

# Everest

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INSTITUTE

2010-2011 CATALOG

Brighton and Chelsea 062110

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Everest Institute

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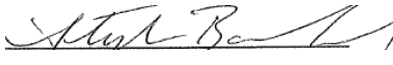
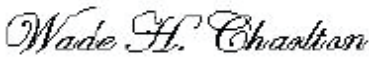
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The information contained herein is official as of March, 2010. Everest Institute reserves the right at any time to make changes deemed advisable in the regulations, tuition and fees, curricula and course offerings. This information will be distributed through the issuance of an addendum to the catalog, updated information in the Institute's student handbook, Student Financial Aid Brochure and/or other institutional publications.

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

	
Stephen Bonkowski President, Brighton Campus	Wade Charlton President, Chelsea Campus

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



## **LOCATIONS**

### **Everest Institute, Brighton Campus**

1505 Commonwealth Avenue  
Brighton, Massachusetts 02135  
(617) 783-9955, (617) 783-1166 (fax)

### **Everest Institute, Chelsea Campus**

70 Everett Avenue  
Chelsea, Massachusetts 02150  
(617) 889-5999  
(617) 889-0340 (fax)  
*A branch of Everest College, Alhambra, CA*

Accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC), 2101  
Wilson Blvd, Suite 302, Arlington, VA 22201 (703) 247-4212.

Licensed by the Massachusetts Department of Elementary and Secondary Education

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## **ABOUT CORINTHIAN COLLEGES**

The Everest Institute Brighton and Chelsea campuses are 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 curricula. CCi is continually seeking to provide the kind of educational programs that will best serve the changing needs of students, business and industry.

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

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

### **MISSION**

The institution is dedicated to the provision of a personalized teaching and learning environment designed to support the personal and professional career development of qualified undergraduate students. The institution was founded to provide to its community quality education and training designed to meet the needs of both students and employers. The institution is designed to serve a diverse student population focusing on adults and recent high school graduates seeking to acquire the education and skills necessary to enter their chosen career field. To achieve this, the institution is committed to:

- The utilization of modern technology and teaching methods (including distance education and externships where appropriate);
- The provision of innovative educational programs;
- Ongoing cooperation with business, industry, government, local communities, and other educational institutions in the design, delivery, and evaluation of effective and dynamic curricula; and
- The provision of career development support services to students and alumni.

### **OBJECTIVES**

In order to assure continued fulfillment of its mission, the institution has established the following goals:

- The institution will continually enhance its educational process at all levels and seek to impart essential skills, competencies, and attributes that students need for successful careers and for continued study.
- The institution shall strive to develop in all students the intellectual potential that will lead them to realize their capacities for critical thinking, intelligent decision making, and individual expression of opinions. Ongoing development of communication and interactive skills will further prepare our students to be suitable candidates for positions in their chosen field.
- The institution is committed to quality in teaching and excellence in education and shall seek qualified faculty who will create a facilitative environment that fosters excitement in the classroom and stimulates eagerness for learning.
- The institution will cultivate a strong advisory board from key individuals in the community who can provide visibility, feedback and influence in the quality of education we provide our students.
- The institution shall strive to develop mature citizens who contribute to their communities by providing positive role models, creating opportunities to participate in community service and paving the way to develop new and mutually beneficial relationships.
- The institution is dedicated to assisting graduates in securing career-related employment.

### **SCHOOL HISTORIES AND DESCRIPTIONS**

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

#### **BRIGHTON**

The Brighton school, formerly Bryman Institute, was acquired by Corinthian Schools, Inc. in December, 1995. The school's name was changed to Bryman Institute on June 30, 1996. In April 2007, the campus changed its name to Everest Institute.

The Brighton campus is designed for training students in the health care field in a bright, well-lit learning environment.

The Brighton facility has 28,000 square feet containing 14 classrooms furnished with laboratory and office equipment, faculty and administrative offices, a library containing reference and reading materials related to the academic programs, a student lounge and restrooms. The student lounge serves as a gathering place for lunch and breaks. It is equipped with a variety of vending machines and provides a relaxing atmosphere for visiting or studying before and after class.

The campus and the equipment it uses complies with all federal, state and local ordinances and regulations, including those related to fire safety, building safety and health.



The school is conveniently located near public transportation.

## **CHELSEA**

The Chelsea campus, formerly Bryman Institute, was opened in March 2004 as a branch of Bryman College in Alhambra, California. In April of 2007, the campus changed its name to Everest Institute.

The Chelsea campus has been designed for training students in the health care field in a bright, well-lit learning environment.

The Chelsea school is conveniently located in downtown Chelsea just across the Tobin Bridge from the city of Boston. The modern, air-conditioned facility is designed for training students for the working world. The attractive facility has approximately 28,000 square feet and includes two computer laboratories, two medical laboratories, one massage therapy laboratory, a student lounge, resource center, bookstore and administrative areas.

The campus and the equipment it uses comply with all federal, state and local ordinances and regulations, including those related to fire safety, building safety and health.

The school is conveniently located near public transportation.

## **IMPORTANT DISCLAIMER INFORMATION**

This catalog is not intended to be a complete statement of all procedures, policies, rules, and regulations by which these Institutions are operated. Departmental procedures, policies, rules, and regulations, whether or not contained in this catalog, may be applicable to students in those departments.

The student is responsible for meeting all requirements for graduation. A student's advisor may assist in planning programs, but the final responsibility for meeting the requirements for graduation rests with each student. In addition, students planning to transfer to another institution have the sole responsibility to determine that their course of study at Everest Institute will qualify for such transfer.

## **STATEMENT OF NON-DISCRIMINATION**

Everest Institute does not discriminate on the basis of race, color, religion, age, disability, sex, sexual orientation, national origin, citizenship status, gender identity or status, veteran, or marital status in 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 [studentservice@cci.edu](mailto:studentservice@cci.edu). Students can also contact the Massachusetts Commission Against Discrimination (MCAD) [www.mass.gov/mcad](http://www.mass.gov/mcad).

## **ACCREDITATIONS, APPROVALS AND MEMBERSHIPS**

These schools voluntarily undergo periodic accrediting evaluations by teams of qualified examiners, including subject experts and specialists in occupational education and private school administration. School approvals and memberships are available for examination; contact the Campus President for further information.

### **Brighton and Chelsea**

- Accredited by the Accrediting Commission of Career Schools and Colleges.
- Licensed by the Massachusetts Department of Elementary and Secondary Education.
- Eligible institution for Federal Stafford Loan Program (FSL) and Federal Parent Loan for Undergraduate Students, (FPLUS) Federal Perkins Loan, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Pell Grant, Federal Work Study (FWS), Federal Direct Loans, and MASSGrants (Brighton).
- The Brighton campus is authorized under federal law to enroll nonimmigrant alien students by the Department of Homeland Security Student and Exchange Visitor Program (SEVP), See <http://www.ice.gov/sevis/students/index.htm> for program requirements.
- Approved for the training of Veterans and eligible persons under the provisions of Title 38, United States Code.
- Member of the Massachusetts Association of Private Career Schools.

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

## **ADMISSIONS**

### **REQUIREMENTS AND PROCEDURES**

Students should apply for admission 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 or call for an 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, and to meet the staff and faculty to ask questions relating to the campus and their curriculum career objectives. Personal interviews also enable School administrators to determine whether an applicant is acceptable for enrollment in the program.

Students enrolling at Everest Institute must furnish proof by providing the school with the diploma, transcript or GED certificate, a copy of which will be placed in the student file. Those students may request a form supplied by the school for requesting transcripts or equivalency documentation.

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 fees 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;
- Enrollment Agreement (if applicant is under 18 years of age it must be signed by parent or guardian); and
- Financial aid forms (if applicant wishes to apply for financial aid).

The School reserves the right to reject students if the items listed above are not successfully completed. This school does not offer training in English as a Second Language.

