides not to amend the record as requested, the institution will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

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

The institution discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the institution in an administrative, supervisory, academic or research, or support staff position; a person or company with whom the institution has contracted as its agent to provide a service instead of using institution employees or officials (such as an attorney, auditor, collection agent, campus security personnel and a health provider); a person serving the institution in an advisory capacity; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks, or an accreditor or an official of the state's department of education. Please note that in certain circumstances, such as with an infectious disease health threat or security threat, the school may disclose individually identifiable information without notice.

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

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

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

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

## **STUDENT RECORDS**

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

## **TRANSCRIPT AND DIPLOMA RELEASE**

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

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

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

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

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

In emergency situations, students should call 911 for an immediate response from the local law enforcement agency. Thereafter, the crime should be reported to the Campus President (or designee). In non-emergency situations, the crime should be reported as soon as possible to the Campus President (or designee) and the local law enforcement agency. All students are encouraged to report all crimes and public safety incidents to the Campus President (or designee) in a timely manner. The Campus President (or designee) shall document each incident reported and determine an appropriate response based on the nature of the incident. All victims of crime that occur on campus shall be provided with the opportunity to report the incidents to the local law enforcement authority.

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

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

## **DRUG-FREE SCHOOLS POLICY**

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

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

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

## **STATISTICAL INFORMATION**

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

## **CAMPUS COMPLETION RATE REPORTS**

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

## **WEATHER EMERGENCIES**

Information on campus closings for any reason will be posted on all major TV channels – KATU, KOIN, KGW as well as on their websites. Additional information will be posted on [www.flashalert.net](http://www.flashalert.net).



## **STUDENT SERVICES**

### **ORIENTATION**

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

### **HEALTH SERVICES**

Everest does not provide health services.

### **HOUSING**

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

### **STUDENT ADVISING**

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

### **EVEREST CARE PROGRAM**

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

### **PLACEMENT ASSISTANCE**

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

## PROGRAMS OFFERED

<b>Program</b>	<b>Credential</b>
Massage Therapy	Diploma
Medical Assistant	Diploma
Medical Insurance Billing and Coding	Diploma
Pharmacy Technician	Diploma

## DIPLOMA PROGRAMS



### **MASSAGE THERAPY**

*Diploma Program*

48 weeks – 800 hours, 62.5 credit units

V 1

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.

The objective of the massage therapy program is to prepare students to qualify for and take the national licensing exams, including the Massage and Bodywork Licensing Exam (MBLEx). Students are also prepared to take the practical exam for licensure in Oregon. Graduates are equipped to work in a variety of settings, including chiropractic clinics, spas, and self-employment. Graduates of the massage therapy program receive a diploma from Everest Institute.

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.

<b>Module Code</b>	<b>Module Title</b>	<b>Clock Hours</b>	<b>Quarter Credit Units</b>
MTD 101	Anatomy & Physiology I	50	5.0
MTD 115	Introduction to Kinesiology	50	4.0
MTD 106	Swedish Massage	100	7.5
MTD 215	Anatomy & Physiology of the Body Systems A	25	2.5
MTD 206	Kinesiology Upper Body	25	2.0
MTD 210	Deep Tissue for the Upper Body	50	4.0
MTD 212	Anatomy & Physiology of the Body Systems B	25	2.5
MTD 203	Kinesiology Lower Body	25	2.0
MTD 217	Deep Tissue for the Lower Body	50	4.0
MTD 221	Clinic Lab I	30	1.5
MTD 236	Board Review	10	1.0
MTD 229	Upper Body Joint Dysfunction	15	1.25
MTD 231	Advanced Massage Techniques Upper Body	45	3.25
MTD 224	Clinic Lab II	30	1.5
MTD 227	Board Review	10	1.0
MTD 238	Lower Body Joint Dysfunction	15	1.25
MTD 230	Advanced Massage Techniques Lower Body	45	3.25
MTD 245A	Professional Development	25	2.5
MTD 251	Clinic Lab III	30	1.5
MTD 241	Eastern Theories	45	3.5
MTD 247	Professional Development	15	1.5
MTD 253	Massage Law & Ethics	10	1.0
MTD 242	Clinic Lab IV	30	1.5
MTD 257	Energy Modalities and Non- Traditional Therapies	45	3.5
<b>Program Totals:</b>		<b>800</b>	<b>62.50</b>

\*\* MTD 259A CPR & First Aid taken as workshop during modules ADU or ADL. FIRST AID/CPR must be completed prior to entering clinic.

#### **MTD 101 - Anatomy and Physiology I**

**5.0 Quarter Credit Units**

This course is designed to prepare the student for future course work in further anatomy and physiology modules presented later on in the program. The topics covered in this course are general orientation to anatomy and physiology, characteristics of life, organization of body structure, mechanisms of health and disease, pain and stress management, medical terminology, central and peripheral nervous system basics and pathologies, the five senses, skeletal system physiology and pathologies, joint overview and pathologies, and muscle structure and function along with muscular pathologies. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None. Lecture Hours: 50.0 Lab Hours: 0.0 Other Hours: 0.0.

<b>MTD 106 - Swedish Massage</b>	<b>7.5 Quarter Credit Units</b>
<p>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, Western Theory &amp; 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, Body Mechanics, Basic SOAP charting techniques, Pregnancy and Labor Massage, and Indications/Contraindications for Massage Therapy. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None. Lecture Hours: 50.0 Lab Hours: 50.0 Other Hours: 0.0.</p>	
<b>MTD 102 - HIV/AIDS Education</b>	
<p>This course is part of the Swedish Massage (MTD 106) lecture. Students will learn the history and definition of communicable diseases like AIDS and HIV, the Etiology and prevention of AIDS and HIV. Other diseases like Hepatitis and Tuberculosis will also be addressed. Prerequisite None. Lecture Hours: 0.0 Lab Hours: 0.0 Other Hours: 0.0.</p>	
<b>MTD 115 - Introduction to Kinesiology</b>	<b>4.0 Quarter Credit Units</b>
<p>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 and directional terms, range of motion at joints and assessment of the ranges of motion, structure of the skeletal system, characteristics and functions of the muscular system, and muscles involved in the movement of the main joints in the body. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite None. Lecture Hours: 30.0 Lab Hours: 20.0 Other Hours: 0.0.</p>	
<b>MTD 203 - Kinesiology Lower Body</b>	<b>2.0 Quarter Credit Units</b>
<p>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 muscle attachments (origins and insertions) for the lower body region. Students will learn the attachments of the muscles at each joint in lower body including muscles of the coxal region, knee, and ankle. Students will also gain proficiency in palpating these muscles and review the application of range of motion studies for these areas. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: MTD 115. Lecture Hours: 15.0 Lab Hours: 10.0 Other Hours: 0.0</p>	
<b>MTD 206 - Kinesiology Upper Body</b>	<b>2.0 Quarter Credit Units</b>
<p>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 muscle attachments (origins and insertions) for the upper body region. Students will learn the attachments of the muscles in the head, neck, trunk, shoulder girdle, forearm and wrist. Students will also gain proficiency in palpating these muscles and review the application of range of motion studies for these areas. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: MTD 115. Lecture Hours: 15.0 Lab Hours: 10.0 Other Hours: 0.0.</p>	
<b>MTD 210 - Deep Tissue for the Upper Body</b>	<b>4.0 Quarter Credit Units</b>
<p>This module is designed to provide the students with an understanding of myofascial and deep tissue 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 sites of caution for deep tissue. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: MTD106. Lecture Hours: 30.0 Lab Hours: 20.0 Other Hours: 0.0.</p>	
<b>MTD 212 - Anatomy and Physiology of the Body Systems B</b>	<b>2.5 Quarter Credit Units</b>
<p>This course is designed to follow Anatomy and Physiology 1. The topics covered in this course are the immune system, respiratory system, digestive system, urinary system, and reproductive system. Healthy anatomy and physiology of these systems will be discussed, as well as pathologies that affect each system. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: MTD101. Lecture Hours: 25.0 Lab Hours: 0.0 Other Hours: 0.0.</p>	
<b>MTD 215 - Anatomy and Physiology of the Body Systems A</b>	<b>2.5 Quarter Credit Units</b>
<p>This course is designed to follow Anatomy and Physiology 1. The topics covered in this course are the endocrine system, the integumentary system, the cardiovascular system, and the lymphatic system. Healthy anatomy and physiology of these systems will be discussed, as well as pathologies that affect each system. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: MTD 101 Lecture Hours: 25.0 Lab Hours: 00.0 Other Hours: 0.0.</p>	
<b>MTD 217 - Deep Tissue for the Lower Body</b>	<b>4.0 Quarter Credit Units</b>
<p>This module is designed to provide the students with an understanding of myofascial and deep tissue 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 sites of caution for deep tissue. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: MTD106. Lecture Hours: 30.0 Lab Hours: 20.0 Other Hours: 0.0.</p>	

