Everest

INSTITUTE

Formerly known as Kee Business College

2007-2008 CATALOG

Chesapeake Newport News 040907

Main Campus
803 Diligence Drive
Newport News, VA 23606
(757) 873-1111

Branch Campus
Greenbrier Circle Corporate Center
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www.everest-institute.com

Accredited by the Accrediting Council for Independent Colleges and Schools

Certified to operate by
SCHEV

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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 focus of the curriculum 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 reentering 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 career training.

SCHOOL HISTORY AND DESCRIPTION

Newport News (Main) Campus

The Newport News campus was founded as College of Hampton Roads in 1941. In 1982, the name was changed to Kee Business College. In 1986, National Education Centers, Inc. acquired the school, and the name was changed to National Education Center - Kee Business College Campus. The school was acquired by Corinthian Schools, Inc. in September, 1995. The school name was changed to Kee Business College on June 30, 1996. In April of 2007 the name was changed to Everest Institute.

The modern facility is designed for training students for the working world. The air-conditioned building has 16,000 square feet containing 15 classrooms, administrative offices, a student lounge and restrooms. Some classrooms are designed and equipped for laboratory instruction. The student lounge serves as a gathering place for lunch and breaks. It is equipped with a variety of vending machines and provides a relaxing atmosphere for visiting or studying before and after class.

Chesapeake Campus

The Chesapeake branch campus was established in February 1999 as Kee Business College. In April of 2007 the name was changed to Everest Institute. The modern facility is designed for training students for the working world. The air conditioned building has approximately 26,900 square feet including six lecture rooms, five computer laboratories, two medical laboratories, two massage therapy laboratory, one dental laboratory with three operatories, library/resource center, administrative offices, a student lounge, a book room and restrooms.

Both Everest Institute campuses, the facilities they occupy and the equipment they use comply with all federal, state and local ordinances and regulations, including those related to fire safety, building safety and health. Both campuses are conveniently located near major highways and have ample parking for students.

EDUCATIONAL PHILOSOPHY

The Corinthian Schools, Inc. philosophy is to provide quality programs that are sound in concept, implemented by a competent and dedicated faculty and geared to serve those seeking a solid foundation in knowledge and skills required to obtain employment in their chosen fields. The programs emphasize hands-on training, are relevant to employers' needs and focus on areas that offer strong long-term employment opportunities. To offer students the training and skills that will lead to successful employment, the 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 desire to motivate and develop students to their greatest potential; and
- Promote self-discipline and motivation to help students succeed on the job and in society.

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.

STUDENT DISABILITY SERVICES/ACCOMMODATIONS

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

ACCREDITATIONS, APPROVALS AND MEMBERSHIPS

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

Accredited by the Accrediting Council for Independent Colleges and Schools to award diplomas. The Accrediting Council for Independent Colleges and Schools is listed as a nationally recognized accrediting agency by the United States Department of Education and is recognized by the Council for Higher Education Accreditation. The Accrediting Council for Independent Colleges and Schools (ACICS) is located at 750 First Street, NE, Washington, D.C. 20002-4241; (202) 336-6780.

- Certificate to operate by the Virginia Board of Education.
- Eligible institution under the Federal Stafford Loan Program (FSL) and Federal Parent Loan for Undergraduate Students (FPLUS).
- Eligible institution for Federal Perkins Loan, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Pell Grant and Federal Work-Study (FWS) programs.
- Approved for the training of Veterans and eligible persons under the provisions of Title 38, USC.
- Authorized under federal law to enroll nonimmigrant alien students (Newport News campus only).
- Provides training services for the State Department of Vocational Rehabilitation.
- Member, Virginia Career College Association.
- National Certified Proctor Site, National Center for Competency Testing.
- Member, Career College Association.
- Ability to Benefit Program.

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

ADMISSIONS

REQUIREMENTS AND PROCEDURES

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

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

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:

- Enrollment Agreement (if applicant is under 18 years of age, it must be signed by parent or guardian);
- Administration and evaluation of applicable entrance examination; 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. 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. Students should be aware that the financial aid eligibility may change between the time of application and final enrollment.

Everest Institute does not offer training in English as a Second Language.

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

1. Furnish proof by providing the School with the diploma, official transcript or GED certificate, a copy of which will be placed in the student file OR
2. Sign an "Attestation Regarding High School Graduation or Equivalency" indicating that they meet the School's requirements for admission.

Applicants who do not have a high school diploma, official transcript or GED certificate may also apply for some programs under the Ability to Benefit Provision. The number of students enrolled under the Ability to Benefit Provision is limited. The School reserves the right to reject applicants based on test scores and ability to benefit limitations, or as necessary to comply with any applicable local, state or federal laws, statutes or regulations.

Applicants enrolling under the Ability to Benefit provision are required to achieve a passing score on an independently administered, standardized, nationally recognized test that is approved by the U.S. Department of Education. This test is designed to measure prospective students' ability to benefit from the course of instruction. Applicants who pass this test have fulfilled the School's entrance test requirements. Applicants who fail the test can be retested using the test developer's guidelines.

Chesapeake Campus

All applicants 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 retested using a different version or different nationally normed, standardized test. The retest(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. Students must begin classes within one year of their test date. Students who withdraw after starting school, or are terminated by the School and reenter more than one year after their test date, must take the test again.

The entrance test used is the SRA, which is comprised of two parts, reading and mathematics. The passing score is 69. Enrollees who fail the SRA must wait a minimum of 24 hours and then can be retested on the Career Programs Assessment Test (CPAt). The minimum passing score on the CPAt is 120.

CREDIT FOR PREVIOUS EDUCATION OR TRAINING

The Education Department will evaluate previous education and training that may be applicable to an educational program. If the education and/or training meets the standards for transfer of credit, the program may be shortened and the tuition reduced accordingly. Students who request credit for previous education and training are required to provide the School with an official transcript from the educational institution, a copy of the educational institution's catalog and a description of program of study. Credit for previous education or training must be processed and approved by the Director of Education prior to the start of class.

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.

ALLIED HEALTH PROGRAMS DISCLOSURE NOTICE

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

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

The background check does not replace the live scan fingerprint requirement for state licensure application which will be completed at the conclusion of the program at the time the graduate applies to sit for the licensure exam.

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:

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

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.

ADMINISTRATION POLICIES

UNIT OF CREDIT

Academic

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

Financial Aid

Students may be awarded financial assistance, if eligible, based on the number of financial aid credit units they will earn. For certain educational programs, the U.S. Department of Education requires that students earn one financial aid credit unit for each 20 contact hours of instruction.

This requirement does not apply to all programs. Students should contact the Financial Aid Department for information regarding their program of study.

ATTENDANCE REQUIREMENTS

Students must strive for perfect attendance. Regular attendance and punctuality will help students develop good habits necessary for successful careers. Satisfactory attendance is established when students are present in the assigned classroom for the scheduled amount of time.

Students who miss 15% of the total classroom hours will be advised that they are at risk of being dropped from the program. Students who miss more than 20% of the total classroom hours scheduled for the program may be dropped. Absences include the frequency of the student's tardiness or early departures, when applicable. (See "Tardiness/Early Departure" policy.) Students who are not in attendance for at least 51% of the scheduled class time will be considered absent for the day. Students who have been absent from all of their scheduled classes for seven consecutive school days may be dropped from the training program.

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

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

TARDINESS/EARLY DEPARTURE

Students who arrive for class more than 15 minutes after the scheduled start time will be recorded as tardy on their attendance record. Students who depart from class more than 15 minutes before the scheduled completion time will be recorded as an early departure on their attendance record. Students who accumulate a total of four tardies and/or early departures will accrue one class period of absence on their attendance record. Students should see their instructor when they have questions about their attendance record.

REENTRY POLICY

Students who withdraw or are withdrawn from their program must apply for reentry into Everest Institute. Students who are terminated for violating the attendance policy may apply for reentry to the School through the appeals process (Refer to "Student Appeal Process" policy). Students reentered after violating the attendance policy may not be absent more than 20% of the total of the remaining classroom hours. Normally approval for reentry will be granted only once; however, in those instances where extenuating circumstances exist, a student may be allowed to reenter more than once with appropriate documentation and the approval of the School President. Former students are required to meet with the financial aid department if approved for reentry by the School President.

MAKE-UP WORK

Students are required to make up all assignments and work missed as a result of absence. The instructor may assign additional outside make-up work to be completed for each absence. Normally, tests can only be made up if a student is not present in class due to jury duty, hospitalization/serious illness, military duty or other extenuating circumstance. Arrangements to take any tests missed because of an absence must be made with the instructor and approved by Director of Education. The student may be required to supply appropriate documentation when requesting to make up the missed test. Requests for make-up assignments may be not be granted.

VETERAN STUDENTS

The Veterans Administration has established rules and regulations pertaining to attendance policy and procedures. The Education Department can provide this information upon request.

