

# Everest

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## INSTITUTE

2009-2010 CATALOG

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## ABOUT EVEREST INSTITUTE

### **Mission Statement**

Everest Institute is a career-oriented institution established to meet the employment and corresponding educational needs of the diverse Silver Spring and greater Washington D.C. metropolitan area. The School offers practical, career-related training designed to help graduates prepare for entry-level positions and contribute to the community that Everest Institute serves.

The Institute has four primary objectives:

- To help students develop attitudes, knowledge and skills that will enhance quality of life and contribute to the community.
- To offer practical and viable curricula, taught by instructors who have education and work experience related to their areas of instruction.
- To provide career-related training based on current industry trends.
- To provide job placement assistance to graduates.

### **Educational Philosophy**

Everest Institute's philosophy is to provide a quality program of training that is sound in concept, implemented by a competent and dedicated faculty, and geared to serve those seeking a solid foundation of knowledge and skills required to obtain employment in their chosen fields. The program emphasizes hands-on training, is relevant to the needs of employers, and focuses on areas that offer strong long-module employment opportunities. To offer students the training and skills that will lead to successful employment, the School will

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

### **School History**

The Silver Spring campus was opened as a branch of Everest College, Portland Oregon on May 24, 2005, when it began instruction of its first class of Medical Assistants. This campus and its main campus are owned and operated by Rhodes Colleges, Inc., which is a wholly owned subsidiary of Corinthian Colleges, Inc., headquartered in Santa Ana, California. Information concerning Corinthian Colleges, Inc., and its other schools, colleges, and universities may be found in this catalog under "Corinthian Colleges, Inc."

Everest Institute is dedicated to the ideal that all students should have the opportunity to reach their full potential. The Institute staff is committed to encouraging the quest for knowledge in all students, and to providing students with the skills necessary for successful careers and life-long learning in their fields.

### **Physical facilities**

The school is conveniently located in downtown Silver Spring, Maryland, in the center of the city's business district. It is conveniently located to all major public transportation lines. The modern, air-conditioned facility is designed for training students for the working world. The attractive facility has approximately 31,000 square feet and includes administrative offices, several lecture rooms, two PC labs, and a medical lab for our Medical Assisting Program, and a student lounge with bookstore. The facility also offers a student resource center equipped with computers with internet access (including LIRN system) for its students. This institution, the facilities it occupies and the equipment it uses comply with all federal, state and local ordinances and regulations, including those related to fire safety, building safety and health.

### **Accreditation and approvals**

This school voluntarily undergoes periodic evaluations by teams of qualified examiners, including subject experts and specialists in occupational education and private school administration.

Everest Institute is 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. The Accrediting Council for Independent Colleges and Schools (ACICS) is located at 750 First Street, NE, Suite 980, Washington, D.C. 20002-4241; (202) 336-6780, [www.acics.org](http://www.acics.org).

Approval to operate a private career school is granted by the Maryland Higher Education Commission.

### **Statement of Non-Discrimination**

Corinthian Colleges, Inc. does not discriminate on the basis of race, color, religion, age, disability, sex, sexual orientation, national origin, citizenship status, gender identity or status, veteran status, or marital status in its admission to or treatment in its programs and activities, including advertising, training, placement and employment. The school 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 school president. The school president must act equitably and promptly to resolve complaints and should provide a response within seven working days. Students who feel that the complaint has not been adequately addressed should contact the Student Help Line, (800) 874-0255 or email [studentservices@cci.edu](mailto:studentservices@cci.edu).

## **Student Disability Services/Accommodations**

Everest Institute 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 School will provide accommodations and auxiliary aids and services to the extent necessary to comply with state and federal laws. For each student, these accommodations and services will specifically address the functional limitations of the disability that adversely affect equal educational opportunity. Applicants or students who would like to request disability service/accommodations must make a request to the Campus President/Campus Disability Services Coordinator.

### **ADMISSION REQUIREMENTS AND PROCEDURES**

Students are encouraged to apply for admission as soon as possible in order to be officially accepted for a specific program and starting date. To apply, students may complete an application form and bring it to the School, complete an on-line application on the School's website, or call for a priority appointment to visit the School and receive a tour of its facilities.

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

Once an applicant has completed and submitted the Enrollment Agreement, the School reviews the information and subsequently informs the applicant if he or she has been accepted for admission. If an applicant is not accepted, all fees paid to the School are refunded.

The School utilizes an open enrollment system in which individuals may apply up to one year in advance of a scheduled module start date. The following items must be completed at the time of application:

- The evaluation of an applicable entrance examination;
- An Enrollment Agreement (if the applicant is under 18 years of age it must be signed by a parent or guardian); and
- Financial aid forms (if the applicant wishes to apply for financial aid).

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

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

## **Supporting Credentials and Assessments**

Graduation from high school or its equivalent, e.g. GED or home schooled, is a requirement for admission to the Institute unless the student applies under the Ability to Benefit (ATB) provision as described below. Prospective students with a high school diploma (or recognized equivalent) are required to:

- 1) Furnish proof by providing the School with a copy of a diploma, official transcript, or GED certificate (a copy of which will be maintained in the student's file), and
- 2) Successfully complete a standardized, assessment examination. The SRA Exam is administered by the School and is designed to further ensure that the applicant has the skills necessary to successfully pursue a post-secondary program. The minimum required composite score on the SRA is 69. Note: applicants who fail the test can be re-tested using a different form of the test.

