

Everest

INSTITUTE

GAHANNA CATALOG 2016 – 2018

Everest Institute, Gahanna Campus

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2016 - 2018 CATALOG

Everest Institute

CC-316-EVI

Volume I, Version V

Publishing Date August 31, 2016

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Effective August 31, 2016 through May 31, 2018

The contents of this catalog and any addendum to this catalog, as well as other school bulletins, or announcement are subject to change without notice and such changes will not negatively affect currently enrolled students.

As of the date of the publication of this catalog, the information in this catalog is true and correct in content and policy to the best of my knowledge.

A handwritten signature in black ink, appearing to read "George Roedler". The signature is fluid and cursive, written over a white background.

George Roedler
Director of Regulatory Affairs

CAMPUS DIRECTOR'S MESSAGE

We would like to welcome you to Everest Institute, a school that provides a friendly, small-campus atmosphere where our dedicated staff can take a personal interest in the progress of each student. This caring attitude, combined with progressive curricula, affords our students a meaningful higher education experience, as well as effective preparation for a wide variety of careers.

Obtaining a postsecondary education gives our graduates a competitive edge in their career field. Our programs are designed for employment in the state of Ohio as well as other progressive areas throughout the country.

Our goal is to provide our students with quality instruction, a sense of professional responsibility, a desire for life-long learning, and the essential skills and abilities to qualify them for their chosen career.

We have made every effort to fulfill our obligations to those who have entrusted their educational and career goals to Everest. We invite all interested parties, therefore, to visit our campus and review our programs. Our experienced admissions officers will assist in the important process of identifying the program best suited for the candidate's special interests, talents, and goals.

Benjamin Franklin once said, "If a man empties his purse into his head, no man can take it away from him. An investment in knowledge always pays the best interest."

Diana Rankin
Campus Director
Gahanna Campus

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ABOUT EVEREST INSTITUTE

ZENITH EDUCATION GROUP

Everest Institute is part of the Zenith Education Group, a nonprofit provider of career school training. Above all, we are driven to promote the long-term success of our graduates—measured in strong program completion and job placement rates. As the largest nonprofit career college system in America, we are working to help our students access the high-quality education necessary to enter into prosperous and fulfilling careers.

THE ZENITH COMMITMENT TO STUDENTS

At Zenith Education Group, we are committed to operating with integrity, provide honest, accurate advertising and complying with laws, regulations, accreditation standards, polices and our company values. Upholding these commitments is essential to fulfilling our mission to help students succeed in their pursuit of an educational experience that prepares them for the workforce.

We commit to:

- Tell the truth about
 - Educational program content
 - Instructor qualifications
 - Program enrollment requirements
 - Cost of education
 - Educational program financing options and obligations
 - Program completion rates
 - Verifiable and accessible job placement and salary information
 - Projected lifetime earnings versus the cost of the student's education
- Be transparent with our students, each other, our regulators and the public regarding our
 - Ethical standards
 - Commitment to students
 - Program objectives and outcomes
 - Marketing and student recruiting initiatives and materials
 - Ongoing support for students' educational goals
 - Accreditation and regulatory compliance
- Provide marketing and recruiting information and materials that are
 - Clearly written and understandable
 - Focused on the prospective student's career goals
 - Presented to suitable student prospects
 - Honest about the student's responsibilities that lead to completion and placement
 - Respectful of competing schools' programs
- Be innovative through
 - Fostering an environment that supports creative educational approaches in support of program objectives and outcomes
 - Engaging our students and faculty in creating "learning laboratories" to test dynamic career education concepts
 - Continually learning and improving upon our innovative approaches
 - Reinvesting materially in enhancing student programs
 - Providing the student an affordable education
- Develop transformative education models based on meaningful collaboration with
 - Students
 - Employees
 - Employers
 - Educators
 - Program Advisory Committees
 - Thought Leaders, Foundations and other Engaged Communities

MISSION

Everest is dedicated to the provision of an interactive learning environment created to support the professional career development of our students. The school was established to provide quality education and training designed to meet the needs of both students and employers. The school serves a diverse student population focusing on adults seeking to acquire the education and skills necessary to enter their chosen career field. To achieve this, the school is committed to excellence in the following areas:

- The utilization of effective technology and teaching methods

- The presentation of relevant career focused educational programs
- Ongoing collaboration with businesses, employers and professional associations in the design, delivery and evaluation of effective programs
- The provision of career development support services to students and graduates which assists them in securing employment in their chosen field

OBJECTIVES

In order to ensure continued fulfillment of its mission, the College has established the following goals:

- The College is committed to provide quality teaching and excellence in education. This means the College will seek out qualified faculty who will bring excitement to the classroom and stimulate enthusiasm and eagerness for learning in the students.
- The College will seek to train its students in essential skills, competencies and attitudes. This will result in students who have successful careers and are committed to continued learning.
- The College will seek out both traditional and nontraditional students and will continually improve its educational process by working with employers, other educational institutions and education professionals. The College's success in realizing these goals will be measured by regularly surveying students, graduates and employers.
- The College will strive to develop all students in their intellectual potential, resulting in their independent thinking and intelligent decision-making.
- The College is committed to maintaining a strong link to the communities it serves by including the community and business leaders in surveys and evaluations of its academic programs and graduate job performance. By achieving this goal, the College, the students, the community, and all citizens of the region served will be better prepared for the technical, social and economic changes that will occur.

SCHOOL HISTORY

The Gahanna campus was originally Bryman Institute and was established in June 2004. In October of 2006 the name of the campus was changed to Everest Institute. The Bryman Schools were originally founded in 1960 by Mrs. Esther Bryman as the Los Angeles Colleges of Medical and Dental Assistants.

In February 2015, Zenith Education Group purchased the school from Corinthian Colleges, Inc. and transitioned it from a for-profit college into a dynamic nonprofit learning institution.

FACILITIES AND EQUIPMENT

The school is conveniently located in Gahanna, Ohio near the interchange of Interstate 270 and Interstate 670 off the Hamilton Road exit. This campus serves the greater Columbus metropolitan area. The facility is 25,000 square feet housing faculty and administrative offices, two Medical Assistant Clinical labs, one Medical Assistant Computer lab, one Dental Assistant lab, one Pharmacy Technician lab, one Medical Insurance Billing and Coding lab and seven lecture classrooms. The facility also offers a spacious student lounge and a student resource center with periodicals and other printed material relevant to the campus program offerings.

Everest Institute, the facility it occupies and the equipment it uses comply with all federal, state and local ordinances and regulations, including those related to fire safety, building safety and health.

ACCREDITATIONS, APPROVALS AND MEMBERSHIPS

- Everest Institute is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC). This school is one of multiple campuses owned by Zenith Education Group. For further information on ACCSC, please contact them at 2101 Wilson Blvd., Suite 302, Arlington, VA, or call 703-247-4212, or visit their website at www.accsc.org.
- Certificate of Registration issued by the Ohio State Board of Career Colleges and Schools, 30 East Broad Street, Suite 2481 Columbus, Ohio 43215. Certificate of Registration number 04-07-1722T.
- The Pharmacy Technician program is accredited by the American Society of Health-System Pharmacists, 7272 Wisconsin Avenue, Bethesda, MD 20814, (301) 657-3000, www.ashp.org.
- Approved for the training of Veterans and eligible persons under the provisions of Title 38, United States Code.

Copies of accreditation, approval and membership documentation are available for inspection at the campus. Please contact the Campus Director to review this material.

GAINFUL EMPLOYMENT DISCLOSURES

For more important information about the educational debt, earning and completion rates of students who attended this school, please visit our website at www.everest.edu/disclosures.

ADMISSIONS INFORMATION

All admissions materials, including program disclosures and enrollment agreements are presented in English only, since all programs are taught in English. Each admissions representative conducts interviews with prospective enrollees in English only as the method to determine that the prospective enrollee understands and can function in English. We do not make any accommodations to present materials or instruct courses in any other language. No English as a second language courses are offered by the campus.

REQUIREMENTS AND PROCEDURES

- High school diploma or a recognized equivalent such as the GED is required for admittance.
- Applicants are informed of their acceptance status within in 15 days after all required information is received and the applicants' qualifications are reviewed.
- Upon acceptance into the school, applicants who are enrolling will complete an enrollment agreement.
- Students may apply for entry at any time. Students are responsible for meeting the requirements of the catalog in effect at the time of enrollment.
- Re-entry students are subject to all program requirements, policies, and procedures as stated in the school catalog in effect at the time of re-entry. All re-entering students must sign a new enrollment agreement.

PROGRAM SPECIFIC ADMISSIONS REQUIREMENTS

CRIMINAL BACKGROUND SCREENING

- Students enrolled in certain programs may be subject to a criminal background check prior to enrollment to ensure they are qualified to meet occupational or employment requirements, clinical or internship/externship placement requirements or licensure standards for many programs, including but not limited to those in the allied health or criminal justice fields.
- Enrollment for students may not be granted when the background check identifies a conviction, pending case, or unresolved deferral/diversion for any felonies or misdemeanors.
- A student's inability to obtain criminal background clearance may prohibit opportunities for program completion and job placement. It is the student's responsibility to contact the agency to verify conditions. The school cannot contact the background check agency.
- All students re-entering students are subject to the same background check requirements as a new student.

Pharmacy Technician Diploma Program

- Applicants must reach 18 years of age on or prior to the expected date of graduation.
- Students must meet with the Program Director during their first module.
- Applicants must pass a criminal background check and complete a student disclosure form.

INTERNATIONAL STUDENTS ADMISSIONS REQUIREMENTS

International students must meet all admission requirements as stated in the school catalog. Campuses may not admit international students without an I-17 Petition approved through the Student and Exchange Visitor Program (SEVP).