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

1. Furnish proof by providing the School with the diploma, official transcript or GED certificate, a copy of which will be placed in the student file.
2. Achieve a passing score on a nationally standardized test. 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 retest(s) will be administered within the period specified by the test developer.
3. The entrance test requirement for students enrolling in all programs is to pass the Career Programs Assessment Test (CPAT) offered by ACT, Inc., with a required minimum passing score of 120. Applicants who have completed the ACT with a score of at least 15 or the SAT critical reading and math portions with a combined score of at least 700 will not be required to complete the test.

### **PROGRAM-SPECIFIC ENTRANCE REQUIREMENTS**

Dental Assisting Program	Due to regulations regarding X-rays, an applicant to the Dental Assisting Program must be at least 17 years old.
Massage Therapy Program	Effective May 1, 2008, massage therapy graduates must be licensed by the Board of Massage Therapy Regulation in order to work in Massachusetts. The Board requires that applicants to the Board requesting a license must be high school graduates or have a GEDs and be at least 18 years of age. For this reason, the Massage Therapy program is open to enrollment only to applicants possessing a high school diploma or its recognized equivalent (GED) who will be at least 18 years of age upon graduation.

### **ABILITY TO BENEFIT POLICY**

Students who do not have a high school diploma or its recognized equivalent may still be admitted into certain diploma programs at the school, as long as they are past the age of compulsory school attendance in Massachusetts. 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, 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.

The number of students enrolled under the Ability to Benefit Provision is limited. The School reserves the right to reject applicants based on test scores and ability to benefit limitations, or as necessary to comply with any applicable local, state or federal laws, statutes or regulations.

Students will not be accepted for admission under the ATB provision for the following program:

**Diploma, GED or recognized equivalent required in the following**

Massage Therapy program

### **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 all parts of the skill assessment in a single testing session to be considered as passing. Everest will accept test score reports from tests taken at any Everest location or an Assessment Center.

### **Retesting Requirements**

An applicant who has failed the test 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 Test**

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. 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.

### **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:

1. The applicant must have already taken both forms of the WBST once.
2. The applicant may be retested on the same form once, in the same 12 month period
3. The applicant may be retested on the same form only if at least 60 days have passed since the previous test.

## 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 encouraged 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 2.0 or 80%. 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 entrance 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.

## CRIMINAL BACKGROUND CHECK

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

For programs requiring a background check, \$38 will be charged (effective 6/23/06).

The criminal background check will include:

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

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

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

Abuse of any form	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, the background check agency will contact the person authorized to make a decision.

A student's inability to obtain criminal background clearance per the requirements outlined above may prohibit clinical site placement and program completion. Students should contact the Academic Dean/Director of Education at the campus at which they are enrolling for information on which programs require the criminal background check at that particular campus.

## **INTERNATIONAL STUDENTS**

International students must meet all admission requirements as stated in the catalog. Additionally, such students must:

- Provide secondary school transcripts (if not in English, must be translated and evaluated by an approved evaluation service)
- Provide proof of English proficiency (if the student's first language is not English, an official test score on an approved English proficiency test is required)
- Provide proof of financial ability to meet expenses:
  - Bank letter verifying student's available funds (self-sponsoring)
  - Bank letter verifying sponsor's available funds (if sponsor is not a citizen or a Legal Permanent Resident of the U.S.)
  - Form I-134 (if sponsor is a citizen or Legal Permanent Resident of the U.S.)
  - Statement of Sponsorship from student's home country
- Be eligible for a student visa
- Enroll as a full time student
- Pay the required minimum tuition deposit
- Pay the non-refundable SEVIS processing fee (if done through the school)

## **Course Work Taken At Foreign Institutions**

Course work taken at a foreign institution (excluding secondary school documents that are in English or from Canada or Philippines post-secondary credentials that are in English) must be evaluated for equivalency to coursework taken at a United States institution. Everest Institute accepts the evaluations of foreign course work from any agency that is approved by the National Association of Credential Evaluation Services (NACES). See [www.naces.org](http://www.naces.org). The following three agencies are recommended:

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

## **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 meet 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 from the educational institution providing the training.

## **ORIENTATION**

All new students are required to attend an orientation program prior to the start of classes. This program is conducted by the administrative staff in conjunction with the faculty to familiarize students with school policies and procedures and programs of study.

## **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. 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.

**MAKE-UP WORK**

At the instructor’s discretion, make-up work may be provided to students who have missed class assignments or tests. Make-up work is normally provided only when students provide documentation of illness, or other extenuating or mitigating circumstances that prevented class attendance. Make-up work must be completed within ten (10) calendar days after the end of the term/module.

**Consecutive Absence Rule**

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 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**

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

Percentage	Action Taken
15% of the total 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:

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

**Additional Requirements for Veteran Students**

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

**Date of Withdrawal**

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

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

**Date of Determination (DOD)**

The Date of Determination (DOD) 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.

### **LEAVE OF ABSENCE POLICY**

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 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:

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

When a student returns from a leave of absence and completes the course from which the student withdrew, the hours for which the student receives a passing grade are counted as earned; the grade, hours, and attendance for the

original attempt prior to the official leave of absence are not counted for purpose of the rate of progress toward completion calculation, and the original grade is not counted in the CGPA calculation.

### Activation of Military Reservist

Students who are called to active military duty which will cause an interruption of training will be accommodated by the School. Upon receipt of a copy of official military orders, the School will freeze all charges and grades during the period of activation. All charges and fees required to resume training will be waived. Lenders servicing student loans will maintain the loans in an in-school status for a period of up to three years as provided in the U.S. Department of Education Dear Colleague letter GEN-01-13. Students who are activated prior to their first disbursement of aid will have that aid returned by the School. Copies of the governing regulations cited above are available by contacting the Finance Director. Refer to the Refund Policy for Students Called Up to Active Military Duty section for more information.

### ACADEMIC UNIT OF CREDIT

The Institute awards credit in the form of quarter credits. One quarter credit is equivalent to a minimum of 10 class hours of theory or lecture instruction, a minimum of 20 hours of supervised laboratory instruction, or a minimum of 30 hours of externship practice. A clock hour is defined as 50 minutes of instruction in a 60-minute period.

### 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 Institute 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. 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. 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
F or Fail†	0.0	Failing	69-0
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)	
EL	Not Calculated	Experiential Learning Credit	
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	

† CampusVue Grade

Applies To All Courses	
Course Repeat Codes	
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

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

### Course Repeats

Courses may be repeated to improve a previously awarded grade. All grades will appear on the transcript, but only the higher grade will be used in calculating the current cumulative grade point average. The current tuition rate is assessed for repeated. Required courses in which the student has received a grade of F or W must be repeated in order for the student to graduate.

### Incompletes

An "Incomplete" cannot be given as a final grade. However, at the end of the term students may, with the instructor's approval, be granted a maximum extension of 14 calendar days to complete required class work, assignments, and tests. If students do not complete the required class work, assignments and tests within the extension period, they will receive the grade according to their average in the course. This grade will be averaged in with the students' other grades to determine the cumulative GPA.

An incomplete status will be given under the following conditions:

1. The student is able to complete course requirements within the two-week extension period;
2. At least 75% of the course work has already been completed;
3. Justification of the need for the extension period is documented;
4. An incomplete arrangement is reached by instructor and student; and
5. The Academic Dean gives his/her approval.

### STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

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

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

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

### Evaluation Periods and Notification of Satisfactory Academic Progress

For the purpose of Accreditation and Regulatory Agencies, the evaluation points and Satisfactory Academic Progress is measured at the end of each academic term. All students will receive written notice of academic progress at the end of each term. This will reflect their current academic progress towards the completion of their program, if the current term was passed and any remedial action if needed. The school will keep a copy as part of the student's record.

## 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. Each student will receive a written progress report (report card) at the end of each term.