<p><b>MTD 221 - Clinic Lab I</b></p> <p>This course is designed to provide the student with a realistic hands-on view and experience of working in the field by participating in a real massage therapy clinic. The clinic provides the students an opportunity to enhance skills learned and practiced from instruction. This course is a continuation of supervised clinical practice integrating the principles of Swedish massage, chair massage and adjunctive therapeutic modalities. Students are afforded the opportunity to practice their massage and evaluation skills on a diverse group of subjects. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: MTD106, MTD210 &amp; MTD217. Lecture Hours: 0.0 Lab Hours: 30.0 Other Hours: 0.0.</p>	<p><b>1.5 Quarter Credit Units</b></p>
<p><b>MTD 224 - Clinic Lab II</b></p> <p>This course is designed to provide the student with a realistic hands-on view and experience of working in the field by participating in a real massage therapy clinic or mock clinic environment. The clinic provides the students an opportunity to enhance skills learned and practiced from instruction. This course is a continuation of supervised clinical practice integrating the principles of Swedish massage, chair massage and adjunctive therapeutic modalities. Students are afforded the opportunity to practice their massage and evaluation skills on a diverse group of subjects. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: MTD106, MTD210 &amp; MTD217. Lecture Hours: 0.0 Lab Hours: 30.0 Other Hours: 0.0.</p>	<p><b>1.5 Quarter Credit Units</b></p>
<p><b>MTD 227 - Board Review</b></p> <p>This course is designed to prepare students for the National Certification Examination (NCE) and meet State licensing requirements. This class covers review of anatomy and physiology material. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: MTD101, MTD115, MTD106, MTD215, MTD206, MTD210, MTD212, MTD203, MTD217. Lecture Hours: 10.0 Lab Hours: 0.0 Other Hours: 0.0.</p>	<p><b>1.0 Quarter Credit Unit</b></p>
<p><b>MTD 229 - Upper Body Joint Dysfunction</b></p> <p>This course is designed to prepare the students to work with clients with various injuries and/or pathologies. This class covers in depth review of the neck, spine, upper extremity -joints, their structure and function and associated pathologies. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: MTD 101, MTD 115, MTD 203, MTD 206, MTD 212, MTD 215, MTD 106, MTD210, MTD217. Lecture Hours: 10.0 Lab Hours: 5.0 Other Hours: 0.0.</p>	<p><b>1.25 Quarter Credit Units</b></p>
<p><b>MTD 230 - Advanced Massage Techniques Lower Body</b></p> <p>This course prepares the student to effectively recognize the stages of inflammation, and treat pathologies in the lower body according to the stages of inflammation. Incorporating advanced techniques such as Neuromuscular Therapy, Muscle Energy Technique, and Trigger Point Therapy. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: MTD 101, MTD 115, MTD 203, MTD 206, MTD 212, MTD 215, MTD 106, MTD210, MTD217. Lecture Hours: 20.0 Lab Hours: 25.0 Other Hours: 0.0.</p>	<p><b>3.25 Quarter Credit Units</b></p>
<p><b>MTD 231 - Advanced Massage Techniques Upper Body</b></p> <p>This course prepares the student to effectively recognize the stages of inflammation, and treat pathologies in the spine and upper body according to the stages of inflammation. Incorporating advanced techniques such as Neuromuscular Therapy, Muscle Energy Technique, and Trigger Point Therapy. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: MTD 101, MTD 115, MTD 203, MTD 206, MTD 212, MTD 215, MTD 106, MTD210, MTD217. Lecture Hours: 20.0 Lab Hours: 25.0 Other Hours: 0.0.</p>	<p><b>3.25 Quarter Credit Units</b></p>
<p><b>MTD 236 - Board Review</b></p> <p>This course is designed to prepare students for the National Certification Examination (NCE) and meet State licensing requirements. This class covers review of material related to massage. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: MTD101, MTD115, MTD106, MTD215, MTD206, MTD210, MTD212, MTD203, MTD217. Lecture Hours: 10.0 Lab Hours: 0.0 Other Hours: 0.0.</p>	<p><b>1.0 Quarter Credit Unit</b></p>
<p><b>MTD 238 - Lower Body Joint Dysfunction</b></p> <p>This course is designed to prepare the students to work with clients with various injuries and/or pathologies. This class covers in depth review of the lower extremity joints, their structure and function as well as associated pathologies. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: MTD 101, MTD 115, MTD 203, MTD 206, MTD 212, MTD 215, MTD 106, MTD210, MTD217. Lecture Hours: 10.0 Lab Hours: 5.0 Other Hours: 0.0.</p>	<p><b>1.25 Quarter Credit Units</b></p>
<p><b>MTD 241 - Eastern Theories</b></p> <p>This course is designed to provide the student with the understanding and knowledge of Eastern theory and practice as used within different styles of Asian bodywork including shiatsu, acupressure, and Tui Na. Students will also learn how to integrate approaches from both eastern and western philosophies. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: MTD 203, MTD 206, MTD210, MTD 212, MTD 215, MTD 217, MTD 221, MTD 224, MTD 227, MTD 229, MTD 230, MTD 231, MTD 236, MTD 238. Lecture Hours: 25.0 Lab Hours: 20.0 Other Hours: 0.0.</p>	<p><b>3.5 Quarter Credit Units</b></p>

<p><b>MTD 242 - Clinic Lab IV</b></p> <p>This course is designed to provide the student with a realistic hands-on experience of working in the field by participating in a massage therapy clinic or mock clinic environment. The clinic provides the students an opportunity to enhance skills learned and practiced from instruction. This course is a continuation of supervised clinical practice integrating the principles of Swedish massage, chair massage and adjunctive therapeutic modalities. Students are afforded the opportunity to practice their massage and evaluation skills on a diverse group of subjects. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: MTD 106, MTD 210, MTD 217, MTD 221 &amp; MTD 224. Lecture Hours: 0.0 Lab Hours: 30.0 Other Hours: 0.0.</p>	<p><b>1.5 Quarter Credit Units</b></p>
<p><b>MTD 245A - Professional Development</b></p> <p>This course is designed to prepare the student for employment in the field of massage. This course discusses types of resumes, employment goals, personal marketing materials, licensing and continuing education. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: MTD106, MTD210, MTD217, MTD231, MTD230. Lecture Hours: 25.0 Lab Hours: 0.0 Other Hours: 0.0.</p>	<p><b>2.5 Quarter Credit Units</b></p>
<p><b>MTD 247 - Professional Development</b></p> <p>This course is designed to prepare the student for a massage business and self-employment. This course covers business planning, marketing, basics of insurance billing, basics of book keeping, basics for record keeping and taxes. This course also discusses the issues of private and group practices. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: MTD 106, MTD 210, MTD 217, MTD 231, MTD230. Lecture Hours: 15.0 Lab Hours: 0.0 Other Hours: 0.0.</p>	<p><b>1.5 Quarter Credit Units</b></p>
<p><b>MTD 251 - Clinic Lab III</b></p> <p>This course is designed to provide the student with a realistic hands-on experience of working in the field by participating in a massage therapy clinic or mock clinic environment. The clinic provides the students an opportunity to enhance skills learned and practiced from instruction. This course is a continuation of supervised clinical practice integrating the principles of Swedish massage, chair massage and adjunctive therapeutic modalities. Students are afforded the opportunity to practice their massage and evaluation skills on a diverse group of subjects. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: MTD 106, MTD 210, MTD 217, MTD 221 &amp; MTD 224. Lecture Hours: 0.0 Lab Hours: 30.0 Other Hours: 0.0.</p>	<p><b>1.5 Quarter Credit Units</b></p>
<p><b>MTD 253 - Massage Law and Ethics</b></p> <p>This course is designed to give students an understanding of state law guidelines and explore ethical questions related to massage therapy. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None. Lecture Hours: 10.0 Lab Hours: 0.0 Other Hours: 0.0.</p>	<p><b>1.0 Quarter Credit Unit</b></p>
<p><b>MTD 257 - Energy Modalities and Non-Traditional Therapies</b></p> <p>This module is designed to provide the student with the theory and hands-on skills involved in introducing fundamental energy based modalities including polarity, and beginning Reiki hand placements. The student will also be introduced to Reflexology and beginning Craniosacral work. Students will also learn integrated energy techniques, and relaxation techniques to develop treatment plan for chronic conditions. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: MTD 215, MTD 206, MTD 212, MTD 210, MTD 217, MTD 203, MTD 221, MTD 236, MTD 229, MTD 230, MTD 231, MTD 224, MTD 227, MTD 238. Lecture Hours: 25.0 Lab Hours: 20.0 Other Hours: 0.0.</p>	<p><b>3.5 Quarter Credit Units</b></p>
<p><b>MTD 259 A - CPR &amp; First Aid</b></p> <p>This class is a required workshop that student must attend if they do not have current certification. This class covers CPR procedures and basic first aid. Students receive a CPR/FIRST AID certification after completion. Valid CPR First AID certification is required in order to graduate from the Massage therapy program. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None. Lecture Hours: 10.0 Lab Hours: 0.0 Other Hours: 0.0</p>	<p><b>0.0 Quarter Credit Units</b></p>



