

# Everest

## INSTITUTE

### 2007-2008 CATALOG

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Accredited by the Accrediting Bureau of Health Educational Schools (ABHES)  
and Licensed by the State of Michigan

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

## TABLE OF CONTENTS

<p><b>ABOUT CORINTHIAN SCHOOLS, INC.</b>..... 1</p> <p>MISSION STATEMENT.....1</p> <p>HISTORY .....1</p> <p>PHYSICAL LOCATION AND FACILITY .....1</p> <p>STUDENT DISABILITY SERVICES/ACCOMMODATIONS .....1</p> <p>STATEMENT OF NON-DISCRIMINATION.....1</p> <p>ACCREDITATIONS, APPROVALS AND MEMBERSHIPS.....2</p> <p><b>ADMISSIONS</b> ..... 2</p> <p>REQUIREMENTS AND PROCEDURES .....2</p> <p>ABILITY TO BENEFIT POLICY .....2</p> <p style="padding-left: 20px;">GED Preparatory Program .....2</p> <p style="padding-left: 20px;">ATB Testing .....2</p> <p style="padding-left: 20px;">Retesting Requirements.....3</p> <p style="padding-left: 20px;">Retaking the CPat.....3</p> <p style="padding-left: 20px;">Retaking the COMPASS/ESL.....3</p> <p style="padding-left: 20px;">Denial of Admission .....3</p> <p style="padding-left: 20px;">Delayed Admission.....3</p> <p>ALLIED HEALTH PROGRAMS.....3</p> <p>ALLIED HEALTH STUDENT DISCLOSURE - CRIMINAL BACKGROUND CHECK.....3</p> <p>PRACTICAL NURSING PROGRAM ADMISSION POLICY .....4</p> <p style="padding-left: 20px;">Practical Nursing Program.....4</p> <p>CREDIT FOR PREVIOUS EDUCATION OR TRAINING .....6</p> <p>CREDIT FOR PREVIOUS EDUCATION OR TRAINING .....6</p> <p><b>ACADEMIC INFORMATION</b>..... 6</p> <p>ORIENTATION.....6</p> <p>SCHOOL FACULTY AND GUEST LECTURERS.....6</p> <p>UNIT OF ACADEMIC CREDIT .....6</p> <p>GRADING SYSTEM.....6</p> <p>PRACTICAL NURSING GRADING CRITERIA.....7</p> <p>ATTENDANCE.....7</p> <p style="padding-left: 20px;">Establishing Attendance / Verifying Enrollment.....8</p> <p style="padding-left: 20px;">Monitoring Student Attendance .....8</p> <p style="padding-left: 20px;">Consecutive Absence Rule (All Programs).....8</p> <p style="padding-left: 20px;">Percentage Absence Rule (Modular Programs).....8</p> <p style="padding-left: 20px;">Percentage Absence Rule (Quarter-based Programs).....8</p> <p style="padding-left: 20px;">Additional Requirements for Veteran Students .....8</p> <p style="padding-left: 20px;">Date of Withdrawal .....8</p> <p style="padding-left: 20px;">Date of Determination (DOD).....9</p> <p style="padding-left: 20px;">Attendance Records .....9</p> <p>ATTENDANCE REQUIREMENTS FOR PRACTICAL NURSING STUDENTS .....9</p> <p style="padding-left: 20px;">Nursing Attendance Policy .....9</p> <p style="padding-left: 20px;">Clinical/Skills Lab Absences .....9</p> <p style="padding-left: 20px;">Theory Absences .....9</p> <p style="padding-left: 20px;">Tardiness.....9</p> <p style="padding-left: 20px;">No Call/No Show-Clinical, Classroom or Lab.....9</p> <p>LEAVE OF ABSENCE POLICY (MODULAR PROGRAMS ONLY) .....10</p> <p style="padding-left: 20px;">Re-admission Following a Leave of Absence.....10</p> <p style="padding-left: 20px;">Failure to Return from a Leave of Absence .....10</p> <p style="padding-left: 20px;">Effects of Leave of Absence on Satisfactory Academic Progress .....10</p> <p style="padding-left: 20px;">Veterans: Leave of Absence .....10</p> <p>STANDARDS OF SATISFACTORY ACADEMIC PROGRESS.....10</p>	<p>Evaluation Periods for Satisfactory Academic Progress ..... 10</p> <p>GPA and CGPA Calculations..... 10</p> <p>Rate of Progress Toward Completion (ROP) Requirements..... 11</p> <p>Maximum Time in Which to Complete (MTF)..... 11</p> <p>Satisfactory Academic Progress Tables..... 11</p> <p>Academic Probation..... 11</p> <p>Suspension .....12</p> <p>Academic Appeals .....12</p> <p>Satisfactory Academic Progress (SAP) Appeals.....12</p> <p>Reinstatement Following Suspension.....12</p> <p>Dismissal.....12</p> <p>Graduation .....12</p> <p>Application of Grades and Credits .....12</p> <p>Transfer Credit.....12</p> <p>Satisfactory Academic Progress and Financial Aid.....13</p> <p><b>SATISFACTORY ACADEMIC PROGRESS FOR STUDENTS RECEIVING VETERANS ADMINISTRATION BENEFITS</b> .....13</p> <p style="padding-left: 20px;">Previous Credit for Veterans Affairs Beneficiaries .....13</p> <p style="padding-left: 20px;">Make-Up Assignments .....13</p> <p style="padding-left: 20px;">Maximum Time Frame for Veteran Students.....13</p> <p style="padding-left: 20px;">Veterans Academic Probation .....13</p> <p style="padding-left: 20px;">Veterans Reinstatement after Successful Appeal of Termination.....13</p> <p><b>STUDENT ACADEMIC APPEALS POLICY</b> .....13</p> <p style="padding-left: 20px;">Assignment/Test Grades ..... 14</p> <p style="padding-left: 20px;">Final Course Grades ..... 14</p> <p style="padding-left: 20px;">Attendance Violations ..... 14</p> <p style="padding-left: 20px;">Satisfactory Academic Progress (SAP) Appeals..... 14</p> <p><b>GRADUATION REQUIREMENTS</b> ..... 14</p> <p style="padding-left: 20px;">Practical Nursing Program Graduation Requirements..... 15</p> <p style="padding-left: 20px;">Registration and Certification ..... 15</p> <p><b>TRANSCRIPTS AND DIPLOMAS</b> .....15</p> <p><b>FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT</b> .....15</p> <p><b>STUDENT CONCERN POLICY</b> ..... 16</p> <p><b>POLICY AND PROGRAM CHANGES</b>..... 16</p> <p><b>ADMINISTRATIVE POLICIES</b> ..... 16</p> <p><b>CAMPUS RULES AND REGULATIONS</b>..... 16</p> <p><b>HEALTH</b>..... 16</p> <p><b>DRESS CODE</b>..... 16</p> <p><b>STUDENT CONDUCT CODE</b>.....17</p> <p style="padding-left: 20px;">Background .....17</p> <p style="padding-left: 20px;">Student Conduct Code .....17</p> <p style="padding-left: 20px;">Student Conduct Code Violations/Formal Disciplinary Procedure .....17</p> <p style="padding-left: 20px;">Appeals.....18</p> <p style="padding-left: 20px;">Academic Integrity .....18</p> <p style="padding-left: 20px;">Alcohol and Substance Abuse Statement ..... 18</p> <p><b>SEXUAL HARASSMENT</b>..... 18</p> <p><b>CAMPUS SECURITY AND CRIME AWARENESS POLICIES</b>..... 18</p> <p style="padding-left: 20px;">Statistical Information..... 18</p> <p><b>CAMPUS COMPLETION RATE REPORTS</b> ..... 19</p> <p><b>DRUG AWARENESS</b>..... 19</p> <p><b>WEAPONS POLICY</b>..... 19</p> <p><b>FINANCIAL INFORMATION</b> ..... 19</p> <p><b>SCHOOL TUITION PLAN</b>..... 19</p>
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STUDENT FINANCING OPTIONS.....	19	Effect of Leaves of Absence on Refunds .....	22
FINANCIAL ASSISTANCE.....	19	Textbook and Equipment Return/Refund Policy.....	22
STUDENT ELIGIBILITY .....	19	FEDERAL RETURN OF TITLE IV FUNDS POLICY.....	22
FEDERAL FINANCIAL AID PROGRAMS .....	19	Return of Unearned SFA Program Funds .....	23
Federal Pell Grant .....	20	Institutional Refund Calculation .....	23
Federal Supplemental Educational Opportunity Grant (FSEOG).....	20	REQUIREMENTS FOR GRADUATION .....	23
Federal Perkins Loan .....	20	MICHIGAN REFUND POLICY.....	23
Federal Work Study (FWS).....	20	<b>STUDENT SERVICES .....</b>	<b>23</b>
Federal Stafford Loans (FSL) .....	20	ADVISING.....	23
Federal Parent Loan for Undergraduate Students (PLUS).....	20	PLACEMENT ASSISTANCE .....	24
ALTERNATIVE FINANCING OPTIONS .....	20	STUDENT LOUNGE.....	24
Alternative Loan Programs.....	20	STUDENT HOUSING/CHILD CARE .....	24
Institutional Payment Plans .....	20	<b>PROGRAMS BY LOCATION .....</b>	<b>25</b>
Student Tuition Assistance Resource Program (STAR).....	20	<b>DIPLOMA PROGRAMS .....</b>	<b>26</b>
SCHOLARSHIPS AND OTHER PROGRAMS.....	20	DENTAL ASSISTING .....	26
Marielinda Escalante Scholarship .....	20	MESSAGE THERAPY.....	28
Jennifer Litton Scholarship .....	21	MEDICAL ADMINISTRATIVE ASSISTANT.....	30
Everest Institute High School Scholarship.....	21	MEDICAL ASSISTING.....	32
Workforce Investment Act (WIA).....	21	MEDICAL INSURANCE BILLING AND CODING.....	35
VOCATIONAL REHABILITATION SERVICES.....	21	PHARMACY TECHNICIAN .....	39
ENTRANCE/EXIT INTERVIEW .....	21	PRACTICAL NURSING.....	42
FINANCIAL POLICIES .....	21	<b>CORINTHIAN SCHOOLS, INC. ....</b>	<b>48</b>
BUYER'S RIGHT TO CANCEL – CANCELLATION .....	21	<b>STATEMENT OF OWNERSHIP .....</b>	<b>49</b>
OFFICIAL WITHDRAWALS .....	21	<b>APPENDIX A: ADMINISTRATION AND FACULTY .....</b>	<b>50</b>
REFUND POLICIES .....	21	<b>APPENDIX B: TUITION AND FEES .....</b>	<b>54</b>
Date of Withdrawal versus Date of Determination (DOD) .....	22	<b>APPENDIX C: ACADEMIC CALENDARS .....</b>	<b>55</b>
		<b>APPENDIX D: HOURS OF OPERATION .....</b>	<b>60</b>

## **ABOUT CORINTHIAN SCHOOLS, INC.**

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

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

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

### **MISSION STATEMENT**

Our mission is to fulfill the professional and educational needs of growth-oriented individuals who are prepared to change their careers and lives for the better. A supportive staff and innovative faculty are open to helping students reach their goals. In a warm, friendly, and professional setting, students realize their strengths through a team approach with staff and faculty. With their futures in mind, and the wealth and welfare of students continuously considered, a winning spirit that promotes self-esteem and viable career alternatives becomes the goal of everyone involved with Everest Institute.

The Corinthian Schools, Inc. philosophy is to provide quality programs that are sound in concept, implemented by a competent and dedicated faculty geared to serve those seeking a solid foundation in knowledge and skills required to obtain employment in their chosen fields. The programs emphasize hands-on training, are relevant to employers' needs and focus on areas that offer strong long-term employment opportunities. To offer students the training and skills that will lead to successful employment, the schools will:

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

### **HISTORY**

The Everest Institute campus in Grand Rapids, formerly known as Olympia Career Training Institute, was founded as Grand Rapids Educational Center in 1972 and was located in the heart of the city at the Towers Medical Building. In 1980, the school relocated to the Northbrook Office Park and continued with quality health career training programs. The Institute subsequently added two additional locations: Kalamazoo, Michigan, in 1989 and Merrillville, Indiana, in 1996. In 1993, the Grand Rapids campus moved to a new facility on Woodworth Street. Corinthian Schools, Inc. acquired the three campuses in February 2001. In April of 2007 the name of campuses was changed to Everest Institute. In August of 2007 a branch campus was established at Southfield. At the Grand Rapids, Kalamazoo and Grand Rapids-Southfield locations, the campuses contained in this catalog, Everest Institute serves all of Western Michigan and Northern Indiana, training students as far north as Petoskey, east to Lansing, south to the Illinois border, and west to the Lake Michigan communities. The Grand Rapids-Southfield campus serves students in the Detroit metropolitan area

### **PHYSICAL LOCATION AND FACILITY**

Everest Institute's Grand Rapids campus is located at 1750 Woodworth Street NE (off Plainfield NE), Grand Rapids, MI 49525 conveniently located near 131 and I-96 expressways. The Kalamazoo location is located at 5177 West Main, Kalamazoo, Michigan 49009, convenient to 131 and I-94 expressways. The Grand Rapids-Southfield location is located at 26111 Evergreen Road, Suite 303, Southfield, MI 48034. All locations provide free parking, are handicapped accessible, and are located near public transportation.

Everest Institute is spacious (Grand Rapids 34,755 sq. ft.; Kalamazoo 28,612 sq. ft.; Grand Rapids – Southfield 7,000 sq. ft.), modern, smoke-free and air-conditioned. Facilities include administrative offices, lecture rooms, medical, dental and computer labs, examination rooms, business labs, pharmacy labs, and student lounges. Class enrollment is limited and many classes have less than 30 students.

### **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, Everest Institute will provide accommodations and auxiliary aids and services to the extent necessary to comply with state and federal laws. For each student, these accommodations and services will specifically address the functional limitations of the disability that adversely affect equal educational opportunity. Applicants or students who would like to request disability service/accommodations must make a request to the Campus President. Students will receive written notification of the determination within seven calendar days. Students may appeal an accommodation decision by following the student grievance procedure as stated in the "Student Academic Appeals Policy" section of this catalog.

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

Corinthian Colleges, Inc. does not discriminate on the basis of race, color, religion, age, disability, sex, sexual orientation, national origin, citizenship status, gender identity or status, or marital status in its admission to or treatment in its programs and activities, including advertising, training, placement and employment. The 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.

### **ACCREDITATIONS, APPROVALS AND MEMBERSHIPS**

Everest Institute is licensed by the State of Michigan, Department of Labor and Economic Growth, Office of Postsecondary Services, located at 201 N. Washington Square, Victor Office Center, 4th Floor, Lansing, MI 48913, to provide training in the following fields:

Dental Assisting	Massage Therapy
Medical Administrative Assistant	Medical Assisting
Medical Insurance Billing and Coding	Practical Nursing (P.N.)
Pharmacy Technician	

Everest Institute is institutionally accredited to offer non degree programs by the accrediting commission of the Accrediting Bureau of Health Education Schools (ABHES), 7777 Leesburg Pike, Suite 314 N, Falls Church, Virginia, 22043, (703) 917-9503.

ABHES is listed by the U.S. Department of Education as a nationally recognized accrediting agency under the provisions of Chapter 33, Title 38, U.S. code and subsequent legislation.

## **ADMISSIONS**

### **REQUIREMENTS AND PROCEDURES**

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

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

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

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

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

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

Prospective students who have a high school diploma, official transcript, GED certificate or recognized equivalent are required to achieve a passing score on a nationally normed, standardized test. This test measures an applicant's basic skills in reading and arithmetic. Applicants who fail the test can be re-tested using a different nationally normed, standardized test. The re-test(s) will be administered within the period specified by the test developer. Should the applicant fail the test a third time, one year or alternate training must take place before (s)he will be allowed to retest.

### **ABILITY TO BENEFIT POLICY**

Students who do not have a high school diploma or its recognized equivalent may still be admitted into certain programs at the school. 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**

Forms B and C of the Careers Program Assessment Test (CPAt) and the computer-based COMPASS/ESL test by ACT have been approved by the U. S. Department of Education for the assessment of ATB students. Either the CPAt or COMPASS/ESL test may be used. Passing scores on the CPAt are Language Usage 42, Reading 43, and Numerical 41. Passing scores on the COMPASS test are Numerical Skills/Prealgebra 25, Reading 62, and Writing Skills 32.

### **Retesting Requirements**

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

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

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

### **Retaking the CPAt**

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

### **Retaking the COMPASS/ESL**

Students who fail the first administration of this exam and qualify for a retest as outlined above may retake the exam at any time, except for applicants for diploma programs in California schools, who must wait seven calendar days. The student may retake the exam up to two times before being denied admission. If students feel that they have not performed well due to the on-line modality of the COMPASS test, they will be allowed to take the CPAt with one retest in lieu of retaking the COMPASS test. Applicants who have been denied admission for failure to pass the entrance exam after two retests on the CPAt must wait until 90 days have passed from the last taking of the exam before reapplying for admission.