## Rate of Progress toward Completion (ROP) Requirements

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

## Maximum Time in Which to Complete (MTF)

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

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

## Satisfactory Academic Progress Tables

47 Quarter Credit Hour Modular Program. Percentage Grades. Total credits that may be attempted: 70 (150% of 47).				
Total Credits Attempted	Probation if CGPA is below	Suspension if CGPA is below	Probation if Rate of Progress is Below	Suspension if Rate of Progress is Below
1-12	70%	N/A	66.66%	N/A
13-24	70%	25%	66.66%	25%
25-48	70%	63%	66.66%	63%
49-70	N/A	70%	N/A	66.7%

47 Quarter Credit Hour Modular Program. Letter Grades. Total credits that may be attempted: 70 (150% of 47).				
Total Credits Attempted	Probation if CGPA is below	Suspension if CGPA is below	Probation if Rate of Progress is Below	Suspension if Rate of Progress is Below
1-12	2.0	N/A	66.66%	N/A
13-24	2.0	1.0	66.66%	25%
25-48	2.0	1.8	66.66%	63%
49-70	N/A	2.0	N/A	66.7%

54 Quarter Credit Hour Modular Program. Total credits that may be attempted: 81 (150% of 54).				
Total Credits Attempted	Probation if CGPA is below	Suspension if CGPA is below	Probation if Rate of Progress is Below	Suspension if Rate of Progress is Below
1-12	2.0	N/A	66.66%	N/A
13-24	2.0	1.0	66.66%	25%
25-54	2.0	1.3	66.66%	55%
55-66	2.0	1.65	66.66%	64%
67-81	2.0	2.0	N/A	66.7%

## Academic Probation

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

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

## Notification of Probation

The 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:

- 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.

### **Academic 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 academic suspension and withdrawn from the program unless the student successfully appeals the academic suspension in accordance with the Student Academic Appeals Policy.

### **Academic Appeals**

Any student may submit an appeal of a decision of academic 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 academic suspension/dismissal as of the date of the academic suspension/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 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 Academic Suspension**

Students who successfully appeal an academic 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 minimum of 2.0/70% CGPA in order to graduate.

### **Application of Grades and Credits**

- Grades A through C are included in the calculation of CGPA and are included in the Total Number of Credit Hours Attempted.
- Transfer credits (TR) are not included in the calculation of CGPA but are included in the Total Number of Credit Hours Attempted (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 and WZ (withdrawn) grades are counted as hours attempted but are not counted as hours successfully completed. Grades of I and IP (Incomplete, In Progress) will also be counted as hours attempted but not as hours successfully completed; however, when the I or IP 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 47-credit-hour program (with a maximum time frame of 70 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 has completed 18 credits in the program at the end of the first term.

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

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

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

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

Students on academic probation are considered to be maintaining satisfactory academic progress and are eligible to continue receiving federal financial assistance. Students who have been academically suspended or dismissed are no longer active students of the School and are ineligible for financial aid. Reinstatement of financial aid eligibility will occur only after 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 School 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 School retains documentation of probation in a student's file. Students on academic probation may be required to participate in tutoring sessions outside class hours as a condition to continued enrollment. At the end of a probationary period, a student's progress is re-evaluated. If the student has met minimum standards for satisfactory academic progress and any written conditions of probation that may have been required, the student is removed from probation and returned to regular student status. A veteran who fails to regain satisfactory academic progress status after one grading period will be treated as all other students under the institutional policy described above, with one exception. A veteran who fails to meet satisfactory academic progress status following one grading period on probation will be reported to the Veterans Administration, and their benefits will be terminated.

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

A student who successfully appeals termination from the School due to failure to maintain satisfactory academic progress may be reinstated. A reinstated student enters under an extended probationary period. This probationary period will extend for one grading period, after which a student must meet minimum standards of satisfactory

progress to remain in school. The Department of Veterans Administration will determine whether or not to resume payments of Veterans Administration education benefits to a reinstated student.

## **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.

## **GRADUATION REQUIREMENTS**

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

To be eligible for graduation, students in allied health programs must:

- Complete all required classroom modules with a grade of at least 70 percent;
- Meet the grade requirements for the module components, if applicable; and
- Complete all program requirements.

To be eligible for graduation, students in technical programs must:

- Complete all required classroom training with a cumulative grade point average of at least 2.0;
- Complete all program requirements.

## **EXTERNSHIPS**

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.

Upon successful completion of all classroom requirements, students are expected to begin the externship portion of their program. The required number of externship clock/credit hours must be successfully completed within three months from the date students begin their externship. Students must complete at least 15 clock hours per week, but no more than 40 clock hours per week, at an approved externship site. These campuses recommend that students complete at least 20 clock hours per week. Students must make up absences that occur during the externship to ensure that the required extern hours are completed prior to graduation.

Students who interrupt their externship training for more than 10 days will be dropped from the program by the Institute. If a student has been officially dropped by the Institute, and permitted to re-enter the program, the time elapsed is not included in the calculation of the student's maximum program completion time.

Students who will not complete their externship training within the required three-month completion time will also be dropped from the program by the Institute. Students who have been dropped may appeal their termination if extenuating circumstances have occurred near the end of the externship 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 within the required completion time. Student appeals must include written documentation of the extenuating circumstances, submission to the Placement Director and approval by the Institute President. Students can be reinstated only once due to extenuating circumstances.

## **VETERANS INFORMATION**

Students who are eligible to receive Veterans Educational Benefits should meet with the school's certifying official upon enrollment. This office is responsible for maintaining proper certification of veterans for the Veterans Administration. Veterans are responsible for informing the Registrar of any change in their schedule or program of study so that the Veterans Administration can be notified.

Not all programs are approved for veteran training. Students should check with the certifying official and their local Veterans Administration Office for approved course information.

### **Absences**

Veterans must abide by the Institute's attendance policy. Attendance records include whole and partial attendance, tardiness, and early dismissals. The Veterans Administration will be notified when a veteran, eligible person, or reservist fails to meet the Institute's standards.

Class cuts are not permitted. They are recorded as absences. Make-up work is not permitted for unexcused absences.

### **Unsatisfactory Progress**

Veterans receiving failing grades are placed on academic probation in accordance with the Institute's written policy. If unsatisfactory progress continues beyond the probationary period, the student's training will be interrupted and the Veterans Administration office will be notified.

### **Recertification**

Students whose VA benefits have been terminated because of unsatisfactory progress may apply for readmittance after one quarter. If the student is permitted to reenter, his/her reentry must be certified with the Veterans Administration.

## **CLASS SIZE**

To provide meaningful instruction and training, classes are limited in size. Standard lecture classes average 26 students. The maximum lecture class size is 28 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 26 students. The maximum class size for laboratory classes is 28 students.

## **TRANSFER OF CREDIT**

Everest acknowledges that learning takes place in both formal academic settings and in non-academic settings. Accordingly, Everest has constructed its transfer credit policy to recognize both traditional college credit and non-traditional learning.

In general, Everest considers the following criteria when determining if transfer credit should be awarded:

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

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

## **Specific Requirements**

### **Accreditation**

Everest will consider awarding transfer credit for any course taken at a regionally or nationally accredited institution recognized by either the Council for Higher Education Accreditation (CHEA) or the United States Department of Education. For purposes of this policy, an institution that has received candidacy status from an accreditor is considered to be accredited.

**Note: If the institution in question does not meet the above accreditation requirements, the campus should submit the transcript and any supporting documentation to the Transfer Center to determine if transfer credit may be awarded.**

### **Comparability**

Everest has designated three (3) types of credit that it may award as transfer credit:

- **Course Credit** – is the strictest of all transfer credit Everest awards. Course credit must be a match in the scope, depth, and breadth of the transfer course.
- **Discipline Credit** – is less restrictive than course credit. Discipline credit must be a match in the same discipline as the course being waived.
- **Subject Area Credit** – affords the student the most flexibility in awarding transfer credit. Subject area credit may only be used in College Core and the general education areas of social science and science.

### **Applicability**

In order to award transfer credit, the course in question must be relevant to the student's desired program at Everest. For example, a student enrolling in a massage therapy program would not receive transfer credit for an engineering course taken elsewhere.

### **Required Grades**

A letter grade of C (70%) or better is required for transfer credit to be awarded.