Transfer students who are high school graduates (or the equivalent) and who can submit proof of successfully completing a minimum of 36 quarter hours or 24 semester hours of earned college credit at an accredited postsecondary institution will not be required to complete the above-referenced test. Applicants who have completed the ACT with a score of at least 15 or the SAT with a combined score of at least 700 on the critical reading and math portions of the exam will not be required to complete the above-referenced test.

Applicants are informed of their acceptance status shortly after all required information is received and the student's qualifications are reviewed. Students may apply for entry at any time.

**Students are responsible for meeting the requirements of the School catalog in effect at the time of enrollment. Students may elect to change to the requirements of a new catalog and must then meet all the requirements of the new edition. Students automatically come under the current catalog at reentrance after not attending for a full module.**

## **Ability to Benefit Policy**

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

## **GED Preparatory Program**

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

## ATB Testing

Receipt of the official score report with a passing score on Wonderlic Basic Skills Test (WBST) will qualify a student for admission as an ability to benefit student. Students who have taken and passed the WBST test at an assessment center or testing location within the CCI network of schools and achieved a score that meets federal requirements for admission as an ability to benefit student may request that a copy of the official score report be sent to the school. The Wonderlic Basic Skills Test (WBST) is used to determine whether an applicant without a high school diploma or recognized equivalent has the ability to benefit from the program. The following forms of the test are used: Verbal Forms VS-1 & VS-2, Quantitative Forms QS-1 & QS-2. The approved passing scores on this test are as follows: Verbal (248) and Quantitative (210). Students must achieve a passing score on both skill assessments in a single testing session to be considered passing.

## Retesting Requirements

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

SUGGESTED SCORE RANGES FOR WBST RETESTING	
Verbal Skills	Quantitative Skills
170 to < 248	180 to < 210

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

## Retaking the WBST

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

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

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

## ATB Advising

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

### Pre-Enrollment

Prior to enrollment, all ATB students shall:

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

### Post-Enrollment

All ATB students shall receive academic and career advising during their first and third evaluation periods (i.e., module). Thereafter, ATB students shall receive academic advising at least every other evaluation period unless the student has a CGPA of 2.5. These advising sessions shall be documented using the ATB Advising Form.

## Denial of Admission

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

## Delayed Admission

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

## Credit for Previous Education or Training

Students who request credit for previous education and training are required to provide the School with an official transcript from the educational institution that provided the training, prior to beginning training at Everest Institute. If the prior education and/or training meets the standards for the transfer of credit, the student's program may be shortened and the tuition reduced accordingly. The Education Department will evaluate previous education and training that may be applicable to an educational program. Transcripts received after training has begun may be considered at the discretion of the Academic Dean.

## ACADEMIC POLICIES

### Attendance Requirements

Student attendance will be monitored daily and at the conclusion of each module. At the conclusion of the module, a student who has not achieved an attendance rate of 80% will be placed on probation for the next module. At the conclusion of the probationary module, the student's attendance will be evaluated. If the student has achieved an overall attendance rate of 80%, the student will be released from probation. If the student did not achieve an overall attendance rate of 80% but does demonstrate improved attendance, and it is mathematically possible for the student to attain an overall attendance rate of 80%, the student will be granted a second probationary period. If, at the conclusion of the first probationary period, the student demonstrated improved attendance but could not mathematically attain an overall 80% rate of attendance with a second probationary period, the result will be dismissal. If the student does not have an overall attendance rate of 80% at the conclusion of the second probationary period, the result will be dismissal.

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

### Consecutive Absence Rule

When a student is absent from school for fourteen (14) consecutive calendar days excluding holidays and scheduled breaks, the faculty shall notify the Academic Dean, who shall be ultimately responsible for determining whether the student plans to return to school or has withdrawn. The following guidelines shall be followed:

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

### Percentage Absence Rule

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

### Re-Entry

For students who *have* been dismissed for violating the attendance policy, 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

### 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 lessons or assignments, place the student on probation and require the student to develop an Academic Advising Plan in conjunction with their advisor.

### Reentry Policy

Students must strive for perfect attendance, but we understand that there are extenuating circumstances that may cause a student to violate the attendance policy.

Students who are to be terminated for violating the attendance policy may apply for reentry to the School through the appeals process. Upon a showing of good cause, the appeals panel may permit the student to re-enter. Upon re-entry students will have a clean slate for the calculation of their attendance rate. Students who re-enter after violating the attendance policy will be required to complete the program with a rate of attendance of 80% or greater. The student must maintain an 80%



attendance rate for all remaining classroom hours. Approval for re-entry is normally granted once. However, in those instances where extenuating circumstances exist, a student may be allowed to re-enter more than once with appropriate documentation, and the approval of the school president or his designee.

### **Make-up Work**

Students are required to make up all assignments and work missed as a result of absence. The instructor may also assign additional outside make-up work to be completed for each absence. Students are required to speak with their instructor(s) and make arrangements to take any tests that were missed due to absence. The arrangements must also be approved by the School administration.

