

# Everest

---

INSTITUTE

2010-2011 CATALOG

Georgia 080910

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

Approved and Regulated by the Nonpublic Postsecondary  
Education Commission, Tucker, Georgia

2010-2011 CATALOG

**Everest Institute**

1213-GA-EVI

## LOCATIONS

### **DECATUR CAMPUS**

2460 Wesley Chapel Road, Ste 100,  
Decatur, GA 30035  
(404) 327-8787, (404) 327-8980 (fax)  
A branch of Everest Institute, Cross Lanes, WV

### **JONESBORO CAMPUS**

6431 Tara Boulevard  
Jonesboro, Georgia 30236  
(770) 603-0000, (770) 210-3259 (fax)  
The Jonesboro campus has additional classrooms located at  
6608 Tara Boulevard, Jonesboro, GA 30236, (678) 422-8260.  
A branch of Everest College, Ontario, CA

### **MARIETTA CAMPUS**

1600 Terrell Mill Road, Suite 200  
Marietta, Georgia 30067  
(770) 303-7997, (770) 303-4422 (fax)  
A branch of Everest College, Reseda, CA

### **NORCROSS CAMPUS**

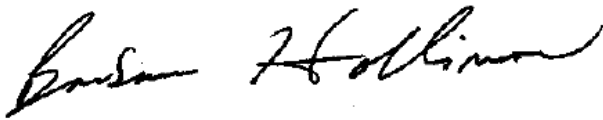
1750 Beaver Ruin Road, Suite 500  
Norcross, Georgia 30093  
(770) 921-1085, (770) 923-4533 (fax)  
A Branch of Everest College, Gardena, CA

Publishing Date August 2010

Copyright ©2010 by Corinthian Schools, Inc., Santa Ana, California

Effective August 9, 2010, through December 31, 2011

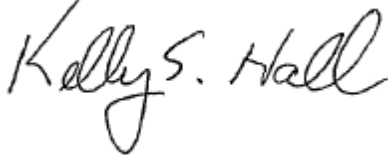
The information contained in this catalog, supplements and addenda (if applicable) is true and correct to the best of my knowledge. Any addenda become an integral part of this catalog as of their effective date.



Barbara Holliman  
President, Decatur Campus



Joe Rogalski  
President, Jonesboro Campus



Kelly Hall  
President, Marietta Campus



Crystal Celestine  
President, Norcross Campus

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



# TABLE OF CONTENTS

<b>CORINTHIAN COLLEGES, INC.</b> .....	1	Date of Withdrawal .....	9
MISSION STATEMENT .....	1	Date of Determination (DOD) .....	9
OBJECTIVES .....	1	Attendance Records .....	9
EDUCATIONAL PHILOSOPHY .....	1	<b>LEAVE OF ABSENCE POLICY (MODULAR</b>	<b>PROGRAMS ONLY) .....</b>
SCHOOL HISTORY AND FACILITIES .....	1	Re-admission Following a Leave of Absence .....	10
Jonesboro and Marietta .....	1	Extension of LOA .....	10
Norcross.....	1	Failure to Return from a Leave of Absence.....	10
Decatur .....	1	Effects of Leave of Absence on Satisfactory	
STUDENT DISABILITY .....		Academic Progress .....	10
SERVICES/ACCOMMODATIONS .....	2	Veterans: Leave of Absence .....	10
ACCREDITATION, APPROVALS AND		<b>EXTERNSHIP/CLINICAL TRAINING.....</b>	<b>10</b>
MEMBERSHIPS .....	2	<b>STANDARDS OF SATISFACTORY ACADEMIC</b>	<b>PROGRESS (SAP).....</b>
Authorized by .....	2	Evaluation Periods for Satisfactory Academic	
Membership Affiliations .....	2	Progress .....	11
STATEMENT OF NON-DISCRIMINATION.....	2	GPA and CGPA Calculations.....	11
<b>ADMISSIONS</b> .....	<b>2</b>	Rate of Progress toward Completion (ROP)	
REQUIREMENTS AND PROCEDURES .....	2	Requirements .....	11
ABILITY TO BENEFIT POLICY.....	3	Maximum Time Frame to Complete (MTF).....	11
GED Preparatory Program .....	3	Satisfactory Academic Progress Tables.....	11
ATB Testing .....	3	Academic Probation.....	12
CPAt Retesting Requirements .....	3	Notification of Probation .....	12
Retaking the CPAt .....	4	Suspension.....	13
Retaking the COMPASS .....	4	Academic Appeals .....	13
Wonderlic .....	4	Satisfactory Academic Progress (SAP) Appeals.....	13
Wonderlic Retesting Requirements .....	4	Reinstatement Following Suspension.....	13
Retaking the WBST .....	4	Dismissal .....	13
Denial of Admission.....	4	Graduation.....	13
Delayed Admission.....	4	Application of Grades and Credits.....	13
ATB Advising.....	4	Transfer Credit .....	13
Denial of Admission.....	5	Guidelines for Make-Up Work .....	14
Delayed Admission.....	5	Satisfactory Academic Progress and Financial	
ADMISSION REQUIREMENTS FOR		Aid.....	14
RESPIRATORY CARE PROGRAM (DECATUR		<b>SATISFACTORY ACADEMIC PROGRESS FOR</b>	<b>STUDENTS RECEIVING VETERANS</b>
CAMPUS) .....	5	<b>ADMINISTRATION BENEFITS .....</b>	<b>14</b>
ALLIED HEALTH PROGRAMS – ADMISSIONS		Previous Credit for Veterans Affairs	
REQUIREMENTS.....	5	Beneficiaries .....	14
ALLIED HEALTH STUDENT DISCLOSURE -		Make-Up Assignments.....	14
CRIMINAL BACKGROUND CHECK.....	5	Maximum Time Frame for Veteran Students .....	14
CREDIT FOR PREVIOUS EDUCATION OR		Veterans Academic Probation .....	14
TRAINING .....	6	Veterans Reinstatement after Successful Appeal	
<b>ACADEMIC POLICIES</b> .....	<b>6</b>	of Termination.....	14
GRADING SYSTEM AND PROGRESS REPORTS.....	6	<b>STUDENT ACADEMIC APPEALS POLICY.....</b>	<b>15</b>
Treatment of Grades in the Satisfactory		Assignment/Test Grades .....	15
Academic Progress/Rate of Progress Calculation		Final Course Grades .....	15
– All Campuses.....	7	Attendance Violations.....	15
REQUIRED STUDY TIME .....	7	Satisfactory Academic Progress (SAP) Appeals.....	15
STUDENT AWARDS .....	7	<b>ADMINISTRATIVE POLICIES</b> .....	<b>16</b>
MAXIMUM CLASS SIZE – NORCROSS AND		<b>STUDENT CONDUCT CODE.....</b>	<b>16</b>
DECATUR .....	7	Background .....	16
MAXIMUM CLASS SIZE – JONESBORO AND		Applicability .....	16
MARIETTA .....	7	Conduct Affecting the Safety of the Campus	
UNIT OF ACADEMIC CREDIT.....	7	Community .....	16
TRANSFER OF CREDIT .....	7	<b>TRANSCRIPTS AND DIPLOMAS.....</b>	<b>18</b>
TRANSFER OF CREDIT FOR STUDENTS		<b>FAMILY EDUCATIONAL RIGHTS AND PRIVACY</b>	<b>ACT.....</b>
RECEIVING VA BENEFITS.....	7	Directory Information.....	19
HONORS AND AWARDS.....	8	<b>CAMPUS SECURITY AND CRIME AWARENESS</b>	<b>POLICIES .....</b>
GRADUATION REQUIREMENTS .....	8	Statistical Information .....	20
ACADEMIC ADVISEMENT AND TUTORING .....	8	<b>CAMPUS COMPLETION RATE REPORTS .....</b>	<b>20</b>
ATTENDANCE .....	8	<b>DRUG AWARENESS.....</b>	<b>20</b>
Establishing Attendance / Verifying Enrollment ...	8	<b>WEAPONS POLICY.....</b>	<b>20</b>
Monitoring Student Attendance.....	8	<b>STUDENT COMPLAINT/GRIEVANCE</b>	<b>PROCEDURE.....</b>
Consecutive Absence Rule (All Programs).....	9		20
Percentage Absence Rule (Modular Programs).....	9		
Percentage Absence Rule (Quarter-based			
Programs) .....	9		
Additional Requirements for Veteran Students.....	9		

SEXUAL HARASSMENT .....	20	WILLIAM D. FORD FEDERAL DIRECT LOAN	
DRESS CODE.....	21	PROGRAM.....	26
ACADEMIC ADVISEMENT AND TUTORING .....	21	ALTERNATIVE LOAN PROGRAMS .....	26
WEATHER EMERGENCIES.....	21	SCHOLARSHIPS .....	26
CLOTHING AND PERSONAL PROPERTY.....	21	DREAM AWARD PROGRAM AND	
GUESTS/CHILDREN ON CAMPUS.....	21	SCHOLARSHIPS.....	26
ALCOHOL AND SUBSTANCE ABUSE STATEMENT ...	21	Imagine America Scholarships (Decatur and	
HEALTH/MEDICAL CARE .....	21	Norcross Campuses) .....	27
TERMINATION PROCEDURES.....	21	<b>STUDENT SERVICES</b> .....	27
TRANSFERABILITY OF CREDITS .....	21	PLACEMENT ASSISTANCE .....	27
POLICY AND PROGRAM CHANGES .....	21	EVEREST CARE PROGRAM .....	27
CERTIFICATION EXAMS.....	21	STUDENT ACTIVITIES .....	27
REQUIREMENTS FOR GRADUATION.....	22	TRANSPORTATION ASSISTANCE.....	27
<b>FINANCIAL INFORMATION</b> .....	22	FIELD TRIPS .....	27
TUITION AND FEES.....	22	SPECIAL LECTURES .....	27
ADDITIONAL FEES AND EXPENSES.....	22	DRUG ABUSE PREVENTION .....	27
VOLUNTARY PREPAYMENT PLAN.....	22	LIVING ACCOMMODATIONS .....	27
BUYER'S RIGHT TO CANCEL – CANCELLATION ....	22	TEACHING AIDS AND SPECIAL LECTURES.....	28
OFFICIAL WITHDRAWALS.....	22	LIBRARY.....	28
REFUND POLICIES .....	22	ADVISING ACTIVITIES.....	28
Date of Withdrawal versus Date of		<b>PROGRAMS OFFERED</b> .....	29
Determination (DOD) .....	23	<b>MODULAR PROGRAMS</b> .....	30
Effect of Leaves of Absence on Refunds.....	23	<b>QUARTER-BASED PROGRAMS</b> .....	51
Textbook and Equipment Return/Refund Policy ..	23	<b>CORINTHIAN COLLEGES, INC.</b> .....	58
FEDERAL RETURN OF TITLE IV FUNDS POLICY ....	23	<b>STATEMENT OF OWNERSHIP</b> .....	60
Return of Unearned SFA Program Funds.....	24	<b>APPENDIX A: ADMINISTRATION AND FACULTY</b> ..	61
PRO RATA REFUND CALCULATION .....	24	<b>APPENDIX B: TUITION AND FEES</b> .....	69
GEORGIA REFUND POLICY.....	24	<b>APPENDIX C: CALENDARS</b> .....	71
STUDENTS CALLED TO ACTIVE MILITARY DUTY... 25		QUARTERLY CALENDAR.....	71
Newly Admitted Students .....	25	MODULAR CALENDARS .....	72
Continuing Students .....	25	<b>APPENDIX D: HOURS OF OPERATION</b> .....	75
Continuing Modular Diploma Students .....	25		
STUDENT FINANCING OPTIONS .....	25		
FINANCIAL ASSISTANCE.....	25		
STUDENT ELIGIBILITY .....	25		
FEDERAL FINANCIAL AID PROGRAMS .....	25		
Federal Pell Grant .....	25		
Federal Supplemental Educational Opportunity			
Grant (FSEOG) .....	25		
Federal Perkins Loan .....	25		
Federal Work Study (FWS).....	25		
Federal Direct Stafford Loans (DL).....	25		
Federal Direct Parent Loan for Undergraduate			
Students (PLUS).....	26		
Military Scholarships and Grants, including			
Active Duty, Veterans and Family .....	26		
Workforce Scholarships and Grants, including			
Youth, Adult and Displaced Workers.....	26		

## **CORINTHIAN COLLEGES, INC.**

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

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

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

### **MISSION STATEMENT**

The mission of the School is to provide quality education to students seeking careers in medically related fields. Our mission is to fulfill the professional and educational needs of growth-oriented individuals who are prepared to change their careers and lives for the better. In an effort to fill the needs of these professions for trained personnel and to provide meaningful and fulfilling careers to capable individuals, the School maintains the highest level of professional dedication. The School is constantly updating its curricula, recognizing its obligation to the students and the professions they serve.

### **OBJECTIVES**

A supportive staff and innovative faculty are open to helping students reach their goals. In a warm, friendly, and professional setting, students realize their strengths through a team approach with staff and faculty. With their futures in mind, and the wealth and welfare of students continuously considered, a winning spirit that promotes self-esteem and viable career alternatives becomes the goal of everyone involved with Everest Institute.

### **EDUCATIONAL PHILOSOPHY**

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

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

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

### **SCHOOL HISTORY AND FACILITIES**

#### **Jonesboro and Marietta**

The genesis of the Georgia campuses of Everest Institute was a school called Georgia Medical Employment Preparatory Center founded in 1977 by Ms. Ginger Gibbs. Ms. Gibbs guided Georgia Medical to become a primary training school for medical personnel in the Atlanta area. In 1986 the school was acquired by Mr. Dominic J. Dean, Mr. Arthur Cuff, and Ms. Linda Lippmann-Cuff. At that time, the school became "Georgia Medical Institute" and was expanded to three campuses: Atlanta, Jonesboro and Marietta. Corinthian Schools, Inc. purchased the three campuses in 2000. In April of 2007 the names of the campuses were changed to Everest Institute. The Atlanta campus closed July 31, 2008. The founders' goal of providing quality medical education continues while Everest Institute and those who attend grow.

Each school contains modern classrooms with laboratories, computer and typing labs, and a student break room. All schools are equipped with fire extinguishers to comply with the local fire codes and are properly ventilated, heated and air conditioned. All labs are properly equipped and meet OSHA safety guidelines. All campuses have accessibility for disabled persons.

#### **Norcross**

The Everest Institute campus in Norcross, Georgia, opened its doors as the newest and fifth campus of Georgia Medical Institute in the Atlanta Metropolitan area in March 2003. In April of 2007 the campus became Everest Institute. The Norcross campus is conveniently located just off the Highway 378 exit from Interstate 85 in the city of Norcross, Georgia. The attractive facility includes computer, massage, dental, and Medical Assistant laboratories, lecture rooms, library, student lounge, and administrative areas.

The modern air-conditioned facility is designed for training students for the working world. The facility has over 19,000 square feet containing classrooms, administrative offices, student lounge, restrooms, and a resource center containing reference and reading materials related to the academic programs. Several classrooms are designed and equipped for laboratory instruction.

#### **Decatur**

The Everest Institute campus in Atlanta, Georgia, on the east side of the Atlanta metroplex, began classes in May 2000 under the name National Institute of Technology. In July 2002, the school name was changed to Georgia Medical Institute. In April of

2007 the campus became Everest Institute. The campus occupies approximately 50,000 square feet comprised of classrooms, laboratories, student lounges, resource center, and administrative areas.

These institutions, the facilities they occupy and the equipment used complies with all federal, state and local ordinances and regulations, including those related to fire safety, building safety and health.

## **STUDENT DISABILITY SERVICES/ACCOMMODATIONS**

This institution has an institutional commitment to provide equal educational opportunities for qualified students with disabilities in accordance with state and federal laws and regulations, including the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. To provide equality of access for students with disabilities, the institution will provide accommodations and auxiliary aids and services to the extent necessary to comply with state and federal laws. For each student, these accommodations and services will specifically address the functional limitations of the disability that adversely affect equal educational opportunity. Applicants or students who would like to request disability service/accommodations must make a request to the Campus President. Students will receive written notification of the determination within seven calendar days. Students may appeal an accommodation decision by following the student grievance procedure as stated in the "Student Academic Appeals Policy" section of this catalog.

## **ACCREDITATION, APPROVALS AND MEMBERSHIPS**

The Decatur, Jonesboro, Marietta and Norcross campuses of Everest Institute are accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC), [www.accsc.org](http://www.accsc.org).

The Surgical Technology program of the Marietta campus is accredited by the Commission on Accreditation of Allied Health Education Programs ([www.caahep.org](http://www.caahep.org)) upon the recommendation of the Accreditation Review Committee on Education in Surgical Technology (ARC-ST), Allied Health Education Programs, 1361 Park Street, Clearwater, FL 33756, Phone: 727-210-2350, Fax: 727-210-2354. The program has been placed on probationary Accreditation as of February 2009.

- Eligible institution under Federal Stafford Federal Loan Program (FSL) and Federal Parent Loan for Undergraduate Students (FPLUS).
- Eligible institution for Federal Perkins Loan, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Pell Grant and Federal Work- Study (FWS) programs.
- Approved for the training of Veterans and eligible persons under the provisions of Title 38, United States Code.

School approvals and memberships are displayed in the lobby. The School President can provide additional information.

The Respiratory Care program at Everest Institute, Decatur, Georgia holds a Letter of Review from the Committee on Accreditation for Respiratory Care ([www.coarc.com](http://www.coarc.com)).

Committee on Accreditation for Respiratory Care  
1248 Harwood Road  
Bedford, Texas 76021-4244  
(817) 283-2835

### **Authorized by**

- Nonpublic Postsecondary Educational Commission (NPEC), 2082 East Exchange Place, Suite 220, Tucker, GA 30084-5305, 770-414-3300, 770-414-3309 (fax).

### **Membership Affiliations**

- Association of Surgical Technologists
- Career College Association
- American Medical Technologist

Documents supporting Everest Institute's accreditation, licensing, authorization, approval, and memberships are available for review during normal business hours, Monday through Friday.

Consumer information reports (completion rates, placement rates, crime statistics) are available upon request through the Director of Admissions located at each campus.

## **STATEMENT OF NON-DISCRIMINATION**

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

## **ADMISSIONS**

### **REQUIREMENTS AND PROCEDURES**

Graduation from a U.S. high school or its recognized equivalent is a requirement for admission to the institution, unless the student applies under the Ability to Benefit (ATB) provision, as described below. Non-ATB students must score at least 120 on the Career Programs Assessment Test (CPAT) offered by ACT, Inc.

Students should apply for admissions as soon as possible in order to be officially accepted for a specific program and starting date. To apply, students should complete an application form and bring it to the School or call for a priority appointment to visit the School and receive a tour of its facilities.



All applicants are required to complete a personal interview with an admissions representative. Parents and spouses are encouraged to attend. This gives applicants and their families an opportunity to see the School's equipment and facilities, meet the staff and faculty, and ask questions relating to the campus, curriculum, and career objectives. Personal interviews also enable School administrators to determine whether an applicant is acceptable for enrollment into the program.

Once an applicant has completed and submitted the Enrollment Agreement, the School reviews the information and informs the applicant of its decision. If an applicant is not accepted, all monies paid to the School are refunded.

The School follows an open enrollment system. Individuals may apply up to one year in advance of a scheduled class start. The following items must be completed at the time of application:

- Administration and evaluation of an applicable entrance examination; and
- Enrollment Agreement (if applicant is under 18 years of age it must be signed by parent or guardian).

The School reserves the right to reject students if the items listed above are not successfully completed.

This campus does not offer training in English as a Second Language.

Prospective students who have a U.S. high school diploma or a recognized equivalency certificate (GED) are required to:

1. Furnish proof of high school completion by providing the school with a copy of the high school diploma, official high school transcript, and/or a copy of a recognized equivalency certificate (GED) within 30 days of enrollment, which will be placed in the student file, AND
2. Achieve a score of at least 120 on the Career Programs Assessment Test (CPAt) offered by ACT, Inc. This test measures an applicant's basic skills in reading and arithmetic. Applicants who fail the test can be re-tested using a different nationally standardized test. The re-test(s) will be administered within the period specified by the test developer. Should the applicant fail the test a second time, the applicant must wait for 30 days prior to being re-tested. Should the applicant fail the test a third time, one year or alternate training must take place before the student will be allowed to retest.

Applicants who have completed the ACT with a score of at least 15 or the SAT with a combined score of at least 700 on the critical reading and math portions of the exam will not be required to complete the CPAt test.

### **ABILITY TO BENEFIT POLICY**

Students who do not have a high school diploma or its recognized equivalent may still be admitted into certain diploma and associate degree programs at the school, as noted in the school catalog. However, before the school can accept a prospective student who is seeking federal financial aid and who does not have a high school diploma or its recognized equivalent and is beyond the age of compulsory school attendance, federal law requires the school to determine whether the student has the ability to benefit (ATB) from training at the institution. Federal law requires that the school make the ability to benefit determination on the basis of the applicant's score on an ATB exam. The school will admit under the Ability to Benefit policy applicants who provide an official score report that meets or exceeds the passing scores as specified in the federal register, on the CPAT, COMPASS, or Wonderlic. See ATB Testing section below. Although students may be admitted under the ATB provision, the school recognizes the additional benefits of a high school diploma or its recognized equivalent to the student. For this reason the school shall make available to all ATB students the opportunity to complete their GED and encourages their utilization of a GED completion program.

"Ability to Benefit" is applicable only for students in certain programs (see table below). Students entering programs that do not accept ATB students must have a high school diploma, GED or recognized equivalent to enroll in the program.

Programs That Accept ATB Students	Programs That Do Not Accept ATB Students
Dental Assistant	Dialysis Technician
Medical Assistant	Massage Therapy
Medical Administrative Assistant	Pharmacy Technician
Medical Insurance Billing and Coding	Respiratory Care
Patient Care Technologist	Surgical Technologist

### **GED Preparatory Program**

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

### **ATB Testing**

Forms B and C of the Careers Program Assessment Test (CPAt), the computer-based COMPASS/ESL test by ACT, and Verbal Forms VS-1 & VS-2, Quantitative Forms QS-1 & QS-2 of the Wonderlic Basic Skills Test (WBST) have been approved by the U. S. Department of Education for the assessment of ATB students. The COMPASS test is a computer-based test that does not rely on specific forms.

Passing scores on the CPAt are Language Usage 42, Reading 43, and Numerical 41.

Passing scores on the COMPASS test are Numerical Skills/Prealgebra 25, Reading 62, and Writing Skills 32.

Passing scores on the Wonderlic test are: Verbal (200) and Quantitative (210). Students must achieve a passing score on both skill assessments in a single testing session to be considered passing.

Everest will accept test score reports from tests taken at any Everest location or an Assessment Center.

### **CPAt Retesting Requirements**

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

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

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

### **Retaking the CPAt**

Students who fail the first administration of this exam and qualify for a retest as outlined above may retake the exam using the alternative form of the exam with no waiting period, except for applicants for diploma programs in California schools, who must wait seven calendar days. If the retest occurs before a full thirty (30) days have passed since the previous testing, an alternate form (i.e., a form on the approved ATB test list other than the one most recently administered) must be used for the retest. If a minimum of thirty (30) days have passed since the administration of a particular form, the examinee may be retested using the same form. However, no form may be administered to a student more than twice in a ninety (90) day period. A student may retake the exam up to three (3) times (4 times total) before being denied admission.

### **Retaking the COMPASS**

Students who fail the first administration of this exam and qualify for a retest as outlined above may retake the exam at any time. The student may retake the exam up to three (3) times (4 times total) before being denied admission.

### **Wonderlic**

The Wonderlic Basic Skills Test (WBST) is also used to determine whether an application without a high school diploma or recognized equivalent has the ability to benefit from the program. The following forms of the test are used: Verbal Forms VS-1 & VS-2, Quantitative Forms QS-1 & QS-2. The approved passing scores on this test are as follows: Verbal (200) and Quantitative (210). Students must achieve a passing score on both skill assessments in a single testing session to be considered passing.

### **Wonderlic Retesting Requirements**

In some circumstances an applicant may need to be retested due to an inaccurate or incomplete test administration. If there is any reason to doubt the accuracy of a test administration, the applicant should be retested. In addition, when an applicant's test score falls within the ranges shown in the table below, which is less than the ATB minimum score, the student may be asked to retest.

SUGGESTED SCORE RANGES FOR WBST RETESTING	
Verbal Skills	Quantitative Skills
170 to < 200	180 to < 210

Before retesting, the problem that caused the need for retesting should be fixed, if possible.

### **Retaking the WBST**

Retests should be conducted on an alternative test form. To qualify for Title IV federal financial assistance, applicants who are retested with the WBST must achieve the minimum ATB passing score for both the verbal and quantitative test sections in the same retest administration. Retest administrations using an alternative form may be conducted with a half hour waiting period between administrations.

When an applicant has already taken both verbal and quantitative forms 1 and 2 of the WBST, the student may be retested with the following rules:

The applicant must have already taken both forms of the WBST once.

The applicant may be retested on the same form once, in the same 12 month period

The applicant may be retested on the same form only if at least 60 days have passed since the previous test.

### **Denial of Admission**

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

### **Delayed Admission**

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

### **ATB Advising**

By choosing to admit ATB students, the school has an obligation to provide the academic support services necessary for the success of each student in the program and to ensure that following completion of the program the student is ready for placement. Such support can best be provided through structured academic and career advising.

### **Pre-Enrollment**

Prior to enrollment, all ATB students shall:

- Be provided with information on GED preparatory and completion programs
- Be advised regarding what steps the school is taking to make preparatory programs available
- Be encourage to obtain a GED prior to completion of their program
- Receive career advising to be documented using the **ATB Disclosure Form**

### **Post-Enrollment**

All ATB students shall receive academic and career advising during their first and third evaluation periods (i.e., term, module, phase, level, or quarter). Thereafter, ATB students shall receive academic advising at least every other evaluation period unless the student has a CGPA of 2.5 in associate degree programs or 80% in diploma programs. These advising sessions shall be documented using the ATB Advising Form.

### **Denial of Admission**

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

### **Delayed Admission**

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

## **ADMISSION REQUIREMENTS FOR RESPIRATORY CARE PROGRAM (DECATUR CAMPUS)**

Applicants must meet the following requirements to be accepted in the advanced-level Respiratory Care Program:

1. Provide an official High School Diploma or GED transcript
2. Submit a complete application packet
3. Pass all background checks administered through a background checking agency.
4. Score a cumulative minimum of 160 on the admission test (CPAT) career placement and aptitude test.
5. Write a one-page topic essay: "Why I want to be a Respiratory Therapist?" Plans and aspirations for the future must be included.
6. Commute to assigned clinical site during clinic rotations. Student must have reliable transportation on or before the start of clinical rotations and may be assigned to off-campus sites. Students are responsible for transportation costs and other expenses related to clinical experiences.
7. Submit required immunization and health forms prior to clinic. Students are required to show proof of required vaccinations and immunizations prior to clinic. Any additional requirements may be required based on a clinic affiliate needs.
8. Interview with the Respiratory Therapy Program Director and Director of Clinical Education.

All applicants will be screened by the Department of Respiratory Care and will be advised of the final decision regarding program acceptance by the assigned Admissions Representative.

## **ALLIED HEALTH PROGRAMS – ADMISSIONS REQUIREMENTS**

Students entering an allied health program must also complete a Health Notice prior to the start of the training program. Health Notice forms are provided by the School.

Students entering allied health programs may be required to have a physical examination including their records of immunizations. Students must complete their physical examinations, provide their records of immunization, and begin the Hepatitis B series prior to beginning their first clinical rotation or externship.

Due to regulations regarding X-rays, applicants to the Dental Assistant program must be at least 17 years old.