Additionally, international students must:

- Provide a certified secondary school transcript or high school diploma as defined by the student's country of origin.
- Provide proof of English proficiency (if the student's first language is not English, an official test score on an approved English proficiency test is required).
- Proof of financial ability to meet expenses. Such evidence may be one of the following:
 - Bank letter verifying student's available funds (self-sponsoring).
 - Bank letter verifying sponsor's available funds if sponsor is not a citizen or a legal permanent resident of the U.S.
- Form I-134 if sponsor is not a citizen or legal permanent resident of the U.S.
- If the applicant is sponsored by his/her home country, a statement of sponsorship.
- Be eligible for a student visa (F-1 or M-1).
- Enroll as a full time student (for undergraduates, at least 12 quarter credit hours; for graduate students at least 8 quarter credit hours; for Intensive English students and modular program students, at least 18 clock hours of attendance per week).
- Pay the required minimum tuition deposit.
- Pay the non-refundable SEVIS processing fee to the Department of Homeland Security.
- International students must meet the same programmatic entrance requirements as domestic students.

Note: M-1 students may not enroll in online courses. F-1 students may enroll in no more than one (1) online course per term.

Refugees and Asylees - Refugees and asylees must provide documentation of their refugee/asylee status (e.g., confirmation of USCIS receipt of Form I-589, I-94, etc.), meet the general admission requirements, and provide proof of English proficiency prior to admission.

Online Students - Foreign students who apply for an online program and who intend to complete their studies without entering the United States must meet the general admission requirements and provide proof of English proficiency prior to admission.

Undocumented Resident Aliens - Undocumented resident aliens who graduated from a United States high school are not considered international students for purposes of this policy, and may be admitted as cash paying students provided that they meet all admission requirements.

English Proficiency

All international students whose first language is not English must provide proof of English proficiency. English proficiency may be established by providing documentation of one of the following:

- Passing score on an English skills assessment test (see below)
- Graduation from an American/International high school program where the curriculum is taught in English
- Graduation from a high school in the U.S. as an exchange student
- Graduation from a high school in a country where English is the official language

The acceptable skills assessment tests for diploma and undergraduate programs are the Test of English as a Foreign Language (TOEFL), the Michigan English Language Assessment Battery (MELAB), the International English Language Testing System Exam (IELTS), and the English Language School Center (ELS) test. The required passing score on each test is as follows:

| Test: | TOEFL | MELAB | IELTS | ELS |
|--------|--|-------|-------|----------------------------|
| Score: | 45 Internet Based 133 Computer Based 450 Paper Based | 60 | 5.0 | Completion of Level 107 |

Note: Intensive English Studies Students - Students lacking the required English proficiency may be admitted and enrolled in the appropriate Intensive English course as stated in the school catalog so long as all other international admission requirements are met. Such students must successfully complete the Intensive English course.

ACADEMIC READINESS

All incoming undergraduate students are required to demonstrate academic readiness for program-level coursework at the time of enrollment. This can be done through any of the following means: SAT, ACT, ACUPLACER or COMPASS scores; recent (five years or less) high school grade point average of 2.5 or higher; or grades of C or higher in college-level English Composition and college-level mathematics. If none of these measures are available, the student is expected to demonstrate readiness by completion of an online assessment. A student may be allowed to enroll and start his or her first term or module of classes prior to demonstrating academic readiness as described herein, but a student who fails to meet this requirement may be prevented from enrolling in the next quarter or module. Note this is a one-time requirement and may not apply to re-admissions, depending upon academic evaluation at the time of re-enrollment.

Recent high school academic performance within the past five years

A high school cumulative grade point average (GPA) of 2.5 or higher on a 4 point scale is accepted for assessment if the date of high school graduation is 5 years or less from date of admission. High school seniors who have not yet graduated may use cumulative GPA at the end of 7 high school semesters.

SAT, ACT, or PSAT scores completed within the past five years

Scores of 460 or higher on each section of the SAT, 46 or higher on each section of the PSAT, or scores of 17 or higher in English, Reading, & Math on the ACT are accepted for assessment

Previous college experience – no time limit

General education college-level mathematics and college-level English courses taken from a national or regionally accredited institution, with a grade of C or higher may be used for assessment. Developmental courses (generally noted as remedial or pre-college on a transcript and not calculated into a college GPA) do not qualify. Prior success in a writing-intensive English class demonstrates readiness for writing and reading, while success in a previous math or quantitative reasoning class demonstrates readiness for math. Review and approval of previous college experience to be completed by office of the Registrar.

College placement scores from another institution within past five years

COMPASS, ACCUPLACER, or other standardized test scores demonstrating college readiness in each of the three areas of math, writing, or reading are accepted for assessment

ACADEMIC POLICIES

EVEREST REGULATIONS

Each student is given the school catalog, which sets forth the policies and regulations under which the institution operates. It is the responsibility of the student to become familiar with these policies and regulations and to comply accordingly. Ignorance of or lack of familiarity with this information does not serve as an excuse for noncompliance or infractions.

Everest reserves the right to change instructors, textbooks, accreditation, schedules, or cancel a course or program for which there is insufficient enrollment. The student will receive a full refund for courses or programs that are cancelled. The school also reserves the right to change course curricula, prerequisites and requirements upon approval by the school's accrediting agency and state licensing board.

DEFINITION OF CREDIT

Everest awards credit in the form of quarter credits. One quarter credit is equivalent to a minimum of 10 class hours of theory or lecture instruction, a minimum of 20 hours of supervised laboratory instruction, or a minimum of 30 hours of externship practice.

OUT OF CLASS ASSIGNMENTS

Students in all programs will be expected to complete assigned homework and other out-of-class assignments in order to successfully meet course objectives as set forth in the course/program syllabi. Homework and out-of-class assignments will be evaluated by faculty.

MAXIMUM CLASS SIZE

To provide meaningful instruction and training, classes are limited to a maximum of 24 students. Laboratory classes for Medical Assistant and/or Surgical Technician programs accredited by ABHES will be conducted on a basis of no more than a 20 to 1 ratio. Lab classes for all other programs have a maximum class size of 24 students unless required to be smaller in compliance with any programmatic accreditation requirements.

TRANSFER OF CREDIT INTO EVEREST

Everest has constructed its transfer credit policy to recognize both traditional college credit and non-traditional learning. In general, Everest considers the following criteria when determining if transfer credit should be awarded:

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

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

Academic Time Limits

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

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

NOTE: Due to certain programmatic accreditation criteria, health science core courses are eligible for transfer within five (5) years of completion.

Required Grades

For diploma, associate, and bachelor degree programs, a letter grade of C (70%) or better is required for transfer credit to be awarded.

Maximum Transfer Credits Accepted

Students enrolled in a diploma, associate or bachelor's degree program must complete at least 25% of the program in residency at the institution awarding the degree or diploma. The remaining 75% of the program may be any combination of transfer credit, national proficiency credit, Everest developed proficiency credit or prior learning credit.

Coursework Completed at Foreign Institutions

All coursework completed at a foreign institution must be evaluated by a member of the National Association of Credential Evaluation Services (NACES) or a member of the Association of International Credentials Evaluators (AICE).

Transfer Credit for Learning Assessment

Everest accepts appropriate credits transferred from the College Level Examination Program (CLEP), DANTES subject testing, and certain other professional certification examination programs. Contact the campus Academic Dean/Director of Education for the current list of approved exams and minimum scores required for transfer.

Transfer Credit for Proficiency Examination

Undergraduate students may attempt to challenge the requirement to certain selected courses by demonstrating a proficiency level based on special qualifications, skills, or knowledge obtained through work or other experience that is sufficient to warrant the granting of academic credit for a course through a Proficiency Examination. Similarly, Everest may award some credits toward undergraduate, associate, and diploma level courses for achievement of professional certifications such as CNE, MCSE, etc. For more information, please contact the Academic Dean or Director of Education.

Experiential Learning Portfolio

Students may earn credit for experiential learning through the Prior Learning Assessment program. This program is designed to translate personal and professional experiences into academic credit. Procedures for applying for credit through experiential learning are available in the Academic Dean's/Director of Education's office.

Notice Concerning Transferability of Credits and Credentials Earned at Our Institution

The transferability of credits earned at Everest is at the complete discretion of an institution to which a student may seek to transfer. Acceptance of the degree, diploma or certificate earned in the program in which the student is enrolling is also at the complete discretion of the institution to which a student may seek to transfer. If the credits or degree, diploma or certificate that was earned at this institution are not accepted at the institution to which a student seeks to transfer, the student may be required to repeat some or all of his/her coursework at that institution. For this reason, the student should make certain that attendance at this institution will meet his/her educational goals. This may include contacting an institution to which a student may seek to transfer after attending Everest to determine if the credits or degree, diploma or certificate will transfer.

Transfer to Other Everest Locations

Students in good standing may transfer to another Everest campus location. Transfer students are advised that they will be subject to the minimum residency requirements at the new campus for the program in which they are enrolled. Students may transfer applicable credits from Everest coursework in which a "C" or higher was earned; however, those credits will be treated as transfer credits and will not count toward fulfilling residency requirements at the new location.

Everest Consortium Agreement

The Everest Consortium Agreement enables students to attend a limited number of classes (a maximum of 49% of credit hours) at an Everest campus location other than their home campus. In addition, students nearing completion of their program of study may finish their degree at another Everest campus location through the Consortium Agreement (a minimum of 51% of credit hours must be completed at the Home campus). Complete details on the Everest Consortium Agreement are available in the Academic Dean's/Director of Education's office.

Transfer Center Assistance

Any questions regarding the transfer of credit into or from Everest should be directed to the Transfer Center at (877) 727-0058 or email transfercenter@zenith.org.

