

Everest

COLLEGE

2009-2010 CATALOG

(ACICS issue based on receipt of ACICS accreditation)

www.everest.edu

Main Campus	
Seattle, Washington Northgate Meridian Building 2111 N. Northgate Way, Suite 218 Seattle, WA 98133 Phone (206) 440-3090	
Branch Campuses	
Fife, Washington 5005 Pacific Hwy E., Suite 20 Fife, WA 98424 Phone (253) 926-1435	Vancouver, Washington 120 NE 136 th Ave., Suite 220 Vancouver, WA 98684 Phone (360) 885-3152

This school is licensed under Chapter 28c.10 RCW; inquiries or complaints regarding this or any other private vocational school may be made to the Work Force Training and Education Coordinating Board, 128 Tenth Avenue SW, P.O. Box 43105, Olympia, Washington 98504-3105, (360) 753-5673.

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

A MESSAGE FROM THE PRESIDENTS

Welcome to Everest College! For over 30 years, people with a desire to make a good living while helping others have turned to our campuses for the knowledge and support necessary to reach their dreams. Our graduates have touched the lives of tens of thousands of their clients, promoting wellness and improving their quality of life. We hope you find our exceptional programs, outstanding faculty, and "make a difference" attitude to be the right combination to help you succeed in your journey.

Being successful at Everest, and in the world of health and helping others, may require you to step outside of your comfort zone and try new things. New experiences can make us feel uneasy and/or insecure. Eleanor Roosevelt once said "You gain strength, courage, and confidence by every experience in which you really stop to look fear in the face. You must do the thing which you think you cannot do." I encourage you to meet your challenges head-on, face your fears, and continually push yourself to become the best you can be.

At Everest College, we consider ourselves your partner in success. We will provide you with the tools you need to acquire the knowledge and skills necessary to succeed in your career. It is up to you to put those tools to work. The administration, the faculty, the staff, and your fellow students are here to support and assist you as you take this important step toward creating a more fulfilling future for yourself.

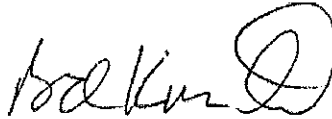
We are genuinely excited about your enrollment at Everest, and we are committed to helping you achieve your dream.



Meredith Given
Seattle Campus President



Lorine Hill
Tacoma Campus President



Brad Kuchenreuther
Vancouver Campus President

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ABOUT CORINTHIAN COLLEGES, INC.

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

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

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

MISSION STATEMENT AND OBJECTIVES

Mission Statement

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

Objectives

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

Institutional Vision and Values

Everest College changes lives. We empower individuals with skills to achieve their career goals, build their self-worth, and improve the performance of organizations. We do so with integrity. We play by the rules. We are responsive to all our customers. We respect the individual. We excel in all that we do. We are committed to innovation. We are transforming education to become the world's leading provider of learning solutions.

Core Values

- Integrity - Act with uncompromising honesty in all transactions regardless of circumstance.
- Customer Responsiveness - Treat each customer with consideration, anticipate expectations and provide timely, effective solutions with clarity and flexibility.
- Respect for the Dignity of Others - Create an environment where diversity and individuality are valued and success is celebrated.
- Innovation - Be receptive to change, honoring each other's strengths and encouraging fresh, original ideas.
- Excellence - Provide outstanding leadership, focused vision and superior service. Welcome progress and reach for the extraordinary.

EDUCATIONAL OBJECTIVES

Everest College provides students with an interactive learning environment that has a firm foundation in both practical and theoretical education. The objective of Everest's vocational training programs is to prepare students to become successful practitioners in their fields.

COLLEGE HISTORY

Everest College, formerly Ashmead College, was founded in September 1974 as the Seattle Massage School to teach massage skills to people wishing to practice professional massage in Washington State. Throughout the 1980's and 1990's, Seattle Massage School was recognized nationally as an innovator and leader in massage education. Seattle Massage School was the first massage school in Washington to be licensed by the state and the second massage school on the west coast to receive national accreditation by the Accrediting Commission for Continuing Education and Training (ACCET). Seattle Massage School offered the first advanced course for continuing education in 1987.

To provide students with a well-rounded, real-world learning experience and to provide massage services to the community, an in-house Student Clinic was created in 1989. In response to employer demand, the College developed and implemented fourth-term courses involving a Hospital Internship beginning in 1993 and a Sports Internship beginning in 1997, continuing our commitment to provide the greatest training opportunities for students.

In September 1991, the College opened its first branch campus in Tacoma to better serve students in this area. A second branch campus operated in Everett from June 1993 through December 2007. To serve southwestern Washington and northern Oregon, a third branch campus was opened in February 1999 in Vancouver, Washington. In July of 2002 Ashmead College celebrated the opening of its fifth campus in Portland, Oregon. The Portland Campus is located in southwestern Portland.

In 1999 the College adopted the new name, Ashmead College, which better reflects the geographic reach and scope of programs available across the nation for those who are seeking to make a difference and a good living. The Fitness Trainer Program was launched in November 1999 to support the growing demand for qualified and skilled professionals in the health and fitness industry.

In August 2003 Corinthian Colleges, Inc. purchased Career Choices, Inc., the owner of Ashmead College, as a wholly owned subsidiary. In December of 2007 the name of the Seattle, Vancouver and five campuses was changed to Everest College.

COLLEGE FACILITIES

The Seattle campus is located in the Northgate area, two blocks west of I-5 on the corner of Meridian Avenue North. The 19,000 square foot facility is located on the third floor. The facility includes ten classrooms, which include a student clinic and a computer lab, administrative offices, a student lounge, and a student resource center. Administrative offices and the reception area are located on the second floor. The Student Clinic is located on the third floor.

The Fife campus is located 1/4 mile off I-5 in the Fife Business Park. The 18,000 square foot facility includes eight classrooms, administrative offices, a supply store, reception area, and all the audio-visual and classroom equipment used by the College. The Student Clinic is located adjacent to the campus.

The Vancouver campus is located in Stanemill Center. The 18,000 square foot facility in Building B includes ten classrooms, administrative offices, a supply store, reception area, and all the audio-visual and classroom equipment used by the campus. The Student Clinic is located adjacent to the campus.

LICENSING ACCREDITATIONS, CREDENTIALS AND MEMBERSHIPS

LICENSED AND ACCREDITED BY

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

The Everest College campuses in Seattle, Fife, and Vancouver are licensed under Chapter 28c.10 RCW by the State of Washington Workforce Training and Education Coordinating Board, 128 10th Ave., S.W., P.O. Box 43105, Olympia, WA, 98504-3105, 360-753-5662.

APPROVED BY

Washington State Board of Massage (Massage Therapy program)

EVEREST COLLEGE MEMBERSHIPS

FIFE

- Washington State Financial Aid Association
- Northwest Career College Federation
- Better Business Bureau

SEATTLE

- Washington State Financial Aid Association
- Northwest Career Colleges Federation
- American Massage Therapy Association (AMTA)
- Better Business Bureau

VANCOUVER

- Northwest Career College Federation
- American Massage Therapy Association
- Better Business Bureau
- Washington State Financial Aid Association

ADMISSIONS

ADMISSION PROCEDURES

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

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

1. Admission to Everest College is based on an assessment that determines readiness to engage the training program selected by a prospective student. Everest College accepts Ability-to-Benefit (ATB) students for the Massage Therapy and Medical Billing programs. Fitness Training students must attest to being a high school graduate or have passed the GED. Applicants enrolling under the Ability to Benefit provision are required to achieve a passing score on an independently administered, standardized, nationally recognized test that is approved by the U.S. Department of Education. The ability to benefit will be determined by passing the Career Programs Assessment test (CPAT) offered by ACT, Inc. Applicants must take form B or C and receive a passing score on a test B of language 43, reading 45, and numerical 41 and form C language usage 42, reading 43, and numerical 42. This test is designed to measure the ability of a prospective student to benefit from the course of study.
2. All applicants are required to sign a statement verifying that they have graduated from high school or obtained a GED or to attest to the fact that they have not graduated from high school for ATB students.
3. Everest College will accept an application for admission before a student graduates from high school or receives his/her GED. However, the student will be required to submit proof of high school completion or GED before entering classes. In this situation, admission is contingent on receipt of the diploma, final transcript or other proof of completion.

Note to applicants to the massage programs: A criminal background check is performed by Washington State when an individual applies to be a Licensed Massage Practitioner and may be conducted for Oregon applicants. Consequently, if an applicant for licensure has been convicted of a felony, he/she may not be eligible for licensure. Licensing eligibility is determined by the licensing agency and not Everest College. These State agencies will accept inquiries regarding eligibility only after the individual has graduated and his application for licensure has been submitted.

Everest College is committed to graduating students who possess the skills, knowledge, and professional integrity required to be successful massage therapists. As part of this commitment, all applicants who are seeking admission to massage therapy programs must undergo a criminal background screening prior to admission. Only criminal background screenings conducted through the school-approved agency will be accepted. The background screening shall include:

- 10 year auto address history check (except in States where limitations apply)
- 2 name searches (1 additional AKA)
- 1 social security trace – address trace report
- 1 statewide sex offender search (based on each reported address history)
- 1 OIG search (Medicare/Medicaid-related fraud)

- Federal Search or Jurisdiction

An applicant shall not be admitted if the background screening identifies a conviction, pending case, or un-completed deferral/diversion for any crime related to the following offenses within the last ten (10) years:

- Assault
- Battery
- Abuse of any form
- Sexual crimes

An applicant may, with the approval of the Vice President of Curriculum (or designee) be admitted if the background screening identifies a conviction, pending case, or un-completed deferral/diversion for any other crime within the last ten (10) years. The School President (or designee) shall meet with all such applicants, advise them of the result of the criminal background screening, and give them the option to withdraw their application for admission to the program. This meeting shall be documented using the Notice and Acknowledgement of Criminal Background Screening Results.

Background check fees are charged and due at the time of enrollment.

Everest College facilities are wheelchair-accessible. Students are asked to identify any physical or learning needs during the admissions process. Student needs will be assessed on an individual basis, and the institution will make a reasonable attempt to accommodate students. Everest College reserves the right to deny a student admission if the student is unable to meet the demands of the program and/or profession.

Introductory massage courses may be offered at each campus. Please contact the Admissions Department to schedule an interview or to inquire about the Day of Massage or Introduction to Massage and Exercise Your Future workshops.

GED Preparatory Program

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

ATB Testing

Forms B and C of the Careers Program Assessment Test (CPAT) test by ACT have been approved by the U. S. Department of Education for the assessment of ATB students. Passing scores on the CPAT are Language Usage 42, Reading 43, and Numerical 41.

Retesting Requirements

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

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

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

Retaking the CPAT

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

Denial of Admission

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

Delayed Admission

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

TRANSFER CREDIT

Requirements

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

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

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

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

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

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

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

The Everest campuses in Seattle, Fife and Vancouver do not give credit for experiential learning.

Students not in agreement with the evaluation of transcripts and transfer credits granted may appeal the college's decision. For information on the appeal process, see "Student Academic Appeals Policy."

Transferring Credits Earned at Everest College to Other Institutions

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

ACADEMIC POLICIES

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

The instructor is responsible for recording attendance daily at the beginning of each class and after each break.

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

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

Establishing Attendance / Verifying Enrollment

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

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

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

Attendance Taking Policy (All Programs)

All student attendance is recorded in minutes. Any student who is late or leaves early will have fifteen minutes deducted from the day's attendance for being tardy or leaving early from 5 to 15 minutes. A student who is late/left early from 16 through 30 minutes will have 30 minutes deducted from the day's attendance. A student who is late/left early 31 to 45 minutes will have 45 minutes deducted, and so forth. Therefore, tardies and left earlies will factor into the overall attendance calculation that says a student who misses 15% of the program will receive a warning letter and will be dropped at 20% absence from the course. For example, a student who accumulates 120 hours of absence in an 800 hour program will receive a warning letter and is subject to being dropped after accumulating 160 hours of absence.

Monitoring Student Attendance

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

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

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

Consecutive Absence Rule (All Programs)

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

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

Percentage Absence Rule (Modular Programs)

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

Percentage	Action Taken
15% of the total 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). The LDA is the date that shall be reported on the Student Status Confirmation Report (SSCR). When a student is withdrawn for violating the applicable percentage absence rule, the Date of Withdrawal shall be the date of the violation, and shall be reported on the SSCR.

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

Date of Determination (DOD)

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

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

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

Attendance Records

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

Repeated Course Work

Modular program students: Any course receiving a failing grade must be repeated. Ability to re-take a class is based on availability. New students and non-repeating continuing students have priority. Course may not always be offered each module, and students unable to continue may have to withdraw until course or module is available. It is administration's decision whether students can continue in the program with other course work until repeat coursework is available.

ACADEMIC STANDARDS AND GRADING MODULAR PROGRAMS

Grades are given for all lecture and practical courses. Grading is numerical, ranging from 0 to 4.0; grades are not rounded up to percentage. Statements of academic progress will be provided at the end of each term. Following are grades and grade point standards:

Grade	Meaning	Percentage	Point Value
A	Excellent	100-90	4.0
B	Very Good	89.9- 80	3.0
C	Good	79.9-70	2.0
F	Failing	69.9-0	0.0
P	Passing	0	0
NP	Not Passing	0	0
L	Leave of Absence		0
I	Incomplete		Not Calculated
IP	In Progress		Not Calculated
S	Satisfactory		Not Calculated
W	Withdrawal		Not Calculated
TR	Transfer Credit		
**	Repeated coursework		

No remedial courses are included in the curriculum. Students must complete all practical, lecture and special topic coursework in order to fulfill the graduation requirements.