### **Academic Time Limits**

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

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

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

### **Maximum Transfer Credits Accepted**

Students must complete at least 25% of the program in residency at the institution awarding the diploma. The remaining 75% of the program may be any combination of transfer credit, national proficiency credit, Everest developed proficiency credit, or Prior Learning Assessment.

Students enrolled in graduate programs may transfer no more than 24 quarter credits.

## **Coursework Completed at Foreign Institutions**

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

## **Military Training**

The institution may award credit for occupational experience and training courses completed while serving in the Armed Services of the United States as recommended by the American Council on Education. Veterans or active duty service members may submit the ACE military transcript applicable to their branch of service to the Office of the Registrar for evaluation.

## **TRANSFERABILITY OF CREDITS**

The office of the Academic Dean/Director of Education provides information on schools that may accept the campus' course credits toward their programs. However, this school 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.

# **ADMINISTRATIVE POLICIES**

## **STUDENT CODE OF CONDUCT**

### **Background**

The Institute 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 Institute and to prepare for what the student might later expect to find in a professional-level work environment. The Institute maintains the right to discipline students found in violation of Institute policies.

- The Institute maintains the right to discipline students found in violation of Institute policies in accordance with the procedures below.
- The student conduct code applies to all students. Institute Work Study students who violate the student code of conduct in the performance of their Institute work study duties are subject to disciplinary action/procedures.
- The Campus President or designee (typically the Director of Education/Academic Dean) 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 Institute-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 Institute.
- Students dismissed from one Corinthian Colleges, Inc. school for violation of the student conduct code shall not be eligible for admittance to another Corinthian Colleges, Inc. school.

### **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**

Everest seeks to create an environment that promotes integrity, academic achievement, and personal responsibility. All Everest 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**

Everest 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**

Everest 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 Everest 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 Everest 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 Everest 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. All information provided to the committee will also be provided to the student at the hearing.

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 at 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 to the school is permitted. The student may always contact the Massachusetts Department of Elementary and Secondary Education, Office of Proprietary Schools, 781-338-6048 [proprietaryschools@doe.mass.edu](mailto:proprietaryschools@doe.mass.edu).

### **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).

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

Computing resources are an integral part of the educational experience at Everest. Responsible use of those resources is essential to student success. IT resources are provided to support the educational goals of Everest, and shall be used appropriately, and in accordance with local, state/provincial, and federal laws.

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

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

Use for private business or commercial purposes.

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

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

### **SEXUAL HARASSMENT**

Sexual harassment of students at Everest Institute 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 academic standing; or
2. Submission or a rejection of such conduct by an individual is used as a basis for academic decisions affecting an individual; or
3. Such control unreasonably interferes with an individual's academic performance or creates an intimidating, hostile, or offensive 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 Institute President.

## **STUDENT ACADEMIC APPEALS POLICY**

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

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

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

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

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

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

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

### **Assignment/Test Grades**

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

### **Course Grades**

Appeals of 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 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 that are not likely to recur.

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

## **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, this school 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 to report criminal incidents or other emergencies, which 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 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 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 containing the required statistical information on any campus crimes committed during the previous three years. A copy of this report is available to students and prospective students upon request.

## **CAMPUS COMPLETION RATE REPORTS**

Under the Student Right to Know Act (20 U.S.C. §1092(a)), an institution is required to annually prepare completion or graduation rate data respecting the institution's first-time, full-time undergraduate students (34 CFR 668.45 (a)(1)). Institutions are required to make this completion or graduation rate data readily available to students approximately 12 months after the 150 percent 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.

## **DRESS CODE**

Students are expected to dress in a manner that would not be construed as detrimental to the student body and the educational process at the Institute. Students are reminded that the Institute promotes a business atmosphere where instructors and guests are professionals and potential employers. Students should always be cognizant of the first impression of proper dress and grooming. The Institution does not permit any clothing which has expressed or implied offensive symbols or language.

Students in Allied Health programs may be required to wear uniforms that present a professional appearance. A professional appearance puts patients at ease, inspires confidence, and makes a good impression. The Professional Appearance standards included, but not limited to, are:

## **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.

## **DISABLED STUDENTS**

Disabled students should make arrangements to meet with the School President prior to the start of class to review facilities and required accommodations.

## **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 for 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.

## **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.

When classes are canceled because of weather conditions or unforeseen circumstances, classes may be rescheduled.

## **TERMINATION PROCEDURES**

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

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

Students to be terminated are notified in writing and may appeal to the Appeals Committee.

## **ACADEMIC TRANSCRIPTS**

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 only be released 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 upon completing graduation requirements. Normal processing time for additional copies of the transcript is approximately three to five days.

## **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 sought
- Expected date of program completion
- Expected date of graduation
- Diplomas 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 Education Department.

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

Complaints are defined as any student concern regarding Institute programs, services, or staff not addressed by other Institute policies. Students have the right to file a complaint with the Institute at any time. Students are encouraged to first attempt to informally resolve their complaint with the instructor or staff member in the department most directly connected with their complaint. Students who are unable to resolve their complaint informally should submit their complaint in writing to the Institute President. The President will meet with the

student to discuss the complaint and provide the student with a written response within 30 days. Students who are not satisfied with the response of the President may contact the Student Help Line at (800) 874-0255 or email at [studentservices@cci.edu](mailto:studentservices@cci.edu).

Students who feel that the Institute has not adequately addressed a complaint 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 Institute 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 Institute and may be obtained by contacting the Institute President. Please direct all inquiries to:

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

If the complaint remains unresolved, the student may contact the Massachusetts Department of Elementary and Secondary Education, Office of Proprietary Schools, 781-338-6048 or [proprietaryschools@doe.mass.edu](mailto:proprietaryschools@doe.mass.edu).

## **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.

## **TELEPHONES**

No student will be called out of class for a telephone call, except in case of an emergency. It is suggested that family and friends be informed of this rule. Coin-operated telephones are available for student use.

## **CHILDREN ON CAMPUS**

Children are always welcome at special events of the Institute whenever accompanied by their parents. However, because an atmosphere conducive to learning must be maintained throughout, without disruption to the teaching and work environment, it is the policy of the Institute that children shall not be brought to classrooms or labs or left in lounges or offices.

## **KNOWLEDGE OF RULES AND REGULATIONS**

Failure to read this catalog and other published or posted material does not excuse students from the requirements and regulations described herein.

## **POLICY AND PROGRAM CHANGES**

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

## **FINANCIAL INFORMATION**

### **TUITION AND FEES**

Tuition and fees information can be found in <b>Appendix B: Tuition and Fees.</b>
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The Enrollment Agreement obligates the student and the Institute for the entire program of instruction. Students' financial obligations will be calculated in accordance with the refund policy in the enrollment agreement and the Institute 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.

Students may make payments using VISA, MasterCard, or Discover cards.

### **ADDITIONAL FEES AND EXPENSES**

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

## **VOLUNTARY PREPAYMENT PLAN**

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

## **MODULAR PROGRAMS**

Modular programs are offered throughout the year on a schedule independent of the standard quarter calendar. When a student begins enrollment in a modular program, the student is charged for tuition by academic year, instead of by quarter.

## **CASH PAYMENT PLANS**

Special cash payment plans are available and may be negotiated at the school's option. For further information, contact the Student Accounts representative in the Student Finance 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 fifth 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 catalog. The written notice of cancellation need not take any particular form, and, however expressed, is effective if signed and dated by the student and 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**

After the expiration of the cancellation period, a student may withdraw at any time. 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).

**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.

- First, if the student is a Title IV recipient, The School must determine how much federal grant and loan assistance the student has earned under the Federal Return of Title IV Funds Policy. If the student (or parent, in the case of a PLUS Loan) is eligible for additional funds at the time of withdrawal, the student may receive additional SFA funds. If the student received more SFA funds than he or she earned under the Federal Return of Title IV Funds policy, The School, and in some cases the student, is required to return the unearned funds to the Federal program(s) or lender, as applicable. The federal Return to Title IV policy is explained below.
- Second, The School must determine how much of the tuition and fees it is eligible to retain using the applicable refund policies. A refund will be calculated on the basis of the institutional refund policy 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 Federal Stafford loans.
2. Subsidized Federal Stafford loans.
3. Unsubsidized Direct Stafford loans (other than PLUS loans).
4. Subsidized Direct Stafford loans.
5. Federal Perkins loans.
6. Federal PLUS loans.
7. Direct PLUS loans.