GRADING SYSTEM AND PROGRESS REPORTS

The student's final grade for each course or module is determined by the average of the tests, homework, class participation, special assignments and any other criteria indicated in the grading section of the syllabus for the course or module. Final grades are reported at the completion of each grading term and are provided to each student. If mailed, they are sent to the student's home address. Failed courses must be repeated and are calculated as an attempt in Satisfactory Academic Progress calculations.

| Grade | Point Value | Meaning | Technical Programs Scale | Nursing Scale | Percentage Scale |
|-------|----------------|--|--------------------------|---------------|------------------|
| A | 4.0 | Excellent | 100-90 | 100-92 | 100-90 |
| B | 3.0 | Very Good | 89-80 | 91-84 | 89-80 |
| C | 2.0 | Good | 79-70 | 83-76 | 79-70 |
| D* | 1.0 | Poor | 69-60 | 75-68 | N/A |
| F** | 0.0 | Failing | 59-0 | 67-0 | 69-0 |
| Fail | Not Calculated | Fail (for externship/internship) | | | |
| Pass | Not Calculated | Pass (for externship/internship or thesis classes only) | | | |
| L | Not Calculated | Leave of Absence (allowed in modular programs only) | | | |
| EL | Not Calculated | Experiential Learning | | | |
| IP | Not Calculated | In Progress (for externship/internship or thesis courses only) | | | |
| PE | Not Calculated | Proficiency Exam | | | |
| PF | Not Calculated | Preparatory Fail | | | |
| PP | Not Calculated | Preparatory Pass | | | |
| W*** | Not Calculated | Withdrawal | | | |
| WZ | Not Calculated | Withdrawal for those students called to immediate active military duty. This grade indicates that the course will not be calculated for purposes of determining rate of progress | | | |
| TR | Not Calculated | Transfer Credit | | | |

*Not used in modular programs.

**For modular programs, F (Failing) is 69-0%.

*** Calculated as an attempt for nursing students per the nursing handbook

Treatment of Grades in the Satisfactory Academic Progress/Rate of Progress Calculation

| Grade | Included in GPA calculation? | Counted as attempted credits? | Counted as earned credits? |
|-------|------------------------------|-------------------------------|----------------------------|
| A | Y | Y | Y |
| B | Y | Y | Y |
| C | Y | Y | Y |
| D | Y | Y | Y |
| F | Y | Y | N |
| Fail | N | Y | N |
| Pass | N | Y | Y |
| IP | N | Y | N |
| L | N | N | N |
| EL | N | Y | Y |
| PE | N | Y | Y |
| PF | N | N | N |
| PP | N | N | N |
| W | N | Y | N |
| WZ | N | N | N |
| TR | N | Y | Y |

GPA AND CGPA CALCULATIONS

- The Grade Point Average (GPA) is calculated for all students. The GPA for each term and Cumulative Grade Point Average (CGPA) are calculated on courses taken in residence at Everest
- The Grade Point Average (GPA) is calculated at the end of each evaluation period by dividing the quality points earned by the total credits attempted for that evaluation period.
- The Cumulative Grade Point Average (CGPA) is calculated by dividing the total cumulative quality points earned by the total cumulative credits attempted for cumulative evaluation periods.
- The number of quality points awarded for each course is determined by multiplying the points listed for each letter grade by the number of credits of the course.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS (SAP)

Students must maintain satisfactory academic progress in order to remain eligible as regularly enrolled students and to continue receiving federal financial assistance. The accreditor and federal regulations require that all students

progress at a reasonable rate toward the completion of their academic program. Satisfactory academic progress is measured by:

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

Evaluation Periods for SAP

Satisfactory academic progress is measured for all students at the end of each grading period (i.e., at the end of each term, module, phase, level, quarter and payment period).

Rate of Progress toward Completion

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

Maximum Time Frame to Complete

The maximum time frame for completion of all programs below the master's level is limited by federal regulation to 150% of the published length of the program. For a program measured in credits, MTF is 150% of the published length of the program, measured in credits. For a program measured in clock hours, MTF is 150% of the published length of the program, measured by the total number of clock hours in the program. All credit hours attempted, which include completed credits, transfer credits, withdrawals, and repeated classes, count toward the maximum number of credits allowed to complete the program. Non-credit remedial courses have no effect on the student's maximum time frame.

Satisfactory Academic Progress Tables

| 48 Quarter Credit Hour Program. Total credits that may be attempted: 72 (150% of 48). | | | | |
|--|-------------------------------|------------------------------|---|--|
| Total Credits Attempted | SAP Advising if CGPA is below | SAP Not Met if CGPA is below | SAP Advising if Rate of Progress is Below | SAP Not Met if Rate of Progress is Below |
| 1-18 | 2.0 | N/A | 66.66% | N/A |
| 19-24 | 2.0 | 0.5 | 66.66% | 25% |
| 25-30 | 2.0 | 0.75 | 66.66% | 40% |
| 31-36 | 2.0 | 1.0 | 66.66% | 50% |
| 37-42 | 2.0 | 1.1 | 66.66% | 55% |
| 43-48 | 2.0 | 1.25 | 66.66% | 60% |
| 49-72 | N/A | 2.0 | N/A | 66.66% |

| 58 Quarter Credit Hour Program Total credits that may be attempted: 87 (150% of 58) | | | | |
|--|-------------------------------|------------------------------|---|--|
| Total Credits Attempted | SAP Advising if CGPA is below | SAP Not Met if CGPA is below | SAP Advising if Rate of Progress is Below | SAP Not Met if Rate of Progress is Below |
| 1-12 | 2.0 | NA | 66.66% | NA |
| 13-24 | 2.0 | 1.0 | 66.66% | NA |
| 25-36 | 2.0 | 1.25 | 66.66% | 50% |
| 37-48 | 2.0 | 1.5 | 66.66% | 65% |
| 49-60 | 2.0 | 1.75 | 66.66% | 65% |
| 61-87 | NA | 2.0 | NA | 66.66% |

| 60 Quarter Credit Hour Program. Total credits that may be attempted: 90 (150% of 60). | | | | |
|--|-------------------------------|------------------------------|---|--|
| Total Credits Attempted | SAP Advising if CGPA is below | SAP Not Met if CGPA is below | SAP Advising if Rate of Progress is Below | SAP Not Met if Rate of Progress is Below |
| 1-18 | 2.0 | N/A | 66.66% | N/A |
| 19-24 | 2.0 | 0.5 | 66.66% | 25% |
| 25-30 | 2.0 | 0.75 | 66.66% | 40% |
| 31-36 | 2.0 | 1.0 | 66.66% | 50% |
| 37-42 | 2.0 | 1.1 | 66.66% | 55% |
| 43-48 | 2.0 | 1.25 | 66.66% | 60% |
| 49-72 | 2.0 | 1.5 | 66.66% | 65% |
| 73-90 | N/A | 2.0 | N/A | 66.66% |

Application of Grades and Credits to SAP

- Grades A through F are included in the calculation of CGPA and are included in the Total Number of Credit Hours Attempted.
- Transfer credits (TR) are not included in the calculation of CGPA but are included in the Total Number of Credit Hours Attempted and Earned in order to determine the required levels for CGPA and rate of progress.
- Courses with grades of Pass, EL and PE are not included in the CGPA calculation but do count as credit hours successfully completed for the rate of progress calculation.
- For calculating rate of progress, F grades and W grades are counted as hours attempted but are not counted as hours successfully completed. Grades of IP will also be counted as hours attempted but not as hours successfully completed.
- When a course is repeated, the higher of the two grades is used in the calculation of CGPA, and the total credit hours for the original course and the repeated course are included in the Total Credit Hours Attempted (in the SAP charts) in order to determine the required rate of progress level. The credit hours for the original attempt are considered as not successfully completed.
- When a student returns from a leave of absence and completes the course from which the student withdrew, the hours for which the student receives a passing grade are counted as earned; the grade, hours, and attendance for the original attempt prior to the official leave of absence are not counted for purpose of the rate of progress toward completion calculation and the original grade is not counted in the CGPA calculation.
- When a student transfers between programs, all attempts of courses common to both programs are included in the CGPA and ROP of the new program.
- Students graduating from one program and continuing on to another will have all successfully completed courses common to both programs included in the SAP calculations of the new program. Courses not in the new program, including grades of W or F, are excluded from all SAP calculations.
- Non-punitive grades are not used and non-credit and remedial courses do not factor into CGPA or ROP.

SAP Advising

SAP Advising is the period of time during which a student is advised and monitored for progress for the remainder of the term, if the student is at risk of falling below the required academic standards (CGPA, ROP, or MTF) for his or her program. During the SAP advising period, the student is eligible for financial aid. Academic advising will be documented using the **Academic Advising Form**. The form shall be kept in the student's academic file.

The Academic Dean/Director of Education (or designee) must provide a written notice of SAP Advising status. The following timelines apply for all students placed on SAP Advising status:

- Students must receive the notification by the third (3) calendar day of the subsequent module; and
- Must be advised within ten (10) calendar days after the module start. The (10) calendar days should exclude schedule breaks and Holidays.

Financial Aid Warning

SAP is evaluated at the end of each term and all students with a cumulative grade point average (CGPA) and/or rate of progress (ROP) below the required academic progress standards as stated in the school's catalog will move into SAP NOT MET status. Students not meeting SAP and with a previous SAP status: SAP MET or SAP ADVISING will be issued FA Warning letter and be advised that unless they improve their CGPA and/or rate of progress toward completion, they may be withdrawn from their program and lose eligibility for federal financial aid.

Notification of Financial Aid Warning

The Academic Dean/Director of Education (or designee) must provide the written notice of FA Warning status to all students with a previous SAP status: SAP Advising or SAP Met. The following timelines apply to all students receiving an FA Warning:

- Students must receive the notification by the third (3) calendar day of the next module; and
- Must be advised within ten (10) calendar days after the module start.

Financial Aid Probation

At the end of each term following a SAP evaluation, students with an immediate SAP NOT MET status and who are SAP NOT MET again according to the academic progress standards stated in this catalog, will be notified with a SAP NOT MET letter indicating that they will be withdrawn unless they successfully appeal by written request within five (5) calendar days after the notification in accordance with the Academic Appeals Policy.