PASS/ NOT-PASSING COURSES

Everest offers select courses on a pass/non-passing basis. Students who fail to complete classes will be required to retake and pass the course in order to graduate in that program. Student may also be allowed to receive incomplete grades in these classes. See Failing/Incomplete Grades section. Fees for repeat credits will apply. The following is a list of courses at Everest that require a pass grade:

Number	Course Name	Credits
MTD 119	Spa Therapies I	1.5
MTD 120	Spa Therapies II	1.5
MTD 219	Spa Therapies III	1.5
MTD 207	Spa Therapies IV	1.5
MTD 234	Spa Therapies V	1.5
MTD 240	Spa Therapies VI	1.5
MTD 255	Spa Therapies VII	1.5
MTD 248	Spa Therapies VIII	1.5

A P grade will count as credits attempted and successfully completed but will not be calculated into a student's GPA. A NP or Not Passing grade in these courses will not affect the student's GPA. A student may not graduate in the spa specialist program without passing grades in all the spa courses.

Grades – Grades are mailed out to Vancouver and Fife students and are available on the student portal for Seattle students one week after the final date of the module. Grades are stored electronically which once entered become the final record.

SATISFACTORY/NON-PASS

Satisfactory (S) and non-pass (NP) grades are used by Everest College to track successful completion of topics required to receive a massage license in the states in which Everest operates. Workshops offered at Everest include HIV/AIDS Education & First Aid/CPR. The satisfactory S and non-complete N grades have no credit value and are not calculated into the student's GPA.

GUIDELINES FOR MAKE-UP WORK

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

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

- Tests/quizzes
- Laboratory Check-Offs
- Computer Lab Assignments or Tests
- Homework Assignments

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

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

NOTE: Make-up work and assignments may not be certified for veteran students

FAILING /INCOMPLETE GRADES

Any course for which an F grade is earned must be successfully completed in order to graduate if the program requires it for completion. Failed courses are not considered "completed" but do count toward credits attempted. Retake charges may apply and are subject to the current tuition rates. An asterisk by a grade denotes repeated course work.

Incomplete

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

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

In Progress

In cases where an externship or clinical rotation is scheduled to extend past the length of a single module, the instructor shall assign the student the mark of "IP" for "in progress" until the externship or clinical rotation is completed by the student. Upon completion, the instructor shall assign a final grade of "Pass" (P) or "Fail" (F), which shall be substituted for the mark of "IP". An "IP" shall not, under any circumstances, be used in situations where the course of study should normally be completed in a single module.

Administrative Withdrawal (Grading)

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

GRADE CHANGES

Students who disagree with an assignment, test grade, or final course 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. If the request is denied, the student may file an academic appeal. For final course grade appeals, see the Student Academic Appeals Policy. Grade changes must be completed within 10 calendar days following the end of the module in which the grade was posted.

CPR/FIRST AID POLICY

CPR/First Aid certification is a required class and student must hold valid certification upon graduation. The school offers quarterly classes. Students may choose to take these classes outside of school but must first obtain approval from the registrar. If the student shows proof of certification, he/she will receive a Satisfactory (S) grade for CPR/First Aid class. A student who fails to obtain CPR/First Aid certification at Everest or show proof of equivalent to the registrar will not be allowed to graduate and will be withdrawn from the program.

GRADUATION REQUIREMENTS – MODULAR PROGRAMS

In order to graduate and receive a diploma, a student must have:

1. Achieved a cumulative grade point average of 2.0;
2. Completed all program coursework and requirements.
3. Completed Financial Aid Exit interview, met all financial requirements, and all related materials (applies to Federal Student Loan borrowers only);
4. Met Career Services exit interview requirements and completed all relevant paperwork.

The school will not release official transcripts or diplomas to graduates who have not met their financial obligations and paperwork.

WARNING NOTICES

Warning notices may be issued to students who are in jeopardy of probation, unsatisfactory progress in their program of study, or termination. This is a proactive measure provided to support the continued success and satisfactory progress of all students.

Academic Warning

Students will receive an Academic Warning Notice for any F grade received, provided their cumulative GPA is above the minimum standard for satisfactory progress. Students receiving Academic Warning Notices are eligible for, and are encouraged to attend, lab and tutoring services for the area(s) of deficiency. This will be arranged through the instructor and the Director of Education.

Behavioral Warning

Students will receive a Behavioral Warning Notice for exhibited and documentable inappropriate behavior and will be expected to change their behavior. Lack of response to Warning Notices may result in termination from the College or an additional Warning Notice. Behavioral infractions are tracked throughout the entire program.

Financial Warning

A student who fails to fulfill the financial agreement with the College, complete financial aid paperwork, or maintain financial aid eligibility, or whose account becomes delinquent will receive a Financial Warning Notice.

LEARNING AIDS AND EQUIPMENT

Everest College provides the most current equipment and instructional tools to enable students to achieve their learning objectives.

Message Therapy Programs - Each massage classroom has portable massage tables with screens or curtains for changing. Learning enhancements include skeletons, muscle and bone charts, and anatomy models. Spa specialist classrooms are equipped with warming devices, blending equipment, and essential oil kits.

Medical Billing and Coding Program - Classrooms have lecture tables and chairs. Program has computer lab available with learning key boarding, and, billing and coding software.

WITHDRAWAL OR TERMINATION

Students who withdraw or are terminated from the program must have an exit interview with the Director of Education and the Registrar and with a Financial Aid representative if Federal Financial Aid was received. Students may withdraw or be dismissed from the program for the following reasons:

1. Voluntary withdrawal: the student elects to withdraw from the program.
2. Failure to return from a Leave of Absence (LOA): the student does not return from an LOA and does not notify the College.
3. Lack of available space following an LOA: the student cannot be placed in the returning module from LOA due to lack of class space.
4. Attendance: the student misses 20+% of his/her program hours.
5. Failure to meet academic or behavior standards: the College may dismiss a student for failing to meet requirements of the College, including satisfactory academic progress and standards of behavior.
6. Failure to meet financial obligations with the College: the student does not fulfill the financial agreement with the College or does not complete necessary financial paperwork.

If, per the College's refund policy, a refund is due, it will be processed within 30 days of the date of termination. For students with balances due to the College, payment is required in full by 30 days after withdrawal or termination, or the student must sign a contract refinancing the balance for payment beyond 30 days. Credit will be given only for courses completed, and only course completions will be recorded on the official transcript. Transcripts are available after financial obligations are met.

REINSTATEMENT

Students who withdraw or are dismissed from the program may apply for readmission by contacting the Registrar prior to the student's desired start date. Students may be readmitted provided they meet the admissions criteria and have successfully completed any and all probationary or other agreements with the College. In addition, the College will review the student's financial obligations, and the student may be required to pay any outstanding balance. Readmission is at the sole discretion of the College. Readmission will be on the basis of space availability. Students who are readmitted will be charged tuition for the number of terms or remaining portion of the program at the current tuition rate, plus any fees. Fees for repeated coursework may also apply. If an Everest College program has been changed since the student last attended, the readmitted student is expected to fulfill all completion requirements of the College's current program in order to graduate.

A student who has not been in attendance for a period of six months or less may be readmitted without testing. A student who has been withdrawn over six months is required to demonstrate academic readiness as determined by the Education Department through various evaluation methods.

A student returning to classes after withdrawing will be subject to a satisfactory progress analysis and determination applied to the previous period of enrollment. If the student failed to meet the minimum standards, but is returning after two or more years have elapsed, the prior status may be disregarded if he/she elects to begin the program again. Students not meeting the minimum standards of academic progress in the previous enrollment may be enrolled in a probationary status upon reentry. Students applying for readmission who have previously been awarded financial aid, or who plan to access financial aid, must reapply for aid with the Financial Aid Department and/or make arrangements for deferments of prior loans with their loan holder. Eligibility for financial aid may be reinstated when the student complies with the standards of academic progress. It is the student's responsibility to initiate reapplication for financial aid consideration and eligibility and to ensure that appropriate action is taken to keep prior student loans in good standing.

DENIAL OF READMISSION

Students may be denied readmission for lack of timeliness in completing assigned work, lack of space availability, failure to follow through on any previous agreements or probation, demonstrated lack of commitment to complete the program as shown by poor attendance and performance in previous periods, dismissal due to inappropriate behavior, demonstrated lack of ability to benefit based on past performance in the program, no effort demonstrated to meet financial obligations, and/or default on prior Federal Title IV loans received from Everest College. A student denied readmission may appeal that decision to the President of Everest College. The President's decision is final and cannot be appealed.

LEAVE OF ABSENCE POLICY (MODULAR PROGRAMS ONLY)

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

jury duty, military obligations, birth or adoption of a child, or serious health condition of the student or a spouse, child or parent. In order for a student to be granted an LOA, the student must submit a completed, signed and dated Leave of Absence Request Form to the Academic Dean/Director of Education.

Re-admission Following a Leave of Absence

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

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.

Veterans: Leave of Absence

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

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 for Satisfactory Academic Progress

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

GPA and CGPA Calculations

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

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

Rate of Progress toward Completion (ROP) Requirements

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

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

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

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

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

Maximum Time in Which to Complete (MTF)

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

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

Satisfactory Academic Progress Tables

47 Quarter Credit Hour Modular Program (Medical Insurance Billing and Coding v 2.0). 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	66.7%	N/A
13-24	2.0	1.0	66.7%	25%
25-46	2.0	1.8	66.7%	63%
49-70	N/A	2.0	N/A	66.7%

62.5 Quarter Credit Hour Quarter-Based Program (Massage Therapy). Total credits that may be attempted: 93.75 (150% of 62.5).				
Total Credits Attempted	Probation if CGPA is below	Suspension if CGPA is below	Probation if Rate of Progress is Below	Suspension if Rate of Progress is Below
1-16	2.0	N/A	66%	N/A
17-28	2.0	1.0	66%	N/A
29-40	2.0	1.25	66%	50%
41-52	2.0	1.5	66%	60%
53-64	2.0	1.75	66%	65%
65-93.75	N/A	2.0	N/A	66%

74.5 Quarter Credit Hour Quarter-Based Program (Massage Therapy – Spa Program). Total credits that may be attempted: 111.75 (150% of 74.5).				
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
1-20	2.0	N/A	66%	N/A
21-28	2.0	1.0	66%	N/A
29-40	2.0	1.25	66%	50%
41-52	2.0	1.5	66%	60%
53-64	2.0	1.75	66%	65%
65-111.75	N/A	2.0	N/A	66%

78 Quarter Credit Hour Quarter-Based Program (Massage Therapy – Sports Program). Total credits that may be attempted: 117 (150% of 78).				
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
1-20	2.0	N/A	66%	N/A
21-28	2.0	1.0	66%	N/A
29-40	2.0	1.25	66%	50%
41-52	2.0	1.5	66%	60%
53-64	2.0	1.75	66%	65%
65-117	N/A	2.0	N/A	66%

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.

Suspension

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

Dismissal

A student is dismissed from a program if it becomes mathematically impossible for the student to complete the program with the required cumulative grade point average (CGPA) within the maximum timeframe, and may be dismissed if the student fails to demonstrate improvement in their CGPA/Rate of Progress (ROP) while on probation.

Academic Appeals

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

Satisfactory Academic Progress (SAP) Appeals

SAP appeals must be made within five (5) calendar days of the date the student was notified of the violation. The student is deemed to have notice of the pending suspension/dismissal as of the date of the suspension/dismissal letter. Provided that the student can complete their program within the maximum time frame with the required minimum 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 Suspension

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

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

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

Dismissal

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

Graduation

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

Application of Grades and Credits

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.

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

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.

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

Transfer Credit

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

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

Satisfactory Academic Progress and Financial Aid

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

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

Students on academic probation are considered to be maintaining satisfactory academic progress and are eligible to continue receiving federal financial assistance. Students who have been academically suspended or dismissed are no longer active students of the School and are ineligible for financial aid. Reinstatement of financial aid eligibility will occur only after 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 may be terminated.

Veterans Reinstatement after Successful Appeal of Termination

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

PERMANENT CLASS CHANGE

Students may request a class or program change by filling out the appropriate section of the Student Request for Change Form and forwarding it to the Registrar. Except in an emergency, permanent section changes are granted only in between modules and are effective the following module. Permanent program changes are granted only over a break, effective the following class start. Documentation may be required. Changes of this kind are subject to space availability and approval by the Registrar. The request will be considered for approval only if there is space in the class the student is requesting. Space is determined by appropriate student/teacher ratio and classroom size. If space is not available, the request will be approved only if the student can find another student in the other class who is willing to switch. Class changes may be considered during the module or term if the student has extenuating circumstances and is at the discretion of the Director of Education.

Change requests may not be allowed for individual courses (such as only Kinesiology or Anatomy and Physiology). A student must request a change of the assigned class, which will result in a change to the schedule for all courses. The student will receive notification of approval or denial within one week. Students remain in the originally assigned class until they receive official notification.

PROGRAM CHANGES

Student wishing to change programs must meet with the Director of Finance. Program changes may require the student to withdrawal from their current program and re-enter. Program changes impact financial aid and are looked at on a case by case situation.

STUDENT REQUEST FOR CHANGE

It is the student's responsibility to keep the College informed of all name, address, and phone number changes. Students must complete the appropriate sections of the Student Request for Change Form, available from the Registrar, and forward the completed form to the Registrar when a change occurs.

ADMINISTRATIVE POLICIES

STATEMENT OF NON-DISCRIMINATION

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

STUDENT DISABILITY SERVICES/ACCOMMODATIONS

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

CLASSROOM CONDUCT

Students are expected to conduct themselves in a professional manner at all times. Additionally, appropriate behavior in the learning environment, including regular and punctual attendance, is expected. Inappropriate behavior or conduct may result in a written warning or immediate expulsion from the College.

The College strictly enforces the practice of modesty with regard to the profession. Respect and sensitivity are expected to protect and ensure the modesty of students, instructors and the general public throughout the educational process. Any deviation from the standards may result in immediate expulsion. Students are to conduct themselves in a professional, legal, and cooperative manner that is not disruptive, harassing, or dangerous to themselves or others, and that does not impede the progress of other students in the learning environment. Students are expected to maintain the classrooms and equipment at the same high level as expected in a professional clinic.