8. Federal Pell Grants for which a return of funds is required.
9. Academic Competitiveness Grants for which a return of funds is required.
10. National Smart Grants for which a return of funds is required.
11. 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:

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

The student (or parent, if a Federal PLUS loan) must return or repay, as appropriate the amount by which the original overpayment amount exceeds 50% of the total grant funds received by the student for the payment period or period of enrollment, if the grant overpayment is greater than 50%.

(Note: If the student cannot repay the grant overpayment in full, the student must make satisfactory arrangements with the U.S. Department of Education to repay any outstanding grant balances. The Student Financial Aid Department will be available to advise the student in the event that a student repayment obligation exists. The individual will be ineligible to receive additional student financial assistance in the future if the financial obligation(s) 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.

## **REFUND POLICY PER MASSACHUSETTS GENERAL LAWS, CHAPTER 255: SECTION 13K**

1. You may terminate this agreement at any time.
2. If you terminate this agreement within five days you will receive a refund of all monies paid, provided that you have not commenced the program.
3. If you subsequently terminate this agreement prior to the commencement of the program, you will receive a refund of all monies paid, less the actual reasonable administrative costs described in paragraph 7.
4. If you terminate this agreement during the first quarter of the program, you will receive a refund of at least seventy-five per cent of the tuition, less the actual reasonable administrative costs described in paragraph 7.
5. If you terminate this agreement during the second quarter of the program, you will receive a refund of at least fifty per cent of the tuition, less the actual reasonable administrative costs described in paragraph 7.
6. If you terminate this agreement during the third quarter of the program, you will receive a refund of at least twenty-five per cent of the tuition, less the actual reasonable administrative costs described in paragraph 7.
7. If you terminate this agreement after the initial five day period, you will be responsible for actual reasonable administrative costs incurred by The School to enroll you and to process your application, which administrative costs shall not exceed fifty dollars or five per cent of the contract price, whichever is less. A list of such administrative costs is attached hereto and made a part of this agreement.
8. If you wish to terminate this agreement, you must inform The School in writing of your termination, which will become effective on the day such writing is mailed.
9. The School is not obligated to provide any refund if you terminate this agreement during the fourth quarter of the program.

Administrative Costs Equal: \$0.00

## **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, and 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.

## **FINANCIAL AID**

### **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 Stafford Loans (FSL)**

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

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

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

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

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

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

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

## **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.

## **GRANTS AND 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.

## **STUDENT SERVICES**

### **PLACEMENT ASSISTANCE**

The School assists students in finding part-time or full-time employment while they attend school. Assistance includes advice in preparing for an interview, resume and cover letter preparation assistance, aid in securing an interview and a list of available jobs.

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:

- Preparation of resumes and letters of introduction, an important step in a well planned job search.
- Interviewing techniques. Students acquire effective interviewing skills through practice exercises.
- Job referral by the Career Services Department. The Career Services 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. 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.

### **HOUSING ASSISTANCE**

Although the school does not maintain dormitory facilities, students who are relocating and must arrange their own housing may request additional assistance from the Student Services Department.

### **TRANSPORTATION ASSISTANCE**

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

**FIELD TRIPS**

The School 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.

**ADVISING**

The school provides advising to students on issues involving education and academics. For personal problems that may require professional advising or counseling, the school has information available on community resources that address these types of problems.

## PROGRAMS OFFERED

<b>Program Offered</b>	<b>Credential</b>	<b>Brighton</b>	<b>Chelsea</b>
Dental Assisting	Diplom a	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Massage Therapy	Diplom a		<input checked="" type="checkbox"/>
Medical Adm inistrative Assistant	Diplom a	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Medical Assisting	Diplom a	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Medical Insurance Billing and Coding	Diplom a		<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 Assisting

*Diploma Program*

Brighton and Chelsea campuses

8 months (Day)/9 months (Eve) – 720 hours – 47 credit units

V 1

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 continue to grow, so too does the role and responsibilities of the dental assistant also continues to expand.

The goal of the Dental Assisting 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 Assisting Program, including the classroom training and externship, is acknowledged by the awarding of a diploma.

Module Number	Module Title	Lecture Hours	Lab Hours	Other Hours	Total Contact Hours	Quarter Credit Units
MODULE A	Dental Office Emergencies and Compliance	40	40	0	80	6.0
MODULE B	Dental Radiography	40	40	0	80	6.0
MODULE C	Dental Specialties	40	40	0	80	6.0
MODULE D	Operator Dentistry	40	40	0	80	6.0
MODULE E	Laboratory Procedures	40	40	0	80	6.0
MODULE F	Dental Anatomy and Orthodontics	40	40	0	80	6.0
MODULE G	Dental Health	40	40	0	80	6.0
MODULE X	Dental Assisting Externship	0	0	160	160	5.0
	<b>Program Totals:</b>	<b>280</b>	<b>280</b>	<b>160</b>	<b>720</b>	<b>47.0</b>

Major Equipment			
Amalgamators	DXTTR and Tyodont Manikins	Model Vibrators	Ultrasonic Units
Autoclave	Handpieces	Oral Evacuation Equipment	X-Ray Units
Dental Unit and Chairs	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, 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.



<b>Module B – Dental Radiography</b>	<b>6.0 Quarter Credit Hours</b>
<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>	
<b>Module C – Dental Specialties</b>	<b>6.0 Quarter Credit Hours</b>
<p>In this module, student 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 (Ty podonts), 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>	
<b>Module D – Operatory Dentistry</b>	<b>6.0 Quarter Credit Hours</b>
<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 Ty podont 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>	
<b>Module E – Laboratory Procedures</b>	<b>6.0 Quarter Credit Hours</b>
<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>	
<b>Module F – Dental Anatomy and Orthodontics</b>	<b>6.0 Quarter Credit Hours</b>
<p>This module focuses on orthodontics as a specialty. Students receive hands-on training in practicing orthodontic measurements, placement of separators, 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>	
<b>Module G – Dental Health</b>	<b>6.0 Quarter Credit Hours</b>
<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>	
<b>Module X – Dental Assisting Externship</b>	<b>5.0 Quarter Credit Hours</b>
<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 assisting. Prerequisite: Completion of Modules A-G. Lecture Hours: 0.0 Lab Hours: 0.0 Other Hours: 160.0.</p>	



## Massage Therapy

Diploma program

Chelsea campus

9 months/10 months (Eve) – 720 hours – 54 credit units

V 1

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

This 720-hour program consists of nine self-contained units of learning called modules. 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 body works, 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:

Be knowledgeable and competent in the performance of various forms and types of massage and in the use of hydrotherapy.

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.

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.

Be acquainted and competent in various allied modalities currently being practiced in the field of massage therapy.

Module Number	Module Title	Clock Hours	Credit Units
MODULE A	Business and Ethics	80	6.0
MODULE B	Swedish Massage, Western Theory & History, Practice & Mechanisms of Health & Disease	80	6.0
MODULE C	Swedish Massage, Pre-Natal, Post-Natal and Infant, & Elder/Geriatric Massage	80	6.0
MODULE D	Eastern Theory and Practice	80	6.0
MODULE E	Energy & Non-Traditional Therapies, Wellness & CPR	80	6.0
MODULE F	Deep Tissue, Myofascial Release & Pin and Stretch	80	6.0
MODULE G	Neuromuscular/Trigger Point and Muscle Energy Techniques	80	6.0
MODULE H	Clinical and Sports Massage	80	6.0
MODULE I	Health and Wellness	80	6.0
	<b>PROGRAM TOTAL:</b>	<b>720</b>	<b>54.0</b>

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

Module A - 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, chair massage and integrated techniques continue to build the massage therapist's practical skills. Prerequisite: None. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.	