Notification of Financial Aid Probation

FA Probation is the term for which the student's appeal has been accepted and progress is monitored under an Academic Progress Plan. Students must be notified in writing of their probationary status within three (3) calendar days of the change in status in the student information system. During the period of FA probation students will continue to be eligible for financial aid.

While on FA probation, unless students improve their CGPA and /or rate of progress toward completion, in accordance with their Academic Progress Plan, they will be withdrawn from their program and become ineligible for further financial aid. All students on FA probation must be placed on an Academic Progress Plan. A student will remain on FA probation as long as he or she is meeting the requirements of his or her Academic Progress Plan when evaluated at the end of each evaluation period on the Plan.

Academic Progress Plan

Students on FA Probation must agree to the requirements of an Academic Progress Plan (APP) as a condition of their FA probation. Each student shall receive a copy of his or her APP. A copy of each student's APP shall be kept in the student's permanent academic file.

The APP may extend over one (1) or multiple terms, as defined at the initiation of the APP. At the end of the first evaluation period on the APP, the student will meet with the Academic Dean/Director of Education (or designee)/Online Designee for an evaluation of progress of the plan's requirements. If on a single-term plan and the student has met the requirement(s) of the plan, the student must be in SAP Advising or SAP Met status, and the student's APP shall be considered fulfilled and closed. If on a multi-term plan and the student has met the requirement(s) of the first evaluation period, then new requirement will be set and the student will be placed manually into SAP Meeting APP Status and will adhere to the subsequent term requirements of the APP.

If at the end of any SAP evaluation period on the plan (APP) the student does not meet the plan's requirement(s), the student will receive a dismissal letter and will be dismissed from the program. Additionally, a student is deemed to have not met the plan's requirements by earning a failing grade ("F") in any course while on the APP.

Students who have violated their FA Probation and have been dismissed from a program are not eligible for readmission to that program if they have exceeded, or may exceed, the maximum time frame of completion until they re-establish appropriate Satisfactory Academic Progress standing.

Evaluation of Progress

At the end of each evaluation period encompassed by the APP, the student will meet with the Academic Dean/Director of Education (or designee) for an evaluation of progress of the plan's requirements. Determination of the student's success at meeting APP requirement(s) must be completed no later than the second (2nd) calendar day of the module or term.

SAP Advising or SAP Met Status

If the student has met the requirements of a one-term plan, the student must be in SAP Advising or SAP MET status and the student's APP shall be considered fulfilled and closed. The student will be provided with either a SAP Advising or Return to Academic Good Standing Letter. In the case of SAP Advising, the student will be advised with the Academic Advising form and will be FA eligible.

The Academic Dean/Director of Education (or designee) must provide a written notice of Return to Academic Good Standing or SAP Advising status. The following timelines apply for all students placed on SAP Advising status:

- Students must receive the notification by the third (3) calendar day of the subsequent module; and
- Must complete the Evaluation of Progress form within seven (7) calendar days after the notification.

SAP Not Met Status and/or Dismissal

If on a multi-term plan, it is likely the student will remain SAP NOT MET for the second (and ensuing) evaluation periods. At the end of each evaluation period, the student will be notified, evaluated for progress, and if the APP requirements are met, will be manually assigned SAP Meeting APP status and continue on the APP. New requirements for the second (or ensuing) evaluation period will be defined using the Evaluation of Progress form.

The Academic Dean/Director of Education (or designee) must provide a written notice of SAP NOT MET status. The following timelines apply for all students placed on SAP NOT MET status:

- Students must receive the notification by the third (3) calendar day of the subsequent module; and
- Must complete the Evaluation of Progress form within seven (7) calendar days after the notification.

If the student does not meet the Plan's requirements at the end of an evaluation period, the student will be dismissed from the program. If the student has not met the benchmark, the student must be dropped with the correct DOD (no later than second calendar day of module or term). The student must be notified of dismissal no later than the second calendar day of module or term.

NOTE: If the student has make-up work, and the campus is willing to accept it, it must be completed within four (4) calendar days of grades being entered (as long as this doesn't extend beyond ten (10) calendar days after mod- or term-end), or the student must be dropped with the correct DOD.

SAP Re-Entry

Students who have violated FA Probation and have been dismissed shall not be readmitted if they cannot complete the program within the maximum time frame or re-establish appropriate Satisfactory Academic Progress (SAP) standing.

Retaking Passed Coursework

Students in degree programs may repeat a previously passed course one time. Students in diploma programs may not retake previously passed coursework unless the student has successfully passed all classroom modules. Each repeated attempt counts in the calculation of the students' rate of progress and maximum time frame. All repeated courses will appear on the student's transcript, but only the highest grade earned will be included in the calculation of their cumulative grade point average.

Retaking Failed Coursework

Students must repeat all failed courses that are required for graduation from the program. Failed courses may be repeated more than twice, so long as repeating the coursework does not jeopardize the students' maximum time frame of completion. Students may not exceed three attempts of prerequisite modules in diploma programs. Each attempt counts in the calculation of the students' rate of progress and successful completion percentages. All repeated coursework will appear on the student's transcript, but only the highest grade earned will be included in the calculation of their cumulative grade point average.

Veterans Affairs (VA) Students are not eligible for VA funding for repeating passed coursework, or more than one attempt at repeating failed coursework.

ATTENDANCE POLICY

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

Establishing Attendance/Verifying Enrollment

- For programs with an add/drop period, the taking of attendance for a student enrolling during the add/drop period shall begin the first scheduled class session following the student's enrollment.
- In programs without an add/drop period, new students registered for a class must attend by the second scheduled class session or be withdrawn.

Monitoring Student Attendance

The School will monitor student attendance on the basis of both consecutive absences (the "Consecutive Absence Rule") and absences as a percentage of the hours (minus externship hours) in the term/program (the "Percentage Absence Rule"). A student may appeal an attendance dismissal pursuant to the Student Academic Appeals Policy.

If an appeal is granted, the student is not dismissed, but must be advised and monitored with an advising plan. If an appeal is not granted, the student must be withdrawn from all courses and dismissed from school, and will not be charged for attending while the appeal was pending. Any student dismissed due to an attendance violation may not be readmitted unless the student reapplies for admission.

Consecutive Absence Rule

When a student is absent from school for fourteen (14) consecutive calendar days excluding holidays and scheduled breaks, the faculty will notify the Academic Dean/Director of Education who, on the date of violation, must determine whether the student plans to return to school or has withdrawn. This determination must follow these guidelines:

- All students who state they will not return to school shall be promptly withdrawn;
- All students who state they will return must:
 1. Attend class within five (5) calendar days of the violation;
 2. File an appeal within five (5) calendar days of the violation;
 3. Have perfect attendance while the appeal is pending.

Failure to comply with one or more of the three requirements will result in the student being withdrawn from all courses and dismissed from school.

For degree programs, the consecutive absence rule is applied to consecutive days missed in a single term. For diploma programs, the consecutive absence rule is applied to one or more sequences of 14 consecutive days missed during the total program.

Percentage Absence Rule

For students who **have not** previously violated the attendance policy:

| Percentage | Action Taken |
|---|---|
| 15% of the total classroom hours missed | Attendance warning letter sent |
| 20% of the total classroom hours missed | Withdrawn from the module and dismissed from school |

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

| Percentage | Action Taken |
|---|---|
| 15% of the remaining classroom hours missed | Attendance warning letter sent |
| 20% of the remaining classroom hours missed | Withdrawn from the module and dismissed from school |

When a student violates the applicable percentage absence rule, the faculty will notify the Academic Dean/Director of Education who, on the date of violation, must determine whether the student plans to return to school or has withdrawn. This determination must follow these guidelines:

- All students who state they will not return to school shall be promptly withdrawn;
- All students who state they will return must:
 1. Attend class within five (5) calendar days of the violation;
 2. File an appeal within five (5) calendar days of the violation;
 3. Have perfect attendance while the appeal is pending.

Failure to comply with one or more of the three requirements will result in the student being withdrawn from all courses and dismissed from school.

Date of Withdrawal

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

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

Date of Determination (DOD)

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

- The date the student notifies the school (verbally or in writing) that s/he is not returning to class;
- The date the student violates the published attendance policy; or
- No later than the 14th calendar day after the LDA; scheduled breaks are excluded when calculating the DOD.

Attendance Records

The computer attendance database is the official record of attendance. The official record may be challenged by filing an attendance appeal according to the Student Academic Appeal Policy. Without an appeal, after the 14th calendar day following the end of the term/module, the computer attendance database shall be considered final.

LEAVE OF ABSENCE POLICY (MODULAR PROGRAMS ONLY)

Everest permits students to request a leave of absence (LOA) as long as the leave does not exceed a total of 180 days during any 12-month period, starting from the first day of the first leave, that there is a reasonable expectation that the student will return, and as long as there are documented, legitimate extenuating circumstances that require the students to interrupt their education, including pregnancy (including childbirth, false pregnancy, termination of pregnancy, and recovery therefrom), temporary disability, personal reasons, or other reasons such that the campus determines that an LOA is in the student's best interest. However, an LOA will not be granted for any of the following reasons:

- a) The courses that the student needs are not available;
- b) The courses that the student needs are available, but the student declines to take them;

- c) An externship/internship site is not available for the student;
- d) A student is unable to pay tuition;
- e) The student is failing a course(s); or
- f) To delay the return of unearned federal funds.

Students requesting an LOA must submit a completed Leave of Absence Request Form prior to the beginning date of the leave. If circumstances of an unusual nature that are not likely to recur prevent the student from submitting the request in advance, the leave may still be granted, but only if:

- a) the school documents the unforeseen circumstances and the Academic Dean or Director of Education determines that these circumstances meet the exception requirements (i.e., “of an unusual nature and not likely to recur”), and
- b) the student submits a completed Leave of Absence Request Form by the tenth (10th) calendar day of the leave.