While the College is sensitive to the demands of home and family, children may not accompany a student to class or student clinic.

STUDENT CONDUCT CODE

Background

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

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

Student Conduct Code

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

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

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

Student Conduct Code Violations/Formal Disciplinary Procedure

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

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

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

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

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

Threats to Health/Safety - Immediate dismissal. Dismissal letter within a reasonable period of time; student not allowed back on campus property without President's or designee's approval.

Appeals

A student dismissed for violations of the student conduct code may appeal the dismissal by submitting a letter to the College President for consideration. The appeal letter should include the reasons why the decision should be changed and the student allowed to return to school. The student must appeal the decision within 10 days or a reasonable period of time after the student receives notice from the College that he/she has been dismissed. Students should refer to the Campus Grievance Procedures in the College catalog. The student who appeals a dismissal shall receive written notice of the decision. The College President's decision on an appeal shall be considered final.

Academic Integrity

- 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 in the submittal of 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 College.
- If a student is found to have committed one or more of the acts listed above, the student may, at the Director of Education's discretion, receive an F grade for the assignment or exam. If repeated offenses occur, the student may be dismissed from the College as per the disciplinary procedures outlined above.
- All violations of academic policy are documented and made part of the student's academic record.

SEXUAL HARASSMENT POLICY

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

Sexual harassment of employees or students at Everest College 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:

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

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

Everest College is committed to providing a learning and work environment safe from harassment and sexual harassment. To assure our employees, students and third parties have an environment safe from harassment and sexual harassment, we have established guidelines to address grievances and claims:

- We have zero tolerance for sexual harassment and have an application procedure in place for persons to file complaints alleging sexual harassment.
- We will take measures to prevent retaliation to the persons presenting the claim and take steps to ensure confidentiality.
- We will make every attempt to provide impartial, adequate and reliable investigation of all complaints.
- We will designate reasonable and prompt timeframes for the major stages of the complaint and investigation process.
- We will provide notice to all parties involved of the outcome of the complaint.
- We will take steps to prevent reoccurrence of any harassment and to correct any discriminatory effects on the complainant and others if appropriate.

To report an incidence of sexual harassment, please contact the College President at the campus at which the incident occurred.

DRESS AND ATTIRE

The College's policy is to accommodate the students' needs for personal expression while providing guidance to promote positive public perception. Students are required to wear program issued uniforms during class times unless otherwise instructed. Therefore, all uniforms and clothing shall be clean, neat and in good repair. Instructors will provide guidelines on appropriate dress that presents a professional image and variations of appropriate dress for different professional settings. Students are expected to adhere to explicit guidelines developed for use during student clinic and internship.

TRANSCRIPTS AND DIPLOMAS

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

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

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

Students are provided an official transcript free of charge upon completing graduation requirements as stated in the previous paragraph. Normal processing time for transcript preparation is approximately 2 weeks.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

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

1. The right to inspect and review the student's education records within 45 days of the day the institution receives a request for access. A student should submit to the Registrar a written request that identifies the record(s) the student wishes to inspect. The Registrar 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 Registrar, the Registrar shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the institution to amend a record should write to the Registrar, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the institution decides not to amend the record as requested, the institution will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to provide written consent before the institution discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

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

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

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

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the institution to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

DIRECTORY INFORMATION

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

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

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

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

ALCOHOL AND DRUG POLICY

Everest College is committed to providing an environment for teaching and learning that is not impeded by the presence of illicit drugs or alcohol. Therefore, any student who possesses, distributes, or uses illicit drugs is subject to immediate dismissal. In addition, the possession and consumption of alcoholic beverages on the school site or attendance while under the influence of alcohol or illicit drugs is not permitted. In compliance with the Federal Drug-Free Schools and Communities Act of 1989, all students and employees of Everest College are notified of the following policies:

1. The possession, use and/or distribution of illicit drugs and alcohol at any Everest College facility or College-authorized activity are prohibited.
2. Students who are found to be possessing, using, or distributing drugs or any other controlled substance will be subject to full criminal penalties under local municipality, state, and federal law. Conviction can result in sanctions including probation, fines, and imprisonment.
3. Students found to be in violation of this prohibition will be subject to dismissal from the program. The following steps will be taken:
 - a. When it is discovered that a student is in violation of the policy stated above, the student will be confronted immediately by the appropriate Everest College personnel. Individuals confronted may be asked to leave the College immediately, and the College will notify the proper authorities, if applicable.
 - b. Any student who possesses, uses, or distributes a controlled substance will be subject to dismissal from the College.
 - c. Any student who possesses, uses, is under the influence of, or distributes alcohol on school premises will also be subject to dismissal.
 - d. Instructors, administrators, and other Everest College personnel have discretionary power to confront a student with a suspicion that the student is in violation of this policy.
 - e. Any student taking psychotropic or mood-altering prescription drugs or over-the-counter drugs that have behavior-altering side-effects is required to inform the instructor as it may affect the ability to give or receive massage.

Everest College maintains a list of community substance abuse and treatment agencies. This list is available from the College.

Information regarding the identification, uses and effect, of controlled substances and alcohol is included in the orientation packet. Students who are found to be possessing, using, or distributing drugs or any other controlled substance will be subject to full criminal penalties under local municipal, state, and federal law. Conviction can result in sanctions including probation, fines, and imprisonment. Federal trafficking penalties are also included in the orientation packet.

Failure to adhere to Everest College policies will result in verbal reprimand or warning, written reprimand or warning, probation, and/or expulsion from the program.

STUDENT ACADEMIC APPEALS POLICY

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

All formal academic appeals must be submitted in writing on an Academic Appeal Form to the 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 Director of Education shall convene an Appeal Committee. The Appeal Committee shall investigate the facts of the matter to the extent deemed appropriate under the circumstances. The Appeal Committee shall render a written decision within five (5) calendar days of the date the appeal was received 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 Director of Education. Only final course grades are eligible for appeal.

Final Course Grades

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

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

Attendance Violations

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

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

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

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

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

Satisfactory Academic Progress (SAP) Appeals

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

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

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

STUDENT GRIEVANCE POLICY

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

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

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

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

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

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, National School of Technology has established policies regarding campus security.

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

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

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

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

Statistical Information

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

CAMPUS COMPLETION RATE REPORTS

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

POLICY AND PROGRAM CHANGES

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

INCLEMENT WEATHER POLICY

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

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

Fife/Tacoma will be closed to students and faculty only when the Fife School District is closed. Outlying areas of King and/or Pierce Counties will not affect Everest being open--only the Fife School District.

Seattle/Northgate Students attending any classes that start before noon will follow the Seattle School District School Closure status. Students that start class after 12:01 pm will call the campus to check to see if afternoon or evening classes will be held. Late starts will affect only the classes that start at 8:00 am or earlier. A two-hour morning delay means classes start 2 hours late (e.g. if you normally go to school from 8:00 am - 12:30 am, on a late start day you would attend class from 10:00 am - 2:30 pm).

Vancouver will be closed to students and faculty only when the Evergreen School District is closed. Outlying areas of Clark, Clackamas, and Multnomah Counties will not affect Everest being open--only the Evergreen School District.

Each student needs to listen to the local news and radio stations for the respective school district closures for each individual campus.

Late Starts

Late starts will affect only the morning classes. A two-hour morning delay means classes start at 10:00 am. The remainder of the classes will run as scheduled.

Change in Weather

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

Student Attendance

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

Phone Coverage

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

TUITION AND PROGRAM EXPENSES

Tuition and fees information can be found in Appendix B: Tuition and Fees in this catalog

PAYMENT OPTIONS

The College offers a variety of ways for students to finance their education. The financing options available consist of Primary Financing Options and Alternative Financing Options as outlined in the College's Student Financial Planning Brochure located in the Campus Student Finance Office. The Primary Financing Options offered consists of the following plans: Cash, Financial Aid, Contract Billing and/or Third Party Direct Bill. The Alternative Financing Options offered consists of Alternative Loans that are credit based and Institutional Payment Plans where the student makes monthly payments.

Federal Financial Aid is available for those who qualify. Students interested in participating in any loan or grant program must complete and submit all necessary financing documents at the time of enrollment and any subsequent period of enrollment. Students interested in participating in the College's Institutional Payment Plans must sign a Installment Note and Disclosure Statement which outlines the student's repayment terms. Any balance not covered by loans and/or grants must be paid directly to the College. For more information on the College's financing programs please contact the Campus Student Finance Office.

NOTE TO VETERANS

Everest College campuses qualify for veteran's benefits. Any student who is eligible to receive veteran's education benefits cannot claim these benefits for any portion of Everest College programs taken by the student in his or her program of study that the student previously successfully completed, as determined in accordance with U.S. Department of Veterans Affairs regulations. Each student eligible and desiring to receive veterans educational benefits while attending Everest College must provide the College with official transcripts for all previous post-secondary education and the student's military discharge document DD214 prior to the first scheduled class in the student's program of study.

BUYER'S RIGHT TO CANCEL – CANCELLATION

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

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

OFFICIAL WITHDRAWALS

An official withdrawal is a withdrawal that is documented in writing. An official withdrawal is considered to have occurred on the earlier of a) the date that the student provides to The School official notification of his or her intent to withdraw or b) the date that the student begins the withdrawal process. A student who has not attended class for 14 consecutive calendar days will be considered to have withdrawn as of the student's last recorded date of attendance and will be subject to the refund policy. Students who must withdraw from The School are requested to notify the office of the Academic Dean/Director of Education by telephone, in person, or in writing, to provide official notification of their intent to withdraw. Students will be asked to provide the official date of withdrawal and the reason for withdrawal in writing at the time of official notification. When the student begins the process of withdrawal, the student or the office of the Academic Dean/Director of Education will complete the necessary form(s).

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, as given below, and any applicable state refund policies. If a state or accrediting agency refund policy applies, it will be included on this agreement.

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

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

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

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

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

Date of Withdrawal versus Date of Determination (DOD)

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

Effect of Leaves of Absence on Refunds

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

Textbook and Equipment Return/Refund Policy

If a student who was charged for and paid for textbooks, uniforms, or equipment, returns unmarked textbooks, unworn uniforms, or 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 Parent (PLUS) Loans
6. Direct PLUS Loans
7. Federal Pell Grants for which a Return of Funds is required
8. Academic Competitiveness Grants for which a Return of Funds is required
9. National Smart Grants for which a return of funds is required
10. 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.)

Institutional Refund Calculation

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

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

WASHINGTON CANCELLATION AND REFUND POLICY

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

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

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

REQUIREMENTS FOR GRADUATION

A student must:

1. Successfully complete all courses in the program with a 2.0/70% grade average within the maximum time frame for completion as stated in the school catalog.
2. Successfully complete all externship hours (if applicable).
3. Meet any additional program specific requirements as stated in The School catalog.

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

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 is fixed and interest accrues at the time of disbursement. Repayment typically begins within 30 days after the loan has been fully disbursed.

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

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

ALTERNATIVE FINANCING OPTIONS

If your primary financing option does not fully cover your program costs, alternative financing options can help bridge that financial gap. Private loan programs and institutional payment plans 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.

INSTITUTIONAL PAYMENT PLANS

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

SCHOLARSHIPS

DREAM AWARD PROGRAM AND SCHOLARSHIPS

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

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

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

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

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

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

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

Imagine America Scholarships

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

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

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

Imagine America scholarship certificates are to be given to the Financial Aid Office prior to class commencement, are non transferable and cannot be exchanged for cash. Scholarship certificates will be accepted until the end of the year in which they are awarded.

"Careers That Work" Scholarship Program

Everest College participates, as a member, in the scholarship program "Careers that Work" offered through the Washington Federation of Private Career Schools and Colleges. Each high school is provided certificates for three \$1000 tuition scholarships, to be used at any school participating in the program. The program is designed to promote the vocational opportunities available to a high school graduate at a private career school.

STUDENT SERVICES

Everest College recognizes the importance of a strong system of support for students when they return to school and make the transition into a new career. Faculty, Directors and Registrars are available to discuss student progress or special needs. In an effort to assist our students in this process, Everest College offers the following student services.

CAREER SERVICES

The first priority of our Career Services Department is to place graduates in meaningful employment in the area of their training. The Career Services Department follows the student from admission into the College to 90 days after placement. Job development is an important element of placement; the Career Services Coordinator makes contact with potential employers to develop job leads and direct referrals to Everest graduates. The Career Services Department maintains records on graduates for communication purposes and provides accurate information to potential students and the public. The Career Services Department also works with employers to improve the training of our students and the working environment of the Massage, Spa Specialist and Fitness professions.

EMPLOYMENT OPPORTUNITIES

Graduates have a wide range of interests and use the skills they gain through the program to participate in diverse career paths. After graduation, many graduates open their own businesses or work with established organizations such as chiropractic or physical therapy clinics, hospitals, salons, spas, resorts, cruise ships, health clubs, fitness organizations or sports teams.

The College pledges to assist graduates, wherever reasonable, to secure employment; however, no guarantee of employment is made.

The following services are available:

- Job placement and job matching with employers.
- Consultations for graduates seeking self-employment, including:
 - Job search (resume, cover letter, proposal writing, etc.)
 - Marketing (business card and brochure development, interview and phone skills, client garnering and retention, etc.)
 - Business Management (insurance billing, bookkeeping, business plan development)

TUTORING

Study and Tutoring Labs

All students are encouraged to attend the Study/Tutoring Labs, which begin the first week of each module. Instructors and graduates of Everest College facilitate labs, using educational books, materials, videos, and skeletal models. This is an environment geared for group study, interactive learning, and one-on-one assistance.

Independent Tutoring

Group or individual tutoring is available from a pool of graduates and teaching assistants. Everest College does not guarantee that tutors will be available each module. A list of tutors is maintained at each campus. The student is responsible for scheduling the tutoring session directly with the tutor.