REQUIRED STUDY TIME

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

GRADING

The progress and quality of students' work is measured by a system of letter grades and grade percentages. The meaning of each grade and its equivalent percentage is as follows:

Business and Technical Programs				Massage Therapy and Allied Health Programs		
Grade	Meaning	Percentage	Point Value	Grade	Meaning	Percentage
A	Excellent	100-90	4.0	A	Excellent	100-90
B	Very Good	89-80	3.0	B	Very Good	89-80
C	Good	79-70	2.0	C	Good	79-70
D	Poor	69-60	1.0	F	Failing	69-0
F	Failing	59-0	0.0	I	Incomplete	
I	Incomplete			W	Withdrawal	
W	Withdrawal			CR	Credit for Advanced Placement	
CR	Credit for Advanced Placement			TR	Credit for Previous Education	
TR	Credit for Previous Education					

Applies to All Courses:

Course Repeat Codes	
1	Student must Repeat This Class
R	Student in the Process of Repeating This Class
2	Course Repeated - Original Grade No Longer Calculated in CGPA

Students who wish to challenge or contest a grade earned on a particular assignment, test or full module must do so within 10 calendar days of the date they received the grade.

STUDENT AWARDS

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

SATISFACTORY ACADEMIC PROGRESS

Requirements

Students must show satisfactory academic progress.

In order to maintain satisfactory academic progress, students in Allied Health programs must:
- Achieve a cumulative grade point average (GPA) of at least 70% (on a scale of 0-100%) or be placed on academic probation;
- Progress at a satisfactory rate toward completion of their programs; and
- Complete the training programs within 1.5 times the planned program length.

In order to maintain satisfactory academic progress, students in Business and Technical programs must:
- Achieve a cumulative grade point average (GPA) of at least 2.0 (on a scale of 0 to 4.0) or be placed on academic probation;
- Progress at a satisfactory rate toward completion of their programs; and
- Complete the training programs within 1.5 times the planned program length.

Students whose cumulative GPA falls below 70% (2.0) are notified that they are being placed on academic probation, which will begin at the start of the next term. Students on academic probation are considered to be making satisfactory academic progress.

Academic Probation

Programs of 600 or More Clock Hours

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

If, by the end of the probationary period, students achieve a cumulative GPA of at least 70% or 2.0 and a rate of progress of at least 60%, they are notified that the probationary status is removed. If they have not achieved a cumulative GPA of at least 70% or 2.0 but have achieved a GPA of at least 70% or 2.0 for the term, students may continue their training programs for a second probationary period. Students who do not achieve a GPA of 70% or 2.0 for the term will be withdrawn from training by the School.

Students who continue their training for a second probationary period will remain eligible for financial aid. If they achieve a cumulative GPA of at least 70% or 2.0 and a rate of progress of at least 60% by the end of the second probationary period, they are informed that they have been removed from probation. Students who do not achieve a cumulative GPA of 70% or 2.0 and a rate of progress of at least 60% will be withdrawn from training by the School.

Programs of Less than 600 Clock Hours

Students in programs of less than 600 clock hours will be allowed one probationary period. This probationary period covers the module that starts immediately after students have been placed on academic probation. If by the end of the probationary period students achieve a cumulative GPA of 70% or 2.0 and a rate of progress of at least 60%, they are notified that the probationary status is removed. Students who do not achieve a cumulative GPA of 70% or 2.0 and a rate of progress of at least 60% by the end of the probationary period will be withdrawn from training by the School.

Reinstatement Policy

Students who have been terminated for failing to maintain satisfactory academic progress may be reinstated by making a request for reinstatement in writing to the School President. However, if the reinstatement is granted, the student will not be eligible for financial aid during the reinstatement term. If the student achieves a cumulative GPA of at least 70% or 2.0 during the reinstatement term, the student will be considered to be making satisfactory academic progress and will be eligible for financial aid consideration in subsequent terms.

Incompletes

An "Incomplete" cannot be given as a final grade. However, at the end of the term students may, with the instructor's approval, be granted a maximum extension of 14 calendar days to complete the required class work, assignments and tests. The extension cannot be used to make up accrued absences from class. If students do not complete the required class work, assignments and tests within the extension period, they will receive a failing grade of F or zero for the module. The F or zero will be averaged in with the students' other grades to determine the cumulative GPA.

Withdrawals

To withdraw from a module, students must notify the instructor and meet with the Associate Director or Director of Education and/or the department chair. Requests for withdrawal must then be processed by the Director of Education. Extreme academic or medical hardship is considered the only justification for withdrawal.

If a request for withdrawal is approved, the status of "Withdrawal" (W) is recorded but will not have an impact on the module grade or cumulative GPA. Withdrawal status remains on record until students complete the module from which they withdrew.

Students who are contemplating withdrawing from a module should be cautioned that:
- The entire scheduled length of the module of study they are currently enrolled in is counted in their maximum program completion time;
- They may have to wait for the appropriate module or sequence of modules to be available;
- They must repeat the entire module from which they elected to withdraw prior to receiving a final grade;

- They may be required to attend afternoon sessions or schedules other than their originally scheduled day part; and
- Financial aid and/or tuition costs may be affected.

Exit Interviews

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

Repeat Policy

Students who fail a module must retake that module. The failing grade will be averaged into their GPA at the end of the module and remain in effect until the module is repeated and a new grade is earned. Students may repeat a failed module only once. If repeating the training is required, the length of the program must not exceed 1.5 times the planned program length.

When students repeat a module, the higher of the two grades is used to calculate the cumulative GPA. The attendance for the repeated module will replace the attendance for the original module.

Students who receive a passing grade for a module but wish to repeat the module may do so (subject to seat availability).

NOTE: Everest Institute does not permit students to make up absences that accrue on their attendance record during the classroom training modules. However, students must make up absences that occur during the externship to ensure that the required extern hours are completed prior to graduation.

Application of Grades and Credits

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

When a student repeats a course or module, the higher of the two grades is used in the calculation of CGPA; however, the original course credits remain included in the "Total Number of Credits Attempted" (in the charts below) in order to determine the required progress level. The original credits are considered as not successfully completed.

For calculating rate of progress, grades of F (failure) and W (withdrawn) 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 letter grade, the GPA and satisfactory progress determination will be recalculated based on that letter grade and the credits earned.

Maximum Program Completion Time

Classroom Training

Students are expected to complete their program within the defined maximum program completion time, which should not exceed 1.5 times the normal time frame. Everest Institute defines the normal time frame as the length of time it would take a student to complete the total program clock/credit hours according to the Enrollment Agreement.

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

Students who have reached 25% point of their maximum program completion time must have successfully completed 55% of the clock/credit hours attempted. Students whose rate of progress are less than 55% at the 25% point of their maximum program completion time will be placed on probation.

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

Measuring the rate of progress ensures that students will complete enough of the program at the end of each measurement point to finish the entire program within the maximum allowable time. The maximum completion time and satisfactory rate of progress for each program can be obtained from the Education Department.

If students exceed the maximum allowable program length or do not progress at a sufficient rate after the halfway point of the maximum program completion time, their training program may be interrupted.

Externship Training

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

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

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

Additional Information on Satisfactory Academic Progress

Additional information on satisfactory academic progress and its application to specific circumstances is available upon request from the Director of Education.

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

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

To be eligible for graduation, students in Allied Health Programs must:

- Complete all required classroom modules with a grade of at least 70%;
- Meet the grade requirements for the module components, if applicable;
- Complete all program requirements.
- Successfully complete a total of 160 clock hours in an approved externship; and
- Receive satisfactory evaluations from the externship facility.
- Be current with his/her financial obligation to the School.
- Massage Therapists – successful completion of 30 clock hours in an approved clinic

Students in Business programs must:

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

CLASS SIZE

Class sizes are designed to provide meaningful instruction and training to any student who desires to attend college. Lecture classes average approximately 24 students. Massage Therapy lecture classes average approximately 24 students.

Laboratory classes enable students to receive hands-on training using equipment similar to that used by business and industry. To ensure that students receive the necessary time and attention to build experience and confidence, typical laboratory classes average 24 students.

WEATHER EMERGENCIES

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

CLOTHING AND PERSONAL PROPERTY

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

PARKING

Parking is permitted in authorized locations only. Vehicles should always be locked to avoid theft. The School does not assume liability for parking fines, notices or towing that may be levied by the building management.

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.

- 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. Work Study students who violate the student conduct 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. school for violation of the student conduct code shall not be eligible for admittance to another CCi school.

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 Campus 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 without 10 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 Campus 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.

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.

Dress and grooming should be appropriate for the area of study. Because a variety of business and industrial equipment is used during training, certain items of clothing--such as shorts, open shoes, or visible body piercings--are not acceptable for obvious safety reasons.

Students may have limited funds, so wardrobes need not be expensive or extensive--simply in good taste. Women may wear skirts and blouses, dresses or slacks. For men, acceptable items include slacks, sports shirts, dress shirts, and coat and tie when required. Denim, sweatshirts or jogging suits, T-shirts, tank tops, halters or slippers are examples of unacceptable attire.

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.

ALLIED HEALTH PROGRAMS

Students enrolled in allied health programs are required to wear the standard uniform and shoes with a closed heel and toe as described in the School's dress code policy. Uniforms are not included in the tuition price and should be purchased as soon as possible after acceptance into the program. Uniforms are available for purchase on campus. Information is available from the admissions department. Students should review the established dress and appearance guidelines for details. This information will be available upon enrollment and provided during the orientation.

ACADEMIC ADVISEMENT AND TUTORING

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

LEAVE OF ABSENCE POLICY

The institution permits students to request a leave of absence (LOA) for up to 180 days during any 12-month period if there are legitimate extenuating circumstances that require the students to interrupt their education.