Applicants to the Respiratory Care and Dialysis Technician programs must be interviewed and accepted by either the Respiratory Care Program/Clinical Director or Dialysis Program Director as part of the acceptance procedures. Program requirements include the completion of studies in a clinical or extern environment. It is essential that all applicants be available for any shift assignment (AM, PM, Night or Weekend). It is also essential that all applicants have the ability to travel to any clinical or externship assignment within a 75-mile radius of the campus. Assignment to any specified shift or site cannot be guaranteed. Each student must be willing and able to accept whatever assignment is given.

Applicants to the Massage Therapy program must be at least 18 years old at the time of their graduation from the program and must be a citizen of the United States or a permanent resident.

See table above for the list of allied programs that do not accept ATB students.

## **ALLIED HEALTH STUDENT DISCLOSURE - CRIMINAL BACKGROUND CHECK**

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

Students, including reentry students, enrolling in the Patient Care Technician, Pharmacy Tech, Massage Therapy, Respiratory Care and Dialysis Technician programs will be subjected to a criminal background check, which will include:

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

For programs requiring a background check, \$38 will be charged. The fee for this background check may be covered by financial aid for those who qualify. This fee is non-refundable.

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

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

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

A student's inability to obtain criminal background clearance per the requirements outlined above will prohibit clinical site placement and program completion. It is the student's responsibility to contact the agency to verify conditions. The school cannot contact the agency.

### CREDIT FOR PREVIOUS EDUCATION OR TRAINING

The Education Department will evaluate previous education and training that may be applicable to an educational program. If the education and/or training meets the standards for transfer of credit, the program may be shortened and the tuition reduced accordingly. Students who request credit for previous education and training are required to provide the school with an official transcript and catalog from the educational institutional providing the training prior to starting the program. Students who fail to submit these documents prior to starting the program will not be eligible to receive credit for previous education or training.

## ACADEMIC POLICIES

### GRADING SYSTEM AND PROGRESS REPORTS

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. Everest is in the process of converting to a new student information system called CampusVue. The CampusVue grading scale has some differences, which are indicated in the table below. As campuses are converted, they will be announced in an addendum to this catalog. At schools that have not been converted to CampusVue, students enrolled in modular allied health programs (with the exception of Massage Therapy and MIBC) receive percentage rather than letter grades.

NOTE: The D grade is not used for any modules or courses that are a part of an allied health program, including all "core" courses offered in medical programs. A grade of 70% or higher is required to pass these courses. However elimination of the D grade does not apply to general education and college core courses. Scores 69% or less in modular and Allied Health programs are considered failing grades. Courses that have been failed must be retaken. Failed courses must be repeated and are calculated as an attempt in SAP 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*
D**	1.0	Poor	69-60**
F*** or Fail†	0.0	Failing	59-0***
P or Pass†	Not Calculated	Pass (for externship or thesis classes only)	
I	Not Calculated	Incomplete	
IP	Not Calculated	In Progress (for externship or thesis courses only)	
L	Not Calculated	Leave of Absence (allowed in modular programs only)	
PE	Not Calculated	Pass by Proficiency Exam	
W	Not Calculated	Withdrawal	
WZ	Not Calculated	Withdrawal for those students called to immediate active military duty. This grade indicates that the course will not be calculated for purposes of determining rate of progress	
CR	Not Calculated	Credit for Advanced Placement	
TR	Not Calculated	Transfer (Modular Programs and Campus Vue)	
T	Not Calculated	Transfer (Quarter-based Programs at non-Campus Vue locations only)	

\*\* Not used in Allied Health programs or in any Trades programs.

\*\*\* Students in Allied Health programs require a higher grade to pass. For Allied Health Programs, F (failing) is 69-0%.

† CampusVue Grade

<b>Applies To All Courses</b>	
<b>Course Repeat Codes</b>	
1	Student must repeat this class
R	Student in the process of repeating this class
2	Course repeated - original grade no longer calculated in CGPA

### **Treatment of Grades in the Satisfactory Academic Progress/Rate of Progress Calculation – All Campuses**

<b>Treatment of Grades in the Satisfactory Academic Progress/Rate of Progress Calculation</b>			
<b>Grade</b>	<b>Included in GPA calculation?</b>	<b>Counted as attempted credits?</b>	<b>Counted as earned credits?</b>
A	Y	Y	Y
B	Y	Y	Y
C	Y	Y	Y
D	Y	Y	Y
F or Fail	Y	Y	N
P or Pass	N	Y	Y
I	N	Y	N
IP	N	Y	N
L	N	N	N
PE	N	Y	Y
W	N	Y	N
WZ	N	Y	N
CR	N	Y	Y
TR	N	Y	Y
T	N	Y	Y

### **REQUIRED STUDY TIME**

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

### **STUDENT AWARDS**

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

### **MAXIMUM CLASS SIZE – NORCROSS AND DECATUR**

To provide instruction and training, classes are limited in size. Standard lecture classes average 24 students. The maximum class size is 30 students. In Massage Therapy classes, the maximum class size is 20 students.

Laboratory classes enable students to receive hands-on training using equipment similar to that used by business and industry. To ensure that students receive the necessary time and attention to build experience and confidence, typical laboratory classes average 24 students. The maximum class size for laboratories is 30 students. In Massage Therapy labs, the maximum class size is 20 students.

### **MAXIMUM CLASS SIZE – JONESBORO AND MARIETTA**

Jonesboro – Lecture: 36; lab: 32 (20 for Massage Therapy classes)

Marietta – Lecture: 30; lab: 25 (12 in Surgical Technologist classes; 20 in Massage Therapy classes)

### **UNIT OF ACADEMIC CREDIT**

A clock hour is 50 minutes of instruction in a 60-minute period. Clock hours are converted into credit units to allow for comparison with other postsecondary schools. Students earn one quarter credit unit for each 10 clock hours of lecture, 20 hours of laboratory/clinical or 30 hours of externship.

### **TRANSFER OF CREDIT**

Any student who has either attended a Everest Institute campus or been enrolled in a similar course elsewhere may, upon meeting the policy requirements (see “Credit for Previous Education or Training”), be given appropriate transfer credit, provided all other requirements have been met. In all cases, acceptance of transfer credits must be approved by the College President or Director of Education. Transfer of credits will decrease tuition costs and may provide an earlier program completion date.

### **TRANSFER OF CREDIT FOR STUDENTS RECEIVING VA BENEFITS**

VA Students who have previously attended Everest Institute or have been enrolled in a similar course at another postsecondary institution must provide the Director of Education with a transcript reflecting the course(s). Students will be given appropriate credit after meeting all Transfer of Credit policy requirements including testing, if testing is required for a particular course.

In all cases, acceptance of transfer credits must be approved by the Director of Education. Transfer of credits will decrease tuition costs and may provide an earlier program completion date.

## **HONORS AND AWARDS**

Everest Institute's Honors Program allows the student to receive a certificate as a member of the Director's Lists if the student has successfully maintained a GPA 3.8 or better (95% or better) for the term. Students are awarded the Honors List certificate if they have successfully maintained a GPA of 3.6 or better (90% or better) for the term. Perfect Attendance awards are also given if the student has maintain perfect attendance for the term with no absences, tardies or early departures.

## **GRADUATION REQUIREMENTS**

Formal graduation ceremonies are held twice a year. To be eligible for graduation in **all programs except Respiratory Care**, students must meet the following criteria:

1. The student must have passed all required courses and maintained at least a 70% overall grade average in his/her courses. Surgical Technology students must maintain at least a 75% overall average in all courses.
2. Meet the grade requirements for the module components, if applicable;
3. The student must have successfully completed his/her required clinical experience or externship.
4. Receive satisfactory evaluations from the externship/clinical facility, if applicable;
5. Complete all program requirements.
6. The student must have satisfied all school obligations, including academic, attendance, and current in-school financial payments.

To be eligible for graduation in the **Respiratory Care** Program, students must meet the following criteria:

1. Complete all required courses with a grade of at least 70%;
2. Meet all requirements described under the section on "Repeat Policy";
3. Meet the grade requirements for the course components, as applicable;
4. Successfully complete required clinical activities;
5. Receive satisfactory evaluations from the clinical facility; and
6. Complete all program requirements.

Students on academic probation may qualify for graduation if at the end of the probationary term they meet the Satisfactory Academic Progress requirements.

Diplomas will be issued to those students who have successfully completed their programs and are current on their financial obligations. Students must complete an exit placement and financial aid interview prior to receiving their diplomas.

## **ACADEMIC ADVISEMENT AND TUTORING**

Students' educational objectives, grades, attendance and conduct are reviewed on a regular basis. Students will be notified if their academic standing or conduct is unacceptable. Failure to improve academic standing or behavior may result in further action. Tutorial programs and academic advisement are provided for students who are experiencing difficulties with their class work. Students are encouraged to seek academic assistance through the Education Department.

## **ATTENDANCE**

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

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

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

### **Establishing Attendance / Verifying Enrollment**

The schools will take attendance each class session beginning with the first day of scheduled classes. For programs with an add/drop period, the taking of attendance for a student enrolling during the add/drop period shall begin the first scheduled class session following the student's enrollment.

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

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

### **Monitoring Student Attendance**

Faculty shall monitor student attendance on the basis of both consecutive absences (the "Consecutive Absence Rule") and absences as a percentage of the hours in the class/program (the "Percentage Absence Rule"). A student may appeal an attendance dismissal pursuant to the Student Academic Appeals Policy only if: (a) the student returns to class the next scheduled class session following the attendance violation and (b) the student has no absences while the appeal is pending.

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

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

### **Consecutive Absence Rule (All Programs)**

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

- All students who state they will not return to 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
- 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 (Modular Programs)**

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

<b>Percentage</b>	<b>Action Taken</b>
15% of the total classroom hours missed	Attendance warning letter sent
20% of the total classroom hours missed	Dismissed from the program

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

<b>Percentage</b>	<b>Action Taken</b>
15% of the remaining classroom hours missed	Attendance warning letter sent
20% of the remaining classroom hours missed	Dismissed from the program

### **Percentage Absence Rule (Quarter-based Programs)**

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

<b>Percentage</b>	<b>Action Taken</b>
25% of the total hours for all courses in the term	Attendance warning letter sent
40% of the total hours for all courses in the term	Withdrawn from the course and dismissed from school

### **Additional Requirements for Veteran Students**

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

### **Date of Withdrawal**

When a student is withdrawn for consecutive absences within the term or module, the date of the student's withdrawal shall be the student's last date of attendance (LDA). The LDA is the date that shall be reported on the Student Status Confirmation Report (SSCR). When a student is withdrawn for violating the applicable percentage absence rule, the Date of Withdrawal shall be the date of the violation, and shall be reported on the SSCR.

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

### **Date of Determination (DOD)**

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

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

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

### **Attendance Records**

Schools shall maintain attendance records in computer form for all programs required to take attendance. The computer attendance database is the official record of attendance. The official record may be challenged by filing an attendance appeal within five (5) calendar days following the end of a session. See Student Academic Appeal Policy. Without an appeal, after the fourteenth calendar day following the end of the session, the computer attendance database shall be considered final.

Notwithstanding this requirement, any attendance roster that has been used to verify the accuracy of attendance as part of any audit procedure shall be maintained for eighteen (18) months.

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

The institution permits students to request a leave of absence (LOA) as long as the leaves do not exceed a total of 180 days during any 12-month period and as long as there are documented, legitimate extenuating circumstances that require the

students to interrupt their education. Extenuating circumstances include, but are not limited to, jury duty, military obligations, birth or adoption of a child, or serious health condition of the student or a spouse, child or parent. In order for a student to be granted an LOA, the student must submit a completed, signed and dated Leave of Absence Request Form to the Academic Dean/Director of Education.

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

Upon return from leave, the student will be required to repeat the module and receive final grades for the courses from which the student took leave when the courses are next offered in the normal sequence for students in the class into which the student has re-entered. The student will not be charged any fee for the repeat of courses from which the student took leave or for re-entry from the leave of absence. The date the student returns to class is normally scheduled for the beginning of a module. When a student is enrolled in a modular program, the student may return at any appropriate module, not only the module from which the student withdrew.

### **Extension of LOA**

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

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

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

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

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

As required by federal statute and regulations, the student's last date of attendance prior to the approved LOA will be used in order to determine the amount of funds the institution earned and make any refunds that may be required under federal, state, or institutional policy (see "Cancellation/Refund Policy").

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

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

### **Effects of Leave of Absence on Satisfactory Academic Progress**

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

1. Students returning from a leave of absence are not guaranteed that the module required to maintain the normal progress in their training program will be available at the time of reentry;
2. They may have to wait for the appropriate module to be offered;
3. They may be required to repeat the entire module from which they elected to withdraw prior to receiving a final grade;
4. Financial aid may be affected.

When a student returns from a leave of absence and completes the course from which the student withdrew, the hours for which the student receives a passing grade are counted as earned; the grade, hours, and attendance for the original attempt prior to the official leave of absence are not counted for purpose of the rate of progress toward completion calculation, and the original grade is not counted in the CGPA calculation.

### **Veterans: Leave of Absence**

Leave of absence is granted to students who wish to temporarily interrupt their training for personal reasons. A student will be granted no more than one leave of absence for a maximum period of 60 days. A written request must be made in advance or the absence will be considered unexcused. The Veteran's Administration will be notified immediately when a veteran student is granted leave. No extension will be granted.

### **EXTERNSHIP/CLINICAL TRAINING**

Upon successful completion of all classroom requirements, students are expected to begin the externship/clinical portion of their program, if applicable, within 14 calendar days from the last day of their final classroom module.

Massage Therapy students complete 60 on-site clinical hours beginning after successfully completing six modules. All massage clinic hours must be completed on or before the last day of the ninth module.

Students must complete at least 15 clock hours per week, but no more than 40 clock hours per week, at an approved externship/clinical site. The School recommends that students complete at least 20 clock hours per week. Students must make up absences that occur during the externship/clinical to ensure that the required extern hours are completed prior to graduation.

Modular students in programs that contain an externship are subject to the school academic calendar until they have started on their externship assignment. Once a student has started externship, the student is subject to the work calendar specified by their externship site.

Students who interrupt their externship/clinical training for more than 10 scheduled work (extern) days will be dropped from the program by the College.



Students who have been dropped may appeal their termination if extenuating circumstances have occurred near the end of the externship/clinical that make it impractical to complete the training within the required completion time. Extenuating circumstances include prolonged illness or accident, death in the family, or other events that make it impractical to complete the externship/clinical within the required completion time. Student appeals must include written documentation of the extenuating circumstances, submitted to the Director of Education and approved by the Appeals Committee. Students may be reinstated only once due to extenuating circumstances.

### STANDARDS OF SATISFACTORY ACADEMIC PROGRESS (SAP)

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

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

- 1) The student's cumulative grade point average (CGPA)
- 2) The student's rate of progress toward completion (ROP)
- 3) The maximum time frame allowed to complete that is 150% of total number of credits in the program of study (MTF)

### Evaluation Periods for Satisfactory Academic Progress

Satisfactory academic progress is measured at the end of each academic term (quarter, semester, or module).

### GPA and CGPA Calculations

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

The requirements for the cumulative grade point average (CGPA) are to assure that students are progressing at a rate at which they will be able to achieve a 2.0 CGPA at the end of the second academic year or completion of the program, whichever is first. The CGPA requirements are noted in the following tables.

### Rate of Progress toward Completion (ROP) Requirements

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

Example:

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

### Maximum Time Frame to Complete (MTF)

The maximum time frame for completion of any program 150% of the published length of the program. The school calculates the maximum time frame using credit hours for courses attempted. The total scheduled credit hours for all courses attempted, which include completed courses, transfer courses, withdrawals, and repeated classes, count toward the maximum number of credit hours allowed to complete the program. Non-credit remedial courses have no effect on the student's ROP. A student is not allowed to attempt more than 1.5 times, or 150% of the credit hours in the standard length of the program in order to complete the requirements for graduation.

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

### Satisfactory Academic Progress Tables

47 Quarter Credit Hour Modular Program (Dental Assistant, Dialysis Tech, Medical Administrative Assistant, Medical Assistant, Pharm Tech). Total credits that may be attempted: 70 (150% of 47).					47 Quarter Credit Hour Modular Program (Medical Insurance Billing and Coding). Total credits that may be attempted: 70 (150% of 47).					51 Quarter Credit Hour Modular Program (Patient Care). Total credits that may be attempted: 76 (150% of 51).				
Total Credits Attempted	Probation if CGPA is below	Suspension if CGPA is below	Probation if Rate of Progress is Below	Suspension if Rate of Progress is Below	Total Credits Attempted	Probation if CGPA is below	Suspension if CGPA is below	Probation if Rate of Progress is Below	Suspension if Rate of Progress is Below	Total Credits Attempted	Probation if CGPA is below	Suspension if CGPA is below	Probation if Rate of Progress is Below	Suspension if Rate of Progress is Below
1-12	70%	N/A	66.66%	N/A	1-12	2.0	N/A	66.66%	N/A	1-12	70%	N/A	66.66%	N/A
13-24	70%	25%	66.66%	25%	13-24	2.0	1.0	66.66%	25%	13-24	70%	20%	66.66%	25%
25-48	70%	63%	66.66%	63%	25-48	2.0	1.8	66.66%	63%	29-54	70%	60%	66.66%	55%
49-70	N/A	70%	N/A	66.7%	49-70	N/A	2.0	N/A	66.7%	55-66	70%	65%	66.66%	64%
										67-76	N/A	70%	N/A	66.7%

51 Quarter Credit Hour Modular Program with letter grades (PCT). Total credits that may be attempted: 76 (150% of 51)						55 Quarter Credit Hour Quarter-Based Program (HVAC). Total credits that may be attempted: 82 (150% of 55).						56 Quarter Credit Hour Modular Program (Massage Therapy v 3-0). Total credits that may be attempted: 82 (150% of 55).					
Total Credits Attempted	Probation if CGAP is below	Suspension if CGAP is below	Probation if Rate of Progress is Below	Suspension if Rate of Progress is Below		Total Credits Attempted	Probation if CGPA is below	Suspension if CGPA is below	Probation if Rate of Progress is Below	Suspension if Rate of Progress is Below		Total Credits Attempted	Probation if CGPA is below	Suspension if CGPA is below	Probation if Rate of Progress is Below	Suspension if Rate of Progress is Below	
1-15	2.0	N/A	66.66%	N/A		1-18	2.0	N/A	66.66%	N/A		1-12	2.0	N/A	66.66%	N/A	
16-21	2.0	N/A	66.66%	N/A		19-28	2.0	1.25	66.66%	N/A		13-24	2.0	1.0	66.66%	25%	
22-27	2.0	1.0	66.66%	20%		29-37	2.0	1.5	66.66%	60%		25-54	2.0	1.5	66.66%	55%	
28-33	2.0	1.2	66.66%	30%		38-46	2.0	1.75	66.66%	60%		55-66	2.0	1.8	66.66%	64%	
34-39	2.0	1.4	66.66%	40%		47-64	2.0	1.85	66.66%	60%		67-82	N/A	2.0	N/A	66.7%	
40-46	2.0	1.6	66.66%	50%		65-82	N/A	2.0	N/A	66.7%							
47-52	2.0	1.8	66.66%	60%													
53-76	N/A	2.0	N/A	66.66%													
59 Quarter Credit Hour Quarter-Based Program (Electrical Tech). Total credits that may be attempted: 88 (150% of 59).						69 Quarter Credit Hour Modular Program (Surg Tech). Total credits that may be attempted: 103 (150% of 68).						123.5 Quarter Credit Hour Quarter-Based Program. Total credits that may be attempted: 185 (150% of 123).					
Total Credits Attempted	Probation if CGPA is below	Suspension if CGPA is below	Probation if Rate of Progress is Below	Suspension if Rate of Progress is Below		Total Credits Attempted	Probation if CGPA is below	Suspension if CGPA is below	Probation if Rate of Progress is Below	Suspension if Rate of Progress is Below		Total Credits Attempted	Probation if CGPA is below	Suspension if CGPA is below	Probation if Rate of Progress is Below	Suspension if Rate of Progress is Below	
1-18	2.0	N/A	66.66%	N/A		1-16	70%	N/A	66.66%	N/A		1-16	2.0	N/A	66.66%	N/A	
19-28	2.0	1.25	66.66%	N/A		17-37	70%	20%	66.66%	25%		17-32	2.0	1.0	66.66%	N/A	
29-37	2.0	1.5	66.66%	60%		38-57	70%	60%	66.66%	55%		33-48	2.0	1.2	66.66%	50%	
38-46	2.0	1.75	66.66%	60%		58-77	70%	65%	66.66%	64%		49-60	2.0	1.3	66.66%	60%	
47-64	2.0	1.85	66.66%	60%		78-103	N/A	70%	N/A	66.7%		61-72	2.0	1.5	66.66%	65%	
65-88	N/A	2.0	N/A	66.7%								73-95	2.0	1.75	66.66%	66.66%	
												96-185	N/A	2.0	N/A	66.7%	

### Academic Probation

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

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

### Notification of Probation

The Academic Dean/Director of Education (or designee) must provide written notice of probationary status to all students placed on academic probation. Additionally, all students on probation must participate in academic advising. The following timelines apply for all students placed on academic on probation:

- For programs with an Add/Drop period;
  - Students must be notified in writing by the end of the add/drop period of the probationary term; and
  - Must receive academic advising within thirty (30) days from the start date of the probationary term.
- For programs without an Add/Drop period;
  - Students must be notified in writing by the end of the first week of the probationary term; and
  - Must receive academic advising by the end of the second week of the probationary term.

If a student's probationary status extends over consecutive academic terms, a second written Notice of Academic Probation is not required. However, the Academic Advising Plan and the Evaluation of Progress form must be updated at the end of each academic term/evaluation period that the student is on probation.

## **Suspension**

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

## **Academic Appeals**

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

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

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

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

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

## **Reinstatement Following Suspension**

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

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

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

## **Dismissal**

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

## **Graduation**

Students must complete their program within the maximum time frame and with a 2.0/70% CGPA as stated in the school catalog in order to graduate.

## **Application of Grades and Credits**

- Grades A through D are included in the calculation of CGPA and are included in the Total Number of Credit Hours Attempted.
- Transfer credits are not included in the calculation of CGPA but are included in the Total Number of Credit Hours Attempted (see below) in order to determine the required levels for CGPA and rate of progress. Transfer credits are included as credit hours attempted and successfully completed in calculating the rate of progress.
- For calculating rate of progress, F grades and W (withdrawn) and WZ grades are counted as hours attempted but are not counted as hours successfully completed. Grades of I (Incomplete, In Progress) and L (Leave of Absence) will also be counted as hours attempted but not as hours successfully completed; however, when the I is replaced with a grade, the CGPA and satisfactory academic progress determination will be recalculated based on that grade and the credit hours earned.
- When a course is repeated, the higher of the two grades is used in the calculation of CGPA, and the total clock hours for the original course and the repeated course are included in the Total Clock Hours Attempted (in the charts above) in order to determine the required progress level. The clock hours for the original attempt are considered as not successfully completed.

## **Transfer Credit**

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

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

## **Guidelines for Make-Up Work**

For students who have, pursuant to the policy, been permitted to complete make-up work, the following guidelines shall be observed.

Make-up work must be completed no later than ten (10) calendar days after the end of the term.

A student who has been absent may be allowed to make up the following assignments:

1. Tests/quizzes
2. Laboratory Check-Offs
3. Computer Lab Assignments or Tests
4. Homework Assignments

In addition, when a student has done poorly on a test or assignment and provides documentation of extenuating or mitigating circumstances, at the instructor's discretion, the student may be offered the opportunity to:

1. Retake a different test on the same material as the original test
2. Re-perform a laboratory assignment to demonstrate mastery of a failed competency check off
3. Re-perform a computer lab assignment on revised material
4. Re-do homework with a different assignment
5. Demonstrate course competencies in another equivalent assignment

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

## **Satisfactory Academic Progress and Financial Aid**

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

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

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

## **SATISFACTORY ACADEMIC PROGRESS FOR STUDENTS RECEIVING VETERANS ADMINISTRATION BENEFITS**

### **Previous Credit for Veterans Affairs Beneficiaries**

All Veterans Affairs beneficiaries are required to disclose prior postsecondary school attendance and provide copies of transcripts for all postsecondary education and training. Upon enrollment, the University will request and obtain official written records of all previous education and experience, grant credit where appropriate, and advise the Veterans Affairs claimant and the Department of Veterans Affairs in accordance with VA regulations.

### **Make-Up Assignments**

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

### **Maximum Time Frame for Veteran Students**

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

### **Veterans Academic Probation**

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

### **Veterans Reinstatement after Successful Appeal of Termination**

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

## **STUDENT ACADEMIC APPEALS POLICY**

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

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

1. The specific academic decision at issue
2. The date of the decision
3. The reason(s) the student believes the decision was incorrect
4. The informal steps taken to resolve the disagreement over the decision
5. The resolution sought

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

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

Within five (5) calendar days of receiving the Academic Appeal Form, the Academic Dean/Director of Education shall convene an Appeal Committee, which should normally include the Department Chair, a member of the Student Services Staff, and a faculty member from another program. The Appeal Committee shall investigate the facts of the matter to the extent deemed appropriate under the circumstances. The Appeal Committee shall render a written decision within five (5) calendar days of the date the appeal was received by the Academic Dean/Director of Education, and shall forward the decision to the student and the instructor within five (5) calendar days thereafter. Copies of all documents relating to the appeal shall be placed in the student's academic file, and the decision of the Appeal Committee shall be noted in the official student information system. The decision of the Appeal Committee is final, and no further appeals are permitted.

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

### **Assignment/Test Grades**

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

### **Final Course Grades**

Appeals of final course grades must be made within five (5) calendar days of the date the grade becomes final. The Academic Dean/Director of Education may direct a grade to be changed only when it is determined through the appeal process that a final grade was influenced by any of the following:

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

### **Attendance Violations**

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

1. Have perfect attendance while the appeal is pending;
2. Submit a written plan to improve attendance with the Appeal Form.

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

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

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

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

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

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

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

# ADMINISTRATIVE POLICIES

## STUDENT CONDUCT CODE

### Background

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

- The College maintains the right to discipline students found in violation of College policies in accordance with the procedures below.
- The student conduct code applies to all students, including students taking online courses or a combination of online and campus courses. College Work Study students who violate the student code of conduct in the performance of their college work study duties are subject to disciplinary action/procedures.
- The Campus President or designee (typically the Director of Education/Academic Dean or, in the case of online students, the Online Coordinator) has the authority to make decisions about student disciplinary action.
- Students are subject to the student conduct code while participating in any program externship, clinical rotation, or other College-related activity.
- All student conduct code violations shall be documented in the student's academic record.
- Students dismissed for violations of the student conduct code shall remain responsible for any financial obligations to the College.
- Students dismissed from one Corinthian Colleges, Inc. college for violation of the student conduct code shall not be eligible for admittance to another CCI college.

### Applicability

This Code of Student Conduct (Code) 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.

### Generally

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

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

### Conduct Affecting the Safety of the Campus Community

CCI reserves the right to take all necessary and appropriate action to protect the safety and well-being of the campus community. The School 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 (see below)

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

## **Violations of Local, State, Provincial, or Federal Law**

CCi students are expected to comply with all local, state, provincial, and federal laws and violations of those laws may also constitute a violation of this Code. While a criminal charge does not mean that the student is guilty of an offense, such a charge does mean that civil authorities have determined that there is at least probable cause to believe that an offense was committed, and that the student committed it. In such instances, the School President (or designee) may conduct an inquiry and/or proceed with disciplinary action under this Code independent of any criminal proceeding.