<p><b>Module B – Swedish Massage, Western Theory &amp; History, Practice &amp; Mechanisms of Health &amp; Disease</b> <b>6.0 Quarter Credit Hours</b></p> <p>This module is designed to provide the student with the theory &amp; hands-on skills involved in practicing a form of massage known as Swedish massage. Also covered in this module are joint classification, range of motion for shoulder, and Western theory &amp; history. Prerequisite: None. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.</p>
<p><b>Module C – Swedish Massage, Pre-Natal, Post-Natal and Infant, and Elder/Geriatric Massage</b> <b>6.0 Quarter Credit Hours</b></p> <p>This module is designed to provide the student with the theory and hands-on skills involved in practicing a form of massage known as Swedish Massage. Also covered in this module is range of motion for hip, pre-natal, post-natal, infant &amp; elder/geriatric massage. Prerequisite: None. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.</p>
<p><b>Module D – Eastern Theory and Practice</b> <b>6.0 Quarter Credit Hours</b></p> <p>This module is designed to provide the student with the understanding and knowledge of Eastern theory and practice as used within different styles of Asian body work. 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: None. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.</p>
<p><b>Module E – Energy &amp; Non-Traditional Therapies, Wellness &amp; CPR</b> <b>6.0 Quarter Credit Hours</b></p> <p>This module is designed to provide the student with the theory and hands-on skills involved in introducing fundamental energy based modalities including Polarity and Beginning Reiki hand-placements. The student will 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: None. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.</p>
<p><b>Module F - Deep Tissue, Myofascial Release &amp; Pin and Stretch</b> <b>6.0 Quarter Credit Hours</b></p> <p>This module is designed to provide students with an understanding of myofascial, deep tissue and pin and stretch techniques. These techniques will be incorporated into a Swedish massage to better address individual client needs. Students will use basic assessment skills to identify muscular holding patterns and develop treatment plans. The indications and contraindications of these techniques will be discussed as will specific sites 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: None. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.</p>
<p><b>Module G – Neuromuscular/Trigger Point and Muscle Energy Techniques</b> <b>6.0 Quarter Credit Hours</b></p> <p>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: None. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.</p>
<p><b>Module H - Clinical and Sports Massage</b> <b>6.0 Quarter Credit Hours</b></p> <p>This module is designed to provide the student with the understanding and knowledge of clinical and sports massage techniques and the assessment skills necessary for these modalities. The student will also learn the assessment skills, charting/documentation, clinical applications and focus within the endocrine system with a review of the nervous system (CNS/PNS). For specific musculature covered for this module please refer to the anatomy and physiology outline. Prerequisite: None. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.</p>
<p><b>Module I – Health and Wellness</b> <b>6.0 Quarter Credit Hours</b></p> <p>This module is designed to provide the student with an overall understanding of the skills involved in working in spa services and in working with specific strategies to enhance good health and wellness. Prerequisite: None. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.</p>



## Medical Administrative Assistant

*Diploma program*

Brighton and Chelsea campuses

8 months/9 months (Eve, Brighton) – 720 hours – 47 credit units

V 1

The Medical Administrative Assistant Program is designed to prepare students for entry-level positions as medical administrative assistants in a variety of health care settings. Students study various administrative procedures related to the medical office, including patient processing and assessment, processing medical insurance claims, bill collections, and general office procedures utilized in various medical offices. In addition to acquiring manual and hands-on administrative skills, the program is designed to teach students computer and keyboarding skills which enables them to become familiar with the computerized technology that is becoming more visible in the 21<sup>st</sup> century medical office environment.

The medical professionals have come to rely upon well-trained medical administrative assistants for their ability to handle managed-care insurance claims and the general financial functions of the medical office. This diploma prepares the graduate to fill entry-level positions in all medical facilities and insurance companies.

The program is divided into eight learning units called modules. Student must complete modules A through G before starting Module X which is externship. A student can start with any module and continue in any sequence until all seven modules are successfully completed. Modules A through G stand alone as units of study and are not dependent upon previous training. If students do not complete any portion of one of these modules, the entire module must be repeated. Upon successful completion of modules A through G, students participate in a 160-clock hour externship (Module X). Completion of the Medical Administrative Assistant Program is acknowledged by the awarding of a diploma.

Module Number	Module Title	Total Contact Hours	Total Quarter Credit Hours
Module A	Office Finance	80	6.0
Module B	Patient Processing and Assisting	80	6.0
Module C	Medical Insurance	80	6.0
Module D	Insurance Plans and Collections	80	6.0
Module E	Office Procedures	80	6.0
Module F	Patient Care and Computerized Practice Management	80	6.0
Module G	Dental Administrative Procedures	80	6.0
Module X	Medical Administrative Assistant Externship	160	5.0
	<b>TOTAL</b>	<b>720</b>	<b>47.0</b>

### Module A: Office Finance

**6.0 Quarter Credit Hours**

Module A introduces accounting functions essential to a medical environment. Students learn basic bookkeeping procedures and apply them to a bookkeeping project and accounting system. Students will also complete assignments writing payroll checks and keeping check registers. Patient billing is an integral portion of the module, including tracing delinquent claims and insurance problem solving. Students study essential medical terminology, build on keyboarding and word processing skills, and 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. They also become familiar with essential medical terminology. Prerequisite: None. Lecture Hours: 40.0 Computer/Key boarding Hours: 20.0 Spelling/Skillbuilding Hours: 20.0

### Module B: Patient Processing and Assisting

**6.0 Quarter Credit Hours**

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, and appointment scheduling. The basics of health insurance are introduced, as well the basic of coding with CPT and ICD-9 codes. Students are trained in vital signs, and a cardiopulmonary resuscitation (CPR) course is taught. Students study essential medical terminology, build on keyboarding and word processing skills, and become familiar with the self-directed job search process by identifying their personal career objective. Prerequisite: None. Lecture Hours: 40.0 Computer/Key boarding Hours: 20.0 Spelling/Skillbuilding Hours: 20.0

<p><b>Module C: Medical Insurance</b></p> <p>Module C develops student proficiency in preparing and processing insurance claims. Students study insurance programs, including HMOs, PPOs, and worker's compensation plans. National coding systems used for claims processing are studied. Students learn to obtain information from patient charts and ledgers to complete insurance forms accurately. Students are given hypothetical insurance billing situations and select appropriate forms, codes, and procedures to process insurance claims for optimal reimbursement. Office &amp; insurance collection strategies are also included. Students study essential medical terminology, build on keyboarding and word processing skills, and 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. Lecture Hours: 40.0 Computer/Keyboarding Hours: 20.0 Spelling/Skillbuilding Hours: 20.0</p>	<p><b>6.0 Quarter Credit Hours</b></p>
<p><b>Module D: Insurance Plans and Collections</b></p> <p>Module D develops student proficiency in preparing and processing insurance claims. The Medicaid, Medicare, TRICARE, and CHAMPVA programs are discussed. Students learn to obtain information from patient charts and ledgers to complete insurance forms accurately. They also focus on important aspects of the collection process including collection letters, telephone calls, and collection servicing agencies. They will also learn about Occupational Safety and Health Administration (OSHA) standards and the use of universal precautions in the medical office. Medical ethics and law are also included. Students study essential medical terminology, build on keyboarding and word processing skills, and 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. Lecture Hours: 40.0 Computer/Keyboarding Hours: 20.0 Spelling/Skillbuilding Hours: 20.0</p>	<p><b>6.0 Quarter Credit Hours</b></p>
<p><b>Module E: Office Procedures</b></p> <p>In Module E, students are introduced to dictation and transcription. Emphasis is also placed on correspondence and mail processing, health information management and the medical facility environment. Students will also become familiar with disability income insurance and legal issues affecting insurance claims. In addition, students learn about the Health Insurance Accountability and Portability Act (HIPAA). Students study essential medical terminology, build on keyboarding and word processing skills, and become familiar with the self-directed job search by learning how to set their own career goals. Prerequisite: None. Lecture Hours: 40.0 Computer/Keyboarding Hours: 20.0 Spelling/Skillbuilding Hours: 20.0</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 introduced this module. Students will also learn about the history of the healthcare industry and the Medical Assisting Profession. In addition, students learn basic techniques for taking patients vital signs. They learn OSHA standards and the use of universal precautions in the medical office. Students study essential medical terminology, build on keyboarding and word processing skills, and become familiar with the self-directed job search process by learning all about how to become and learn from mentoring. Prerequisite: None. Lecture Hours: 40.0 Computer/Keyboarding Hours: 20.0 Spelling/Skillbuilding Hours: 20.0</p>	<p><b>6.0 Quarter Credit Hours</b></p>
<p><b>Module G: Dental Administrative Procedures</b></p> <p>Module G focuses on basic administrative procedures performed in the dental office. Students are introduced to the dental health team with emphasis on the tasks performed by the administrative support staff. Specialized procedures including appointment scheduling, bookkeeping, dental charting, processing patients, insurance billing and coding, and law and ethics are presented. Students are also given an introduction to radiography and radiation safety. Students will do vital signs. They discuss interpersonal skills and human relations, telephone techniques, and patient reception techniques. Students build on keyboarding and word processing skills, become familiar with essential dental terminology, and become familiar with the self-directed job search process by learning how to dress for success. Prerequisite: None. Lecture Hours: 40.0 Computer/Keyboarding Hours: 20.0 Spelling/Skillbuilding Hours: 20.0</p>	<p><b>6.0 Quarter Credit Hours</b></p>
<p><b>Module X – Medical Administrative Assistant Externship</b></p> <p>Upon successful completion of modules A through G, students participate in a 160-hour externship at an approved facility. This course is 160 hours of supervised, practical, in-service experience in a medical office or clinic in which the student practices direct application of all administrative functions of the medical administrative assistant. Prerequisite: completion of Modules A-G. Lecture Hours: 0.0 Computer/Keyboarding Hours: 0.0 Spelling/Skillbuilding Hours: 0.0 Other Hours: 160</p>	<p><b>5.0 Quarter Credit Hours</b></p>