In order for a student to be granted an LOA, the student must provide the Campus President, Director of Education, or Department Chair with a written request, prior to the leave of absence, outlining the reasons for the LOA request and the date the student expects to return to school. A student must receive a copy of the signed leave approval before taking the leave. Students should meet with the finance personnel to receive important financial information related to their specific leave period.

If the leave of absence request is approved by the institution, a copy of the request--dated and signed by both parties, along with other necessary supporting documentation--will be placed in the student's file.

Readmission Following a Leave of Absence

Upon the student's return from an LOA, the student will be permitted to complete the coursework begun prior to the leave of absence. Students should meet with the finance personnel to ensure continuity of financial assistance where applicable.

The institution will make every attempt to ensure that students can reenter at the point at which their education was interrupted and will enable them to complete the coursework begun prior to the leave of absence request. However, if the institution recognizes that it will be unable to assure that a student can reenter and complete the assignments begun prior to the leave of absence, under federal law the student's request for an LOA will have to be denied.

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 leave of absence will be used in order to determine the amount of funds the institution earned and make any refunds which 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 leave of absence, 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 progression 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 and/or tuition costs may be affected.

HEALTH/MEDICAL CARE

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

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

TERMINATION PROCEDURES

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

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

Students who have been terminated are notified and may appeal to the Campus President.

INFORMATION TECHNOLOGY PROGRAM STUDENT DISCLOSURE

Due to the rapidly changing nature of the Information Technology industry, curriculum and program changes may occur from time to time during the course of a student's enrollment in the program. These changes reflect industry trends, and curriculum revisions will be made as expeditiously as possible.

Enrollment in an Information Technology program offers students the knowledge and skills to enter the workforce in information technology or a related field. The program is an educational program, and upon successful completion, students will earn a diploma. Program completion does not necessarily lead to or guarantee any form of vendor certification.

TRANSFERABILITY OF CREDITS

The Campus President's office provides information on schools that may accept Everest Institute course credits toward their programs. However, this school does not guarantee transferability of credits to any other college, university or institution, and it should not be assumed that any courses or programs described in this catalog can be transferred to another institution. Any decision on the comparability, appropriateness and applicability of credits and whether they may be accepted is the decision of the receiving institution. For students who transfer between programs at the School, all attempts at courses common to both programs will transfer to the new program.

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, including grades, attendance, prior education and training, and awards received.

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

Transcript and diploma requests must be made in writing to the Office of the Registrar. Official transcripts will be released to students who are current with their financial obligation (i.e., tuition and fees due to the 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 $5 for each additional official transcript requested. Normal processing time for transcript preparation is approximately three to five days. There is a fee of $25.00 for the recreation of an original diploma.

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 CLAIM/GRIEVANCE PROCEDURE

Persons seeking to resolve problems or complaints should first contact their instructor. Unresolved complaints should be made to the Director of Education. Students who feel that the complaint has not been adequately addressed should contact the Campus 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.

Complaints not resolved within 30 days may be directed to:

Division of Compliance Coordination and Adult Services
Attention: Proprietary Schools
Virginia Department of Education
Post Office Box 6-Q
Richmond, Virginia 23216-2060

If a student feels that the School has not adequately addressed a complaint or concern, the student may consider contacting the Accrediting Council. Please direct all inquiries to:

Accrediting Council for Independent Colleges and Schools
750 First Street, N.E., Suite 980
Washington, DC 20002-4241
(202) 336-6780

SEXUAL HARASSMENT

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

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

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

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

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

CAMPUS SECURITY AND CRIME AWARENESS POLICIES

As required by Public Law 101-542, as amended by Public Law 102-325, Title II, Crime Awareness and Campus Security Act of 1990, Section 294, Policy and Statistical Disclosures, this institution has established policies regarding campus security.

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

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

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

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

Statistical Information

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

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.

Everest Institute 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 Everest Institute'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. Everest Institute maintains a threat-free learning environment. Violation of this policy may result in immediate dismissal from the School and a complaint with local law enforcement.

CAMPUS COMPLETION RATE REPORTS

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

POLICY AND PROGRAM CHANGES

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

FINANCIAL INFORMATION

Tuition and fee information can be found in **APPENDIX B: TUITION AND FEES** in this catalog.

TUITION AND FEES

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

ADDITIONAL FEES AND EXPENSES

Charges for textbooks and equipment are separate from tuition. The institution does not charge for books and supplies or equipment until the student receives the items. Incidental supplies, such as paper, pencils, and calculators are to be furnished by students. There is a $70 graduation fee.

VOLUNTARY PREPAYMENT PLAN

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

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

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

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

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

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

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

Date of Withdrawal versus Date of Determination (DOD)

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

Effect of Leaves of Absence on Refunds

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

Textbook and Equipment Return/Refund Policy

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

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 any SFA loan funds in accordance with the terms of the loan; and the remaining unearned SFA program grant (not to exceed 50% of a grant) as an overpayment of the grant.

(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.

VIRGINIA CANCELLATION AND REFUND POLICY

1. The School shall adopt a minimum refund policy relative to the refund of tuition, fees, and other charges. All fees and payments, with the exception of the nonrefundable fee described in subsection 2 below, remitted to The School by a prospective student shall be refunded if the student is not admitted, does not enroll in The School, does not begin the program or course, withdraws, or is dismissed.
2. A school may require the payment of a reasonable nonrefundable initial fee, not to exceed $100, to cover expenses in connection with processing a student's enrollment, provided it retains a signed statement in which the parties acknowledge their understanding that the fee is nonrefundable. No other nonrefundable fees shall be allowed prior to enrollment.

3. The School shall provide a period of at least three business days, weekends and holidays excluded, during which a student applicant may cancel his enrollment without financial obligation other than the nonrefundable fee described in subsection 2 above.
4. Following the period described in subsection 3 above, a student applicant (one who has applied for admission to a school) may cancel, by written notice, his enrollment at any time prior to the first class day of the session for which application was made. When cancellation is requested under these circumstances, The School is required to refund all tuition paid by the student, less a maximum tuition fee of 15% of the stated costs of the course or program or $100 whichever is less. A student applicant will be considered a student as of the first day of classes.
    ***

Quarter-Based Program Refund Policy
6. The minimum refund policy for schools that financially obligate the student for a quarter, semester, trimester or other period not exceeding 4-1/2 calendar months shall be as follows:
    a. A student who enters school but withdraws during the first 1/4 (25%) of the period is entitled to receive as a refund a minimum of 50% of the stated cost of the course or program for the period.
    b. A student who enters a school but withdraws after completing 1/4 (25%), but less than 1/2 (50%) of the period is entitled to receive as a refund a minimum of 25% of the stated cost of the course or program for the period.
    c. A student who withdraws after completing 1/2 (50%), or more than 1/2 (50%), of the period is not entitled to a refund.

Modular Program Refund Policy
7. The minimum refund policy for schools that financially obligate the student for the entire amount of tuition and fees for the entirety of a program or course shall be as follows:
    a. A student who enters The School but withdraws or is terminated during the first 1/4 of the program shall be entitled to a minimum refund amounting to 75% of the cost of the program.
    b. A student who withdraws or is terminated during the second 1/4 of the program shall be entitled to a minimum refund amounting to 50% of the cost of the program.
    c. A student who withdraws or is terminated during the third 1/4 of the program shall be entitled to a minimum refund amounting to 25% of the cost of the program.
    d. A student who withdraws after completing 3/4 (75%) of the program shall not be entitled to a refund.
8. Fractions of credit for courses completed shall be determined by dividing the total amount of time required to complete the period or the program by the amount of time the student actually spent in the program or the period, or by the number of correspondence course lessons completed, as described in the contract.
9. It is not required that expenses incurred by students for instructional supplies, tools, activities, library, rentals, service charges, deposits, and all other charges be considered in tuition refund computations when these expenses have been represented separately to the student in the enrollment contract and catalogue, or other documents prior to enrollment in the course or program…
10. For programs longer than one year, the policy outlined in subdivisions 7 and 8 above shall apply separately for each year or portion thereof.

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.

FINANCIAL ASSISTANCE
Everest Institute offers students several options for payment of tuition. Those able to pay tuition are given a plan to help reduce their fees upon entry. On the other hand, the School recognizes that many students lack the resources to begin their educational training. The campus participates in several types of federal, state and institutional financial aid programs, most of which are based on financial need.

Students seeking financial assistance must first complete the Free Application for Federal Student Aid. The School's financial aid representative uses this form to determine students' needs and assist them in deciding what resources are best suited to their circumstances.

If students withdraw from school, an adjustment in the amount they owe may be made, subject to the refund policy of the School. If they received financial aid in excess of what they owe the institution, these funds must be restored to the federal fund account or to the lender if they received a federal loan.

The Federal Student Guide, which provides a detailed description of these programs, is distributed by the Financial Assistance Office at the school without cost or obligation. *The Federal Student Guide* is available online at:

http://studentaid.ed.gov/students/publications/student_guide/index.html

The following are descriptions of the financial aid programs available at this school. Additional information can be obtained through the Financial Aid Office. Information regarding benefits available from the Bureau of Indian Affairs or the Vocational Rehabilitation Program can be obtained through those agencies.