NOTE: Everest Institute does not permit students to make up absences that accrue on their attendance record during the classroom training; however, all absences accumulated during an externship must be made up so that the entire number of required hours is completed. Students must make up absences that occur during the externship to ensure that the required extern hours are completed prior to graduation. Students are required to maintain a minimum attendance rate of 80% during the externship module.

### **Leave of Absence Policy**

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

### **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.

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

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

### **Extension of LOA**

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

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

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

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

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

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

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

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

### **Class Size**

In order to provide an environment which promotes meaningful instruction and training, classes are limited in size. Standard class sizes do not exceed 23 students.

Laboratory classes enable students to receive hands-on training using equipment similar to that used by business and industry. To ensure that students receive the time and attention required to acquire the necessary experience and build confidence, the maximum student-teacher ratio for laboratory classes is 23:1.

### **Exit Interviews**

Students who want to discontinue their training for any reason are required to schedule an exit interview with a school official. This meeting can help the School correct any problems and may assist the student with his or her future plans. In many cases, the problem hindering the successful completion of the student’s educational objective can be resolved during the exit interview.

### **Family Educational Rights and Privacy Act**

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

- 1) The right to inspect and review the student's education records within 45 days of the day the institution receives a request for access. Students should submit to the institution president written requests that identify the record(s) they wish to inspect. The institution official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the institution official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
- 2) The right to request the amendment of the student's educational records that the student believes are inaccurate or misleading. Students may ask the institution to amend a record that they believe is inaccurate or misleading. They should write the institution official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the institution decides not to amend the record as requested by the student, the institution will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- 3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. Generally, schools must have written permission for the parents of minor students or eligible students in order to release any information from a student’s educational record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities, within a juvenile justice system, pursuant to specific State Law.

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

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

### **Grading**

The progress and quality of a student’s work is measured by a system of letter grades and grade percentages. The meaning of each grade and its equivalent point value is as follows:

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

Course Repeat Codes	
REXC	Module has repeated, grade excluded from statistics
RINC	Module repeated, grade included in statistics

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

### Student Awards

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

### Requirements for Graduation

A student must:

- 1) Successfully complete all required classroom modules with a 2.0 (C) cumulative grade point average within the maximum time frame for completion;
- 2) Successfully complete all required externship hours;
- 3) Successfully complete all program requirements and be current on all financial obligations to the school; and
- 4) Achieve a minimum 80% rate of attendance.

### Required Study Time

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

### SATISFACTORY ACADEMIC PROGRESS

## GPA Standards

Students whose cumulative GPA (CGPA) falls below 2.0 are notified that they are being placed on academic probation, which will begin at the start of the next module. Students on academic probation are considered to be making satisfactory academic progress. Minimum requirements for the students' CGPA are given in the table below.

Each module is a grading period. Students will receive grade/progress reports following the end of each module.

## Maximum Time Frame and Rate of Progress (ROP)

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

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

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

47 Quarter Credit Hour Modular Program with letter grades. Total credits that may be attempted: 70 (150% of 47)				
Total Credits Attempted	Probation if CGPA is below	Suspension if CGPA is below	Probation if Rate of Progress is Below	Suspension if Rate of Progress is Below
1-12	2.0	N/A	66.7%	N/A
13-24	2.0	1.0	66.7%	25%
25-47	2.0	1.5	66.7%	60%
48-70	N/A	2.0	66.7%	66.7%

Measuring the rate of progress ensures that students will complete enough of the program at the end of each measurement point to finish the entire program within the maximum allowable time.

## Academic Probation

The initial probationary period covers the module that starts immediately after students have been placed on academic probation. Students remain eligible for financial aid during this period. If a student has failed a module or course, they are required to repeat the failed module/course during the probationary period unless the module/course is not offered at that time. In that case, the failed module or course must be repeated at the earliest possible date.

If, by the end of the probationary period, students achieve a cumulative GPA of at least 2.0, they are notified that the probationary status is removed. If, by the end of the probationary period they have not achieved a 2.0 GPA for the probationary module and it is mathematically impossible to maintain the rate of progress, the student will be withdrawn from training by the School. If they have not achieved a cumulative GPA of at least 2.0 but have achieved a GPA of at least 2.0 for the probationary module, students may continue their training programs for a second probationary period. Students who do not achieve a GPA of 2.0 for the second probationary period will be withdrawn from training by the School.

Students who continue their training for a second probationary period will remain eligible for financial aid. If a cumulative GPA of at least 2.0 is achieved by the end of the second probationary period, the student will be informed that he or she has been removed from probation. Students who do not achieve a cumulative GPA of 2.0 will be withdrawn from training by the School.

## Suspension

If, at the end of any evaluation period, a student's CGPA or Rate of progress falls into the suspension ranges specified in the table given above, the student is considered not to be making satisfactory academic progress. Students not making satisfactory academic progress must be placed on suspension and withdrawn from the program unless the student successfully appeals the suspension in accordance with the Student Academic Appeals Policy

## Reinstatement Policy

Students who have been terminated for failing to maintain satisfactory academic progress may be reinstated after one grading period by submitting a written request for reinstatement to the school president. However, if the reinstatement is granted, the student will not be eligible for financial aid during the reinstatement module. If the student achieves a GPA of at least 2.0 during the reinstatement module, the student will have achieved satisfactory academic progress, so long as the student

will be able to complete the program with a 2.0/C average within the maximum time frame, and will be eligible for financial aid consideration in subsequent terms.