### **Denial of Admission**

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

### **Delayed Admission**

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

## **ALLIED HEALTH PROGRAMS**

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

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

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

Students enrolling in the Practical Nursing program will be subjected to a criminal background check. Students in all other programs may be subjected to a criminal background check if their externship is completed in a JCAHO accredited site. Students in all programs may be subjected to a drug screening for the clinical experience and externship. Students may also be subject to fingerprinting as part of the Michigan state law. The background check will include:

- Three countywide criminal court searches (counties of residence or contiguous counties)
- (Practical Nursing program will have Michigan state wide criminal search)
- 2 name searches (up to two married names)
- 1 social security trace – address trace report
- 1 statewide sex offender search
- 1 OIG search (Medicare/Medicaid related fraud)

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

Clearance for students will not be obtained where the background check identified a conviction, pending case, or un-completed deferral/diversion for any crime related to the following offenses within the past seven years (15 years for Practical Nursing program):

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

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

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

## PRACTICAL NURSING PROGRAM ADMISSION POLICY

### Practical Nursing Program

In order to be admitted into the Practical Nursing Program, applicants must:

- Be a high school graduate or have a GED
- Pass the COMPASS entrance test
- Pass the PSB entrance test
- Write an essay as assigned by Campus Nursing Director
- Complete a personal interview with the Campus Nursing Director or designated faculty member
- Pass a physical examination
- Provide proof of immunizations as required by clinical agencies
- Pass a criminal background check and drug screen

### All prospective students MUST submit ONE of the following:

1. Official high school transcript that reflects graduation from an US high school
2. Transcript from a foreign high school which has been **translated, evaluated and notarized**
3. Official GED

Criteria	1	2	3	4	5
Previous Education	2.0 - 2.3	2.4 - 2.7	2.8-3.0	3.1 - 3.5	3.6 - 4
• High School GPA					
• College units	6-12 units	13-18 units	19-40 units	41-60 units	A.A./B.A.
• College GPA	2.0-2.4	2.5-2.8	2.9 - 3.1	3.2 - 3.5	3.6 - 4
Previous Allied Health Education	Completed course	Certified	Verified paid work experience <6mo.	Verified paid work experience 6 mo to 1 yr	Verified paid work experience 1 to 5 yrs
**Entrance Examination	50- 55%tile	56-60%tile	61-70%tile	71 - 80%tile	Above 80%tile
1. PSB	1 X 2 = 2	2 X 2 = 4	3 X 2 = 6	4 X 2 = 8	5 X 2 = 10
*** Basic Skills Test - COMPASS	RS 75 - 80	RS 81 - 85	RS 86 - 90	RS 91 - 95	RS 96 - 100
Remed RS 58-74	WS 40 - 52	WS 53 - 65	WS 66 - 78	WS 79 - 90	WS 91 - 100
WS: 30-39	Pre-Alg 39-52	Pre-Alg 53-65	Pre-Alg 66-78	Pre-Alg 79-90	Pre-Alg 91-100
PreAl: 30-38	1 x 2 = 2	2 x 2 = 4	3 x 2 = 6	4 x 2 = 8	5 x 2 = 10
Admission Essay	Weak Essay per Grading Rubric	Basic Essay per Grading Rubric	Proficient Essay per Grading Rubric	Advanced Essay per Grading Rubric	Outstanding Essay in both form & content per Grading Rubric
Former or Continuing students of CCI program in good standing*	Enrolled but completed less than 50%	Completed 50% of the modules	Completed everything except externship	Will complete program prior to admission	Successfully completed program

### Additional information and explanations of the above

4. A personal interview with the Nursing Director (or designated faculty member) is also part of the admission process. It is important that all documents be placed in the applicant's file prior to this interview. A 150 word, doubled spaced typed essay entitled "Why I want to be a Licensed Practical/Vocational Nurse." is also required. The applicant will need to make an appointment with the nursing department secretary to write the essay. Points will be awarded for the essay according to the



grading rubric. The applicant may request a copy of the rubric prior to the writing appointment.

5. Ranking for admission is based on the point system (see point weight at top of the table).
6. Candidates may achieve a maximum of 50 points
7. Candidates will be ranked by the number of points received.
8. Students will be selected from ranked list until approved class size is achieved.

\* In good standing = Attendance is within class requirements; teacher recommendation; no outstanding financial aid obligations

\*\* A 25% tile minimum average in Parts I, II, and III of the PSB, is required for consideration for the nursing program

\*\*\* A combined minimum score of 48 on the COMPASS basic skills test is required for an applicant to progress further in the nursing program admission process. Candidates who fail to meet the minimum score on each test will be referred for remedial courses (The minimum scores for each category are: Reading Skills 58-74; Writing Skills 30-39; Mathematics /Pre algebra 30-38). Once the remediation is completed this candidate can take the COMPASS again.

The COMPASS can only be repeated one time for the current application period. If the score in the skill area falls below the minimal on the second attempt the applicant can reapply for the next available application period.

Anyone that scores below the remediation values will be referred for a complete course in that area.

#### **Point Ranking:**

A candidate who has between 38-50 points, at the time of the interview, will be admitted to the program. A prospective student who has less than 38 points will be placed on the waiting list. The PN class should be selected a minimum of two weeks prior to the scheduled class start. The class will consist of the students with the highest points on the list; the number selected will depend on the number approved by the board of nursing in each state.

#### **PSB Information**

All CCI practical nursing programs use the PSB examination- Aptitude for Practical Nursing Examination. This test is a product of Psychological Services Bureau, Inc. Charlottesville, VA.

The PSB - Aptitude for Practical Nursing Examination is comprised of 5 tests and three subtests. These are as follows:

- ◆ **Academic Aptitude Part I**
  - Verbal
  - Arithmetic
  - Nonverbal
- ◆ **Spelling Part II**
- ◆ **Information in the Natural Sciences Part III**
- ◆ **Judgment & Comprehension in Practical Nursing Situations Part IV**
- ◆ **Vocational Adjustment Index Part V**

The scores are reported in two ways as a raw score (number correct) and a percentile rank.

The percentile scores will be used in the admission process. The percentile scores will be weighted as indicated below:

For example

Part I 60% tile x 4= 240

Part II 75% tile x 1= 75

Part III 70% tile x 3.5= 245

Part IV 80% x 1= 80

Part V 50% x .5= 25

665/100 67% tile = the students score

Students are given points on the admission criteria

50 -55%tile = 2 [1 x 2] points

56-60%tile = 4 [2 x 2] points

61- 70% tile = 6 [3 x 2] points

71 - 80% tile = 8 [4 x 2] points

Above 80%tile = 10 [5 x 2] points

Points given for admission tests are weighted.

#### **Alternate students:**

Alternate students may be admitted to the program if allowed by the State Board of Nursing. Students who are alternate students must be notified that they are being admitted as alternate students. By the first scheduled clinical, the class size must be no larger than the approved number.

#### **Student Requirements**

Prior to the start of the program, students are required to have a physical examination along with additional requirements and documentation. These requirements may change per individual facility requirements.

- Current CPR card (AHA Health Care Provider -- recommended)
- Completed Physical Examination and Medical History Form
- Documentation of current immunizations or titers documenting immunity including Hepatitis B
- Negative TB skin test or chest x-ray
- Completed uniform order
- Completed criminal background check application and student disclosure form
- Drug testing

## **Assignments**

Assignments are due at the beginning of class on the date published in the course calendar/packet. Assignments submitted after that time will have 2% (2 percent) deducted for every calendar day (**including weekends and holidays**) until the assignment is submitted. If an assignment is not turned in 14 days from the due date (including weekends and holidays) the assignment will not be accepted and will receive a zero. This policy applies even if the student is absent.

### Example 1:

Assignment is due on September 20, 2006 at 8:30 a.m.

The assignment is worth 50 points. It is turned in at 3 p.m. on September 20, 2006

The maximum points now available for the assignment are 49 because 2% is deducted for each calendar day. 2% of 50 is 1 point = 49 points.

### Example 2:

Assignment is due on September 20, 2006 at 8:30 a.m.

The assignment is worth 50 points. It is turned in at 8:30 am on September 26, 2006.

The maximum points available for this assignment are 45 points because 2 % is deducted for each calendar day. 10% of 50 is 5 points = 45 points.

Quizzes, tests and final exams are to be taken on the scheduled day and at the scheduled time. If a student is absent 5% (five percent) will be deducted from the score. (A student who is tardy on a test day may be admitted to the testing room, but will not be allowed additional time to complete the test. Students taking the test later than the scheduled time, for any reason, will have 5% deducted from the final score. The test must be taken on the first classroom day following the absence(s). Test and exams will not be made up in the clinical area. The make-up test/exam will be taken outside of class time. An alternate form of the test may be given at the discretion of the instructor and Campus Nursing Director.

## **CREDIT FOR PREVIOUS EDUCATION OR TRAINING**

The Education Department will evaluate previous education and training that may be applicable to an educational program. If the education and/or training meet the standards for transfer of credit, the program may be shortened and the tuition reduced accordingly. Students who request credit for previous education and training are required to provide the school with an official transcript from the educational institution.

In order for nursing students to transfer a natural science course, the course must have been taken within the past five years. Transfer of nursing courses will be evaluated on an individual basis by the Campus Nursing Director and the Admissions Committee.

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## **ACADEMIC INFORMATION**

### **ORIENTATION**

Approximately one week prior to class, an orientation will be scheduled. At orientation, students become acquainted with Everest Institute staff and student expectations.

### **SCHOOL FACULTY AND GUEST LECTURERS**

Selection of instructors is based on their educational and specialty background and practical experience. Instructors' qualifications are on file with the accrediting agencies. Everest Institute also has an active Advisory Board made up of local health and technical professionals. Guest lecturers speak throughout the course and may include local medical, dental, social services and technical professionals

### **UNIT OF ACADEMIC CREDIT**

All Everest Institute lectures and labs are based on a 50-minute clock hour. 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.

### **Maximum Classroom Size**

To provide meaningful instruction and training, classes are limited in size. Following are the maximum class sizes by campus for both lecture and laboratory classes: 30 students in lecture and laboratory classes. The laboratory ratio of students to instructor normally does not exceed 20 to 1.

### **GRADING SYSTEM**

The progress and quality of students' work is measured by a system of letter grades and grade percentages. Grades are computed at the end of each term and will be assigned as follows:

Grade	Meaning	Percentage
A	Excellent	100-90
B	Very Good	89-80
C+*	Good/Passing (Practical Nursing Program Only)	79-75
C	Good	79-70
F	Failing	69-0
L	Leave of Absence	
W	Withdrawal	
WZ	Withdrawal for those students called to immediate active military duty	
CR	Credit for Advanced Placement	
TR	Credit for Previous Education	
*C+ is used only in the Practical Nursing Program. Grades of C or D will not be given in this program. The Nursing Board requires a score of 75% to pass.		

## PRACTICAL NURSING GRADING CRITERIA

The Michigan Board of Nursing- approved grading scale for the Practical Nursing Program is as follows:

### Grading Policy

- All theory course work/assignments will be assigned point values.
- Overall course grade will equate the points earned to a percentage grade

### The student will receive the following grade points:

**A** = if the percentage falls between 91 – 100%  
**B** = if the percentage fall between 83 – 90%  
**C+** = if the percentage fall between 75 – 82% C+  
**Below 75% is a failing grade in the nursing program**

It is a requirement of the PN program that all students maintain a minimum of 75% (C+) in all courses and at least 75% on a course final examination.

Students who do not have a course grade of 75% going into the final examination, must obtain a score on the exam that will bring their average up to 75% (seventy-five percent).

All Practical Nursing students who fall below the 75% final test score passing range in any course will be remediated by the Practical Nursing faculty according to the Board of Nursing approved remediation plan.

Remediation for the course failed will begin immediately following the posting of the final examination scores, and will be done by a member of the Practical Nursing faculty.

At the conclusion of the remediation period the student will be given an alternate written and/or practical examination as appropriate to the remediated material. The highest final exam grade which will be recorded for the student who has been remediated is 75% (C+).

A student who fails the remediation exam and/or does not complete the course with a grade of 75% will not have made satisfactory academic progress and will be dropped from the program.

Students who have required remediation during a Level will be placed on academic probation and will be required to attend weekly remediation sessions (Student Success Program). The academic probation will remain in effect until the end of the Level.

A student may be remediated for two courses in a Level. If a student requires remediation for a third course in a Level the student will be dropped and may return to the program on a space-available basis. A student, who fails to achieve a course grade of 75% or above, either due to overall low average or failure of the make-up examination, will be dropped from the program. The student will be eligible to return on space-available basis the next time the course is offered.

A student who has been dropped from the program will have an exit interview with the Nursing Chair, who will provide the student with documentation of courses taken, hours completed by the student in the program and a plan for re-entry.

## ATTENDANCE

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

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

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

**Establishing Attendance / Verifying Enrollment**

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

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

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

**Monitoring Student Attendance**

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

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

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

**Consecutive Absence Rule (All Programs)**

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

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

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

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

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

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

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

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

Percentage	Action Taken
25% of the course hours missed	Attendance warning letter sent
40% of the course hours missed	Withdrawn from the course
40% of the total hours for all courses in a term	Dismissed from program

**Additional Requirements for Veteran Students**

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

**Date of Withdrawal**

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

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

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

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

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

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

### **Attendance Records**

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

## **ATTENDANCE REQUIREMENTS FOR PRACTICAL NURSING STUDENTS**

### **Nursing Attendance Policy**

The Practical Nursing program encompasses 1425 clock hours. Content areas are determined by the Michigan Board of Nursing. All missed competencies must be made-up. Students will have the opportunity to make-up missed hours during the Student Success Program (SSP) which is scheduled three (3) hours per week.

Students are encouraged to schedule medical, dental or other personal appointments after school hours. If a student will be unavoidably absent, he/she must notify the school.

A student who is absent from class must call the school to notify of absence no later than (one) 1 hour prior to the scheduled class time. The student must state his/her name and reason for the absence.

### **Clinical/Skills Lab Absences**

A student who will be absent from the clinical area must call the clinical site and school and page the clinical instructor to notify of absence no later than (one) 1 hour prior to the scheduled clinical time. The student must state his/her name, the instructor, class and reason for absence. Students who will be more than 10 minutes late must call or page the instructor. (All clinical instructors will distribute their pager numbers to students at the beginning of the clinical rotation. It is the student's responsibility to call this number (page the instructor) prior to the beginning of clinical to inform him or her of an absence).

When a student nurse is absent from the clinical site, important skills are missed. Therefore, if a student is absent from a clinical experience, the student will receive:

Absent **one** clinical day=**Needs Improvement** for attendance

Absent **two** clinical days=**Unsatisfactory** for attendance and **Needs Improvement** for the clinical performance

More than two clinical days=**Unsatisfactory** for attendance and **Unsatisfactory** for clinical performance.

Students cannot miss more than 6 clinical days for the entire program. Students cannot miss more than 2 clinical days per level. After 2 absences in one level the student will be placed on clinical probation until the end of that level. While the student is on probation they must have perfect attendance. If the student does not have perfect attendance while on probation they will be dismissed from the program. The student can go before the appeals board if they wish to return to the program. If the appeals board allows the student to return to the program it will be on a space available basis.

### **Theory Absences**

Students who are absent for theory and lab have the responsibility to acquire information from a fellow student.

Students cannot miss more than 6 days for the entire program. Students cannot miss more than 2 days per level. After 2 absences in one level the student will be placed on probation until the end of that level. While the student is on probation they must have perfect attendance. If the student does not have perfect attendance while on probation they will be dismissed from the program. The student can go before the appeals board if they wish to return to the program. If the appeals board allows the student to return to the program it will be on a space available basis.

The deadline for assignments is at the beginning of class on the due date. A two percent (2%) point reduction will be deducted for each *calendar* day (including weekends and holidays) the assignment is late. This policy also applies if the student is absent. If the assignment is not turned in 14 days from the due date (including weekends and holidays) the assignment will not be accepted and will receive a zero. Failure to complete all assignments for a course may result in not having enough points to pass a course. It is the student's responsibility to complete all work in a timely manner. The student should not expect the instructor or campus nursing director to provide extra credit assignments for the purpose of passing a course.

### **Tardiness**

Tardiness will be calculated into hours missed. Once a student accumulates 2 hours of tardiness they will be counted ½ day absent. 4 hours accumulated tardiness will be a full day absence.

### **No Call/No Show-Clinical, Classroom or Lab**

A student who is absent from clinical, classroom or lab instruction without giving prior and proper notification (No Call/No Show) will receive a verbal warning. A second No Call/No Show from clinical, classroom or lab instruction, without giving prior and proper notification, will result in a written warning. An absence without notification may result in program dismissal.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **STANDARDS OF SATISFACTORY ACADEMIC PROGRESS**

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

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

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

### **Evaluation Periods for Satisfactory Academic Progress**

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

### **GPA and CGPA Calculations**

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

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

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

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

Example: 12 credit hours earned  
24 credit hours attempted = 50% ROP

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

- Students who have reached the halfway point of their normal program completion time must have successfully completed 25% of the credit hours attempted.
- Students who have reached the halfway point of their maximum program completion time must have successfully completed 60% of the credit hours attempted.
- Students who have reached 75% of their maximum program completion time must have successfully completed 66.7% of the credit hours attempted.

### Maximum Time in Which to Complete (MTF)

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

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

### Satisfactory Academic Progress Tables

35 Quarter Credit Hour Modular Program (MIBC). Total credits that may be attempted: 52 (150% of 35).				
Total Credits Attempted	Probation if CGAP is below	Suspension if CGAP is below	Probation if Rate of Progress is Below	Suspension if Rate of Progress is Below
1-12	70%	N/A	66.7%	N/A
13-18	70%	25%	66.7%	33%
19-36	70%	65%	66.7%	66.7%
37-52	N/A	70%	N/A	66.7%

47 Quarter Credit Hour Modular Program (DA, MA, MAA, MIBC, Pharm Tech). Total credits that may be attempted: 70 (150% of 47).				
Total Credits Attempted	Probation if CGAP is below	Suspension if CGAP is below	Probation if Rate of Progress is Below	Suspension if Rate of Progress is Below
1-12	70%	N/A	66.7%	N/A
13-24	70%	25%	66.7%	25%
25-48	70%	63%	66.7%	63%
49-70	N/A	70%	N/A	66.7%

55 Quarter Credit Hour Modular Program (Massage Therapy). Total credits that may be attempted: 82 (150% of 55).				
Total Credits Attempted	Probation if CGAP is below	Suspension if CGAP is below	Probation if Rate of Progress is Below	Suspension if Rate of Progress is Below
1-12	70%	N/A	66.7%	N/A
13-24	70%	20%	66.7%	25%
25-54	70%	60%	66.7%	55%
55-66	70%	65%	66.7%	64%
67-82	N/A	70%	N/A	66.7%

86 Quarter Credit Hour Quarter-Based Program (Practical Nursing). Total credits that may be attempted: 129 (150% of 89).				
Total Credits Attempted	Probation if CGPA is below	Suspension if CGPA is below	Probation if Rate of Progress is Below	Suspension if Rate of Progress is Below
1-16	2.0	N/A	66%	N/A
17-28	2.0	1.0	66%	N/A
29-40	2.0	1.25	66%	50%
41-52	2.0	1.5	66%	60%
53-64	2.0	1.75	66%	65%
65-129	N/A	2.0	N/A	66%

### Academic Probation

Probation is the period of time during which a student's progress is monitored under an advising plan. During the period of probation, students are considered to be making Satisfactory Academic Progress both for academic and financial aid eligibility. Students on probation must participate in academic advising as deemed necessary by the school as a condition of their probation. Academic

advising shall be documented on an Academic Advising Plan and shall be kept in the student's academic file. The Academic Advising Plan will be updated at the end of each evaluation period that the student is on probation.

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

### **Suspension**

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

### **Academic Appeals**

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

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

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

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

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

### **Reinstatement Following Suspension**

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

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

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

### **Dismissal**

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

### **Graduation**

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

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

Transfer credits (T) are not included in the calculation of CGPA but are included in the "Total Number of Credit Hours Attempted" (see below) in order to determine the required levels for CGPA and rate of progress. Transfer credits are included as credit hours attempted and successfully completed in calculating the rate of progress.

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

When a course is repeated, the higher of the two grades is used in the calculation of CGPA, and the total clock hours for the original course and the repeated course are included in the "Total Clock Hours Attempted" (in the charts above) in order to determine the required progress level. The clock hours for the original attempt are considered as not successfully completed.