## MEDICAL ASSISTANT

*Diploma Program*

33 weeks – 760 hours, 48 credit units

V 1

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

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

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

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

Module	Module Title	Clock Hours	Quarter Credit Units
Module A	Patient Care and Communication	80	6
Module B	Clinical Assisting and Pharmacology	80	6
Module C	Medical Insurance, Bookkeeping and Health Sciences	80	6
Module D	Cardiopulmonary and Electrocardiography	80	6
Module E	Laboratory Procedures	80	6
Module F	Endocrinology and Reproduction	80	6
Module G	Medical Law, Ethics and Psychology	80	6
Module X	Externship	200	6
<b>Program Totals:</b>		<b>760</b>	<b>48</b>

### Module A - Patient Care and Communication

**6.0 Quarter Credit Units**

Module A emphasizes patient care, including physical examinations and procedures related to the eyes and ears, the nervous system, and the integumentary system. Students will have an opportunity to work with and review patient charts and perform front office skills related to records management, appointment scheduling, and bookkeeping. Students gain skills in communication (verbal and nonverbal) when working with patients both on the phone and in person. Students develop working knowledge of basic anatomy and physiology of the special senses (eyes and ears), nervous and integumentary systems, common diseases and disorders, and medical terminology related to these systems. Students check vital signs, obtain blood samples, and prepare and administer injections. Also introduced are strategies for dealing with change, setting goals, and getting motivated. Students learn how to prepare an attractive business letter, along with demonstrating increasing speed and accuracy on the computer keyboard and in medical transcription. Students build on their keyboarding and word processing skills related to word processing and spreadsheet programs, with acceptable progress through the identified text(s). Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None Lecture Hours: 40, Lab Hours: 40, Other Hours: 0

<b>Module B - Clinical Assisting and Pharmacology</b>	<b>6.0 Quarter Credit Units</b>
<p>Module B stresses the importance of asepsis and sterile technique in today's health care environment, along with the proper use of personal protective equipment. Students learn about basic bacteriology and its relationship to infection and disease control. Students identify the purpose and expectations of the Occupational Health and Safety Administration (OSHA) and the Clinical Laboratory Improvement Amendments (CLIA) regarding disease transmission in the medical facility. Students study basic math concepts to prepare for medication dosage calculations. Students learn the principles and various methods of administering medication. Basic pharmacology and the uses, inventory, classification, and effects of therapeutic drugs are included. Students participate in the positioning and draping of patients for various examinations and prepare for assisting with minor office surgical procedures. Students gain knowledge of basic anatomy and physiology of the muscular system, common diseases and disorders, and medical terminology related to this system. Students check vital signs, obtain blood samples, and prepare and administer injections. Also introduced are strategies for setting and accomplishing personal goals, along with how to succeed in accomplishing these goals. Students describe how to handle numbers, symbols, and abbreviations in transcribed material and demonstrate increasing speed and accuracy on the computer keyboard and in medical transcription. Students build on their keyboarding and word processing skills related to word processing and spreadsheet programs, with acceptable progress through the identified text(s). Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None Lecture Hours: 40, Lab Hours: 40, Other Hours: 0</p>	
<b>Module C - Medical Insurance, Bookkeeping, and Health Sciences</b>	<b>6.0 Quarter Credit Units</b>
<p>Module C introduces students to the health care environment, office emergencies, and first aid, with an emphasis on bandaging techniques for wounds and injuries. Students will discuss types of disasters and the medical assistant's role in emergency preparedness and assisting during and after a disaster. Students learn bookkeeping procedures, accounts receivable and payable, financial management, banking, and check-writing procedures essential to the successful operation of the medical office. Students study the administrative and clinical uses of the electronic health record. Students develop working knowledge of good health, nutrition, weight control, and strategies in promoting good health in patients. They acquire knowledge of basic anatomy and physiology, common diseases and disorders, and medical terminology of the digestive system. Students check vital signs, obtain blood samples, and prepare and administer injections. They are introduced to strategies for building active reading and comprehension skills, along with techniques for managing time. Students practice transcribing accurate medical record notes and correcting erroneous entries, along with demonstrating increasing speed and accuracy on the computer keyboard and in medical transcription. Students build on their keyboarding and word processing skills related to word processing and spreadsheet programs, with acceptable progress through the identified text(s). Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None Lecture Hours: 40, Lab Hours: 40, Other Hours: 0</p>	
<b>Module D - Cardiopulmonary and Electrocardiography</b>	<b>6.0 Quarter Credit Units</b>
<p>Module D examines the circulatory and respiratory systems, including the structure and function of the heart and lungs, along with diseases, disorders, diagnostic tests, anatomy and physiology, and medical terminology associated with these systems. Students apply knowledge of the electrical pathways of the heart muscle in preparation for applying electrocardiography leads and recording a 12-lead electrocardiogram (ECG). Students receive instruction in cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator (AED), which enables them to respond to cardiac emergencies. Students check vital signs and differentiate between normal values for pediatric and adult patients. Students obtain blood samples and prepare and administer injections. Students will discuss how to apply critical and creative thinking skills to analyzing and problem solving in the workplace and everyday life. Students study the preparation of a history and physical examination report, along with demonstrating increasing speed and accuracy on the computer keyboard and in medical transcription. Students build on their keyboarding and word processing skills related to word processing and spreadsheet programs, with acceptable progress through the identified text(s). Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None Lecture Hours: 40, Lab Hours: 40, Other Hours: 0</p>	
<b>Module E - Laboratory Procedures</b>	<b>6.0 Quarter Credit Units</b>
<p>Module E introduces microbiology and laboratory procedures commonly performed in a physician's office or medical clinic. Students learn specimen identification, collection, handling and transportation procedures and practice venipuncture and routine diagnostic hematology. Maintenance and care of laboratory equipment and supplies are discussed. Students gain working knowledge of radiology and nuclear medicine, in addition to various radiological examinations and patient preparation for these exams. Anatomy and physiology of the urinary system and the body's immunity, including the structure and functions, as well as common diagnostic exams and disorders related to these systems, is presented. Students perform common laboratory tests, check vital signs, and perform selected invasive procedures. Students learn essential medical terminology related to the body systems and topics introduced in the module. Students learn the skills involved in organizing and writing a paper. Students transcribe miscellaneous medical reports, along with demonstrating increasing speed and accuracy on the computer keyboard and in medical transcription. Students build on their keyboarding and word processing skills related to word processing and spreadsheet programs, with acceptable progress through the identified text(s). Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None Lecture Hours: 40, Lab Hours: 40, Other Hours: 0</p>	