Re-Admission Following a Leave of Absence

- Upon return from leave, the student will be required to repeat the module, if it had been interrupted, and receive final grades.
- The student will not be charged any fee for the repeat of any module from which the student took leave or for students returning from a leave of absence.
- The date the student returns to class is normally scheduled for the beginning of a module.
- When a student is enrolled in a modular program, the student may return at any appropriate module, not only the module from which the student withdrew.

Extension of Leave of Absence

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

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

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

Return from a Leave of Absence

A student must return from a LOA on the first day of any appropriate module or prior to the scheduled date of return. A student who goes on leave prior to the end of a module/term will receive a grade of “L” (leave). The course(s) with a grade of “L” will not be included in the calculation of Rate of Progress (ROP), Maximum Time Frame (MTF) or attendance.

NOTE: Everest does not permit leaves of absence for students enrolled in quarter-based programs. Students experiencing circumstances that may make it necessary to interrupt their attendance temporarily should see the Academic Dean/Director of Education.

Failure to Return From a Leave of Absence

If the student does not return from LOA as defined above, the student will be withdrawn. The withdrawal date will be the student's last day of attendance (LDA). The “L” grade in the LOA course(s) will be changed to “W” (withdraw). The course(s) having a grade of “W” will be included as an attempt in the calculation of ROP and MTF. A Title IV refund calculation will be completed and use the last date of attendance prior to the start of the LOA.

Possible Effects of Leave of Absence

Students who are contemplating an LOA should be cautioned that one or more of the following factors may affect the length of time it will take the student to graduate.

- Students returning from a LOA are not guaranteed that the module required to maintain the normal progress in their training program will be available at the time of reentry
- They may have to wait for the appropriate module to be offered
- Financial aid may be affected
- The LOA could also affect the student's:
 - Loan repayment terms, including the exhaustion of some or all of the student's grace period
 - Rate of progress

- o Maximum time frame for completion

EXTERNSHIP TRAINING

Upon successful completion of all classroom requirements, students in programs that require an externship are expected to begin the externship portion of their programs within 14 calendar days (excluding holidays and regularly scheduled breaks). If a student does not begin externship training within 14 calendar days, he/she must be dropped from the program. A leave of absence (LOA) may only be approved if the student's reason meets the criteria of the LOA Policy. Students may only miss 14 consecutive calendar days once they start externship or they must be dropped from the program.

Each student has approximately 120 calendar days to complete their externship. Any modular student who does not complete externship training within 120 calendar days should meet with the Academic Dean/Director of Education to approve the time remaining to complete the externship.

Students who drop from externship either prior to starting or during externship and/or delay the completion of their externship for more than 30 days from the last days of attendance must have their skills evaluated by a program instructor or director/chair prior to re-entry to ensure they are still competent to perform skills safely in the externship setting.

WITHDRAWAL PROCEDURES

- Students who intend to withdraw from school are requested to notify the Academic Dean/Director of Education by telephone, in person, by email or in writing to provide official notification of their intent to withdraw and the date of withdrawal.
- Timely notification by the student will result in the student being charged tuition and fees for only the portion of the payment period or period of enrollment that he/she attended as well as ensuring a timely return of federal funds and any other refunds that may be due.
- Students requesting a withdrawal from school must complete a financial aid exit interview.
- Students who have withdrawn from school may contact the school's Education Department about re-entry.

MAKE-UP WORK

At the instructor's discretion, make-up work may be provided to students who have missed class assignments or tests. Make-up work must be completed within 10 calendar days after the end of the term/module.

REQUIREMENTS FOR GRADUATION

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

Commencement exercises are held at least once a year. Upon graduation, all students who are current with their financial obligation to the school shall receive their diploma.

VETERANS' EDUCATION BENEFITS

Prior Credit for Education and Training

All VA beneficiaries are required to disclose prior postsecondary school attendance, military education and training, and provide official transcripts for such education and training. The student is responsible for ensuring that all transcripts are submitted to the school. The school is responsible for evaluating official written transcripts of previous education and experience, granting credit where appropriate, notifying the student, and shortening the program certified accordingly.

Prior credit must be evaluated within the first two terms of the enrollment period. The VA will not pay VA education benefits past the third term of enrollment, if prior credit has not been evaluated.

Benefit Overpayments

Schools are required to promptly report changes in the enrollment status of all students receiving VA education benefits in order to minimize overpayments. Generally overpayments of VA benefits are the responsibility of the student. However, there are instances under the Post 9/11 GI Bill when an overpayment is created on a school and funds need to be returned to the VA.

Academic Standards for Students Receiving VA Benefits

Students receiving Veterans education benefits are subject to the same academic standards applicable to all students at the school. To receive VA education benefits, a student must maintain Satisfactory Academic Progress, attendance standards and adhere to the Code of Student Conduct.

Additional Requirements for Veteran Students

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

| Percentage | Action Taken |
|---------------------------------------|--------------------------------|
| 15% of the cumulative hours attempted | Attendance warning letter sent |
| 20% of the cumulative hours attempted | Dismissed from the program |

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

| Percentage | Action Taken |
|---|--------------------------------|
| 15% of the remaining cumulative hours attempted | Attendance warning letter sent |
| 20% of the remaining cumulative hours attempted | Dismissed from the program |

The Veterans Administration (VA) requires that students receiving funds based on their enrollment in school complete their course of studies in the standard length of the program. In order to meet this requirement, students must attend class on a regular basis. The VA requires that it be notified when a veteran student's enrollment status changes; such notification may result in the termination of veteran benefits. All dismissals and successful appeals by students funded through the VA shall be reported to the VA by the certifying official for the school.

APPEALS POLICIES

Student Academic Appeals Policy

A student may submit an appeal based on one of three adverse determinations:

- Attendance policy violation
- Satisfactory Academic Progress (SAP) violation or
- Final grade(s).

Formal academic appeals must be submitted within five calendar days of the date the student is considered to have received notice of the adverse determination.

Appeals must include a completed, dated and signed Academic Appeal form and a letter from the student that includes the:

- Specific academic decision at issue and
- Resolution sought by the student.

A SAP or Attendance violation appeal must include an explanation of the circumstances that:

- Led to the violation and
- Will improve achievement going forward.

For a final grade appeal, the student will include the informal steps taken to address the disagreement.

Once a formal appeal is filed, the campus will take no action regarding the adverse academic decision, and financial aid disbursements will be suspended until the appeal process is concluded.

The appeal committee decision is final and no further appeals for the same adverse academic decision are permitted. If the appeal is denied, the date of determination is the date of the adverse academic decision after which the student will not be charged for any attendance.

Assignments/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

Final grade appeals must be submitted by the:

- Eighth calendar day of the subsequent module for Diploma programs; and
- Sixth calendar day of the subsequent term for Degree programs.

A final grade appeal may be approved, and the grade corrected, if it is determined that the final grade was influenced by any of the following:

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

A student may appeal more than one final grade while active in a program.

Only final grades are eligible for appeal. Assignment/test grades are reviewed at the instructor's discretion, consistent with the grade policy and syllabus guidelines.

Attendance Violation Appeals

Attendance violation appeals must be submitted within five calendar days after the date of violation. For an attendance appeal to be considered the student must maintain perfect attendance while the appeal is pending. Depending on the type of violation, the student must:

- Percentage Absence (program or term) – post positive attendance (“present”) within five calendar days of the date of violation and
- Consecutive Day Absence - post positive attendance the next scheduled class session after the violation (for an online course, post attendance by the Sunday date immediately following the date of violation).

Violations occurring at the end of the degree term when there is no opportunity to attend until the next term are not subject to these requirements.

Subject to applicable state requirement, an attendance appeal may be granted if the student demonstrates that the absence was caused by:

- Death of a family member
- Illness or injury suffered by the student or
- Special circumstances which are not likely to recur.

A student may be eligible for more than one attendance violation appeal while active in a program.

The Appeal Committee may, as a condition of granting the appeal, require the student to make up assignments and develop an Academic Advising Plan in conjunction with his or her advisor.

Satisfactory Academic Progress (SAP) Violation Appeals

SAP appeals must be submitted by the:

- Eighth calendar day of the subsequent module for Diploma programs and
- Sixth calendar day of the subsequent term (by the tenth calendar day if there is no break week) for Degree programs.

A SAP appeal may be granted if the student is able to complete the program within the maximum time frame allowed and with the required minimum cumulative grade point average (CGPA). The student must also demonstrate that the failure to maintain the required CGPA or rate of progress (ROP) was caused by:

- Death of a family member
- Illness or injury suffered by the student or
- Special circumstances which are not likely to recur.

If the SAP appeal is approved, the student must agree to meet the requirements of an Academic Progress Plan (see *Satisfactory Academic Progress and Retaking Coursework Policy*).

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

FINANCIAL INFORMATION

STATEMENT OF FINANCIAL OBLIGATION

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

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

FINANCIAL GOOD STANDING

Students meeting their financial obligations and remaining in good financial standing throughout their course of instruction and after graduation contributes to their success.

For a student to be considered in good financial standing the student must:

- Complete required financial aid applications to assist in satisfying all anticipated direct costs of the selected program including tuition, books and required fees for each of the academic and award years within time frames required
- Have an outstanding earned Accounts Receivable balance less than:
 - \$2,500 or one term of instruction (whichever is greater) if enrolled full time in a degree program,
 - \$5,000 or one module of instruction (whichever is greater) if enrolled in a diploma program

Students who were actively attending as of February 1, 2016, and who have an outstanding balance from a previously completed academic year, may qualify for continued enrollment if the student meets the following criteria:

- Within 30 days of the policy notification completes all financial aid documentation requirements for the current academic year
- Maintains good financial standing status as outlined above for each subsequent term

Failure to remain in good financial standing may result in:

- A hold on registration for subsequent terms for degree students, or
- Dismissal from the program of study.

If a student is unable to remain in good financial standing, the student may be dropped from his or her course of instruction and not be allowed to reenroll in any Zenith program until the student account is back in good financial standing.

Students have the right to request reconsideration and exception to the dismissal decision for failure to maintain good financial standing by contacting the Academic Dean/Education Director.