## Medical Assisting

Diploma program

Brighton and Chelsea campuses

8 months – 720 hours – 47 credit units

V 1

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

In recent years, the medical assisting profession has become indispensable to the health care field. Physicians have become more reliant on medical assistants for their front and back office skills, and their services are being sought by medical offices, 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.

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

Upon successful completion of this program, the graduate will be able to:

- Demonstrate professionalism and ethical behavior.
- Discuss the history of medical assisting as it relates to medical practice and professional organizations.
- Recognize and respond to verbal and non-verbal communication, and use appropriate communication techniques.
- Demonstrate knowledge of and use appropriate terminology for the different body systems, illnesses and injuries associated with those systems, and diagnostic and therapeutic procedures.
- Apply principles of infection control and use appropriate aseptic technique.
- Perform clinical responsibilities, including preparing patients for examination and procedures, preparing and administering medications as directed, collecting and processing specimens, recognizing emergencies, and performing CPR and first aid.
- Identify minor surgical procedures and demonstrate the ability to assist with those procedures.
- Instruct and teach patients methods of health promotion and disease prevention.
- Maintain accurate patient records.
- Perform administrative procedures that include telephone techniques, appointment scheduling, record management, and insurance billing procedures.
- Demonstrate skills related to word processing, medical transcription, the processing of insurance claims, and simulated computerized medical office applications.
- Implement current procedural and diagnostic coding.
- Accurately complete bookkeeping, banking, and financial procedures.
- Demonstrate acceptable speed and accuracy in computer keyboarding.

Develop a resume and identify a career plan that includes potential job leads, networking contacts, a job search schedule, and five year goals.

Module Number	Module Title	Total Contact Hours	Total Quarter Credit Units
Module A	Patient Care and Communication	80	6.0
Module B	Clinical Assisting, 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

Autoclave	Hematology Testing Equipment	Personal Computers	Surgical Instruments
Calculators	Mayo Stands	Sphygmomanometers	Teletrainer
Electrocardiography Machine	Microscopes	Stethoscopes	Training Mannequin
Examination Tables			

#### Module A - Patient Care and Communication

**6.0 Quarter Credit Units**

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 their new job so that they can advance in their career. Lec Hrs: 40 Lab Hrs: 40 Other Hrs: 0

#### Module B - Clinical Assisting and Pharmacology

**6.0 Quarter Credit Units**

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. Lec Hrs: 40 Lab Hrs: 40 Other Hrs: 0

#### Module C - Medical Insurance, Bookkeeping, and Health Sciences

**6.0 Quarter Credit Units**

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 them in being successful in the medical field. Lec Hrs: 40 Lab Hrs: 40 Other Hrs: 0

<p><b>Module D - Cardiopulmonary and Electrocardiography</b>  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, and 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. Lec Hrs: 40 Lab Hrs: 40 Other Hrs: 0</p>	<p><b>6.0 Quarter Credit Units</b></p>
<p><b>Module E - Laboratory Procedures</b>  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. Students also study anatomy and physiology of the urinary system and the body's immunity including the structure and functions, as well as, common diagnostic exams and disorders related to these systems. 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. Lec Hrs: 40 Lab Hrs: 40 Other Hrs: 0</p>	<p><b>6.0 Quarter Credit Units</b></p>
<p><b>Module F - Endocrinology and Reproduction</b>  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 a mentor and learn from mentoring. Lec Hrs: 40 Lab Hrs: 40 Other Hrs: 0</p>	<p><b>6.0 Quarter Credit Units</b></p>
<p><b>Module G - Medical Law, Ethics, and Psychology</b>  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 in 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. Lec Hrs: 40 Lab Hrs: 40 Other Hrs: 0</p>	<p><b>6.0 Quarter Credit Units</b></p>
<p><b>Module X – Externship</b>  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. Lec Hrs: 0 Lab Hrs: 0 Other Hrs: 160</p>	<p><b>5.0 Quarter Credit Units</b></p>





## Medical Insurance Billing and Coding

*Diploma program*

Chelsea campus

9 months – 720 hours – 47 credit units

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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.

Course Number	Course Title	Total Contact Hours	Total Quarter Credit Hours
MEDINTRO	Introduction to Medical Terminology, Key boarding, 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 Genitorurinary 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
MIBP	Practicum <b>OR</b>	160	5.0
MIBE	Externship		
<b>Program Totals</b>		<b>720</b>	<b>47.0</b>

**Major Equipment:** Calculators, Personal Computers

### **Module MEDINTRO Introduction to Medical Terminology, Keyboarding, Word Processing, 6.0 Quarter Credit Hours**

#### **Basic Math, Insurance Coding, and Administrative Duties of Medical Personnel**

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

**Module MIBCL Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural 6.0 Quarter Credit**  
**Coding of the Cardiovascular and Lymphatic Systems**

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 6.0 Quarter Credit**  
**Coding of the Genitorurinary System**

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 6.0 Quarter Credit**  
**Coding of the Integumentary and Endocrine Systems, and Pathology**

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

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

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

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

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

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

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

**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.**

**Module MIBP Practicum 5.0 Quarter Credit Hours**

Upon successful completion of Modules MIBINTRO, MIBCL, MIBGU, MIBIE, MIBMS, MIBRG, and MIBSN, Medical Insurance Billing and Coding students participate in a 160 hour practicum on-campus. The practicum provides the student an opportunity to apply principles and practices learned in the program and utilize entry-level skills in working with insurance companies and processing claims. Medical insurance billing and coding students work under the direct supervision of the school staff. Students are evaluated by an instructor or Department Chair at 80 and 160 hour intervals. Completed evaluation forms are placed in the students permanent records. Students must successfully complete their practicum experience 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

**Module MIBE Externship****5.0 Quarter Credit Hours**

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

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 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)  
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 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)  
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 Grand Rapids, MI (main campus)  
 Detroit, MI (branch of Everest Institute, Southfield, MI)  
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## STATEMENT OF OWNERSHIP

These campuses are 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 of Corinthian College, Inc., are located at 6 Hutton Centre Drive, Suite 400, Santa Ana, CA 92707.