<p><b>Module F - Endocrinology and Reproduction</b></p> <p>Module F covers general anatomy and physiology, including an overview of the study of biology and the various body structures and systems. This module also examines the anatomy, physiology, and functions of the skeletal, endocrine, and reproductive systems, along with medical terminology associated with these systems. Students learn about child growth and development. They develop working knowledge of the skills necessary to assist in a pediatrician's office and learn the important differences that are specific to the pediatric field. Some of the skills students learn in this area are height and weight measurements and restraining techniques used for infants and children. They check vital signs, assist with diagnostic examinations and laboratory tests, and instruct patients regarding health promotion practices. Students gain knowledge of signs and symptoms of possible child abuse or neglect. Students also become familiar with human development across the life span. They will discuss normal and abnormal changes that are part of the aging process and the medical assistant's responsibilities related to the older person. Students check vital signs, obtain blood samples, and prepare and administer injections. Students discuss the importance of the ability to compose business documents and reports and practice composing business documents and e-mails. Students demonstrate increasing speed and accuracy on the computer keyboard and in medical transcription. Students build on their keyboarding and word processing skills related to word processing and spreadsheet programs, with acceptable progress through the identified text(s). Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None Lecture Hours: 40, Lab Hours: 40, Other Hours: 0</p>	<p><b>6.0 Quarter Credit Units</b></p>
<p><b>Module G - Medical Law, Ethics, and Psychology</b></p> <p>Module G covers the history and science of the medical field, as well as the medical assistant profession. Students gain working knowledge of concepts related to patient reception in the medical office and preparing for the day. They discuss the importance of professional behavior in the workplace. Students learn what it takes to become an office manager and the responsibilities an office manager has to the office, the staff, and the physician. Students are introduced to medical office safety, security, and emergency provisions. They study how to maintain equipment and inventory. The functions of computers in the medical office are discussed. Students also talk about the role ergonomics plays in the health of the staff and patients. Students learn how to provide mobility assistance and support to patients with special physical and emotional needs, and various physical therapy modalities are discussed. Also introduced are the basic principles of psychology, psychological disorders, diseases, available treatments, and medical terminology related to mental and behavioral health. Medical law and ethics in relation to health care are discussed. Skills and attitudes necessary for success in the workforce are introduced, along with how to create a résumé and follow through with the job search. Students check vital signs, obtain blood samples, and prepare and administer injections. Students demonstrate increasing speed and accuracy on the computer keyboard and build on their keyboarding and word processing skills related to word processing and spreadsheet programs, with acceptable progress through the identified text(s). Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None Lecture Hours: 40, Lab Hours: 40, Other Hours: 0</p>	<p><b>6.0 Quarter Credit Units</b></p>
<p><b>Module X - Externship</b></p> <p>Upon successful completion of Modules A through G, Medical Assistant students participate in a 200 hour externship at an approved facility. The externship provides the student an opportunity to apply principles and practices learned in the program and utilize entry level Medical Assistant skills in working with patients. Medical assisting externs work under the direct supervision of qualified personnel at the participating externship sites, and under general supervision of the school staff. Externs are evaluated by supervisory personnel at the site at 100- and 200-hour intervals. Completed evaluation forms are placed in the students' permanent records. Students must successfully complete their externship experience in order to fulfill requirements for graduation. Prerequisites: Modules A-G Lecture Hours: 0, Lab Hours: 0, Other Hours: 200</p>	<p><b>6.0 Quarter Credit Units</b></p>



## MEDICAL INSURANCE BILLING AND CODING

*Diploma Program*

33 weeks – 760 hours, 48 credit units

V 2

Medical Insurance Billing and Coding professionals perform a variety of administrative health information functions, including those associated with organizing, analyzing, and technically evaluating health insurance claim forms and coding diseases, surgeries, medical procedures, and other therapies for billing and collection.

The objective of the Medical Insurance Billing and Coding program is to provide the student with the appropriate didactic theory and hands-on skills necessary to prepare them for entry-level positions as medical insurance billers and coders in today's health care offices, clinics, and facilities. Students will study diagnostic and procedural terminology as it relates to the accurate completion of medical insurance claims. Utilizing a format of medical specialties, relevant terms will also be introduced and studied.

The Medical Insurance Billing and Coding program is a 760 clock hour/48.0 credit unit course of study, consisting of seven individual learning units, called modules. Students are required to complete all modules, starting with Module MEDINTRO and continuing in any sequence until all seven modules have been completed. After the MEDINTRO Introductory Module is completed, the remaining six modules stand alone as units of study. If students do not complete any portion of one of these modules, the entire module must be repeated. Upon successful completion all modules, students participate in an externship. This consists of 200 clock hours of hands-on experience working either in a tutorial classroom setting called a practicum or in an outside facility in the field of medical insurance billing and coding.

Module Code	Module Title	Clock Hours	Quarter Credit Units
MEDINTRO	Introduction to Medical Terminology, Keyboarding, Word Processing, Basic Math, Insurance Coding, and Administrative Duties of Medical Personnel	80	6.0
MIBCL	Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Cardiovascular and Lymphatic Systems	80	6.0
MIBGU	Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Genitourinary System	80	6.0
MIBIE	Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Integumentary and Endocrine Systems, and Pathology	80	6.0
MIBMS	Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Musculoskeletal System	80	6.0
MIBRG	Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Respiratory and Gastrointestinal Systems	80	6.0
MIBSN	Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Sensory and Nervous Systems, and Psychology	80	6.0
MIBXT	Externship	200	6.0
<b>Program Totals:</b>		<b>760</b>	<b>48.0</b>

**Module MEDINTRO - Introduction to Medical Terminology, Keyboarding, Word Processing, Basic Math, Insurance Coding, and Administrative Duties of Medical Personnel** **6.0 Quarter Credit Units**

This module presents basic prefixes, suffixes, word roots, combining forms, special endings, plural forms, abbreviations, and symbols. Also covered is medical jurisprudence and medical ethics. Legal aspects of office procedure are covered, including a discussion of various medical/ethical issues in today's medical environment. Students will learn basic computer skills and acquire knowledge of basic medical insurance billing and coding. Students are provided exposure to computer software applications used in the health care environment including basic keyboarding, Word and Excel. In addition, basic guidelines and coding conventions in ICD-9 and CPT with focus on the professional (outpatient) guidelines, as well as an introduction to the use of the coding reference books. Basic math is introduced. Career skills and development of proper study and homework habits are introduced as well as professionalism needed in the healthcare environment. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None. Lecture Hours: 40 Lab Hours: 40 Other Hours: 0 Outside Hours: 20.0

**Module MIBCL - Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Cardiovascular and Lymphatic Systems**

**6.0 Quarter Credit Units**

This module presents a study of basic medical terminology focused on the cardiovascular system, and the lymphatic system. A word-building systems approach is used to learn word parts for constructing or analyzing new terms. Emphasis is placed on spelling, definition, usage, and pronunciation. Abbreviations are introduced as related terms are presented within the module. A study of the human body's diseases and disorders, including signs, symptoms, etiology, diagnosis, and treatment is accomplished following the modular subject areas. Students are provided exposure to computer software applications used in the health care environment including medical billing software, Word and Excel. The major medical insurances and claims form processing is presented in an ongoing approach to build this skill set. It will include information on national and other common insurance plans as well as claim form completion and ICD and CPT coding. Problem solving and managed care systems will also be discussed. Daily financial practices to include patient fee determining, credit arrangements and bookkeeping and bank-keeping procedures will be discussed. Computer use in the ambulatory environment will also be taught. Basic and advanced guidelines and coding conventions in CPT will be taught with focus on the professional (outpatient) guidelines. The evaluation and management documentation guidelines will be discussed, as well as, the proper use of modifiers. Basic guidelines and coding conventions in ICD-9-CM diagnosis coding and medical necessity with CPT pairing will be stressed, as well as the use of a natural language encoder program. Various aspects of pharmacology will be discussed including a study of the medications prescribed for the treatment of illnesses and diseases within the modular subject area. Included in this are drug actions, and medication uses in relation to body systems and medical terminology. To prepare the student to comprehend the complexity of the health care system and the life cycle of a medical practice, areas that will be discussed include personnel management, compliance, technology, and the many roles of office management. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: MEDINTRO Lecture Hours: 40 Lab Hours: 40 Other Hours: 0 Outside Hours: 20.0