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

### **Transfer Credit**

Students may receive transfer credit for courses taken at another school. Courses for which a student receives transfer credit are counted as attempted and successfully completed for purposes of satisfactory academic progress. As a result, courses for which a student receives transfer credit provide the student with advanced standing, which is applied to the student's progress in calculation of the percentage of maximum time frame for the program that the student has completed. For instance if a student enrolled in a 1,500 clock hour program (with a maximum time frame of 2,250 clock hours) receives 250 clock hours of transfer credit and completes 250 clock hours in the first term of enrollment, the student will be evaluated as a student who has passed the 25% point of the program ( $500/1500 = 33.3\%$ ) at the end of the first term. However, if a student receives 500 clock hours of transfer credit and will complete 250 clock hours at the end of the first term, the student will be evaluated as a student who is at the midpoint (50% point) of the program ( $750/1500 = 50\%$ ).



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

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

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

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

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

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

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

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

#### **Make-Up Assignments**

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

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

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

#### **Veterans Academic Probation**

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

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

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

### **STUDENT ACADEMIC APPEALS POLICY**

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

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

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

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

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

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

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

### **Assignment/Test Grades**

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

### **Final Course Grades**

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

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

### **Attendance Violations**

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

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

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

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

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

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

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

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

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

## **GRADUATION REQUIREMENTS**

To be eligible for graduation, student must:

- Complete all required modules or courses with a grade of 70% or above.
- Satisfactory completion of an approved externship (160 hours), if required.

Students on academic probation may qualify for graduation if, at the end of the probationary period, they meet the Satisfactory Academic Progress (SAP) policy.

Students successfully completing all requirements of a program from Everest Institute will be presented with a certificate or diploma and an official transcript. At graduation students are required to wear appropriate program attire.

### Practical Nursing Program Graduation Requirements

A candidate for graduation from the Practical Nursing program must meet the following criteria to be eligible to receive the School certificate:

- Complete all required courses with a grade of C+ or above (75%).
- Complete all required courses with a Cumulative Grade Point Average (GPA) of 2.5 or above.
- Complete and submit all required documents.

The graduation uniform must be purchased by each student prior to graduation. Licensure fees include fees to be paid to the NCLEX Licensure Exam and the State Board of Nursing. These fees are subject to change by the State Board of Nursing and/or NCLEX.

### Registration and Certification

Graduates from the various programs are able to sit for the following requisite exams:

Dental Assisting	Radiation, Health and Safety Exam, Infection Control Exam, and 3500 hours of work experience required prior to sitting for the General Chairside Exam
Massage Therapy	National Certification Exam
Medical Administrative Assistant	Certified Administrative Health Assistant Exam
Medical Assisting	RMA, CMA, and Phlebotomy Technician Exam
Medical Insurance Billing & Coding	Nationally Registered Certified Coding Specialist Exam
Pharmacy Technician	Certified Pharmacy Technician Exam

Medical Assisting graduates are immediately eligible to sit for the Registered Medical Assistant Examination. Candidates who pass the exam are considered Registered Medical Assistants (RMA).

Dental Assisting graduates are immediately eligible to sit for the first two portions of the Certified Dental Assisting examination, the Radiation, Health and Safety exam and the Infection Control exam. Three thousand, five hundred (3,500) hours of work experience are required prior to sitting for the third portion, the Chairside exam.

### TRANSCRIPTS AND DIPLOMAS

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

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

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

Students are provided an official transcript free of charge upon completing graduation requirements as stated in the previous paragraph. There is a fee of \$7 for each additional official transcript requested. Normal processing time for transcript preparation is approximately three to five days.

### FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

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

1. The right to inspect and review the student's education records within 45 days of the day the institution receives a request for access. Students should submit to the institution president written requests that identify the record(s) they wish to inspect. The institution official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the institution official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's educational records that the student believes are inaccurate or misleading. Students may ask the institution to amend a record that they believe is inaccurate or misleading. They should write the institution official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the institution decides not to amend the record as requested by the student, the institution will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. Generally, schools must have written permission for the parents of minor students or eligible students in order to release any information from a student's educational record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;

- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State Law.

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

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

## STUDENT CONCERN POLICY

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

If you have followed the above guidelines and still feel that your concern has been improperly addressed, contact:

Department of Labor and Economic Growth,  
Office of Postsecondary Services  
201 N. Washington Square  
Victor Office Center, 4th Floor  
Lansing, MI 48913

## POLICY AND PROGRAM CHANGES

The school catalog is current as of the time of printing. This catalog is not to be construed as a contract. CSI reserves the right to make changes in organizational structure, policy and procedures as circumstances dictate. Everest Institute reserves the right to reschedule or cancel any class up to one week in advance of the start date. Everest Institute reserves the right to change fees, tuition, or other charges; add or delete courses, revise academic programs; or alter regulations and requirements as deemed necessary.

## ADMINISTRATIVE POLICIES

### CAMPUS RULES AND REGULATIONS

- Children are not allowed in classrooms or on campus unsupervised.
- All students must keep work areas clean. Classes will be dismissed only after the room has been inspected.
- Smoking is not permitted in the facility.

### HEALTH

All enrollees are required to sign a general health statement. Applicants who have indicated a health problem exists that may interfere with the health and safety of the student or others will be required to obtain a physician's medical release before being admitted.

Injuries or illnesses occurring at Everest Institute or an affiliate are to be reported to the instructor immediately. If an injury occurs, the student must complete an incident report according to the affiliate or Everest Institute's policy. Everest Institute is not responsible for illness or injury incurred during classroom/clinical studies. The student is responsible for all costs related to treatment. If the student has been injured or has a communicable disease, he/she will not be allowed to return to class or clinical site until a physician's release has been received.

Pregnant students must present a doctor's release before beginning or continuing a clinical study.

### DRESS CODE

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

All students are required to wear a uniform when on campus and/or at clinical sites. All students are required to wear all white leather tie clinical/tennis shoes unless in professional attire. A nametag or school ID is required to be worn at all times when on campus.

The Grand Rapids and Grand Rapids-Southfield campuses require scrub (top and pants) uniforms as follows:

- |                                      |                            |
|--------------------------------------|----------------------------|
| • Dental Assisting                   | Burgundy or cranberry      |
| • Massage Therapy                    | Green polo and khaki pants |
| • Medical Assisting                  | Royal blue                 |
| • Medical Administrative Assistant   | Hunter green               |
| • Medical Insurance Billing & Coding | Mint green                 |

- Pharmacy Technician Navy blue
  - Practical Nursing Blue scrub top and khaki pants (white pants at clinical sites)
- The Grand Rapids and Grand Rapids-Southfield campuses require scrub (top and pants) uniforms as follows:
- Practical Nursing Blue polo and khaki pants (white pants at clinical sites)
- The Kalamazoo campus issues a lab coat to each student. The campus requires scrub (top and pants) uniforms as follows:
- Dental Assisting Burgundy or hunter green
  - Medical Assisting Burgundy or hunter green
  - Medical Administrative Assistant Burgundy or hunter green
  - Massage Therapy Navy polo and khaki pants
  - Pharmacy Technician Light blue

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. At graduation students are required to wear appropriate business attire and graduation gown.

## STUDENT CONDUCT CODE

### Background

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

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

### Student Conduct Code

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

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

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

### Student Conduct Code Violations/Formal Disciplinary Procedure

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

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

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

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

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

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

### **Appeals**

A student dismissed for violations of the student conduct code may appeal the dismissal by submitting a letter to the School President for consideration. The appeal letter should include the reasons why the decision should be changed and the student allowed to return to school. The student must appeal the decision within 14 calendar days or a reasonable period of time after the student receives notice from the School that he/she has been dismissed. Students should refer to the "Campus Grievance Procedures" in the School catalog. The student who appeals a dismissal shall receive written notice of the decision. The School President's decision on an appeal shall be considered final.

### **Academic Integrity**

- Any form of deception in the completion of assigned work is considered a form of academic dishonesty. This includes, but is not limited to: copying another's work from any source; allowing another to copy one's own work whether during a test or in the submittal of an assignment; any attempt to pass off the work, data, or creative efforts of another, as one's own; knowingly furnishing false information about one's academic performance to the School.
- If a student is found to have committed one or more of the acts listed above, the student may, at the Academic Dean's discretion, receive an F grade for the assignment or exam. If repeated offenses occur, the student may be dismissed from the School as per the disciplinary procedures outlined above.
- All violations of academic policy are documented and made part of the student's academic record.

### **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.

## **SEXUAL HARASSMENT**

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

Sexual harassment of employees or students at Everest Institute is prohibited and shall subject the offender to dismissal or other sanctions after compliance with procedural due process requirements. Unwelcome sexual advancements, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when:

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

Individuals who feel they have a complaint or a matter they wish to discuss may report the problem directly to the school's administrative officers.

## **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: [www.mipsor.state.mi.us](http://www.mipsor.state.mi.us).

### **Statistical Information**

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

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

### **CAMPUS COMPLETION RATE REPORTS**

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

### **DRUG AWARENESS**

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

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

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

### **WEAPONS POLICY**

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

## **FINANCIAL INFORMATION**

**Tuition and Fees information is in Appendix B in this catalog**

### **SCHOOL TUITION PLAN**

Details on our interest-free cash payment plans are available through the Business Office. Everest Institute also accepts payment of fees with Visa, MasterCard, Discover or American Express. Automatic Debit from a checking/savings account is also available.

### **STUDENT FINANCING OPTIONS**

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

### **FINANCIAL ASSISTANCE**

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

### **STUDENT ELIGIBILITY**

To receive financial assistance you must:

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

### **FEDERAL FINANCIAL AID PROGRAMS**

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

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

### **Federal Pell Grant**

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

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

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

### **Federal Perkins Loan**

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

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

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

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

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

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

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

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

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

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

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

## **ALTERNATIVE FINANCING OPTIONS**

Should a student's primary source of financing not cover all their educational costs, the school offers affordable alternative financing options such as alternative loans and institutional payment plans. Each plan is offered as a secondary payment source to augment primary financing options such as cash, federal financial aid, state grants, agency contracts or employer billing. For detailed information regarding all financing options available please refer to the school's Student Financial Planning Brochure.

### **Alternative Loan Programs**

Alternative loans are private loans offered by the school's preferred lenders. The criteria for preferred lender selection can be obtained from the school's Student Financial Planning Brochure. Alternative loan approval, loan origination fees, interest rates and loan terms are based on the applicant's credit and the lenders underwriting criteria.

### **Institutional Payment Plans**

Cash Payment Plan - Under this plan, a student makes equal monthly payments over the length of the program. All payments are interest free and the first payment is due 30 days from the day the student begins school.

Extended Payment Plan - Under this plan a student makes equal monthly payments over the length of the program plus six extra months. The interest rate is fixed throughout the note term and the first payment is due 30 days from the day the student begins school.

### **Student Tuition Assistance Resource Program (STAR)**

A student may qualify for the STAR Program if s/he is not eligible for one of the school's alternative loan programs. The interest rate is fixed throughout the term of the note and the first payment is due 90 days after the student graduates or leaves school.

## **SCHOLARSHIPS AND OTHER PROGRAMS**

### **Marielinda Escalante Scholarship**

The Grand Rapids campus will award one \$2,000 scholarship each December (effective December 2005). This scholarship is in memoriam of Marielinda Escalante, a medical assisting student that encompassed all the desired traits for an OCTI graduate and medical assisting.

Applicants must be between 20 and 29 years of age and a single mother. Applicants must complete a scholarship application and submit a letter for review by the Board of Directors. Scholarship winners will be determined based on their entrance evaluation score, the scholarship application, and the scholarship letter. Contact the Admissions Office for further information.



### **Jennifer Litton Scholarship**

The Kalamazoo campus will award one \$1500 scholarship each year (effective July, 2005). This scholarship is in memoriam of Jennifer Litton, a medical assisting student that encompassed all the desired traits for an Everest Institute graduate and medical assisting.

Applicants must be between 19 and 29 years of age. Applicants must complete a scholarship application, letter of referral and submit a letter for review by the scholarship board. Scholarship winners will be determined based on their entrance evaluation score, the scholarship application, referral letter and the scholarship letter. Contact the Admissions Office for further information.

### **Everest Institute High School Scholarship**

The Grand Rapids campus will award six \$1,000 scholarships per year. The Kalamazoo Campus will award four \$1,500 scholarships per year.

Applicants must be recent high school graduates (within one year). Scholarship winners will be determined based on the scholarship test scores and the scholarship board interview. Contact the Admissions Office for further information.

### **Workforce Investment Act (WIA)**

Several local agencies work with Everest Institute on an individual (referral) basis to assist students with tuition and other school-related costs of attendance. Contact the Admissions Office for further information.

## **VOCATIONAL REHABILITATION SERVICES**

Students with a physical handicap or disability should contact their local state vocational rehabilitation office regarding tuition assistance.

## **ENTRANCE/EXIT INTERVIEW**

All loan recipients will be required to attend an entrance and exit interview as scheduled by the Financial Aid Office. All students must maintain Satisfactory Academic Progress (SAP) to retain eligibility for Title IV Federal Student Aid Programs.

## **FINANCIAL POLICIES**

Everest Institute reserves the right to refuse class attendance, release for externship, graduation attendance, awarding of certificate or diploma, placement services and/or any training services for students whose financial arrangements are not being met. Terms of the payment must be met as set forth in the enrollment agreement. Federal student financial aid awards must be used in fulfillment of a student's financial obligation at Everest Institute. A service fee will be charged for any returned check and a finance charge of twenty dollars (\$20) is applied monthly to ten (10) days or more outstanding installment payments. Students still waiting to receive federal student financial aid disbursements at the time of graduation will be allowed to attend graduation. However, they will not be awarded a certificate until payment in full is received.

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

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

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

## **OFFICIAL WITHDRAWALS**

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

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

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

## **REFUND POLICIES**

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

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

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

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

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

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

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

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

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

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

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

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

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

If a student who was charged for and paid for textbooks, uniforms, or equipment, returns unmarked textbooks, unworn uniforms, or 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 or term.

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

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

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

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

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

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

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

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

Refunds are allocated in the following order:

- Unsubsidized Federal Stafford Loans
- Subsidized Federal Stafford Loans
- Unsubsidized Direct Stafford Loans (other than PLUS loans)
- Subsidized Direct Stafford Loans
- Federal Perkins Loans
- Federal Parent (PLUS) Loans
- Direct PLUS Loans
- Federal Pell Grants for which a Return of funds is required
- Federal Supplemental Opportunity Grants for which a Return of funds is required
- Other assistance under the Title for which a Return of funds is required (e.g., LEAP)

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

The School must return the lesser of:

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

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

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

#### **Institutional Refund Calculation**

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

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

#### **REQUIREMENTS FOR GRADUATION**

A student must:

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

#### **MICHIGAN REFUND POLICY**

The tuition and fees paid by the applicant shall be refunded if the applicant is rejected by The School before enrollment. An application fee of not more than \$25.00 may be retained by The School if the application is denied. All tuition and fees paid by the applicant shall be refunded if requested within 3 business days after signing a contract with The School. All refunds shall be returned within 30 days.

### **STUDENT SERVICES**

#### **ADVISING**

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

## **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 cannot guarantee employment. However, all graduating students participate in the following placement assistance activities:

- Preparation of resumes and letters of introduction - an important step in a well-planned job search.
  - Interviewing techniques. Students acquire effective interviewing skills through practice exercises.
  - Job referral by Career Services Department. The Career Services Department compiles job openings from employers in the area.
- All students are expected to participate in the placement assistance program and failure to do so may jeopardize these privileges.

## **STUDENT LOUNGE**

Everest Institute offers a non-smoking lounge for the students. Many friendships are formed in the comfortable atmosphere shared by individuals with the same interest and dedication.

## **STUDENT HOUSING/CHILD CARE**

It is the responsibility of the student to make arrangements for housing and childcare while attending school. There are apartments and childcare centers in the vicinity of the school. Please check with our Admissions Representative for current information.

### PROGRAMS BY LOCATION

	Grand Rapids	Kalamazoo	Grand Rapids-Southfield
Dental Assisting	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Massage Therapy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Medical Administrative Assistant	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Medical Assisting	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Medical Insurance Billing & Coding	<input checked="" type="checkbox"/>		
Pharmacy Technician		<input checked="" type="checkbox"/>	
Practical Nursing	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>

All programs are taught in residence at the campus.

## DIPLOMA PROGRAMS

DENTAL ASSISTING					
Credential	Clock Hours	Credit Units	Length	Campuses	Version
Diploma	720	47	8 months/32 weeks	Grand Rapids, Kalamazoo	1-1

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

The goal of the Dental Assisting Program is to provide graduates with the skills and knowledge that will enable them to qualify for entry-level positions as dental assistants. Since they are trained in clinical, radiographic and administrative procedures, their services are also sought by dental schools, dental supply manufacturers, hospital dental departments and insurance companies. Graduates are also capable of filling entry-level positions such as dental receptionist, dental insurance clerk, dental supply salesperson and administrative assistant.

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

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

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

This 720 clock Hour/47.0 Credit Units of study consists of seven individual learning units, plus a hands-on clinical experience, called an externship. Each of these "modules," as they are referred to, stands alone as a unit of study and is not dependent upon previous training. If students do not complete any portion of a module, the entire module must be repeated. Students may enter the program at the beginning of any module and continue through the sequence until all modules have been completed. Upon completion of the seven classroom modules, the students participate in a 160-clock-hour-externship.

### Program Outline

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

### Major Equipment

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

### Module A – Dental Office Emergencies and Compliance

#### 6.0 Quarter Credit Hours

In this module, students are introduced to Occupational Safety and Health Administration (OSHA) Standards for infection control and hazard communication. Topics include microbiology, contagious diseases concerning the dental team, universal precautions, barrier techniques and handling hazardous chemicals. Students practice step-by-step instrument decontamination using approved sterilization agents and methods. Students learn operator disinfection using approved agents and methods. Methods for taking and recording vital signs and blood pressure are introduced. Students also learn about CPR for the Healthcare Provider and how to management emergencies that may occur in the dental office. Related dental terminology is studied. Basic concepts of psychology and communication are discussed with emphasis on helping dental patients overcome anxieties related to dental treatment. Special considerations for the medically and

physically compromised patients are presented. Career development skills are also taught. Prerequisite: None. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.

### **Module B – Dental Radiography**

**6.0 Quarter Credit Hours**

Module B introduces students to the basic anatomy of the head and teeth in order to familiarize students with the anatomical structures involved in dental radiographs. Radiation protection and the hazards of X-ray radiation are studied. Emphasis is placed on maintaining radiation safety while obtaining the best possible diagnostic quality on dental radiographs. Students are also introduced to digital radiography. Theory, laboratory skills and clinical practice meet state guidelines for a Radiation Safety Certificate and comply with federal regulations for certifying radiographic operators. Students practice techniques of film exposure and mounting in equipped dental operatories with industry-approved structural and monitoring devices. Exposure techniques include bitewing, bisecting and parallel techniques and are performed on a patient simulator manikin. Upon successful completion of practice, students produce radiographs on site for clinical patients as prescribed by a licensed dentist. Students process film using a fully equipped darkroom or automatic processor. Students are also required to mount processed radiographs and to evaluate the diagnostic quality according to established criteria. Students retake non-diagnostic films. Professional responsibilities regarding the state radiation safety certificate are introduced as well as quality assurance and infection control. Related dental terminology is also taught. Prerequisite: None. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.