TEACHING ASSISTANTS

Everest College provides a continuing education program for advanced students and graduates who desire to learn teaching techniques. Students past their introductory modules may apply to become Teaching Assistants (TA's) for classes they have taken. Graduates may become TA's for any level of the program. They have the opportunity to assist during practical classes and conduct presentations under the supervision of the instructor. TA positions are volunteer opportunities to increase skills and knowledge in the field of massage and education. Massage Therapy Graduate Teaching Assistants may be eligible to receive a certificate worth up to eight hours of continuing education credit.

LOST AND FOUND

Any unclaimed items (such as sheets, oils, notebooks, etc.) will be taken to lost and found. Valuables, such as watches or jewelry, will be taken to the front reception desk. Students should write their name on all books, oil bottles, and notebooks. Items will be retained for a maximum of 30 days, after which they will be donated to charity or discarded.

PROGRAMS OFFERED BY LOCATION

Program	Fife	Seattle	Vancouver
Massage Therapy Program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Massage Therapy Spa Specialist	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Massage Therapy Sports Specialist		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Medical Insurance Billing and Coding	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Medical Assisting		<input checked="" type="checkbox"/>	

MEDICAL INSURANCE BILLING AND CODING

Credential	Clock Hours	Credit Units	Campuses	Version
Diploma	720	47	Seattle	2-0

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 necessary to prepare them for entry-level positions as medical insurance billers and coders in today's health care offices, clinics, and facilities. Students will study diagnostic and procedural terminology as it relates to the accurate completion of medical insurance claims. Utilizing a format of medical specialties, relevant terms will also be introduced and studied.

The Medical Insurance Billing and Coding Program is a 720 clock hour/47.0 credit unit course of study, consisting of seven individual learning units, called modules. Students are required to complete all modules, starting with Module MEDINTRO and continuing in any sequence until all seven modules have been completed. After the MEDINTRO Introductory Module is completed, the remaining six modules stand alone as units of study. If students do not complete any portion of one of these modules, the entire module must be repeated. Upon successful completion all modules, students participate in an externship. This consists of 160 clock hours of hands-on experience working either in a tutorial classroom setting called a practicum or in an outside facility in the field of medical insurance billing and coding.

Course Number	Course Title	Clock Hours	Credit Units
MEDINTRO	Introduction to Medical Terminology, Keyboarding, Word Processing, Basic Math, Insurance Coding, and Administrative Duties of Medical Personnel	80	6.0
MIBCL	Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Cardiovascular and Lymphatic Systems	80	6.0
MIBGU	Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Genitourinary System	80	6.0
MIBIE	Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Integumentary and Endocrine Systems, and Pathology	80	6.0
MIBMS	Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Musculoskeletal System	80	6.0
MIBRG	Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Respiratory and Gastrointestinal Systems	80	6.0
MIBSN	Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Sensory and Nervous Systems, and Psychology	80	6.0
MIBP	Practicum –OR–	160	5.0
MIBE	Externship		
PROGRAM TOTAL		720	47.0

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

6.0 Quarter Credit Hours

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 are covered 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: 40 Lab Hrs: 40 Other Hrs: 0

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

6.0 Quarter Credit Hours

This module presents a study of basic medical terminology focused on the cardiovascular system and the lymphatic system. A word-building systems approach is used to learn word parts for constructing or analyzing new terms. Emphasis is placed on spelling, definition, usage, and pronunciation. Abbreviations are introduced as related terms are presented within the module. A study of the human body's diseases and disorders, including signs, symptoms, etiology, diagnosis, and treatment, is accomplished following the modular subject areas. Students are provided exposure to computer software applications used in the health care environment, including medical billing software, Word and Excel. The major medical insurances and claims form processing is presented in an ongoing approach to build this skill set. It will include information on national and other common insurance plans as well as claim form completion and ICD and CPT coding. Problem solving and

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

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

6.0 Quarter Credit Hours

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

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

6.0 Quarter Credit Hours

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

Module MIBMS – Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural
Coding of the Musculoskeletal System

6.0 Quarter Credit Hours

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: 40 Lab Hrs: 40 Other Hrs: 0

Module MIBRG – Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Respiratory and Gastrointestinal Systems

6.0 Quarter Credit Hours

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: 40 Lab Hrs: 40 Other Hrs: 0

Module MIBSN – Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Sensory and Nervous Systems, and Psychology

6.0 Quarter Credit Hours

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: 40 Lab Hrs: 40 Other Hrs: 0

Once a student has completed all modules, he or she will be placed in his or her 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 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: 0 Lab Hrs: 0 Other Hrs: 160

MASSAGE THERAPY PROGRAMS

Educational Objectives

The objective of the Massage Therapy Programs is to prepare students to qualify for and take the National Certification Board for Therapeutic Massage and Bodywork's National Licensing Exam. Upon passing one of these exams, graduates are qualified to be licensed in Washington state. Students are also prepared to take the Oregon practical exam and become licensed in Oregon. Graduates are equipped to work in a variety of settings, including chiropractic clinics, spas, and self employment. For those who wish to specialize, we continue to offer the Clinical and Sports Massage fifth-term program (not available at all campuses). Graduates of all the Professional Licensing Programs receive a diploma from Everest College.

General Information

Career options for Licensed Massage Practitioners/Therapists (LMP/LMT) extend far beyond private practice. Increasingly, their skills are sought by rehabilitation clinics, chiropractic offices, spas and resorts, corporations, sports teams, and sponsors of sporting events.

Other areas of demand include athletic training facilities and gyms, hospitals, birthing centers, orthopedic clinics, residential care facilities for the elderly and disabled, and alternative and complementary health care clinics.

There are many different types of massage. Some are named for the way the hands work. Others, such as Swedish and Thai massage, are named for the country where the form was first developed or practiced. Specialist massage involves specific kinds of work suited to particular demands.

The Spa Specialist program offers the student extensive training in current spa techniques and aromatherapy. The Sports Massage Specialist focuses on the application of massage in the prevention and treatment of sports-related injuries.

Everest College is committed to teaching skills that enable practitioners to serve a wide variety of client needs. We teach a variety of specific skills for developing and running a successful massage practice.

A career in massage therapy offers the opportunity to help others, touch lives daily and become a positive part of people's health and well-being.

Everest College is committed to graduating students who possess the skills, knowledge, and professional integrity required to be successful massage therapists. As part of this commitment, all applicants who are seeking admission to massage therapy programs must undergo a criminal background screening prior to admission. Only criminal background screenings conducted through the school-approved agency will be accepted. The background screening shall include:

- 10 year auto address history check (except in States where limitations apply)
- 2 name searches (1 additional AKA)
- 1 social security trace - address trace report
- 1 statewide sex offender search (based on each reported address history)
- 1 OIG search (Medicare/Medicaid-related fraud)
- 1 Federal Search or 1 jurisdiction

An applicant shall not be admitted if the background screening identifies a conviction, pending case, or un-completed deferral/diversion for any crime related to the following offenses within the last ten (10) years:

- Assault
- Battery
- Abuse of any form
- Sexual crimes

An applicant may, with the approval of the Vice President of Curriculum (or designee) be admitted if the background screening identifies a conviction, pending case, or un-completed deferral/diversion for any other crime within the last ten (10) years. The School President (or designee) shall meet with all such applicants, advise them of the result of the criminal background screening, and give them the option to withdraw their application for admission to the program. This meeting shall be documented using the Notice and Acknowledgement of Criminal Background Screening Results.

Background check fees are charged and due at the time of enrollment.

MESSAGE THERAPY

Credential	Clock Hours	Credit Units	Length	Campuses	Version
Diploma	800	62.5	48 weeks	Fife, Seattle, Vancouver	

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 800-hour program consists of eight 6-week modules per twelve week term. Each student must successfully complete each twelve week course before moving on to the next set of 6 week modules. Included in this program are 100 hours of Anatomy and Physiology, 130 hours of kinesiology as well as introduction to principles and practices of massage therapy, massage fundamentals, massage and bodywork, pathology, business and success skills, and health and wellness. Upon the successful completion of this program, graduates will have received the education necessary to attain a career in one of the most engaging and exciting fields today. The graduate may work in an entry-level position as a Massage Therapist in a variety of health care facilities, including, but not limited to, a massage clinic, hospital, chiropractic office, nursing home, health club, spa, resort, or in private practice. Massage Therapists may be employed in urban, suburban, and rural areas.

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

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

MODULE	MODULE TITLE	LECTURE HOURS	LAB HOURS	OTHER HOURS	TOTAL CONTACT HOURS	QUARTER CREDIT UNITS
Modular Courses						
Module APK						
MTD 101	Anatomy & Physiology I	50	0	0	50	5.0
MTD 115	Introduction to Kinesiology	30	20	0	50	4.0
Module SWM						
MTD 106	Swedish Massage	50	50	0	100	7.5
MTD 102	HIV/AIDS Education Class hours part of Swedish Massage total hours	0	0	0	0	0
Module DTU						
MTD 215	Anatomy & Physiology of the Body Systems A	25	0	0	25	2.5
MTD 206	Kinesiology Upper Body	15	10	0	25	2.0
MTD 210	Deep Tissue for the Upper Body	30	20	0	50	4.0
Module DTL						
MTD 212	Anatomy & Physiology of the Body Systems B	25	0	0	25	2.5
MTD 203	Kinesiology Lower Body	15	10	0	25	2.0
MTD 217	Deep Tissue Lower Body	30	20	0	50	4.0
MTD 259A	CRP & First Aid - Class hours not part of total hours	10	0	0	0	0
Module ADU						
MTD 221	Clinic Lab I	0	30	0	30	1.5
MTD 236	Board Review	10	0	0	10	1.0
MTD 229	Upper Body Joint Dysfunction	10	5	0	15	1.25
MTD 231	Advanced Massage Techniques Upper Body	20	25	0	45	3.25
Module ADL						
MTD 224	Clinic Lab II	0	30	0	30	1.5
MTD 227	Board Review	10	0	0	10	1.0
MTD 238	Lower Body Joint Dysfunction	10	5	0	15	1.25
MTD 230	Advanced Massage Techniques Lower Body	20	25	0	45	3.25
Module ABM						
MTD 245A	Professional Development	25	0	0	25	2.5
MTD 251	Clinic Lab III student has the option to take Hospital Clinic III MTD 251(H), or Sports Clinic III MTD 251 (SP) for the same hourly and quarter credit value as Clinic Lab III	0	30	0	30	1.5
MTD 241	Eastern Theories	25	20	0	45	3.5
Module NRG						
MTD 247	Professional Development	15	0	0	15	1.5
MTD 253	Massage Law & Ethics	10	0	0	10	1.0
MTD 242	Clinic Lab IV student has option to take Hospital Clinic IV MTD 242(H), or Sports Clinic IV MTD 242(SP) for the same hourly and quarter credit value	0	30	0	30	1.5

	as Clinic Lab IV					
MTD 257	Energy Modalities and Non-Traditional Therapies	25	20	0	45	3.5
PROGRAM TOTAL:		410	390	0	800	62.50

MESSAGE THERAPY SPA SPECIALIST

Credential	Clock Hours	Credit Units	Length	Campuses	Version
Diploma	960	74.5	48 weeks	Fife, Seattle, Vancouver	

The Massage Therapy Spa Specialist 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 960-hour program consists of eight 6-week modules per twelve week term. Each student must successfully complete each twelve week course before moving on to the next set of 6-week modules. Included in this program are 100 hours of Anatomy and Physiology, 130 hours of kinesiology, 160 hours of aromatherapy and spa, as well as introduction to principles and practices of massage therapy, massage fundamentals, massage and bodywork, pathology, business and success skills, and health and wellness. Upon the successful completion of this program, graduates will have received the education necessary to attain a career in one of the most engaging and exciting fields today. The graduate may work in an entry-level position as a Massage Therapist Spa Specialist 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 Spa Specialist may be employed in urban, suburban, and rural areas.

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

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

MODULE	MODULE TITLE	LECTURE HOURS	LAB HOURS	OTHER HOURS	TOTAL CONTACT HOURS	QUARTER CREDIT UNITS
Modular Courses						
Module APK						
MTD 101	Anatomy & Physiology I	50	0	0	50	5.0
MTD 115	Introduction to Kinesiology	30	20	0	50	4.0
MTD 119	Spa Therapies I	10	10	0	20	1.5
Module SWM						
MTD 106	Swedish Massage	50	50	0	100	7.5
MTD 102	HIW/AIDS Class hours part of Swedish Massage total hours	0	0	0	0	0
MTD 120	Spa Therapies II	10	10	0	20	1.5
Module DTU						
MTD 215	Anatomy & Physiology of the Body Systems	25	0	0	25	2.5
MTD 206	Kinesiology Upper Body	15	10	0	25	2.0
MTD 210	Deep Tissue for the Upper Body	30	20	0	50	4.0
MTD 219	Spa Therapies III	10	10	0	20	1.5
Module DTL						
MTD 212	Anatomy & Physiology of the Body Systems	25	0	0	25	2.5
MTD 203	Kinesiology Lower Body	15	10	0	25	2.0
MTD 217	Deep Tissue of the Lower Body	30	20	0	50	4.0
MTD 259A	CRP & First Aid - Hours not part of total program hours	10	0	0	0	0
MTD 207	Spa Therapies IV	10	10	0	20	1.5
Module ADU						
MTD 221	Clinic Lab I	0	30	0	30	1.5
MTD 236	Board Review	10	0	0	10	1.0
MTD 229	Upper Body Joint Dysfunction	10	5	0	15	1.25
MTD 231	Advanced Massage Techniques Upper Body	20	25	0	45	3.25
MTD 234	Spa Therapies V	10	10	0	20	1.5
Module ADL						
MTD 224	Clinic Lab II	0	30	0	30	1.5
MTD 227	Board Review	10	0	0	10	1.0
MTD 238	Lower Body Joint Dysfunction	10	5	0	15	1.25
MTD 230	Advanced Massage Techniques Lower Body	20	25	0	45	3.25
MTD 240	Spa Therapies VI	10	10	0	20	1.5
Module ABM						
MTD 245 A	Professional Development	25	0	0	25	2.5
MTD 251	Clinic Lab III	0	30	0	30	1.5

	student has the option to take Hospital Clinic III MTD 251(H), or Sports Clinic III MTD 251 (SP) for the same hourly and quarter credit value as Clinic Lab III					
MTD 241	Eastern Theories	25	20	0	45	3.5
MTD 255	Spa Therapies VII	10	10	0	20	1.5
Module NRG						
MTD 247	Professional Development	15	0	0	15	1.5
MTD 253	Massage Law & Ethics	10	0	0	10	1.0
MTD 242	Clinic Lab IV student has option to take Hospital Clinic IV MTD 242(H), or Sports Clinic IV MTD 242(SP) for the same hourly and quarter credit value as Clinic Lab IV	0	30	0	30	1.5
MTD 257	Energy Modalities and Non- Traditional Therapies	25	20	0	45	3.5
MTD 248	Spa Therapies VIII	10	10	0	20	1.5
PROGRAM TOTAL:		580	430	0	960	74.5

MESSAGE THERAPY SPORTS SPECIALIST

Credential	Clock Hours	Credit Units	Length	Campuses	Version
Diploma	1000	78	60 weeks	Seattle, Vancouver	

The Massage Therapy Sports Specialist 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 1000-hour program consists of ten 6-week modules per twelve week term. Each student must successfully complete each twelve week course before moving on to the next set of 6-week modules. Included in this program are 100 hours of Anatomy and Physiology, 130 hours of kinesiology as well as introduction to principles and practices of massage therapy, massage fundamentals, massage and bodywork, pathology, business and success skills, and health and wellness. Upon the successful completion of this program, graduates will have received the education necessary to attain a career in one of the most engaging and exciting fields today. The graduate may work in an entry-level position as a Sports Specialist 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. Sports Specialist may be employed in urban, suburban, and rural areas.