### **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 CCi location (including Online)
- Graduate or participate in graduation ceremonies
- Engage in any other activities proscribed by the School 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 (including Online) prior to resolving the outstanding disciplinary issue.

### **Inquiry by the School President**

If the School President (or designee), in his or her sole discretion, has reason to believe that a student has violated the Code of Student Conduct, the School President (or designee) shall conduct a reasonable inquiry and determine an appropriate course of action. If the School 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 School 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 School 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 School President (or designee), in his or her sole discretion, determines that the student's behavior warrants a suspension or dismissal, the School President (or designee) shall promptly provide the student with a written notice of the following:

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

### **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 School President.

Note: Students dismissed for violations of this Code remain responsible for any outstanding balance owed to the school.

Examples of conditions the school may require a student to complete prior to returning from a suspension or dismissal are:

- Community Service and/or participation in educational programs
- Research assignments or special projects
- Behavioral contracts
- The loss of specific privileges (e.g., loss of automobile privileges on school premises, restricted access to computer lab or automotive machinery)
- Reimbursement or restitution for property damage
- Referral to receive outside counseling services
- Removal from school sponsored housing

### **Academic Dishonesty**

Any form of deception in the completion of assigned work is considered a form of academic dishonesty. This includes, but is not limited to:

- Copying another's work from any source
- Allowing another to copy one's own work whether during a test or on an assignment
- Any attempt to pass off the work, data, or creative efforts of another as one's own
- Knowingly furnishing false information about one's academic performance to the school

One or more of the sanctions listed below may be imposed for academic dishonesty:

- A reduction in grade on the assignment on which the violation occurred
- No credit on the assignment, paper, test, or exam on which the violation occurred
- A failing grade for the course/module
- Suspension or Dismissal from 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 School President (or designee)

shall convene a Student Conduct Committee to conduct the hearing. The Committee shall generally include the School President, the Academic Dean/Director of Education, a Program or Department Chair, the Student Services Coordinator, or a faculty member. The members of the Committee shall select a Chair. If the alleged violation involves allegations of sexual misconduct committed against faculty or staff, the Committee must include a representative from Corporate or Division Human Resources.

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

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

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

The Student Conduct Committee shall:

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

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

- Affirm the finding and sanction imposed by the School 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) and PIPEDA. 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 for investigation and prosecution. Additionally, disciplinary records shall be reported to third parties as applicable (e.g. Veteran's Administration).

### **TRANSCRIPTS AND DIPLOMAS**

All student academic records are retained, secured, and disposed of in accordance with local, state, and federal regulations. All student record information is maintained on the School computer system. Permanent records are kept in paper form, microfiche or microfilm. The School maintains complete records for each student that includes grades, attendance, prior education and training, and awards received.

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

Transcript and diploma requests must be made in writing to the Office of the Registrar. Official transcripts will be released to students who are current with their financial obligation (i.e., tuition and fees due to the School are paid current per the student's financial agreement). Diplomas will be released to students who are current with their financial obligation upon completion of their school program.

Students are provided an official transcript free of charge upon completing graduation requirements. Normal processing time for additional copies of the transcript is approximately three to five days. Additional copies of transcripts and diplomas must be requested and cost \$3.00 and \$10.00 respectively.

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT**

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

1. The right to inspect and review the student's education records within 45 days of the day the institution receives a request for access. Students should submit to the institution president written requests that identify the record(s) they wish to inspect. The institution official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the institution official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's educational records that the student believes are inaccurate or misleading. Students may ask the institution to amend a record that they believe is inaccurate or misleading. They should write the institution official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the institution decides not to amend the record as requested by the



student, the institution will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. Generally, schools must have written permission for the parents of minor students or eligible students in order to release any information from a student's educational record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities, within a juvenile justice system, pursuant to specific State Law.

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

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the institution to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-5920.

### **Directory Information**

The institution has designated certain information contained in the education records of its students as Directory Information for purposes of FERPA. Directory Information at this institution includes:

- Name
- Address
- Telephone numbers
- Major and/or minor fields of study
- Diploma/Degree sought
- Expected date of program completion
- Expected date of graduation
- Diplomas/Degrees conferred
- Awards and Honors
- Dates of attendance
- Previous institutions attended
- Participation in officially recognized activities
- Photograph

Directory information may be disclosed by this institution for any purpose, without the prior consent of a student, unless the student has forbidden disclosure of such information in writing. Students wishing to prevent disclosure of the designated directory information must file written notification to this effect with the Registrar's Office. In the event that such written notification is not filed, the institution assumes that the student does not object to the release of the directory information.

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

### **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 Institute has established policies regarding campus security.

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

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

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

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

### **Statistical Information**

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

### **CAMPUS COMPLETION RATE REPORTS**

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

### **DRUG AWARENESS**

The Drug-Free Schools and Communities Act of 1989, Public Law 101-226, requires institutions receiving financial assistance to implement and enforce drug prevention programs and policies. The information and referral line that directs callers to treatment centers in the local community is available through Student Services.

This institution 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 a student suspects someone to be under the influence of any drug (or alcohol), they should immediately bring this concern to the attention of the Director of Education or School President. Violation of the institution's anti-drug policy will result in appropriate disciplinary actions and may include expulsion of the student. The appropriate law enforcement authorities may also be notified.

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

### **WEAPONS POLICY**

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

### **STUDENT COMPLAINT/GRIEVANCE PROCEDURE**

Persons seeking to resolve problems or complaints should first contact their instructor. Unresolved complaints should be made to the program Department Chair or Senior Instructor, and, if still not satisfied, to the Director of Education. Students who feel that the complaint has not been adequately addressed should contact the School President. Written responses will be given to the student within seven working days. If the problem remains unresolved, students may contact the Student Help Line at (800) 874-0255.

If a student feels that the School has not adequately addressed a complaint or concern, the student may consider contacting the Accrediting Commission. All complaints considered by the Commission must be in written form, with permission from the complainant(s) for the Commission 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 Commission. A copy of the Commission's Complaint Form is available at the School and may be obtained by contacting the School President. Please direct all inquiries to:

Accrediting Commission of Career Schools and Colleges  
2101 Wilson Boulevard, Suite 302  
Arlington, Virginia 22201  
(703) 247-4212

Requests for further action should be made to: Nonpublic Postsecondary Education Commission, 2189 Northlake Parkway, Building 10, Suite 100, Tucker, Georgia 30084-5305, (770) 414-3300.

### **SEXUAL HARASSMENT**

Federal law provides that it shall be unlawful discriminatory practice for any employer, because of the sex of any person, to discharge without cause, to refuse to hire, or otherwise discriminate against any person with respect to any matter directly or indirectly related to employment or academic standing. Harassment of an employee on the basis of sex violates this federal law.

Sexual harassment of employees or students at the school is prohibited and shall subject the offender to dismissal or other sanctions following compliance with the procedural due process requirements.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. Submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment or academic standing; or
2. Submission or a rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting an individual; or
3. Such control unreasonably interferes with an individual's work or academic performance or creates an intimidating, hostile, or offensive working or academic environment.

Any individual who feels he/she has a complaint or matter he/she wishes to discuss may report the problem directly to the Campus President. Please be reminded that this policy applies to students as well as employees.

## **DRESS CODE**

Students enrolled in allied health programs are required to wear the standard medical uniform and shoes with a closed heel and toe as described in the School's dress code policy. Scrubs will be provided to students who enroll in programs in which this type of uniform is a requirement for matriculation. Students should review the established dress and appearance guidelines for details. This information will be available upon enrollment.

## **ACADEMIC ADVISEMENT AND TUTORING**

Students' educational objectives, grades, attendance and conduct are reviewed on a regular basis. Students will be notified if their academic standing or conduct is unacceptable but are ultimately responsible for their own academic standing. Failure to improve academic standing or behavior may result in further action. Tutorial programs and academic advisement are provided for students who are experiencing difficulties with their class work. Students are encouraged to seek academic assistance through the Education Department. Mandatory tutoring is required for students achieving below 70% in any given course, or any student currently on probation.

## **WEATHER EMERGENCIES**

The School reserves the right to close during weather emergencies or other "acts of God." Under these conditions, students will not be considered absent. Instructors will cover any missed material to ensure completion of the entire program.

## **CLOTHING AND PERSONAL PROPERTY**

All personal property is the sole responsibility of the student, and the School does not assume liability for any loss or damage. Clothing and other small items should be marked clearly with the student's name and address. Vehicles should always be locked to avoid theft.

## **GUESTS/CHILDREN ON CAMPUS**

An atmosphere conducive to learning must be maintained without disruption to the teaching and work environment. Therefore, it is the policy of the school that children, friends and/or relatives shall not be brought to classrooms, labs or the library and may not be left in lounges or offices.

## **ALCOHOL AND SUBSTANCE ABUSE STATEMENT**

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

## **HEALTH/MEDICAL CARE**

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

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

## **TERMINATION PROCEDURES**

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

1. Violation of the School's attendance policy;
2. Failure to maintain satisfactory academic progress;
3. Violation of personal conduct standards;
4. Inability to meet financial obligations to the School.

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

## **TRANSFERABILITY OF CREDITS**

Everest Institute does not guarantee transferability of credits to any other college, university or institution, and it should not be assumed that any courses or programs described in this catalog can be transferred to another institution. Any decision on the comparability, appropriateness and applicability of credits and whether they may be accepted is the decision of the receiving institution.

## **POLICY AND PROGRAM CHANGES**

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

## **CERTIFICATION EXAMS**

Graduates of the Dental Assistant, Medical Administrative Assisting, Medical Assistant, Medical Insurance Billing and Coding, Patient Care Technician, and Surgical Technology programs are encouraged to challenge their respective certification exams.

Students completing the Massage Therapy and Respiratory Therapy program are required to challenge the respective licensure examinations in order to secure employment in the field.

Costs of the certification and licensure exams are established by the certifying or licensure organization and vary by program.

## **REQUIREMENTS FOR GRADUATION**

A student must:

1. Successfully complete all courses in the program with a 2.0 (70%) grade point average (75% for Surgical Technology students) within the maximum time frame for completion as stated in the school catalog.
2. Successfully complete all externship hours (if applicable).

Meet any additional program specific requirements as stated in The School catalog.

## **FINANCIAL INFORMATION**

### **TUITION AND FEES**

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

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

### **ADDITIONAL FEES AND EXPENSES**

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

Students entering the Respiratory Therapy program are required to have a physical examination including routine health screening, laboratory tests and a series of three Hepatitis B injections.

### **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 Business Office.

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

The applicant's signature on the Enrollment Agreement does not constitute admission into The School until the student has been accepted for admission by an official of The School. If the applicant is not accepted by The School, all monies paid will be refunded. The applicant may also request cancellation in writing after signing the agreement and receive a full refund of all monies paid, if the written request is made by midnight of the third day following the signing of the enrollment agreement or within the cancellation period specified in the state refund policy (if applicable), whichever is longer. Applicants who have not visited The School prior to enrollment will have the opportunity to withdraw without penalty within three business days following either the regularly scheduled orientation procedures or following a tour of The School facilities and inspection of equipment where training and services are provided. The refund will be made within 30 days of receipt of such notice.

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

### **OFFICIAL WITHDRAWALS**

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

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

**Modular Programs:** Although there is no add/drop period in modular programs, for students who officially withdraw within the first five class days (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.

### **REFUND POLICIES**

This School is certified by the U.S. Department of Education as an eligible participant in the Federal Student Financial Aid (SFA) programs established under the Higher Education Act of 1965 (HEA), as amended (Title IV programs).

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

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

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

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

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

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

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

### **Date of Withdrawal versus Date of Determination (DOD)**

The date of withdrawal for purposes of calculating a refund is the student's last date of attendance. The date of determination, from which The School has 30 days to issue a refund, is the earlier of the date the student officially withdraws or the date The School determines the student has violated an academic standard. For example, when a student is withdrawn for violating an academic rule, the date of the student's withdrawal shall be the student's last date of attendance. The date of determination shall be the date The School determines the student has violated the academic rule, if the student has not filed an appeal. If the student files an appeal and the appeal is denied, the date of determination is the date the appeal is denied. If the student ceases attendance without providing official notification, the DOD shall be no more than 14 days from the student's last date of attendance.

### **Effect of Leaves of Absence on Refunds**

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

### **Textbook and Equipment Return/Refund Policy**

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

### **FEDERAL RETURN OF TITLE IV FUNDS POLICY**

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

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

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

Percentage of payment period or term completed = the number of days completed up to the withdrawal date divided by the total days in the payment period or term. (Any break of five days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid.

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

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

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

If a student earned more aid than was disbursed to him/her, the institution would owe the student a post-withdrawal disbursement which must be paid within 120 days of the student's withdrawal.

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

Refunds are allocated in the following order:

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

### **Return of Unearned SFA Program Funds**

The School must return the lesser of:

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

The student (or parent, if a Federal PLUS loan) must return or repay, as appropriate, the amount by which the original overpayment amount exceeds 50% of the total grant funds disbursed or could have been disbursed to 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) are not satisfied.)

### **PRO RATA REFUND CALCULATION**

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

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

### **GEORGIA REFUND POLICY**

The institution ensures that one of the following criteria is used to calculate refunds:

1. the date on which the student has begun the official withdrawal process as prescribed by the institution;
2. the last date of attendance by the student or for the institution not taking attendance, the date that is one day prior to the midpoint of the period of enrollment for the student who stops attending classes without notification to the institution;
3. the last date of academically significant interaction for asynchronous programs of study.  
The institution ensures that:
4. refunds are based on tuition paid for segments of the instructional program as described by the institution in the enrollment agreement, i.e., quarter, semester or term (as defined by the institution), but in no case more than twelve (12) months;
5. if the institution's refund policy is more favorable to the student than NPEC's, it will refund the student the greater amount;
6. refunds are made in full to the student within thirty (30) days of the date of withdrawal;
7. the applicant requesting cancellation more than three (3) business days after signing the contract or the student completing no more than five (5) percent of instructional time is refunded no less than ninety-five (95) percent of tuition;
8. the student completing more than five (5) percent but no more than ten (10) percent of instructional time is refunded no less than ninety (90) percent of tuition;
9. the student completing more than ten (10) percent but no more than twenty-five (25) percent of instructional time is refunded no less than seventy-five (75) percent of tuition;
10. the student completing more than twenty-five (25) percent but no more than fifty (50) percent of instructional time is refunded no less than fifty (50) percent of tuition;
11. the student completing more than fifty (50) percent of instructional time is informed that the institution is not required to issue a refund.

For programs longer than one year (12 months) in length, the cancellation and refund policy will apply to the stated tuition price attributable to each 12-month period. All of the stated tuition prices attributable to the period beyond the first year will be canceled and/or refunded when students terminate during the first year

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

### **Newly Admitted Students**

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

### **Continuing Students**

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

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

### **Continuing Modular Diploma Students**

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

## **STUDENT FINANCING OPTIONS**

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

## **FINANCIAL ASSISTANCE**

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

## **STUDENT ELIGIBILITY**

To receive financial assistance you must:

1. usually, have financial need;
2. be a U.S. citizen or eligible noncitizen;
3. have a social security number;
4. if male, be registered with the Selective Service;
5. if currently attending school, be making satisfactory academic progress;
6. be enrolled as a regular student in any of the school's eligible programs;
7. not be in default on any federally-guaranteed loan.

## **FEDERAL FINANCIAL AID PROGRAMS**

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

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

### **Federal Pell Grant**

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

### **Federal Supplemental Educational Opportunity Grant (FSEOG)**

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

### **Federal Perkins Loan**

This low-interest loan is available to qualified students who need financial assistance to pay educational expenses. Repayment of the loan begins nine months after the student graduates, leaves school or drops below half-time status.

### **Federal Work Study (FWS)**

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

### **Federal Direct Stafford Loans (DL)**

This low-interest loan is available to qualified students through the U.S. Department of Education and is guaranteed by the U.S. government. Repayment begins six months after the student graduates, leaves school or drops below half-time status. There are two types of Federal Direct Stafford Loans available: Subsidized Loans and Unsubsidized Loans.

The Federal Direct Subsidized Stafford Loan is a low-interest loan issued by the U.S. Department of Education. Student eligibility for a Direct Subsidized Loan is based on “financial need”. The federal government pays the interest while the student is in school at least half-time, during the grace period and during periods of deferment.

The Federal Direct Unsubsidized Stafford Loan is a low-interest loan issued by the U.S. Department of Education. Students do not have to demonstrate “need” in order to obtain this loan. Interest accrues on this loan while a student attends school.

### **Federal Direct Parent Loan for Undergraduate Students (PLUS)**

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

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

### **Military Scholarships and Grants, including Active Duty, Veterans and Family**

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

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

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

### **WILLIAM D. FORD FEDERAL DIRECT LOAN PROGRAM**

Loans made through this program are referred to as **Direct Loans**. Eligible students and parents borrow directly from the U.S. Department of Education at participating schools. Direct Loans include subsidized and unsubsidized Direct Stafford Loans (also known as Direct Subsidized Loans and Direct Unsubsidized Loans), Direct PLUS Loans, and Direct Consolidation Loans. *You repay these loans directly to the U.S. Department of Education.*

### **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 is variable and the loan approved and origination fees are based on credit.
- Repayment begins six months after graduation, leaving school or dropping below half-time status.
- Student may apply on their own or with a co-borrower.

Please refer to Student Financial Planning brochure and for further information or please see one of the Student Finance Planners.

## **SCHOLARSHIPS**

### **DREAM AWARD PROGRAM AND SCHOLARSHIPS**

Graduates of any Corinthian Colleges, Inc. (CCi) school may be nominated for the CCI-sponsored Dream Award program. This award is given to recognize a graduate, for whom the decision to attend a CCI school was a turning point in the graduate’s life.

The Dream Award program is divided into two tiers – the **Campus Dream Award** which is managed by each campus and recognizes one graduate from each campus; and the **Corinthian Dream Award**, which is selected by Corinthian’s executive team and recognizes one “ultimate” winner from the pool of Campus Dream Award winners. Eligible graduates must have graduated from a Corinthian Colleges, Inc. school within the three years prior to the nomination period and be nominated by their campus. Dream Award program scholarships will be awarded annually. They are not transferable nor can they be exchanged for cash. Nominations and awards are determined by an independent panel. Scholarship awards must be used within two years of the award.

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

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

**Corinthian Dream Award:** Following the close of the nomination period for the Campus Dream Award, the Corinthian Dream Award recipient will be selected from the campus nominees by the Corinthian Colleges Selection Committee, composed of the Executive Management Team of CCI. The award will be given to the nominee with the most compelling story and highest



level of achievement. The award will be announced to the winner by the end of August and will be presented at the October CCI Presidents Meeting. The award will include:

1. A full scholarship that may be used at any CCI campus for training that is more advanced than the program from which the recipient has graduated,
2. An all expenses paid trip to the October Presidents Meeting,
3. A trophy,
4. A letter of recognition from the CCI CEO and COO, and
5. A nomination to the Career College Association (CCA) Great Award.

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

### **Imagine America Scholarships (Decatur and Norcross Campuses)**

This institution participates in the Imagine America scholarship program operated by the Career Training Foundation of Washington D.C.

Under this scholarship program, two \$1,000 Imagine America scholarships are available at each participating high school and can be awarded to two graduating high school seniors from that school.

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

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

## **STUDENT SERVICES**

### **PLACEMENT ASSISTANCE**

The School encourages students to maintain satisfactory attendance, conduct and academic progress so they may be viewed favorably by prospective employers. While the School cannot guarantee employment, it has been successful in placing the majority of its graduates in their field of training. All graduating students participate in the following placement assistance activities:

1. Preparation of resumes and letters of introduction - an important step in a well-planned job search.
2. Interviewing techniques. Students acquire effective interviewing skills through practice exercises.
3. Job referral by Placement Department. The Placement Department compiles job openings from employers in the area.

All students are expected to participate in the placement assistance program and failure to do so may jeopardize these privileges. Participation in the placement assistance program includes students actively developing their own job leads from the direction provided by the placement department. Graduates may continue to utilize the School's placement assistance program at no additional cost.

### **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.

### **STUDENT ACTIVITIES**

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

### **TRANSPORTATION ASSISTANCE**

The School maintains information on public transportation and a list of students interested in car-pooling.

### **FIELD TRIPS**

This campus believes that training is enriched by observing real-life applications. When appropriate, visits are arranged to industrial or professional locations.

### **SPECIAL LECTURES**

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

### **DRUG ABUSE PREVENTION**

Information on drug abuse prevention is available at the School for all students and employees.

### **LIVING ACCOMMODATIONS**

Because most students live within daily commuting distance of the various campuses, the school does not have formal housing. In cases in which the student is unfamiliar with the Atlanta area, school officials will provide as much assistance as possible.

## **TEACHING AIDS AND SPECIAL LECTURES**

Up-to-date equipment and audio/visual aids are available for the instruction of students. Televisions and VCR's, overhead projectors, mannequins, etc., are also utilized. Through cooperative efforts with hospitals and medical offices, clinics, insurance companies, etc., students are also exposed to more extensive equipment used in medical facilities. Periodically, resource people from the medical/business field, including graduates, are invited to address students on various subjects.

## **LIBRARY**

A library is available at each of the schools for student use. The library contains current books and periodicals covering a wide variety of medical specialties and other pertinent subject matter. The campuses also have access to the world wide web on the Internet. The students are encouraged to use the area's larger public or university libraries for further research.

## **ADVISING ACTIVITIES**

Everest Institute offers assistance to all students. Student assistance is available upon request during school hours to help students with academic, personal, or other related problems. The staff conducts periodic seminars on such topics as substance abuse, infectious diseases, study skills, relationships and career guidance. Drug and alcohol counseling referral services, childcare information and other referral sources are made available through the Student Services Coordinator.

Tutorial assistance in various courses is available through sessions held by instructors.

## PROGRAMS OFFERED

	Decatur	Jonesboro	Marietta	Norcross
<b>Modular Programs</b>				
Dental Assistant				<input checked="" type="checkbox"/>
Dialysis Technician	<input checked="" type="checkbox"/>			
Electrician	<input checked="" type="checkbox"/>			
Massage Therapy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Medical Administrative Assistant	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Medical Assistant	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Medical Insurance Billing and Coding	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Patient Care Technician		<input checked="" type="checkbox"/>		
Pharmacy Technician		<input checked="" type="checkbox"/>		
Heating, Ventilation, and Air Conditioning	<input checked="" type="checkbox"/>			
<b>Quarter Based Programs</b>				
Respiratory Care	<input checked="" type="checkbox"/>			
Surgical Technologist			<input checked="" type="checkbox"/>	

## MODULAR PROGRAMS

A Modular Program is a complete body of prescribed subjects or studies that is divided into periods of instruction approximately four to six weeks in length.



**Dental Assistant**  
*Diploma Program*  
 Norcross campus  
 8 months – 47 credit units

V1

Dental assistants have become indispensable to the dental care field, and dentists have become more reliant upon the dental assistant to perform a wide range of patient procedures. And, as the need for their services continues to grow, the role and responsibilities of the dental assistant also continue to expand.

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

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

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

Completion of the Dental Assistant Program, including the classroom training and externship, is acknowledged by the awarding of a diploma.

Module	Module Title	Total Contact Hours	Quarter Credit Units
MODULE A	Dental Office Emergencies and Compliance	80	6.0
MODULE B	Dental Radiography	80	6.0
MODULE C	Dental Specialties	80	6.0
MODULE D	Operator Dentistry	80	6.0
MODULE E	Laboratory Procedures	80	6.0
MODULE F	Dental Anatomy and Orthodontics	80	6.0
MODULE G	Dental Health	80	6.0
MODULE X	Dental Assistant Externship	160	5.0
<b>Program Totals:</b>		<b>720</b>	<b>47.0</b>

Major Equipment		
Amalgamators	Model Vibrators	Autoclave
Oral Evacuation Equipment	Automatic and Manual Processing Equipment	DXTTR and Typodont Manikins
Dental Unit and Chairs	Personal Computers	X-Ray Units
Ultrasonic Units	Handpieces	Model Trimmers

Module A – Dental Office Emergencies and Compliance	6.0 Quarter Credit Hours
In this module, students are introduced to Occupational Safety and Health Administration (OSHA) Standards for infection control and hazard communication. Topics include microbiology, contagious diseases concerning the dental team, universal precautions, and barrier techniques and handling hazardous chemicals. Students practice step-by-step instrument decontamination using approved sterilization agents and methods. Students learn operator disinfection using approved agents and methods. Methods for taking and recording vital signs and blood pressure are introduced. Students also learn about CPR for the Healthcare Provider and how to manage emergencies that may occur in the dental office. Related dental terminology is studied. Basic concepts of psychology and communication are discussed with emphasis on helping dental patients overcome anxieties related to dental treatment. Special considerations for the medically and physically compromised patients are presented. Career development skills are also taught. Prerequisite: None. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.	

<p><b>Module B – Dental Radiography</b></p> <p>Module B introduces students to the basic anatomy of the head and teeth in order to familiarize students with the anatomical structures involved in dental radiographs. Radiation protection and the hazards of X-ray radiation are studied. Emphasis is placed on maintaining radiation safety while obtaining the best possible diagnostic quality on dental radiographs. Students are also introduced to digital radiography. Theory, laboratory skills and clinical practice meet state guidelines for a Radiation Safety Certificate and comply with federal regulations for certifying radiographic operators. Students practice techniques of film exposure and mounting in equipped dental operatories with industry-approved structural and monitoring devices. Exposure techniques include bitewing, bisecting and parallel techniques and are performed on a patient simulator manikin. Upon successful completion of practice, students produce radiographs on site for clinical patients as prescribed by a licensed dentist. Students process film using a fully equipped darkroom or automatic processor. Students are also required to mount processed radiographs and to evaluate the diagnostic quality according to established criteria. Students retake non-diagnostic films. Professional responsibilities regarding the state radiation safety certificate are introduced as well as quality assurance and infection control. Related dental terminology is also taught. Prerequisite: None. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.</p>	<p><b>6.0 Quarter Credit Hours</b></p>
<p><b>Module C – Dental Specialties</b></p> <p>In this module, students study cranial anatomy as it relates to anesthesia administration and pain control. Methods for taking and recording vital signs and blood pressure are introduced. Skills performed by the dental assistant in the specialty areas of Oral Surgery and Endodontics (root canals) are presented, including procedures for the administration of topical and local anesthetics. Students practice acquired skills on training manikins (Typodonts), placing instruments and materials. Children's dentistry (Pediatric Dentistry) as a specialty is presented. Related dental terminology is studied. Prerequisite: None. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.</p>	<p><b>6.0 Quarter Credit Hours</b></p>
<p><b>Module D – Operatory Dentistry</b></p> <p>This module introduces students to chair-side assisting duties and techniques practiced in general dentistry with emphasis on sit-down, four-handed dentistry. Students learn how to handle and transfer dental instruments and place materials on models. Properties and manipulation of common dental materials, including amalgam, composites, glass ionomers and sealants, are presented. Students practice required RDA procedures such as placement, wedging and removal of matrices, placement of cement bases and liners, and placement of temporary sedative dressing on Typodont manikins. Basic concepts of psychology and communication are discussed with emphasis on helping dental patients overcome anxieties related to dental treatment. Students also study related dental terminology. Prerequisite: None. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.</p>	<p><b>6.0 Quarter Credit Hours</b></p>
<p><b>Module E – Laboratory Procedures</b></p> <p>In this module, students receive hands-on training in taking impressions and constructing study and master casts. Students are exposed to a variety of impression and gypsum materials and procedures for their use. The casts are then used to practice dental procedures such as the fabrication of custom trays and temporary crowns. Prosthodontics as a specialty is presented with instruction in crown and bridge procedures and full and partial dentures. Students are introduced to dental implants and the various types of mouth guards such as night-guards, sports guards and bleaching trays. Laboratory safety and infection control are presented. Related dental terminology is studied. Prerequisite: None. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.</p>	<p><b>6.0 Quarter Credit Hours</b></p>
<p><b>Module F – Dental Anatomy and Orthodontics</b></p> <p>This module focuses on orthodontics as a specialty. Students receive hands-on training in practicing orthodontic measurements, placement of separators and sizing bands and placement and ligation of arch wires. Theory on orthodontic assistant duties, office routine and malocclusion classifications are presented. In addition, students learn to chart the oral conditions of patients in compliance with state guidelines for mouth mirror inspection. Introduction of tooth morphology, oral structures, and oral pathology are presented. Related spelling and terminology is studied throughout the module. Prerequisite: None. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.</p>	<p><b>6.0 Quarter Credit Hours</b></p>
<p><b>Module G – Dental Health</b></p> <p>Specialty areas of oral pathology and periodontics are studied. Placement of periodontal surgical dressings is demonstrated and practiced on manikins according to RDA criteria. Preventive dentistry is emphasized. Related areas of nutrition and fluorides are presented. Students also study related dental terminology. Coronal polish theory and procedures are taught and practiced on manikins and then on clinical patients under the direct supervision of a licensed dentist. Completion of coronal polish requirements will permit the assistant to perform the procedure after obtaining the Registered Dental Assistant license (California programs only). Prerequisite: None. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.</p>	<p><b>6.0 Quarter Credit Hours</b></p>
<p><b>Module X – Dental Assistant Externship</b></p> <p>This module is 160 hours of unpaid, supervised, practical in-service in a dental office or clinic in which the student practices direct application of all administrative and clinical functions of Dental Assistant. Prerequisite: Completion of Modules A-G. Lecture Hours: 0.0 Lab Hours: 0.0 Other Hours: 160.0.</p>	<p><b>5.0 Quarter Credit Hours</b></p>



**Dialysis Technician**  
 Diploma Program  
 Decatur campus  
 8 months – 47 credit units

V 1

The Dialysis Technician Program is designed to provide the student with a comprehensive introduction to the field of hemodialysis and the skills necessary to obtain an entry level position within this very fast growing field of allied health care.