### **Incompletes**

An Incomplete cannot be given as a final grade. In rare instances—and with the instructor’s approval—at the end of the module, students may be granted a maximum extension of 7 calendar days to complete the required class work, assignments, and tests. The extension cannot be used to make up accrued absences from class. If a student does not complete the required class work, assignments, and tests within the extension period, a failing grade of F or zero for the module will be given. This grade will be averaged in with the student’s other grades to determine the cumulative GPA.

### **Withdrawals**

To withdraw from a module, the student must request approval from the instructor. Requests for withdrawal must also be approved by the department head and the Education Director.

If a request for withdrawal is approved, the status of Withdrawal (W) is recorded but will not have an impact on the module grade or cumulative GPA. Withdrawal status remains on the record until the student completes the module from which they withdrew. A Withdrawal will have no effect on the module/course grade or cumulative GPA.

Students who are contemplating withdrawing from a module should be cautioned that

- The entire scheduled length of the module they are currently enrolled in is counted in their maximum program completion time;
- They may have to wait for the appropriate module or course to be offered again;
- They must repeat the entire module from which they elected to withdraw prior to receiving a final grade; and
- Financial aid and/or tuition costs may be affected.

### **Repeat Policy**

Students in Allied Health Programs who receive less than a 2.0 (C) module GPA for a module must retake that module. A failing grade that must be repeated remains in effect in the GPA until the module/course is repeated and a new grade is earned. Students may repeat a failed module only once. If a course must be repeated, the length of the program must not exceed 1.5 times the planned program length in credits attempted.

Students who receive a passing grade for a module but wish to repeat the module or course may do so (subject to seat availability). A student may repeat a course taken at the school in order to improve the cumulative grade point average. Credit is given for the better of the two grades earned when repeating a course. Repeated courses will appear on the student’s transcript. The first attempt will also be shown; however, the cumulative grade point average will be recomputed to count only the better of the two.

### **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. They are not computed in the student’s GPA. As a result, courses for which a student receives transfer credit provide the student with advanced standing, which is applied to the student’s rate of progress calculation and reduces the number of credits remaining in the maximum time frame for the program that the student has enrolled in. For instance if a student enrolled in a 47 credit program (with a maximum time frame of 70 credits) receives 6 transfer credits and completes 6 credits in the first module of enrollment, the student will be evaluated as a student who has attempted and completed 12 credits in the program ( $12/12 = 100\%$  ROP) at the end of the first module. However, if a student receives 24 transfer credits and will complete 12 credits at the end of the first module, the student will be evaluated as a student who is beyond the 25% point of the maximum time frame ( $36/135 = 27\%$ ). For information on grades given for transfer courses, see the policy on “Grades from Transferred Coursework” in the CCI Transfer Guide.

When a student transfers from one program at the school to 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. When a student transfers from one program at the school to another program 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.

### **Externship Training**

Upon successful completion of all classroom requirements, students are expected to begin the externship portion of their program. The required number of externship clock and credit hours/units must be successfully completed within three months from the date students begin their externship. Students must complete at least 15 clock hours, but no more than 40 clock hours per week at an approved externship site. This school recommends that students complete at least 20 clock hours per week.

The number of students placed at a single externship site at one time is dependent upon many factors, such as the size of the office and the arrangements made for management and oversight during the externship experience. No more than three students will be placed at one site simultaneously.

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

Students who will not complete their externship training within the required three-month completion time will also be dropped from the program by the School. Students who have been dropped may appeal their termination if extenuating circumstances occurred near the end of the externship that made it impractical to complete the training within the required completion time. Extenuating circumstances include prolonged illness, accident, a death in the family, or other events that make it impractical to complete the externship within the required time. Student appeals must be submitted in writing to the Education Director and approved by the school president. Appeals should clearly document the details of the extenuating circumstances. Students may only be reinstated once due to extenuating circumstances.

### **Additional Information on Satisfactory Academic Progress**

Additional information pertaining to satisfactory academic progress and its application to specific circumstances is available upon request from the Academic Dean.

### **Student Academic Appeals Policy**

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

All formal academic appeals must be submitted in writing on an Academic Appeal Form to the 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, which should normally include the Department Chair, a member of the Student Services Staff, and a faculty member from another class. 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 or last date of attendance, whichever is earlier.

### **Assignment/Test Grades**

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

### **Final Course Grades**

Appeals of final course grades must be made within five (5) calendar days of the date the grade becomes final. The 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.

### **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 Complaint/Grievance Procedure**

Persons seeking to resolve problems or complaints should first contact their instructor. Unresolved complaints should then be presented to the dean. Students who feel that the complaint has not been adequately addressed should contact the school president, who will provide a written response to the student within seven working days. If the problem remains unresolved, students may contact the Student Help Line at (800) 874-0255 or by emailing [studentservices@cci.edu](mailto:studentservices@cci.edu). Students may also appeal to the Maryland Higher Education Commission at (800) 974-0203, or contact the Accrediting Council for Independent Colleges and Schools, 750 First Street, N.E., Suite 980, Washington, DC 20002-4241, (202) 336-6780. [www.acics.org](http://www.acics.org)

## **Transcripts and Diplomas**

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

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

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 (tuition and fees due to the School are paid current per the student's financial agreement). Diplomas will be released to students who are current with their financial obligation upon completion of their school program.