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. 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 paid back.

Federal Stafford Loan (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 starts six months after the student drops below half-time status, terminates training or graduates.

Federal Supplemental Educational Opportunity Grant (FSEOG)

Students who are unable to continue their education without additional assistance may qualify for this program. Grants are based on the 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 the School.

Federal Perkins Loan

Previously known as the National Direct Student Loan, this low-interest loan is available to qualified students who need financial assistance to meet educational expenses. Repayment of the loan begins nine months after graduation or termination of training.

Federal Parent Loan for Undergraduate Students (FPLUS)

The Federal Parent Loan for Undergraduate Students (FPLUS) provides additional funds to help parents pay for educational expenses. The interest rate for these loans is competitive and the repayment schedules differ. Loan origination fees may be deducted from the loan by the institution making the loan as set forth by government regulations.

Federal Work Study (FWS)

The purpose of the Federal Work-Study (FWS) Program - formerly called the College Work-Study (CWS) Program - is to give part-time employment to students who need the income to help meet the costs of postsecondary education and to encourage FWS recipients to participate in community service activities. Funds under this program are limited.

Sallie Mae Alternative Loan Program (SLM)

SLM Financial provides a customized loan program to qualified applicants that will offer borrowers financing for their educational costs. Applicants may also be expected to complete a SLM loan application during their financial aid interview.

Extended Payment Plan (EPP)

Students who do not qualify for the Sallie Mae Alternative Loan Program may be eligible to finance a tuition shortfall from their primary source of funding such as Title IV, contract billing or employer billing may apply for the Extended Payment Plan which requires scheduled payments to be completed six (6) months after the program end date.

Student Tuition Assistance Resource Loan (STAR Loan)

Students who do not qualify for the Sallie Mae Alternative Loan Program may be eligible to borrow up to 50% of their tuition costs through the STAR Loan program. The STAR Loan is not available for full tuition financing. Students must have a primary source of tuition funding to be eligible for this plan.

Imagine America Scholarships

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

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

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

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

Alternative Loan Programs

The school offers several affordable cash payment plans as well as a variety of private loan options with affordable payment terms that meet the needs of our student population. Corinthian has partnered with several lenders who provide an opportunity to our students for their educational funding. Each plan is offered as an alternative funding source to augment other funding alternatives, such as cash, federal financial assistance, state grants, contract or employer billing. It is important to fully understand the requirements of each plan. Additional information, including a thorough description of each payment plan, can be obtained from the Financial Aid Office.

STUDENT SERVICES

CAREER SERVICES/PLACEMENT ASSISTANCE

Everest Institute assists students in finding part-time or full-time employment while they attend school. Assistance includes advice in preparing for an interview, aid in securing an interview and a list of available jobs.

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

- Preparation of resumes and letters of introduction - an important step in a well-planned job search.
- Interviewing techniques. Students develop effective interviewing skills through practice exercises.
- Job referral by Career Services Department. The Career Services Department compiles job openings from employers in the area.
- On-campus interviews. Companies may visit the School to interview graduates for employment opportunities.

All students are expected to participate in the placement assistance program, and failure to do so may jeopardize these privileges. Graduates may continue to utilize the School's placement assistance program at no additional cost.

STUDENT ACTIVITIES

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

HOUSING

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

TRANSPORTATION ASSISTANCE

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

FIELD TRIPS

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

SPECIAL LECTURES

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

DRUG ABUSE PREVENTION

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

ADVISING

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

CERTIFICATION TESTING

Students wishing to apply for certification should meet with the Associate Director of Education or the Director of Education.

TUTORING

Arrangements for tutoring can be made through the Department Chair or the Associate Director of Education and must be approved by the Director of Education.

PROGRAMS BY LOCATION

Program	Newport News	Chesapeake
Business Accounting	☑	☑
Dental Assisting		☑
Homeland Security	☑	☑
Massage Therapy	☑	☑
Medical Administrative Assistant	☑	☑
Medical Assisting	☑	☑
Medical Insurance Billing and Coding	☑	☑

MODULAR PROGRAMS

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

Module descriptions include the module number, title, synopsis, a listing of the lecture/theory hours, laboratory or externship hours and credit units. For example, the listing "40/40/6.0" indicates that the module consists of 40 hours of lecture/theory, 40 hours of laboratory work, and provides a total of 6.0 credit units.

BUSINESS ACCOUNTING

Credential	Clock Hours	Credit Units	Length	Campuses	Version
Diploma	600	48	7.5 months	Chesapeake, Newport News	1-0

The accounting field offers a variety of interesting and challenging career opportunities to graduates of the Business Accounting Program. In this program, students will receive training in the basic skills required of entry-level accountants and bookkeepers using today's modern computerized accounting systems. In addition to covering basic accounting principles, the program includes coursework in a variety of computer and accounting related areas, including Payroll Accounting, Computer Applications, and Corporate Accounting.

This program prepares the student for an entry-level position in an accounting department of a large company or a training position as a full-charge bookkeeper in a small office.

This training program is divided into 5 learning units called modules. Each module stands alone as a unit of study. If students do not complete any portion of one of these modules, the entire module must be completed. Upon successful completion of the 5-module program, students are awarded a diploma.

Program Outline

Module	Module Title	Clock Hours	Credit Units
Module A	Principles of Accounting and Keyboarding	120	9
Module B	Computerized Office Applications	120	9
Module C	Computerized Accounting and Business English	120	10
Module D	Payroll Accounting, 10-Key, and Business Math	120	10
Module E	Corporate Accounting, the Business Enterprise, and Career Skills	120	10
	Program Total	**600**	**48**

Module A – Principles of Accounting and Keyboarding   **60/60/9.0**
Module A introduces students to the principles of accounting as well as provides training and practice with computer keyboarding. Students will learn about the accrual method of accounting based upon generally accepted accounting principles and will cover such topics as bank statement reconciliation, accounts payable and receivable, bad debt, various methods of inventory pricing, and the accounting cycle. In addition, students will become familiar with basic keyboarding and will develop minimum typing skills. Prerequisites: none

Module B - Computerized Office Applications   **60/60/9.0**
Module B introduces students to the essential concepts necessary to make effective use of the computer. Students will learn about a variety of computer concepts including basic hardware architecture, software types, and operating system features. Students will practice creating and managing documents using word processing and spreadsheet applications. Particular attention and practice is given to exploring the use of spreadsheets in business applications. Prerequisites: none

Module C - Computerized Accounting and Business English   **80/40/10.0**
Module C emphasizes the practical application of fundamental accounting principles through the use of automated accounting software. Students will gain experience in integrated software designed to handle general ledger, accounts payable, accounts receivable, financial statement analysis, and more. In addition, this module will provide a thorough review of Business English as it relates to grammar, sentence structure, and editing practices. Prerequisite: Module A

Module D - Payroll Accounting, 10-Key, and Business Math   **80/40/10.0**
Module D emphasizes the practical understanding of payroll accounting principles, and also provides a comprehensive review of mathematical skills as they apply in the business world. Topics include various payroll methods and systems, personnel/payroll records, and time-keeping methods. Students acquire hands-on experience performing the payroll function, including the practical skill of 10-key by touch. The Business Math portion of this module includes such topics as decimals, percents, discounting, markups, and simple and compound interest. Prerequisite: Module A

Module E - Corporate Accounting, the Business Enterprise, and Career Skills   **80/40/10.0**
Module E provides a comprehensive introduction to the business and corporate enterprise, with a focus on the accounting function. Topics to be covered include corporate accounting principles, financial statements, cash flow statements, stocks, bonds, and other investments, as well as the terminology, functions, and procedures related to the organization and management of businesses. In addition, the personal and

professional skills necessary for launching into a career in business are discussed. Students will study the concepts and techniques necessary for successful career-oriented employment. Prerequisite: Module A

DENTAL ASSISTING

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

Dental assistants have become indispensable to the dental care field. Dentists have become more reliant on dental assistants to perform a wide range of patient procedures, and their responsibilities continue to expand as the need for their services grows.

The objective 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 dental assistants 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.

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

Upon successful completion of the Dental Assisting Program, students will receive a diploma and a Radiation Safety Certificate.

Program Outline

Module	Module Title	Clock Hours	Credit Units
Module A	Administrative Procedures	80	6.0
Module B	Dental Radiography	80	6.0
Module C	Dental Specialties	80	6.0
Module D	Operatory 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	Externship	160	5.0
	Program Total	**720**	**47.0**

Major Equipment

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

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 operatory disinfection using approved agents and methods. Methods for taking and recording vital signs and blood pressure are introduced. Students also learn about CPR for the Healthcare Provider and how to manage emergencies that may occur in the dental office. Related dental terminology is studied. Basic concepts of psychology and communication are discussed with emphasis on helping dental patients overcome anxieties related to dental treatment. Special considerations for the medically and physically compromised patients are presented. Career development skills are also taught. Prerequisite: None. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.

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

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

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.

HOMELAND SECURITY SPECIALIST

Credential	Clock Hours	Credit Units	Length	Campuses	Version
Diploma	560	48	7 months	Chesapeake, Newport News	1-0

Recent national and world events have resulted in an increased demand for trained safety and security workers in businesses, airports, law enforcement, public safety, and government (federal, state, and municipality) sectors. The Homeland Security Specialist (HSS) diploma program enables the student to gain a solid foundation in a variety of areas that are critically important to planning, implementing and managing security operations for an organization. Extensive coverage is given to the legal aspects of security, emergency planning procedures, security principles and communications, domestic and international terrorism, and emergency medical response services.