### **Module C – Dental Specialties**

**6.0 Quarter Credit Hours**

In this module, student study cranial anatomy as it relates to anesthesia administration and pain control. Methods for taking and recording vital signs and blood pressure are introduced. Skills performed by the dental assistant in the specialty areas of Oral Surgery and Endodontics (root canals) are presented, including procedures for the administration of topical and local anesthetics. Students practice acquired skills on training manikins (Typodonts), placing instruments and materials. Children's dentistry (Pediatric Dentistry) as a specialty is presented. Related dental terminology is studied. Prerequisite: None. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.

### **Module D – Operatory Dentistry**

**6.0 Quarter Credit Hours**

This module introduces students to chair-side assisting duties and techniques practiced in general dentistry with emphasis on sit-down, four-handed dentistry. Students learn how to handle and transfer dental instruments and place materials on models. Properties and manipulation of common dental materials, including amalgam, composites, glass ionomers and sealants, are presented. Students practice required RDA procedures such as placement, wedging and removal of matrices, placement of cement bases and liners, and placement of temporary sedative dressing on Typodont manikins. Basic concepts of psychology and communication are discussed with emphasis on helping dental patients overcome anxieties related to dental treatment. Students also study related dental terminology. Prerequisite: None. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.

### **Module E – Laboratory Procedures**

**6.0 Quarter Credit Hours**

In this module, students receive hands-on training in taking impressions and constructing study and master casts. Students are exposed to a variety of impression and gypsum materials and procedures for their use. The casts are then used to practice dental procedures such as the fabrication of custom trays and temporary crowns. Prosthodontics as a specialty is presented with instruction in crown and bridge procedures and full and partial dentures. Students are introduced to dental implants and the various types of mouth guards such as night-guards, sports guards and bleaching trays. Laboratory safety and infection control are presented. Related dental terminology is studied. Prerequisite: None. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.

### **Module F – Dental Anatomy and Orthodontics**

**6.0 Quarter Credit Hours**

This module focuses on orthodontics as a specialty. Students receive hands-on training in practicing orthodontic measurements, placement of separators, sizing bands and placement and ligation of arch wires. Theory on orthodontic assistant duties, office routine and malocclusion classifications are presented. In addition, students learn to chart the oral conditions of patients in compliance with state guidelines for mouth mirror inspection. Introduction of tooth morphology, oral structures, and oral pathology are presented. Related spelling and terminology is studied throughout the module. Prerequisite: None. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.

### **Module G – Dental Health**

**6.0 Quarter Credit Hours**

Specialty areas of oral pathology and periodontics are studied. Placement of periodontal surgical dressings is demonstrated and practiced on manikins according to RDA criteria. Preventive dentistry is emphasized. Related areas of nutrition and fluorides are presented. Students also study related dental terminology. Coronal polish theory and procedures are taught and practiced on manikins and then on clinical patients under the direct supervision of a licensed dentist. Completion of coronal polish requirements will permit the assistant to perform the procedure after obtaining the Registered Dental Assistant license (California programs only). Prerequisite: None. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.

### **Module X – Dental Assisting Externship**

**5.0 Quarter Credit Hours**

This module is 160 hours of unpaid, supervised, practical in-service in a dental office or clinic in which the student practices direct application of all administrative and clinical functions of dental assisting. Prerequisite: Completion of Modules A-G. Lecture Hours: 0.0 Lab Hours: 0.0 Other Hours: 160.0.

## MASSAGE THERAPY

Credential	Clock Hours	Credit Units	Length	Campuses	Version
Diploma	750	55	9 months/36 weeks	Grand Rapids, Kalamazoo	3-0

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

This 750-hour program consists of one pre-requisite course, eight self-contained units of learning called modules, and a 30-hour clinic, which the student must complete before they graduate. Each student must successfully complete the pre-requisite course before moving on to any one of the remaining modules in the program. Included in this program are 225 hours of Anatomy and Physiology, as well as introduction to principles and practices of massage therapy, massage fundamentals, massage and bodywork, pathology, business and success skills, and health and wellness. Upon the successful completion of this program, graduates will have received the education necessary to attain a career in one of the most engaging and exciting fields today. The graduate may work in an entry-level position as a Massage Therapist in a variety of health care facilities, including, but not limited to, a massage clinic, hospital, chiropractic office, nursing home, health club, spa, resort, or in private practice. Massage Therapists may be employed in urban, suburban, and rural areas.

### Program Outline

Module	Module Title	Lecture Hours	Lab Hours	Other Hours	Total Contact Hours	Quarter Credit Units
<b>Pre-requisite Course</b>						
MTD100	Introduction to Massage Therapy	40	40	0	80	6.0
<b>Modular Courses</b>						
MTD201	Business and Ethics	40	40	0	80	6.0
MTD237	Swedish Massage, Pre-Natal, Post-Natal and Infant, & Elder/Geriatic Massage	40	40	0	80	6.0
MTD263	Eastern Theory and Practice	40	40	0	80	6.0
MTD220	Energy & Non-Traditional Therapies, Wellness & CPR	40	40	0	80	6.0
MTD282	Deep Tissue, Myofascial Release & Pin and Stretch	40	40	0	80	6.0
MTD214	Neuromuscular/Trigger Point and Muscle Energy Techniques	40	40	0	80	6.0
MTD246	Clinical and Sports Massage	40	40	0	80	6.0
MTD295	Health and Wellness	40	40	0	80	6.0
MTD278	Massage Therapy Clinic	0	0	30	30	1.0
<b>PROGRAM TOTAL:</b>		<b>360</b>	<b>360</b>	<b>30</b>	<b>750</b>	<b>55.0</b>

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

#### MTD100 – Introduction to massage Therapy

**6.0 Quarter Credit Hours**

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

#### MTD201 - Business and Ethics

**6.0 Quarter Credit Hours**

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

#### MTD237 – Swedish Massage, Pre-Natal, Post-Natal and Infant, & Elder/Geriatic Massage

**6.0 Quarter Credit Hours**

This module is designed to provide the student with the theory & hands-on skills involved in practicing Swedish Massage. Also covered in this module is range of motion for hip, pre-natal, post-natal, infant & elder/geriatric massage. Prerequisite: MTD100. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.

#### MTD263 – Eastern Theory and Practice

**6.0 Quarter Credit Hours**

This module is designed to provide the student with the understanding and knowledge of Eastern theory and practice as used within different styles of Asian bodywork. The student will also learn the immune and lymphatic systems. For specific musculature covered for



this module please refer to the anatomy and physiology outline. Prerequisite: MTD100. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.

**MTD220 – Energy & Non-Traditional Therapies, Wellness & CPR**

**6.0 Quarter Credit Hours**

This module is designed to provide the student with the theory and hands-on skills involved in introducing fundamental energy based modalities including Polarity and Beginning Reiki hand-placements. The student will be introduced to basic health and wellness concepts including CPR. This module will also provide the student with the understanding of the Integumentary System and musculature of the forearms and hands. Prerequisite: MTD100. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.

**MTD282- Deep Tissue, Myofascial Release & Pin and Stretch**

**6.0 Quarter Credit Hours**

This module is designed to provide students with an understanding of myofascial, deep tissue and pin and stretch techniques. These techniques will be incorporated into a Swedish massage to better address individual client needs. Students will use basic assessment skills to identify muscular holding patterns and develop treatment plans. The indications and contraindications of these techniques will be discussed as will specific sights of caution for deep tissue. In addition students will develop an understanding of the digestive system, urinary system and the muscles of the anterior neck. Prerequisite: MTD100. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.

**MTD214 – Neuromuscular/Trigger Point and Muscle Energy Techniques**

**6.0 Quarter Credit Hours**

This module is designed to provide the student with the understanding and knowledge of neuromuscular techniques (NMT), muscle energy techniques (MET) and trigger point therapy and the assessment skills necessary for these modalities. The student will also learn the nervous system and the musculature of the deep posterior spinal muscles. Prerequisite: MTD100. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.

**MTD246 - Clinical and Sports Massage**

**6.0 Quarter Credit Hours**

This module is designed to provide the student with the understanding and knowledge of clinical and sports massage techniques and the assessment skills necessary for these modalities. The student will also learn the assessment skills, charting/documentation, clinical applications and focus within the endocrine system with a review of the nervous system (CNS/PNS). For specific musculature covered for this module please refer to the anatomy and physiology outline. Prerequisite: MTD100. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.

**MTD295 – Health and Wellness**

**6.0 Quarter Credit Hours**

This module is designed to provide the student with an overall understanding of the skills involved in working in spa services and in working with specific strategies to enhance good health and wellness. Prerequisite: MTD100. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.

**MTD278 – Massage Clinic**

**1.0 Quarter Credit Hours**

This course is designed to provide the student with a realistic hands-on view and experience of working in the field by participating in a real massage therapy clinic or 'mock' clinic environment. The clinic provides the students an opportunity to enhance skills learned and practiced from instruction. This course is a continuation of supervised clinical practice integrating the principles of Swedish massage, chair massage and adjunctive therapeutic modalities. Students are afforded the opportunity to practice their massage and evaluation skills on a diverse group of subjects. Prerequisite: Successful completion of 6 of the 9 modules and Instructor approval. Students may be able to start the clinic prior to the 6<sup>th</sup> module with instructor approval. Lecture Hours: 00.0 Lab Hours: 00.0 Other Hours: 30.0.

<b>MEDICAL ADMINISTRATIVE ASSISTANT</b>					
<b>Credential</b>	<b>Clock Hours</b>	<b>Credit Units</b>	<b>Length</b>	<b>Campuses</b>	<b>Version</b>
Diploma	720	47	8 months/32 weeks (Evening-Kalamazoo 10 months.40 weeks)	Grand Rapids, Kalamazoo	0-0

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

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

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

**Program Outline**

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

**Major Equipment**

- Autoclave
- Personal Computers
- Stethoscopes
- Transcription Machine
- Calculators
- Patient Examination Table
- Sphygmomanometer

**MODULE A Office Finance**

**6 Quarter Credit Hours**

Module A introduces accounting functions essential to a medical environment. Students learn basic bookkeeping procedures and apply them to a bookkeeping project and accounting system. Students will also complete assignments writing payroll checks and keeping check registers. Patient billing is an integral portion of the module, including tracing delinquent claims and insurance problem solving. Students study essential medical terminology, build on keyboarding and word processing skills, and become familiar with the self-directed job search process by learning how to cultivate the right on-the-job attitude, assembling a working wardrobe and identifying the strategies it takes to become the best in your new job so that you can advance in your career. They also become familiar with essential medical terminology. Prerequisite: None. Lecture Hours: 040 Lab Hours: 040 Other Hours: 000.

**MODULE B Patient Processing and Assisting**

**6 Quarter Credit Hours**

In Module B, students learn to set up patient records and maintain and organize them manually and electronically. Students become familiar with records management systems and develop skills in alphabetic filing and indexing, and appointment scheduling. The basics of health insurance are introduced, as well the basic of coding with CPT and ICD-9 codes. Students are trained in vital signs, and a cardiopulmonary resuscitation (CPR) course is taught. Students study essential medical terminology, build on keyboarding and word processing skills, and become familiar with the self-directed job search process by identifying their personal career objective. Prerequisite: None. Lecture Hours: 040 Lab Hours: 040 Other Hours: 000.

**MODULE C Medical Insurance**

**6 Quarter Credit Hours**

Module C develops student proficiency in preparing and processing insurance claims. Students study insurance programs, including HMOs, PPOs, and worker's compensation plans. National coding systems used for claims processing are studied. Students learn to obtain information from patient charts and ledgers to complete insurance forms accurately. Students are given hypothetical insurance billing

situations and select appropriate forms, codes, and procedures to process insurance claims for optimal reimbursement. Office & insurance collection strategies are also included. Students study essential medical terminology, build on keyboarding and word processing skills, and become familiar with the self-directed job search process by developing career networking techniques that will assist you in being successful in the medical field. Prerequisite: None. Lecture Hours: 040 Lab Hours: 040 Other Hours: 000.

**MODULE D Insurance Plans and Collections**

**6 Quarter Credit Hours**

Module D develops student proficiency in preparing and processing insurance claims. The Medicaid, Medicare, TRICARE, and CHAMPVA programs are discussed. Students learn to obtain information from patient charts and ledgers to complete insurance forms accurately. They also focus on important aspects of the collection process including collection letters, telephone calls, and collection servicing agencies. They will also learn about Occupational Safety and Health Administration (OSHA) standards and the use of universal precautions in the medical office. Medical ethics and law are also included. Students study essential medical terminology, build on keyboarding and word processing skills, and become familiar with the self-directed job search process by identifying and demonstrating what a successful job interview contains and how to answer common interview questions accurately. Prerequisite: None. Lecture Hours: 040 Lab Hours: 040 Other Hours: 000.

**MODULE E Patient Billing and Office Procedures**

**6 Quarter Credit Units**

In Module E, students are introduced to dictation and transcription. Emphasis is also placed on correspondence and mail processing, health information management and the medical facility environment. Students will also become familiar with disability income insurance and legal issues affecting insurance claims. In addition, students learn about the Health Insurance Accountability and Portability Act (HIPAA). Students study essential medical terminology, build on keyboarding and word processing skills, and become familiar with the self-directed job search by learning how to set their own career goals. Prerequisite: None. Lecture Hours: 040 Lab Hours: 040 Other Hours: 000.

**MODULE F Patient Care and Computerized Practice Management**

**6 Quarter Credit Hours**

Module F emphasizes computerized practice management, including file maintenance, patient records, bookkeeping and insurance. Students will learn the health insurance claim form and managed care systems. Hospital billing is introduced in this module. Students will also learn about the history of the healthcare industry and the Medical Assisting Profession. In addition, students learn basic techniques for taking patients vital signs. They learn OSHA standards and the use of universal precautions in the medical office. Students study essential medical terminology, build on keyboarding and word processing skills, and become familiar with the self-directed job search process by learning all about how to become and learn from mentoring. Prerequisite: None. Lecture Hours: 040 Lab Hours: 040 Other Hours: 000.

**MODULE G Externship**

**5 Quarter Credit Hours**

Module G focuses on basic administrative procedures performed in the dental office. Students are introduced to the dental health team with emphasis on the tasks performed by the administrative support staff. Specialized procedures including appointment scheduling, bookkeeping, dental charting, processing patients, insurance billing and coding, and law and ethics are presented. Students are also given an introduction to radiography and radiation safety. Students will do vital signs. They discuss interpersonal skills and human relations, telephone techniques, and patient reception techniques. Students build on keyboarding and word processing skills, become familiar with essential dental terminology, and become familiar with the self-directed job search process by learning how to dress for success. Prerequisite: Completion of Modules A-F. Lecture Hours: 000 Lab Hours: 000 Other Hours: 160.

## MEDICAL ASSISTING

Credential	Clock Hours	Credit Units	Length	Campuses	Version
Diploma	720	47	8 months/32 weeks (Evening-Kalamazoo 10 months/40 weeks)	Grand Rapids, Kalamazoo	1-1

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

In recent years, the medical assisting profession has become indispensable to the health care field. Physicians have become more reliant on medical assistants for their front and back office skills, and their services are being sought by medical offices, 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	Credit hours
Module A	Patient Care and Communication	80	6
Module B	Clinical Assisting, Pharmacology	80	6
Module C	Medical Insurance, Bookkeeping and Health Sciences	80	6
Module D	Cardiopulmonary and Electrocardiography	80	6
Module E	Laboratory Procedures	80	6
Module F	Endocrinology and Reproduction	80	6
Module G	Medical Law, Ethics, and Psychology	80	6
Module X	Externship	160	5
	<b>Program Total</b>	<b>720</b>	<b>47</b>

### Major Equipment

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

### 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. Lecture Hours: 040 Lab Hours: 040 Other Hours: 000.

### 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. Lecture Hours: 040 Lab Hours: 040 Other Hours: 000.

#### **MODULE C Medical Insurance, Bookkeeping and Health Sciences**

**6 Quarter Credit Hours**

Module C introduces students to the health care environment and office emergencies and first aid, with an emphasis on bandaging techniques for wounds and injuries. Students study medical insurance, billing and coding, bookkeeping procedures, accounts payable and receivable, financial management, banking, and check writing procedures that are essential to the successful operation of the medical office. Students develop an understanding of good health nutrition and weight control and strategies in promoting good health in patients.

Students gain an understanding of basic anatomy and physiology of the digestive system, common diseases and disorders, and medical terminology related to this system. Students study essential medical terminology, build on their keyboarding and word processing skills, and become familiar with the self-directed job search process by developing career networking techniques that will assist them in being successful in the medical field. Prerequisite: None. Lecture Hours: 040 Lab Hours: 040 Other Hours: 000.

#### **MODULE D Cardiopulmonary and Electrocardiography**

**6 Quarter Credit Hours**

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. Lecture Hours: 040 Lab Hours: 040 Other Hours: 000.

#### **MODULE E Laboratory Procedures**

**6 Quarter Credit Hours**

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. Lecture Hours: 040 Lab Hours: 040 Other Hours: 000.

#### **MODULE F Endocrinology and Reproduction**

**6 Quarter Credit Hours**

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. Lecture Hours: 040 Lab Hours: 040 Other Hours: 000.

#### **MODULE G Medical Law, Ethics and Psychology**

**6 Quarter Credit Hours**

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 leaning how to dress for success. Prerequisite: None. Lecture Hours: 040 Lab Hours: 040 Other Hours: 000.

**MODULE X Medical Assisting Externship****5 Quarter Credit Hours**

Upon successful completion of Modules A through G, Medical Assisting students participate in a 160 hour externship at an approved facility. The externship provides the student an opportunity to apply principles and practices learned in the program and utilize entry level Medical Assisting skills in working with patients. Medical assisting externs work under the direct supervision of qualified personnel at the participating externship sites, and under general supervision of the school staff. Externs are evaluated by supervisory personnel at the site at 80- and 160-hour intervals. Completed evaluation forms are placed in the students' permanent records. Students must successfully complete their externship experience in order to fulfill requirements for graduation. Prerequisite: Completion of modules A-G. Lecture Hours: 000 Lab Hours: 000 Other Hours: 060.