Students in good standing are provided with an official transcript upon completing their graduation requirements.

## **Transferability of Credits**

This school does not guarantee transferability of credits to any other school or institution, and it should not be assumed that courses or programs described in this catalog can be transferred to another institution. Any decision regarding the comparability, appropriateness, and applicability of credits, and whether or not they will be accepted, is the decision of the receiving institution. Credits earned are for determining progress toward program completion only, and the credits are not necessarily transferable to another private career school or institution.

## **Unit of Credit**

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

## **ADMINISTRATIVE POLICIES**

### **Alcohol and Substance Abuse Statement**

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

### **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, the School has established policies regarding campus security.

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

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

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

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

### **Campus Crime Report**

The public law referenced herein requires the School to report to students and employees the occurrence of various criminal offenses on an annual basis. Prior to October 1st of each year, the School will distribute a security report to students and staff

containing the required statistical information on any campus crimes committed during the previous three years. A copy of this report is available to students, employees, and prospective students and employees upon request.

### **Sexual Harassment Policy**

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

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

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

Any student or employee who believes that he or she is a victim of sexual harassment should immediately notify the office of the Campus President. The Campus President will conduct an investigation of all allegations. Information surrounding all complaints will be documented and kept strictly confidential. Please be reminded that this policy applies to students as well as employees.

### **School Program Performance**

A student or prospective student may obtain information regarding the performance of each approved program from the Maryland Higher Education Commission, 839 Bestgate Rd., Suite 400, Annapolis, MD 21404, (410) 260-4500.

### **Campus Completion Rate Reports**

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

### **Drug Awareness**

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

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

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

### **Weapons Policy**

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

### **Clothing and Personal Property**

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

### **Dress Code**

A clean, neat appearance will help students develop appropriate dress habits for new careers. Employers may periodically visit the campus to interview students for jobs and to give guest lectures, so it is important for students to convey a professional image at all times.

Students enrolled in Allied Health Programs are required to wear the standard medical uniform and shoes with a closed heel and toe as described in the School's dress code policy. Students should review the established dress and appearance guidelines for details. This information will be available upon enrollment.

Students may have limited funds, so wardrobes need not be expensive or extensive—simply in good taste. Students should review the established dress and appearance guidelines for details. This information will be available upon enrollment.

Students dressed inappropriately will not be admitted to school. Those who continually disregard the dress code will be warned and, if necessary, disciplinary action will be taken.



## **Health Notice**

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

## **Policy and Program Changes**

The School catalog is current as of the time of printing. Everest Institute, with the appropriate regulatory approvals, 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, with the approval of the Maryland Higher Education Commission.

When class size and curriculum permit, classes may be combined to provide opportunities for more meaningful instruction and training, and to increase the level of interaction among students.

Students are expected to become familiar with the information presented in this school catalog.

## **Student Conduct Code**

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

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

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

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

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

### **Other Prohibited Conduct**

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

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

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

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

Everest Institute students are expected to comply with all local, state, provincial, and federal laws and violations of those laws may also constitute a violation of this Code. While a criminal charge does not mean that the student is guilty of an offense, such a charge does mean that civil authorities have determined that there is at least probable cause to believe that an offense was

committed, and that the student committed it. In such instances, the School President (or designee) may conduct an inquiry and/or proceed with disciplinary action under this Code independent of any criminal proceeding.

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

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

- Enroll or attend classes at another Everest Institute location (including Online)
- Graduate or participate in graduation ceremonies
- Engage in any other activities proscribed by the School President

Additionally, if a student withdraws from school at any point during the disciplinary process, the student is not eligible for readmission to any other CCI school (including Online) (See listing at back of this catalog.) prior to resolving the outstanding disciplinary issue.

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

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

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

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

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

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

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

### **Sanctions**

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

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

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

**Dismissal** – A sanction by which the student is withdrawn from school. Such students may only reapply for admission with the approval of the School President.

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

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

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

### **Academic Dishonesty**

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

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

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

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

### **Appeal Process**

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

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

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

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

The Student Conduct Committee shall:

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

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

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

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

### **Record of Disciplinary Matter**

All disciplinary files shall be kept separate from the student academic files until resolved.

Disciplinary files for students who have violated the Code of Student Conduct shall be retained as part of the student's academic file and considered "education records" as appropriate, pursuant to the Family Educational Rights and Privacy Act (FERPA). Disciplinary records shall be retained in the student's academic file permanently and a note shall be included in the official student information system indicating the date of the disciplinary decision and the sanction imposed.

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

### **Veteran Students**

Everest Institute at Silver Spring is not currently approved by the Veteran's Administration to offer benefits to veterans.

### **Weather Emergencies – closing policy**

The School reserves the right to close during weather emergencies or due to other "acts of God." Under these conditions, students will not be considered absent. Instructors will cover any missed material to ensure completion of the entire program and any missed class hours will be rescheduled. The decision to close the School during weather emergencies will be made by the school president. Students should contact the School to determine if the School has made a decision to close during a weather emergency. If staff members are unable to remain at the School, an outgoing voice mail message, and when possible, a sign on the School's door will notify students that the School is closed.