**Module MIBGU - Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Genitourinary System**

**6.0 Quarter Credit Units**

This module presents a study of basic medical terminology focused on the genitourinary system. A word-building systems approach is used to learn word parts for constructing or analyzing new terms. Emphasis is placed on spelling, definition, usage, and pronunciation. Abbreviations are introduced as related terms presented within the module. A study of the human body's diseases and disorders, including signs, symptoms, etiology, diagnosis, and treatment is accomplished following the modular subject areas. Students are provided exposure to computer software applications used in the health care environment including medical billing software, Word, and Excel. The major medical insurances and claims form processing is presented in an ongoing approach to build this skill set. It will include information on national and other common insurance plans as well as claim form completion and ICD and CPT coding. Problem solving and managed care systems will also be discussed. Daily financial practices to include patient fee determining, credit arrangements, and bookkeeping and bank-keeping procedures will be discussed. Computer use in the ambulatory environment will also be taught. Basic and advanced guidelines and coding conventions in CPT will be taught with focus on the professional (outpatient) guidelines. The evaluation and management documentation guidelines will be discussed, as well as the proper use of modifiers. Basic guidelines and coding conventions in ICD-9-CM diagnosis coding and medical necessity with CPT pairing will be stressed, as well as the use of a natural language encoder program. Various aspects of pharmacology will be discussed including a study of the medications prescribed for the treatment of illnesses and diseases within the modular subject area. Included in this are drug actions, and medication uses in relation to body systems and medical terminology. To prepare the student to comprehend the complexity of the health care system and the life cycle of a medical practice, areas that will be discussed include personnel management, compliance, technology, and the many roles of office management. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: MEDINTRO Lecture Hours: 40 Lab Hours: 40 Other Hours: 0 Outside Hours: 20.0

**Module MIBIE - Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Integumentary and Endocrine Systems, and Pathology**

**6.0 Quarter Credit Units**

This module presents a study of basic medical terminology focused on the integumentary system, the endocrine system, and pathology. A word-building systems approach is used to learn word parts for constructing or analyzing new terms. Emphasis is placed on spelling, definition, usage, and pronunciation. Abbreviations are introduced as related terms are presented within the module. A study of the human body's diseases and disorders, including signs, symptoms, etiology, diagnosis, and treatment is accomplished following the modular subject areas. Students are provided exposure to computer software applications used in the health care environment including medical billing software, Word and Excel. The major medical insurances and claims form processing is presented in an ongoing approach to build this skill set. It will include information on national and other common insurance plans as well as claim form completion and ICD and CPT coding. Problem solving and managed care systems will also be discussed. Daily financial practices to include patient fee determining, credit arrangements and bookkeeping and bank-keeping procedures will be discussed. Computer use in the ambulatory environment will also be taught. Basic and advanced guidelines and coding conventions in CPT will be taught with focus on the professional (outpatient) guidelines. The evaluation and management documentation guidelines will be discussed, as well as, the proper use of modifiers. Basic guidelines and coding conventions in ICD-9-CM diagnosis coding and medical necessity with CPT pairing will

be stressed, as well as the use of a natural language encoder program. Various aspects of pharmacology will be discussed including a study of the medications prescribed for the treatment of illnesses and diseases within the modular subject area. Included in this are drug actions, and medication uses in relation to body systems and medical terminology. To prepare the student to comprehend the complexity of the health care system and the life cycle of a medical practice, areas that will be discussed include personnel management, compliance, technology, and the many roles of office management. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: MEDINTRO Lecture Hours: 40 Lab Hours: 40 Other Hours: 0 Outside Hours: 20.0

**Module MIBMS - Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Musculoskeletal System** **6.0 Quarter Credit Units**

This module presents a study of basic medical terminology focused on the musculoskeletal system. A word-building systems approach is used to learn word parts for constructing or analyzing new terms. Emphasis is placed on spelling, definition, usage, and pronunciation. Abbreviations are introduced as related terms are presented within the module. A study of the human body's diseases and disorders, including signs, symptoms, etiology, diagnosis, and treatment is accomplished following the modular subject areas. Students are provided exposure to computer software applications used in the health care environment including medical billing software, Word and Excel. The major medical insurances and claims form processing is presented in an ongoing approach to build this skill set. It will include information on national and other common insurance plans as well as claim form completion and ICD and CPT coding. Problem solving and managed care systems will also be discussed. Daily financial practices to include patient fee determining, credit arrangements and bookkeeping and bank-keeping procedures will be discussed. Computer use in the ambulatory environment will also be taught. Basic and advanced guidelines and coding conventions in CPT will be taught with focus on the professional (outpatient) guidelines. The evaluation and management documentation guidelines will be discussed, as well as, the proper use of modifiers. Basic guidelines and coding conventions in ICD-9-CM diagnosis coding and medical necessity with CPT pairing will be stressed, as well as the use of a natural language encoder program. Various aspects of pharmacology will be discussed including a study of the medications prescribed for the treatment of illnesses and diseases within the modular subject area. Included in this are drug actions, and medication uses in relation to body systems and medical terminology. To prepare the student to comprehend the complexity of the health care system and the life cycle of a medical practice, areas that will be discussed include personnel management, compliance, technology, and the many roles of office management. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: MEDINTRO Lecture Hours: 40 Lab Hours: 40 Other Hours: 0 Outside Hours: 20.0

**Module MIBRG - Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Respiratory and Gastrointestinal Systems** **6.0 Quarter Credit Units**

This module presents a study of basic medical terminology focused on the respiratory system and the gastrointestinal system. A word-building systems approach is used to learn word parts for constructing or analyzing new terms. Emphasis is placed on spelling, definition, usage, and pronunciation. Abbreviations are introduced as related terms are presented within the module. A study of the human body's diseases and disorders, including signs, symptoms, etiology, diagnosis, and treatment is accomplished following the modular subject areas. Students are provided exposure to computer software applications used in the health care environment including medical billing software, Word and Excel. The major medical insurances and claims form processing is presented in an ongoing approach to build this skill set. It will include information on national and other common insurance plans as well as claim form completion and ICD and CPT coding. Problem solving and managed care systems will also be discussed. Daily financial practices to include patient fee determining, credit arrangements and bookkeeping and bank-keeping procedures will be discussed. Computer use in the ambulatory environment will also be taught. Basic and advanced guidelines and coding conventions in CPT will be taught with focus on the professional (outpatient) guidelines. The evaluation and management documentation guidelines will be discussed, as well as, the proper use of modifiers. Basic guidelines and coding conventions in ICD-9-CM diagnosis coding and medical necessity with CPT pairing will be stressed, as well as the use of a natural language encoder program. Various aspects of pharmacology will be discussed including a study of the medications prescribed for the treatment of illnesses and diseases within the modular subject area. Included in this are drug actions, and medication uses in relation to body systems and medical terminology. To prepare the student to comprehend the complexity of the health care system and the life cycle of a medical practice, areas that will be discussed include personnel management, compliance, technology, and the many roles of office management. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: MEDINTRO Lecture Hours: 40 Lab Hours: 40 Other Hours: 0 Outside Hours: 20.0

**Module MIBSN - Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Sensory and Nervous Systems, and Psychology** **6.0 Quarter Credit Units**