## MEDICAL INSURANCE BILLING AND CODING

Credential	Clock Hours	Credit Units	Length	Campuses	Version
Diploma	720	47	8 months	Grand Rapids	2-0

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

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

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

### Program Outline

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

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

**6 Quarter Credit Hours**

This module presents basic prefixes, suffixes, word roots, combining forms, special endings, plural forms, abbreviations, and symbols. Also covered is medical jurisprudence and medical ethics. Legal aspects of office procedure are covered, including a discussion of various medical/ethical issues in today's medical environment. Students will learn basic computer skills and acquire knowledge of basic medical insurance billing and coding. Students are provided exposure to computer software applications used in the health care environment including basic keyboarding, Word and Excel. In addition, basic guidelines and coding conventions in ICD-9 and CPT with focus on the professional (outpatient) guidelines, as well as an introduction to the use of the coding reference books. Basic math is introduced. Career skills and development of proper study and homework habits are introduced as well as professionalism needed in the healthcare environment. Prerequisite: None. Lecture Hours: 040 Lab Hours: 040 Other Hours: 000

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

**6 Quarter Credit Hours**

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

will include information on national and other common insurance plans as well as claim form completion and ICD and CPT coding. Problem solving and managed care systems will also be discussed. Daily financial practices to include patient fee determining, credit arrangements and bookkeeping and bank-keeping procedures will be discussed. Computer use in the ambulatory environment will also be taught. Basic and advanced guidelines and coding conventions in CPT will be taught with focus on the professional (outpatient) guidelines. The evaluation and management documentation guidelines will be discussed, as well as, the proper use of modifiers. Basic guidelines and coding conventions in ICD-9-CM diagnosis coding and medical necessity with CPT pairing will be stressed, as well as the use of a natural language encoder program. Various aspects of pharmacology will be discussed including a study of the medications prescribed for the treatment of illnesses and diseases within the modular subject area. Included in this are drug actions, and medication uses in relation to body systems and medical terminology. To prepare the student to comprehend the complexity of the health care system and the life cycle of a medical practice, areas that will be discussed include personnel management, compliance, technology, and the many roles of office management. Prerequisite: MEDINTRO. Lecture Hours: 040 Lab Hours: 040 Other Hours: 000

**Module MIBGU      Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding  
of the Genitourinary System      6 Quarter Credit Hours**

This module presents a study of basic medical terminology focused on the genitourinary system. A word-building systems approach is used to learn word parts for constructing or analyzing new terms. Emphasis is placed on spelling, definition, usage, and pronunciation. Abbreviations are introduced as related terms are presented within the module. A study of the human body's diseases and disorders, including signs, symptoms, etiology, diagnosis, and treatment is accomplished following the modular subject areas. Students are provided exposure to computer software applications used in the health care environment including medical billing software, Word and Excel. The major medical insurances and claims form processing is presented in an ongoing approach to build this skill set. It will include information on national and other common insurance plans as well as claim form completion and ICD and CPT coding. Problem solving and managed care systems will also be discussed. Daily financial practices to include patient fee determining, credit arrangements and bookkeeping and bank-keeping procedures will be discussed. Computer use in the ambulatory environment will also be taught. Basic and advanced guidelines and coding conventions in CPT will be taught with focus on the professional (outpatient) guidelines. The evaluation and management documentation guidelines will be discussed, as well as, the proper use of modifiers. Basic guidelines and coding conventions in ICD-9-CM diagnosis coding and medical necessity with CPT pairing will be stressed, as well as the use of a natural language encoder program. Various aspects of pharmacology will be discussed including a study of the medications prescribed for the treatment of illnesses and diseases within the modular subject area. Included in this are drug actions, and medication uses in relation to body systems and medical terminology. To prepare the student to comprehend the complexity of the health care system and the life cycle of a medical practice, areas that will be discussed include personnel management, compliance, technology, and the many roles of office management. Prerequisite: MEDINTRO. Lecture Hours: 040 Lab Hours: 040 Other Hours: 000

**Module MIBIE      Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding  
of the Integumentary and Endocrine Systems, and Pathology      6 Quarter Credit Hours**

This module presents a study of basic medical terminology focused on the integumentary system, the endocrine system, and pathology. A word-building systems approach is used to learn word parts for constructing or analyzing new terms. Emphasis is placed on spelling, definition, usage, and pronunciation. Abbreviations are introduced as related terms are presented within the module. A study of the human body's diseases and disorders, including signs, symptoms, etiology, diagnosis, and treatment is accomplished following the modular subject areas. Students are provided exposure to computer software applications used in the health care environment including medical billing software, Word and Excel. The major medical insurances and claims form processing is presented in an ongoing approach to build this skill set. It will include information on national and other common insurance plans as well as claim form completion and ICD and CPT coding. Problem solving and managed care systems will also be discussed. Daily financial practices to include patient fee determining, credit arrangements and bookkeeping and bank-keeping procedures will be discussed. Computer use in the ambulatory environment will also be taught. Basic and advanced guidelines and coding conventions in CPT will be taught with focus on the professional (outpatient) guidelines. The evaluation and management documentation guidelines will be discussed, as well as, the proper use of modifiers. Basic guidelines and coding conventions in ICD-9-CM diagnosis coding and medical necessity with CPT pairing will be stressed, as well as the use of a natural language encoder program. Various aspects of pharmacology will be discussed including a study of the medications prescribed for the treatment of illnesses and diseases within the modular subject area. Included in this are drug actions, and medication uses in relation to body systems and medical terminology. To prepare the student to comprehend the complexity of the health care system and the life cycle of a medical practice, areas that will be discussed include personnel management, compliance, technology, and the many roles of office management. Prerequisite: MEDINTRO. Lecture Hours: 040 Lab Hours: 040 Other Hours: 000

**Module MIBMS      Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding  
of the Musculoskeletal System      6 Quarter Credit Hours**

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



guidelines and coding conventions in CPT will be taught with focus on the professional (outpatient) guidelines. The evaluation and management documentation guidelines will be discussed, as well as, the proper use of modifiers. Basic guidelines and coding conventions in ICD-9-CM diagnosis coding and medical necessity with CPT pairing will be stressed, as well as the use of a natural language encoder program. Various aspects of pharmacology will be discussed including a study of the medications prescribed for the treatment of illnesses and diseases within the modular subject area. Included in this are drug actions, and medication uses in relation to body systems and medical terminology. To prepare the student to comprehend the complexity of the health care system and the life cycle of a medical practice, areas that will be discussed include personnel management, compliance, technology, and the many roles of office management. Prerequisite: MEDINTRO. Lecture Hours: 040 Lab Hours: 040 Other Hours: 000

**Module MIBRG      Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding  
of the Respiratory and Gastrointestinal Systems      6 Quarter Credit Hours**

This module presents a study of basic medical terminology focused on the respiratory system and the gastrointestinal system. A word-building systems approach is used to learn word parts for constructing or analyzing new terms. Emphasis is placed on spelling, definition, usage, and pronunciation. Abbreviations are introduced as related terms are presented within the module. A study of the human body's diseases and disorders, including signs, symptoms, etiology, diagnosis, and treatment is accomplished following the modular subject areas. Students are provided exposure to computer software applications used in the health care environment including medical billing software, Word and Excel. The major medical insurances and claims form processing is presented in an ongoing approach to build this skill set. It will include information on national and other common insurance plans as well as claim form completion and ICD and CPT coding. Problem solving and managed care systems will also be discussed. Daily financial practices to include patient fee determining, credit arrangements and bookkeeping and bank-keeping procedures will be discussed. Computer use in the ambulatory environment will also be taught. Basic and advanced guidelines and coding conventions in CPT will be taught with focus on the professional (outpatient) guidelines. The evaluation and management documentation guidelines will be discussed, as well as, the proper use of modifiers. Basic guidelines and coding conventions in ICD-9-CM diagnosis coding and medical necessity with CPT pairing will be stressed, as well as the use of a natural language encoder program. Various aspects of pharmacology will be discussed including a study of the medications prescribed for the treatment of illnesses and diseases within the modular subject area. Included in this are drug actions, and medication uses in relation to body systems and medical terminology. To prepare the student to comprehend the complexity of the health care system and the life cycle of a medical practice, areas that will be discussed include personnel management, compliance, technology, and the many roles of office management. Prerequisite: MEDINTRO. Lecture Hours: 040 Lab Hours: 040 Other Hours: 000

**Module MIBSN      Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding  
of the Sensory and Nervous Systems, and Psychology      6 Quarter Credit Hours**

This module presents a study of basic medical terminology focused on the sensory system, the nervous system, and psychology. A word-building systems approach is used to learn word parts for constructing or analyzing new terms. Emphasis is placed on spelling, definition, usage, and pronunciation. Abbreviations are introduced as related terms are presented within the module. A study of the human body's diseases and disorders, including signs, symptoms, etiology, diagnosis, and treatment is accomplished following the modular subject areas. Students are provided exposure to computer software applications used in the health care environment including medical billing software, Word and Excel. The major medical insurances and claims form processing is presented in an ongoing approach to build this skill set. It will include information on national and other common insurance plans as well as claim form completion and ICD and CPT coding. Problem solving and managed care systems will also be discussed. Daily financial practices to include patient fee determining, credit arrangements and bookkeeping and bank-keeping procedures will be discussed. Computer use in the ambulatory environment will also be taught. Basic and advanced guidelines and coding conventions in CPT will be taught with focus on the professional (outpatient) guidelines. The evaluation and management documentation guidelines will be discussed, as well as, the proper use of modifiers. Basic guidelines and coding conventions in ICD-9-CM diagnosis coding and medical necessity with CPT pairing will be stressed, as well as the use of a natural language encoder program. Various aspects of pharmacology will be discussed including a study of the medications prescribed for the treatment of illnesses and diseases within the modular subject area. Included in this are drug actions, and medication uses in relation to body systems and medical terminology. To prepare the student to comprehend the complexity of the health care system and the life cycle of a medical practice, areas that will be discussed include personnel management, compliance, technology, and the many roles of office management. Prerequisite: MEDINTRO. Lecture Hours: 040 Lab Hours: 040 Other Hours: 000

**Once a student has completed all modules, he or she will be placed in their final module of training, as chosen by the school administration, in an on-campus practicum experience or out in the field in an approved externship facility.**

**Module MIBP      Practicum      5 Quarter Credit Hours**

Upon successful completion of Modules MIBINTRO, MIBCL, MIBGU, MIBIE, MIBMS, MIBRG, and MIBSN, Medical Insurance Billing and Coding students participate in a 160 hour practicum on-campus. The practicum provides the student an opportunity to apply principles and practices learned in the program and utilize entry-level skills in working with insurance companies and processing claims. Medical insurance billing and coding students work under the direct supervision of the school staff. Students are evaluated by an instructor or Department Chair at 80 and 160 hour intervals. Completed evaluation forms are placed in the students permanent records. Students must successfully complete their practicum experience in order to fulfill requirements for graduation. Prerequisite: Successful completion of Modules MIBINTRO, MIBCL, MIBGU, MIBIE, MIBMS, MIBRG, and MIBSN. Lecture Hours: 000 Lab Hours: 000 Other Hours: 160

**Module MIBE****Externship****5 Quarter Credit Hours**

Upon successful completion of Modules MIBINTRO, MIBCL, MIBGU, MIBIE, MIBMS, MIBRG, and MIBSN, medical insurance billing/coding students participate in a 160-hour externship. Students are expected to work a full-time (40 hours per week) schedule if possible. Serving in an externship at an approved facility gives externs an opportunity to work with the principles and practices learned in the classroom. Externs work under the direct supervision of qualified personnel in participating institutions and under general supervision of the school staff. Supervisory personnel will evaluate externs at 80 and 160-hour intervals. Completed evaluation forms are placed in the students' permanent records. Students must successfully complete their externship training in order to fulfill requirements for graduation. Prerequisite: Successful completion of Modules MIBINTRO, MIBCL, MIBGU, MIBIE, MIBMS, MIBRG, and MIBSN. Lecture Hours: 000 Lab Hours: 000 Other Hours: 160

## PHARMACY TECHNICIAN

Credential	Clock Hours	Credit Units	Length	Campuses	Version
Diploma	720	47	8 months/32 weeks	Kalamazoo	1-0

\*No longer enrolling students in this program.

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

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

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

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

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

- To prepare the graduate to function at an entry-level competency as a certified licensed or registered pharmacy technician assistant to a licensed pharmacist in both retail and hospital settings. Training encompasses a thorough understanding of the duties and responsibilities of pharmacy technicians, including the standards of ethics and law, as they pertain to the practice of pharmacy.
- To provide the student with a sufficient knowledge base in pharmaceutical and medical terminology, abbreviations and symbols used in prescribing, dispensing, and documenting medications. The student will achieve a working knowledge of trade and generic names, dosages, routes of administration, and dosage forms of medications. The student will also be prepared to perform the necessary calculations used in dosage determination and preparation of drugs.
- To prepare the student to perform the essential functions related to drug procurement and inventory control and to provide a working knowledge of manufacturing and packaging operations, including the physical and chemical nature of drugs used in a pharmacy, and the packaging and labeling requirements as well as manufacturing techniques used for drug dispensing.
- To provide the student with a working knowledge of aseptic technique, parenteral admixtures, compounding procedures, and microbiology as it applies to disease and the use of aseptic techniques in the health care field.
- To provide the student with a working knowledge of computers for entry-level employment in a pharmacy setting.
- To provide the student with skills required for CPR certification.
- Use appropriate skills, including those required for administrative aspects of pharmacy technology and basic pharmacy applications, pharmaceutical calculations, pharmacy operations, and pharmacology.
- Discuss and be able to demonstrate how to work with pharmaceutical dosage forms.
- Demonstrate competency in performing pharmaceutical calculations, including conversions, working with pediatric dosages, parenteral and IV dosages, admixtures, and compounding dosages.
- Explain the term "nonjudgmental duties," explore various practice settings for pharmacy technicians, and describe current qualifications of technicians.
- Identify professional organizations available to pharmacy technicians, demonstrate how to find State specific requirements for technician, and describe various aspects of the National Certification Examination.

### Program Outline

Module Number	Module Title	Clock Hours	Credit Units
Module A	Administration of Medications and Pharmacology of the Endocrine/Lymphatic Systems	80	6.0
Module B	Aspects of Retail Pharmacy and Pharmacology of the Nervous System	80	6.0
Module C	History and Ethics of Pharmacy and Pharmacology of the Respiratory System & Nuclear Oncology Pharmacy Practice	80	6.0
Module D	Infection Control, Medication Errors and Alternative Medicine and Pharmacology of the Integumentary System and Senses	80	6.0
Module E	Administrative Aspects of the Pharmacy Technician & Pharmacology of the G.I. and Muscular System	80	6.0
Module F	Aspects of Hospital Pharmacy and Pharmacology of the Urinary and Reproductive System	80	6.0

Module G	Home Health Care, Pharmacy Operations and Pharmacology of the Cardiovascular, Circulatory and Skeletal System	80	6.0
Module X	Clinical Externship	160	5.0
	<b>PROGRAM TOTAL</b>	<b>720</b>	<b>47.0</b>

### Major Equipment

Anatomy & Physiology models	Personal Computers	Blood sugar testing machine
Cash register with tapes	Class A prescription Bottles	Humidifiers
Laboratory flow hood	Counter balance	Air purifiers
Drug Cabinets	Pharmaceutical weights set	Stethoscopes
Conical graduates	Cylindrical graduates	Blood pressure monitors

### Module A Administration of Medications and Pharmacology of the Endocrine and Lymphatic Systems

**6.0 Quarter Credit Hours**

This module is designed to provide the student with an overall understanding of medication administration, safety and quality assurance. Included in this course is an overview and historical development of pharmacy. Body systems are covered in this module which includes the Endocrine and Lymphatic systems, and medications used to treat conditions of the endocrine system. Repackaging and compounding will be discussed and performed. Included in this course is use of policy and procedure manuals, materials management of pharmaceuticals, the pharmacy formulary system, computer applications in drug-use control, receiving and processing medication orders. Preparation and utilization of patient profiles, handling medications, storage and delivery of drug products, records management and inventory control, and compensation and methods of payment for pharmacy services are discussed. Conversions and calculations used by pharmacy technicians will be discussed along with drug dosages in units and working with compounds, admixtures, and parenteral and IV medications. Hands-on skills in the laboratory practice setting are performed. Lecture Hours: 040 Lab Hours: 040 Other Hours: 000

### Module B Aspects of Retail Pharmacy and Pharmacology of the Nervous System

**6.0 Quarter Credit Hours**

This module is designed to provide the student with responsibilities of a technician filling prescriptions, including the information required to fill prescription and typing the prescription label. This module also covers how to read a drug label. Medications for the Respiratory and Nervous system are covered including a study of medications for neurological conditions, mental disorders and a discussion on muscle relaxants. This module will include C.P.R. certification. Hands-on skills in the laboratory practice setting are performed. Lecture Hours: 040 Lab Hours: 040 Other Hours: 000

### Module C History and Ethics of Pharmacy and Pharmacology of the Respiratory System and Nuclear and Oncology Pharmacy Practice

**6.0 Quarter Credit Hours**

This module is designed to introduce the student to the professional aspects of working in pharmacy technology. Subjects covered include a history of and changing roles of pharmacists and pharmacy technicians. This module covers the Law and Ethics of Pharmacy which includes the Food and Drug Act, the 1970 Comprehensive Drug Abuse Prevention and Control Act, and other modern-day drug legislation. The respiratory system is discussed along with medications for respiratory tract disorders. Oncology agents are covered in this module along with HIV/AIDS. Calculations and dimensional analysis of drug dosages are covered. Hands-on skills in the laboratory practice setting are performed. Lecture Hours: 040 Lab Hours: 040 Other Hours: 000

### Module D Infection Control, Medication Errors and Alternative Medicine and Pharmacology of the Integumentary System and Senses

**6.0 Quarter Credit Hours**

This module covers pharmacy technician registration and certification, including professionalism and communication in the pharmacy setting. Over-the-Counter medications, vitamins and skin care products are discussed in this module. Medications for the integumentary system are covered along with a discussion on medication calculations for the elderly. Also covered in this module are medications used for disorders of the eyes and ears. Students learn the most common medication errors, alternative medication and food & drug interactions. Hands-on skills in the laboratory practice setting are performed. Lecture Hours: 040 Lab Hours: 040 Other Hours: 000

### Module E Administrative Aspects of the Pharmacy Technician & Pharmacology of the G.I. and Muscular System

**6.0 Quarter Credit Hours**

In this module, emphasis is placed on the role and responsibilities of the pharmacy technician regarding parenteral dosages, including using proportion in calculating drug dosages for pediatrics. This module is designed to provide the student with an overall understanding of the administrative aspects and hands-on applications involved in working in a pharmacy. Medications for the G.I. and Musculoskeletal System are covered along with medications for disorders of the musculoskeletal system, as well as a study of general operations of pharmacies at different settings. Subjects covered include safety in the workplace, using computers in the pharmacy, communications and interpersonal relations within the pharmacy. Students will learn about migraine headaches, analgesics and drugs for NSAID. Use of computers in the pharmacy practice setting are covered. Hands-on skills in the laboratory practice setting are performed. Lecture Hours: 040 Lab Hours: 040 Other Hours: 000

**Module F Aspects of Hospital Pharmacy and Pharmacology of the Urinary and Reproductive System**

**6.0 Quarter Credit Hours**

This module is designed to provide the student with an overall understanding of anatomy and physiology as it relates to the Urinary and Reproductive Systems. Students will learn common tasks performed by pharmacy technicians in the hospital practice setting, including policies and procedures, responsibilities of the inpatient pharmacy technician, and specific State requirements regulating the use of pharmacy technicians in various States. Students will familiarize themselves with intravenous flow rates of large volume and small volume IV, infusion of IV Piggybacks, and the use of a Heparin lock. Critical Care flow rates and automated medication dispensing systems are discussed and calculated. Hands-on skills in the laboratory practice setting are performed. Lecture Hours: 040 Lab Hours: 040 Other Hours: 000

**Module G Home Health Care, Pharmacy Operations and Pharmacology of the Cardiovascular, Circulatory and Skeletal System**

**6.0 Quarter Credit Hours**

This module is designed to familiarize the student with all aspects of home health care, mail order pharmacy/E-Pharmacy, and long term care pharmacy. Also covered in this module is drug distribution systems utilized in the pharmacy to include pharmacy stocking and billing, inventory and purchasing. This module will provide students with the understanding of the cardiovascular, circulatory and skeletal system and discuss medications for circulatory disorders and medications for the skeletal system. Hands-on skills in the laboratory practice setting are performed. Lecture Hours: 040 Lab Hours: 040 Other Hours: 000

**Module X Clinical Externship**

**5.0 Quarter Credit Hours**

This 160-hour module is designed to provide the student with supervised, practical hands-on and observational experiences in the working pharmacy. Students will be expected to gain experiences in either a hospital pharmacy or a community (retail) pharmacy. Students will gain exposure to "on-the-job" experiences and training in the pharmacy setting and practice of skills, gaining experiences in all aspects of drug preparation, and distribution utilized by participating sites. Lecture Hours: 000 Lab Hours: 000 Other Hours: 160

## PRACTICAL NURSING

Credential	Clock Hours	Credit Units	Length	Campuses	Version
Diploma	1425	86	45 weeks	Grand Rapids, Grand Rapids-Southfield	1-0

### Philosophy/Purpose

The faculty of the Practical Nursing Program believes that individuals are holistic beings who possess unique physiological, psychological, socio-cultural, and spiritual qualities. Individuals continually interact with the environment, thereby learning and adapting to achieve optimum health.