TUITION AND FEES

Tuition and fee information can be found in the "Tuition and Fees" section of the catalog. Modular programs are offered throughout the year on a schedule independent of the standard quarter calendar. When a student begins enrollment in a modular program, tuition will be charged in the full tuition amount, or in increments based on state policy, for each academic year.

Quarter-based programs will be charged for the student's first quarter (or mini-term quarter start) in attendance. Tuition and fees for subsequent quarters will be charged at the published rate in effect at the beginning of that quarter. The minimum full-time course load is 12 credits per quarter for undergraduate programs. Textbook costs per quarter are dependent upon the classes for which the student is registered. All credits for which a student is registered are charged at the current rate, including any courses being repeated. The student's total tuition for a given quarter is determined by multiplying the number of credit hours for which the student is registered at the end of the Add/Drop period by the then current tuition rate for that number of credit hours.

Students' financial obligations will be calculated in accordance with the refund policy in the Enrollment Agreement and this school catalog. For modular programs, the Enrollment Agreement obligates the student and the school for the entire program of instruction. For quarter-based programs, the Enrollment Agreement obligates the student and the school for tuition by quarter.

Student may make payments by cash or by the following accepted credit cards: Visa, MasterCard or Discover.

TEXTBOOKS

Textbooks and workbooks are sold through the bookstore in accordance with Everest policies. At the time of issuance, textbooks become the responsibility of the students. Everest is not responsible for replacing lost textbooks;

however, students may purchase replacements from the campus bookstore. Students are responsible for the cost of their textbooks and the cost of any shipping charges.

ADDITIONAL FEES AND EXPENSES

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

VOLUNTARY PREPAYMENT PLAN

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

BUYER'S RIGHT TO CANCEL

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.

CANCELLATION POLICY: You may withdraw your enrollment agreement at any time within five business days from the date you sign the agreement, make an initial payment, or first visit the school, whichever is later. If you do so, all payments made by you or on your behalf will be refunded. Withdrawal can be effectuated by personally appearing at your school to withdraw, depositing a withdrawal letter in the mail to your school at the address provided in the agreement (in which case, the withdrawal will be considered effective as of the postmark date), sending an electronic message to withdrawals@zenith.org, or providing an oral withdrawal notice to phone number (888) 236 9614. In event of dispute over timely notice, the burden to prove service rests on the applicant.

- a. The student applicant will also be returned all monies paid if:
 1. The school rejects the applicant;
 2. The enrollment of the student was procured as the result of any misrepresentation through advertising, promotional materials of the school, or representations by the owner or representative of the school;
 3. The school cancels the student's program.

OFFICIAL WITHDRAWALS

The School may not require that notice of withdrawal be in writing, on or in any particular form, or delivered in any specific manner. Students who must withdraw from The School are requested to notify the office of the Academic Dean/Director of Education 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 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). An official withdrawal is considered to have occurred on the date that the student provides to The School official notification of his or her intent to withdraw.

Modular Programs: Although there is no add/drop period in modular programs, for students who officially withdraw within the first five (5) class days (or, for weekend classes, within seven (7) calendar days from the date they started class, including the day they started class), all monies paid will be refunded.

DATE OF WITHDRAWAL VERSUS DATE OF DETERMINATION (DOD)

The date of withdrawal for students who officially withdraw is the same date as determined under official withdrawals above. If the student officially rescinds his or her official notification of withdrawal and then withdraws within the same quarter, the withdrawal date is the student's original withdrawal date from the previous official notification.

If the student ceases attendance without providing official notification due to circumstances beyond the student's control, the withdrawal date is as follows: If the withdrawal is due to circumstances beyond the student's control, the date of withdrawal is the date the school determines is related to the circumstance beyond the student's control; otherwise, the withdrawal date is the midpoint of the quarter or the last documented date of attendance at an academic activity, whichever is later.

For a student who officially withdraws, the DOD is the student's withdrawal date or date of notification, whichever is later. For a student who withdraws without notification, the DOD is the date that the school becomes aware that the student has ceased attendance. For a student who withdraws after rescinding an official withdrawal, the DOD is the date the school becomes aware that the student did not, or will not, complete the period of enrollment.

The date of withdrawal, for purposes of calculating a refund, is the student's last date of attendance. The date of determination is the earlier of the date the student officially withdraws, provides notice of cancellation, 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.

FEDERAL FINANCIAL AID RETURN POLICY

Student Financial Aid (SFA)

The 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). The School is required to determine earned and unearned portions of Title IV aid for students who cancel, withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60% of a payment period or term.

Return of Title IV Funds Calculation and Policy

The School is required to determine earned and unearned portions of Title IV aid for students who cancel, withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60% of a payment period or term. The Return of Title IV Funds calculation (Return calculation) is based on the percentage of earned aid using the following calculation: Percentage of payment period or term completed equals 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 equals (100% of the aid that could be disbursed minus the percentage of earned aid) multiplied by the total dollar amount of aid that could have been disbursed during the payment period or term.

The School must return the lesser of:

1. The amount of Title IV program funds that the student did not earn; or
2. The amount of institutional charges 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) is required to repay the difference between the amount of unearned aid and the amount returned by the School. If the student's portion of the unearned aid includes federal grants, the student is required to return the grant amount: (1) if the grant overpayment is greater than \$50; and (2) only to the extent that the grant amount exceeds 50% of the original amount received for the payment period or period of enrollment. (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) is not satisfied).

The School must return the Title IV funds for which it is responsible in the following order:

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

If a student withdraws after the 60% point-in-time, the student has earned all Title IV funds that he/she was scheduled to receive during the period and, thus, has no unearned funds; however, the school must still perform a Return calculation. If the student earned more aid than was disbursed to him/her, the student may be due a postwithdrawal disbursement. If the Return calculation determines that the student is due a post-withdrawal disbursement, upon the permission of the student (or parent, if a Federal PLUS loan), the institution may seek to disburse the corresponding loan funds. Any postwithdrawal disbursement must be paid within 180 days of the DOD. If a student earned less aid than was disbursed, The School would be required to return a portion of the funds, and the student may be required to return a portion of the funds. Any outstanding student loans that remain are to be repaid by the student according to the terms of the student's promissory notes.

Title IV Credit Balances

After a Return calculation has been made and a state/institutional refund policy, if applicable, has been applied, any resulting credit balance (i.e. earned Title IV funds exceed institutional charges) must be paid within 14 days from the date that The School performs the Return calculation and will be paid in one of the following manners:

1. With the student's (or parents, if a Federal PLUS loan) permission, reduce the student's Title IV loan debt (not limited to the student's loan debt for the period of enrollment)
2. Return to the student.

Effects of Leaves of Absence on Returns

If a student does not return from an approved leave of absence on the date indicated on the written request, the withdrawal date is the student's last day of attendance. For more information, see the Leave of Absence section in The School catalog.

Time Frame within which Institution is to Return Unearned Title IV Funds

The School must return the amount of unearned Title IV funds for which it is responsible within 45 days after the DOD.

REFUND POLICIES

If a state refund policy can provide a larger refund to the student than The School's Institutional Pro Rata Refund Calculation and Policy, the student will be given the benefit of the refund policy that results in the larger refund to the student.

Institutional Pro Rata Refund Calculation and Policy

When a student withdraws, The School must determine how much of the tuition and fees it is eligible to retain. The Pro Rata Refund Calculation and Policy is an institutional policy and is different from the Federal Financial Aid Return Policy and Return calculation; therefore, after both calculations are applied, a student may owe a debit balance (i.e. the student incurred more charges than he/she earned Title IV funds) to The School.

The School will perform the Pro Rata Refund Calculation for those students who terminate their training before completing the period of enrollment (i.e. students who receive a final grade of "W" or "WZ"). Under the Pro Rata Refund Calculation, The School is entitled to retain only the percentage of charges (tuition, room, board, etc.) proportional to the period of enrollment completed by the student. The period of enrollment for students enrolled in modular programs is the academic year. The period of enrollment for students enrolled in quarter-based programs is the quarter. The refund is calculated using the following steps:

1. Determine the total charges for the period of enrollment.
2. Divide this figure by the total number of calendar days in the period of enrollment.
3. The answer to the calculation in step (2) is the daily charge for instruction.
4. The amount owed by the student for the purposes of calculating a refund is derived by multiplying the total calendar days in the period as of the student's last date of attendance by the daily charge for instruction and adding in any book or equipment charges.
5. The refund shall be any amount in excess of the figure derived in step (4) that was paid by the student.
6. **TIME FRAME WITHIN WHICH INSTITUTION IS TO ISSUE NON-TITLE IV REFUNDS**

Non-Title IV refunds will be issued within 30 days of either the date of determination or from the date that the applicant was not accepted by The School, whichever is applicable.

Ohio Refund Policy

State refund policy for programs organized on a credit hour basis:

1. A student who starts class and withdraws during the first full calendar week of the quarter or semester shall be obligated for twenty-five per cent of the tuition and refundable fees for that academic term plus the registration fee;
2. A student who withdraws during the second full calendar week of the academic term shall be obligated for fifty per cent of the tuition and refundable fees for that period plus the registration fee;
3. A student who withdraws during the third full calendar week of the period academic term shall be obligated for seventy-five per cent of the tuition and refundable fees for that period plus the registration fee; or
4. A student who officially withdraws beginning with the fourth full calendar week of the academic term will not be entitled to a refund of any portion of the tuition or refundable fees.

If it is determined that a student is not due a refund, the student must be notified of the determination in writing, within sixty (60) days of the student's last date of attendance, and a full explanation must be made to the student.

In the case of documented student illness or accident, death in the family, or other circumstances beyond the control of the student, the student shall be entitled to special consideration and the school may settle the account for an amount which is less than that called for by the school's established policy.