The aim of the Dialysis Technician program is to provide the student with the appropriate didactic theory and hands-on skills required and necessary to prepare them for an entry level position as a dialysis technician. The graduate can expect to find employment in hospitals, medical centers, and clinics in today's private and government-run dialysis centers. In addition to studying concepts and hands-on applications required of today's dialysis technicians, students will also gain an understanding of diagnostic and procedural terminology as it relates to the field of hemodialysis.

Also covered in this program will be the ethical and legal responsibilities of the health care worker as they relate to the field of hemodialysis. Additionally, professionalism and general communication topics, deemed to be essential for healthcare workers, are also taught.

Classroom instruction includes both lecture and hands-on applications of clinical and laboratory infection control procedures. Students study all aspects of Dialysis to include: The History and Environment of Hemodialysis Systems; Pre, Intra, and Post Hemodialysis Procedures; Dialysis Complications; Vascular Access, Reprocessing and Water Treatment; Psychosocial Issues; Dietary Regulation; and blood chemistries related to Dialysis.

Instruction in the clinical externship facilities include: preparation of artificial dialyzers, physical pre, intra, and post assessments, data collection, fluid management, initiating and concluding dialysis, access to the circulation, patient and equipment monitoring, universal and dialysis precautions, and the treatment of routine hemodialysis problems in accordance with the standard dialysis policies and procedures of the facilities. All students completing their clinical externship rotation are directly supervised by a registered nurse.

Module	Module Title	Total Contact Hours	Total Credit Units
Module A	Overview of Dialysis	80	7.0
Module B	Hemodialysis History & Environment	80	7.0
Module C	Hemodialysis Systems	80	6.0
Module D	Pre, Intra & Post Hemodialysis Procedures	80	5.0
Module E	Complications of Dialysis	80	5.0
Module F	Vascular Access	60	5.0
Module G	Reprocessing & Water Treatment	80	6.0
Module X	Externship	200	6.0
	<b>TOTAL</b>	<b>740</b>	<b>47.0</b>

\*\*This program requires clinical placement in contracted off campus sites. Sites must be identified and contracted to meet enrollment numbers. This insures placement of the students and decreases the potential for over enrollment.

**Module A - Overview of Dialysis**

**7.0 Quarter Credit Hours**

The module is designed to familiarize the student with the dialysis patient and to present the main topics of the other modules within this program. This module must be taken first in order to provide the student with the basic knowledge required to successfully complete the other modules. Prerequisite: None. Lecture hours: 60.0 Lab hours: 20.0 Other Hours: 0.0

**Module B - Hemodialysis History & Environment**

**7.0 Quarter Credit Hours**

This module describes the history of dialysis including the development of the technology in the Medicare End-Stage Renal Disease Program. This module also discusses issues in quality of dialysis care and ways to measure that quality including continuous quality improvement in the development of clinical practice guidelines. Finally this module describes national professional organizations for dialysis technicians and discusses professionalism in the dialysis setting. This module will familiarize the student with the various renal care team members and will discuss the employment opportunities that the renal patient care technician has available to him/her. The student will also be introduced to the commonly prescribed medications and lab tests that the renal patient requires. Prerequisite: Module A. Lecture hours: 60.0 Lab hours: 20.0 Other Hours: 0.0

**Module C - Hemodialysis Systems**

**6.0 Quarter Credit Hours**

Dialyzers and dialyzer efficacy, hemodialysis delivery systems and dialysate are described as the important aspects of dialysis. Monitoring systems are described and the importance of careful monitoring is discussed with the technician being the most important monitor of the patient's hemodialysis treatment. Measuring dialysis adequacy and factors that can affect the hemodialysis treatment are also described. Prerequisite: Module A. Lecture hours: 40.0 Lab hours: 40.0 Other Hours: 0.0

<p><b>Module D - Pre, Intra, &amp; Post Hemodialysis Procedures</b></p> <p>This module helps the technician to understand the rationale behind the procedures that he or she will need to learn. It breaks the numerous complex tasks that make up a dialysis treatment into manageable pieces, organized to cover the process from equipment preparation to equipment clean-up. Each procedure is named and described with a purpose providing the reason for the procedure and key points offering suggestions, cautions, tips and guidelines. In addition to treatment procedures, this module discusses patient and staff safety issues including body mechanics, dealing with emergency situations and preventing infection and disease in the unit. General issues such as medication administration, blood samples for laboratory tests and documentation are also covered in detail. Prerequisite: Module A. Lecture hours: 20.0 Lab hours: 60.0 Other Hours: 0.0</p>	<p><b>5.0 Quarter Credit Hours</b></p>
<p><b>Module E - Complications of Dialysis</b></p> <p>In this module, students will gain an understanding of how dialyzer reprocessing takes place and will be able to practice the various steps involved during the procedure. Subjects covered include: the history of dialyzer reprocessing and its relationship to the Medicare ESRD Program; the benefits of dialyzer reprocessing to patients and the risks of dialyzer reprocessing to patients and staff members; the precautions that are required by staff members to ensure safety for both patients and themselves during dialyzer reprocessing; the federal regulations that apply to quality control procedures for reprocessing of dialyzers; medical terminology; professional development. Prerequisite: Module A. Lecture hours: 20.0 Lab hours: 60.0 Other Hours: 0.0</p>	<p><b>5.0 Quarter Credit Hours</b></p>
<p><b>Module F - Vascular Access</b></p> <p>In this module, the student will learn about the importance of vascular access, and how without its proper functioning, the patient cannot receive adequate dialysis. Subjects covered include: The importance of vascular access; the history of vascular access, including major types of permanent and temporary vascular access; types of anastomosis used for internal arteriovenous fistulae; steps involved in appropriate needle insertion for arteriovenous fistulae and grafts; steps involved in appropriate connection of a catheter used for dialysis; the technique used to determine direction of blood flow within an internal arteriovenous access; management of thrombosis, infection, hematoma, bleeding, steal syndrome, aneurysm and pseudo-aneurysm, and catheter dislodgement; medical terminology; professional development. Prerequisite: Module A. Lecture hours: 40.0 Lab hours: 20.0 Other Hours: 0.0</p>	<p><b>5.0 Quarter Credit Hours</b></p>
<p><b>Module G - Reprocessing &amp; Water Treatment</b></p> <p>In this module, students will learn about the importance of water treatment as it relates to hemodialysis. Subjects covered include: reasons for treatment water used in dialysis; how water becomes impure; types of contaminants that can cause water to become impure, and their effects on the patient; advantages and disadvantages of sediment filters, ultra filters, water softeners, carbon tanks, ultraviolet light, deionizers, and reverse osmosis in the treatment of water for dialysis; use of a typical water treatment monitoring schedule; medical terminology; and professional development. This module describes the history of dialyzer reprocessing as well as the benefits and risks for the patients and staff. Safe handling of sterilants and disinfectants is emphasized. The reprocessing procedure is described in detail from preparation to documenting every step of the reprocessing procedure. Federal regulations and guidelines on dialyzer reprocessing including AAMI, FDA, and OSHA are described. Also this module details the purpose of water treatment as well as the contaminants that must be removed to prevent harm to patients. Each component of the water treatment system is described and the student will learn how to monitor each piece of equipment to ensure that it is functioning properly. AAMI and EPA regulations regarding water treatment and water quality are described. Prerequisite: Module A. Lecture hours: 40.0 Lab hours: 40.0 Other Hours: 0.0</p>	<p><b>6.0 Quarter Credit Hours</b></p>
<p><b>Module X – Externship</b></p> <p>This course is 200-hours of unpaid, supervised, practical in-service in a hospital, dialysis center, medical office, or clinic in which the student practices direct application of all hands-on and didactic skills, and any other functions required of the dialysis technician. Prerequisite: All classes in the Dialysis Technician Core must be completed prior to enrollment. (Modules A-G) Lecture hours: 0.0 Lab hours: 0.0 Other hours: 200.0</p>	<p><b>6.0 Quarter Credit Hours</b></p>



**Electrician**  
*Diploma program*  
 Decatur campus  
 9 months – 720 hours – 59 credit units

V1

The commercial and residential electrical industries are constantly evolving as new industry demands require increased skill sets for electricians. Graduates need the necessary core and specialty skills to successfully meet electrician standards and be embraced by the marketplace. The Electrician diploma program teaches these skills by exploring the topics of electrical safety, tools and theory, the National Electrical Code (NEC), conduit bending, residential and commercial wiring, power distribution, advanced code concepts and motors, industrial controls, Programmable Logic Controllers (PLCs), personal development, jobsite management, fire and security alarms, voice, data, TV, signaling systems and fiber optics. Laboratory experience is an integral part of the program.

Graduates of the Electrician diploma program are qualified for entry-level apprentice or trainee positions with employers of commercial and residential electricians, preventive maintenance electricians, production electricians, bench electricians, repair electricians, industrial maintenance electricians, programming electricians, maintenance technicians, field service electricians, installation electricians, and any manufacturing industry or market sector employer that has a need for electricians

Upon successful completion of all program modules, students will be awarded a diploma.

Course Number	Course Title	Total Clock Hours	Credit Hours
Module 1: EEV1030	Electrical Technology I Electrical Theory and Algebra for Trades	80	8.0
Module 2: EEV1176	Electrical Technology II NEC/Safety/Hand Tools and Conduit Bending	80	6.0
Module 3: EEV1174	Electrical Technology III Residential/Commercial and NEC Requirements	80	6.0
Module 4: EEV1271	Electrical Technology IV Transformer Principles and Test Equipment	80	6.0
Module 5: EEL1208	Electrical Technology V Hazardous Locations and Power Distribution	80	7.0
Module 6: EEV2192	Electrical Technology VI Power Distribution and Emergency Systems	80	7.0
Module 7: EEV2033	Electrical Technology VII Motor Concepts and Jobsite Management	80	7.0
Module 8: EEV2038	Electrical Technology VIII Advanced Industrial Controls	80	6.0
Module 9: EEV2039	Electrical Technology IX Solid State Controls and Industrial Automation	80	6.0
Diploma Total		720	59.0

<p><b>EEV1030 Electrical Theory and Personal Development</b> <span style="float: right;"><b>8.0 Quarter Credit Hours</b></span>            This course introduces students to fundamentals of algebra, electrical theory, Ohm's Law, magnetism, voltage, resistance, inductance, capacitance, units of electrical measurement and basic electrical math. Students will study concepts of energy, Kirchoff's law, Norton's and Thevenin's theorems, basic trigonometry, inductance, capacitance, series and parallel circuits, power and power factor, electrical efficiency, direct current (DC) and alternating current (AC) circuits, and personal development topics. Students will also learn techniques for studying and test-taking. Prerequisite: None. Lecture hours: 80. Lab hours: 0.</p>
<p><b>EEV1176 NEC/Safety/Hand Tools and Conduit Bending</b> <span style="float: right;"><b>6.0 Quarter Credit Hours</b></span>            This course introduces students to definitions, terms and organization of the National Electrical Code (NEC), and conduit bending by calculation. Students will study NEC requirements for residential, raceway types, boxes and fittings, commercial, industrial installations, materials, motorized tools, digging techniques, Material Safety Data Sheets (MSDS) and first aid. Students will develop math and layout techniques required to accurately and efficiently bend conduit. Students will also be introduced to the importance of safety, and common hand and power tools. Prerequisite: None. Lecture hours: 40. Lab hours: 40.</p>
<p><b>EEV1174 Residential/Commercial and NEC Requirements</b> <span style="float: right;"><b>6.0 Quarter Credit Hours</b></span>            This course introduces students to wiring and protection methods, conductor installation, raceway fill, ambient temperature, voltage drops, blueprint reading, electrical installation, connections, markings, enclosures, boxes and fittings, junction boxes, gutters, flexible cord, underground feeder and branch circuits, cables, supported and open wiring, residential/commercial wiring, signaling circuits, smoke detectors, ground fault circuit interrupters (GFCIs), doorbells, and service changes. Prerequisite: None. Lecture hours: 40. Lab hours: 40.</p>
<p><b>EEV1271 Transformer Principles and Test Equipment</b> <span style="float: right;"><b>6.0 Quarter Credit Hours</b></span>            This course introduces students to meters, test equipment, harmonics, grounding, single-phase, three-phase, auto and specialty transformer principles, cable and generator testing, measuring devices, high-voltage cables, insulators and test equipment. Prerequisite: None. Lecture hours: 40. Lab hours: 40.</p>



<p><b>EEL 1208 Hazardous Locations and Power Distribution</b></p> <p>This course introduces students to hazardous locations, health care facilities, intermediate and advanced grounding, overcurrent protection, load calculations, balancing phases and neutrals, surge arrestors, transient voltage surge suppression (TVSS), color codes, circuit identification, panel rating, phase converters, capacitors, and single-phase and three-phase power distribution concepts. Prerequisite: EEV1271. Lecture hours: 60. Lab hours: 20.</p>	<p><b>7.0 Quarter Credit Hours</b></p>
<p><b>EEV2192 Power Distribution and Emergency Systems</b></p> <p>This course introduces students to power conditioning and emergency systems, generators, battery systems, fan controllers, lighting concepts, uninterruptible power supply (UPS), transfer switches, dimmer systems, voice-data-TV, computer cabling, structured wiring, fiber optics, special equipment, fire alarms, security alarms, signaling, and rigging. Prerequisite: None. Lecture hours: 60. Lab hours: 20.</p>	<p><b>7.0 Quarter Credit Hours</b></p>
<p><b>EEV2033 Motor Concepts and Jobsite Management</b></p> <p>This course introduces students to National Electrical Code (NEC) motor concepts, construction, rotor windings, starting configuration, megohmmeter, insulation testing, squirrel cage motor, single-phase and three-phase motors, AC/DC motor concepts, applications, mechanical clutches, magnetic drives, pulleys, direct drives, offset drives, and jobsite management. Prerequisite: None. Lecture hours: 60. Lab hours: 20.</p>	<p><b>7.0 Quarter Credit Hours</b></p>
<p><b>EEV2038 Advanced Industrial Controls</b></p> <p>This course introduces students to solid state relays, timing relays, variable frequency drives, programmable solid state relays, pneumatic timers, solid state motor control, dynamic braking, NFPA 79, control transformers, HVAC controls, and starting methods. Prerequisite: None. Lecture hours: 40. Lab hours: 40.</p>	<p><b>6.0 Quarter Credit Hours</b></p>
<p><b>EEV2039 Solid State Controls and Industrial Automation</b></p> <p>This course introduces students to solid state devices, semiconductors, digital logic, industrial automation, programmable logic controller (PLC), hardware, applications, HMI, binary, octal, hexadecimal, grey code and PLC operation. Prerequisite: None. Lecture hours: 40. Lab hours: 40.</p>	<p><b>6.0 Quarter Credit Hours</b></p>



## Massage Therapy

### Diploma Program

Decatur, Jonesboro, Marietta, and Norcross campuses

9 months – 56 credit units

V 3

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

This 780-hour program consists of one pre-requisite course, eight self-contained units of learning called modules, and a 30 hour clinic, which the student must complete before they graduate. Each student must successfully complete the pre-requisite course before moving on to any one of the remaining modules in the program. Included in this program are 225 hours of Anatomy and Physiology, as well as introduction to principles and practices of massage therapy, massage fundamentals, massage and bodywork, pathology, business and success skills, and health and wellness. Upon the successful completion of this program, graduates will have received the education necessary to attain a career in one of the most engaging and exciting fields today. The graduate may work in an entry-level position as a Massage Therapist in a variety of health care facilities, including, but not limited to, a massage clinic, hospital, chiropractic office, nursing home, health club, spa, resort, or in private practice. Massage Therapists may be employed in urban, suburban, and rural areas.

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

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

Module	Module Title	Lecture Hours	Lab Hours	Other Hours	Total Contact Hours	Quarter Credit Units
<b>Prerequisite Course</b>						
MTD100	Introduction to Massage Therapy	40	40	0	80	6.0
<b>Modular Courses</b>						
MTD201	Business and Ethics	40	40	0	80	6.0
MTD237	Swedish Massage, Pre-Natal, Post-Natal and Infant, & Elder/Geriatric Massage	40	40	0	80	6.0
MTD263	Eastern Theory and Practice	40	40	0	80	6.0
MTD220	Energy & Non-Traditional Therapies, Wellness & CPR	40	40	0	80	6.0
MTD282	Deep Tissue, Myofascial Release & Pin and Stretch	40	40	0	80	6.0
MTD214	Neuromuscular/Trigger Point and Muscle Energy Techniques	40	40	0	80	6.0
MTD246	Clinical and Sports Massage	40	40	0	80	6.0
MTD295	Health and Wellness	40	40	0	80	6.0
MTD288	Massage Therapy Clinic	0	0	30	30	1.0
	<b>PROGRAM TOTAL</b>	<b>360</b>	<b>360</b>	<b>30</b>	<b>780</b>	<b>56.0</b>

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

Major Equipment	
Massage Tables	Massage Chairs
CPR Manikins	Anatomical Charts
AV Equipment	

#### MTD100 – Introduction to Massage Therapy

**6.0 Quarter Credit Hours**

This course is designed to prepare the student for future course work in more advanced modalities presented later on in the program. The topics covered in this course are Joint Classification, Range of Motion of the shoulder, Western Theory & History, the Benefits of Massage Therapy on the Body Systems, Classification of Massage Movements, Draping Procedures, The Client Consultation, Procedures for a Complete Body Massage, The Skeletal System, The Muscular System, General Structural Plan of the Body, Movements, and Directional Terms, and Indications/Contraindications for Massage Therapy. Prerequisite: None. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.

#### MTD201 - Business and Ethics

**6.0 Quarter Credit Hours**

This module is designed to provide students with an understanding of the job opportunities in the massage industry while building core computer and business skills. Professionalism, ethical practice, the law as it relates to massage and communication are discussed. Clinical practice in Swedish massage, and chair massage. Prerequisite MTD100 Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.

<b>MTD237 – Swedish Massage, Pre-Natal, Post-Natal and Infant, &amp; Elder/Geriatric Massage</b>	<b>6.0 Quarter Credit Hours</b>
This module is designed to provide the student with the theory & hands-on skills involved in practicing Swedish Massage. Also covered in this module is range of motion for hip, pre-natal, post-natal, infant & elder/geriatric massage. Prerequisite: MTD100 Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.	
<b>MTD263 – Eastern Theory and Practice</b>	<b>6.0 Quarter Credit Hours</b>
This module is designed to provide the student with the understanding and knowledge of Eastern theory and practice as used within different styles of Asian bodywork. The student will also learn the immune and lymphatic systems. For specific musculature covered for this module please refer to the anatomy and physiology outline. Prerequisite: MTD100 Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.	
<b>MTD220 – Energy &amp; Non-Traditional Therapies, Wellness &amp; CPR</b>	<b>6.0 Quarter Credit Hours</b>
This module is designed to provide the student with the theory and hands-on skills involved in introducing fundamental energy based modalities including Polarity and Beginning Reiki hand-placements. The student will be introduced to basic health and wellness concepts including CPR. This module will also provide the student with the understanding of the Integumentary System and musculature of the forearms and hands. Prerequisite: MTD100 Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.	
<b>MTD282- Deep Tissue, Myofascial Release &amp; Pin and Stretch</b>	<b>6.0 Quarter Credit Hours</b>
This module is designed to provide students with an understanding of myofascial, deep tissue and pin and stretch techniques. These techniques will be incorporated into a Swedish massage to better address individual client needs. Students will use basic assessment skills to identify muscular holding patterns and develop treatment plans. The indications and contraindications of these techniques will be discussed as will specific sights of caution for deep tissue. In addition students will develop an understanding of the digestive system, urinary system and the muscles of the anterior neck. Prerequisite: MTD100 Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.	
<b>MTD214 – Neuromuscular/Trigger Point and Muscle Energy Techniques</b>	<b>6.0 Quarter Credit Hours</b>
This module is designed to provide the student with the understanding and knowledge of neuromuscular techniques (NMT), muscle energy techniques (MET) and trigger point therapy and the assessment skills necessary for these modalities. The student will also learn the nervous system and the musculature of the deep posterior spinal muscles. Prerequisite: MTD100 Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.	
<b>MTD246 - Clinical and Sports Massage</b>	<b>6.0 Quarter Credit Hours</b>
This module is designed to provide the student with the understanding and knowledge of clinical and sports massage techniques and the assessment skills necessary for these modalities. The student will also learn the assessment skills, charting/documentation, clinical applications and focus within the endocrine system with a review of the nervous system (CNS/PNS). For specific musculature covered for this module please refer to the anatomy and physiology outline. Prerequisite: MTD100 Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.	
<b>MTD295 – Health and Wellness</b>	<b>6.0 Quarter Credit Hours</b>
This module is designed to provide the student with an overall understanding of the skills involved in working in spa services and in working with specific strategies to enhance good health and wellness. Prerequisite: MTD100 Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.	
<b>MTD288 – Massage Therapy Clinic</b>	<b>2.0 Quarter Credit Hours</b>
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. Prerequisite: Successful completion of 6 of the 9 modules and Instructor approval. Students may be able to start the clinic prior to the 6 <sup>th</sup> module with instructor approval. Lecture Hours: 00.0 Lab Hours: 00.0 Other Hours: 60.0.	



**Medical Administrative Assistant**  
*Diploma Program*  
 Decatur, Jonesboro, Marietta, and Norcross campuses  
 8 months – 47 credit units

V1

The health care field offers a variety of interesting and challenging career opportunities to graduates of the Medical Administrative Assistant program. In this program, students receive training that emphasizes the administrative and business aspects of managing a medical or dental office. With strong administrative skills, graduates can become an integral part of a health care facility. Entry-level positions such as receptionist, insurance processor, medical records clerk, and medical transcriber are found in medical and dental offices, hospitals, clinics, home health agencies and insurance companies.

Medical Administrative Assistant students develop administrative skills through a variety of media. This campus provides practice in using personal computers, calculators, transcription machines and tele-trainers. A computer tutorial gives students the opportunity to manipulate software and familiarize themselves with today's computerized medical office. Simulated examination procedures are used to teach basic clinical skills.

This training program is divided into eight learning units called modules. Students must complete modules A through G first, starting with any module and continuing in any sequence until all seven modules are completed. Modules A through G stand-alone as units of study and are not dependent upon previous training. Upon successful completion of modules A through G, students participate in a 160-clock-hour externship.

Completion of the Medical Administrative Assistant program is acknowledged by the awarding of a diploma.

Module	Module Title	Clock Hours	Credit Units
Module A	Office Finance	80	6
Module B	Patient Processing and Assisting	80	6
Module C	Medical Insurance	80	6
Module D	Insurance Plans and Collections	80	6
Module E	Patient Billing and Office Procedures	80	6
Module F	Patient Care and Computerized Practice Management	80	6
Module G	Dental Administrative Procedures	80	6
Module X	Externship	160	5
	<b>Program Total</b>	<b>720</b>	<b>47</b>

**Major Equipment**

Personal Computers            Calculators  
 Stethoscopes                    Sphygmomanometer  
 Transcription Machine

<p><b>Module A - Office Finance</b> <span style="float: right;"><b>6.0 Quarter Credit Hours</b></span>            Module A introduces accounting functions essential to a medical environment. Students learn basic bookkeeping procedures and apply them to a bookkeeping project and pegboard accounting system. Patient billing is an integral part of the module. Students develop speed and accuracy on the computer keyboard as well as the 10-key pad. They also become familiar with essential medical terminology. Prerequisites: None. Lec Hrs: 040, Lab Hrs: 040, Other Hrs: 000</p>
<p><b>Module B - Patient Processing and Assisting</b> <span style="float: right;"><b>6.0 Quarter Credit Hours</b></span>            In Module B, students learn to set up patient records and maintain and organize them manually and electronically. Students become familiar with records management systems and develop skills in alphabetic filing and indexing. The basics of health insurance are introduced, as well as the basics of coding with CPT and ICD-9 codes. Students are also trained in checking vital signs. A cardiopulmonary resuscitation (CPR) course is also taught. Students develop speed and accuracy on the computer keyboard as well as the 10-key pad. They also become familiar with essential medical terminology. Prerequisites: None. Lec Hrs: 040, Lab Hrs: 040, Other Hrs: 000</p>
<p><b>Module C - Medical Insurance</b> <span style="float: right;"><b>6.0 Quarter Credit Hours</b></span>            Module C develops student proficiency in preparing and processing insurance claims. Students study insurance programs, including HMOs, PPOs and workers' compensation plans. National coding systems used for claims processing are studied. Students learn to obtain information from patient charts and ledgers to complete insurance forms accurately. Students are given hypothetical insurance billing situations and select appropriate forms, codes and procedures to process insurance claims for optimal reimbursement. Students develop speed and accuracy on the computer keyboard as well as the 10-key pad. They also become familiar with essential medical terminology. Prerequisites: None. Lec Hrs: 040, Lab Hrs: 040, Other Hrs: 000</p>
<p><b>Module D - Insurance Plans and Collections</b> <span style="float: right;"><b>6.0 Quarter Credit Hours</b></span>            Module D develops student proficiency in preparing and processing insurance claims. The Medicaid, Medicare, and ChampVA programs are discussed. Students learn to obtain information from patient charts and ledgers to complete insurance forms accurately. They also focus on important aspects of the collection process including collection letters, telephone calls and collection servicing agencies. Students develop speed and accuracy on the computer keyboard as well as the 10-key pad. They also become familiar with essential medical terminology. Prerequisites: None. Lec Hrs: 040, Lab Hrs: 040, Other Hrs: 000</p>

<p><b>Module E - Patient Billing and Office Procedures</b></p> <p>In Module E, students are introduced to dictation and transcription. Emphasis is also placed on correspondence and mail processing, health information management, and the medical facility environment. Students will become familiar with the Microsoft Excel program, as well as Disability Income Insurance and legal issues affecting insurance claims. Students will develop speed and accuracy on the keyboard as well as the 10-key pad. They will also become familiar with essential medical terminology. Prerequisites: None. Lec Hrs: 040, Lab Hrs: 040, Other Hrs: 000</p>	<p><b>6.0 Quarter Credit Hours</b></p>
<p><b>Module F - Patient Care and Computerized Practice Management</b></p> <p>Module F emphasizes computerized practice management, including file maintenance, patient records, bookkeeping and insurance. Students will learn the health insurance claim form and managed care systems. Hospital billing is also introduced in this module. In addition, students will learn basic techniques for taking patients' vital signs. They will learn Occupational Safety and Health Administration (OSHA) standards and the use of universal precautions in the medical office. Students will develop speed and accuracy on the keyboard as well as the 10-key pad, and they will also become familiar with essential medical terminology. Prerequisites: None. Lec Hrs: 040, Lab Hrs: 040, Other Hrs: 000</p>	<p><b>6.0 Quarter Credit Hours</b></p>
<p><b>Module G - Dental Administrative Procedures</b></p> <p>This module focuses on basic administrative procedures performed in the dental office. Students are introduced to the dental health team with emphasis on the tasks performed by the administrative support staff. Specialized procedures including appointment scheduling, processing patients, insurance billing and coding and law and ethics are presented. Students are also given an introduction to radiography and radiation safety. They discuss interpersonal skills and human relations, telephone techniques and patient reception techniques. Students develop speed and accuracy on the keyboard as well as the 10-key pad and will also become familiar with essential dental terminology. Prerequisites: None. Lec Hrs: 040, Lab Hrs: 040, Other Hrs: 000</p>	<p><b>6.0 Quarter Credit Hours</b></p>
<p><b>Module X – Externship</b></p> <p>Upon successful completion of classroom training, medical administrative assistant students participate in a 160-hour externship. Serving an externship at an approved facility gives externs an opportunity to work with patients and apply 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. Externs will be evaluated by supervisory personnel at 80 and 160-hour intervals. Completed evaluation forms are placed in the students' permanent record. Students must successfully complete their externship training in order to fulfill requirements for graduation. Prerequisites: Completion of Modules A through G. Lec Hrs: 000, Lab Hrs: 000, Other Hrs: 160</p>	<p><b>5.0 Quarter Credit Hours</b></p>



## Medical Assistant

### Diploma Program

Decatur, Jonesboro, Marietta, Norcross

8 months – 47 credit units

V 1

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

In recent years, the Medical Assistant profession has become indispensable to the health care field. Physicians have become more reliant on medical assistants for their front and back office skills, and their services are being sought by medical offices, and ambulatory care providers, clinics, hospitals, urgent care centers, nursing homes, medical supply businesses, home health agencies, insurance providers, and pharmaceutical companies. This diploma program prepares graduates to fill entry-level positions such as clinical or administrative assistant, medical receptionist, and medical insurance biller.