Health is a dynamic state of wellness or system stability in which individuals adapt to changes in the internal and external environments to maintain harmony between their physiological, psychological, social-cultural, and spiritual states. Responsibility for health/illness care is shared mutually by providers and individuals receiving care. Health attainment, maintenance, restoration, and quality care are rights of each individual regardless of race, religious beliefs, nationality, social, or financial status.

Society has the responsibility to its members both individually and collectively to provide an environment that promotes health promotion, attainment, maintenance, and restoration. Society must strive to achieve optimal care within a legal and ethical framework while managing economic restraints and technological advances in health care. Environment is viewed as an open system within which the individual interacts continuously. It has both internal and external components, which are affected by changes within the physical, emotional, spiritual, economic, and cultural state of the individual.

Nursing is both an art and science. It is a unique profession that deals with all of the dynamics affecting individuals and views the individual as a whole. Nurses collaborate with other members of the health care team to encourage individuals to participate in their care. The foundation of nursing practice is the nursing process, which the nurse uses to assist individuals and families to attain mutually agreed upon goals.

Practical nurses provide care within their scope of practice. The nursing process is used for planning, implementation, and evaluation of health care services and care of the individual. Since the delivery of health care is dynamic, the practical nurse evaluates individuals based on their goal achievement, need for reassessment and refocus of priorities with the ultimate end of setting new goals. Care is given within a sound legal and ethical framework.

### Educational Philosophy

Learning is a continuous, active lifelong process. Learning progresses sequentially from simple to complex and results in behavioral changes in cognitive, psychomotor, and affective domains. Nurses seek educational resources that provide opportunities for learning experiences that maintain and enhance knowledge and skills, as well as those that foster continued competence, nursing practice and increased professional growth.

The teaching-learning process is at its best when students actively participate in their learning experiences and take responsibility for achieving programmatic competencies. In this process the teacher is a facilitator, coach, counselor, and resource person. Further, the teacher and student share the responsibility of building an atmosphere that fosters a learning community that promotes intellectual curiosity, critical and analytical thought, and individual creativity. To that end, faculty uses a variety of teaching techniques to accommodate students from diverse backgrounds and experiences.

Hence, nursing education is both a system and a process. Students bring with them a broad range of experiences as well as their ability to respond to and adapt to ongoing inputs and expected behavioral changes. These inputs awaken students to their nursing care. Moreover, faculty are committed to facilitating this process through monitoring of the teaching-learning environment to ensure optimum experiences and evaluating the students and program to achieve the outcome of safe and effective practitioners of practical nursing.

### Conceptual Framework

Transcultural nursing is important because health and illness states are strongly influenced by culture. At a time when the world has become our community, we must embrace the world through a global perspective. Trans-cultural nursing is needed because of the growing diversity that characterizes our national and global population. Dr. Madeleine Leininger's Cultural Care, Diversity and Universality Theory incorporate the philosophical beliefs and concepts relevant to the nursing profession which includes the concepts of nursing, person/client, health and environment.

- Nursing -- A learned humanistic art and science that focuses on personalized behaviors, functions, and processes to promote and maintain health or recovery from illness. It has physical, psychosocial, and cultural significance for those being assisted. It uses a problem-solving approach, as depicted in the Sunrise Model, and uses three models of action: culture care preservation, culture care accommodation, and culture care repatterning.
- Person/Client -- Human beings are caring and capable of feeling concern for others; caring about human beings is universal, but ways of caring vary across cultures.
- Health -- A state of well-being that is culturally defined, valued, and practiced. Is universal across cultures but is defined differently by each culture. It includes health systems, health care practices, health patterns, and health maintenance and promotion.
- Environment -- Although not specifically defined by Dr. Leininger, concepts of world view, social structure, and environmental context are closely related to the concept of culture.

A graduate of the program will be prepared to assume the role of a health provider in a global society. He or she will be able to deliver culturally proficient care while meeting the physical, spiritual and psychosocial needs of clients.

In the second level, the student is introduced to the care of individuals with special needs and more complex needs throughout the life span. Enhancement and further refinement of nursing skill with individuals throughout the life span and complex health needs are accomplished at various types of clinical experiences. At the successful completion of this level, the student will demonstrate clinical

competence and expertise at the practical nursing level. The nursing process emphasizes the development of nursing care plans for various populations throughout the life span. Courses included in this level are Maternal Child Health and the Young Family, Nursing Care for Adults with Medical Needs, Nursing Care for Adults with Surgical Needs, and Geriatrics and the Special Needs Populations.

**Outcomes (Educational Objectives):**

Students completing the Practical Nursing program will be able to:

1. Apply scientific principles from anatomy and physiology, pharmacology and nutrition when providing care to clients throughout the lifespan with complex health care needs in a variety of structured health care settings.
2. Utilize the nursing process to provide safe and competent nursing care for culturally diverse clients throughout the lifespan with complex health care needs in a variety of structured settings.
3. Use verbal, nonverbal, and written communication principles and techniques with diverse client populations and the healthcare team.
4. Educate culturally diverse clients and families with principles that promote wellness and assist in the prevention of illness.
5. Incorporate accountability and professional values by practicing within the prescribed ethical and legal standards.
6. Demonstrate critical thinking for nursing interventions.

**Competencies:**

Students completing the Practical Nursing program will have met the following competencies:

1. Utilization of the nursing process (assessment, diagnosis, planning, interventions and evaluation) to provide safe and competent nursing care for the client/client, family or groups by:
  - A. Assessment: identification of basic physical, psychological, social, spiritual and cultural needs.
  - B. Nursing Diagnosis: appropriate utilization of the NANDA approved diagnosis in assisting in the development of a care plan
  - C. Planning: participation in development of the care plan for the client/client, in multiple and varied settings.
  - D. Interventions: safely implement therapeutic nursing skills and techniques which incorporate scientific principles.
  - E. Evaluation: utilization of critical thinking skills in evaluation of the individual client/client nursing care. Appropriately consults with nursing personnel in revising/updating the plan of care.
2. Appropriately demonstrates the ability to use verbal, nonverbal and written communication principles and techniques.
  - A. Identification and application of basic communications skills in the health care setting
  - B. Establishment of positive interpersonal relationships with medical/healthcare
  - C. Accurate identification of pertinent observations and communicating observations to appropriate health care personnel.
  - D. Demonstrate interviewing techniques with client/client to obtain related health information.
3. Education of persons, families and groups with principles that promote wellness and assist in the prevention of illness by:
  - A. Identification of the prominent learning needs of the person, family or groups.
  - B. Appropriate referrals of persons, families or groups to agencies, facilities or community resources.
4. Demonstration of personal growth by:
  - A. Demonstration of respect for individual dignity
  - B. Identification of personal strengths, weakness, and growth, while seeking assistance for personal improvement.
  - C. Seeks out learning situations
  - D. Participates in continuing education
5. Implementation of the practical nurse role by:
  - A. Complying with state scope of practice
  - B. Consistent demonstration of ethical practical nursing behaviors
  - C. Identifies positive advantages of professional organizations

Course Number	Course Title	Clock Hours				Credit Hours
		Lecture Contact Hours	Lab Contact Hours	Clinical Contact Hours	Total Contact Hours	Quarter Credit Units
<b>Level One</b>						
MI-NSG101	Fundamentals of Nursing (includes 30 hours into A&P)	144	56	0	200	17
MI-NSG102	Pharmacology	60	20	0	80	7.0
MI-NSG103	Geriatric Nursing	25	0	0	25	2.5
MI-NSG104	Nutrition	10	5	0	15	1.0
	Level I Competency Check-offs	0	8	0	8	0
MI-NSG100X	Level I Clinical	0	0	152	152	5.0
	<b>Total Hours</b>	<b>239</b>	<b>89</b>	<b>152</b>	<b>480</b>	<b>32.5</b>

Course Number	Course Title	Clock Hours				Credit Hours
<b>Level Two</b>						
MI-NSG201	Medical Surgical Nursing/Integumentary System	20	5	0	25	2.0
MI-NSG202	Medical Surgical Nursing/Respiratory System	30	10	0	40	3.5
MI-NSG203	Medical Surgical Nursing /Musculoskeletal System	20	5	0	25	2.0
MI-NSG204	Medical Surgical Nursing /Cardiovascular System	30	10	0	40	3.5
MI-NSG205	Medical Surgical Nursing /Gastrointestinal System	30	10	0	40	3.5
MI-NSG206	Medical Surgical Nursing/Neurosensory System	30	10	0	40	3.5
	Level II Competency Check-off	0	15	0	15	0
MI-NSG200X	Level II Clinical	0	0	240	240	8.0
	<b>Total Hours</b>	<b>160</b>	<b>65</b>	<b>240</b>	<b>465</b>	<b>26.0</b>
<b>Level Three</b>						
MI-NSG301	Maternal and Infant Nursing	35	10	0	45	4.0
MI-NSG302	Mental Health Nursing	25	10	0	35	3.0
MI-NSG303	Medical Surgical/G.U. System	20	5	0	25	2.0
MI-NSG304	Pediatric Nursing/Growth and Development	35	10	0	45	4.0
MI-NSG305	Management and Supervision	25	10	0	35	3.0
MI-NSG306	Medical Surgical Nursing/Endocrine System	30	10	0	40	3.5
	Level III Competency Check-offs	0	15	0	15	0
MI-NSG300X	Level III Clinical	0	0	240	240	8.0
	<b>Total Hours</b>	<b>170</b>	<b>70</b>	<b>240</b>	<b>480</b>	<b>27.5</b>
	<b>Total Program Hours</b>	<b>569</b>	<b>224</b>	<b>632</b>	<b>1425</b>	<b>86.0</b>

**Credits: 10 hours of theory = 1 credit**  
**20 hours of lab = 1 credit**  
**30 hours of clinical = 1 credit**

### Clinical Facilities

Clinical experiences throughout the program will be conducted at a variety of health care facilities throughout the area. Observation experiences will be scheduled with various clinical sites in accordance with the area of study. Classes will be conducted at Everest Institute and/or at approved clinical sites.

### Evaluations

Evaluation devices will be used to measure progress toward the specific objectives at each stage of the program. These include, but are not limited to, test and quiz results, student and faculty evaluation results, clinical evaluation tools and summaries, and the nursing process recordings and care plans.

### Program Level Outline

#### Level I Outline

##### Description

The first level of the Practical Nursing Program introduces the student to the nursing process in the care of individuals with basic, simple health needs who may or may have not adapted to chronic health problems. As the level progresses, the student is introduced to individuals with more emerging difficult health needs. The application of the nursing process focuses on the development of nursing skills learned in the laboratory and clinical settings. The nursing process is further organized with other health care providers with the development of care plans.

#### Level I Objectives

At the end of this level the student will be able to:

1. Apply scientific principles from anatomy and physiology, pharmacology and nutrition when providing care to geriatric clients with basic health care needs in a variety of structured health care settings.
2. Utilize the nursing process to provide safe and competent nursing care for culturally diverse geriatric clients with basic health care needs in a variety of structured settings.
3. Demonstrate therapeutic communication, recognize barriers to communication, and chart appropriately.
4. Identify the educational principles of teaching and learning.
5. Identify own strengths and areas for growth in writing and seeks out learning opportunities.
6. Demonstrate proficiency in selected skills in a testing situation (Level 1 Skills Competencies).



**Courses**

Fundamentals of Nursing (includes Intro to A&P)	Pharmacology
Geriatric Nursing	Nutrition
Level I Clinical	

**Level II Outline**

## Description

In the second level, the student is introduced to the care of adults with medical/surgical disorders. Medical Surgical Nursing care is taught by body systems with integration of Anatomy and Physiology. Enhancement and further refinement of nursing skills are accomplished in a variety of clinical and observational settings. The nursing process emphasizes the development of nursing care plans for the adult with health care needs.

**Level II Objectives:**

At the end of this level the student will be able to:

1. Apply scientific principles from anatomy and physiology, pharmacology and nutrition when providing care to adult clients with complex health care needs in structured health care settings.
2. Utilize the nursing process to provide safe and competent nursing care for culturally diverse adult clients with complex health care needs in structured settings.
3. Apply therapeutic communication techniques with adult clients and chart appropriately.
4. Demonstrate effective teaching techniques when providing care to culturally diverse adult clients.
5. Accept accountability and professional values and demonstrate the application of professional nursing standards in structured health care settings.
6. Demonstrate proficiency in selected skills in a testing situation (Level II Skills Competencies).

**Courses:**

Medical Surgical Nursing/Integumentary	Medical Surgical Nursing/Gastrointestinal
Medical Surgical Nursing/Respiratory	Medical Surgical Nursing/Neurosensory
Medical Surgical Nursing/Musculoskeletal	Level II Clinical
Medical Surgical Nursing/Cardiovascular	

**Level III Outline**

## Description

In the third level, the student is introduced to care of individuals throughout the life span. The student continues to care for individuals with increasing complexity while refining their nursing skills.

At the completion of this level, the student will demonstrate competence and expertise at the entry practical nursing level under the supervision of a licensed health care professional.

**Level III/Terminal Objectives:**

At the end of this level the student will be able to:

- Apply scientific principles from anatomy and physiology, pharmacology and nutrition when providing care to clients throughout the lifespan with complex health care needs in a variety of structured health care settings.
- Utilize the nursing process to provide safe and competent nursing care for culturally diverse clients throughout the lifespan with complex health care needs in a variety of structured settings.
- Use verbal, nonverbal, and written communication principles and techniques with diverse client populations and the healthcare team.
- Educate culturally diverse clients and families with principles that promote wellness and assist in the prevention of illness.
- Incorporate accountability and professional values by practicing within the prescribed ethical and legal standards.
- Demonstrate critical thinking for nursing interventions.

**Courses:**

Maternal and Infant Nursing	Pediatric Nursing/Growth and Development
Mental Health Nursing	Leadership and Supervision
Medical Surgical Nursing/G.U.	Medical Surgical Nursing/Endocrine
Level III Clinical	

**Course Descriptions:**

**LEVEL I**

**MI-NSG101 – FUNDAMENTALS OF NURSING**

**17.0 Quarter Credit Hours**

This Module includes classroom instruction, skills lab, and clinical experience in the skilled nursing and/or acute care facility. Theoretical instruction in nursing history, legal and ethical issues, health care delivery systems, documentation and reporting, safety, asepsis, hygiene, skin integrity and wound care, , health assessment, vital signs, pain, fluid and electrolytes, elimination, oxygenation, activities rest and sleep, communication, critical thinking, nursing process and theory, pre and post-op care, admission, transfers and discharge, client teaching, culturally competent care, loss, grieving and death. The course includes 30 hours of Anatomy and Physiology. Lecture Hours: 144.0 Lab Hours: 56.0

**MI-NSG102 – PHARMACOLOGY**

**7.0 Quarter Credit Hours**

Medications, their source and uses, calculation of dosage and safe administration of prescribed medications, classifications of drugs according to body systems are covered in this module. Prerequisites: Anatomy and Physiology portion of MI-NSG101 Fundamentals of Nursing. Lecture Hours: 60.0 Lab Hours: 20.0.