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

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

MODULE	MODULE TITLE	LECTURE HOURS	LAB HOURS	OTHER HOURS	TOTAL CONTACT HOURS	QUARTER CREDIT UNITS
Modular Courses						
Module APK						
MTD 101	Anatomy & Physiology I	50	0	0	50	5.0
MTD 115	Introduction to Kinesiology	30	20	0	50	4.0
Module SWM						
MTD 106	Swedish Massage	50	50	0	100	7.5
MTD 102	HIV/AIDS Class hours part of Swedish Massage total hours	4.5	0	0	0	0
Module DTU						
MTD 215	Anatomy & Physiology of the Body Systems	25	0	0	25	2.5
MTD 206	Kinesiology Upper Body	15	10	0	25	2.0
MTD 210	Deep Tissue for the Upper Body	30	20	0	50	4.0
Module DTL						
MTD 212	Anatomy & Physiology of the Body Systems	25	0	0	25	2.5
MTD 203	Kinesiology Lower Body	15	10	0	25	2.0
MTD 217	Deep Tissue of the Lower Body	30	20	0	50	4.0
MTD 259 A	CRP & First Aid - Class hours not part of total hours	10	0	0	0	0
Module ADU						
MTD 221	Clinic Lab I	0	30	0	30	1.5
MTD 236	Board Review	10	0	0	10	1.0
MTD 229	Upper Body Joint Dysfunction	10	5	0	15	1.25
MTD 231	Advanced Massage Techniques Upper Body	20	25	0	45	3.25
Module ADL						
MTD 224	Clinic Lab II	0	30	0	30	1.5
MTD 227	Board Review	10	0	0	10	1.0
MTD 238	Lower Body Joint Dysfunction	10	5	0	15	1.25
MTD 230	Advanced Massage Techniques Lower Body	20	25	0	45	3.25
Module ABM						
MTD 245 A	Professional Development	25	0	0	25	2.5
MTD 251	Clinic Lab III student has the option to take Hospital Clinic III MTD 251(H), or Sports Clinic III MTD 251 (SP) for the same hourly and quarter credit value as Clinic Lab III	0	30	0	30	1.5
MTD 241	Eastern Theories	25	20	0	45	3.5
Module NRG						
MTD 247	Professional Development	15	0	0	15	1.5
MTD 253	Massage Law & Ethics	10	0	0	10	1.0
MTD 242	Clinic Lab IV student has option to take Hospital Clinic IV MTD 242(H), or Sports Clinic IV MTD 242(SP) for the same hourly and quarter	0	30	0	30	1.5

	credit value as Clinic Lab IV					
MTD 257	Energy Modalities and Non-Traditional Therapies	25	20	0	45	3.5
Module APP						
MTD 279	Sports Injury	40	0		40	4.0
MTD 261 A	Theory and Application of Exercise and Athletic Performance	20	10	0	30	2.5
MTD 274 A	Clinic/Events (A)	0	30	0	30	1.5
Module ATH						
MTD 272	Sports Theory and Application	50	20	0	70	6.0
MTD 265 A	Clinic/Events (B)	0	30	0	30	1.5
PROGRAM TOTAL:		560	440	0	1000	78.00

MASSAGE THERAPY COURSE DESCRIPTIONS

<p>MTD 101 Anatomy and Physiology I Course Description: This course is designed to prepare the student for future course work in further anatomy and physiology modules presented later on in the program. The topics covered in this course are general orientation to anatomy and physiology, characteristics of life, organization of body structure, mechanisms of health and disease, pain and stress management, medical terminology, central and peripheral nervous system basics and pathologies, the five senses, skeletal system physiology and pathologies, joint overview and pathologies, and muscle structure and function along with muscular pathologies. Prerequisite: None. Lecture Hours: 50.0 Lab Hours: 0.0 Other Hours: 0.0.</p>	<p>5.0 Quarter Credit Hours</p>
<p>MTD 102 HIV/AIDS Education This course is part of the total hours and credits of the Swedish massage module but is indicated separately on the student transcript. This four and half hour course covers - etiology, epidemiology of HIV, transmission and infection control, clinical manifestations, legal and ethical issues. This class is required to graduate. Prerequisite: None. Lecture Hours: 0.0 Lab Hours: 0.0 Other Hours: 0.0</p>	
<p>MTD 106 Swedish Massage Course Description: This course is designed to prepare the student for future course work in more advanced modalities presented later on in the program. The topics covered in this course are Joint Classification, Range of Motion, Western Theory & History, the Benefits of Massage Therapy on the Body Systems, Classification of Massage Movements, Draping Procedures, The Client Consultation, Procedures for a Complete Body Massage, Body Mechanics, Basic SOAP charting techniques, Pregnancy and Labor Massage, and Indications/Contraindications for Massage Therapy. Prerequisite: None. Lecture Hours: 50.0 Lab Hours: 50.0 Other Hours: 0.0.</p>	<p>7.5 Quarter Credit Hours</p>
<p>MTD 115 Introduction to Kinesiology Course Description: This course is designed to prepare the student for future course work in more advanced modalities presented later on in the program. The topics covered in this course are joint classification and directional terms, range of motion at joints and assessment of the ranges of motion, structure of the skeletal system, characteristics and functions of the muscular system, and muscles involved in the movement of the main joints in the body. Prerequisite: None. Lecture Hours: 30.0 Lab Hours: 20.0 Other Hours: 0.0.</p>	<p>4.0 Quarter Credit Hours</p>
<p>MTD 203 Kinesiology Lower Body Course Description: This course is designed to prepare the student for future course work in more advanced modalities presented later on in the program. The topics covered in this course are muscle attachments (origins and insertions) for the lower body region. Students will learn the attachments of the muscles at each joint in lower body including muscles of the coxal region, knee, and ankle. Students will also gain proficiency in palpating these muscles and review the application of range of motion studies for these areas. Prerequisite: MTD 115. Lecture Hours: 15.0 Lab Hours: 10.0 Other Hours: 0.0</p>	<p>2.0 Quarter Credit Hours</p>
<p>MTD 206 Kinesiology Upper Body Course Description: This course is designed to prepare the student for future course work in more advanced modalities presented later on in the program. The topics covered in this course are muscle attachments (origins and insertions) for the upper body region. Students will learn the attachments of the muscles in the head, neck, trunk, shoulder girdle, forearm and wrist. Students will also gain proficiency in palpating these muscles and review the application of range of motion studies for these areas. Prerequisite: MTD 115. Lecture Hours: 15.0 Lab Hours: 10.0 Other Hours: 0.0.</p>	<p>2.0 Quarter Credit Hours</p>
<p>MTD 210 Deep Tissue Upper Body Course Description: This module is designed to provide the students with an understanding of myofascial and deep tissue techniques. These techniques will be incorporated into a Swedish massage to better address individual client needs. Students will use basic assessment skills to identify muscular holding patterns and develop treatment plans. The indications and contraindications of these techniques will be discussed as will specific sites of caution for deep tissue. Prerequisite: MTD106. Lecture Hours: 30.0 Lab Hours: 20.0 Other Hours: 0.0.</p>	<p>4.0 Quarter Credit Hours</p>
<p>MTD 212 Anatomy and Physiology Systems of the Body B Course Description: This course is designed to follow Anatomy and Physiology I. The topics covered in this course are the immune system, respiratory system, digestive system, urinary system, and reproductive system. Healthy anatomy and physiology of these systems will be discussed, as well as pathologies that affect each system. Prerequisite: MTD101. Lecture Hours: 25.0 Lab Hours: 0.0 Other Hours: 0.0.</p>	<p>2.5 Quarter Credit Hours</p>
<p>MTD 215 Anatomy and Physiology Systems of the Body A Course Description: This course is designed to follow Anatomy and Physiology I. The topics covered in this course are the endocrine system, the integumentary system, the cardiovascular system, and the lymphatic system. Healthy anatomy and physiology of these systems will be discussed, as well as pathologies that affect each system. Prerequisite: MTD 101 Lecture Hours: 25.0 Lab Hours: 00.0 Other Hours: 0.0.</p>	<p>2.5 Quarter Credit Hours</p>
<p>MTD 217 Deep Tissue for the Lower Body Course Description: This module is designed to provide the students with an understanding of myofascial and deep tissue techniques. These techniques will be incorporated into a Swedish massage to better address individual client needs. Students will use basic assessment skills to identify muscular holding patterns and develop treatment plans. The indications and contraindications of these techniques will be discussed as will specific sites of caution for deep tissue. Prerequisite: MTD106. Lecture Hours: 30.0 Lab Hours: 20.0 Other Hours: 0.0.</p>	<p>4.0 Quarter Credit Hours</p>
<p>MTD 221 Clinic Lab I Course Description: This course is designed to provide the student with a realistic hands-on view and experience of working in the field by participating in a real massage therapy clinic. The clinic provides the students an opportunity to enhance skills learned and practiced from instruction. This course is a continuation of supervised clinical practice integrating the principles of Swedish massage, chair massage and adjunctive therapeutic modalities. Students are afforded the opportunity to practice their massage and evaluation skills on a diverse group of subjects. Prerequisite: MTD106, MTD210 & MTD217. Lecture Hours: 0.0 Lab Hours: 30.0 Other Hours: 0.0.</p>	<p>1.5 Quarter Credit Hours</p>
<p>MTD 224 Clinic II Course Description: This course is designed to provide the student with a realistic hands-on view and experience of working in the field by participating in a real massage therapy clinic or mock clinic environment. The clinic provides the students an opportunity to enhance skills learned and practiced from instruction. This course is a continuation of supervised clinical practice integrating the principles of Swedish massage, chair massage and adjunctive therapeutic modalities. Students are afforded the opportunity to practice their massage and evaluation skills on a diverse group of subjects. Prerequisite: MTD106, MTD210 & MTD217. Lecture Hours: 0.0 Lab Hours: 30.0 Other Hours: 0.0.</p>	<p>1.5 Quarter Credit Hours</p>
<p>MTD 227 Board Review Course Description: This course is designed to prepare students for the National Certification Examination (NCE) and meet State licensing requirements. This class covers review of anatomy and physiology material. Prerequisite: MTD101, MTD115, MTD106, MTD215, MTD206, MTD210, MTD212, MTD203, MTD217. Lecture Hours: 10.0 Lab Hours: 0.0 Other Hours: 0.0.</p>	<p>1.0 Quarter Credit Hours</p>
<p>MTD 229 Upper Body Joint Dysfunction Course Description: This course is designed to prepare the students to work with clients with various injuries and/or pathologies. This class covers in depth review of the neck, spine, upper extremity -joints, their structure and function and associated pathologies. Prerequisite: MTD 101, MTD 115, MTD 203, MTD 206, MTD 212, MTD 215, MTD 106, MTD210, MTD217. Lecture Hours: 20.0 Lab Hours: 25.0 Other Hours: 0.0.</p>	<p>1.25 Quarter Credit Hours</p>