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

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

Module	Module Title	Clock Hours	Credit Units
Module A	Patient Care and Communication	80	6.0
Module B	Clinical Assisting and Pharmacology	80	6.0
Module C	Medical Insurance, Bookkeeping and Health Sciences	80	6.0
Module D	Cardiopulmonary and Electrocardiography	80	6.0
Module E	Laboratory Procedures	80	6.0
Module F	Endocrinology and Reproduction	80	6.0
Module G	Medical Law, Ethics and Psychology	80	6.0
Module X	Externship	160	5.0
	<b>Program Total</b>	<b>720</b>	<b>47.0</b>

### Major Equipment

Ace bandages in assorted sizes	Canes
CPR manikins – infant, adult	Anatomical charts
Autoclave	Biohazard containers
Bandage and dressing supplies – tape, gauze rolls, sterile gauze squares, band-aids	
Blood pressure cuffs and wall-mounted units (sphygmomanometers)	
Anatomical models – brain, lung, kidney, ear, eye, heart, torso	
Centrifuge, microhematocrit and test tube	

#### MODULE A - Patient Care and Communication

6.0 Quarter Credit Hours

Module A emphasizes patient care, including examinations and procedures related to the eyes and ears, the nervous system, and the integumentary system. Students will have an opportunity to work with and review patient charts and perform front office skills related to records management, appointment scheduling, and bookkeeping. Students gain an understanding of the importance of communication (verbal and nonverbal) when working with patients both on the phone and in person. Students develop an understanding of basic anatomy and physiology of the special senses (eyes and ears), nervous and integumentary systems, common diseases and disorders, and medical terminology related to these systems. Students study essential medical terminology, build on keyboarding and word processing skills, and become familiar with the self-directed job search process by learning how to cultivate the right on-the-job attitude, assembling a working wardrobe and identifying the strategies it takes to become the best in your new job so that you can advance in your career. Prerequisite: None. Lec Hrs: 040, Lab Hrs: 040, Other Hrs: 000

#### MODULE B - Clinical Assisting and Pharmacology

6.0 Quarter Credit Hours

Module B stresses the importance of asepsis and sterile technique in today's health care environment. Students learn about basic bacteriology and its relationship to infection and disease control. Students identify the purpose and expectations of the Occupational Health and Safety Administration (OSHA) and the Clinical Laboratory Improvement Amendments (CLIA) regarding disease transmission in the medical facility. Students become familiar with the principles and various methods of administering medication. Basic pharmacology, therapeutic drugs, their uses, inventory, and classification and effects on the body are included. Students participate in positioning and draping of patients for various examinations and prepare for and assist with minor office surgical procedures. Students gain an understanding of basic anatomy and physiology of the muscular system, common diseases and disorders, and medical terminology related to this system. Students study essential medical terminology, build on their keyboarding and word processing skills, and become familiar with the self-directed job search process by identifying their personal career objective, create a neat, accurate, well-organized cover letter, resume, and job application. Prerequisite: None. Lec Hrs: 040, Lab Hrs: 040, Other Hrs: 000

<p><b>MODULE C - Medical Insurance, Bookkeeping and Health Sciences</b></p> <p>Module C introduces students to the health care environment and office emergencies and first aid, with an emphasis on bandaging techniques for wounds and injuries. Students study medical insurance, billing and coding, bookkeeping procedures, accounts payable and receivable, financial management, banking, and check writing procedures that are essential to the successful operation of the medical office. Students develop an understanding of good health nutrition and weight control and strategies in promoting good health in patients. Students gain an understanding of basic anatomy and physiology of the digestive system, common diseases and disorders, and medical terminology related to this system. Students study essential medical terminology, build on their keyboarding and word processing skills, and become familiar with the self-directed job search process by developing career networking techniques that will assist you in being successful in the medical field. Prerequisite: None. Lec Hrs: 040, Lab Hrs: 040, Other Hrs: 000</p>	<p><b>6.0 Quarter Credit Hours</b></p>
<p><b>MODULE D - Cardiopulmonary and Electrocardiography</b></p> <p>Module D examines the circulatory and respiratory systems, including the structure and function of the heart and lungs and diseases, disorders, and diagnostic tests associated with these systems. Students learn about the electrical pathways of the heart muscle in preparation for applying electrocardiography (ECG or EKG) leads and recording a 12-lead electrocardiogram. A cardiopulmonary resuscitation (CPR) course is taught which enables students to respond to cardiac emergencies. Students check vital signs and differentiate between normal values for pediatric and adult patients. They obtain blood samples, and prepare syringes and medications for administration. Students study essential medical terminology, build on their keyboarding and word processing skills. Students become familiar with the self-directed job search process by identifying and demonstrating what a successful job interview contains and how to answer common interview questions accurately. Prerequisite: None. Lec Hrs: 040, Lab Hrs: 040, Other Hrs: 000</p>	<p><b>6.0 Quarter Credit Hours</b></p>
<p><b>MODULE E - Laboratory Procedures</b></p> <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 knowledge in radiology and nuclear medicine and become familiar with various radiological examinations and the patient preparation for these exams. Anatomy and physiology of the Urinary system, Blood and Lymphatic system, and the body's immunity including the structure and functions, as well as, common diagnostic exams and disorders related to these systems. Students perform common laboratory tests, check vital signs, and perform selected invasive procedures. Students study essential medical terminology, build on their keyboarding and word processing skills, and become familiar with the self-directed job search by learning how to set their own career goals. Prerequisite: None. Lec Hrs: 040, Lab Hrs: 040, Other Hrs: 000</p>	<p><b>6.0 Quarter Credit Hours</b></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 identifies and examines the basic structural components and functions of the skeletal, endocrine and reproductive systems. Students learn about child growth and development, and how heredity, cultural and the environmental aspects affect behavior. Students gain an understanding about assisting in a pediatrician's office and learn the important differences that are specific to the pediatric field. Some of the skills students learn in this area are height, weight, measurements and restraining techniques used for infants and children. They check vital signs, assist with diagnostic examinations and laboratory tests, instruct patients regarding health promotion practices, and perform certain invasive procedures. Students study essential medical terminology, build on their keyboarding and word processing skills, and become familiar with the self-directed job search process by learning all about how to become and learn from mentoring. Prerequisite: None. Lec Hrs: 040, Lab Hrs: 040, Other Hrs: 000</p>	<p><b>6.0 Quarter Credit Hours</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 assisting profession and how it fits into the big picture. Students gain an understanding of concepts related to patient reception and the medical office and preparing for the day. Students become familiar with what it takes to become an office manager and the responsibilities an office manager has to the office, the staff, and the physician. Students are introduced to medical office safety, security, and emergency provisions, and how they can best be dealt with. Students learn how to maintain equipment and inventory. Computers in the medical office are discussed and how ergonomics plays an important role in the health of the staff and patients. Students learn how to provide mobility assistance and support to patients with special physical and emotional needs. Basic principles of psychology are discussed, as well as, psychological disorders and diseases and treatments available. Medical law and ethics and various physical therapy modalities are discussed. Students check vital signs, obtain blood samples, and prepare and administer intramuscular injections. Students study essential medical terminology, build on keyboarding and word processing skills, and become familiar with the self-directed job search process by learning how to dress for success. Prerequisite: None. Lec Hrs: 040, Lab Hrs: 040, Other Hrs: 000</p>	<p><b>6.0 Quarter Credit Hours</b></p>
<p><b>MODULE X - Externship</b></p> <p>Upon successful completion of Modules A through G, Medical Assisting students participate in a 160-hour externship at an approved facility. The externship provides the student an opportunity to apply principles and practices learned in the program and utilize entry level Medical Assisting skills in working with patients. Medical assisting 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 80- and 160-hour intervals. Completed evaluation forms are placed in the students' permanent records. Students must successfully complete their externship experience in order to fulfill requirements for graduation. Prerequisite: Completion of Modules A through G. Lec Hrs: 000, Lab Hrs: 000, Other Hrs: 160</p>	<p><b>5.0 Quarter Credit Hours</b></p>



## Medical Insurance Billing and Coding

Diploma Program

Decatur, Jonesboro, Marietta, and Norcross campuses

8 months – 47 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 Billing and Coding Program is to provide the student with the appropriate didactic theory and hands-on skills required and necessary, to prepare them for entry level positions as 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 720 Clock Hours/47.0 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 160 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.

Upon successful completion of all program courses, students will be awarded a diploma.

Module	Module Title	Total Contact Hours	Quarter Credit Hours
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
MIBE	Externship	160	5.0
<b>PROGRAM TOTAL</b>		<b>720</b>	<b>47.0</b>

**Major Equipment :** Calculators, Personal Computers

<p><b>Module MEDINTRO Introduction to Medical Terminology, Keyboarding, Word Processing, Basic Math, Insurance Coding, and Administrative Duties of Medical Personnel</b> <b>6.0 Quarter Credit Hours</b></p> <p>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. Prerequisite: None. Lec Hrs: 040, Lab Hrs: 040, Other Hrs: 000</p>
--



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

**6.0 Quarter Credit Hours**

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. Prerequisite: MEDINTRO. Lec Hrs: 040, Lab Hrs: 040, Other Hrs: 000

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

**6.0 Quarter Credit Hours**

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 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. Prerequisite: MEDINTRO. Lec Hrs: 040, Lab Hrs: 040, Other Hrs: 000

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

**6.0 Quarter Credit Hours**

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. Prerequisite: MEDINTRO. Lec Hrs: 040, Lab Hrs: 040, Other Hrs: 000

<p><b>Module MIBMS Anatomy &amp; Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Musculoskeletal System</b></p> <p>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. Prerequisite: MEDINTRO. Lec Hrs: 040, Lab Hrs: 040, Other Hrs: 000</p> <p><b>Module MIBRG Anatomy &amp; Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Respiratory and Gastrointestinal Systems</b></p> <p>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. Prerequisite: MEDINTRO. Lec Hrs: 040, Lab Hrs: 040, Other Hrs: 000</p> <p><b>Module MIBSN Anatomy &amp; Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Sensory and Nervous Systems, and Psychology</b></p> <p>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. Prerequisite: MEDINTRO. Lec Hrs: 040, Lab Hrs: 040, Other Hrs: 000</p> <p><b>Once a student has completed all modules, he or she will be placed in their final module of training, as chosen by the school administration, in an on-campus practicum experience or out in the field in an approved externship facility.</b></p> <p><b>Module MIBE Externship</b></p> <p>Upon successful completion of Modules MIBINTRO, MIBCL, MIBGU, MIBIE, MIBMS, MIBRG, and MIBSN, medical insurance billing/coding students participate in a 160-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 80 and 160-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: Successful completion of Modules MIBINTRO, MIBCL, MIBGU, MIBIE, MIBMS, MIBRG, and MIBSN. Lec Hrs: 000, Lab Hrs: 000, Other Hrs: 160</p>	<p><b>6.0 Quarter Credit Hours</b></p> <p><b>6.0 Quarter Credit Hours</b></p> <p><b>6.0 Quarter Credit Hours</b></p> <p><b>5.0 Quarter Credit Hours</b></p>
---	---



**Patient Care Technician**  
*Diploma Program*  
 Jonesboro campus  
 8 months – 51 credit units

V 2

The Patient Care Technician Program is designed to train students to function safely and effectively as integral members of the health care delivery team. The program combines basic knowledge with applied skills mastered in both the classroom and the laboratory. In this multi- occupational program, students are cross-trained to perform any number of clinical skills from performing basic patient care skills, to performing electrocardiograms, as an EKG Technician, to collecting laboratory specimens as a Phlebotomist, or to assisting a patient to walk for the first time, as a physical therapy aide.

The Patient Care Technician can expect to find employment opportunities in hospitals, rehabilitation centers, specialty and urgent care centers, long-term and skilled nursing facilities, and staffing agencies. In addition to being qualified to work as a Patient Care Technician and Home Health Aide, graduates of this program are also qualified to work as Physical Therapy and Occupational Therapy Aides, and EKG Technician.

The program is comprised of seven modular units of learning which are made up of 80 hours of combined theory and laboratory time and one module which is referred to “clinical rotation,” for a total 160 hours. During this rotation, which is completed after all theory modules, students are given the opportunity to observe and become part of the health care team as they gain hands-on experience working side-by-side with other health care practitioners.

The Patient Care Technician program provides the student with the theory and hands-on applications required to perform the following tasks:

- Demonstrate the basic principles and practices of basic patient care and safety, home health care, physical therapy and occupational therapy, phlebotomy, electrocardiography, healthcare law and ethics, communications and interpersonal skills, clerical skills, and safety.
- Recognize, spell, define, and use appropriate medical terminology, words, and abbreviations as part of the study of anatomy and physiology, microbiology, and infection control.
- Use appropriate medical and surgical asepsis and patient care skills, including those required in infection control, including universal precautions, pre- and post-operative care, scrubbing, gowning, and gloving, body mechanics, personal care, bed-making, positioning, observational and charting skills, and basic laboratory, cardiology, physical therapy, and occupational therapy skills.

Demonstrate skills to obtain CPR certification.

Completion of the Patient Care Technician Program is acknowledged by the awarding of a diploma.

Module	Module Title	Clock Hours	Credit Hours
Module A	Basic Healthcare Concepts and Clerical Skills	80	7.0
Module B	Anatomy & Physiology and Medical Terminology	80	8.0
Module C	Patient Care Skills CNA/PCT	80	6.0
Module D	Advanced Patient Care Skills and Home Health	80	6.0
Module E	Electrocardiography and CPR	80	2.5
Module F	Phlebotomy and Basic Laboratory Skills	80	6.0
Module G	Physical Therapy and Occupational Therapy and Advanced Clerical Skills	80	6.0
Module X	Clinical Rotations I & II	160	5.0
	<b>Program Total</b>	<b>720</b>	<b>51.0</b>

**Major Equipment**

Stethoscope      Littman Nursing model or equivalent  
 Uniforms        Closed toe shoes

**Module A – BASIC HEALTHCARE CONCEPTS AND CLERICAL SKILLS** **7.0 Quarter Credit Hours**

Module A provides the student with an overall understanding to the field of healthcare, particularly as it relates to the “multi-skilled” Patient Care Technician. At the end of the module, students will be able to discuss the various fields of healthcare, infection control, legal and ethical responsibilities, communication and interpersonal skills. Students will be able to identify and explain safety procedures, and skills involved in observations, recording and reporting. In this module, students will be given the opportunity to learn some of the basic clerical and administrative procedures required of the patient care technician in the hospital and health care environment. Prerequisite: None. Lec Hrs: 060, Lab Hrs: 020, Other Hrs: 000

**Module B – ANATOMY AND PHYSIOLOGY AND MEDICAL TERMINOLOGY** **8.0 Quarter Credit Hours**

Module B focuses on the study of anatomy and physiology and its associated terminology. At the end of the module, students will be able to identify the various body systems and through discussions, use the terminology associated with these systems. Students will be able to identify and discuss common disorders and diseases affecting each system. Prerequisite: None. Lec Hrs: 080, Lab Hrs: 000, Other Hrs: 000

**Module C – PATIENT CARE SKILLS CAN/PCT** **6.0 Quarter Credit Hours**

Module C provides the student with the theory and hands-on application involved in providing basic patient care as would be required by a certified nursing assistant and/or patient care technician. Students will take and record vital signs, demonstrate skills for appropriate personal patient care, simulate procedures for admitting, transferring and discharging patients, and discuss restorative care and meeting the patients’ physical and psycho-social needs. Prerequisite: None. Lec Hrs: 040, Lab Hrs: 040, Other Hrs: 000

<p><b>Module D – ADVANCED PATIENT CARE SKILLS AND HOME HEALTH</b></p> <p>Module D provides the student with the theory and hands-on skills involved in providing advanced patient and home health care. Students will acquire the skills to determine and discuss therapeutic diets, examine various methods to control infections, identify the components and functions of body mechanics, and simulate caring for the client/patient in the home care setting. Prerequisite: None. Lec Hrs: 040, Lab Hrs: 040, Other Hrs: 000</p>	<p><b>6.0 Quarter Credit Hours</b></p>
<p><b>Module E – ELECTROCARDIOGRAPHY AND CPR</b></p> <p>Module E will provide the student with the theory and hands-on skills involved in electrocardiography and explore the profession.. Students will perform the procedures and record electrocardiographs and demonstrate how to interpret basic EKG's for possible abnormalities. This module will provide the student with skills required for CPR certification. CPR Course Certification will be campus specific. Prerequisite: None. Lec Hrs: 040, Lab Hrs: 040, Other Hrs: 000</p>	<p><b>6.0 Quarter Credit Hours</b></p>
<p><b>Module F – PHLEBOTOMY AND BASIC LABORATORY SKILLS</b></p> <p>Module F will provide the student with the theory and hands-on skills involved in phlebotomy and basic lab procedures. Students will explore the profession of phlebotomy and perform basic laboratory skills. Students will draw blood samples, collect non-blood specimen samples and perform simple laboratory procedures. Prerequisite: None. Lec Hrs: 040, Lab Hrs: 040, Other Hrs: 000</p>	<p><b>6.0 Quarter Credit Hours</b></p>
<p><b>Module G – PHYSICAL THERAPY AND OCCUPATIONAL THERAPY AND ADVANCED CLERICAL SKILLS</b></p> <p><b>Credit Hours</b></p> <p>Module G will provide the student with the basic theory and hands-on applications involved in the field of physical therapy and occupational therapy as they relate to the patient care technician, the physical therapy aide, and the occupational therapy aide. Students will perform basic procedures required of physical and occupational therapy aides and identify various therapeutic modalities used in both physical therapy and occupational therapy. In this module students prepare medical chart forms, transcribe physician orders and performed computer based advanced clerical skills. Prerequisite: None. Lec Hrs: 060, Lab Hrs: 020, Other Hrs: 000</p>	
<p><b>Module X – CLINICAL ROTATIONS I &amp; II</b></p> <p>Upon the completion of Modules A-G, students will be given the opportunity to complete their clinical rotations. The first portion of this rotation will meet the minimum state requirements for certification as a nursing assistant, under the direct supervision of a qualified instructor. During the second portion of the rotation, the student will apply what they have learned in the classroom and laboratory to “real-life” clinical facility tasks. Students may rotate through various departments within the clinical facility to perform tasks and observe, as appropriate, patient care units, physical therapy, cardiology, laboratory, central service, admitting and the business office areas. Students will work under the direct supervision of qualified personnel in participating institutions and under the general supervision of the school staff. All students will be evaluated at the half-way point and the conclusion of the clinical experience. Patient care technicians must complete both clinical rotations in order to fulfill their requirements for graduation. Prerequisite: None. Lec Hrs: 000, Lab Hrs: 000, Other Hrs: 160</p>	<p><b>5.0 Quarter Credit Hours</b></p>



**Pharmacy Technician**  
*Diploma Program*  
 Jonesboro campus  
 8 months – 47 credit units

V1

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

Module	Module Title	Total Contact 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	160	5.0
	<b>PROGRAM TOTAL</b>	<b>720</b>	<b>47.0</b>

Major Equipment		
Computers	Anatomy and Physiology models	Reference books
Laboratory equipment	Medication dispensing equipment	Journals and textbooks
Pharmaceutical equipment	Non-pharmaceutical equipment	

<p><b>Module A Administration of Medications and Pharmacology of the Endocrine and Lymphatic Systems 6.0 Quarter Credit Hours</b></p> <p>This module is designed to provide the student with an overall understanding of medication administration, safety and quality assurance. Included in this course is an overview and historical development of pharmacy. Body systems are covered in this module which includes the Endocrine and Lymphatic systems, and medications used to treat conditions of the endocrine system. Repackaging and compounding will be discussed and performed. Included in this course is use of policy and procedure manuals, materials management of pharmaceuticals, the pharmacy formulary system, computer applications in drug-use control, receiving and processing medication orders. Preparation and utilization of patient profiles, handling medications, storage and delivery of drug products, records management and inventory control, and compensation and methods of payment for pharmacy services are discussed. Conversions and calculations used by pharmacy technicians will be discussed along with drug dosages in units and working with compounds, admixtures, and parenteral and IV medications. Hands-on skills in the laboratory practice setting are performed. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0</p>
<p><b>Module B Aspects of Retail Pharmacy and Pharmacology of the Nervous System 6.0 Quarter Credit Hours</b></p> <p>This module is designed to provide the student with responsibilities of a technician filling prescriptions, including the information required to fill prescription and typing the prescription label. This module also covers how to read a drug label. Medications for the Respiratory and Nervous system are covered including a study of medications for neurological conditions, mental disorders and a discussion on muscle relaxants. This module will include C.P.R. certification. Hands-on skills in the laboratory practice setting are performed. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0</p>
<p><b>Module C History and Ethics of Pharmacy and Pharmacology of the Respiratory System &amp; Nuclear and Oncology Pharmacy Practice 6.0 Quarter Credit Hours</b></p> <p>This module is designed to introduce the student to the professional aspects of working in pharmacy technology. Subjects covered include a history of and changing roles of pharmacists and pharmacy technicians. This module covers the Law 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. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0</p>

<p><b>Module D Infection Control, Medication Errors and Alternative Medicine and Pharmacology of the Integumentary System and Senses</b></p> <p>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 &amp; drug interactions. Hands-on skills in the laboratory practice setting are performed. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0</p>	<p><b>6.0 Quarter Credit Hours</b></p>
<p><b>Module E Administrative Aspects of the Pharmacy Technician &amp; Pharmacology of the G.I. and Muscular System</b></p> <p>In this module, emphasis is placed on the role and responsibilities of the pharmacy technician regarding parenteral dosages, including using proportion 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 System 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 are covered. Hands-on skills in the laboratory practice setting are performed. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0</p>	<p><b>6.0 Quarter Credit Hours</b></p>
<p><b>Module F Aspects of Hospital Pharmacy and Pharmacology of the Urinary and Reproductive System</b></p> <p>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. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0</p>	<p><b>6.0 Quarter Credit Hours</b></p>
<p><b>Module G Home Health Care, Pharmacy Operations and Pharmacology of the Cardiovascular, Circulatory and Skeletal System</b></p> <p>This module is designed to familiarize the student with all aspects of home health care, mail order pharmacy/E-Pharmacy, 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 system and discuss medications for circulatory disorders and medications for the skeletal system. Hands-on skills in the laboratory practice setting are performed. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0</p>	<p><b>6.0 Quarter Credit Hours</b></p>
<p><b>Module X Clinical Externship</b></p> <p>This 160-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. Lecture Hours: 0.0 Lab Hours: 0.0 Other Hours: 160.0.</p>	<p><b>5.0 Quarter Credit Hours</b></p>



## Heating Ventilation and Air Conditioning (HVAC)

Diploma Program

Decatur campus

9 months – 55 credit units

V 3

The Heating, Ventilation and Air Conditioning (HVAC) program provides students the skills required to specialize in the field of residential heating and air conditioning service and repair. Most areas of the world require some residential climate control, therefore basic construction, basic electricity, air conditioning, fuel-heating systems, heat pumps, air distribution, system application and design, system controls, and HVAC diagnostics are taught in the program.

The HVAC program consists of nine modules. Upon successful completion of all modules of the program, students will be awarded a diploma.

Graduates of the program can seek employment as entry-level technicians in the residential heating, ventilation and air conditioning field, including Sheet Metal Fabrication Apprentice, Furnace Install and Repair Apprentice, Furnace Cleaner, A/C Mechanic Apprentice, and A/C Install/Service Apprentice. Intermediate and advanced positions include Electrical Heat Assembler, Heating & Air Conditioning Installation/Service, Gas Furnace Installation and Repair, Sheet Metal Mechanic, Sheet Metal Lay-Out, Sheet Metal Machine Operator, Sheet Metal Fabricator, Sheet Metal Installer, A/C Unit Tester, A/C Technician, and A/C Mechanic.

Course Number	Course Title	Total Contact Hours	Credit Hours
<b>Module 1</b>			
CON 1010	Basic Construction	80	7.0
<b>Module 2</b>			
ACR 1010	Basic Electricity	80	6.0
<b>Module 3</b>			
ACR 1060	Air Conditioning	80	6.0
<b>Module 4</b>			
ACR 1110	Fuel Heating Systems	480	6.0
<b>Module 5</b>			
ACR 1160	Air Distribution	80	6.0
<b>Module 6</b>			
ACR 2010	Systems Controls	80	6.0
<b>Module 7</b>			
ACR 2060	Heat Pumps	80	6.0
<b>Module 8</b>			
ACR 2110	System Application and Design	80	6.0
<b>Module 9</b>			
ACR 2160	HVAC Diagnostics	80	6.0
<b>Diploma Total</b>		<b>720</b>	<b>55.0</b>

### CON 1010 Basic Construction

**7 Credit Hours**

This course introduces students to the construction field. The course of instruction will cover basic job safety concepts and regulatory requirements; basic math used in the construction trades; the use of common hand and power tools; an introduction to blueprint reading; basic rigging; communication and employability skills. Students will also learn techniques for studying and test-taking. Prerequisite: None. Lecture hours: 60. Lab hours: 20.