The HSS diploma program helps prepare graduates for careers in the Security industry as corporate and government security and safety personnel.

The HSS diploma program consists of seven modules, which may be taken in any order. Upon successful completion of all seven modules, a diploma will be awarded.

Program Outline

Course Number	Course Title	Lecture Hours	Lab Hours	Credit Units
HS01	Civil and Criminal Justice	60	20	7
HS02	Emergency Planning and Security Measures	60	20	7
HS03	Security: Principles, Planning, and Procedures	60	20	7
HS04	Tactical Communications	60	20	7
HS05	Domestic and International Terrorism	60	20	7
HS06	Emergency Medical Services and Fire Operations	40	40	6
HS07	Business and Ethics for Security Specialists	60	20	7
	Program Total	**400**	**160**	**48**

Major Equipment

Complete Camera System	Tire and Footprint Casting Kit	Fingerprint Discovery Kit
Evidence Scales	Letter Bomb Detector	Fingerprint Blowup Kit
Barrier Tape	Digital Camera	Fingerprint Supply Kit
Portable Police Lab	Fingerprint Instructor Portfolio	Fingerprint Flash Cards
Evidence Collection ID kit	Fingerprint Lecture Manual	External Defibulator
Evidence Kit	First Aid Kit	

HS01 Civil and Criminal Justice   **60/20/7.0**

This course introduces students to the legal and procedural issues involved in safety and security operations that present a new challenge in the field of law. Topics include an introduction to the federal-state overlapping legal structure, constitutional law, including right to privacy, search and seizure and profiling and a discussion of employment laws. The purpose is to familiarize the students with the law as it applies both to actions by a government agency and actions by a person in the private sector. As the ever-growing number of agencies become involved, it is important that the student be aware of the basis of the laws and regulations and the potential sources of new laws and regulations in order to be prepared for the rapid changes as this area of the law develops.

HS02 Emergency Planning and Security Measures   **60/20/7.0**

This course introduces emergency planning and security measures for corporate security. Students will cover emergency planning models, contingency planning exercises, incident command systems, damage assessment and disaster recovery planning, resource accountability, asset security matters, economic responses from attack (FEMA, state and local assistance), employee evacuation planning, and the development of a security plan. Students will learn the skills necessary for developing data survival tactics, best practices for avoiding disasters and safeguarding corporate assets, conducting risk analysis, identifying and prioritizing assets, and identify general models for facility protection.

HS03 Security: Principles, Planning and Procedures   **60/20/7.0**

This course introduces participants to a broad, in-depth look at security planning and procedures. Students will learn to develop skills in interviewing and interrogation techniques, intelligence gathering, surveillances, perimeter and crime scene security, criminal evidence preservation and collection, principles of crowd and riot control, substance abuse recognition, theft, sabotage and espionage. Students will also learn techniques for dealing with computer security, electronic criminal investigations, firewalls and security software as well as crime prevention techniques. Additional topics include crime prevention, security access control, threat assessment and response, facility security, vulnerabilities and security force management.

HS04 Tactical Communications **60/20/7.0**

This course introduces students to sensitive communication styles, issues and models. The student will identify techniques for successful employee communications and community relations. Students will learn about topics such as oral, written and crisis communications and keys to successful delivery. Students will recognize how organizations and individuals respond to conflict and crisis situations and keys to developing successful conflict management systems and managing conflict effectively through alternative dispute resolution and dispute systems design.

HS05 Domestic and International Terrorism **60/20/7.0**

This course introduces participants to various aspects of domestic and international terrorist organizations. The student will be introduced to basic principles of terrorist investigations, federal and state terrorism laws, prosecution of international terrorists, domestic security threats, militias, religious extremists, outlaw biker gangs, drug cartels, extremist groups, various gangs and the motivational factors and tactics that drive these organizations. The student will learn techniques for evaluating their own organization's vulnerability against attacks that involve chemical, biological, HazMat, radioactive, or sabotage. Students will learn the roles and responsibilities of state, local and federal agencies in terrorism investigations and responses.

HS06 Emergency Medical Services and Fire Operations **40/40/6.0**

This course introduces students to the knowledge and skills necessary to function as a trained First Responder and identify and manage the most common types of injuries and illnesses encountered in the pre-hospital setting. This course also introduces students to the concepts surrounding an organized response to fire, HAZMAT and evacuation operations as well as an overview of the incident command system.

HS07 Business and Ethics for Security Specialists **60/20/7.0**

This course introduces the student to business management, organizational leadership and business ethics. Students will learn to recognize corporate structure and values, strategic management, human resource issues, the Americans with Disabilities Act (ADA), business conflict management techniques, and management of employee training programs. Course content will include studies on situational leadership, principle-centered leadership, ethical values and models of ethical decision making, leadership ethics, and transformation of the organization. Additional topics include leadership strategies, team development, corporate compliance issues, and ethical scenarios.

MASSAGE THERAPY

Credential	Clock Hours	Credit Units	Length	Campuses	Version
Diploma	750	55	9 months	Chesapeake, Newport News	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.

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

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

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

* 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/Geriatric 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 6th module with instructor approval. Lecture Hours: 00.0 Lab Hours: 00.0 Other Hours: 30.0.

MEDICAL ADMINISTRATIVE ASSISTANT

Credential	Clock Hours	Credit Units	Length	Campuses	Version
Diploma	720	47	8 months	Chesapeake, Newport News	0-0

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

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

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

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

Program Outline

Module	Module Title	Clock Hours	Credit Units
Module A	Office Finance	80	6.0
Module B	Patient Processing and Assisting	80	6.0
Module C	Medical Insurance	80	6.0
Module D	Insurance Plans and Collections	80	6.0
Module E	Office Procedures	80	6.0
Module F	Patient Care and Computerized Practice Management	80	6.0
Module G	Dental Administrative Procedures	80	6.0
Module X	Externship	160	5.0
	Program Total	**720**	**47.0**

Major Equipment

Transcription Machine

Personal Computers

Stethoscopes

Calculators

Sphygmomanometer

TV/DVD/VCR

Module A - Office Finance　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　**40/40/6.0**
Module A introduces accounting functions essential to a medical environment. Students learn basic bookkeeping procedures and apply them to a bookkeeping project and pegboard accounting system. Patient billing is an integral part of the module. Students develop speed and accuracy on the computer keyboard as well as the 10-key pad. They also become familiar with essential medical terminology.

Module B - Patient Processing and Assisting　　　　　　　　　　　　　　　　　　　　　　　　　　　　**40/40/6.0**
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. Instruction in this module stresses the importance of asepsis and sterile technique in today's health care environment. Students are trained in general first aid for common medical office emergency procedures, including checking vital signs and bandaging. A cardiopulmonary resuscitation (CPR) course is taught. Students develop speed and accuracy on the computer keyboard as well as the 10-key pad. They also become familiar with essential medical terminology.

Module C - Medical Insurance　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　**40/40/6.0**
Module C develops student proficiency in preparing and processing insurance claims. Students study insurance programs, including HMOs, PPOs and workers' compensation plans. National coding systems used for claims processing are studied. Students learn to obtain information from patient charts and ledgers to complete insurance forms accurately. Students are given hypothetical insurance billing situations and select appropriate forms, codes and procedures to process insurance claims for optimal reimbursement. Students develop speed and accuracy on the computer keyboard as well as the 10-key pad. They also become familiar with essential medical terminology.

Module D - Insurance Plans and Collections　　　　　　　　　　　　　　　　　　　　　　　　　　　　**40/40/6.0**
Module D develops student proficiency in preparing and processing insurance claims. The Medicaid, Medicare, Champus and Champva programs are discussed. Students learn to obtain information from patient charts and ledgers to complete insurance forms accurately. They also focus on important aspects of the collection process including collection letters, telephone calls and collection servicing agencies.

Students develop speed and accuracy on the computer keyboard as well as the 10-key pad. They also become familiar with essential medical terminology.

Module E - Office Procedures   **40/40/6.0**

In Module E, students are introduced to dictation and transcription. Emphasis is also placed on correspondence and mail processing, health information management and the medial 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 (HIPPAA). 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.

Module F - Patient Care and Computerized Practice Management   **40/40/6.0**

Module F emphasizes computerized practice management, including file maintenance, patient records, bookkeeping and insurance. In addition, students learn basic techniques for patient positioning in complete physical, pelvic and rectal examinations. They learn Occupational Safety and Health Administration (OSHA) standards and the use of universal precautions in the medical office. A review of basic mathematical functions, with manual and electronic applications, is included. Students develop speed and accuracy on the keyboard as well as the 10-key pad. They also become familiar with essential business terminology.

Module G - Dental Administrative Procedures   **40/40/6.0**

This module focuses on basic administrative procedures performed in the dental office. Students are introduced to the dental health team with emphasis on the tasks performed by the administrative support staff. Specialized procedures including appointment scheduling, processing patients, insurance billing and coding and law and ethics are presented. Students are also given an introduction to radiography and radiation safety. They study correspondence and practice writing effective letters and memos. Students develop speed and accuracy on the keyboard as well as the 10-key pad. Students also become familiar with essential dental terminology.