**MI-NSG103 – GERIATRIC NURSING**

**2.5 Quarter Credit Hours**

This module includes the aging process; psychosocial changes and needs of the elderly; nursing care of the elderly hospitalized client; promotion of healthy elders. Prerequisite: MI-NSG101 Fundamentals of Nursing. Lecture Hours: 25.0 Lab Hours: 0.0

**MI-NSG104 – NUTRITION**

**1.0 Quarter Credit Hours**

Basic principles of nutrition as it relates to health and disease, assessment of the nutritional status of the hospitalized client, and therapeutic interventions are included in this module. Prerequisite: MI-NSG101 Fundamentals of Nursing  
Lecture Hours: 10.0 Lab Hours: 5.0

**MI-NSG100X – LEVEL I CLINICAL EXPERIENCE**

**5.0 Quarter Credit Hours**

In acute and/or skilled nursing care facilities the student will have to opportunity to perform basic nursing care and procedures to a variety of adult clients. Clinical competencies for Fundamentals of Nursing; Geriatric Nursing and Nutrition will be accomplished. Lecture Hours: 0.0 Lab Hours: 0.0 Other Hours: 152.0

**\*Level I Competency Check-offs**

**0.0 Quarter Credit Hours**

In a skills lab situation the students will be tested on randomly selected skills which they have learned and practiced during Level I Grade: Pass/Fail

**LEVEL II**

**MI-NSG201 – MEDICAL SURGICAL NURSING/ INTEGUMENTARY SYSTEM**

**2.0 Quarter Credit Hours**

Care of clients with problems of the skin, including dermatological conditions, infections, ulcerations, tumors, dermatological and plastic reconstructive surgery are covered in this module. Prerequisites: Level I and Level I Competencies. Lecture Hours: 20.0 Lab Hours: 5.0

**MI-NSG202 - MEDICAL SURGICAL NURSING/ RESPIRATORY SYSTEM**

**3.5 Quarter Credit Hours**

Basic respiratory anatomy and physiology; care of clients with diseases or conditions of the nose throat and lungs, including acute and chronic respiratory disorders are addressed in this module. Prerequisites: Level I and Level I Competencies. Lecture Hours: 30.0 Lab Hours: 10.0

**MI-NSG203 - MEDICAL SURGICAL NURSING/ MUSCULOSKELETAL SYSTEM**

**2.0 Quarter Credit Hours**

Basic musculoskeletal anatomy and physiology; care of clients with musculoskeletal problems from trauma and inflammatory diseases' pre and post-op care of clients with surgical interventions are addressed in this module. Prerequisites: Level I and Level I Competencies. Lecture Hours: 20.0 Lab Hours: 5.0

**MI-NSG204 - MEDICAL SURGICAL NURSING/ CARDIOVASCULAR SYSTEM**

**3.5 Quarter Credit Hours**

This module addresses basic cardiovascular anatomy and physiology; assessment; intervention and evaluation of cardiovascular diseases and disorders. Prerequisites: Level I and Level I Competencies. Lecture Hours: 30.0 Lab Hours: 10.0

**MI-NSG205 - MEDICAL SURGICAL NURSING/GASTROINTESTINAL SYSTEM**

**3.5 Quarter Credit Hours**

Signs, symptoms, and treatment for common conditions of the esophagus, stomach, intestine and associated organs (liver, gallbladder and pancreas) are covered in this module. Prerequisites: Level I and Level I Competencies. Lecture Hours: 30.0 Lab Hours: 10.0

**MI-NSG 206 - MEDICAL SURGICAL NURSING/NEUROSENSORY SYSTEM**

**3.5 Quarter Credit Hours**

Basic neurological anatomy and physiology; intervention/management of common neurological diseases and disorders of hospitalized clients are included in this module Prerequisites: Level I and Level I Competencies. Lecture Hours: 30.0 Lab Hours: 10.0

**MI-NSG 200X LEVEL II CLINICAL EXPERIENCE****8.0 Quarter Credit Hours**

Level II clinical competencies will be met in the acute care setting. In addition to the clinical competencies related to each body system, the student will also be expected to meet the competencies related to pharmacology. Lecture Hours: 0.0 Lab Hours: 0.0 Other Hours: 240.0

**\*Level II Competency Check-offs****0.0 Quarter Credit Hours**

In a skills lab situation the students will be tested on randomly selected skills which they have learned and practiced during Level II Grade: Pass/Fail Lecture Hours: 0.0 Lab Hours: 15.0

**LEVEL III****MI-NSG 301 – MATERNAL AND INFANT NURSING****4.0 Quarter Credit Hours**

Male and female anatomy and physiology and development changes; stages of pregnancy and delivery; complications of pregnancy; nursing care of postpartum mother and newborn; contraception and sexually transmitted diseases are addressed in this module. Prerequisites: Level II and Level II Competencies. Lecture Hours: 35.0 Lab Hours: 10.0

**MI-NSG 302 – MENTAL HEALTH NURSING****3.0 Quarter Credit Hours**

Legal and ethical issues, mental health concepts, communication and interpersonal skills; major mental disorders, addressing the psychosocial issues of the physically ill client are included in this module. Prerequisites: Level II and Level II Competencies. Lecture Hours: 25.0 Lab Hours: 10.0

**MI-NSG 303 – MEDICAL SURGICAL NURSING/GENTOURINARY SYSTEM****2.0 Quarter Credit Hours**

This module addresses basic renal system anatomy and physiology; diagnostic, treatments and nursing care of the clients with urinary and renal diseases/disorders of the system. Prerequisites: Level II and Level II Competencies. Lecture Hours: 20.0 Lab Hours: 5.0

**MI-NSG 304 – PEDIATRIC NURSING/GROWTH AND DEVELOPMENT****4.0 Quarter Credit Hours**

Growth and development history and theory; life span development (newborn, infant, toddler, preschool child, school-age child, adolescent; nursing care of the hospitalized child, for both acute, chronic and terminally ill children; health problems related to body systems are addressed in this module. Prerequisites: Level II and Level II Competencies. Lecture Hours: 35.0 Lab Hours: 10.0

**MI-NSG 305 - LEADERSHIP AND SUPERVISION****3.0 Quarter Credit Hours**

Communication; legal-ethical issues in the workplace; preparation for licensure; career opportunities; professional nursing organizations; team leading and supervision are included in this module. Prerequisites: Level II and Level II Competencies. Lecture Hours: 25.0 Lab Hours: 10.0

**MI-NSG 306 – MEDICAL SURGICAL NURSING/ENDOCRINE SYSTEM****3.5 Quarter Credit Hours**

This module addresses anatomy and physiology of the endocrine system. Also included are nursing care and pre/post-operative care for clients with diseases of the thyroid, diseases of the adrenal glands, diabetes mellitus, and complications associated with these conditions. Prerequisites: Level II and Level II Competencies. Lecture Hours: 30.0 Lab Hours: 10.0

**\*Level III Competency Check-offs****0.0 Quarter Credit Hours**

In a one-on-one situation with an instructor the student will be provided with three critical thinking client scenarios. The student will be expected to describe appropriate interventions: The student's knowledge will assessed as basic, proficient or advanced. Lecture Hours: 0.0 Lab Hours: 15.0

**MI-NSG 300X LEVEL III CLINICAL EXPERIENCE****8.0 Quarter Credit Hours**

In the acute, long term and specialty care facilities as well as observational sites the student will have opportunity to meet clinical competencies for Maternal and Infant Nursing; Pediatric Nursing/Growth and Development; Mental Health Nursing; Advanced Medical Surgical Nursing and Leadership and Supervision. Lecture Hours: 0.0 Lab Hours: 0.0 Other Hours: 240.0

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  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)                  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 FMU, Pompano Beach, FL)                  Mesa, AZ (branch of Everest College, Phoenix, AZ)                  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)                  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)                  West Los Angeles, CA (main campus)</p> <p><b>Everest Institute</b>                  Atlanta (DeKalb), GA (branch of Everest Institute, Cross Lanes, WV)                  Atlanta (Downtown), GA (main campus)</p>	<p>Austin, TX (branch of Everest Institute, Southfield, MI)                  Brighton, MA (main campus)                  Chelsea, MA (branch of Everest College, Alhambra, CA)                  Chesapeake, VA (branch of Everest Institute, Newport News, VA)                  Cross Lanes, WV (main campus)                  Dearborn, MI (branch of Everest Institute, Southfield, MI)                  Detroit, MI (branch of Everest Institute, Southfield, MI)                  Eagan, MN (branch of Everest Institute, Cross Lanes, WV)                  Gahanna, OH (branch of Everest College, Ontario, CA)                  Grand Rapids, MI (main campus)                  Grand Rapids – Southfield, MI (branch of Grand Rapids, MI)                  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, Atlanta, GA)                  Kalamazoo, MI (branch of Everest Institute, Grand Rapids, MI)                  Marietta, GA (branch of Everest Institute, Atlanta, GA)                  Newport News, VA (main campus)                  Norcross, GA (branch of Everest College, Gardena, CA)                  Pittsburgh, PA (main campus)                  Rochester, NY (main campus)                  San Antonio, TX (main campus)                  Southfield, MI (main campus)                  South Plainfield, NJ (branch of Everest Institute, Southfield, MI)                  Silver Spring, MD (branch of Everest College, Portland, OR)</p> <p><b>Florida Metropolitan University</b>                  Tampa (Brandon), FL (branch of FMU Tampa, FL)                  Jacksonville, FL (branch of FMU, Clearwater (Pinellas), FL)                  Lakeland, FL (branch of FMU, Clearwater (Pinellas), FL)                  Melbourne, FL (branch of FMU, Orlando, FL)                  North Orlando, FL (main campus)                  Orange Park, FL (branch of FMU, Tampa, FL)                  Clearwater (Pinellas), FL (main campus)                  Pompano Beach, FL (main campus)                  South Orlando, FL (branch of FMU, North Orlando, FL)                  Tampa, FL (main campus)</p> <p><b>Las Vegas College</b>                  Henderson, NV (main campus)</p> <p><b>National School of Technology</b>                  Fort Lauderdale, FL (branch of NST, Kendall, FL)                  Hialeah, FL (branch of NST, Miami, FL)                  Miami (Kendall), FL (main campus)                  Miami, FL (main campus)</p> <p><b>WyoTech</b>                  Bedford, MA (main campus)                  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)                  Oakland, CA (branch of WyoTech, Fremont, CA)                  Sacramento, CA (branch of WyoTech, Laramie, WY)</p>
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## STATEMENT OF OWNERSHIP

These campuses are owned and operated by Grand Rapids Educational Center, Inc., a wholly-owned subsidiary of Corinthian Schools, Inc., which is a wholly owned subsidiary of Corinthian Colleges, Inc., a Delaware corporation. Corporate offices are located at 6 Hutton Centre Drive, Suite 400, Santa Ana, CA 92707.

<b>CORINTHIAN COLLEGES, INC.</b>		
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Terry Hartshorn David G. Moore Paul R. St. Pierre Jack D. Massimino Linda Arey Skladany Hank Adler Alice T. Kane Robert Lee	Jack D. Massimino Peter Waller Kenneth S. Ord Beth A. Wilson Mark L. Pelesh William Buchanan William Murtagh, Jr. David Poldoian Janis Schoonmaker Frank Stryjewski Stan A. Mortensen Paul T. Dimeo Robert C. Owen Anna Marie Dunlap Fardad Fateri Carmella Cassetta Jim Wade	Chief Executive Officer President and Chief Operating Officer Executive Vice President and Chief Financial Officer Executive Vice President, Operations Executive Vice President, Legislative and Regulatory Affairs Executive Vice President, Marketing President, CSI Division President, Online Learning Division President, FMU Division President, WyoTech Division Senior Vice President, General Counsel and Corporate Secretary Senior Vice President, Real Estate Senior Vice President, Chief Accounting Officer and Assistant Secretary Senior Vice President, Investor Relations & Corporate Communications Senior Vice President, Academic Affairs Senior Vice President and Chief Information Officer Senior Vice President, Human Resources
<b>CORINTHIAN SCHOOLS, INC.</b>		
<b>DIRECTORS</b>	<b>OFFICERS</b>	<b>TITLE</b>
Jack D. Massimino Peter Waller Beth A. Wilson	Jack D. Massimino William Murtagh Kenneth S. Ord Beth A. Wilson Stan A. Mortensen Robert C. Owen	Chief Executive Officer President and Chief Operating Officer Executive Vice President and Chief Financial Officer Executive Vice President, Operations Senior Vice President, General Counsel and Corporate Secretary Treasurer and Assistant Secretary
<b>GRAND RAPIDS EDUCATIONAL CENTER, INC.</b>		
<b>DIRECTORS</b>	<b>OFFICERS</b>	<b>TITLE</b>
Jack D. Massimino Peter Waller Beth A. Wilson	Jack D. Massimino Kenneth S. Ord Beth A. Wilson Stan A. Mortensen Robert C. Owen	President and Chief Executive Officer Executive Vice President and Chief Financial Officer Executive Vice President, Operations Senior Vice President, General Counsel and Corporate Secretary Treasurer and Assistant Secretary

## APPENDIX A: ADMINISTRATION AND FACULTY

### GRAND RAPIDS Administrative Staff

All staff and faculty are full time unless otherwise stated.

Ruth Stewart	Campus President
Michelle Emelander	Human Resources/Administrative Assistant to the President
Alana Morley	Receptionist
Sheila Darling	Receptionist
Malcolm Taylor	Maintenance
<b>Student Finance Staff</b>	
Connie Graham	Director of Finance
Hilary Chase	Financial Services Representative
Barb Jachim	Financial Services Representative
Heidi Brower	Financial Services Representative
Stephanie Kimble	Financial Services Representative
Beth Koger	Financial Services Representative
Sarah Mercer	Financial Services Representative
<b>Career Services Staff</b>	
Debbie Overbeck	Director of Career Services
Pattie Braman	Externship Coordinator
Mary Miller	Externship Coordinator
Sheree Smith	Placement Representative
Dawn Konwinski	Placement Representative
Joe Seitz	Placement Representative
<b>Admissions Staff</b>	
Bobbi Blok	Director of Admissions
Amy Applegate	Admissions Manager
Britni Behrendt	Admissions Representative
Bonnie Brown	Admissions Representative
Joseph Applewhite	Admissions Representative
Susan Dressel	Admissions Representative
Joe Tormala	Admissions Representative
Heather Leonard	Admissions Representative
Kara Loy	Admissions Representative
Leza Price	Admissions Representative
William Schaefer	Admissions Representative
Camille Williams	Admissions Representative
<b>Business Office Staff</b>	
Dianne Banse	Bookkeeper
Don Serba	Collections
<b>Education Administrative Staff</b>	
Daysha Pell	Director of Education
Lynn Tuck	Associate Director of Education and Medical Administrative Assistant and Medical Insurance, Billing & Coding Department Chairperson
Andrea Heckenmueller	Senior Registrar
Brian Miltgen	Student Services Coordinator
Jackie Knoblauch	Registrar
Jacob Kassuba	Medical Assistant Department Chairperson
Jeff Simancek	Massage Therapy Department Chairperson
Jackie VerHeulen	Campus Nursing Director
Diane Bylsma	Practical Nursing Lab Assistant and Administrative Assistant
Brenda Decker	Medical Assistant Computer Instructor
Tracey Riches	Lead Instructor Medical Administrative and Medical Insurance Billing and Coding

## GRAND RAPIDS Faculty

Faculty are qualified to teach all components of their requisite program listing. For example, all faculty listed under the heading "Dental Assisting" teach all modules within the program.

<b>Dental Assisting</b>	
Tammy Gilbert	R.D.A., Grand Rapids Junior College
Natalie Groh	C.D.A., Grand Rapids Educational Center
Pam Bidwell	R.D.R.
Jackie Ailles	C.D.A., Grand Rapids Educational Center
DiAnne Craner	R.D.A, Lansing Community College
<b>Massage Therapy</b>	
Kerry Singleton	Certified through Kalamazoo Healing of Arts
Natalie Beversluis	C.M.T. Blue Herron Academy, B.S. Aquinas College
Mary Beth Holtz	C.M.T., Health Enrichment
<b>Medical Administrative Assistant</b>	
Janet Richardson	L.P.N., E.M.T., Lansing Community College
Liz Moore	Medical Business and Clinical Assistant, , NIT, Grand Rapids, MI
<b>Medical Assisting</b>	
Corene Edwards-Langdon	B.P.S., University of New Hampshire, NH E.M.T.-P., Northeastern University, MA
Pam Lance	M.A. Diploma. N.I.T., Wyoming, Michigan
Heather Chomas	M.A. Diploma Ross Medical, Saginaw, MI
Jennifer Williams	C.M.A., Olympia Career Training Institute, Grand Rapids, MI
Knight, Andrea	C.M.A. Medical Careers Institute, Virginia Beach, VA
Waldron, Jennifer	Medical Business and Clinical Assistant, , NIT, Grand Rapids, MI
Kathleen Cavanaugh	C.M.A., American Associate of Medical Assistants, CA
Mickey Ransburger	L.P.N., Newfield High School of Nursing, NY
Diane Roose	B.S., Health Sciences Grand Valley State University
Steve Smith	C.M.A., Olympia Career Training Institute, Grand Rapids, MI
Diedra Williams	L.P.N., Grand Rapids Community College, MI
<b>Medical Insurance Billing and Coding</b>	
Tracy Riches	C.M.A., Ross Medical Center, Lansing, MI
Jane Taylor	M.A.A., Ross Medical Center, Grand Rapids, MI
Allen, Shayla	MIBC Certificate, Tampa, FL
Tamara Guy	MIBC certificate, Utica School of Commerce, NY
<b>Practical Nursing</b>	
Dawn Cummings	Diploma University of Michigan
Karen DeVries	B.S.N. Calvin College, R.N., B.S.N. , MI
Lori Ensign	M.S.N. University of Phoenix, R.N., B.S., MI
Shannon Farley	B.S.N., University of Wisconsin
Kelly Leask	B.S.N. Grand Valley State University. Grand Rapids, MI
Jennifer Conens	B.S.N. Calvin College, Grand Rapids, MI
Beth Markham	B.S.N., University of Michigan
Julie Polanic	R.N., Hackley Hospital School of Nursing, MI
Peggy Palermo	M.S.N., Case Western Reserve University R.N., B.S.N., University of Connecticut, CT
Ann Parpas	B.S.N. University of Phoenix, R.N., B.S.N., MI
Lois Richardson	B.S.N. Mercy College of Detroit, R.N., B.S. , MI
Angela Schmidbauer	R.N., B.S.N., Ohio State University, OH

\*Part Time

## KALAMAZOO Administrative Staff

All staff and faculty are full time unless otherwise stated.

Gloria Stender	Campus President
Ann Arnst	Administrative Assistant
Melissa Phelps	Administrative Assistant
Celia Atchison	Receptionist
<b>Financial Services Staff</b>	
Brenda Laker	Director of Student Finance
Janet Buchanan	Financial Services Representative
Kelly Burford	Financial Services Representative
Eva Grimm	Financial Services Representative
Treasa Hageman	Financial Services Representative
Mary Henderson	Financial Services Representative
<b>Career Services Staff</b>	
Linda Lamorandier	Director of Career Services
Linda Forcier	Externship Coordinator
Karrie Messenger	Externship Coordinator
Dawn Wright	Career Services Representative
William Sprague	Career Services Representative
Charles Welch	Career Services Representative
<b>Admissions Staff</b>	
Susan Smith	Director of Admissions
Lorilee Besteman	Admissions Representative
Felicia Cole	Admissions Representative
Teresa Young	Admissions Representative
Scott Miles	Admissions Representative
Stacy Hawkins	Admissions Representative
Rachel Sikkenga	Admissions Representative
Danny Spencer	Admissions Representative
Jerry Wallace	Admissions Representative
Christopher Young	Admissions Representative
<b>Business Office Staff</b>	
Valerie Redmond	Director of Student Accounts
Bryan Wright	Student Account Representative
<b>Education Administrative Staff</b>	
Sharon Smith	Director of Education
Donna Miroslaw	Registrar
Dorinda Loucks	Medical Department Chairperson

## KALAMAZOO Faculty

Faculty are qualified to teach all components of their requisite program listing. For example, all faculty listed under the heading "Dental Assisting" teach all modules within the program.