### ACR 1010 Basic Electricity

**6 Credit Hours**

This course of instruction will cover basic job safety concepts, history of electricity, electrical theory, electrical power, electrical measuring, applications and electrical components. Power sources, component operation and circuit diagrams are studied. Students use this theory, integrated with objective specific hands-on lab exercises to practice typical equipment manufacturer's diagnostic techniques. Testing instruments and wiring diagrams are used for systems problem-solving projects. Prerequisite: None. Lecture hours: 40. Lab hours: 40.

### ACR 1060 Air Conditioning

**6 Credit Hours**

This course of instruction will cover basic laws of physics and cooling theory, terms, definitions, air conditioning cycles, component operations, mechanical and electrical diagrams, standard and high efficiency air conditioning systems. Pressure/temperature charts, refrigerant piping specifications and installation will also be covered. Usages of various tools are covered. Structured lab projects allow students to learn industry-approved diagnostics, service and repair procedures. Prerequisite: None. Lecture hours: 40. Lab hours: 40.

### ACR 1110 Fuel Heating Systems

**6 Credit Hours**

This course of instruction will cover combustion and various hydrocarbon fuels. Appliance heaters and warm air furnaces will be covered. Operation of controls, testing and servicing equipment, installation and operation is also covered. Fuel heating system diagnosis and wiring diagrams are explored. Structured lab projects allow students to learn industry-approved diagnostics, service and repair procedures. Prerequisite: None. Lecture hours: 40. Lab hours: 40.

<p><b>ACR 1160 Air Distribution</b></p> <p>Students in this course of study will learn to read blue prints, use shop math, perform load calculations, indoor air quality, and system air balancing and apply the fundamentals of air distribution to system design. In structured lab projects, students will use the tools and equipment necessary to layout and fabricate HVAC air distribution systems. Prerequisite: CON 1010. Lecture hours: 40. Lab hours: 40.</p>	<p><b>6 Credit Hours</b></p>
<p><b>ACR 2010 Systems Controls</b></p> <p>This course presents electrical and electronics theory, terms, definitions, symbols, circuits, laws and formulas. Power sources, component operation and circuit diagrams are studied. Students use this theory, integrated with objective specific hands-on lab exercises to practice typical equipment manufacturer's diagnostic techniques. Testing instruments and wiring diagrams are used for systems problem-solving projects. Prerequisites: CON 1010 and ACR 1010. Lecture hours: 40. Lab hours: 40.</p>	<p><b>6 Credit Hours</b></p>
<p><b>ACR 2060 Heat Pumps</b></p> <p>Air properties related to HVAC and heat pump systems design are studied in this course. Component operation, systems diagrams and industry approved troubleshooting are discussed and reinforced with structured lab exercises. Prerequisites: CON 1010, ACR 1010 and ACR 1060. Lecture hours: 40. Lab hours: 40.</p>	<p><b>6 Credit Hours</b></p>
<p><b>ACR 2110 System Application and Design</b></p> <p>This course introduces students to various HVAC system applications. Various HVAC designs, joining and sizing of various types of piping and tubing, system charging, load calculations, wiring, safety and proper diagnostics procedures, EPA Section 608, refrigerant handling and containment (recovery, recycling and reclaiming) and certification requirements are discussed in this course. Students will participate in structured lab exercises including inspection, diagnostics, service, troubleshooting and repair of residential gas heating systems. Prerequisites: CON 1010, ACR 1010 and ACR 1060. Lecture hours: 40. Lab hours: 40.</p>	<p><b>6 Credit Hours</b></p>
<p><b>ACR 2160 HVAC Diagnostics</b></p> <p>This course introduces students to HVAC diagnostic fundamentals. Emphasis is placed on testing equipment, gas identifiers, wiring diagrams, refrigerant schematics, systems testing, load distribution and controls operation. Mechanical components, gas pipe sizing, wiring, safety and proper diagnostic procedures are taught. Students will participate in structured lab exercises including inspection, diagnostics, service, troubleshooting and repair of HVAC systems. Prerequisite: CON 1010, ACR 1010, ACR 1060, ACR 1110 and ACR 1160. Lecture hours: 40. Lab hours: 40.</p>	<p><b>6 Credit Hours</b></p>



## QUARTER-BASED PROGRAMS

A quarter is a term approximately 12 weeks in length. All programs are measured in Quarter Credit Units.



**Surgical Technologist**  
*Associate of Science Degree*  
 Marietta campus  
 12 months – 69 credit units

V 1

Surgical technologists are allied health professionals who are an integral part of the team of medical practitioners providing surgical care to patients in a variety of settings. They work under medical supervision to facilitate the safe and effective conduct of invasive surgical procedures. This individual works under the supervision of a surgeon to ensure that the operating room or environment is safe, that equipment functions properly, and that the operative procedure is conducted under conditions that maximize patient safety.

The surgical technologist possesses the appropriate expertise in the theory and application of sterile and aseptic technique and combines the knowledge of human anatomy, surgical procedures, and implementation tools and technologies to facilitate a physician's performance of invasive therapeutic and diagnostic procedures. The goal and objective of this 1200-hour program is preparation of the student to be a competent entry level Surgical Technologist by achievement and demonstration of learning within the following three domains; cognitive (knowledge), affective (behavior), and psychomotor (skills).

Surgical technologists are allied health professionals who are an integral part of the team of medical practitioners providing surgical care to patients in a variety of settings. They work under medical supervision to facilitate the safe and effective conduct of invasive surgical procedures. This individual works under the supervision of a surgeon to ensure that the operating room or environment is safe, that equipment functions properly, and that the operative procedure is conducted under conditions that maximize patient safety.

The surgical technologist possesses the appropriate expertise in the theory and application of sterile and aseptic technique and combines the knowledge of human anatomy, surgical procedures, and implementation tools and technologies to facilitate a physician's performance of invasive therapeutic and diagnostic procedures. The goal and objective of this 1,200-hour program is preparation of the student to be a competent entry level Surgical Technologist by achievement and demonstration of learning within the following three domains; cognitive (knowledge), affective (behavior), and psychomotor (skills).

Students must document a total of 125 procedures in the first scrub solo role (FSS) or with assist (FSA). Eighty of these procedures must be in the five CORE areas of General, Orthopedics, Otorhinolaryngology (ENT), Gynecology, and Genitourinary (GU). The remaining 45 procedures will be in the SPECIALTY areas, such as:

- Cardiothoracic Endoscopy
- Ophthalmology
- Oral and Maxillofacial
- Plastic and Reconstructive
- Neurosurgery
- Cardiothoracic
- Peripheral Vascular

Within the total 125 procedures, 35 must be in the first scrub solo role (FSS). Students must also fulfill requirements with regard to appropriate distribution for the CORE and Specialty areas and level of complexity. These requirements meet the Core Curriculum for Surgical Technology, 5<sup>th</sup> Edition

Module	Module Title	Total Contact Hours	Quarter Credit Units
STS 1004	Anatomy and Physiology I	32	3.0
STS 1005	Anatomy and Physiology II	32	3.0
STS 1006	Anatomy and Physiology III	32	3.0
STS 1007	Anatomy and Physiology IV	32	3.0
STS 1008	Career Development	32	3.0
STS 1009	Medical Terminology I	32	3.0
STS 1010	Medical Terminology II	32	3.0
STS 1011	Medical Law & Ethics I	16	1.5
STS 1012	Medical Law & Ethics II	16	1.5
STS 1013	Surgical Technology I	64	4.5
STS 1014	Surgical Technology II	64	4.5
STS 1015	Surgical Technology III	96	6.0
STS 1016	Surgical Technology IV	96	6.0
STS 1017	Microbiology	16	1.5
STS 1018	Microbiology II	16	1.5
STS 1019	Surgical Pharmacology	32	3.0
STS 1020	Externship I	280	9.0
STS 1021	Externship II	280	9.0

<b>TOTAL QUARTER CREDIT HOURS:</b>	<b>1,200</b>	<b>69.0</b>
------------------------------------	--------------	-------------

\*\*This program requires clinical placement in contracted off campus sites. Sites must be identified and contracted to meet the enrollment numbers. This insures placement of the students and decreases the potential for over enrollment.

<b>STS 1004 Anatomy &amp; Physiology I</b> This course is an introduction to the scientific study of the structure of the human body and its parts including relationships and functions of the cells, cellular metabolism and tissues. Prerequisite: None. Lecture Hours: 32.0 Lab Hours: 0.0 Other Hours: 0.0	<b>3.0 Quarter Credit Hours</b>
<b>STS 1005 Anatomy &amp; Physiology II</b> This course is a scientific study of the structure of the human body and its parts; including relationships, functions, and disease processes of the integumentary, skeletal, muscular, nervous and special senses. Prerequisite: STS 1004 (Anatomy & Physiology I). Lecture Hours: 32.0 Lab Hours: 0.0 Other Hours: 0.0.	<b>3.0 Quarter Credit Hours</b>
<b>STS 1006 Anatomy &amp; Physiology III</b> This course is a scientific study of the structure of the human body and its parts including relationships and functions of the endocrine, blood, cardiovascular, lymphatic and digestive system. Prerequisite: STS 1005 (Anatomy & Physiology II). Lecture Hours: 32.0 Lab Hours: 0.0 Other Hours: 0.0	<b>3.0 Quarter Credit Hours</b>
<b>STS 1007 Anatomy &amp; Physiology IV</b> This course is a scientific study of the human body and its parts including the relationships and functions of the respiratory, urinary, and reproductive systems. Prerequisite: STS 1006 (Anatomy & Physiology III). Lecture Hours: 32.0 Lab Hours: 0.0 Other Hours: 0.0	<b>3.0 Quarter Credit Hours</b>
<b>STS 1008 Career Development</b> This course is designed to prepare the student for entering the job market in the health field. Topics include professional growth, job hunting skills, and interviewing skills. Emphasis is placed on formulating a professional resume and rendering a successful interview. Prerequisite: None. Lecture Hours: 28.0 Lab Hours: 4.0 Other Hours: 0.0	<b>3.0 Quarter Credit Hours</b>
<b>STS 1009 Medical Terminology I</b> This course presents a study of basic medical terminology. Prefixes, suffixes, word roots, combining forms, special endings, plural forms, abbreviations, and symbols are included in the content. 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 with each unit. Prerequisite: None. Lecture Hours: 32.0 Lab Hours: 0.0 Other Hours: 0.0	<b>3.0 Quarter Credit Hours</b>
<b>STS 1010 Medical Terminology II</b> This course presents a study of basic medical terminology. Prefixes, suffixes, word roots, combining forms, special endings, plural forms, abbreviations, and symbols are included in the content. 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 with each unit. Prerequisite: STS 1009 (Medical Terminology I). Lecture Hours: 32.0 Lab Hours: 0.0 Other Hours: 0.0	<b>3.0 Quarter Credit Hours</b>
<b>STS 1011 Medical Law &amp; Ethics I</b> This course is designed to help the student understand moral behavior, acceptable standards of conduct, professional relations and professional organizations. In addition to covering laws pertinent to the health care facility, the course outlines various ethical codes and their current impact on society. Prerequisite: None. Lecture Hours: 16.0 Lab Hours: 0.0 Other Hours: 0.0	<b>1.5 Quarter Credit Hours</b>
<b>STS 1012 Medical Law &amp; Ethics II</b> This course is designed to help the student understand moral behavior, acceptable standards of conduct, professional relations and professional organizations. In addition to covering laws pertinent to the health care facility, the course outlines various ethical codes and their current impact on society -- includes HIPPA and OSHA training. Prerequisite: (STS 1011 Medical Law & Ethics I). Lecture Hours: 16.0 Lab Hours: 0.0 Other Hours: 0.0	<b>1.5 Quarter Credit Hours</b>
<b>STS 1013 Surgical Technology I</b> This course is designed to provide the student with an overall understanding and orientation to the field of surgical technology. Included in this course are professional responsibilities and relations in the operating room environment and the hands-on skills involved in following medical and surgical aseptic techniques, scrubbing, gowning, and gloving and providing basic pre-operative care to the surgical patient. Prerequisite: None. Lecture Hours: 32.0 Lab Hours: 32.0 Other Hours: 0.0	<b>4.5 Quarter Credit Hours</b>
<b>STS 1014 Surgical Technology II</b> This course is designed to provide the student with an overall understanding of the theory and the hands-on applications involved in the use and maintenance of surgical instruments and equipment. This course also introduces robotics and the principles of physics and electricity. Prerequisite: STS 1013 (Surgical Technology I). Lecture Hours: 32.0 Lab Hours: 32.0 Other Hours: 0.0	<b>4.5 Quarter Credit Hours</b>
<b>STS 1015 Surgical Technology III</b> This course is designed to provide the student with an overall understanding of the theory and hands-on applications, involved in the general, as well as specific surgical procedures involving the gastrointestinal system, the reproductive system and obstetrics, and the genitourinary system. Prerequisite: STS 1014 (Surgical Technology II). Lecture Hours: 32.0 Lab Hours: 64.0 Other Hours: 0.0.	<b>6.0 Quarter Credit Hours</b>
<b>STS 1016 Surgical Technology IV</b> This course is designed to provide the student with an overall understanding of the theory and hands-on applications, involved in surgical procedures of the ear, nose, and throat, ophthalmic surgery, plastic surgery, orthopedic surgery, surgery of the nervous system, thoracic surgery, and cardiovascular and peripheral vascular surgery. Prerequisite: STS 1015 (Surgical Technology III). Lecture Hours: 32.0 Lab Hours: 64.0 Other Hours: 0.0	<b>6.0 Quarter Credit Hours</b>
<b>STS 1017 Microbiology</b> This course is designed to provide the student with an overall understanding of basic microbiology, infection control, disease processes and the body's defenses against them. Additionally, wound healing, as well as the terminology associated with each of these areas of concentration will also be included. Prerequisite: None. Lecture Hours: 16.0 Lab Hours: 0.0 Other Hours: 0.0	<b>1.5 Quarter Credit Hours</b>
<b>STS 1018 Microbiology II</b> This course is designed to provide the student with an overall understanding of basic microbiology, infection control, disease processes and the body's defenses against them, and wound healing, as well as the terminology associated with each of these areas of	<b>1.5 Quarter Credit Hours</b>

concentration. Prerequisite: STS 1017 (Microbiology I). Lecture Hours: 16.0 Lab Hours: 0.0 Other Hours: 0.0	
<b>STS 1019 Surgical Pharmacology</b>	<b>3.0 Quarter Credit Hours</b>
This course is designed to provide the student with an overall understanding of the theory and the hands-on applications involved in surgical pharmacology. Prerequisite: None. Lecture Hours: 32.0 Lab Hours: 0.0 Other Hours: 0.0	
<b>STS 1020 Externship I</b>	<b>9.0 Quarter Credit Hours</b>
During this course the student will spend his or her time in a hospital or clinic working under the supervision of a nurse or operating room technician. This course is the final course of the surgical technology program. Successful completion is required for graduation. All externships must be completed in daytime hours. This course is designed to provide acclimation to the Operating Room through observation of surgical cases, studying and preparing for cases, opening sterile supplies and instruments. Students will second assist surgical procedures. The student will also be introduced to Specialty Surgical procedures to include but not be limited to Orthopedic, ENT, Plastics and Reconstructive and Eyes. The student will also rotate through Central Supply and other surgical areas permitted by the hospital. Prerequisite: STS 1016 (Surgical Technology IV & Mock Final Exam). Lecture Hours: 0.0 Lab Hours: 0.0 Other Hours: 280.0	
<b>STS 1021 Externship II</b>	<b>9.0 Quarter Credit Hours</b>
This course is designed to enhance previously learned surgical skills by repetition. Students will show independence in preparing the operating room for surgery, opening surgical cases, setting up the back –table and mayo stand, first assisting surgical cases and turning over the surgical suite. Prerequisite: STS 1020 (Externship I). Lecture Hours: 0.0 Lab Hours: 0.0 Other Hours: 280.0	



**Respiratory Care**  
*Associate of Science Degree*  
 Decatur campus  
 24 months – 123.5 credit units

V 2

The Respiratory Care Associate in Science Degree Program provides both technical and practical training that will enable the graduate, upon licensure and/or certification, to function as a competent Respiratory Therapist.

Sequence by Quarter #	Course Number	Course Title	# Lecture Hours	# Lab Hours	# Clinical Hours	# Credits
<b>College Core and General Education Requirements</b>						
Qtr 1	PSY 2012	General Psychology	40			4.0
	HSC 1531	Medical Terminology Level I	40			4.0
	HSC 1524	Diseases of the Human Body	40			4.0
	BSC 1085	Anatomy & Physiology Level I	40			4.0
Qtr 2	BSC 1086	Anatomy & Physiology Level II	40			4.0
	ENC 1101	Composition I	40			4.0
	BIO 102	Microbiology	40			4.0
	SPC 2016	Oral Communications	40			4.0
Qtr 3	ENC 1102	Composition II	40			4.0
	CHM 101	General Chemistry	40			4.0
	MAT 1033	Algebra	40			4.0
Qtr 4	CGS2167C	Computer Applications	30	20		4.0
	RT 1001	Integrated Sciences	50	20		6.0
	PHY 101	Physics Mechanics	40			4.0
Sequence by Quarter #	Course Number	Course Title	# Lecture Hours	# Lab Hours	# Clinical Hours	# Credits
<b>Respiratory Core Classes</b>						
Qtr 5	RT 1002	Medical Gas Therapy	50	20		6.0
	RTD 103	Patient Assessment	30	20		4.0
	RT 1004	Pharmacology	30	20		4.0
Qtr 6	RTD 201	Airway Management & Pulmonary Hygiene	30	20		4.0
	RT 2001C	Clinical Practicum I			60	2.0
	RTD 202	Pulmonary Function Testing	30	10		3.5
	RTD 202C	Clinical Practicum II			60	2.0
	RTD 301	Pulmonary Disease	30	20		4.0
	RTD 301C	Clinical Practicum III			60	2.0
Qtr 7	RT 3002	Mechanical Ventilation I	30	20		4.0
	RTD 302C	Clinical Practicum IV			60	2.0
	RTD 303	Critical Care Monitoring	30	20		4.0
	RTD 303C	Clinical Practicum V			60	2.0
	RTD 304	Neonatal & Pediatric Respiratory Care	30	20		4.0
	RTD 304C	Clinical Practicum VI			60	2.0
Qtr 8	RTD 305	Mechanical Ventilation II	30	20		4.0

	RT 3005C	Clinical Practicum VII			60	2.0
	RT 4000	Rehab & Home Health	20			2.0
	RT 5000	Advanced Respiratory Seminar	40	20		5.0
	RT 5000C	Advanced Clinical VIII			90	3.0
	<b>Total</b>		<b>940</b>	<b>250</b>	<b>510</b>	<b>123.5</b>

### COURSE DESCRIPTIONS

**BIO 102 Microbiology** **4.0 Quarter Credit Hours**  
 This course provides an introduction to infectious disease agents of significance in individual and community health settings. The course also reviews the characteristics, symptoms, diagnosis, control, and treatment of infectious diseases. Prerequisite: None. Lecture Hours: 40.0 Lab Hours: 0.0 Other Hours: 0.0.

**CHM 101 General Chemistry** **4.0 Quarter Credit Hours**  
 This course covers the basic principles of general, organic, and biochemistry designed for allied health profession majors. Topics to be covered include elements and compounds, chemical equations, nomenclature, and molecular geometry. Prerequisite: MAT 1033. Lecture Hours: 40.0 Lab Hours: 0.0 Other Hours: 0.0.

**PHY 101 Physics Mechanics** **4.0 Quarter Credit Hours**  
 This course covers statistics, motions of particles and rigid bodies vibratory motion, gravitation, properties of matter, and the flow of fluids. Prerequisite: None. Lecture Hours: 40.0 Lab Hours: 0.0 Other Hours: 0.0.

**RT 1001 Integrated Sciences** **6.0 Quarter Credit Hours**  
 This course is designed to introduce the Fundamentals of Respiratory Care, college policy, the role of the Respiratory Therapist, respiratory designations and credentials, and hospital organization. Prerequisite: None. Lecture Hours: 50.0 Lab Hours: 20.0 Other Hours: 0.0.

**RT 1002 Medical Gas Therapy** **6.0 Quarter Credit Hours**  
 This course prepares students to identify the conditions that require the use of oxygen therapy, and to identify potential hazards, oxygen devices. Students will also learn how to assemble and troubleshoot various oxygen delivery equipment. Prerequisite: Prerequisite: BIO 102, BSC 1085, BSC 1086, CHM 101, CGS 2167C, ENC 1101, ENC 1102, HSC 1524, HSC 1531, MAT 1033, PHY 101, PSY 2012, SPC 2016, and RT 1001. Co-requisite: RTD 103, RT 1004. Lecture Hours: 50.0 Lab Hours: 20.0 Other Hours: 0.0.

**RTD 103 Patient Assessment** **4.0 Quarter Credit Hours**  
 The focus of RTD 103 is patient assessment. In this course the student will be presented with didactic and laboratory theory concerning patient population with pulmonary involvement. The student will learn various techniques and modalities coupled with practical applications to assess, evaluate, and implement strategies to improve patient outcomes. Various modalities presented will include: inspection, palpation, percussion, and auscultation. Based on clinical presentation the student will assess and implement targeted therapeutic modalities such as: aerosol therapy, CPT devices and delivery. Cough techniques, ABG analysis and hyperinflation techniques. All of the aforementioned modalities will be presented with the patient as the sole purpose. Prerequisite: Prerequisite: BIO 102, BSC 1085, BSC 1086, CHM 101, CGS 2167C, ENC 1101, ENC 1102, HSC 1524, HSC 1531, MAT 1033, PHY 101, PSY 2012, SPC 2016, and RT 1001. Co-requisite: RT 1002, RT 1004. Lecture Hours: 50.0 Lab Hours: 20.0 Other Hours: 0.0.

**RT 1004 Respiratory Pharmacology** **4.0 Quarter Credit Hours**  
 Students in Respiratory Pharmacology will learn fundamental concepts of pharmacology, including principles of aerosolized and instilled medications and dosage calculations, bronchodilators, wedding agents, mucolytics, antimicrobials, anti-inflammatory agents, anti-asthmatic agents, surface active agents, special applications, and advanced cardiac life support pharmacology. General pharmacological principles will also be introduced including medications and their effects relating to the autonomic and central nervous systems, renal system, cardiovascular system, and muscular skeletal system. Prerequisites: BIO 102, BSC 1085, BSC 1086, CHM 101, CGS 2167C, ENC 1101, ENC 1102, HSC 1524, HSC 1531, MAT 1033, PHY 101, PSY 2012, SPC 2016, and RT 1001. Co-requisite: RT 1002, RTD 103. Lecture Hours: 30.0 Lab Hours: 00.0 Other Hours: 0.0.

**RTD 201 Airway Management and Pulmonary Hygiene** **4.0 Quarter Credit Hours**  
 This course is designed to prepare students for the study of airway management to include intubation/extubation techniques and equipment. Students learn to maintain and manage a patient's artificial airway. Students also learn to perform techniques for airway clearance including the need for application and the removal of secretion techniques. Various modalities relevant to initiating hyperinflation therapy will be introduced. Students will be exposed to various invasive techniques used in pulmonary maintenance. Students will also learn to understand how to assist in very important diagnostic and therapeutic procedures. Students will be attending their first hospital rotation during the six weeks applying all knowledge acquired up to this point in the program. Prerequisite: RT 1001, RT 1002, RT 104 & RTD 103. Co-requisite RT 2001C. Lecture Hours: 30.0 Lab Hours: 20.0 Other Hours: 0.0

**RTD 201C Clinical Practicum I** **2.0 Quarter Credit Hours**  
 This course is designed to give the student a hands-on approach to learning. Students learn how to maintain a patient airway with the use of artificial airways. The student will explore and demonstrate a range of respiratory modalities and procedures relevant to providing hyperinflation therapy. The student will learn and demonstrate how to assist in diagnostic and therapeutic procedures. Co-requisite RTD 201 Lecture Hours: 0.0 Lab Hours: 0.0 Other Hours: 60.0