This module presents a study of basic medical terminology focused on the sensory system, the nervous system, and psychology. A word-building systems approach is used to learn word parts for constructing or analyzing new terms. Emphasis is placed on spelling, definition, usage, and pronunciation. Abbreviations are introduced as related terms are presented within the module. A study of the human body's diseases and disorders, including signs, symptoms, etiology, diagnosis, and treatment is accomplished following the modular subject areas. Students are provided exposure to computer software applications used in the health care environment including medical billing software, Word and Excel. The major medical insurances and claims form processing is presented in an ongoing approach to

build this skill set. It will include information on national and other common insurance plans as well as claim form completion and ICD and CPT coding. Problem solving and managed care systems will also be discussed. . Daily financial practices to include patient fee determining, credit arrangements and bookkeeping and bank-keeping procedures will be discussed. Computer use in the ambulatory environment will also be taught. Basic and advanced guidelines and coding conventions in CPT will be taught with focus on the professional (outpatient) guidelines. The evaluation and management documentation guidelines will be discussed, as well as, the proper use of modifiers. Basic guidelines and coding conventions in ICD-9-CM diagnosis coding and medical necessity with CPT pairing will be stressed, as well as the use of a natural language encoder program. Various aspects of pharmacology will be discussed including a study of the medications prescribed for the treatment of illnesses and diseases within the modular subject area. Included in this are drug actions, and medication uses in relation to body systems and medical terminology. To prepare the student to comprehend the complexity of the health care system and the life cycle of a medical practice, areas that will be discussed include personnel management, compliance, technology, and the many roles of office management. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: MEDINTRO Lecture Hours: 40 Lab Hours: 40 Other Hours: 0 Outside Hours: 20.0

**Module MIBXT - Externship**

**6.0 Quarter Credit Units**

Upon successful completion of Modules MEDINTRO, MIBCL, MIBGU, MIBIE, MIBMS, MIBRG, and MIBSN, medical insurance billing/coding students participate in a 200-hour externship. Students are expected to work a full-time (40 hours per week) schedule if possible. Serving in an externship at an approved facility gives externs an opportunity to work with the principles and practices learned in the classroom. Externs work under the direct supervision of qualified personnel in participating institutions and under general supervision of the school staff. Supervisory personnel will evaluate externs at 100- and 200-hour intervals. Completed evaluation forms are placed in the students' permanent records. Students must successfully complete their externship training in order to fulfill requirements for graduation. Prerequisite: All classes in the Medical Insurance Billing and Coding program must be completed prior to enrollment. Lecture Hours: 0 Lab Hours: 0 Other Hours; 200



**PHARMACY TECHNICIAN**  
 Diploma Program  
 33 weeks – 760 hours, 48 credit units

V 1

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

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

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

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

**Module A - Administration of Medications and Pharmacology of the Endocrine/ Lymphatic Systems**

**6.0 Quarter Credit Units**

This module is designed to provide the student with an overall understanding of medication administration, safety, and quality assurance. Included in this course is an overview and historical development of pharmacy. Body systems are covered in this module, which includes the endocrine and lymphatic systems, and medications used to treat conditions of the endocrine system. Repackaging and compounding will be discussed and performed. Included in this course is use of policy and procedure manuals, materials management of pharmaceuticals, the pharmacy formulary system, computer applications in drug use control, and receiving and processing medication orders. Preparation and utilization of patient profiles, handling medications, storage and delivery of drug products, records management and inventory control, and compensation and methods of payment for pharmacy services are discussed. Conversions and calculations used by pharmacy technicians will be discussed along with drug dosages in units and working with compounds, admixtures, and parenteral and IV medications. Hands-on skills in the laboratory practice setting are performed. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0 Outside Hours: 20.0

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

**6.0 Quarter Credit Units**

This module is designed to provide the student with responsibilities of a technician filling prescriptions, including the information required to fill prescription and typing the prescription label. This module also covers how to read a drug label. Medications for the respiratory and nervous system are covered including a study of medications for neurological conditions, mental disorders, and a discussion on muscle relaxants. This module will include CPR certification. Hands-on skills in the laboratory practice setting are performed. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0 Outside Hours: 20.0

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

**6.0 Quarter Credit Units**

This module is designed to introduce the student to the professional aspects of working in pharmacy technology. Subjects covered include the history and changing roles of pharmacists and pharmacy technicians. This module

covers the laws and ethics of pharmacy, which includes the Food and Drug Act, the 1970 Comprehensive Drug Abuse Prevention and Control Act, and other modern-day drug legislation. The respiratory system is discussed along with medications for respiratory tract disorders. Oncology agents are covered in this module along with HIV/AIDS. Calculations and dimensional analysis of drug dosages are covered. Hands-on skills in the laboratory practice setting are performed. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None  
Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0 Outside Hours: 20.0

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

This module covers pharmacy technician registration and certification, including professionalism and communication in the pharmacy setting. Over-the-counter medications, vitamins, and skin-care products are discussed in this module. Medications for the integumentary system are covered, along with a discussion on medication calculations for the elderly. Also covered in this module are medications used for disorders of the eyes and ears. Students learn the most common medication errors, alternative medication, and food and drug interactions. Hands-on skills in the laboratory practice setting are performed. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None  
Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0 Outside Hours: 20.0

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

In this module, emphasis is placed on the role and responsibilities of the pharmacy technician regarding parenteral dosages, including using proportions in calculating drug dosages for pediatrics. This module is designed to provide the student with an overall understanding of the administrative aspects and hands-on applications involved in working in a pharmacy. Medications for the G.I. and musculoskeletal systems are covered, along with medications for disorders of the musculoskeletal system, as well as a study of general operations of pharmacies at different settings. Subjects covered include safety in the workplace, using computers in the pharmacy, communications, and interpersonal relations within the pharmacy. Students will learn about migraine headaches, analgesics, and drugs for NSAID. Use of computers in the pharmacy practice setting is covered. Hands-on skills in the laboratory practice setting are performed. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None  
Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0 Outside Hours: 20.0

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

This module is designed to provide the student with an overall understanding of anatomy and physiology as it relates to the urinary and reproductive systems. Students will learn common tasks performed by pharmacy technicians in the hospital practice setting, including policies and procedures, responsibilities of the inpatient pharmacy technician, and specific state requirements regulating the use of pharmacy technicians in various states. Students will familiarize themselves with intravenous flow rates of large volume and small volume IV, infusion of IV piggybacks, and the use of a heparin lock. Critical care flow rates and automated medication dispensing systems are discussed and calculated. Hands-on skills in the laboratory practice setting are performed. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None  
Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0 Outside Hours: 20.0

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

This module is designed to familiarize the student with all aspects of home health care, mail order pharmacy/ePharmacy, and long-term care pharmacy. Also covered in this module is drug distribution systems utilized in the pharmacy to include pharmacy stocking and billing, inventory, and purchasing. This module will provide students with the understanding of the cardiovascular, circulatory, and skeletal systems and discuss medications for circulatory disorders and medications for the skeletal system. Hands-on skills in the laboratory practice setting are performed. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None  
Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0 Outside Hours: 20.0

**Module X - Clinical Externship** **6.0 Quarter Credit Units**

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

## CORINTHIAN COLLEGES, INC.

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



<p>Mesa, AZ (branch of Everest College Phoenix, AZ)</p> <p><b>Everest Institute</b></p> <p>Austin, TX (branch of Everest Institute, Southfield, MI)</p> <p>Bensalem, PA (additional location of Everest College, Seattle, WA)</p> <p>Brighton, MA (main campus)</p> <p>Chelsea, MA (branch of Everest College, Alhambra, CA)</p> <p>Cross Lanes, WV (main campus)</p> <p>Dearborn, MI (branch of Everest Institute, Southfield, MI)</p>	
<b>The following schools in Canada are owned by Corinthian Colleges, Inc.:</b>	
<p><b>Everest College of Business, Technology, and Healthcare</b></p> <p>All Canadian locations listed below are branches of Everest College Canada, Inc.</p> <ul style="list-style-type: none"> <li>Barrie, Ontario</li> <li>Brampton, Ontario</li> <li>Hamilton City Centre, Ontario</li> <li>Hamilton Mountain, Ontario</li> <li>Kitchener, Ontario</li> <li>London, Ontario</li> <li>Mississauga, Ontario</li> </ul>	<ul style="list-style-type: none"> <li>Nepean, Ontario</li> <li>New Market, Ontario</li> <li>North York, Ontario</li> <li>Ottawa-East, Ontario</li> <li>Scarborough, Ontario</li> <li>Sudbury, Ontario</li> <li>Thunder Bay, Ontario</li> <li>Toronto College Park (South), Ontario</li> <li>Windsor, Ontario</li> </ul>

## STATEMENT OF OWNERSHIP

This campus is owned and operated by Career Choices, Inc., a Delaware corporation, 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.