## **FINANCIAL INFORMATION**

### **STATEMENT OF FINANCIAL OBLIGATION**

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

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

### **Tuition and Fees**

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

Charges for textbooks and equipment (including uniforms) are separate from tuition. The institution does not charge for books and equipment until the student purchases and receives the items. Incidental supplies, such as paper and pencils, are to be furnished by students. The Institution does not charge an application or registration fee. See **Appendix B: Tuition and Fees** for additional information.

### **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, 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:

### **Federal Pell Grant**

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Alternative loan programs**

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

### **Dream Award Program**

Graduates of any Corinthian Colleges, Inc. (Everest Institute) school may be nominated for the Everest Institute-sponsored Dream Award program. This award is given to recognize a graduate, for whom the decision to attend an Everest Institute 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 an Everest Institute 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 Everest Institute 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 Everest Institute. 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 Everest Institute Presidents Meeting. The award will include:

1. A full scholarship that may be used at any Everest Institute 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 Everest Institute 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.

### **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 within five (5) business days after the first day of class attended by the student or within seven (7) calendar days of having signed the contract, whichever is longer. Applicants who have not visited The School prior to enrollment will have the opportunity to withdraw without penalty within seven 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 45 days of receipt of such notice.

Cancellation will occur when the student gives notice of cancellation to the Director of Admissions or President that the student no longer wishes to be bound by the Enrollment Agreement.

### **OFFICIAL WITHDRAWALS**

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

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

### **REFUND POLICIES**

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

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

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

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

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

The refund calculation will be based on the date of withdrawal. Any monies due the applicant or student will be refunded within 45 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.

In the event the school closes or discontinues a course or program, the school shall refund to each currently enrolled student monies paid by the student for tuition and fees and monies for which the student is liable for tuition and fees.

### **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 45 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 45 days from the date the student was scheduled to return (DOD), but the refund calculation will be based on the student's last date of attendance.

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

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

### **Federal Return of Title IV Funds Policy**

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

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 completed = the number of days completed up to the withdrawal date divided by the total days in the payment period. (Any break of five days or more is not counted as part of the days in the module.) 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.

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

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

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

Refunds are allocated in the following order:

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

### **Students Called to Active Military Duty**

#### Newly Admitted Students

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

#### Continuing Students

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

### **Seven-Day Cancellation Period**

All fees paid by a student shall be refunded if the student chooses not to enroll in or to withdraw from a school within 7 calendar days after having signed a contract. If the student chooses not to enroll after the 7-day cancellation period, but before the first day of instruction, The School will refund all monies. After the 7-day cancellation period, the refund policy given below shall be followed.

If, after the 7-day cancellation period expires, a student withdraws after instruction begins, refunds shall be based on the total contract price for the course or program and shall include all fees, and any charges for materials, supplies, or books which have been purchased by, and are the property of, the student.

### **Maryland Refund Policy**

- (1) The minimum refund that a school shall pay a student who withdraws or is terminated after the 7-day cancellation period has expired and after instruction has begun, is as follows:

<b>Proportion of Total Course or Program Taught by Date of Withdrawal</b>	<b>Tuition Refund</b>
Less than 10%	90% refund
10% up to but not including 20%	80% refund
20% up to but not including 30%	60% refund
30% up to but not including 40%	40% refund
40% up to 50%	20% refund
More than 50%	No refund

- (2) A refund due a student shall be based on the date of withdrawal or termination and paid within 60 days from the date of withdrawal or termination.
- (3) In the case of an official leave of absence, if a student fails to return to training by the end of the leave of absence, a refund due a student shall be based on the date of withdrawal or termination and paid within 60 days of the scheduled last day of the leave of absence.

## **STUDENT SERVICES**

### **Advising and Tutoring**

The student's educational objectives, grades, attendance, and conduct are reviewed on a regular basis. Tutorial programs and academic advisement are provided for students who are experiencing difficulties with their class work. Students are encouraged to seek academic assistance through the Education Department.



Students will be notified if their academic standing or conduct is unacceptable. Failure to improve academic standing or behavior may result in further action.

If a student has a need to seek professional advising or counseling for personal matters, the Education Department can provide information about community resources that are available to assist.

### **Field Trips**

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

### **Health/Medical Care**

Students are encouraged to take proper care of their health so that they can do their best in school. Healthy practices include keeping regular hours, getting plenty of sleep and sufficient exercise, and eating nutritious food. Students who become seriously ill or contract a communicable disease are advised to stay at home and recover. The student is required to promptly notify the School about the illness.

Medical and dental appointments should be scheduled for before or after school hours whenever possible.

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

### **Housing Assistance**

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

### **Placement Assistance**

The School encourages students to maintain satisfactory attendance, conduct, and academic progress so they may be viewed favorably by prospective employers. The School, however, cannot guarantee employment.

Graduating students participate in the following placement assistance activities:

- Preparation of résumés and letters of introduction: Students receive assistance preparing personalized résumés and letters of introduction—important steps in a well-planned job search.
- Interviewing techniques: Students acquire effective interviewing skills through practice exercises.
- Job referrals: The Placement Department compiles job listings from employers in the area and provides students with referrals.

Note: All students are expected to participate in the Placement Assistance Program; failure to do so may jeopardize these privileges.

Graduates may continue to utilize the School's Placement Assistance Program.