Module X – Externship   **0/160/5.0**

Upon successful completion of classroom training, Medical Administrative Assistant students participate in a 160-hour externship. Serving an externship at an approved facility gives externs an opportunity to work with patients and apply the principles and practices learned in the classroom. Externs work under the direct supervision of qualified personnel in participating institutions and under general supervision of the school staff. Externs will be evaluated by supervisory personnel at 80- and 160-hour intervals. Completed evaluation forms are placed in the students' permanent record. Students must successfully complete their externship training in order to fulfill requirements for graduation.

MEDICAL ASSISTING

Credential	Clock Hours	Credit Units	Length	Campuses	Version
Diploma	720	47	8 months	Chesapeake, Newport News	1-1

In recent years the medical assisting profession has become indispensable to the health care field. Not only have physicians become more reliant on medical assistants, but their services are also being requested by hospitals, clinics and nursing homes, as well as medical supply businesses, home health agencies, insurance companies and pharmaceutical companies. Medical assistants have become an important part of the health care team and their responsibilities continue to expand as the need for their services grows.

The objective of the Medical Assisting Program is to provide graduates with the skills and knowledge that will enable them to qualify for entry-level positions as medical assistants. Since medical assistants are trained in both administrative and clinical procedures, they are capable of filling a variety of entry-level positions, including clinical or administrative assistant, medical receptionist and medical insurance billing and coding specialists.

This training program is divided into seven learning units called modules. Each module, which consists of a theory section, a clinical/laboratory section, and a computer/keyboarding section, stands alone as a unit of study and is not dependent upon previous training. Students may enter the program at the beginning of any module and continue through the sequence until all modules have been completed. Upon successful completion of the seven classroom modules and the comprehensive written and laboratory skills exam, students participate in a 160-clock-hour externship.

In each module the students study subject-related medical terminology and develop keyboarding skills on a computer and electric typewriter. Completion of the Medical Assisting Program, including the classroom training and externship, is acknowledged by the awarding of a diploma.

Program Outline

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

Major Equipment

Autoclave
Calculators
Electrocardiography Machine
Examination Tables
Mayo Stands
TV/DVD/VCR

Microscopes
Personal Computers
Sphygmomanometers
Stethoscopes
Surgical Instruments
CPR Training Manikins

Module A - Patient Care and Communication   **40/40/6.0**
Module A emphasizes patient care, including examinations and procedures related to the eyes and ears, the nervous system, and the integumentary system. Students will have an opportunity to work with and review patient charts and perform front office skills related to records management, appointment scheduling, and bookkeeping. Students gain an understanding of the importance of communication (verbal and nonverbal) when working with patients both on the phone and in person. Students develop an understanding of basic anatomy and physiology of the special senses (eyes and ears), nervous and integumentary systems, common diseases and disorders, and medical terminology related to these systems. Students study essential medical terminology, build on keyboarding and word processing skills, and become familiar with the self-directed job search process by learning how to cultivate the right on-the-job attitude, assembling a working wardrobe and identifying the strategies it takes to become the best in their new job so that they can advance their career.

Module B - Clinical Assisting and Pharmacology   **40/40/6.0**
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.

Module C - Medical Insurance, Bookkeeping and Health Sciences   **40/40/6.0**
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.

Module D - Cardiopulmonary and Electrocardiography   **40/40/6.0**
Module D examines the circulatory and respiratory systems, including the structure and function of the heart and lungs, and diseases, disorders, and diagnostic tests associated with these systems. Students learn about the electrical pathways of the heart muscle in preparation for applying electrocardiography (ECG or EKG) leads and recording a 12-lead electrocardiogram. A cardiopulmonary resuscitation (CPR) course is taught which enables students to respond to cardiac emergencies. Students check vital signs and differentiate between normal values for pediatric and adult patients. They obtain blood samples and prepare syringes and medications for administration. Students study essential medical terminology, build on their keyboarding and word processing skills. Students become familiar with the self-directed job search process by identifying and demonstrating what a successful job interview contains and how to answer common interview questions accurately.

Module E - Laboratory Procedures   **40/40/6.0**
Module E introduces microbiology and laboratory procedures commonly performed in a physician's office or medical clinic. Students learn specimen identification, collection, handling and transportation procedures, and practice venipuncture and routine diagnostic hematology. Maintenance and care of laboratory equipment and supplies are discussed. Students gain knowledge in radiology and nuclear medicine and become familiar with various radiological examinations and the patient preparation for these exams. Anatomy and physiology of the urinary system, blood and lymphatic system, and the body's immunity, including the structure and functions, as well as common diagnostic exams and disorders related to these systems. Students perform common laboratory tests, check vital signs, and perform selected invasive procedures. Students study essential medical terminology, build on their keyboarding and word processing skills, and become familiar with the self-directed job search by learning how to set their own career goals.

Module F - Endocrinology and Reproduction   **40/40/6.0**
Module F covers general anatomy and physiology, including an overview of the study of biology and the various body structures and systems. This module also identifies and examines the basic structural components and functions of the skeletal, endocrine, and reproductive systems. Students learn about child growth and development, and how heredity, cultural, and 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.

Module G - Medical Law, Ethics, and Psychology   **40/40/6.0**
Module G covers the history and science of the medical filed, as well as the medical assisting profession and how it fits into the big picture. Students gain an understanding of concepts related to patient reception and the medical office and preparing for the day. Students become familiar with what it takes to become an office manager and the responsibilities an office manager has to the office, the staff, and the physician. Students are introduced to medical office safety, security, and emergency provisions, and how they can best be dealt with. Students learn how to maintain equipment and inventory. Computers in the medical office are discussed and how ergonomics plays an important role in the health of the staff and patients. Students learn how to provide mobility assistance and support to patients with special physical and emotional needs. Basic principles of psychology are discussed, as well as psychological disorders and diseases and treatments available. Medical law and ethics and various physical therapy modalities are discussed. Students check vital signs, obtain blood samples, do IV tray preparation, design patient information pamphlet and prepare and administer intramuscular injections. Students study essential medical terminology, build on keyboarding and word processing skills, and become familiar with the self-directed job search process by learning how to dress for success.

Module X – Externship   **0/160/5.0**
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.

MEDICAL INSURANCE BILLING AND CODING

Credential	Clock Hours	Credit Units	Length	Campuses	Version
Diploma	560	35	6 months	Chesapeake, Newport News	1-1

     The Medical Insurance Billing/Coding Program is designed to prepare students for entry-level positions as medical insurance billers/coders in today's health care offices, clinics and facilities. Students 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 be introduced and studied.

     The combination of these skills will prepare students for the ever-changing field of insurance billing/coding. Students study coding procedures as well as the proper management and execution of various medical insurance plans and programs. In simulated practice, students prepare insurance claim forms both manually and by computer. Students learn about hospital billing and how to complete various claim forms. They also practice interviewing and documentation skills demonstrating the proper methods of obtaining and using patient information necessary for successful claims management.

     The legal and ethical responsibilities of the health care worker are introduced as they relate to the medical office and common office billing practices. Professionalism and general communications skills, which are considered essential to any health care professional, are taught throughout this program.

     This training program is divided into five learning units called modules. Students must complete modules A through E starting with any module and continuing in any sequence until all five modules are completed. Modules A through E 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 E, students participate in a 160-clock-hour externship or practicum.

     Completion of the Medical Insurance Billing and Coding Program is acknowledged by the awarding of a diploma.

Program Outline

Module	Module Title	Clock Hours	Credit Units
Module A	Introduction to Medical Insurance and Managed Care	80	6.0
Module B	Government Programs	80	6.0
Module C	Electronic Data Interchange and Modifiers	80	6.0
Module D	Medical Documentation, Evaluation, and Management	80	6.0
Module E	Health Insurance Claim Forms	80	6.0
Module X	Externship	160	5.0
	Program Total	**560**	**35**

Major Equipment
Calculators
TV/DVD/VCR
Personal Computers

Module A – Introduction to Medical Insurance and Managed Care   **40/40/6.0**
Module A introduces students to various types of health care plans, including Managed Care and Health Maintenance Organizations (HMO). Module A develops proficiency in preparing and processing insurance claims, while developing strategies for insurance problem solving. Students are introduced to basic skills required to obtain correct ICD-9 and CPT codes. Students will have the opportunity to practice obtaining information from patient charts, including interpretation of physician notations regarding procedures and diagnoses relevant to claims completion. Also covered in this module, is basic anatomy and physiology of the human body, including the muscular and skeletal systems, and medical terminology associated with these systems. Students will develop speed and accuracy on the computer keyboard throughout the program. Students will build upon their professional development skills by preparing a resume and completing a job application.