<b>CORINTHIAN COLLEGES, INC.</b>		
<b>DIRECTORS</b>	<b>OFFICERS</b>	<b>TITLE</b>
Jack D. Massimino	Jack D. Massimino	Chairman and Chief Executive Officer
Terry O. Hartshorn	Kenneth S. Ord	Executive Vice President and Chief Administrative Officer
Paul R. St. Pierre	Robert Bosis	Executive Vice President, Operations
Linda Arey Skladany	Beth A. Wilson	Executive Vice President
Hank Adler	Mark L. Pelesh	Executive Vice President, Legislative and Regulatory Affairs
Alice T. Kane	William Buchanan	Executive Vice President, Marketing and Admissions
Robert Lee	Stan Mortensen	Executive Vice President, General Counsel and Corporate Secretary
Tim Sullivan	Robert Owen	Executive Vice President and Chief Financial Officer
John Dionisio	Anna Marie Dunlap	Senior Vice President, Investor and Public Relations
Sharon Robinson	Carmella Cassetta	Senior Vice President and Chief Information Officer
Marc H. Morial	Jim Wade	Senior Vice President, Human Resources
	Richard Simpson	Senior Vice President and Chief Academic Officer
	Roger Van Duinen	Senior Vice President, Marketing
	Kim Dean	Senior Vice President, Student Financial Services
	Melissa Flores	Division President, Everest East
	David Poldoian	Division President, CCI Online
	Mark Ferguson	Division President, Everest Central
	Nikee Carnagey	Division President, Everest West
	Eeva Deshon	Division President, Heald
	Rupert Altschuler	Division President, Everest Canada
	Michael Stiglich	Division President, WyoTech
<b>CAREER CHOICES, INC.</b>		
<b>DIRECTORS</b>	<b>OFFICERS</b>	<b>TITLE</b>
Jack D. Massimino	Jack D. Massimino	Chairman of the Board, President and Chief Executive Officer
Kenneth S. Ord	Kenneth S. Ord	Executive Vice President and Chief Administrative Officer
Beth A. Wilson	Beth A. Wilson	Executive Vice President
	Stan A. Mortensen	Executive Vice President, General Counsel and Corporate Secretary
	Robert C. Owen	Executive Vice President, Chief Financial Officer, Treasurer and Assistant Secretary

## ADMINISTRATION

<b>ADMINISTRATION</b>	
Bobi Jo Wakefield	Campus President
Steven Thiem	Director of Admissions
Robert Yates	Director of Education
Stephanie Corrales	Director of Student Finance
Gentry Dinsmore	Director of Career Services

## CATALOG SUPPLEMENT

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

## TUITION AND FEES

<b>Programs</b>	<b>Program Length</b>	<b>Credit Units</b>	<b>Tuition</b>	<b>Books and Equipment (estimated)</b>	<b>Estimated Total</b>
Massage Therapy	48 Weeks	62.5	\$15,332	\$1,398	\$16,730
Medical Assistant	33 Weeks	48	\$15,445	\$1,575	\$17,020
Medical Insurance Billing and Coding	33 Weeks	48	\$14,850	\$1,849	\$16,699
Pharmacy Technician	33 Weeks	48	\$16,952	\$925	\$17,877

## CALENDARS

<b>Massage Therapy Mod All Shift 2013 - 2014</b>	
<b>Start Dates</b>	<b>End Dates</b>
8/5/13	9/13/13
9/23/13	11/1/13
11/4/13	12/13/13
12/16/13	2/6/14
2/10/14	3/21/14
3/24/14	5/2/14
5/5/14	6/13/14
6/16/14	8/1/14
8/4/14	9/12/14
9/15/14	10/24/14
10/27/14	12/10/14
12/15/14	2/4/15

<b>Student Holiday/Breaks Massage Therapy 2013 - 2014</b>		
<b>Student Breaks</b>	<b>Start Dates</b>	<b>End Dates</b>
Labor Day	9/2/13	9/2/13
Thanksgiving Holiday	11/28/13	11/29/13
Christmas Break	12/21/13	1/1/14
Martin Luther King Day	1/20/14	1/20/14
Presidents Day	2/17/14	2/17/14
Memorial Day	5/26/14	5/26/14
4th of July	7/4/2014	7/4/14
Labor Day	9/1/2014	9/1/14
Thanksgiving Break	11/27/14	11/28/14
Christmas Break	12/20/14	12/28/14
New Year's Day	12/31/14	1/1/15

<b>Medical Assistant, Pharmacy Technician, Medical Billing Insurance and Coding Mod All Shifts 2013 - 2014</b>	
<b>Start Dates</b>	<b>End Dates</b>
8/20/13	9/17/13
9/19/13	10/16/13
10/17/13	11/13/13
11/14/13	12/13/13
12/16/13	1/23/14
1/27/14	2/24/14
2/26/14	3/25/14
3/27/14	4/23/14
4/28/14	5/23/14
5/28/14	6/24/14
6/26/14	7/24/14
7/28/14	8/22/14

<b>Four Week Holiday Schedule Medical Assistant, Medical Insurance Billing and Coding 2013 - 2014</b>		
<b>Student Breaks</b>	<b>Start Dates</b>	<b>End Dates</b>
Labor Day	9/2/13	9/2/13
Thanksgiving Holiday	11/28/13	11/29/13
Christmas Break	12/21/13	1/1/14
Martin Luther King Day	1/20/14	1/20/14
Presidents Day	2/17/14	2/17/14
Memorial Day	5/26/14	5/26/14
Independence Day	7/4/14	7/4/14

## OPERATING HOURS

<b>Administration Hours 8:00 a.m. to 8:00 p.m. (Monday - Thursday)</b>			
<b>8:00 a.m. to 5:00 p.m. (Friday)</b>			
<b>Class Hours</b>			
<b>MORNING</b>			
<b>6 Week Program</b>		<b>4 Week Program</b>	
8:00 am - 12:30 pm	Monday - Friday	6:00 am - 10:00 am	Monday - Friday
		8:00 am - 12:00 pm	Monday - Friday
		10:00 am - 2:00 pm	Monday - Friday
<b>AFTERNOON</b>			
<b>6 Week Program</b>		<b>4 Week Program</b>	
1:00 pm - 5:30 pm	Monday - Friday (varies)	12:00 pm - 4:00 pm	Monday - Friday
<b>EVENING</b>			
<b>6 Week Program</b>		<b>4 Week Program</b>	
6:00 pm - 10:30 pm	Monday - Friday (varies)	6:00 pm - 11:00 pm	Monday - Thursday
<b>WEEKEND</b>			
<b>6 Week Program</b>			
9:00 am - 3:00 pm	Saturday clinic		

## APPENDIX A: PROGRAM DISCLOSURES

The following program disclosures are provided pursuant to federal law.

"Occupation" data reflects the type of occupations the program generally prepares students to enter. (For government data regarding occupations, please navigate to [www.onetonline.org](http://www.onetonline.org).) To the extent permitted under the standards of the applicable accrediting agency or state agency, the placement rates reported below may reflect students who completed the program and obtained employment in one of the occupations listed in the standard occupational titles below or other occupations that utilize the core skills taught in the program.

"On-Time Completion Rate" reflects the percent of graduates between July 1, 2010, and June 30, 2011, who completed their program within 100 percent of the normal time frame as described in the school catalog or enrollment agreement.

"Costs to Students" reflects the costs of the academic program for students completing the program on time, including tuition and fees, estimated books and supplies, and if applicable, room and board. Costs do not reflect potential increases and are current as of the publication date of this disclosure.

"Placement Rates" reflects the percent of graduates securing employment as calculated pursuant to the required calculation methodologies and time frames of the applicable state agencies, institutional accrediting agencies or programmatic accrediting agencies. Each agency has different criteria in determining what constitutes a placement, and these placements may or may not be listed in the standard occupations listed below. (For more information about calculations and time frames, refer to the descriptions at the end of this disclosure.)

"Median Loan Debt" reflects the median loan debt incurred by students who completed the program, between July 1, 2011, and June 30, 2012, including Title IV program loans, private educational loans and institutional financing plans.