MTD 230 Advanced Massage Techniques Lower Body Course Description: This course prepares the student to effectively recognize the stages of inflammation, and treat pathologies in the lower body according to the stages of inflammation. Incorporating advanced techniques such as Neuromuscular Therapy, Muscle Energy Technique, and Trigger Point Therapy. Prerequisite: MTD 101, MTD 115, MTD 203, MTD 206, MTD 212, MTD 215, MTD 106, MTD210, MTD217. Lecture Hours: 20.0 Lab Hours: 25.0 Other Hours: 0.0.	3.25 Quarter Credit Hours
MTD 231 Advanced Massage Techniques Upper Body Course Description: This course prepares the student to effectively recognize the stages of inflammation, and treat pathologies in the upper body according to the stages of inflammation. Incorporating advanced techniques such as Neuromuscular Therapy, Muscle Energy Technique, and Trigger Point Therapy. Prerequisite: MTD 101, MTD 115, MTD 203, MTD 206, MTD 212, MTD 215, MTD 106, MTD210, MTD217. Lecture Hours: 20.0 Lab Hours: 25.0 Other Hours: 0.0.	3.25 Quarter Credit Hours
MTD 236 Board Review Course Descriptions: This course is designed to prepare students for the National Certification Examination (NCE) and meet State licensing requirements. This class covers review of material related to massage. Prerequisite: MTD101, MTD115, MTD106, MTD215, MTD206, MTD210, MTD212, MTD203, MTD217. Lecture Hours: 10.0 Lab Hours: 0.0 Other Hours: 0.0.	1.0 Quarter Credit Hours
MTD 238 Lower Body Joint Dysfunction Course Description: This course is designed to prepare the students to work with clients with various injuries and/or pathologies. This class covers in depth review of the lower extremity joints, their structure and function as well as associated pathologies. Prerequisite: MTD 101, MTD 115, MTD 203, MTD 206, MTD 212, MTD 215, MTD 106, MTD210, MTD217. Lecture Hours: 20.0 Lab Hours: 25.0 Other Hours: 0.0.	1.25 Quarter Credit Hours
MTD 241 Eastern Theories Course Description: This course is designed to provide the student with the understanding and knowledge of Eastern theory and practice as used within different styles of Asian bodywork including shiatsu, acupressure, and Tui Na. Students will also learn how to integrate approaches from both eastern and western philosophies. Prerequisite: MTD 203, MTD 206, MTD210, MTD 212, MTD 215, MTD 217, MTD 221, MTD 224, MTD 227, MTD 229, MTD 230, MTD 231, MTD 236, MTD 238. Lecture Hours: 25.0 Lab Hours: 20.0 Other Hours: 0.0.	3.5 Quarter Credit Hours
MTD 242 Clinic IV Course Description: This course is designed to provide the student with a realistic hands-on experience of working in the field by participating in a massage therapy clinic or mock clinic environment. The clinic provides the students an opportunity to enhance skills learned and practiced from instruction. This course is a continuation of supervised clinical practice integrating the principles of Swedish massage, chair massage and adjunctive therapeutic modalities. Students are afforded the opportunity to practice their massage and evaluation skills on a diverse group of subjects. Students have the option of taking Clinical Lab IV, Massage Therapy Sports Clinic IV MTD 242(SP), or Massage Therapy Hospital Clinic IV MTD 242(H) for the same hourly or Quarter Credit as Clinic Lab IV. Prerequisite: MTD 106, MTD 210, MTD 217, MTD 221 & MTD 224. Lecture Hours: 0.0 Lab Hours: 30.0 Other Hours: 0.0.	1.5 Quarter Credit Hours
MTD 242(H) Massage Therapy Hospital Clinic Lab IV Course Description: This course is designed to provide the student with a realistic hands-on experience of working in the field by participating in a massage therapy hospital setting. The clinic provides the students an opportunity to enhance skills learned and practiced from instruction. This course is a continuation of supervised clinical practice integrating the principles of Swedish massage, chair massage and adjunctive therapeutic modalities. Students are afforded the opportunity to practice their massage and evaluation skills on a diverse group of subjects. Prerequisite: MTD 106, MTD 210, MTD 217, MTD 221, MTD 224. Lecture Hours: 0.0 Lab Hours: 30.0 Other Hours: 0.0	1.5 Quarter Credit Hours
MTD 242(SP) Massage Therapy Sports Clinic Lab IV Course Description: This course is designed to provide the student with a realistic hands-on experience of working in the field by participating in a sports massage therapy clinic or mock sports massage clinic environment. The clinic provides the students an opportunity to enhance skills learned and practiced from instruction. This course is a continuation of supervised clinical practice integrating the principles of Swedish massage, chair massage and adjunctive therapeutic modalities. Students are afforded the opportunity to practice their massage and evaluation skills on a diverse group of subjects. Prerequisite: MTD 106, MTD 210, MTD 217, MTD 221, MTD 224. Lecture Hours: 0.0 Lab Hours: 30.0 Other Hours: 0.0	1.5 Quarter Credit Hours
MTD 245 A Professional Development Course Description: This course is designed to prepare the student for employment in the field of massage. This course discusses types of resumes, employment goals, personal marketing materials, licensing and continuing education. Prerequisite: MTD106, MTD210, MTD217, MTD231, MTD230. Lecture Hours: 25.0 Lab Hours: 0.0 Other Hours: 0.0.	2.5 Quarter Credit Hours
MTD 247 Professional Development Course Description: This course is designed to prepare the student for a massage business and self employment. This course covers business planning, marketing, basics of insurance billing, basics of book keeping, basics for record keeping and taxes. This course also discusses the issues of private and group practices. Prerequisite: MTD 106, MTD 210, MTD 217, MTD 231, MTD230. Lecture Hours: 15.0 Lab Hours: 0.0 Other Hours: 0.0.	1.5 Quarter Credit Hours
MTD 251 Clinic III Course Description: This course is designed to provide the student with a realistic hands-on experience of working in the field by participating in a massage therapy clinic or mock clinic environment. The clinic provides the students an opportunity to enhance skills learned and practiced from instruction. This course is a continuation of supervised clinical practice integrating the principles of Swedish massage, chair massage and adjunctive therapeutic modalities. Students are afforded the opportunity to practice their massage and evaluation skills on a diverse group of subjects. Students have the option of taking Clinical Lab III, Massage Therapy Sports Clinic III MTD 251(SP), or Massage Therapy Hospital Clinic III MTD 251(H) for the same hourly or Quarter Credit as Clinic Lab III. Prerequisite: MTD 106, MTD 210, MTD 217, MTD 221 & MTD 224. Lecture Hours: 0.0 Lab Hours: 30.0 Other Hours: 0.0.	1.5 Quarter Credit Hours
MTD 251(H) Hospital Clinic III Course Description: This course is designed to provide the student with a realistic hands-on experience of working in the field by participating in a massage therapy hospital setting. The clinic provides the students an opportunity to enhance skills learned and practiced from instruction. This course is a continuation of supervised clinical practice integrating the principles of Swedish massage, chair massage and adjunctive therapeutic modalities. Students are afforded the opportunity to practice their massage and evaluation skills on a diverse group of subjects. Prerequisite: MTD 106, MTD210, MTD 217, MTD 221, MTD 224. Lecture Hours: 0.0 Lab Hours: 30.0 Other Hours: 0.0	1.5 Quarter Credit Hours
MTD 251(SP) Sports Clinic III Course Description: This course is designed to provide the student with a realistic hands-on experience of working in the field by participating in a sports massage therapy clinic or mock sports massage clinic environment. The clinic provides the students an opportunity to enhance skills learned and practiced from instruction. This course is a continuation of supervised clinical practice integrating the principles of Swedish massage, chair massage and adjunctive therapeutic modalities. Students are afforded the opportunity to practice their massage and evaluation skills on a diverse group of subjects. Prerequisite: MTD 106, MTD 210, MTD 217, MTD 221, MTD 224. Lecture Hours: 0.0 Lab Hours: 30.0 Other Hours: 0.0	1.5 Quarter Credit Hours
MTD 253 Massage Law and Ethics Course Description: This course is designed to give students an understanding of state law guidelines and explore ethical questions related to massage therapy. Prerequisite: None. Lecture Hours: 10.0 Lab Hours: 0.0 Other Hours: 0.0.	1.0 Quarter Credit Hours
MTD 257 Energy Modalities Course Description: This module is designed to provide the student with the theory and hands-on skills involved in introducing fundamental energy based modalities including polarity, and beginning Reiki hand placements. The student will also be introduced to Reflexology and beginning Craniosacral work. Students will also learn integrated energy techniques, and relaxation techniques to develop treatment plan for chronic conditions. Prerequisite: MTD 215, MTD 206, MTD 212, MTD 210, MTD 217, MTD 203, MTD 221, MTD 236, MTD 229, MTD 230, MTD 231, MTD 224, MTD 227, MTD 238. Lecture Hours: 25.0 Lab Hours: 20.0 Other Hours: 0.0.	3.5 Quarter Credit Hours

MTD 259 A CPR & First Aid	
This class is a required workshop that student must attend if they do not have current certification. This class covers CPR procedures and basic first aid. Student receive a CPR/FIRST AID certification after completion. Valid CPR First AID certification is required in order to graduate the Massage therapy programs. Prerequisite: None. Lecture Hours: 0.0 Lab Hours: 0.0 Other Hours: 0.0	
The following courses are required for the Massage Therapy Spa Specialist Program:	
MTD 119 Spa Therapies I	1.5 Quarter Credit Hours
Course Description: This course is designed to provide foundation knowledge and skills for massage students in the area of spa therapies. Theory topics include sanitation protocol, documentation of spa treatments, contraindications to spa products and an introduction to aromatherapy. Practical activities include spa draping methods, client positioning for spa product application, product application techniques, enhancers for massage and spa product removal techniques. Students learn about exfoliation treatments like dry skin brushing, loofah scrubs and the full body polish. Students learn buff and bronze technique. Prerequisite: None Lecture hours: 10 Lab Hours: 10	
MTD 120 Spa Therapies II	1.5 Quarter Credit Hours
Course Description: This course is designed to provide foundation knowledge and skills for massage students in the area of spa therapies. Theory topics include sanitation protocol, documentation of spa treatments, contraindications to spa products and an introduction to aromatherapy. Practical activities include spa draping methods, client positioning for spa product application, product application techniques, enhancers for massage and spa product removal techniques. Students learn exfoliations techniques such as sugar and salt glow. Prerequisite: MTD 119 Lecture hours: 10 Lab Hours: 10	
MTD 207 Spa Therapies IV	1.5 Quarter Credit Hours
Course Description: Participants learn techniques for body wrapping including the hot sheet wrap procedure and cocoon procedure. These techniques allow students to mix and match different skills to create a variety of body wraps. Thalassotherapy and water therapies are explored to enhance the students understanding of hydrotherapy and healing with products from the sea. Keys for landing that first spa job are discussed in Spa Business I. Prerequisite: MTD 119 Lecture hours: 10 Lab Hours: 10	
MTD 219 Spa Therapies III	1.5 Quarter Credit Hours
Course Description: This course is designed to provide foundation knowledge and skills in aromatherapy. These skills are integrated with massage and spa skills in upcoming modules. Topics include the characteristics of essential oils, safety protocols, the physiological and psychological effects of essential oils, blending techniques and the aromatherapy massage session. Aromatherapy is integrated with more advanced spa and massage skills in this course. Prerequisite: MTD 119 Lecture hours: 10 Lab Hours: 10	
MTD 234 Spa Therapies V	1.5 Quarter Credit Hours
Course Description: Unique treatment products are the focus of this module that teaches students advanced spa skills. Students develop their knowledge of fango therapy (the use of mud, clay and peat for healing) and learn to differentiate between different types of fango products. The elements of a spa foot treatment are explored including soaking, exfoliation, reflexology and the application of a treatment product to the feet. The knowledge learned in this module will allow the graduate to create a foot spa menu and incorporate reflexology with massage techniques. Prerequisite: MTD 119 Lecture hours: 10 Lab Hours: 10	
MTD 240 Spa Therapies VI	1.5 Quarter Credit Hours
Course Description: Hot stone massage is a popular service at massage clinics and spas across the country. Spa Therapies VI teaches students how to deliver hot stone massage in a safe and effective manner. The program ends with a comprehensive spa exam and with an evaluation of the program and instructors. Prerequisite: MTD 119, MTD 120. Lecture hours: 10 Lab Hours: 10	
MTD 248 Spa Therapies VIII	1.5 Quarter Credit Hours
Course Description: This course teaches students how to design original spa treatments, develop a spa program, write a spa menu and define a spa philosophy. Students are divided into two teams and create their own spa concept. They design all of the treatments, prepare a spa menu and deliver their treatment to friends, staff and family members. This is a one-of-a-kind experience that prepares graduates for the realities of adding spa treatments to their private practice. Prerequisite: MTD 119 Lecture hours: 10 Lab Hours: 10	
MTD 255 Spa Therapies VII	1.5 Quarter Credit Hours
Course Description: Ayurveda is the 5000-year-old healing system of India. Included in ayurvedic practices are a number of external body treatments that include massage and spa-like techniques. This course teaches students core concepts in ayurveda that inform the delivery of external body treatments. Students give and receive Indian head massage, abhyanga, shirodhara and udvartana. Prerequisite: MTD 119 Lecture hours: 10 Lab Hours: 10	
The following courses are required for the Massage Therapy Sports Specialist Program:	
MTD 261 A Theory and Application of Exercise and Athletic Performance	2.5 Quarter Credit Hours
Course Description: This course is designed to prepare the student to effectively work with the sport, fitness, and physical rehabilitation population, including anatomy and physiology, kinesiology, theory and application of massage. Students will have the opportunity to work with athletes in the field of sports. Prerequisite: please see syllabus Lecture Hours: 30.0 Lab Hours: 0.0 Other Hours: 0.0	
MTD 265 A Clinic/Events (B)	1.5 Quarter Credit Hours
Course Description: This course is designed to provide the student with a realistic hands-on view and experience of working in the field by participating in a real sports massage therapy clinic or at sporting events. The clinic provides the students an opportunity to enhance skills learned and practiced from instruction. This course is a continuation of supervised clinical practice integrating the principles of Swedish massage, chair massage and adjunctive therapeutic modalities. Students are afforded the opportunity to practice their massage and evaluation skills on a diverse group of subjects. Prerequisite: please see syllabus Lecture Hours: 0.0 Lab Hours: 0.0 Other Hours: 30.0	
MTD 272 A Sports Theory and Application	6.0 Quarter Credit Hours
Course Description: This course is designed to prepare the student to effectively work with the sport, fitness, and physical rehabilitation population, including anatomy and physiology, kinesiology, theory and application of massage. Students will have the opportunity to work with athletes in the field of sports. Prerequisite: please see syllabus Lecture Hours: 50.0 Lab Hours: 20.0 Other Hours: 0.0	
MTD 274 Clinic/Events (A)	1.5 Quarter Credit Hours
Course Description: This course is designed to provide the student with a realistic hands-on view and experience of working in the field by participating in a real sports massage therapy clinic or at sporting events. The clinic provides the students an opportunity to enhance skills learned and practiced from instruction. This course is a continuation of supervised clinical practice integrating the principles of Swedish massage, chair massage and adjunctive therapeutic modalities. Students are afforded the opportunity to practice their massage and evaluation skills on a diverse group of subjects. Prerequisite: please see syllabus Lecture Hours: 0.0 Lab Hours: 0.0 Other Hours: 30.0	
MTD 279 Sports Injury	4.0 Quarter Credit Hours
Course Description: This course is designed to prepare the student to effectively work with the sport, fitness, and physical rehabilitation population, including anatomy and physiology, kinesiology, theory and application of massage. Students will have the opportunity to work with athletes in the field of sports. Prerequisite: please see syllabus Lecture Hours: 40.0 Lab Hours: 0.0 Other Hours: 0.0	

MEDICAL ASSISTING

Credential	Clock Hours	Credit Units	Length	Campuses	Version
Diploma	720	47	8 months	Seattle	1-2

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

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

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

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 these 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 terminology and ICD-9 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	Module Title	Clock Hours	Credit Units
Module A	Patient Care and Communication	80	6.0
Module B	Clinical Assisting and Pharmacology	80	6.0
Module C	Medical Insurance, Bookkeeping and Health Sciences	80	6.0
Module D	Cardiopulmonary and Electrocardiography	80	6.0
Module E	Laboratory Procedures	80	6.0
Module F	Endocrinology and Reproduction	80	6.0
Module G	Medical Law, Ethics, and Psychology	80	6.0
Module X	Externship	160	5.0
	Program Total	720	47.0

Module A: Patient Care and Communication

6 quarter credit hours

Module A emphasizes patient care, including examinations and procedures related to the eyes and ears, the nervous system, and the integumentary system. Students will have an opportunity to work with and review patient charts and perform front office skills related to records management, appointment scheduling, and bookkeeping. Students gain an understanding of the importance of communication (verbal and nonverbal) when working with patients both on the phone and in person. Students develop an understanding of basic anatomy and physiology of the special senses (eyes and ears), nervous and integumentary system, 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.