Module B – Government Programs   **40/40/6.0**
Module B develops students' proficiency in preparing and processing insurance claims, as it relates to government programs. As part of this module, students will process medical claims for Medicare, Medicaid, and TRICARE. Students will gain an understanding of the responsibilities of a medical insurance specialist and other employment opportunities. Also covered in this module, is basic anatomy and physiology of the nervous system and special senses, and medical terminology associated with these systems. Students will continue to develop speed and accuracy on the computer keyboard throughout the program. Students will build upon their professional development skills by learning how to conduct a successful job search and prepare a career portfolio. Prerequisite: None

Module C – Electronic Data Interchange and Modifiers   **40/40/6.0**
Module C introduces students to the process of electronic data exchange and interchange (ED), and will provide an opportunity to work with different types of computer claims systems, such as carrier-direct and clearinghouse. As part of their study, students will have the opportunity to perform electronic data interchange working with an outside claims clearinghouse. Also covered in this module is basic anatomy and physiology of the integumentary, endocrine system, lymphatic and immune systems, and medical terminology associated with these systems. Students will continue to develop speed and accuracy on the computer keyboard throughout the program. Students will build upon their

professional development skills by developing proper interviewing techniques and demonstrate how to accurately answer common interview questions. Prerequisite: None

Module D – Medical Documentation, Evaluation, and Management   **40/40/6.0**
Module D introduces students to the next step in procedural coding by learning the importance of documentation, evaluation, and management services, and the role it plays in the overall process of billing and coding. In addition to learning about general principles of medical documentation, students will also work with unlisted procedures and basic life evaluation services. Students will also learn insurance collection strategies, and how to trace delinquent accounts while utilizing proper communication skills. Students will gain knowledge about workers' compensation laws and the necessary requirements for filing a claim. Also covered in this module is basic anatomy and physiology of the respiratory and cardiovascular systems and medical terminology associated with these systems. Students will continue to develop speed and accuracy on the computer keyboard throughout the program. Students will build upon their professional development skills by creating a professional introduction or cover letter and a thank you letter. Prerequisite: None

Module E - Health Insurance Claim Forms   **40/40/6.0**
Module E introduces students to the Health Insurance Claim Form (CMS-1500), and provides the student with the experience of completing various claim forms as part of their hands-on experiences. Students will learn the process of hospital billing and will complete and process the UB-92 claim form. Students will gain an understanding of the purpose and function of state and federal disability insurance and the steps to filing a claim. Students will also develop an understanding of basic anatomy and physiology of the digestive, reproductive, and urinary systems and medical terminology associated with these systems. Students will continue to develop speed and accuracy on the computer keyboard throughout the program. Students build upon their professional development skills by learning how to dress for success. Prerequisite: None

Module X – Externship   **0/160/5.0**
Upon successful completion of Modules A-E, 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 A - E

CORINTHIAN COLLEGES, INC.

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

Ashmead College
 Everett, WA (branch of Ashmead College, Seattle, WA)
 Fife, WA (branch of Ashmead College, Seattle, WA)
 Portland (Tigard), OR (branch of Ashmead College, Seattle, WA)
 Seattle, WA (main campus)
 Vancouver, WA (branch of Ashmead College, Seattle, WA)
Everest College
 Alhambra, CA (main campus)
 Anaheim, CA (main campus)
 Arlington, TX (branch of Everest Institute, Rochester, NY)
 Arlington, VA (branch of Everest College, Thornton, CO)
 Aurora, CO (branch of Everest College, Thornton, CO)
 Bremerton, WA (main campus)
 Burr Ridge, IL (branch of Everest College, Skokie, IL)
 Chicago, IL (branch of Everest College, San Francisco, CA)
 City of Industry, CA (branch of NIT, Long Beach, CA)
 Colorado Springs, CO (main campus)
 Dallas, TX (branch of Everest College, Portland, OR)
 Everest Online
 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)
 Lynnwood, WA (branch of Everest College, Renton, WA)
 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 (branch of NIT, Long Beach, CA)
Everest Institute
 Atlanta (DeKalb), GA (branch of Everest Institute, Cross Lanes, WV)
 Atlanta (Downtown), GA (main campus)
 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)
 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)
Florida Metropolitan University
 Tampa (Brandon), FL (branch of FMU Tampa, FL)
 FMU Online
 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)
Las Vegas College
 Henderson, NV (main campus)
National Institute of Technology
 Long Beach, CA (main campus)
National School of Technology
 Fort Lauderdale, FL (branch of NST, Kendall, FL)
 Hialeah, FL (branch of NST, Miami, FL)
 Miami (Kendall), FL (main campus)
 Miami, FL (main campus)
WyoTech
 Bedford, MA (main campus)
 Blairsville, PA (branch of WyoTech, Laramie, WY)
 Daytona Beach, FL (main campus)
 Fremont, CA (main campus)
 Laramie, WY (main campus)
 Oakland, CA (branch of WyoTech, Fremont, CA)
 Sacramento, CA (branch of WyoTech, Laramie, WY)

STATEMENT OF OWNERSHIP

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

CORINTHIAN COLLEGES, INC.

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David G. Moore
Paul R. St. Pierre
Jack D. Massimino
Linda Arey Skladany
Hank Adler
Alice T. Kane
Robert Lee

OFFICERS

OFFICERS	TITLE
Jack D. Massimino	Chief Executive Officer
Peter Waller	President and Chief Operating Officer
Kenneth S. Ord	Executive Vice President and Chief Financial Officer
Beth A. Wilson	Executive Vice President, Operations
Mark L. Pelesh	Executive Vice President, Legislative and Regulatory Affairs
William Buchanan	Executive Vice President, Marketing
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William Murtagh, Jr.	President, CSI Division
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Robert C. Owen	Senior Vice President, Chief Accounting Officer and Assistant Secretary
Anna Marie Dunlap	Senior Vice President, Investor Relations & Corporate Communications
Fardad Fateri	Senior Vice President, Academic Affairs
Carmella Cassetta	Senior Vice President and Chief Information Officer
Jim Wade	Senior Vice President, Human Resources

CORINTHIAN SCHOOLS, INC.

DIRECTORS
Jack D. Massimino
Peter Waller
Beth A. Wilson

OFFICERS

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Jack D. Massimino	Chief Executive Officer
William Murtagh	President and Chief Operating Officer
Kenneth S. Ord	Executive Vice President and Chief Financial Officer
Beth A. Wilson	Executive Vice President, Operations
Stan A. Mortensen	Senior Vice President, General Counsel and Corporate Secretary
Robert C. Owen	Treasurer and Assistant Secretary

APPENDIX A: ADMINISTRATION AND FACULTY

NEWPORT NEWS		
Administration		
Scott Yelton	President	
Michael Holland	Director of Education	
James Royster	Admissions Director	
Toni Wormley	Finance Director	
Robin Johnson	Placement Director	
Elizabeth Harris	Registrar	
Yolanda Gardner	Externship Coordinator	
Department Chairs		
Thalia Stone	Medical	AAS, Commonwealth College Diploma, Kee Business College Paralegal Certification, Salt Lake Community College
Sharon Byrd	Massage Therapy	MFA, Western Illinois University BS, St. Edwards University AOS, The Swedish Institute
Business Instructors		
Melody Gillespie	Business	BS, Hampton University
Danita Sanders	Business Accounting	BS Capella
Medical Instructors		
Angela Burke	Medical Administrative Assistant	Diploma, Medical Careers Institute
Darcell Campbell	Medical Insurance Billing/Coding	BA Norfolk State
Karen Cross	Medical Assisting	Diploma, Kee Business College
Angela Latour	Medical Assisting	CMA
Mildred Lowe	Medical Insurance Billing/Coding	
Elaine McIntyre	Medical Administrative Assistant	Diploma, Kee Business College
Isabelle Phipps	Medical Insurance Billing/Coding	Diploma, Kee Business College
Tyrone Bosier	Medical Assistant	United States Navy
Alvita Shirinzadeh	Medical Assistant/Medical Administrative Assistant	BS, Hampton University
Sherry Ballard	Medical Assisting	LPN, Garnet Career Center
Massage Therapy Instructors		
Ann Snyder	Massage Therapy	Virginia Academy of Massage Therapy
Amy Wheeler	Massage Therapy	Certificate, Fuller School of Massage
Allison Durkee	Massage Therapy	Certificate, Fuller Shool of Massage
Brandon Vertz	Massage Therapy	Diploma, Virginia Career Institute
Homeland Security Instructors		
Bryant Craig	Homeland Security	AAS, Southside Virginia Community College

CHESAPEAKE

Administration

Michael Cole	School President
Lisa Barbato	Director of Education
Aisha Wilkinson	Director of Admissions
Roman Yagnitinsky	Director of Finance
Marilyn Jordan	Director of Career Services
Barbara Sheckells	Extern Coordinator
Michelle Bennett	Extern Coordinator
Amanda DeVorse	Registrar

Medical Assisting

Lori Bedford, IDC	United States Navy Corp School Warren National University
Sarah Lawrence,CMA, EMT	Wallace Community College, Dotham, AL.
Clarietta Bellot, LPN	Tidewater Tech, Norfolk, VA
Lawrence Ferguson (CMA)	United States Navy Corps School St. Leo University, St. Leo, Florida
R.D. Williams	Kee Business College, Newport News, VA

Medical Administrative Assistant

Oliver Davis, MS	Master of Science, MS Human Res. Mgt Golden Gate University, San Francisco, CA
Dr. F. Hamer (DC)	Palmer College of Chiropractic, Davenport, IA

Dental Assisting

Robert Fisher, D.M.D.(Dentistry)	Temple University, Philadelphia, PA
Barbara Wall, CDA	Old Dominion University, Norfolk VA
Dawn Ruiz, CDA	Norfolk Technical Vocational Center, Norfolk VA
Eafrica Jamerson	Kee Business College, Chesapeake, VA