TEXTBOOK AND EQUIPMENT RETURN/REFUND POLICY

A student who was charged for and paid for textbooks, uniforms, or equipment may return the unmarked and unopened textbooks, unworn uniforms, or new equipment within 30 days following the date of the student's cancellation, termination, or withdrawal. The school shall then refund the charges paid by the student. Uniforms that have been worn cannot be returned because of health and sanitary reasons. If the student fails to return unmarked textbooks, unworn uniforms or new equipment within 30 days, the school 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.

EFFECTS OF LEAVES OF ABSENCE ON REFUNDS

If a student does not return from an approved leave of absence (when applicable) on the date indicated on the written request, monies will be refunded. The refund calculation will be based on the student's last date of attendance. The DOD is the date the student was scheduled to return.

TIMEFRAME WITHIN WHICH INSTITUTION IS TO ISSUE REFUNDS

Refunds will be issued within 30 days of either the date of determination or from the date that the applicant was not accepted by the school, whichever is applicable.

STUDENTS CALLED TO ACTIVE MILITARY DUTY

Newly Admitted Students

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

Continuing Students

Continuing students called to active military duty are entitled to the following:

- If tuition and fees are collected in advance of the withdrawal, a strict institutional pro rata refund of any tuition, fees, or other charges paid by the student for the program and a cancellation of any unpaid tuition, fees, or other charges owed by the student for the portion of the program the student does not complete following withdrawal for active military service ("WZ").

Continuing Modular Diploma Students

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

STUDENT FINANCING OPTIONS

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

Financial Assistance

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

Student Eligibility

To receive financial assistance you must:

1. Usually, have financial need;
2. Be a U.S. citizen or eligible noncitizen;
3. Have a social security number;
4. If male, be registered with the Selective Service (if applicable);
5. If currently attending school, be making Satisfactory Academic Progress;
6. Be enrolled as a regular student in any of the school's eligible programs;
7. Not be in default on any loan made under any title IV program, not have obtained loan amounts that exceed annual or aggregate loan limits made under any title IV loan program, not have property subject to a judgment lien for a debt owed to the United States, and not be liable for a grant or Federal Perkins loan overpayment.;
8. Have a high school diploma or its equivalent or have completed homeschooling at the secondary level as defined by state law.
9. Not be enrolled in either an elementary or secondary school;
10. Satisfy the title IV program specific loan requirements
11. Have not been convicted of an offense under any Federal or State law involving the possession or sale of illegal drugs for conduct that occurred during a period of enrollment for which the student was receiving title IV program funds, unless eligibility has been regained.
12. If previously convicted of, or pled nolo contendere or guilty to, a crime involving fraud in obtaining title IV program funds, has completed repayment of such assistance

Federal Financial Aid Programs

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

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

- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Federal Work Study (FWS)
- Federal Direct Stafford Loan (DL)
- Federal Direct Parent Loan for Undergraduate Students (PLUS)

Alternative Loan Programs

If your primary financing option does not fully cover your program costs, alternative financing options can help bridge that financial gap. Private loan programs are convenient, affordable and easy to use.

- There are alternative loans provided by private lenders.
- The rate may be variable and the loan approved and origination fees may be based on credit
- Repayment terms may vary based on lender programs.
- Student may apply on their own or with a co-borrower.

Please see one of the Student Finance Planners for further information.

FEDERAL WORK STUDY

The Federal Work Study (FWS) Program is a federally subsidized, self-help financial aid program that allows students with financial need to earn FWS funds through employment with authorized FWS employers. FWS encourages students to earn their funds while performing work in community, public interest or student services and work related to their course of study.

FWS jobs may be on or off-campus. Off-campus FWS jobs with federal, state, or local public agencies or private nonprofit organizations must be in the public interest. Off-campus FWS jobs with private, for-profit organizations must be academically relevant to the maximum extent possible. **Please contact your Student Finance representative for more information.**

Requirements for FWS Students

Students must meet all eligibility criteria required for receipt of federal aid, including:

- Maintaining satisfactory academic progress (SAP)
- Maintaining at least half-time enrollment

Additional requirements include:

- Students may hold only one FWS position at any time.
- FWS earnings are not considered income when calculating financial aid (FA) eligibility.
- FWS earnings are taxable income as reported on federal and state tax returns.
- FWS students are paid only for hours actually worked and are not paid for lunch, sick days, or other hours not actually worked.
- Students may not earn FWS funds in excess of their FWS award.
- Students may work no more than 25 hours per calendar week.
- Students are allowed to work during periods of non-attendance (e.g., vacations, breaks, etc.) provided sufficient work-study allocations exist.
- Any student who falsified a time sheet will be referred to the appropriate campus authority for investigation and may be referred to law enforcement authorities.

GRANTS AND SCHOLARSHIPS

Zenith American Dream Scholarship

The Zenith American Dream Scholarship is a multimillion-dollar institutional scholarship program for students who attend an Everest or WyoTech institution. New students who first enroll in an Everest or WyoTech institution on or after August 24, 2015 and were referred by a leader in the local community are eligible to apply for the Zenith American Dream Scholarship of \$5,000 per academic year.

To be eligible a student must:

- Obtain a written reference from a leader in the student's community
- Complete an essay or video answering the question "How will Everest (or WyoTech) Help Me Fulfill My American Dream" – see guidelines
- Meet application guidelines and deadlines

The Zenith American Dream Scholarship may be used in order to cover the direct cost of attendance for the program in which the student is enrolled (tuition, books and fees).

Scholarship winners

The Zenith American Dream Scholarship winners will be selected based on quality of the recommendation, originality, creativity, adherence to the theme and overall quality of the essay submission as noted below. Scholarships will be awarded based on selection criteria outlined in the guidelines on a monthly basis. Student scholarship winners will be notified within 45 days of the scholarship application submission date by the Campus Director or other campus official.

Selection criteria will include:

- Written reference from a leader in the community
 - Examples of leaders of the community include but are not limited to: coaches, teachers, principals, counselors, advisors, pastors, doctors, employers, support service professionals, law enforcement officer etc.
- Review of the Written or Video Essay submitted
 - Logical interpretation of the subject and adherence to topic
 - Originality, Innovation and Creativity
 - Adherence to overall guidelines and deadlines applicable

Obtaining scholarship funds

The scholarship will be credited on a student's account upon award of the scholarship. The scholarship is non-transferable and cannot be exchanged for cash. The scholarship can only be used to reduce the institutional direct cost of the program (tuition, books and fees) and cannot be utilized for indirect costs or living expenses.

Renewing the scholarship

Students may be eligible to retain the scholarship award in subsequent academic years. In order to remain eligible the student must maintain satisfactory progress and a grade point average of 2.0 or above.

Zenith Student Grant

The Zenith Student Grant is a multimillion-dollar institutional grant program awarded on an annual basis to students of Everest and WyoTech schools owned by Zenith Education Group who demonstrate financial need. This institutional grant is available for new and continuing students enrolled on or after July 25, 2016 for current and future academic periods. The amount and source of the grant, which can be up to \$10,000 per academic year, may vary by student based on the demonstrated financial assistance needed, and institutional grant funding availability.

The grant may be used to cover any confirmed remaining unmet financial need once Title IV and all other available funding sources have been exhausted up to the direct cost of attendance for the program in which the student is enrolled. Successful and unsuccessful applicants will be notified within 45 days of the grant application submission date by the Campus Director or other campus official.

Eligibility

To be eligible, the student must:

- Apply each academic year
- Meet all application deadlines
- Maintain satisfactory academic progress throughout his/her course of study
- Be eligible to receive federal Title IV financial aid.

Obtaining grant funds

The grant will automatically be credited to your account upon completion of the financial aid application processes and award confirmation. The grant is non-transferable and cannot be exchanged for cash.

Renewing the grant

Students must reapply each academic year by the institutional deadline and meet eligibility requirements in order to be considered for the Zenith Education Grant. The grant amount may change each year based on the student's:

- Determined financial need
 - Enrollment
- Timeliness of his/her financial aid application

Workforce Scholarships and Grants, Including Youth, Adult and Displaced Workers

This campus is recognized by many public and non-profit organizations as an approved institution to support state and local workforce education and employment initiatives. As educational benefit programs become available, the campuses seek eligibility with the funding organizations. Therefore, if you are unemployed, under employed, or otherwise eligible youth or adult, you may qualify for various workforce educational benefit programs. Eligibility criteria for workforce educational assistance and benefits available vary by state, community and school, so check with the funding organization to see whether you qualify.

Military Scholarships

Military Scholarship: Military personnel serving in components of the Armed Forces, which include the US Army, Navy, Marines, Air Force, Activated Guard/Reserve and US Coast Guard, Military spouses of active military personnel serving in components of the Armed Forces, which include the US Army, Navy, Marines, Air Force, Guard/Reserve and US Coast Guard, and Veterans using VA Education Benefits are eligible to apply for the Military Scholarship. Additionally, dependents using VA Education Benefits are eligible to apply for the Military Scholarship.

The scholarship includes a quarterly tuition stipend applied as a credit to the student's account. Scholarship funds are set at the beginning of each fiscal year and are awarded on a continuing basis until funds for the fiscal year are depleted. Scholarship awards may not exceed 50% of tuition charged for the term. The scholarship is non-transferable and non-substitutable and cannot be combined with any other program. The scholarship or program with the greatest benefit to the student will be applied.

Eligibility: Applicants must meet entrance requirements for program of study. Applicants must be a US military service member, or a dependent or spouse of a US military service member, and provide proof by submitting a copy of official military documentation prior to the start of the term. Documents include valid military ID card, Leave and Earnings Statement, DD214, etc. The scholarship may be renewed from quarter-to-quarter so long as the recipient remains enrolled, maintains satisfactory academic progress, and maintains a 2.50 cumulative grade point average.