<p><b>RTD 202 Pulmonary Function Testing</b></p> <p>This course is designed to assist students with learning proper cardiovascular catheterization function and hemodynamic monitoring. Students will learn how to interpret and apply hemodynamic information in the care of the critically ill patient. This course will also expose students to the evaluation of pulmonary function in the laboratory or at the bedside. Students will be exposed to various invasive techniques used in pulmonary function testing. Students will also be attending their second hospital rotation during these six weeks applying all knowledge acquired up to this point in the program. Prerequisite: Prerequisite: RT 1002, RTD 103, &amp; RT 1004. Co-Requisite: RTD 202C. Lecture Hours: 30.0 Lab Hours: 10.0 Other Hours: 0.0</p>	<p><b>3.5 Quarter Credit Hours</b></p>
<p><b>RTD 202C Clinical Practicum II</b></p> <p>Clinical Practicum II is a lab designed to assist the student with becoming familiar with evaluating, interpreting, and performing simple spirometry. This will include helping the student to assess and diagnose various disease pathologies, and recommend appropriate therapy to treat the disease. Prerequisite: RT 1002, RTD 103, RT 1004. Co-Requisite RTD 301. Lecture Hours: 0.0 Lab Hours: 0.0 Other Hours: 60.0</p>	<p><b>2.0 Quarter Credit Hours</b></p>
<p><b>RTD 301 Pulmonary Disease</b></p> <p>This course is designed to provide the student with basic knowledge and understanding essential to assess and treat patients with respiratory diseases. Students will recognize the manifestations and symptoms involved in both restrictive and obstructive pulmonary diseases. Students will also be attending their third hospital rotation during the six weeks applying all knowledge acquired to this point in the program. Prerequisite: RT 1002, RTD 103, &amp; RT 1004. Co-Requisite: RTD 301C. Lecture Hours: 30.0 Lab Hours: 20.0 Other Hours: 0.0</p>	<p><b>4.0 Quarter Credit Hours</b></p>
<p><b>RTD 301C Clinical Practicum III</b></p> <p>Cardiopulmonary Pathophysiology is a lab designed to give students instruction in analyzing various pathologies of the cardiopulmonary system and the manifestations and symptoms involved in both restrictive and obstructive pulmonary diseases. The students will learn to formulate treatment regimens for various pathologies of the cardiopulmonary system. Co-requisite: RTD 301. Lecture Hours: 0.0 Lab Hours: 0.0 Other Hours: 60.0</p>	<p><b>2.0 Quarter Credit Hours</b></p>
<p><b>RT 3002 Mechanical Ventilation I</b></p> <p>This course is designed to introduce mechanical ventilation to the student. In this course the student will learn the history, basic theory, operating modes, waveform analysis, and classifications of mechanical ventilators. Students will be able to initially set up and apply principles of mechanical ventilator to patients in critical care units. The student will gain an understanding on how to properly chart ventilator checks and calculations used for initial setup management for mechanical ventilation. Prerequisite: Prerequisite: RTD 201, RT 2001C, RTD 202, RTD 202C, RTD 301, &amp; RTD 301C. Co-requisite: RTD 302C. Lecture Hours: 30.0 Lab Hours: 20.0 Other Hours: 0.0</p>	<p><b>4.0 Quarter Credit Hours</b></p>
<p><b>RTD 302C Clinical Practicum IV</b></p> <p>This lab is designed to introduce your student to basic principles of mechanical ventilation. This lab will provide the student with hands on approach to learning and operating various types of mechanical ventilators. The student will learn to assess the effectiveness of mechanical ventilators. Co-requisite RT 3002. Lecture Hours: 0.0 Lab Hours: 0.0 Other Hours: 60.0</p>	<p><b>2.0 Quarter Credit Hours</b></p>
<p><b>RTD 303 Critical Care Monitoring</b></p> <p>This course is designed for the student to apply knowledge base of mechanical ventilation to the patient in a critical care unit. A comprehensive course covering the principles, operation, and application of devices used to provide ventilatory assistance and support. Course includes an in-depth study of patient-ventilator interface, artificial airways, establishing the continuous care, monitoring and management of mechanical ventilation. The course will also include hemodynamic monitoring of a patient in a critical care setting. Prerequisite: Prerequisite: RTD 201, RT 2001C, RTD 202, RTD 202C, RTD 301, &amp; RTD 301C. Co-Requisite: RTD 303. Lecture Hours: 30.0 Lab Hours: 20.0 Other Hours: 0.0</p>	<p><b>4.0 Quarter Credit Hours</b></p>
<p><b>RTD 303C Clinical Practicum V</b></p> <p>This lab is designed to further enhance the comprehension and application of the basic principles of mechanical ventilation the student has encountered in the Clinical Practicum IV. In addition, this lab will provide the student with the hands-on-approach to learning and operating and applying various strategies used to provide ventilator assistance and support. The student will learn to assess the effectiveness of patient-ventilator interface, artificial airways by monitoring and managing ventilators in the lab setting utilizing clinical simulated scenarios. Co-requisite: RTD 303. Lecture Hours: 0.0 Lab Hours: 0.0 Other Hours: 60.0</p>	<p><b>2.0 Quarter Credit Hours</b></p>
<p><b>RTD 304 Neonatal &amp; Pediatric Respiratory Care</b></p> <p>This course will familiarize the student with the anatomy, physiology, and respiratory care of the pediatric and neonatal patient. The students will learn the proper methods of thermoregulation, resuscitation, critical care procedures and ventilatory management of the newborn and pediatric patient. The students will also learn of common neonatal / pediatric diseases and disorders, etiology, clinical manifestations and therapies used to treat these disorders. Prerequisite: RTD 201, RT 2001C, RTD 202, RTD 202C. Co-Requisite: RT 3002, RTD 302C, RTD 301, RTD 301C. Co-requisite: RTD 304C. Lecture Hours: 30.0 Lab Hours: 20.0 Other Hours: 0.0</p>	<p><b>4.0 Quarter Credit Hours</b></p>
<p><b>RTD 304C Clinical Practicum VI</b></p> <p>This 90-hour course is designed to provide the student with supervised, practical hands-on and observational experiences in the clinical area. As part of the experience, students may rotate throughout various departments within the clinical area. In this course an overview of the anatomy, physiology, and respiratory care of the pediatric and neonatal patient is presented. The student learns the pharmacological agents utilized in the critical areas and its administration, as well as the goals and objectives of pulmonary rehabilitation and patient education. Case studies will be assigned and presented to the class. Emphasis is placed on complete respiratory care for the neonatal and pediatric populations. Co-requisite RTD 304 Lecture Hours: 0.0 Lab Hours: 0.0 Other Hours: 90.0</p>	<p><b>2.0 Quarter Credit Hours</b></p>

<p><b>RTD 305 Mechanical Ventilation II</b></p> <p>This course is designed for the student to apply advance knowledge of mechanical ventilation to the patient in a critical care unit. A comprehensive course covering the principles, operation, and application of devices used to provide ventilatory assistance and support. Course includes an in-depth study of patient- ventilator interface, hemodynamic normal and abnormal monitoring values along with noninvasive impedance cardiography, the use of pharmacotherapy, and weaning criteria, weaning indices, weaning failure, and terminal weaning. This course presents material on the application of mechanical ventilation with regard to patient diagnosis and changes in conditions. The course includes discussions of case studies and patient management involving scenarios with emphasis on troubleshooting equipment and patient problems. Prerequisite: RT 3002, RTD 302C, RTD 303, RTD 303C, RTD 304 &amp; RTD 304C. Co-requisite: RT 3005C. Lecture Hours: 30.0 Lab Hours: 20.0 Other Hours: 0.0</p>	<p><b>4.0 Quarter Credit Hours</b></p>
<p><b>RTD 3005C Clinical Practicum VII</b></p> <p>This lab is designed to allow the student to further develop their patient assessment skills in the neonatal/pediatric environment. The student will continue with hands on approach to learning and operating and applying various strategies used to provide ventilatory assistance and support to the newborn/pediatric patient. Co-requisite 305. Lecture Hours: 00.0 Lab Hours: 0.0 Other Hours: 60.0</p>	<p><b>2.0 Quarter Credit Hours</b></p>
<p><b>RT 4000 Rehab/Home Health</b></p> <p>This course is designed to provide the student with the basic knowledge and understanding essential to assess and treat patients in alternate respiratory sites. Objectives, methods and expected results of pulmonary rehabilitation will be presented and discussed. Patients testing methods, including clinical exercise testing, p[atient and family education, bronchial hygiene, breathing retraining, physical reconditioning, medical reimbursement and home care will be described and discussed. Prerequisites: RT 3002, RTD 302C, RTD 303, RTD 303C, RTD 304 &amp; RTD 304C. Co-Requisite: RTD 305. Lecture Hours: 00.0 Lab Hours: 0.0 Other Hours: 20.0</p>	<p><b>2.0 Quarter Credit Hours</b></p>
<p><b>RT 5000 Advanced Respiratory Seminar</b></p> <p>This course is a comprehensive review of material presented throughout the respiratory care program to date. A discussion and presentation of trends and topics in respiratory care will include preparation for professional credentialing examinations. The course will combine the use of preparatory texts, computer simulated programs and CD's accompanying the workbooks. Prerequisites: RT 3002, RTD 302C, RTD 303, RTD 303C, RTD 304 &amp; RTD 304C. Co-Requisite: RT 4000, and RT 5000C. Lecture Hours: 00.0 Lab Hours: 0.0 Other Hours: 20.0</p>	<p><b>5.0 Quarter Credit Hours</b></p>
<p><b>RT 5000C Advanced Clinical VIII</b></p> <p>This lab is designed to allow the student to further develop their patient assessment skills in as a respiratory therapist. The student will continue with hands on approach to learning and operating and applying various strategies used to provide respiratory therapy to the patient. Prerequisites: Prerequisites: RT 3002, RTD 302C, RTD 303, RTD 303C, RTD 304 &amp; RTD 304C. Co-Requisite: RT 5000. Lecture Hours: 50.0 Lab Hours: 0.0 Other Hours: 00.0</p>	<p><b>3.0 Quarter Credit Hours</b></p>

## CORINTHIAN COLLEGES, INC.

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

### Everest College

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

### Everest College Phoenix

Phoenix, AZ (main campus)  
 Mesa, AZ (branch of Everest College Phoenix, AZ)

### Everest Institute

Austin, TX (branch of Everest Institute, Southfield, MI)  
 Brighton, MA (main campus)  
 Chelsea, MA (branch of Everest College, Alhambra, CA)  
 Cross Lanes, WV (main campus)  
 Dearborn, MI (branch of Everest Institute, Southfield, MI)  
 Decatur, GA (branch of Everest Institute, Cross Lanes, WV)  
 Detroit, MI (branch of Everest Institute, Southfield, MI)  
 Eagan, MN (branch of Everest Institute, Cross Lanes, WV)  
 Fort Lauderdale, FL (branch of Everest Institute, Kendall, FL)  
 Gahanna, OH (branch of Everest College, Ontario, CA)  
 Grand Rapids, MI (main campus)

Detroit, MI (branch of Everest Institute, Southfield, MI)  
 Eagan, MN (branch of Everest Institute, Cross Lanes, WV)  
 Fort Lauderdale, FL (branch of Everest Institute, Kendall, FL)  
 Gahanna, OH (branch of Everest College, Ontario, CA)  
 Grand Rapids, MI (main campus)  
 Hialeah, FL (branch of Everest Institute, Miami, FL)  
 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 (branch 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 (branch of Everest College, Portland, OR)

### Everest University

Tampa (Brandon), FL (branch of Everest University Tampa, FL)  
 Jacksonville, FL (branch of Everest University, Largo, FL)  
 Lakeland, FL (branch of Everest University, Largo, FL)  
 Largo, FL (main campus)  
 Melbourne, FL (branch of Everest University, Orlando, FL)  
 North Orlando, FL (main campus)  
 Orange Park, FL (branch of Everest University, Tampa, FL)  
 Pompano Beach, FL (main campus)  
 South Orlando, FL (branch of Everest University, North Orlando, FL)  
 Tampa, FL (main campus)

### WyoTech

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

### Heald College

Concord, CA (main campus)  
 Fresno, CA (main campus)  
 Hayward, CA (main campus)  
 Honolulu, HI (branch of Heald College, San Francisco)  
 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)



**The following schools in the Canada are owned by Corinthian Colleges, Inc.:**

**Everest College of Business, Technology, and Healthcare**

All Canadian locations listed below are branches of Everest College Canada, Inc.

Barrie, Ontario  
Brampton, Ontario  
Hamilton City Centre, Ontario  
Hamilton Mountain, Ontario  
Kitchener, Ontario  
London, Ontario  
Mississauga, Ontario

Nepean, Ontario  
New Market, Ontario  
North York, Ontario  
Ottawa-East, Ontario  
Scarborough, Ontario  
Sudbury, Ontario  
Thunder Bay, Ontario  
Toronto Central, Ontario  
Toronto College Park (South), Ontario  
Windsor, Ontario

## STATEMENT OF OWNERSHIP

This campus is owned and operated by Corinthian Schools, 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 Peter Waller Terry Hartshorn Paul R. St. Pierre Linda Arey Skladany Hank Adler Alice T. Kane Robert Lee Tim Sullivan John Dionisio	Jack D. Massimino Peter Waller Matthew Ouimet Kenneth S. Ord Mark L. Pelesh William Buchanan Beth Wilson David Poldoian Steve Quattrociocchi Janis Schoonmaker Mike Benvenuti Bob Botic Dave Whiteford Stan A. Mortensen  Robert C. Owen Anna Marie Dunlap  Rick Simpson Carmella Cassetta Jim Wade	Executive Chairman Chief Executive Officer and Director President and Chief Operating Officer Executive Vice President and Chief Financial Officer Executive Vice President, Legislative and Regulatory Affairs Executive Vice President, Marketing Executive Vice President Chief Business Development Officer Division President, CCI Online Division President, FMU Division Division President, Everest Central Division President, Everest West Division President, Everest South Executive Vice President, General Counsel and Corporate Secretary Senior Vice President, Chief Accounting Officer Senior Vice President, Investor Relations & Corporate Communications Senior Vice President and Chief Academic Officer Senior Vice President and Chief Information Officer Senior Vice President, Human Resources
<b>CORINTHIAN SCHOOLS, INC.</b>		
<b>DIRECTORS</b>	<b>OFFICERS</b>	<b>TITLE</b>
Jack D. Massimino Peter Waller Beth A. Wilson	Jack D. Massimino Peter Waller Kenneth S. Ord Beth A. Wilson Stan A. Mortensen  Robert C. Owen	Chairman of the Board Chief Executive Officer and Director Executive Vice President and Chief Financial Officer Executive Vice President Executive Vice President, General Counsel and Corporate Secretary Senior Vice President, Chief Accounting Officer

## APPENDIX A: ADMINISTRATION AND FACULTY

DECATUR		
Barbara Holliman	President	Masters in Organizational Management, University of Phoenix
Patricia Cunningham	Vice President	MA, Webster University
Lloyd Jones, JR	Vice President	BA, Western Michigan
Angelique Murray	Director of Admissions	MBA, Florida A&M University
Debra King	Director of Finance	BA Baptist College of Charleston, SC
Tracey Palmer	Director of Student Services	BA, West VA State University
John Dupree	Director of Student Finance	MBA, Strayer University
<b>ADMISSIONS</b>		
Adrian Butler-Holts	Admissions Manager	No Degree
Sandra R. Antoine	Admissions Representative	No Degree
Thomas Scott, Jr	Admissions Representative	No Degree
Tyah Williamson	Admissions Representative	No Degree
Spencer McKinley	Admissions Representative	No Degree
Sylethia Gantt	Admissions Representative	No Degree
Kitara Jackson	Admissions Representative	No Degree
Janis E. Yates	Admissions Representative	BA , Florida State
Jacelyn Morris	Admissions Representative	BA Albany State
David Padgett	Admissions Representative	No Degree
Andrea Coombes	Admissions Representative	No Degree
John Boima	Admissions Representative	BS, Shaw University
Ginneh Bradley	Admissions Representative	No Degree
Arrie Daniely	Admissions Representative	BS Paine College
Lilia Epps	Admissions Representative	AA, Catherine College
Lafondra Gaudette	Admissions Representative	No Degree
Demerritt Goolsby	Admissions Representative	No Degree
Jeanne Henderson	Admissions Representative	No Degree
Myiah Hughes	Admissions Representative	BS, Florida A&M
Alexandra Judkins	Admissions Representative	BA, Florida A&M
Wallene Price	Admissions Representative	No Degree
Jasper Bemby	HS Representative	AA Pike Peak Colorado Springs
Diana Houseworth	HS Presenter	BA, Devry University
Nicole Jones	HS Representative	BS, Devry University
Bertina Strafford	Admissions Representative	No Degree
<b>FINANCIAL AID</b>		
Isreal Demercado	Student Finance Planner	MPA, Metropolitan College of NY
Leslie Ashworth	Student Finance Planner	
Afroz Ellahi	Financial Aid Representative	MBA, Human Resources Agriculture University, Peshawar, Pakistan
Supryia Dhankhar		MBA, SDA Bocconi Milan Italy
Brandon Sumlin	DPS	BA, Augusta State University
Esther McLetchie	Student Finance Planner	No Degree
Tahira Waller	Fiancial Aid Representative	Med. Assistant Certificate, Medix
Loan Huynh	Fiancial Aid Representative	BA AIU
Kimberly Panchana	Fiancial Aid Representative	No Degree

Crystal Wilson	Student Finance Planner	No Degree
Latonya Onuzo	Student Finance Planner	BS, Bethune Cookman
Chastity Louis-Juene	Student Finance Planner	No Degree
Juanita Tapia	Student Finance Planner	No Degree
<b>STUDENT ACCOUNTS</b>		
Kirstie Snelling	Student Accounts	No Degree
Farhan Ellahi	Student Accounts	BA, Allama Iqbal Open University,
<b>FACULTY</b>		
Traci Braswell RRT	Director of Clinical Education	BS Tennessee State University, MPH, Walden University
Cathy Moss	Medical Assistant Chairperson	CMA
Nathaniel Dawonde	Director of Respiratory Therapy	BS Georgia State University PA Tubman National Institute of Medical Arts
Shaheed Abdul-Azeez, RRI	Specialized Program Instructor	BS Georgia State University
Danny Jones	Specialized Program Instructor	BS Florida
Bessie Lee Ainuddin RRT	Clinical Preceptor	AA, California College
Glenda Bengamin		Certified Nursing Assistant
Daniel von Deutsch	General Education Instructor	Ph. D, DDS Ohio State University
Brenda Melton	MIBC Instructor	BS, Penn Foster
Kimberly Palmer	General Education Instructor	MS Vanderbilt University
Dr. Oluseun Babatunde	General Education Instructor	MBBS, University of Lagos
James Scales	Dialysis Technician Instructor	AA, Ashworth College
Marilene Xavier	Dialysis Technician Instructor	PCT
Lishida Hamilton	Massage Therapy Instructor	LMT
Alayna Blash		BS Spelman College DPM Temple University
Theresa Booker	Medical Assistant Instructor	RHA
Bobby Albritton	Instructor	AA, Oxhard College
Dianne Bennett	Chair	MD, Meharry Medical College
Sharon Butts- Walker	Chair	RN, Aiken Tech College
Joya Clemmons	Instructor	MS, Central Michigan State
Robert Clukey	Chair	BS USM Gorham
Carlton Peterson	Chair	HVAC, Certified
Arthur Patterson	Massage Therapy	Massage Therapy
Andelynn Cummings	Instructor	AS, Clayton State University
Lavan Dailey	Instructor	BA Robert Wesleyan
Mark Owens	Instructor	No Degree
Ericia Dunmas	Instructor	No Degree
Frederick Fennell	Instructor	No Degree
Janel Ferguson	Instructor	Certified Medical Assisting
Bryant Fleming	Instructor	AAS, Lincoln College of Technology
Emilian Ghinga	Instructor	Certified in Electronics
Sherie Harris	Instructor	BSHA, University of Phoenix
Winward Hines	Instructor	No Degree
Marquis Hooks	Instructor	Dekalb Technical College, HVAC
Victor Imo	Instructor	MBBS, University Lagos
Derek Jones	Instructor	BS, GA State University
Shequia Jones	Instructor	GA Medical Institute, Medical Assisting

Sidney Levine	Instructor	No Degree
Drew Lewis	Instructor	MD, American International School of Medicine
Marie Louine	Chair	Certified Medical Assistant
James Maloney	Instructor	No Degree
Michael Miller	Instructor	BSB, University of Phoenix
Vonda Mills	Instructor	Davita Dialysis
Theresa Moore	Instructor	LPN, Griffin Tech
Lynetta Morton	Instructor	BS, National American University
Richard Nay	Instructor	BMS, Emory University
Jerry Odell	Instructor	AAS, Dekalb
Dexter Smith	Instructor	BSEE, Georgia Tech
Robert Stilz	Instructor	BS, Tennessee Tech
Valenitina Talison	Instructor	Health Services and Billing Specialist
Airmis Thomas	Instructor	No Degree
Gabrielle Thomas	Instructor	BA, USF
Straitwait Treekum	Instructor	BS, Devry
Lani Tucker	Instructor	Certified Medical Assistant
Michael Unigwe	Instructor	Dekalb Medical
Laketica Vaughn	Instructor	AA, Delgado University
LaTocia Walker	Instructor	AS Lakeworth
Kimberly Williamson	Instructor	MHA, University of Phoenix
Bernard Woods	Instructor	HVAC
Kim Yokely	Instructor	Clark Atlanta University
Christopher Young	Instructor	BS, University of Central Florida
Faye Young	Instructor	Surgical Tech
Safiria Zayas	Instructor	No Degree
Derrell Lester	Chair	BA Clark Atlanta University
Dankeamical Nolley	Instructor	Medical Assistant, Georgia medical ins
<b>GENERAL ADMINISTRATION</b>		
Jasmine Heckstall	President's Assistant	MBA, University of Phoenix
Danielle Yarbrough	Registrar	No Degree
Lakesha Fordham	Registrar	No Degree
Tommillia Greene	DOFI	Certified MIBC
Samuel McCrary	DOFI	BA, Valdosta State University
Nikea Grimes	DOFI	AA, Plaza College
Richard Fisher	Registrar	MBA, University of Phoenix
Pamela Watkins	ADOE	BS, Tennessee State University
Curtis Dorsey	DOE	MBA, Lesley University
Ticy Moore	AA to DOE and ADOE	BS, Devry University
Troy Taylor	Student Services Coordinator	BA, UGA
Catherin McIver	Student Services Coordinator	BA, Syracuse University
Crystal Watson	Tool Crib Clerk	AA, San Diego City College
Jason Webster	Tool Crib Lead	Atlanta Tech.
Jennifer Cooney	Librarian Assistant	Everest Institute, MA
Kimberly Isreal Dollar	Librarian Assistant	Everest Institute,
Paula Johnston	Librarian	MLM, Eds GA State University
<b>CAREER SERVICES</b>		
Arnita MCCoy Dhammin	Manager of Career Services	BS, Wayland Baptist University

Iris Brassfield	Extern Job Developer	BA, Morris Brown College
Patrick Robinson	Extern Job Developer	No Degree
Wanda Scott Cain	Extern Job Developer	No Degree
Lisamarie Cuspard	Career Service Representative	MBA, JKF University
Jackie Taylor	extern Coordinator	Certified Medical Assistant
Lynette Anderson	extern Coordinator	Master of Education, American Intercontinental University
Reggie Cason	Career Service Representative	MBA, AIU
Daphne Flanigan	Career Service Representative	AA, Art Institute of Atlanta
Dwight Palmer	Career Service Representative	BS West Virginia State
Colby Allen	Account Representative	No Degree
Sheila Jones	Career Service Representative	No Degree
Robert Victor Grant III	Account Representative	BS, Hampton University
Terry Moss	Career Service Representative	No Degree

## JONESBORO

ADMINISTRATION		
Joe Rogalski	President	BA, Michigan State University
Tonya Y. Pearson	Vice President	BBA, Davenport University , M.Ed., Strayer University
Open	Director of Education	
Di Payne	Assistant Director of Education	AAS, Anthem College, CSMT, Atlanta Area School of Massage
Amy Rainer	Director of Admissions	M.Ed., Delta State University
Felicia Barnett	Manager of Admissions	BA, Beulah Heights University
Bobbie McCormick	Director of Financial Aid	BSBM, University of Phoenix
Latoya Bostic	Director of Student Accounts	BA, Ashford University
Hermon Mason	Director of Career Services	BBA, Averett University
	Manager of Career Services	
DeLisa Cunningham	Administrative Assistant	
Marcia Myers	Administrative Assistant	
Porsha Ashford	Director of First Impressions	
Candice Smith	Director of First Impressions	
Lori Aviles	Sr. Registrar	BA, Clayton State University
Latosha Steele	Sr. Registrar	
Tesheda Childs	Registrar	
Lucille Fagin	Student Services Coordinator	CMR, Richmond- Meadows College of Business
Helen Wilson	Re Entry Coordinator	
Chakeeta Scott	Librarian Assistant	
Nicole Brown	Test Proctor	MS. Psy, William Carey College
Steven Smith	Tutor	
Idrees Bashir	Admissions Representative	
Pierre Bertrand	Admissions Representative	
Holdger Cofer	Admissions Representative	
Demond Daniel	Admissions Representative	BBA, Savannah State University
Jewel Flowers	Admissions Representative	
Troy Grubbs	Admissions Representative	BA. Marketing, Savannah State University
DeAndre Harris	Admissions Representative	
Chanda Hill	Admissions Representative	BA, California State University Bakersfield
James Johnson	Admissions Representative	MIT, Touro University
Ursula Knight	Admissions Representative	
Kirsten Lewis	Admissions Representative	MBA, Devry University
Jessica Murphy	Admissions Representative	
Bryan Payne	Admissions Representative	BA, Suny Buffalo
Michael Rainey	Admissions Representative	BA, Drake University
Tommy Robinson	Admissions Representative	BS. Ed, Georgia State College and State University
Ameea Smith	Admissions Representative	MBA, Marketing, AIU
Tina Spears	Admissions Representative	
Brandon Stevens	Admissions Representative	BA, AIU
Derrick Tinsley	Admissions Representative	

Kadiji Townsend	Admissions Representative	
Karen Webb	Admissions Representative	BBA, Southern University
Khari Zubari	Admissions Representative	
Angela Brannam	Financial Aid Representative	
Kiiva Copeland	Financial Aid Representative	
Phyllis Craig	Financial Aid Representative	AS, Shorter College
Teresa Crowe	Financial Aid Representative	BAcc, Shaw University
Tonia Dargan	Financial Aid Representative	CMAA, GMI
Tashitika Gaines	Financial Aid Representative	CMAA, MGC Community College
Lana Porche	Financial Aid Representative	
Linda Green	Processor	
Audrey Howard	Processor	CBA, Advanced Career Training Institute
Cantina Conway	Campus Loan Specialist	
Rodney Lyons	Campus Loan Specialist	BS, Austin Peay State Univeristy
Patricia Joseph	Student Accounts Representative	AAS, BM Community College
Shantay Landry	Student Accounts Representative	CCMA
Charlesette Arceneaux	Career Services Representative	
Patricia Salazar	Career Services Representative	
Patricia Storm	Career Services Representative	CMT, Atlanta School of Massage
Stephanie Watkins	Career Services Representative	
Kyna Beck	Extern Coordinator	
Paulette Rice	Extern Coordinator	CMA, Clinical Skills & Training
Altamese Rogers	Extern Coordinator	CMA, Everest Institute
Felicia Royal	Extern Coordinator	CMA, Ross Medical School
Guyon White	Extern Coordinator	
Elexandra Willis	Account Representative	MPA, Walden Univeristy
<b>FACULTY</b>		
William Miller III	Lead Instructor- Massage Therapy	AAS, Anthem College, CMT, Capelli Learning Center
David Brown	Instructor- Massage Therapy	CMT, Georgia Southern University
Michael Clark	Instructor-Massage Therapy	BS, University of Texas El Paso
Pamela Montgomery	Instructor- Massage Therapy	CMT, GMI
Anetta Nowell	Instructor- Massage Therapy	CMT, GMI
Jennie Frazer	Dept. Chair- Medical Assistant	CMA, Bryman College
Karl McRae	Lead Instructor- Medical Assistant	AS, Anthem College
Gwendolyn Bush	Instructor- Medical Assistant	CMA, Everest Institute
Angela Crittenden	Instructor-Medical Assistant	CMA, GMI
Cecelia Cromartie	Instructor- Medical Assistant	CMA, GMI
Debbie Daniel	Instructor- Med Assistant/Med Adm	CMAA, Atlanta Area Technical Institute
Anedra Johnson	Instructor- Medical Assistant	CMLT, Thomas Neilson Community College
Odessa Johnson	Instructor- Medical Assistant	CMA, GMI
Tequila Jones	Instructor- Medical Assistant	CMA, GMI
Rebecca McCrite	Tech- Medical Assistant	CMA, GMI
Talarisha Price	Instructor- Medical Assistant	CMA, Star Technical Institute
Alexis Tolbert	Instructor- Medical Assistant	LPN, Atlanta Technical College
Patricia Johnson	Dept. Chair- Medical Administrative Assistant, Medical Insurance Billing & Coding	BSHSA, Barry University
Mary Daniels	Instructor- Med Admin Assistant	MS, Capella University
Loretta Norman	Instructor- Med Admin Assistant	
Maleria Holland	Instructor- Med Ins. Billing & Coding	MSA, Central Michigan University
Cassandra Kent	Instructor- Med Ins. Billing & Coding	
Latonya Lewis	Instructor- Med Ins. Billing & Coding	
Michael Lindo	Instructor- Med Ins. Billing & Coding	BA, Hunter College of the City University of NY
Hester Ringer	Instructor- Med Ins. Billing & Coding	CMIBC, GMI
Audrey Thomas	Instructor- Med Ins. Billing & Coding	BSHA, University of Phoenix
Sandra Brownlee	Dept. Chair- Patient Care Technician, Pharmacy Technician	CHS, Academy of Health Sciences US Army
Eric Roscoe	Lead Instructor	CHS, Naval School of Health Sciences
Sallie Anderson	Instructor- Patient Care Technician	LPN, Atlanta Area Technical Institute
Alferez Brown	Instructor- Patient Care Technician	BHS, Georgia Southern University
Sandra Heidt	Instructor- Patient Care Technician	ASN, Clayton State University
Shelia Jenkins	Clinical Coordinator- Patient Care Tech	LPN, Durham Technical Institute
Nicole Johnson	Instructor- Patient Care Technician	CMA, GMI
Nicole Lewis- Killerbrew	Instructor- Patient Care Technician	LPN, Griffin Technical College