### **Special Lectures**

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

### **Student Activities**

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

### **Transportation Assistance**

Information on public transportation can be obtained from the bookstore.



## Medical Assisting

Diploma Program

720 Clock Hours/47 Quarter Credit Units

8 Months

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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.

### Program Outline

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

### EQUIPMENT

Students in the Medical Assisting program will use medical office equipment and supplies as appropriate to the module in which they are enrolled. A completed list of equipment may be obtained from the Director of Education.

#### 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. Prerequisite: None. Lec Hrs: 40, Lab Hrs: 40, Other Hrs: 0

#### Module B: Clinical Assisting and Pharmacology

**6 Quarter Credit Hours**

Module B stresses the importance of asepsis and sterile technique in today's health care environment. Students learn about basic bacteriology and its relationship to infection and disease control. Students identify the purpose and expectations of the Occupational Health and Safety Administration (OSHA) and the Clinical Laboratory Improvement Amendments (CLIA) regarding disease transmission in the medical facility. Students become familiar with the principles and various methods of administering medication. Basic pharmacology, therapeutic drugs, their uses, inventory, and classification and effects on the body are included. Students participate in positioning and draping of patients for various examinations and prepare for and assist with minor office surgical procedures. Students gain an understanding of basic anatomy and physiology of the muscular system, common diseases and disorders, and medical terminology related to this system. Students study essential medical terminology, build on their keyboarding and word processing skills, and become familiar with the self-directed job search process by identifying their personal career objective, create a neat, accurate, well organized cover letter, resume, and job application. Prerequisite: None. Lec Hrs: 40, Lab Hrs: 40, Other Hrs: 0

<p><b>Module C: Medical Insurance, Bookkeeping and Health Sciences</b></p> <p>Module C introduces students to the health care environment and office emergencies and first aid, with an emphasis on bandaging techniques for wounds and injuries. Students study medical insurance, billing and coding, bookkeeping procedures, accounts payable and receivable, financial management, banking, and check writing procedures that are essential to the successful operation of the medical office. Students develop an understanding of good health nutrition and weight control and strategies in promoting good health in patients.</p> <p>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. Prerequisite: None. Lec Hrs: 40, Lab Hrs: 40, Other Hrs: 0</p>	<p><b>6 Quarter Credit Hours</b></p>
<p><b>Module D: Cardiopulmonary and Electrocardiography</b></p> <p>Module D examines the circulatory and respiratory systems, including the structure and function of the heart and lungs, and diseases, disorders, and diagnostic tests associated with these systems. Students learn about the electrical pathways of the heart muscle in preparation for applying electrocardiography (ECG or EKG) leads and recording a 12-lead electrocardiogram. A cardiopulmonary resuscitation (CPR) course is taught 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. Prerequisite: None. Lec Hrs: 40, Lab Hrs: 40, Other Hrs: 0</p>	<p><b>6 Quarter Credit Hours</b></p>
<p><b>Module E: Laboratory Procedures</b></p> <p>Module E introduces microbiology and laboratory procedures commonly performed in a physician's office or medical clinic. Students learn specimen identification, collection, handling and transportation procedures, and practice venipuncture and routine diagnostic hematology. Maintenance and care of laboratory equipment and supplies are discussed. Students gain knowledge in radiology and nuclear medicine and become familiar with various radiological examinations and the patient preparation for these exams. Anatomy and physiology of the urinary system, and the body's immunity, including the structure and functions, as well as common diagnostic exams and disorders related to these systems. Students perform common laboratory tests, check vital signs, and perform selected invasive procedures. Students study essential medical terminology, build on their keyboarding and word processing skills, and become familiar with the self-directed job search by learning how to set their own career goals. Prerequisite: None. Lec Hrs: 40, Lab Hrs: 40, Other Hrs: 0</p>	<p><b>6 Quarter Credit Hours</b></p>
<p><b>Module F: Endocrinology and Reproduction</b></p> <p>Module F covers general anatomy and physiology, including an overview of the study of biology and the various body structures and systems. This module also identifies and examines the basic structural components and functions of the skeletal, endocrine, and reproductive systems. Students learn about child growth and development, and how 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. Prerequisite: None. Lec Hrs: 40, Lab Hrs: 40, Other Hrs: 0</p>	<p><b>6 Quarter Credit Hours</b></p>
<p><b>Module G: Medical Law, Ethics and Psychology</b></p> <p>Module G covers the history and science of the medical field, as well as the medical assisting profession and how it fits into the big picture. Students gain an understanding of concepts related to patient reception 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. Prerequisite: None. Lec Hrs: 40, Lab Hrs: 40, Other Hrs: 0</p>	<p><b>6 Quarter Credit Hours</b></p>
<p><b>Module X: Medical Assisting Externship</b></p> <p>Upon successful completion of Modules A through G, Medical Assisting students participate in a 160 hour externship at an approved facility. The externship provides the student an opportunity to apply principles and practices learned in the program and utilize entry level Medical Assisting skills in working with patients. Medical assisting externs work under the direct supervision of qualified personnel at the participating externship sites, and under general supervision of the school staff. Externs are evaluated by supervisory personnel at the site at 80- and 160-hour intervals. Completed evaluation forms are placed in the students' permanent records. Students must successfully complete their externship experience in order to fulfill requirements for graduation. Prerequisite: Modules A-G. Lec Hrs: 0, Lab Hrs: 0, Other Hrs: 160</p>	<p><b>5 Quarter Credit Hours</b></p>

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

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

This campus is owned and operated by Rhodes Colleges, 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.