Homeland Security

SFC C.J. Goldsmith	United States Army

Massage Therapy

Nathan Craine, CMT	Kee Business College, Chesapeake VA
Wendy Greene, CMT	Cayce/Reilly School of Massage Therapy, Virginia Beach, VA
Jackie Reese	Kee Business College, Chesapeake, VA

Medical Insurance Billing and Coding

Roy Williams	Northeastern University, Boston, MA
Teresa Kudsk	Kee Business College, Chesapeake, VA

APPENDIX B: TUITION AND FEES

NEWPORT NEWS					
Program	**Program Length**	**Credit Units**	**Fee***	**Textbooks and Equipment (estimated)**	**Tuition**
Business Accounting	5 Modules	48	$0	$800	$9,000
Homeland Security	7 Modules	48	$0	$938	$9100
Massage Therapy	9 Modules	55	$368	$1,031	$12,227
Medical Administrative Assisting	8 Modules	47	$38	$1,037	$12,096
Medical Assisting	8 Modules	47	$38	$1,014	$12,096
Medical Insurance Billing and Coding	6 Modules	35	$38	$543	$8,650

CHESAPEAKE					
Program	**Program Length**	**Credit Units**	**Fee**	**Textbooks and Equipment (Estimated)**	**Tuition**
Business Accounting	5 Modules	48.0	$0	$800	$9,000
Dental Assisting	8 Modules	47.0	$38	$473	$12,705
Homeland Security Specialist	7 Modules	48.0	$38	$938	$9,100
Massage Therapy	9 Modules	57.0	$368	$911	$12,227
Medical Administrative Assistant	8 Modules	47.0	$38	$550	$12,180
Medical Assisting	8 Modules	47.0	$38	$550	$12,180
Medical Insurance Billing/ Coder	6 Modules	35.0	$38	$571	$8,650
Externship					Included

Additional charges:
Transcript fee: $5 (first transcript provided free of charge)
Graduation fee: $70
Recreation of original diploma: $25

APPENDIX C: CALENDARS

Homeland Security/ Medical Administrative Assistant/Medical Assisting/Medical Insurance Billing & Coding			
Day Schedule I – Five Day Week Afternoon Schedule II – Five Day Week (Monday through Friday)			
2007			
Start Dates		End Dates	
February 12	Mon	March 12	Mon
March 13	Tues	April 11	Wed
April 12	Thurs	May 9	Wed
May 10	Thurs	June 7	Thurs
June 11	Mon	July 11	Wed

Homeland Security/ Medical Administrative Assistant/Medical Assisting/Medical Insurance Billing & Coding			
Evening Schedule – Four Day Week (Monday through Thursday)			
2007			
Start Dates		End Dates	
February 12	Mon	March 12	Mon
March 13	Tues	April 10	Tues
April 12	Thurs	May 9	Wed
May 10	Thurs	June 7	Thurs
June 11	Mon	July 10	Tues

Massage Therapy/ Medical Administrative Assistant/Medical Assisting/Medical Insurance Billing & Coding			
Day schedule II – Five Day Week Afternoon Schedule I – Five Day Week (Monday through Friday)			
2007			
Start Dates		End Dates	
February 20	Tues	March 19	Mon
March 21	Wed	April 19	Thurs
April 23	Mon	May 18	Fri
May 22	Tues	June 19	Tues
June 20	Wed	July 20	Fri

Massage Therapy/ Medical Administrative Assistant/Medical Assisting/Medical Insurance Billing & Coding			
Evening Schedule – Four Day Week (Monday through Thursday)			
2007			
Start Dates		End Dates	
February 20	Tues	March 19	Mon
March 21	Wed	April 18	Wed
April 23	Mon	May 18	Fri
May 22	Tues	June 19	Tues
June 20	Wed	July 19	Thurs

Business Accounting Evening Schedule – Four Day Week (Monday through Thursday)			
2007			
Start Dates		End Dates	
October 23	Mon	December 4	Mon
December 6	Wed	January 25	Thurs
January 29	Mon	March 12	Mon
March 14	Wed	April 25	Wed
April 30	Mon	June 11	Mon
June 13	Wed	July 26	Thurs
July 30	Mon	September	Mon
September 12	Wed	October 23	Tues
October 25	Thurs	December 6	Thurs
December 10	Mon	January 30	Wed
February 4	Mon	March 17	Mon
March 19	Wed	May 1	Thurs
May 5	Mon	June 16	Mon
June 18	Wed	July 28	Mon

Chesapeake - Medical Assisting 1st end date-4 day 2nd end date–5 day	
Start	End
Dec 20	Jan 25/26
Jan 29	Feb 26
Feb 27	March 26
Mar 27	Apr 24/25
April 26	May 23
May 24	June 21
June 25	July 25
July 26	Aug 22
Aug 23	Sept 20
Sept 24	Oct 18/19
Oct 22	Nov 15/16
Nov 19	Dec 17/18
Dec 19	

Chesapeake Medical Administrative Assistant 1st end date-4 day 2nd end date–5 day	
Start	End
Dec 20	Jan 25
Jan 29	Feb 26
Feb 27	Mar 26
Mar 27	Ap 24/25
April 26	May 23
May 24	June 21
June 25	July 25
July 26	Aug 22
Aug 23	Sept 20
Sept 24	Oct 18/19
Oct 22	Nov 15
Nov 19	Dec 17/18
Dec 19	

Chesapeake Dental Assisting 1st end date-4 day 2nd end date–5 day	
Start	End
Dec 20	Jan 25/26
Jan 29	Feb 26
Feb 27	Mar 26
Mar 27	Ap 24/25
April 26	May 23
May 24	June 21
June 25	July 25
July 26	Aug 22
Aug 23	Sept 20
Sept 24	Oct 18/19
Oct 22	Nov 15/16
Nov 19	Dec 17/18
Dec 19	

Chesapeake Medical Insurance Billing and Coding 1st end date-4 day 2nd end date–5 day	
Start	End
Dec 20	Jan 25/26
Jan 29	Feb 26
Feb 27	Mar 26
Mar 27	Ap 24/25
April 26	May 23
May 24	June 21
June 25	July 25
July 26	Aug 22
Aug 23	Sept 20
Sept 24	Oct 18/19
Oct 22	Nov 15/16
Nov 19	Dec 17/18
Dec 19	

Chesapeake Massage Therapy 1st end date-4 day 2nd end date–5 day	
Start	End
Dec 20	Jan 25/26
Jan 29	Feb 26
Feb 27	March 26
March 27	Apr 24/25
April 26	May 23
May 24	June 21
June 25	July 25
July 26	Aug 22
Aug 23	Sept 20
Sept 24	Oct 18/19
Oct 22	Nov 15/16
Nov 19	Dec 17/18
Dec 19	

Chesapeake Homeland Security 1st end date-4 day 2nd end date–5 day	
Start	End
Dec 13	Jan 18/19
Jan 22	Feb 15/16
Feb 20	March 19
March 20	April 17/18
April 19	May 16
May 17	June 14
June 18	July 18
July 19	Aug 15
Aug 16	Sept 13
Sept 17	Oct 11
Oct 15	Nov 8
Nov 12	Dec 10/11
Dec 12	

Chesapeake Business Accounting (600 hours, 48 credits) 1st end date-4 day 2nd end date–5 day	
Start	End
Oct 23	Dec 4/5
Dec 6	Jan 25/26
Jan 29	March 12
March 13	April24/25
April 26	June 7
June 11	July 25
July 26	Sept 6
Sept 10	Oct 18/19
Oct 22	Dec 3 / 4
Dec 5	Jan 25 d / 28 n 2008

Student Holidays 2007	
Jan 2007	Jan 15, 2007
Feb	Feb 19
March	None
April	April 5& 6
May	May 28
June	None
July	July 2, 3, 4
Aug	None
Sept	Sept 3
Oct	None
Nov	Nov 22 & 23
Dec 2007	Dec 24 –

*Half days apply only to students who attend school M-F.

APPENDIX D: OPERATING HOURS

NEWPORT NEWS

Office:			
8:00 am to	7:00 pm	Monday through Thursday	
8:30 am to	5:00 pm	Friday	
School:			
8:00 am to	1:00 pm	Monday through Friday	Day I
9:00 am to	1:00 pm	Monday through Friday	Day II
10:00 am to	2:00 pm	Monday through Friday	Day III
12:00 pm to	4:00 pm	Monday through Friday	Afternoon I
1:00 pm to	5:00 pm	Monday through Friday	Afternoon II
5:30 pm to	10:30 pm	Monday through Thursday	Evening

CHESAPEAKE

Office:			
8:00 am to	7:00 pm	Monday through Thursday	
8:00 am to	5:00 pm	Friday	
School:			
8:00 am to	1:00 pm	Monday through Thursday	Day (MT and MDAA)
9:00 am to	1:00 pm	Monday through Friday	Day Classes
10:00 am to	2:00 pm	Monday through Friday	Day Homeland Security
1:00 pm to	5:00 pm	Monday through Friday	Afternoon Classes
5:30 pm to	10:30 pm	Monday through Thursday	Evening Classes

Alternate schedules may also be available.