Prerequisites: None. Lec Hrs: 040, Lab Hrs: 040, Other Hrs: 000

<p>Module B: Clinical Assisting and Pharmacology</p> <p>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. Prerequisites: None. Lec Hrs: 040, Lab Hrs: 040, Other Hrs: 000</p>	<p>6 quarter credit hours</p>
<p>Module C: Medical Insurance, Bookkeeping and Health Sciences</p> <p>Module C introduces students to the health care environment and office emergencies and first aid, with an emphasis on bandaging techniques for wounds and injuries. Students study medical insurance, billing and coding, bookkeeping procedures, accounts payable and receivable, financial management, banking, and check writing procedures that are essential to the successful operation of the medical office. Students develop an understanding of good health nutrition and weight control and strategies in promoting good health in patients. Students gain an understanding of basic anatomy and physiology of the digestive system, common diseases and disorders, and medical terminology related to this system. Students study essential medical terminology, build on their keyboarding and word processing skills, and become familiar with the self-directed job search process by developing career networking techniques that will assist them in being successful in the medical field. Prerequisites: None. Lec Hrs: 040, Lab Hrs: 040, Other Hrs: 000</p>	<p>6 quarter credit hours</p>
<p>Module D: Cardiopulmonary and Electrocardiography</p> <p>Module D examines the circulatory and respiratory systems, including the structure and function of the heart and lungs, and diseases, disorders, and diagnostic tests associated with these systems. Students learn about the electrical pathways of the heart muscle in preparation for applying electrocardiography (ECG or EKG) leads and recording a 12-lead electrocardiogram. A cardiopulmonary resuscitation (CPR) course is taught with 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.</p>	<p>6 quarter credit hours</p>
<p>Module E: Laboratory Procedures</p> <p>Module E introduces microbiology and laboratory procedures commonly performed in a physician's office or medical clinic. Students learn specimen identification, collection, handling and transportation procedures, and practice venipuncture and routine diagnostic hematology. Maintenance and care of laboratory equipment and supplies are discussed. Students gain knowledge in radiology and nuclear medicine and become familiar with various radiological examinations and the patient preparation for these exams. Anatomy and physiology of the urinary system, 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. Prerequisites: None. Lec Hrs: 040, Lab Hrs: 040, Other Hrs: 000</p>	<p>6 quarter credit hours</p>
<p>Module F: Endocrinology and Reproduction</p> <p>Module F covers general anatomy and physiology, including an overview of the study of biology and the various body structures and systems. This module also identifies and examines the basic structural components and functions of the skeletal, endocrine, and reproductive systems. Students learn about child growth and development, and how hereditary, cultural, and 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. Prerequisites: None. Lec Hrs: 040, Lab Hrs: 040, Other Hrs: 000</p>	<p>6 quarter credit hours</p>
<p>Module G: Medical Law, Ethics and Psychology</p> <p>Module G covers the history and science of the medical field, as well as the medical assisting profession and how it fits into the big picture. Students gain an understanding of concepts related to patient reception in the medical office and preparing for the day. Students become familiar with that 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 their keyboarding and word processing skills, and become familiar with the self-directed job search process by learning how to dress for success. Prerequisites: None. Lec Hrs: 040, Lab Hrs: 040, Other Hrs: 000</p>	<p>6 quarter credit hours</p>
<p>Module X: Medical Assisting Externship</p> <p>Upon successful completion of Modules A through G, Medical Assisting students participate in a 160 hour externship at an approved facility. The externship provides the student an opportunity to apply principles and practices learned in the program and utilize entry level Medical Assisting skills in working with patients. Medical assisting externs work under the direct supervision of qualified personnel at the participating externship sites, and under general supervision of the school staff. Externs are evaluated by supervisory personnel at the site at 80- and 160-hour intervals. Completed evaluation forms are placed in the students' permanent records. Students must successfully complete their externship experience in order to fulfill requirements for graduation. Prerequisites: Completion of Modules A-G. Lec Hrs: 000 Lab Hrs: 000 Other Hrs: 160</p>	<p>5 quarter credit hours</p>

Medical Assisting
 Day Schedule – Five Day Week
 8:00 – 12:00 PM
 (Monday through Friday)
 Seattle
 2009

Start Dates	End Dates
5/21/2009	6/19/2009
6/22/2009	7/20/2009
7/21/2009	8/17/2009
8/18/2009	9/15/2009
9/16/2009	10/13/2009
10/14/2009	11/10/2009
11/11/2009	12/8/2009

Program	Program Length	Credit Units	Tuition	Books and Equipment (estimated)	Total Tuition
Massage Therapy *	12 Months	62.5	\$13,448	\$1350.00	\$14,836
Massage Therapy Spa Specialist **, **	12 Months	74.5	\$16,004	\$1445.00	\$18,287
Massage Therapy Sport Specialist *	14 Months	78	\$17,988	\$1397.00	\$19,433
Medical Assisting***	8 Months	47	\$12,300	\$1,183.00	\$13,483
Medical Insurance Billing and Coding***	8 Months	47	\$10,300	\$1814.00	\$12,114
Effective May 1, 2009					
*For programs requiring a background check, \$38 has been added to total tuition charge.					
** Massage Therapy Spa Specialist - total tuition includes \$800 lab fee which shows as a separate tuition charge on ledger					
***Seattle campus only					

TERMINOLOGY

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

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

Course - A course is a unit of academic study. A prescribed set of courses constitutes a program of study. Courses are listed by number and title in the catalog.

Full-time student - A student registered for at least six (6) quarter credit units per mini-term and at least (12) quarter credit units per regular term.

Mini-Term - A six (6) week academic term during which students take a reduced course load on a more intensive schedule.

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

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

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

Probationary Status - Conditional status that refers to students who are being monitored for failure to meet academic and/or attendance standards, conduct regulations, or financial aid requirements.

Program of Study or Major - A total set of course requirements that must be met to earn a diploma or degree. Programs of study are listed under the programs section of the catalog.

Quarter-Credit Hour - Medical Billing, Dental Assisting, Pharmacy Technician programs - Everest College uses the quarter-credit hour practice for calculating academic credit for all courses. One clock hour is based on one actual hour of attendance, which is equivalent to 50 minutes. One instructional/lab credit hour is defined as a class session of 50 minutes and a 10-minute break. All courses except externships are assigned credits based upon the following: One credit = 20 hours of instruction or lab to determine the number of credit hours in a program. Externships are assigned credits based upon the following: One credit = 30 hours of externship to determine the number of credit hours in an externship.

Quarter-Credit Hour - Accounting, Business, Paralegal, Criminal Justice, Medical Assisting/Massage Therapy program - Everest College uses the quarter-credit hour practice for calculating academic credit for all courses. One clock hour is based on one actual hour of attendance, which is equivalent to 50 minutes. One instructional/lab credit hour is defined as a class session of 50 minutes and a 10-minute break. Courses are assigned credits based upon the following: Lecture portion = 10 contact hours for one lecture credit. Lab portion = 20 contact hours for one lecture credit. Externship portion = 30 contact hours for one lecture credit.

Prerequisite - Preparatory course that must be completed before a student is eligible to enroll in a subsequent course.

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

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

Regular Term - An academic quarter of 12 weeks in length.

Registered Student - A student who has been issued a schedule of classes in which space has been reserved for the student.

Student-Teacher Ratio - Everest College generally follows the guidelines of our accrediting bodies in establishing the maximum number of students for lecture and lab classes.

The following ratios are not usually exceeded:

Lecture: 30:1

Laboratories: 15:1

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

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

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

CORINTHIAN COLLEGES, INC.

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

<p>Everest College</p> <p>Alhambra, CA (main campus)</p> <p>Anaheim, CA (main campus)</p> <p>Arlington, TX (branch of Everest Institute, Rochester, NY)</p> <p>Arlington, VA (branch of Everest College, Thornton, CO)</p> <p>Aurora, CO (branch of Everest College, Thornton, CO)</p> <p>Bremerton, WA (main campus)</p> <p>Burr Ridge, IL (branch of Everest College, Skokie, IL)</p> <p>Chesapeake, VA (branch of Everest Institute, Newport News, VA)</p> <p>Chicago, IL (branch of Everest College, San Francisco, CA)</p> <p>City of Industry, CA (branch of WyoTech, Long Beach, CA)</p> <p>Colorado Springs, CO (main campus)</p> <p>Dallas, TX (branch of Everest College, Portland, OR)</p> <p>Everett, WA (branch of Everest College, Bremerton, WA)</p> <p>Fife, WA (branch of Everest College, Seattle, WA)</p> <p>Fort Worth, TX (branch of Everest College, Salt Lake City, UT)</p> <p>Gardena, CA (main campus)</p> <p>Hayward, CA (main campus)</p> <p>Los Angeles (Wilshire), CA (main campus)</p> <p>McLean, VA (branch of Everest College, Colorado Springs, CO)</p> <p>Merrillville, IN (branch of Everest Institute, Grand Rapids, MI)</p> <p>Merrionette Park, IL (branch of Everest University, Pompano Beach, FL)</p> <p>Mesa, AZ (branch of Everest College, Phoenix, AZ)</p> <p>Newport News, VA (main campus)</p> <p>North Aurora, IL (branch of Everest Institute, Brighton, MA)</p> <p>Ontario, CA (main campus)</p> <p>Ontario (Metro), CA (branch of Everest College, Springfield, MO)</p> <p>Phoenix, AZ (main campus)</p> <p>Portland, OR (main campus)</p> <p>Renton, WA (main campus)</p> <p>Reseda, CA (main campus)</p> <p>Salt Lake City, UT (main campus)</p> <p>San Bernardino, CA (main campus)</p> <p>San Francisco, CA (main campus)</p> <p>San Jose, CA (main campus)</p> <p>Seattle, WA (main campus)</p> <p>Skokie, IL (main campus)</p> <p>Springfield, MO (main campus)</p> <p>St. Louis (Earth City), MO (branch of Everest College, Bremerton, WA)</p> <p>Tacoma, WA (branch of Everest College, Bremerton, WA)</p> <p>Thornton, CO (main campus)</p> <p>Torrance, CA (main campus)</p> <p>Vancouver, WA (branch of Everest College, Portland, OR)</p> <p>Vancouver, WA (branch of Everest College, Seattle, WA)</p> <p>West Los Angeles, CA (main campus)</p> <p>Everest Institute</p> <p>Atlanta (DeKalb), GA (branch of Everest Institute, Cross Lanes, WV)</p> <p>Austin, TX (branch of Everest Institute, Southfield, MI)</p> <p>Brighton, MA (main campus)</p> <p>Chelsea, MA (branch of Everest College, Alhambra, CA)</p>	<p>Cross Lanes, WV (main campus)</p> <p>Dearborn, MI (branch of Everest Institute, Southfield, MI)</p> <p>Detroit, MI (branch of Everest Institute, Southfield, MI)</p> <p>Eagan, MN (branch of Everest Institute, Cross Lanes, WV)</p> <p>Fort Lauderdale, FL (branch of NST, Kendall, FL)</p> <p>Gahanna, OH (branch of Everest College, Ontario, CA)</p> <p>Grand Rapids, MI (main campus)</p> <p>Hialeah, FL (branch of NST, Miami, FL)</p> <p>Houston (Bissonnet), TX (branch of Everest College, Renton, WA)</p> <p>Houston (Greenspoint), TX (branch of Everest Institute, San Antonio, TX)</p> <p>Houston (Hobby), TX (branch of Everest Institute, San Antonio, TX)</p> <p>Jonesboro, GA (branch of Everest Institute, Ontario, CA)</p> <p>Kalamazoo, MI (branch of Everest Institute, Grand Rapids, MI)</p> <p>Marietta, GA (branch of Everest Institute, Reseda, CA)</p> <p>Miami (Kendall), FL (main campus)</p> <p>Miami, FL (main campus)</p> <p>Norcross, GA (branch of Everest College, Gardena, CA)</p> <p>Pittsburgh, PA (main campus)</p> <p>Portland (Tigard), OR (branch of Everest College, Seattle, WA)</p> <p>Rochester, NY (main campus)</p> <p>San Antonio, TX (main campus)</p> <p>Southfield, MI (main campus)</p> <p>South Plainfield, NJ (branch of Everest Institute, Southfield, MI)</p> <p>Silver Spring, MD (branch of Everest College, Portland, OR)</p> <p>Everest University</p> <p>Tampa (Brandon), FL (branch of Everest University Tampa, FL)</p> <p>Jacksonville, FL (branch of Everest University, Clearwater (Pinellas), FL)</p> <p>Lakeland, FL (branch of Everest University, Clearwater (Pinellas), FL)</p> <p>Melbourne, FL (branch of Everest University, Orlando, FL)</p> <p>North Orlando, FL (main campus)</p> <p>Orange Park, FL (branch of Everest University, Tampa, FL)</p> <p>Clearwater (Pinellas), FL (main campus)</p> <p>Pompano Beach, FL (main campus)</p> <p>South Orlando, FL (branch of Everest University, North Orlando, FL)</p> <p>Tampa, FL (main campus)</p> <p>Las Vegas College</p> <p>Henderson, NV (main campus)</p> <p>WyoTech</p> <p>Blairstville, PA (branch of WyoTech, Laramie, WY)</p> <p>Daytona Beach, FL (main campus)</p> <p>Fremont, CA (main campus)</p> <p>Laramie, WY (main campus)</p> <p>Long Beach, CA (main campus)</p> <p>Oakland, CA (branch of WyoTech, Fremont, CA)</p> <p>Sacramento, CA (branch of WyoTech, Laramie, WY)</p>
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STATEMENT OF OWNERSHIP

This campus is owned and operated by Corinthian Schools, Inc., a Delaware corporation, which is a wholly owned subsidiary of Corinthian Colleges, Inc., a Delaware corporation. Corporate offices are located at 6 Hutton Centre Drive, Suite 400, Santa Ana, CA 92707.