Unless otherwise noted below, the data included in this disclosure are for the entire educational institution as defined by the Department of Education, which may include a number of individual campus locations (even in different states) and both online and physical delivery modalities. See footnotes for a list of the campuses included in the institution. In many cases, the on-time completion rate, the cost to students, the placement rate and the median loan debt may differ (often significantly) between these physical locations and delivery modalities. The data below reflect averages for all students in all locations and delivery modalities (or, in the case of program cost, the ranges of program costs) across all locations and delivery modalities.

<b>Massage Therapy (Diploma)</b>		
Occupation (Title, SOC Code)	Massage Therapists	31-9011
Cost to Students		
Institution	Tuition and Fees	\$16,100 to \$16,401
	Books and Supplies	\$1,322 to \$1,447
	Room and Board	N/A
Tigard Campus	Tuition and Fees	\$16,401.00
	Books and Supplies	\$1,321.78
	Room and Board	N/A
On-Time Completion Rate		73.22%
Placement Rates (See footnotes)		
Institution	Institutional Accreditor	73.2% to 80%
	State	55%

<b>Massage Therapy (Diploma)</b>		
Tigard Campus	Institutional Accreditor	80%
	State	55%
Median Loan Debt	Title IV Program Loans	\$9,454
	Private Education Loans	\$488
	Institutional Financing Plans	\$0
<b>Medical Assistant (Diploma)</b>		
Occupation (Title, SOC Code)	Medical Assistants	31-9092
Cost to Students		
Institution	Tuition and Fees	\$13,500 to \$19,000
	Books and Supplies	\$1,341 to \$1,661
	Room and Board	N/A
Tigard Campus	Tuition and Fees	\$14,571.00
	Books and Supplies	\$1,341.29
	Room and Board	N/A
On-Time Completion Rate		41.57%
Placement Rates (See footnotes)		
Institution	Institutional Accreditor	45% to 60.4%
	Programmatic Accreditor	42.62% to 45.76%
	State	N/A
Tigard Campus	Institutional Accreditor	60.4%
	Programmatic Accreditor	45.76%
	State	N/A
Median Loan Debt	Title IV Program Loans	\$9,454
	Private Education Loans	\$0
	Institutional Financing Plans	\$0
<b>Medical Insurance Billing and Coding (Diploma)</b>		
Occupation (Title, SOC Code)	Medical Records and Health Information Technicians	29-2071
Cost to Students		
Institution	Tuition and Fees	\$13,500 to \$16,023
	Books and Supplies	\$1,777 to \$1,947
	Room and Board	N/A

<b>Medical Insurance Billing and Coding (Diploma)</b>		
Tigard Campus	Tuition and Fees	\$13,500.00
	Books and Supplies	\$1,777.12
	Room and Board	N/A
On-Time Completion Rate		56.49%
Placement Rates (See footnotes)		
Institution	Institutional Accreditor	58.5% to 60.5%
	State	50%
Tigard Campus	Institutional Accreditor	58.5%
	State	50%
Median Loan Debt	Title IV Program Loans	\$9,454
	Private Education Loans	\$0
	Institutional Financing Plans	\$0
<b>Pharmacy Technician (Diploma)</b>		
Occupation (Title, SOC Code)	Pharmacy Technicians	29-2052
Cost to Students		
Institution	Tuition and Fees	\$16,000 to \$16,300
	Books and Supplies	\$837 to \$929
	Room and Board	N/A
Tigard Campus	Tuition and Fees	\$16,300.00
	Books and Supplies	\$836.58
	Room and Board	N/A
On-Time Completion Rate		N/A
Placement Rates (See footnotes)		
Institution	Institutional Accreditor	N/A
	State	N/A
Tigard Campus	State	N/A
Median Loan Debt	Title IV Program Loans	N/A
	Private Education Loans	N/A
	Institutional Financing Plans	N/A



**Footnotes:**

**Institutional Accreditor** - ACICS uses the following formula to calculate placement for accredited institutions: placed in a field of study plus placed in a field related to study divided by the number of graduates and completers minus those unavailable for work. Placed in a field of study involves the direct use of the skills taught in the program. Placed in a field related to study involves an indirect use of the skills taught in the program. Time Frame: July 1, 2009 through June 30, 2010.

**Programmatic Accreditor** - ABHES uses the following formula to calculate placement for accredited institutions: graduates placed in a field of study plus placed in a field related to study divided by the number of graduates and completers minus those unavailable for work. Time Frame: July 1, 2009 through June 30, 2010.

**State** - Oregon Department of Education Private Vocational Schools calculation for placement rate: number of graduates placed divided by number of graduates. Time Frame: July 1, 2010 through June 30, 2011.

**Placement Rate N/A** - There is no data to disclose because this program is too new or is not required to be calculated.

**On-Time Completion N/A** - Per Education Department guidance, data not provided due to fewer than ten completers or program is too new.

**Median Load Debt N/A** - Per Education Department guidance, data not provided due to fewer than ten completers or program is too new.

**This Institution Includes:**

- Everest College, Seattle
- Everest College, Woodbridge
- Everest Institute, Bensalem
- Everest Institute, Tigard

## OREGON PHARMACY TECHNICIAN DISCLOSURE

This disclosure includes important information for students enrolling in Everest's Pharmacy Technician program. Pharmacy technicians are required to obtain an Oregon Pharmacy Technician License prior to obtaining employment as a pharmacy technician. This disclosure provides information on licensure requirements. Please review this information and be sure that you understand it. If you have any questions, please contact Everest or the Oregon Board of Pharmacy for additional information. If you plan to seek employment in a state other than Oregon, please contact that state's board of pharmacy, or equivalent agency, for any relevant licensure or registration requirements. The Pharmacy Technician program at Everest meets requirements as a recognized course of training by the Oregon State Board of Pharmacy. In addition to state-mandated minimum requirements, Everest's Pharmacy Technician curriculum includes a variety of additional skills focused subjects, as well as coursework in Pharmacology.

NOTE: The Oregon Pharmacy Technician License is now a **1-year, non-renewable license**. Per Oregon Administrative Rule 855-025-0010, all pharmacy technicians must become nationally certified **one year after initial licensure** or before the licensee's 19<sup>th</sup> birthday, whichever is later. This means you must become licensed as a Certified Oregon Pharmacy Technician to continue working as a technician one year after obtaining initial licensure.

### The requirements for obtaining an initial Oregon Pharmacy Technician License are as follows:

- Complete the Oregon Pharmacy Technician License application.
- Include 1 passport photo.
- Provide a copy of the front and back of your government issued photo ID.
- Provide the application processing fee payable by check or money order only. The Pharmacy Technician application fee is \$50.00. The application processing fee is separate from the required \$52.00 background check fee.
- Provide a detailed explanation of criminal history, if applicable. This does not include minor traffic violations and/or parking citations. Each criminal incident also requires the following:
  - Police report.
  - Court documents revealing the final outcome of the case.
- Detailed explanation of any disciplinary action taken against you by another state's Board of Pharmacy or other Licensing Board. A copy of the Board Order must be provided with your application.

### To be licensed as a **Certified Oregon Pharmacy Technician**, you must:

- Have a high school diploma or GED at the time the Board issues the license.
- Take and pass a national certification exam through PTCB or NHA.
- Provide a copy of National Certification Certificate from either the Pharmacy Technician Certification Board (PTCB) or Exam for the Certification of Pharmacy Technicians (ExCPT through NHA). Printouts of test results will not satisfy this requirement.
- Complete the Certified Oregon Pharmacy Technician License application.
- Pay the Certified Pharmacy Technician application fee of \$50.00

National Healthcareer Association (ExCPT) 800-499-9092 <a href="http://www.nationaltechexam.org/">http://www.nationaltechexam.org/</a>	Pharmacy Technician Certification Board (PTCB) 800-363-8012 <a href="http://www.ptcb.org/">http://www.ptcb.org/</a>
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The application for licensure is available online at the Oregon Board of Pharmacy Website: [http://www.oregon.gov/pharmacy/Imports/Technician\\_Application.pdf](http://www.oregon.gov/pharmacy/Imports/Technician_Application.pdf).