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<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

### BRIGHTON

ADMINISTRATION		
Stephen Bonkowski	President	
Jeffrey Malkin	Director Student Finance	
Sadie Burnham	Director of Admissions	
Open	Director of Education	
Christina Gaza	Director of Career Services	
Kristy Magras	Registrar	
DEPARTMENT CHAIRS		
Suzanne Johnston	Medical Assisting	
MEDICAL ASSISTING INSTRUCTORS		
Paula Benson	Medical Assisting	
Angelina Jones	Medical Assisting	
Jackeline Lopez	Medical Assisting	
Wanda Thurman	Medical Assisting	
Paulette Williams	Medical Assisting	
Sandra Murphy	Medical Assisting	
MEDICAL ADMINISTRATIVE ASSISTANT INSTRUCTORS		
Arlene Belson	Medical Administrative Assistant	
Marlene Culbreath	Medical Administrative Assistant	
DENTAL ASSISTING INSTRUCTORS		
Rhonda Heard	Dental Assisting	
Nina Akselrod	Dental Assisting	
Kimberley Kent	Dental Assisting	
MASSAGE THERAPY INSTRUCTORS		
Kim Wellman	Massage Therapy	
COMPUTER INSTRUCTORS		
Patricia Barry		
Anthony McPherson		

### CHELSEA

ADMINISTRATION		
Wade Charlton	President	
Lynnette Allen	Director of Education	
Deborah Gravel	Director of Student Finance	
Sarah Sandvik	Director of Admissions	
Michele Goodus	Director of Career Services	
Rosana Perella	Director of Student Services	
Tina Puleo	Registrar	
MASSAGE THERAPY INSTRUCTORS		
Amy Urbowicz		
MEDICAL ASSISTING INSTRUCTORS		
Pam Stead		
Nerine Sullivan		
Teresa Valerio		
Hassan Najm		
Janette Burgos		
Cathy Moore		
MEDICAL INSURANCE BILLING AND CODING INSTRUCTORS		
Jennifer McKinley		
Maribel Saez		

## APPENDIX B: TUITION AND FEES

BRIGHTON AND CHELSEA						
Programs Offered	Program Length	Credit Units	Textbooks and Equipment (Estimated)		Tuition	
			Brighton	Chelsea	Brighton	Chelsea
Dental Assisting	8 Months	47	\$826.28	\$826.28	\$15,215	\$15,215
Massage Therapy	9 Months	54		\$1,319.42		\$15,215
Medical Assisting	8 Months	47	\$1,154.04	\$1,154.04	\$15,215	\$15,215
Medical Administrative Assistant	8 Months	47	\$1,274.72	\$1,274.72	\$15,215	\$15,215
Medical Insurance Billing and Coding	8 Months	47		\$1,657.87		\$15,215
Effective July 1, 2010						

## APPENDIX C: CALENDARS

### BRIGHTON

<b>Medical Assisting, Dental Assisting, &amp; Medical Administrative Assistant Day Schedule Five- Day Week 2010</b>	
Start Dates	End Dates
01/29/10	02/26/10
02/18/10	03/17/10
03/19/10	04/15/10
04/21/10	05/18/10
05/20/10	06/17/10
06/21/10	07/19/10
07/21/10	08/17/10
08/19/10	09/16/10
09/20/10	10/18/10
10/20/10	11/16/10
11/18/10	12/17/10
12/20/10	01/26/11
1/26/11	2/23/11
2/25/11	3/24/11
3/28/11	4/25/11
4/27/11	5/24/11
5/26/11	6/23/11
6/27/11	7/25/11
7/27/11	8/23/11
8/25/11	9/22/11
9/26/11	10/24/11
10/25/11	11/21/11
11/22/11	12/21/11
12/22/11	1/23/11

<b>Medical Assisting, Dental Assisting, &amp; Medical Administrative Assistant Evening Schedule-4 Day Week 6:00 p.m. – 10:00 p.m. (Mon – Thur) 2010</b>	
Start Dates	End Dates
1/27/10	3/03/10
3/08/10	4/08/10
4/12/10	5/18/10
5/20/10	6/24/10
6/28/10	8/02/10
8/04/10	9/08/10
9/13/10	10/18/10
10/20/10	11/23/10
11/29/10	1/10/11

<b>Student Breaks 2010</b>	
12/30/2009 – 1/3/2010	New Years
1/4/2010 – 1/17/2010	No Day classes
1/18/2010	MLK Day
1/26/2010	No Evening classes
02/01/2010 – 02/18/2010	No Classes for MMA 2 02/03
02/15/2010	President's Day
02/17/2010	No Day classes
03/04/2010 – 03/07/2010	No Evening classes
03/18/2010	No Day classes
04/09/2010 – 04/11/2010	No Evening classes
04/16/2010 – 04/18/2010	No Day classes
04/19/2010 – 04/20/2010	Spring Recess
05/19/2010	No Day/Evening classes
05/31/2010	Memorial Day
06/18/2010 – 06/20/2010	No Day classes
06/25/2010 – 06/27/2010	No Evening classes
07/05/2010	Independence Day
07/20/2010	No Day classes
08/03/2010	No Evening classes
08/18/2010	No Day classes
09/06/2010	Labor Day
09/09/2010 – 09/12/2010	No Evening classes
09/17/2010 – 09/19/2010	No Day classes
10/11/2010	Columbus Day
10/19/2010	No Day/Evening classes
11/17/2010	No Day classes
11/25/2010 – 11/28/2010	Thanksgiving Recess *11/24/2010 No Evening classes
12/15/2010	No Day Classes
12/24/2010 – 01/03/2011	Winter Recess

<b>Modular Programs 2010 - 2011</b>	
<b>Start Date</b>	<b>End Date</b>
5/27/10	6/24/10
6/28/10	7/28/10
7/30/10	8/26/10
8/30/10	9/27/10
9/29/10	10/26/10
10/28/10	11/24/10
11/29/10	12/29/10
12/30/10	1/26/11
1/28/11	2/25/11
2/28/11	3/25/11
3/29/11	4/25/11
4/27/11	5/24/11
5/26/11	6/23/11
6/27/11	7/27/11
7/29/11	8/25/11
8/29/11	9/26/11
9/28/11	10/25/11

<b>Break Schedule 2010</b>	
Summer Break	7/1/2010 -7/5/2010
Labor Day	9/4/2010 – 9/06/2010
Thanksgiving Break	11/25/2010 – 11/28/2010
Christmas Break	12/23/2010 – 12/27/2010
New Year Break	12/31/2010 – 1/02/2011
Martin Luther King	1/15/2011 – 1/17/2011
President's Day	2/19/2011 – 2/21/2011
Memorial Day	5/28/2011 – 5/30/2011

## APPENDIX D: OPERATING HOURS

BRIGHTON			
Office:			
8:00 a.m. to	8:00 p.m.	Monday through Thursday	
8:00 a.m. to	5:00 p.m.	Friday	
Class Schedule:			
8:00 a.m. to	12:00 p.m.	Monday through Friday	Morning
12:00 p.m. to	4:00 p.m.	Monday through Friday	Afternoon
6:00 p.m. to	10:00 p.m.	Monday through Thursday	Evening

CHELSEA			
Office:			
9:00 a.m. to	5:00 p.m.	Monday through Friday	
Admission:			
9:00 a.m. to	8:00 p.m.	Monday through Thursday	
9:00 a.m. to	5:00 p.m.	Friday	
9:00 a.m. to	1:00 p.m.	Saturday	
Class Schedules:			
6:00 a.m. to	10:00 a.m.	Monday through Friday	
8:00 a.m. to	12:00 p.m.	Monday through Friday	
10:00 a.m. to	2:00 p.m.	Monday through Friday	
12:00 p.m. to	4:00 p.m.	Monday through Friday	
2:00 p.m.	6:00 p.m.	Monday through Friday	
6:00 p.m. to	10:00 p.m.	Monday through Friday	