CORINTHIAN COLLEGES, INC.		
DIRECTORS	OFFICERS	TITLE
Jack D. Massimino	Jack D. Massimino	Chairman and Chief Executive Officer
Peter Waller	Peter Waller	President and Chief Operating Officer
Terry Hartshorn	Kenneth S. Ord	Executive Vice President and Chief Financial Officer
David G. Moore	Matthew Ouimet	Executive Vice President, Operations
Paul R. St. Pierre	Mark L. Pelesh	Executive Vice President, Legislative and Regulatory Affairs
Linda Arey Skladany	William Buchanan	Executive Vice President, Marketing
Hank Adler	Beth Wilson	Executive Vice President
Alice T. Kane	David Poldoian	Chief Business Development Officer
Robert Lee	Steve Quattrociocchi	President, Online Learning
Tim Sullivan	Janis Schoonmaker	President and Chief Operating Officer, FMU Division
John Dionisio	Frank Stryjewski	President and Chief Operating Officer, WyoTech Division
	Stan A. Mortensen	Senior Vice President, General Counsel and Corporate Secretary
	Paul T. Dimeo	Senior Vice President, Real Estate
	Robert C. Owen	Senior Vice President, Chief Accounting Officer and Assistant Secretary
	Anna Marie Dunlap	Senior Vice President, Investor Relations & Corporate Communications
	Rick Simpson	Senior Vice President, Academic Affairs
	Carmella Cassetta	Senior Vice President and Chief Information Officer
	Jim Wade	Senior Vice President, Human Resources
CORINTHIAN SCHOOLS, INC.		
DIRECTORS	OFFICERS	TITLE
Jack D. Massimino	Jack D. Massimino	Chief Executive Officer
Peter Waller	Peter Waller	President and Chief Operating Officer
Beth A. Wilson	Kenneth S. Ord	Executive Vice President and Chief Financial Officer
	Beth A. Wilson	Executive Vice President, Operations
	Stan A. Mortensen	Senior Vice President, General Counsel and Corporate Secretary
	Robert C. Owen	Treasurer and Assistant Secretary

APPENDIX A: ADMINISTRATION AND FACULTY

SEATTLE		
ADMINISTRATION		
Meredyth Given	President	BA, Temple University
Victoria Wentz	Director of Education	MS, University of Oregon, BS Western Washington University
Tara Williams	Director of Student Finance	BA, Everest Online, Diploma, Eton Technical Institute
Emily Fahy	Director of Admissions	BA, University of Washington
John Gladney	Director of Career Services	BA, University of Washington
Jessica Sewell	Registrar	BA, University of Washington
INSTRUCTORS		
Carolyn Grant Maclean	Massage Therapy	BS, Bastyr University
Catherine Ann Follis	Massage Therapy	BA, Augustine College, Doctorate in Chiropractic, Palmer College
Jennifer J. Nestor	Massage Therapy	BA, Ohio University
Juston A. Hubert	Massage Therapy	BA, Western Washington University
Kimberlee M. Furugori	Massage Therapy	BA, University of Washington
Leslie Ann Bower	Massage Therapy	BA, University of Idaho
Kaysie M. Noll	Massage Therapy	Massage Diploma, Seattle Massage School
Shannon Elizabeth Hurbert	Massage Therapy	Massage Certificate, Ashmead College
Brandy Eloise Bilkovich	Massage Therapy	Massage Certificate, Ashmead College
Kathryn M Bromley	Massage Therapy	MS, California State University, BS, University of Washington
Kimberli Diane Hope	Massage Therapy	Massage Certificate, Ashmead College
Paul W. Haertig	Massage Therapy	MA, University of Phoenix, BA, University of Washington
Ronald Anthony Foote	Massage Therapy	MBA, City University, BA, Evergreen State College, AAS, Seattle Central Community College
Pam Foster	Massage Therapy	Seattle Massage School
Natalia Rodriguez	Medical Assisting	Diploma, Bryman College
Pamela Hubner	Medical Insurance Billing and Coding	

FIFE		
ADMINISTRATION		
Lorine R. Hill	President	BA, Evergreen State College
Jennifer Putman	Director of Education	BA, University of Washington
Kimberly M. Warren	Director of Student Finance	AA, Olympia Technical College
Katy M. Zurfluh	Director of Admissions	BA, St. Martin's College
Teresa L. Zelepuza	Director of Career Services	BA, Evergreen State College
Angela D. Stevens	Registrar	LMT, Ashmead College
INSTRUCTORS		
Debbie Bates	Massage Therapy	LMP, Ashmead College, CNA, Green River Terrace
David Blunk	Massage Therapy	LMP, Seattle Massage School
Mary Bryan	Massage Therapy	BA, Evergreen State College, AS, Parks College, LMP, Seattle Massage School
David Christian	Massage Therapy	LMP, Ashmead College
Tammy Creley	Massage Therapy	LMP, Ashmead College
Charles Fisk	Massage Therapy	AA, College of DuPage, LMP, Ashmead College
Tamia Gray	Massage Therapy	LMP, Ashmead College
Melody Lickert	Massage Therapy	LMP, Ashmead College
Salina Lyman	Massage Therapy	AA, Green River, LMP, Ashmead College
Renae Kavanaugh	Massage Therapy	LMP, Ashmead College
Shannon McEwen	Massage Therapy	LMP, Ashmead College
Marie Miller	Massage Therapy	LMP, Seattle Massage School
Erin Murphy	Massage Therapy	LMP, Seattle Massage School
Margaret Perry	Massage Therapy	AA, Ft. Steilacoom Community College, LMP, Ashmead College
Jason Priest	Massage Therapy	LMP, Seattle Massage School
Sarah Randolph	Massage Therapy	LMP, Ashmead College
Brian Rewert	Massage Therapy	BS, San Francisco State University, LMP Bastyr University
Leigh Simon	Massage Therapy	LMP, Ashmead College
Bernard Smith	Massage Therapy	LMP, Ashmead College
Mary Soule	Massage Therapy	LMP, Central Washington University
Todd Valentine	Fitness Training	BA, Washington State University, LMP, Ashmead College, FT, Ashmead College
Jessey Wright	Massage Therapy	LMP, Ashmead College
Candy Young	Massage Therapy	MS, CA University of Pennsylvania, BS, Eastern Washington University

Vancouver

ADMINISTRATION		
Brad Kuchenreuther	President	BA, Pacific Lutheran University
Deborah A. Jack	Director of Education	MS, Warner Pacific University, Boise State
Nicole L. Tone	Director of Finance	BA, Florida Metropolitan University,
	Director of Admissions	
Holly B. Marlatt	Director of Career Services	BA, University of Oregon
Marjorie M. Raastad	Registrar	AS, Western Business College,
INSTRUCTORS		
Julianna Adams	Massage Therapy	Licensed Massage Practitioner
Cheree Carver	Massage Therapy	Licensed Massage Practitioner, Seattle Massage School
Candice Genereaux	Massage Therapy	Licensed Massage Practitioner, Westcoast College of Massage
John Green	Massage Therapy	Licensed Massage Practitioner, Seattle Massage School, BA, Western Washington University AA, Shoreline Community College
Elisa Kay	Massage Therapy	Licensed Massage Practitioner, Ashmead College
Chad Knowlden	Massage Therapy	Licensed Massage Practitioner, Ashmead College
Cheyenne Lujano	Massage Therapy	Licensed Massage Practitioner, Ashmead College
Cindy Mahedy	Massage Therapy	Licensed Massage Practitioner, Ashmead College
Tricia Pottratz	Massage Therapy	BS, Portland State University, Licensed Massage Practitioner, Oregon School of Massage
Shanna Ulrich	Massage Therapy	Licensed Massage Practitioner, Ashmead College

APPENDIX B: TUITION AND FEES

The following fee table is effective June 2009.

Program	Program Length	Credit Units	Tuition	Books and Equipment (estimated)	Total Tuition
Massage Therapy	12 Months	62.5	\$14,330	\$1,375	\$15,705
Massage Therapy Spa Specialist	12 Months	74.5	\$17,507	\$1,472	\$18,979
Massage Therapy Sport Specialist	14 Months	78	\$18,618	\$1,422	\$20,040
Medical Assisting*	8 Months	47	\$12,300	\$1,184	\$13,484
Medical Insurance Billing and Coding*	8 Months	47	\$11,613	\$1,749	\$13,362
Effective July 1, 2009					
*Seattle campus only					
**For programs requiring a background check, \$38 has been added to total tuition charge.					
** Massage Therapy Spa Specialist - total tuition includes \$800 lab fee which shows as a separate tuition charge on ledger					
***Seattle campus only					

The College reserves the right to cancel or postpone any class with insufficient enrollment, or to modify the course work, revise the course contents, course title, and the sequencing of courses based on legislative, professional, or educational mandates or any other reason which the College may deem necessary.

Once it has been determined that an account is out of financial compliance (past due), a collection effort consisting of the following methods will occur:

- A series of telephone calls will be made in order to obtain payment;
- A class visit will occur to obtain payment (if the student is in attendance);
- Students who do not resolve financial compliance issues could be withdrawn from class at 60 days of delinquency;
- Letters and/or notices will be sent to remind the student of their past due status and required payment;
- An outside collection service will be utilized for non-responsive student's accounts.

APPENDIX C: CALENDARS

Class Times

Massage Therapy, Massage Therapy Spa Specialist, Massage Therapy Sports Specialist

Morning Classes: 8:00 am to 12:30 pm

Afternoon Classes: 1:00 pm to 5:30 pm

Evening Classes: 6:00 pm to 10:30 pm

Medical Insurance Billing and Coding

Morning Classes: 8:00 am to 12:00 pm

Schedules may vary due to required clinic shifts, internships, or workshops. Days attended vary depending on the program. Please refer to your course syllabus for correct dates and times.

Massage Therapy, Massage Therapy Spa Specialist Program Seattle and Fife Campuses	
Class Start	Class End Date
1/26/2009	3/6/2009
3/16/2009	4/24/2009
4/27/2009	6/5/2009
6/15/2009	7/24/2009
7/27/2009	9/4/2009
9/14/2009	10/23/2009
10/26/2009	12/4/2009
12/7/2009	1/22/2010
1/25/2010	3/5/2010
3/15/2010	4/23/2010

Massage Therapy, Massage Therapy Spa Specialist Program Vancouver Campus	
Class Start	Class End Date
2/2/09	3/13/09
3/23/09	5/1/09
5/4/09	6/12/09
6/22/09	7/31/09
8/3/09	9/11/09
9/21/09	10/30/09
11/2/09	12/11/09
12/14/09	1/29/10

Medical Insurance Billing and Coding Day Schedule – Five Day Week (Monday through Friday) Seattle 2009	
Start Dates	End Dates
1/28/2009	2/25/2009
2/26/2009	3/25/2009
3/26/2009	4/22/2009
4/23/2009	5/20/2009
5/21/2009	6/19/2009
6/22/2009	7/20/2009
7/21/2009	8/17/2009
8/18/2009	9/15/2009
9/16/2009	10/13/2009
10/14/2009	11/10/2009
11/11/2009	12/8/2009

Student Breaks Seattle and Fife campuses:
New Year's Day January 1, 2009
President's Day February 16 th , 2009
Memorial Day May 25, 2009
Independence Day July 3, 2009 Administrative Offices Only
Labor Day September 7, 2009
Thanksgiving Holiday November 26 & 27, 2009
Christmas Holiday December 24-25, 2009
3/7/2009-3/15/2009, 6/6/2009-6/14/2009, 9/5/2009-9/13/2009, 3/6/2010-3/14/2010

Student Breaks Vancouver 2009	
Holiday	Dates
New Year's Day	January 1, 2009
President's Day	February 16
Spring Break	3/14 - 3/22
Memorial Day	5/25
Summer Break	6/13 - 6/21
Independence Day	7/3
Labor Day	9/7
Fall Break	9/12 - 9/20
Thanksgiving	11/26 - 11/29
Winter Break	12/19 - 12/27
New Year's Day	January 1, 2010