<b>Dental Assisting</b>	
Mary Ann Belden	D.A. Instructor , Occupational Qualifications
Deborah Block	A.A.S., Kalamazoo Valley Community College
Lisa Whitte	Olympia Career Training Institute
<b>Massage Therapy</b>	
Katherine Blakeney-Mihm	N.C.T.M.B., Chicago School of Massage Therapy
Jefferson Kye	A.A.S., Davenport College, C.M.T., Chicago School of Massage Therapy
Kathy Kreg	M.M.T., Blue Heron Academy
Kathy Richards-Allen *	Health Enrichment Center
<b>Medical Administrative Assistant</b>	
Cynthia James	B.S., University of Detroit
Diane Lambert	M.A., Western Michigan University, B.A., Spring Arbor College
Nichole Olson	B.S., San Diego State University
Bertha Stewart	B.S.N., Spring Arbor University



Michelle VanderPloeg	B.B.A., Davenport College
<b>Computer Instructors</b>	
Kelly Lamb	B.S., Ferris State University
<b>Medical Assisting</b>	
Dorinda Loucks **	B.A.S., Siena Heights University
Jennifer Bunch	L.P.N., Kalamazoo Valley Community College
Carie Cooper	A.A.S., Kalamazoo Valley Community College
Deion Davis	Grand Rapids Educational Center
Tricia Meek	R.M.A., Olympia Career Training Institute
Kelley Mickel	C.M.A., A.A.S., Kalamazoo Valley Community College
Jessi Niles	R.M.A., Grand Rapids Educational Center
Marianne Poulsen*	L.P.N., A.A.S., Southwestern Michigan College
Rhonda Pressley	R.M.A., Grand Rapids Educational Center
Sheree Riggleman	C.M.A., Gwinnett Technical Institute
Cheryl Sherman	C.M.A., Brown Mackie College
Judith Steinert	L.P.N., Glen Oaks Community College
Dawn Wharton	B.A., Spring Arbor University
Rhonda Wilson	C.M.A., A.A.S., Kalamazoo Valley Community College
<b>Pharmacy Technician</b>	
Wendi Taplin*	CPhT, Occupational Qualifications
Linda Mason	B.A., Michigan State University

\*Lead Instructor    \*\* Medical Chair    \*\*\*Part time

### GRAND RAPIDS-SOUTHFIELD Administrative Staff

All staff and faculty are full time unless otherwise stated.

Ruth Stewart	Campus President
Jacquelyn K. VerHeulen	Campus Nursing Director
Paulette Williams	Assistant Campus Nursing Director
Kamala Watkins	Administrative Assistant

### GRAND RAPIDS-SOUTHFIELD Faculty

Faculty are qualified to teach all components of their requisite program listing. For example, all faculty listed under the heading "Dental Assisting" teach all modules within the program.

<b>Practical Nursing</b>	
Rhonda Moore	L.P.N. Associates Applied Sciences, Oakland Community College, Detroit, MI

## APPENDIX B: TUITION AND FEES

### Tuition and Fees

Program	Credit Hours	Tuition
Dental Assisting	47	\$11,100
Massage Therapy	55	\$11,100
Medical Insurance Billing and Coding v. 2-0	47	\$11,100
Medical Assisting	47	\$11,100
Medical Administrative Assistant	47	\$11,100
Pharmacy Technician	47	\$11,100
Practical Nursing	86	\$23,000
Effective June 1, 2007		

### Additional Fees and Expenses

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

Program	Grand Rapids	Grand Rapids-Southfield	Kalamazoo
Dental Assisting	\$1,270		\$1,270
Massage Therapy	\$1,540		\$1,540
Medical Insurance Billing & Coding v. 2-0	\$2,085		N/A
Medical Assisting	\$1,530		\$1,470
Medical Administrative Assistant	\$1,480		\$1,480
Practical Nursing	\$1,614	\$1,614	N/A
Pharmacy Technician	N/A		\$699
Effective September 1, 2006			

## APPENDIX C: ACADEMIC CALENDARS

### GRAND RAPIDS ACADEMIC CALENDARS

<b>Monday - Thursday</b>	
7 a.m. - 12 p.m.	1 p.m. - 6 p.m.
8 a.m. - 1 p.m.	3 p.m. - 8 p.m.
10 a.m. - 3 p.m.	6 p.m. - 11 p.m.
Dental Assisting, Massage Therapy, Medical Administrative Assistant, Medical Assisting, Medical Insurance Billing & Coding, Pharmacy Technician	
2007	
Start	End
8/27/07 Mon	9/24/07 Mon
9/25/07 Tue	10/22/07 Mon
10/23/07 Tue	11/19/07 Tue
11/20/07 Tue	12/18/07 Tue

<b>Monday - Friday</b>	
6 a.m. - 10 a.m.	
8 a.m. - 12 p.m.	
12 p.m. - 4 p.m.	
Dental Assisting Medical Assisting Medical Insurance, Billing & Coding	
2007	
Start	End
8/27/07 Mon	9/24/07 Mon
9/25/07 Tue	10/22/07 Mon
10/23/07 Tue	11/19/07 Tue
11/20/07 Tue	12/19/07 Wed
12/20/07 Thur	1/28/08 Mon

<b>Practical Nursing</b>	
2007	
Start	End
5/7/07 Mon	8/24/07 Fri
9/10/07 Mon	12/21/07 Fri
2008	
Start	End
5/5/08 Mon	8/22/08 Fri
9/8/08 Mon	12/19/08 Fri

<b>Grand Rapids Vacations and Holidays</b>	
2007	
New Year's Day	Jan 1
Martin Luther King Day	Jan 15
President's Day	Feb 19
Memorial Day	May 28
Summer Break	Jul 1 - Jul 8
Independence Day	Jul 4
Labor Day	Sep 3
Thanksgiving	Nov 22 & Nov 23

<b>Monday - Thursday</b>			
1 p.m. - 6 p.m.		6 p.m. - 11 p.m.	
10 a.m. - 3 p.m.			
Grand Rapids - Medical Insurance, Billing and Coding, Dental Assistant, Medical Assistant, Massage, Therapy, and Medical Administrative Assistant			
2008			
Start		End	
12/19/07	Wednesday	1/24/08	Thursday
1/29/08	Tuesday	2/26/08	Tuesday
2/28/08	Thursday	3/26/06	Wednesday
3/31/08	Monday	4/24/08	Thursday
4/28/08	Monday	5/22/08	Thursday
5/27/08	Tuesday	6/23/08	Monday
6/25/08	Wednesday	7/29/08	Tuesday
7/30/08	Wednesday	8/26/08	Tuesday
8/28/08	Thursday	9/25/08	Thursday
9/29/08	Monday	10/23/08	Thursday
10/27/08	Monday	11/20/08	Thursday
11/24/08	Monday	12/22/06	Monday
12/23/08	Tuesday	1/28/09	Wednesday

<b>Monday - Friday</b>			
Grand Rapids - Medical Assisting 6 a.m. - 10 a.m.			
Medical Insurance, Billing and Coding (8 am - 12 pm & 12 pm-4pm only)			
2008			
Start		End	
1/29/08	Tuesday	2/26/08	Tuesday
2/28/08	Thursday	3/26/06	Wednesday
3/31/08	Monday	4/25/08	Friday
4/28/08	Monday	5/23/08	Friday
5/27/08	Tuesday	6/23/08	Monday
6/25/08	Wednesday	7/29/08	Tuesday
7/30/08	Wednesday	8/26/08	Tuesday
8/28/08	Thursday	9/25/08	Thursday
9/26/08	Friday	10/23/08	Thursday
10/24/08	Friday	11/20/08	Thursday
11/21/08	Friday	12/22/06	Monday
12/23/08	Tuesday	1/28/09	Wednesday

Thursday - Saturday Thursday and Friday 6 p.m. - 10 p.m. Saturday 9 a.m. - 5 p.m.			
Grand Rapids - Medical Assisting 2007-2008			
Start		End	
5/31/07	Thursday	6/30/07	Saturday
7/12/07	Thursday	8/11/07	Saturday
8/16/07	Thursday	9/15/07	Saturday
9/20/07	Thursday	10/20/07	Saturday
10/25/07	Thursday	12/1/07	Saturday
12/6/07	Thursday	1/12/08	Saturday
1/17/08	Thursday	2/16/08	Saturday
2/21/08	Thursday	3/22/08	Saturday
3/27/08	Thursday	4/26/08	Saturday
5/1/08	Thursday	5/31/08	Saturday
6/5/08	Thursday	7/12/08	Saturday
7/17/08	Thursday	8/16/08	Saturday
8/21/08	Thursday	9/20/08	Saturday
9/25/08	Thursday	10/25/08	Saturday
10/30/08	Thursday	12/6/08	Saturday
12/11/08	Thursday	1/24/2009	Saturday

Grand Rapids - Practical Nurse 2008			
Start		End	
1/7/2008	Monday	4/21/2008	Monday
5/5/2008	Monday	8/25/2008	Monday
9/8/2008	Monday	12/23/2008	Tuesday

Grand Rapids - Vacations and Holidays 2008	
New Year's Day	Jan 1
President's Day	Feb 18
Memorial Day	May 26
Summer Break	Jun 30 - Jul 5
Independence Day	Jul 4
Labor Day	Sep 1
Thanksgiving	Nov 27 & Nov 28
Winter Vacation	Dec 24 - Jan 1 '09

## KALAMAZOO ACADEMIC CALENDARS

<b>Kalamazoo - Medical Administrative Assistant (8-12am) Medical Assisting (6-10 am)</b>			
<b>Day Schedule - Five Day Week (Monday through Friday)</b>			
<b>2007 - 2008</b>			
<b>Start Dates</b>		<b>End Dates</b>	
Jun 14	Thursday	Jul 18	Wednesday
Jul 19	Thursday	Aug 15	Wednesday
Aug 16	Thursday	Sep 14	Friday
Sep 17	Monday	Oct 11	Thursday
Oct 15	Monday	Nov 12	Monday
Nov 13	Tuesday	Dec 12	Wednesday
Dec 13	Thursday	Jan 21	Monday
Jan 22	Tuesday	Feb 20	Wednesday
Feb 25	Monday	Mar 21	Friday
Mar 25	Tuesday	Apr 21	Monday
Apr 23	Wednesday	May 20	Tuesday
May 22	Thursday	Jun 19	Thursday
Jun 23	Monday	Jul 25	Friday
Jul 29	Tuesday	Aug 25	Monday

<b>Kalamazoo - Massage Therapy, Medical Assistant (4pm-9pm, 10am-3pm, 1pm-6pm) Pharmacy Technician 7am-12, 11am-4pm, 5pm-10pm Dental Assisting (8am-1pm) Medical Administrative Assisting (10am-3pm, 5pm-10pm) Schedule - Four Day Week Monday through Thursday</b>			
<b>2007 - 2008</b>			
<b>Start Dates</b>		<b>End Dates</b>	
Jun 27	Wednesday	Jul 31	Tuesday
Aug 1	Wednesday	Aug 28	Tuesday
Aug 29	Wednesday	Sep 26	Wednesday
Sep 27	Thursday	Oct 24	Wednesday
Oct 29	Monday	Nov 26	Monday
Nov 27	Tuesday	Jan 2	Wednesday
Jan 3	Thursday	Jan 30	Wednesday
Feb 4	Monday	Mar 3	Monday
Mar 5	Wednesday	Apr 1	Tuesday
Apr 3	Thursday	Apr 30	Wednesday
May 5	Monday	Jun 2	Monday
Jun 4	Wednesday	Jul 8	Tuesday
Jul 10	Thursday	Aug 6	Wednesday

<b>Kalamazoo - Massage Therapy (8am-1pm, 10am-3pm, 5pm-10pm)</b>			
<b>Schedule - Four Day Week Monday through Thursday</b>			
<b>2007 - 2008</b>			
<b>Start Dates</b>		<b>End Dates</b>	
Apr 30	Thursday	May 24	Monday
May 30	Wednesday	Jun 26	Tuesday
Jun 27	Wednesday	Jul 31	Tuesday
Aug 1	Wednesday	Aug 28	Tuesday
Aug 29	Wednesday	Sep 26	Wednesday
Sep 27	Thursday	Oct 24	Wednesday
Oct 29	Monday	Nov 26	Monday
Nov 27	Tuesday	Jan 2	Wednesday
Jan 3	Thursday	Jan 30	Wednesday
Feb 4	Monday	Mar 3	Monday
Mar 5	Wednesday	Apr 1	Tuesday
Apr 3	Thursday	Apr 30	Wednesday
May 5	Monday	Jun 2	Monday
Jun 4	Wednesday	Jul 8	Tuesday
Jul 10	Thursday	Aug 6	Wednesday

<b>Kalamazoo - Medical Administrative Assistant (8am-1pm) Medical Assisting (8am-1pm &amp; 1pm-6pm) Dental Assisting (10am-3pm &amp; 5pm-10pm)</b>			
<b>Day Schedule - Four Day Week (Monday through Thursday)</b>			
<b>2007 - 2008</b>			
<b>Start Dates</b>		<b>End Dates</b>	
Jul 19	Thursday	Aug 15	Wednesday
Aug 16	Thursday	Sep 13	Thursday
Sep 17	Monday	Oct 11	Thursday
Oct 15	Monday	Nov 12	Monday
Nov 13	Tuesday	Dec 11	Tuesday
Dec 13	Thursday	Jan 21	Monday
Jan 23	Wednesday	Feb 20	Wednesday
Feb 25	Monday	Mar 20	Thursday
Mar 25	Tuesday	Apr 21	Monday
Apr 23	Wednesday	May 20	Tuesday
May 22	Thursday	Jun 19	Thursday
Jun 23	Monday	Jul 24	Thursday
Jul 29	Tuesday	Aug 25	Monday

<b>Kalamazoo - Medical Administrative Assisting (6-10 p.m.) Medical Assisting (6-10 p.m.)</b>			
<b>Schedule - Four Day Week Monday through Thursday</b>			
<b>2007 - 2008</b>			
<b>Start Dates</b>		<b>End Dates</b>	
Jul 12	Thursday	Aug 15	Wednesday
Aug 16	Thursday	Sept 20	Thursday
Sept 24	Monday	Oct 29	Monday
Oct 30	Tuesday	Dec 5	Wednesday
Dec 6	Thursday	Jan 21	Monday
Jan 23	Wednesday	Feb 27	Wednesday
Mar 3	Monday	Apr 3	Thursday
Apr 8	Tuesday	May 12	Monday
May 14	Wednesday	Jun 18	Wednesday
Jun 23	Monday	Jul 31	Thursday

<b>Kalamazoo - Medical Assistant (11-3)</b>			
<b>Schedule - Five Day Week Monday through Friday</b>			
<b>2007 - 2008</b>			
<b>Start Dates</b>		<b>End Dates</b>	
Jun 27	Wednesday	Jul 31	Tuesday
Aug 1	Wednesday	Aug 28	Tuesday
Aug 29	Wednesday	Sep 26	Wednesday
Sep 27	Thursday	Oct 24	Wednesday
Oct 26	Friday	Nov 26	Monday
Nov 27	Tuesday	Jan 2	Wednesday
Jan 3	Thursday	Jan 30	Wednesday
Feb 4	Monday	Mar 3	Monday
Mar 5	Wednesday	Apr 1	Tuesday
Apr 3	Thursday	Apr 30	Wednesday
May 5	Monday	Jun 2	Monday
Jun 4	Wednesday	Jul 8	Tuesday

<b>Kalamazoo - Medical Assistant Weekend</b>			
<b>Schedule - 3 Day Week Thursday through Saturday</b>			
<b>2007 - 2008</b>			
<b>Start Dates</b>		<b>End Dates</b>	
May 31	Thursday	Jun 30	Saturday
Jul 12	Thursday	Aug 11	Saturday
Aug 16	Thursday	Sep 15	Saturday
Sep 20	Thursday	Oct 20	Saturday
Oct 25	Thursday	Dec 1	Saturday
Dec 6	Thursday	Jan 12	Saturday
Jan 17	Thursday	Feb 16	Saturday
Feb 21	Thursday	Mar 22	Saturday
Mar 27	Thursday	Apr 26	Saturday
May 1	Thursday	May 31	Saturday
Jun 5	Thursday	Jul 12	Saturday
Jul 17	Thursday	Aug 16	Saturday

**Kalamazoo - Holidays for all classes – No class held:**

- Summer Recess – 7/2/07 – 7/6/07
- Labor Day – 9/3/07
- Thanksgiving – 11/22/07 & 11/23/07
- Winter Break – 12/24/07 – 1/1/08
- New Year's Day – 1/1/08
- President's Day – 2/18/08
- Memorial Day – 5/26/08
- Summer Recess – 6/30/08-7/4/08

## GRAND RAPIDS-SOUTHFIELD ACADEMIC CALENDARS

<b>Practical Nursing</b>	
<b>2007</b>	
<b>Start</b>	<b>End</b>
9/17/07 Mon	12/21/07 Fri
<b>2008</b>	
<b>Start</b>	<b>End</b>
1/7/08 Mon	4/18/08 Fri
5/5/08 Mon	8/22/08 Fri
9/8/08 Mon	12/19/08 Fri

## APPENDIX D: HOURS OF OPERATION

### GRAND RAPIDS

#### Allied Health Programs

Monday through Thursday	7:00 a.m. to 12:00 p.m. 8:00 a.m. to 1:00 p.m. 10 a.m. - 3 p.m. 1 p.m. - 6 p.m. 6 p.m. - 11 p.m.	Medical Assisting only  Medical Assisting and Dental Assisting only
Monday through Friday	6:00 a.m. to 10 a.m.  10:00 a.m. - 2:00 p.m. 8:00 a.m. to 12:00 p.m. 8:00 a.m. to 5:00 p.m.	Dental Assisting, Medical Assisting and Medical Insurance Billing & Coding only Pharmacy Tech only Dental Assisting and Medical Insurance Billing & Coding only Practical Nursing

### KALAMAZOO

#### Monday through Thursday

7:00 a.m. to 12:00 p.m. 8:00 a.m. to 1:00 p.m.	Pharmacy Technician Medical Assisting, Dental Assisting, Massage Therapy, Medical Administrative Assistant
10:00 a.m. to 3:00 p.m.	Medical Assisting, Dental Assisting, Medical Administrative Assistant and Massage Therapy
1:00 p.m. to 6:00 p.m. 4:00p.m. to 9:00 p.m.	Medical Assisting Medical Assisting
6:00 p.m. to 10:00 p.m. 5:00 p.m. to 10:00 p.m.	Medical Assisting and Medical Administrative Assistant Massage Therapy, Pharmacy Technician, Dental Assisting and Medical Administrative Assistant

#### Monday through Friday

6:00 a.m. to 10:00 a.m. 8:00 a.m. to 12:00 p.m. 11:00 a.m. to 3:00 pm	Medical Assisting only Medical Administrative Assistant Medical Assisting
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### GRAND RAPIDS-SOUTHFIELD

#### Practical Nursing Program

Monday through Friday	8:00 a.m. to 5:00 p.m.	Practical Nursing
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