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Peter Waller	Peter Waller	Director, President and Chief Operating Officer
Terry O. Hartshorn	Kenneth S. Ord	Executive Vice President and Chief Financial Officer
Paul R. St. Pierre	Beth A. Wilson	Executive Vice President
Linda Arey Skladany	Mark L. Pelesh	Executive Vice President, Legislative and Regulatory Affairs
Hank Adler	William Buchanan	Executive Vice President, Marketing
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	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 & Chief Academic Officer
	Carmella Cassetta	Senior Vice President and Chief Information Officer
	Jim Wade	Senior Vice President, Human Resources
<b>RHODES COLLEGES, INC.</b>		
<b>DIRECTORS</b>	<b>OFFICERS</b>	<b>TITLE</b>
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: FACULTY AND STAFF

<b>ADMINISTRATION</b>		
Michael E. Trembley	School President	
Dru Yokum	Director of Admissions	
Aaron Sisko	Director of Career Services	
Chamika Block	Director of Finance	
Soneka Kamuhuza	Academic Dean	
Rodney Russell	Admissions Representative	
Jackie Velez	Admissions Representative	
Jackie Wilson	Admissions Representative	
Deborah Womack	Admissions Representative	
Karen Todd	Admissions Representative	
Ingrid Nivar	Admissions Representative	
Sean McNeely	Admissions Representative	
John Smith	Admissions Representative	
Isaac Arce	Admissions Representative	
Justine McCall	Admissions Representative	
Tyrone Hall	High School Presenter	
Nate Ferkovich	High School Admissions Representative	
Carolyn Plunkett	Administrative Assistant	
Lisa Shamlee	Receptionist	
TBA	Registrar	
London Folsom	Education Coordinator	
Debra Preston	Externship Coordinator	
Melody Boyles	Career Services Rep.	
Carol Dixon	Student Finance	
Eli Alvarado	Student Finance	
Cheryl Martinez	Student Finance	
Juan Cruz	Student Finance	
Janyelle Thomas	Student Finance	
Robbie Cooke	Student Finance	
Latosha Coleman	Student Accounts Representative	
Mickey Hannibal	Student Accounts Representative	
Francesca Megraw	Student Accounts Representative	
Sharon Miles	Program Director Medical Assisting	
<b>Faculty</b>		
Natalie Crawford	Medical Assisting Instructor	
Latoya Dixon	Medical Assisting Instructor	
Emmanual Fombu	Medical Assisting Instructor	
Jovan Carter	Medical Assisting Instructor	
Virginia Allen-Mazique	Medical Assisting Instructor	BA, Columbia Union College
Natalie Anderson	Medical Assisting Instructor	
Elizabeth Bobo	Medical Assisting Instructor	AA, Bryant & Stratton Business Institute
Tomelka Reed	Medical Assisting Instructor	
Kwanise Kelsey	Medical Assisting Instructor	
Alonda Johnson	Medical Assisting Instructor	

**APPENDIX B: TUITION AND FEES**

<b>Program</b>	<b>Program Length</b>	<b>Credit Units</b>	<b>Textbooks and Equipment (Estimated)</b>	<b>Tuition</b>
Medical Assisting	8 Modules	47	\$1,165	\$14,270
Effective: July 1, 2009				

**APPENDIX C: CALENDAR**

<b>Medical Assisting Day Schedule – Five Day Week (Monday through Friday) 2009</b>	
<b>Start Dates</b>	<b>End Dates</b>
1-26-09	2-23-09
2-25-09	3-25-09
3-26-09	4-22-09
4-24-09	5-21-09
5-26-09	6-22-09
6-24-09	7-22-09
7-23-09	8-19-09
8-21-09	9-18-09
9-22-09	10-19-09
10-21-09	11-17-08
11-19-09	12-18-09
12-22-09	1-25-10

**HOLIDAYS**

- New Year’s Day 1/1/09
- Martin Luther King Day 1/19/09
- President’s Day 2/16/09
- Memorial Day 5/25/09
- Independence Day 7/3/09
- Labor Day 9/7/09
- Thanksgiving 11/26-27/09
- Winter Break 12/24-25/09

**APPENDIX D: HOURS OF OPERATION**

<b>Office</b>	
8:00 a.m. to 8:00 p.m.	Monday through Thursday
8:00 a.m. to 6:00 p.m.	Friday
9:00 a.m. to 4:00 p.m.	Saturday
<b>Class Schedule</b>	
8:00 a.m. to 12:00 noon	Monday through Friday
10:00 a.m. to 2:00 p.m.	Monday through Friday
12:00 p.m. to 4:00 p.m.	Monday through Friday
2:00 p.m. to 6:00 p.m.	Monday through Friday
6.00 p.m. to 10:00 p.m.	Monday through Friday

All classes meet five days a week for four hours unless otherwise noted on the academic calendar. Thus, students attend class 20 hours each complete week while in school. Program completion in 32 weeks is dependent upon an eight-hour per day externship for the final four weeks of the program (Module X). If a student externs for four hours each day, program completion is 36 weeks.