Dawn Pagan	Instructor- Patient Care Technician	LPN, Voc Ed & Extension Board School of PN
Carolyn Stacey	Instructor- Patient Care Technician	LPN, SW Georgia Technical College
Cornelius Thompson	Instructor- Patient Care Technician	LPN, Atlanta Technical College
Stephanie Welch	Instructor- Patient Care Technician	EMT, DeKalb Technical Institute
Elmaree Bruton	Instructor- Pharmacy Technician	AAS, Community College of the Air Force
Deric Long	Instructor- Pharmacy Technician	BS, UGA
Monica Yancy	Instructor- Pharmacy Technician	CPHT, Asheville- Buncombe Technical Community College

## MARIETTA

### ADMINISTRATION

Kelly Hall	Acting President	
Washington, Rebecca	Administrative Assistant to President	
Brown, Wendel	Director of Student Finance	BS, Voorhees College
Watson, Trinelle	Director of Student Accounts	BS, University of New Orleans
Salvador II, Romeo	Director of Admissions	
Sturga, Todd	Director of High School Admissions	
Brown, Darian	Admissions Manager	
Montgomery, Michael	Director of Career Services	BS, Birmingham Southern College
Berry, Ruben	Director of Education	
Carmichael, Sean	Sr. Registrar	AA, Central Piedmont Community College
Gordon, Charlene	Student Services Coordinator	
Burge, Crystal	Director of First Impressions	
Moore, Jillian	CPAt Testing Proctor	
Barnett, Kristen	Library Assistant	
Brown, Keith	Student Accounts Representative	AS, Massage Therapy, High Tech
Dunbar, Angela	Student Accounts Representative	BA, Tuskegee University
Galindo de Armas, Maria	Student Financial Planner	Biomedical Equipment Tech Cert. Florida State College at Jacksonville
Gaye, Gontorwon	Student Financial Planner	
Page, Trina	Student Financial Planner	
Washington, Amaris	Student Financial Planner	BA, Wayne State University
Williams, Dominique	Student Financial Planner	MBA, Mercer University
Johnson, Anita	Student Financial Processor	MIBC Diploma, Everest Institute
Rhule, Keisha	Student Finance Representative	BS, Lewis University
Simpson, Jenna	Student Financial Processor	
Nixon, Kellie	Student Loan Specialist	BS, Florida A & M University
Yussuf, Kamorudeen	Student Loan Specialist	BS, Springfield College
Baker, Ruth	Master Admissions Representative	
Cozad, Cynthia	Admissions Representative	
Henson, David	Admissions Representative	
Hunter, Earnest	Admissions Representative	BA, Morehouse College
Gates, Felicia	Admissions Representative	BA, LaGrange College
Grissom, Frankney	Admissions Representative	
Guster, Dona	Admissions Representative	
Lundy, Keith	Admissions Representative	
Melbourne, Isheka	Admissions Representative	
Moore, Juston	Admissions Representative	
Pearson, Stephanie	Admissions Representative	
Turner, Latisha	Admissions Representative	
Simmons-Webb, Aisha	Admissions Representative	MBA, Clarkson University
Smith, Leanna	Admissions Representative	BS, Central Michigan University
Stephenson, Danielle	Admissions Representative	BS, Clayton State University
Townsend, Marcus	Admissions Representative	
Basantes, Richard	High School Representative	
Rodriguez, Tammi	High School Representative	
Jones, Ryan	High School Presenter	
Payton, Marcia	High School Presenter	MA, Jacksonville State University
Steele, Laurie	Externship Coordinator	
Campbell, Sherindika	Career Services Representative	BS, Georgia State University
Chandler, Sara	Career Services Representative	
Hill, Sean	Career Services Representative	
Robinson, Vanessa	Career Services Representative	BS, Mississippi University for Women



Tillman, Denece	Career Services Representative	
<b>FACULTY</b>		
Watson, Jamey	<b>Surgical Tech. Program Chair</b>	C.ST. & AS, Athens Technical College
Kyles, Tawissa	Surgical Clinical Coordinator	
Cole, Johnny	Surgical Tech. Instructor	ST Diploma, Tennessee Technical Center; Certified Surgical Technologist
Habbison, Dorothy	Surgical Tech. Instructor	AS, Decatur Community
Perkins, Misty	Surgical Tech. Instructor	
Rabb, Keith	Surgical Tech. Instructor	ST Diploma, Georgia Medical Institute; AS Remington College
Wokal, Bridgette	Surgical Tech. Instructor	Certified Surgical Technologist
Whittaker, Johnnelia	<b>Medical Assistant Education Chair</b>	
Bates, Emily	Medical Assistant Lead Instructor	
Allen, Lacrease	Medical Assistant Instructor	Certified Nursing Assistant/PCT, ETC Nursing and CMA, Georgia Medical Institute
Delgado, Robin	Medical Assistant Instructor	MA Certificate, Sanford Brown College
Henrich, Brenda	Medical Assistant Instructor	CPT/CMA, Georgia Medical Institute
McCrea II, Albert	Medical Assistant Instructor	BS, Tuskegee University
Mabry, Lori	Medical Assistant Instructor	AS, Anthem College and CPT/CMA, Georgia Medical Institute
Moore, Natasha	Medical Assistant Instructor	
Watts, Judith	Medical Assistant Instructor	
White III, Arthur James	Medical Assistant Instructor	LPN, Richmond School of Health/Technology
Cleveland, Mary Beth	Sr. Massage Therapy Instructor	Certificate Clinical Massage Therapy and Neuromuscular Therapy, Atlanta School of Massage
San Miguel, Paula	Massage Therapy Instructor	BA, University of Tennessee Certified Massage Therapist, Atlanta School of Massage
Angle, Rosemary	Massage Therapy Instructor	AS, High Tech Institute and BA, Anthem Online College
Thompson, Mia	<b>MAA and MIBC Education Chair</b>	BS, Southern University and A&M College
Chaney, April	Medical Administrative Instructor	MAA Diploma, The Brown Mackie College; MT, Rising Spirit
George, Alice	Medical Administrative Instructor	PCT Diploma, Georgia Medical Institute
Murphy, Lawanda	Medical Administrative Instructor	MIBC Diploma, Georgia Medical Institute
Knox, Timika	Medical Insurance Billing and Coding	
Rodgers, Francine	On-Call Instructor	
Scott, Joe Ann	On-Call Instructor	

## NORCROSS

<b>ADMINISTRATION</b>		
Crystal Celestine	President	
David Palmer	Vice President	B.S. Education, Boston University
Jerry Sutton	Director of Education	B.S. Business Administration, TUI University
Elena Panchana	Director of Finance	B.S. CIS, DeVry University
Earl Brown	Director of Admissions	B.S., University of Maryland
David Kravitz	Director Career Services	B.A. Organizational Management, Ashford U.
Trina Hodge	Registrar	AS, Atlanta Junior College
<b>FACULTY</b>		
<b>Department Chairs</b>		
Nancy Arnett	Education Chair	B.S. Lehigh University, Georgia LMT
Shena Sims	Medical Assistant Chair	B.A. Healthcare Administration, University of Phoenix
<b>Medical Assistant Program</b>		
Stacy Baker		MA Diploma, National Education Center
Christopher Coffil		RN, Louisiana Technical College
Bernadette Herbert	Sr. Instructor	BS, University of Wexford
Farah Hippolyte		LPN, Medgar Evers College
Shanelle Jones		MA Diploma, Georgia Medical Institute
Dawn McGrane		LPN, Atlanta Area Technical School
Ellen McKinley	Sr. Instructor	MA Diploma, Minnesota Institute of Medical and Dental Careers
Nikita Simon		MA Diploma, Concorde Career Institute
Jeannine Zigrang		MA Diploma, Medix
<b>Medical Administrative Assistant / Medical Insurance Billing and Coding Programs</b>		

Dina Jones		Diploma, Medical Specialist – US Army
Sue Harned		B. Ed, University of Miami
Lynetta Morton		A.A. Lake Co. Waukegan College, U.S. Navy
Lisa Seidel-Peak		BS, Kaugmannsgehilfenbrief
Christina Thompson		A.S. Community College of Air Force
Johneille Whittaker		Diploma, Capps College
<b>Dental Assistant Program</b>		
Ahn Tate	Sr. Instructor	DA Diploma, Bryman College
Berline Beaubrun		AA, Borough of Manhattass
Cherylene Johnson		AS, West Central Texas College
Erica Wynn		DA Diploma, Atlanta Medical and Dental
<b>Massage Therapy Program</b>		
Sigrid Ballanfonte		AS, Gainesville State College, Georgia LMT
Eric Newdom		BFA, State University of New York, Georgia LMT

## APPENDIX B: TUITION AND FEES

<b>DECATUR</b>				
Program	Program Length	Credit Units	Textbook & Equipment (Estimated)	Tuition
Dialysis Technician	8 Months	47	\$571.69	\$16,792
Massage Therapy	9 Months	56	\$1395.33	\$16,471
Medical Administrative Assistant	8 Months	47	\$1326.92	\$15,206
Medical Assistant	8 Months	47	\$1201.23	\$15,062
Medical Insurance Billing and Coding	8 Months	47	\$1838.56	\$14,918
Respiratory Care – AS	24 Months	123.5	\$3332.95	\$43,159
Electrician	9 Months	59	\$2243.58	\$15,893
HVAC	9 Months	55	\$1903.83	\$15,600
The Respiratory Care program also has additional fees totaling \$76.00.				
Effective for programs starting July 1, 2010 and after				
A \$38 fee will be charged for programs requiring a background check				

<b>JONESBORO</b>				
Program	Program Length	Credit Units	Textbook & Equipment (Estimated)	Tuition
Massage Therapy	9 months	56	\$1415	\$16,471
Medical Administrative Assistant <sup>1</sup>	8 months	47	\$1327	\$15,206
Medical Assistant <sup>2</sup>	8 months	47	\$1220	\$15,062
Medical Insurance Billing and Coding <sup>1</sup>	8 months	47	\$1839	\$14,918
Patient Care Technician <sup>3</sup>	8 months	51	\$947	\$14,754
Pharmacy Technician <sup>4</sup>	8 months	47	\$864	\$14,362
Effective for programs starting July 1, 2010 and after				
A \$38 fee will be charged for programs requiring a background check				
<sup>1</sup> Certified Billing Specialists/ Certified Medical Admin Assist - NHA \$149 will be charged				
<sup>2</sup> RMA Exam - AMT \$90 will be charged				
<sup>3</sup> Patient Care Tech Cert - NHA \$149 will be charged				
<sup>4</sup> Pharmacy Technician Certification Board \$129 PTCB will be charged				

<b>MARIETTA</b>				
Program	Program Length	Credit Units	Textbook & Equipment (Estimated)	Tuition
Medical Assistant	8 Months	47	\$1171.37	\$15,062
Medical Administrative Assistant	8 Months	47	\$1288.92	\$15,206
Medical Insurance Billing and Coding	8 Months	47	\$1749.38	\$14,918
Massage Therapy	8 Months	49.5	\$1354.51	\$16,471
Surgical Technologist	12 Months	69	\$1108.68	\$29,639
Effective for programs starting July 1, 2010 and after				
*A \$38 fee will be charged for programs requiring a background check				

## NORCROSS

Program	Program Length	Credit Units	Textbook & Equipment (Estimated)	Tuition
Dental Assistant	8 Months	47	\$864	\$15,428
Massage Therapy	9 Months	56	\$1402	\$16,471
Medical Administrative Assistant	8 Months	47	\$1334	\$15,206
Medical Assistant	8 Months	47	\$1209	\$15,062
Medical Insurance Billing and Coding	8 Months	47	\$1821	\$14,918
Effective for programs starting July 1, 2010 and after				
A \$38 fee will be charged for programs requiring a background check				

**Miscellaneous Fees** that the student may encounter after enrollment:

Series of three HBV injections	\$180 (\$60.00 per Injection)
Linens and Creams	\$60 (Massage Therapy only)
Background check (where required)	\$38

**Tuition Payment Plans** are available. Consult your student Financial Service Officer for details.

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

**Certification Exams** - Graduates of the Medical Administrative Assisting, Medical Assistant, Medical Insurance Billing and Coding, Patient Care Technician, Massage Therapy and Surgical Technology programs are encouraged to challenge their respective certification exams.

Costs of the certification exams are established by the certifying organization and vary by program. Some Everest Institute campuses will pay a percentage of the certification exam cost for any graduate who challenges the test within one year of the student's graduation date. Everest Institute will pay for one exam per student. Check with your campus to see if the exam fee is paid by the school.

**School Supplies** - Students must come to class prepared with their own school supplies (paper, pens, notebooks, etc.).

**Uniforms** - Students must wear a uniform to class. Students are provided one uniform per completion of the enrollment agreement. Additional uniforms may be purchased through the school or a local uniform supply store.

**Immunizations** - Students must provide proof of current immunization before attending their clinical externship. Prices of immunization vary. See your instructor or the Director of Education for more information.

## APPENDIX C: CALENDARS

### QUARTERLY CALENDAR

Academic Calendar 2009 - 2010				
Summer Term Starts		July	13	2009
Summer Term Add/Drop Deadline		July	26	2009
Mini-Term Starts		August	24	2009
Mini-Term Add/Drop Deadline		August	30	2009
Labor Day Holiday		September	7	2009
Micro-Term Starts		September	14	2009
Summer Term Ends		October	4	2009
Fall Break	From:	October	5	2009
	To:	October	11	2009
Fall Term Start		October	12	2009
Fall Term Add/Drop Deadline		October	25	2009
Thanksgiving Day Holiday	From:	November	26	2009
	To:	November	27	2009
Mini-Term Starts		November	23	2009
Mini-Term Add/Drop Deadline		December	2	2009
Micro-Term Starts		December	7	2009
Winter Holiday	From:	December	24	2009
	To:	January	3	2010
Classes Resume		January	4	2010
Fall Term Ends		January	10	2010
Winter Term Starts		January	11	2010
M.L. King Jr. Birthday Holiday		January	18	2010
Winter Term Add/Drop Deadline		January	25	2010
Presidents' Day		February	15	2010
Mini-Term Starts		February	22	2010
Mini Term Add/Drop Deadline		February	28	2010
Micro-Term Starts		March	15	2010
Winter Term Ends		April	4	2010
Spring Vacation	From:	April	4	2010
	To:	April	11	2010
Spring Term Starts		April	12	2010
Spring Term Add/Drop Deadline		April	25	2010
Memorial Day Holiday		May	31	2010
Micro-Term Starts		June	14	2010
Spring Term Ends		July	3	2010
Summer Vacation	From:	July	4	2010
	To:	July	11	2010

FY 2010 – 2011 Academic Calendar				
Summer Term Starts		July	12	2010
Summer Term Drop/Add Deadline		July	25	2010
Mini-Term Starts		August	23	2010
Mini-Term Drop/Add Deadline		August	29	2010
Labor Day Holiday		September	6	2010
Micro-Term Starts		September	13	2010
Summer Term Ends		October	3	2010
Fall Break	From:	October	4	2010
	To:	October	10	2010
Fall Term Start		October	11	2010
Fall Term Drop/Add Deadline		October	24	2010
Mini-Term Starts		November	22	2010
Thanksgiving Day Holiday	From:	November	25	2010
	To:	November	26	2010
Mini-Term Drop/Add Deadline		December	1	2010
Micro-Term Starts		December	13	2010
Winter Holiday	From:	December	23	2010
	To:	January	2	2011
Classes Resume		January	3	2011
Fall Term Ends		January	9	2011
Winter Break	From:	January	10	2011
	To:	January	16	2011
M.L. King Jr. Birthday Holiday		January	17	2011
Winter Term Starts		January	18	2011
Winter Term Drop/Add Deadline		January	31	2011
Presidents' Day		February	21	2011
Mini-Term Starts		February	28	2011
Mini Term Drop/Add Deadline		March	6	2011
Micro-Term Starts		March	21	2011
Winter Term Ends		April	10	2011
Spring Vacation	From:	April	11	2011
	To:	April	17	2011
Spring Term Starts		April	18	2011
Spring Term Drop/Add Deadline		May	2	2011
Memorial Day Holiday		May	30	2011
Mini-Term Starts		May	31	2011
Mini Term Drop/Add Deadline		June	6	2011
Micro-Term Starts		June	20	2011
Independence Day Holiday		July	4	2011
Spring Term Ends		July	10	2011
Summer Vacation	From:	July	11	2011
	To:	July	17	2011

# MODULAR CALENDARS

## DECATUR

Modular Programs Weekday Schedule 2010 - 2011	
Start Dates	End Dates
05/24//10	06/23//10
06/24//10	07/23//10
07/26//10	08/20//10
08/23//10	09/20//10
09/22//10	10/19//10
10/21//10	11/17//10
11/18//10	12/17//10
12/20//10	1/25/2011
01/26//11	02/22//11
02/23//11	03/22//11
03/24//11	04/20//11
04/25//11	05/20//11
05/23//11	06/20//11
06/22//11	07/22//11

Modular Programs Weekend Schedule 2010 - 2011	
Start Dates	End Dates
07/24/10	08/15/10
08/21/10	09/19/10
09/25/10	10/17/10
10/23/10	11/14/10
11/20/10	12/19/10
01/08/11	01/30/11
02/05/11	02/27/11
03/05/11	03/27/11
04/02/11	05/01/11
05/07/11	06/05/11
06/11/11	07/10/11
07/16/11	08/7/11
08/13/11	09/11/11
09/17/11	10/09/11
10/15/11	11/06/11
11/12/11	12/11/11
12/17/11	01/22/2012
01/28/12	02/19/12

Student Breaks Weekday Schedule 2010	
Dates	Break
07/6	Labor Day
9/21	Class Break
10/20	Class Break
11/25-11/26	Thanksgiving
12/23 – 01/2-11	Christmas Break

Student Breaks Weekend Schedule 2011	
Dates	Break
12/25 – 1/2/11	Winter
4/23 – 4/24	Easter
5/28 – 5/29	Spring
7/2 – 7/3	Summer
9/3 – 9/4	Fall
11/26 – 11/27	Thanksgiving
12/24 – 1/1/12	Winter

## JONESBORO

Modular Programs 2010 - 2011 AM/PM/Eve Schedule	
Start Dates	End Dates
05/19/10	06/16/10
06/17/10	07/15/10
07/19/10	08/13/10
08/16/10	09/13/10
09/14/10	10/11/10
10/12/10	11/08/10
11/09/10	12/09/10
12/13/10	01/18/11
01/19/11	02/15/11
02/16/11	03/16/11
03/21/11	04/15/11
04/18/11	05/13/11
05/16/11	06/13/11

Student Breaks 2010	
Dates	Break
01/1-3	Winter Break
01/21-22	MLK
02/15	President's Day
05/31	Memorial Day
07/5	July 4 Break
07/16	Student Break day
09/6	Labor Day
11/24-26	Thanksgiving
12/10	Student Break day
12/24 – 01/2-11	Christmas Break

# MARIETTA

<b>Modular Programs AM, PM, EVE Schedule 2010 - 2011</b>	
<b>Start Dates</b>	<b>End Dates</b>
07/12/10	08/06/10
08/10/10	09/08/10
09/13/10	10/08/10
10/12/10	11/08/10
11/10/10	12/09/10
12/13/10	01/18/11
01/20/11	02/16/11
02/22/11	03/21/11
03/23/11	04/26/11
04/28/11	05/25/11
05/31/11	06/27/11
06/29/11	08/02/11
08/04/11	08/31/11
09/06/11	10/03/11
10/05/11	11/01/11
11/03/11	12/02/11
12/06/11	01/11/2012

<b>Medical Assistant, Medical Administrative Assistant Weekend Schedule 2010 - 2011</b>	
<b>Start Dates</b>	<b>End Dates</b>
07/31/10	08/22/10
08/28/10	09/26/10
10/02/10	10/24/10
10/30/10	11/21/10
12/04/10	01/09/11
01/15/11	02/06/11
02/12/11	03/06/11
03/12/11	04/03/11
04/09/11	05/08/11
05/14/11	06/12/11
06/18/11	07/17/11
07/23/11	08/14/11
08/20/11	09/18/11
09/24/11	10/16/11
10/22/11	11/13/11
11/19/11	12/18/11

<b>Surgical Technology AM/PM/Eve Schedule 2010 - 2011</b>	
<b>Start Dates</b>	<b>End Dates</b>
7/12/2010	9/3/2010
9/8/2010	11/2/2010
11/8/2010	1/12/2011
01/18/11	03/15/11
03/17/11	05/18/11
05/23/11	07/25/11
07/27/11	09/21/11
09/26/11	11/18/11
11/22/11	01/30/2012

<b>Student Breaks Weekdays 2010 - 2011</b>	
<b>Break</b>	<b>Dates</b>
Labor Day	9/6/10 - 9/7/10
Thanksgiving	11/25/10 - 11/26/10
Winter Break	12/24/10 - 1/2/11
Martin Luther King Jr. Holiday	1/17/11
President's Day	2/21/11
Spring Holidays	4/4/11 - 4/8/11
Memorial Day	5/30/2011
Summer Holidays	7/4/11 - 7/8/11
Labor Day	9/5/11
Thanksgiving	11/24/11 - 11/25/11
Winter Holidays	12/23/11 - 1/2/12

<b>Student Breaks Weekends 2010 - 2011</b>	
<b>Break</b>	<b>Dates</b>
Labor Day weekend	9/4/10 - 9/5/10
Thanksgiving weekend	11/27/10 - 11/28/10
Christmas weekend	12/25/10 - 12/26/10
New Year's weekend	1/1/11 - 1/2/11
Easter weekend	4/23/11 - 4/24/11
Memorial Day weekend	5/28/11 - 5/29/11
4th of July	7/2/11 - 7/3/11
Labor Day weekend	9/3/11 - 9/4/11
Thanksgiving weekend	11/26/11 - 11/27/11
Christmas weekend	12/24/11 - 12/25/11
New Year's weekend	12/31/11 - 1/1/12

## NORCROSS

Medical Assistant, Dental Assistant, Medical Administrative Assistant, Medical Insurance Billing and Coding Weekend Schedule 2010 - 2011	
Start Dates	End Dates
01/23/10	02/14/10
02/20/10	03/14/10
03/20/10	04/18/10
04/24/10	05/16/10
05/22/10	06/20/10
06/26/10	07/25/10
07/31/10	08/22/10
08/28/10	09/26/10
10/02/10	10/24/10
10/30/10	11/21/10
12/04/10	01/09/11
01/15/11	02/06/11
02/12/11	03/13/11
03/19/11	04/10/11
04/16/11	05/15/11
05/21/11	06/19/11
06/25/11	07/24/11

Modular Programs Cycle A Schedule 2010 - 2011	
Start Dates	End Dates
01/25/09	02/22/10
02/24/10	03/23/10
03/24/10	04/27/10
04/29/10	05/26/10
05/27/10	06/24/10
06/28/10	07/26/10
07/28/10	08/24/10
08/26/10	09/23/10
09/27/10	10/22/10
10/25/10	11/16/10
11/22/10	01/06/11
01/10/11	02/07/11
02/10/11	03/10/11
03/14/11	04/08/11
04/11/11	05/13/11
05/17/11	06/14/11
06/16/11	07/14/11
07/18/11	08/15/11

Modular Programs Cycle B Schedule 2010 - 2011	
Start Dates	End Dates
10/25/10	11/16/10
01/11/10	02/08/10
02/10/10	03/10/10
06/15/10	04/16/10
04/19/10	05/14/10
05/17/10	06/14/10
06/16/10	07/14/10
07/19/10	08/13/10
08/16/10	09/13/10
09/15/10	10/12/10
10/14/10	11/10/10
11/11/10	12/10/10
12/13/10	01/26/11
01/27/11	02/24/11
02/25/11	03/24/11
03/28/11	04/29/11
05/02/11	05/27/11
05/31/11	06/27/11
06/29/11	07/27/11
07/28/11	08/24/11

Student Breaks 2010 - 2011	
Break	Dates
Labor Day	9/6/10
Thanksgiving	11/25/10 - 11/26/10
Winter Break	12/20/10 - 1/4/11
Martin Luther King Jr. Holiday	1/17/11
President's Day	2/21/11
Memorial Day	5/30/2011
Summer Holidays	7/4/11
Labor Day	9/5/11
Thanksgiving	11/24/11 - 11/25/11
Winter Holidays	12/21/11 - 1/4/12

Student Breaks Weekends 2010 - 2011	
Break	Dates
Labor Day weekend	9/4/10 - 9/5/10
Thanksgiving weekend	11/27/10 - 11/28/10
Christmas weekend	12/25/10 - 12/26/10
New Year's weekend	1/1/11 - 1/2/11
Easter weekend	4/23/11 - 4/24/11
Memorial Day weekend	5/28/11 - 5/29/11
4th of July	7/2/11 - 7/3/11
Labor Day weekend	9/3/11 - 9/4/11
Thanksgiving weekend	11/26/11 - 11/27/11
Christmas weekend	12/24/11 - 12/25/11
New Year's weekend	12/31/11 - 1/1/12



## APPENDIX D: HOURS OF OPERATION

### DECATUR

<b>Office:</b> <u>Monday through Thursday</u> 8:00 am to 8:00 pm <u>Friday</u> 8:00am to 5:00pm	<b>School:</b> Dialysis Technician/Massage Therapy programs <u>Monday through Friday</u> 6:00 am to 1:00 pm <u>Monday through Thursday</u> 10:00 am to 10:30 pm Electrician/HVAC programs <u>Monday through Thursday</u> 8 am to 1 pm	MAA/MIBC programs <u>Monday through Friday</u> 6:00 am to 2:00 pm <u>Monday through Thursday</u> 10:00 am to 10:30 pm Respiratory Care program <u>Monday through Thursday</u> 8:00 am to 5:00 pm
---	--	---

#### Exceptions (All Programs)

Externship Training and Clinical Rotation Hours of Instruction vary by the program of study and the site to which the student has been assigned. [Students must be available for any shift assignment – AM, PM, Night or Weekend and have the ability to travel to any clinical or externship assignment within a 75-mile radius of the campus.]

Hours of Instruction for Campus Practice and Review, Remediation, Field Trips and Tutorials will be established by the applicable Program Director and will vary by program and training specifics.

#### Standard Hours for Class Breaks

Morning Schedule	Afternoon Schedule	Evening Schedule
10:50-11:00	12:50-1:00	6:50 - 7:00
11:50-12:00	1:50-2:00	7:50 - 8:00
12:50-1:00	2:50-3:00	8:50-9:00
1:50-2:00	3:50-4:00	

Note:

Class breaks may vary depending on the hours of instruction, course of study, scheduled class/course calendar of events, lab and class assignments, testing, etc.

Instructors will advise students of changes in class breaks as applicable to assure the effective and efficient delivery of course curriculum and maintain compliance with program objectives.

### JONESBORO

<b>Office:</b> <u>Monday through Thursday</u> 8:00 am to 8:30 pm <u>Friday</u> 8:00am to 5:00pm	<b>School:</b> All programs <u>Monday through Friday</u> 8:00 am to 9:50 pm	
---	--	--

### MARIETTA

<b>Office:</b> <u>Monday through Thursday</u> 8:00 am to 9:30 pm <u>Friday</u> 8:00am to 5:00pm	<b>School:</b> Day programs <u>Monday through Friday</u> 8:30 am to 5:00 pm	Evening programs <u>Monday through Thursday</u> 6:00 pm to 9:50 pm
---	--	--

### NORCROSS

<b>Office:</b> <u>Monday through Thursday</u> 9:00 am to 8:00 pm <u>Friday</u> 9:00am to 6:00pm <u>Saturday</u> 9:00 am to 3:00 pm	<b>School:</b> All programs <u>Monday through Friday</u> 6:00 am to 10:00 pm <u>Weekends</u> 7:00 am to 5 pm	
--	---	--