Payment Schedule:

| Member Status | Military Scholarship Amount |
|---|---------------------------------|
| US Military Service Member (All Programs) - Army, Navy, Air Force, Marines, Coast Guard, Activated National Guard, and Reservists | 50% Military Scholarship |
| Military Spouse - spouses of active duty military personnel serving in components of the Armed Forces, which include the US Army, Navy, Marines, Air Force, and US Coast Guard | 10% Military Scholarship |
| Veteran - veteran using VA education benefits | 10% Military Scholarship |
| Military Dependents - using VA education benefits | 10% Military Scholarship |

Veteran's Assistance Programs

For information about U.S. Department of Veterans Affairs (VA) education benefits for veterans and their families, call (888)-GI-BILL-1 (888-442-4551) or visit www.gibill.va.gov. Each of the major benefits programs is described in detail in its own section of the VA's site.

- The Montgomery GI Bill–Active Duty:
http://www.gibill.va.gov/pamphlets/ch30/ch30_pamphlet.pdf
- The Montgomery GI Bill–Selected Reserve:
http://www.gibill.va.gov/pamphlets/ch1606/ch1606_pamphlet.pdf
- Dependents' Educational Assistance Program (DEA):
http://www.gibill.va.gov/pamphlets/ch35/ch35_pamphlet.pdf
- Veterans' Educational Assistance Program (VEAP):
http://www.gibill.va.gov/pamphlets/ch32/ch32_pamphlet.pdf
- Reserve Educational Assistance Program (REAP):
http://www.gibill.va.gov/pamphlets/ch1607ch1607_pamphlet.pdf
- The Post-9/11 GI Bill:
http://www.gibill.va.gov/pamphlets/ch33/ch33_pamphlet.pdf
- U.S. Army:

- <http://www.goarmy.com/benefits/education.jsp>
- U.S. Navy:
<http://www.navy.com/navy/joining/education-opportunities.html>
- U.S. Air Force:
<http://www.airforce.com/opportunities/enlisted/education> or www.airforce.com/opportunities/officer/education
- Marine Corps:
http://www.marines.com/main/index/quality_citizens/benefit_of_services/education

ADMINISTRATIVE POLICIES

STATEMENT OF NON-DISCRIMINATION

Everest does not and will not discriminate on the basis of race, color, religion, age, disability, sex, pregnancy (including childbirth, false pregnancy, termination of pregnancy, and recovery therefrom), sexual orientation, national origin, citizenship status, gender identity or status, veteran status, actual or potential parental, family or marital status in the administration of its educational and admissions policies, scholarship and loan programs, or other school-administered programs. For information on discrimination-related grievances, please see the Discrimination Grievance Procedures section.

CIVIL RIGHTS COMPLIANCE

Everest complies with federal laws including Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, Title IX of the Educational Amendments of 1972, the Age Discrimination Act of 1975, and Title VI of the Civil Rights Act of 1964, all as amended from time to time. The Campus Director has been designated as the Civil Rights Coordinator and will coordinate the efforts of Everest to comply with all relevant civil rights laws. Inquiries should be directed to this person at the campus contact information located in this catalog.

DISABILITY ACCOMMODATION PROCEDURE

Everest's disability accommodation procedure is a collaborative and interactive process between the student and the Civil Rights Coordinator. The student will meet with the Civil Rights Coordinator on campus to request and submit an Accommodation Request form and discuss disability related needs. The Civil Rights Coordinator is available to the student to assist with questions and provide assistance in filling out the Accommodations Request form. The student will provide a completed Accommodations Request form and documentation of their medical condition to the Civil Rights Coordinator for review. The documentation of a medical condition may be from a licensed medical doctor, psychologist, audiologist, speech pathologist, registered nurse, licensed clinical social worker, marriage and family therapist, rehabilitation counselor, physical therapist, learning disability specialist, or other appropriate health professional. This documentation should verify the medical condition and suggest appropriate accommodations for the student. Once the student has self-disclosed a disability and it has been verified and appropriate accommodation(s) suggested the Campus Director (the Civil Rights Coordinator) will work with the student to determine how the accommodation(s) can be provided. The accommodation(s) will depend on the needs of the particular student and the accommodation(s) suggested or recommended, and can include but are not limited to the following examples: extended time on exams, quiet environment for testing, a reader for exams, oral exams, note taker/faculty notes, Ebooks/Software reader, and ASL interpreter.

If the request for an accommodation is denied, the student is informed of their right to appeal the decision and the necessary steps to file an appeal. To file an appeal the student should supply documentation and/or other evidence to substantiate the need for the denied accommodation(s). The evidence is submitted to the Civil Rights Coordinator with a new accommodation form marked appeal.

DISCRIMINATION GRIEVANCE PROCEDURES

A student initiates the Discrimination Grievance Procedure by contacting the Civil Rights Coordinator for all disability-related complaints and all other complaints alleging discrimination carried out by employees, other students, or third parties. The Civil Rights Coordinator and Campus Director can be reached at the campus contact information located in this catalog. A student's participation in any informal resolution procedures is voluntary and he/she may pursue this formal grievance procedure at any time. The Civil Rights Coordinator or Campus Director or his/her designee will explain the complaint procedures and assist the student in filing a complaint. The complaint need only be a written letter containing allegations that specifically identify the discriminatory conduct, the person(s) who did it, and all witnesses the student believes can support the allegations. A complaint should be made as soon as the student believes he/she has been discriminated against, but no later than within 180 days of the date that the alleged discrimination occurred, or the date on which the student could reasonably have learned of the discrimination.

When a complaint is filed, the Civil Rights Coordinator or Campus Director or his/her designee begins an investigation within 14 days. The student, the accused, and any witnesses they identify are interviewed. Any relevant documents identified by these persons are reviewed. Within 45 days of the complaint, the Civil Rights Coordinator or Campus Director or his/her designee will inform the student and accused in writing of sufficient or insufficient evidence to confirm the student's allegations, state the key facts, reasons why that conclusion was reached, and outline any proposed resolution or corrective action if applicable, subject to any applicable privacy constraints. The student is also notified of the right to appeal the investigation conclusion. An appeal must be made in writing to the Director of Academic Services, who may be reached at the Student Help Line number or email address below within 15 days of receiving notice about the investigation conclusion. Within 15 days of receiving the appeal, the Director of Academic Services will review the matter and provide a decision in writing.

Complaints are investigated in a manner that protects the privacy and confidentiality of the parties to the extent possible. No employee or agent of the School may intimidate, threaten, coerce or otherwise discriminate or retaliate

against any individual because he or she has filed a complaint or participated in the complaint resolution process. If a student believes any such retaliation has occurred, a complaint of retaliation should be filed according to the procedure described above. Everest makes every effort to prevent recurrence of any finding of discrimination and corrects any discriminatory effects on the grievant and others, if appropriate.

If the Civil Rights Coordinator or Campus Director is the subject of the grievance, the student should contact the Student Services Manager at the Student Help Line at (800) 874 0255 or via email at StudentServices@zenith.org. The Student Helpline in consultation with the appropriate Academic Services team member(s) will provide guidance to the student for initiating and submitting their grievance in writing to StudentServices@zenith.org.

CODE OF STUDENT CONDUCT

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

To this end, Everest Code of Student Conduct sets forth the standards of behavior expected of students as well as the process that must be followed when a student is accused of violating those standards. Reasonable deviations from the procedures contained herein will not invalidate a decision or proceeding unless, in the sole discretion of the School, the deviation(s) significantly prejudice the student.

The Campus Director (or designee) is responsible for appropriately conducting, recording and enforcing the outcome of all disciplinary matters. In addition the Campus Director is responsible for notifying the student of the alleged violation in writing, any sanction to be imposed, provide the student with available information about the violation, and notify the student of his/her right to appeal.

Conduct Affecting On-Campus Safety

Everest will take all appropriate actions to protect the safety and security of our campus community. Every student has the right to fair and reasonable treatment. No one may be excluded on the basis of disability, race, ethnicity, national origin, creed, gender, age, sexual orientation, economic status, or other protected status. A student whose conduct threatens property or the health/safety of any person may be immediately suspended. Examples of such conduct may include:

- Possessing alcohol or other intoxicants, drugs, firearms or other weapons, explosives, dangerous devices, or dangerous chemicals on school premises
- Theft
- Vandalism or misuse of the school's or another's property
- Harassment or intimidation of others, including bullying or cyberbullying
- Endangering yourself or others, infliction of physical harm
- Any other behavior deemed inappropriate by the school

Conduct Affecting Student Learning

Disciplinary action, including suspension/dismissal, may be initiated against any student based upon reasonable suspicion of involvement to commit any of the following:

- Cheating, plagiarism, fabrication or other forms of academic dishonesty
- Falsifying, or altering documents; misusing documents, funds, or school property
- Disruptive actions, including:
 - Use of cell phones or other electronic devices for voice or text communication in the classroom, unless permitted by the instructor
 - Use of any device to make an audio, video, or photographic record of any person while in class, on campus, at off-campus sponsored activities or events, and housing without that person's prior permission
- Failure to comply with school policies or directives
- Any action that interferes with the learning environment or the rights of others

While students have the right to freedom of expression, including the right to dissent, protest, or articulate exception to the material and assessments offered in any course, this expression cannot interfere with the rights of others, hinder instruction, or disrupt the process of the school. Students have a responsibility to express ideas in a safe and respectful manner.

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

Limitations on Students with Pending Disciplinary Matters

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

- Graduate or participate in graduation ceremonies; or
- Engage in any other school-related activities determined by the school

Additionally, if a student withdraws from school at any point during the disciplinary process, the student is not eligible for readmission or transfer to another campus prior to resolving the outstanding disciplinary issue. Disciplinary matters are addressed in accordance with written policies and procedures and follow accreditor standards and expectations.

Inquiry by the Campus Director

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

Conduct that does not Result in Suspension or Dismissal

If the school determines that the student's behavior may have violated this Code, but does not warrant a suspension or dismissal, the school will promptly provide the student with a written warning. Multiple written warnings may result in a suspension or dismissal.

Conduct Resulting in Suspension or Dismissal

If the school determines that a student's behavior should result in a suspension or dismissal, the school will promptly provide the student with a written notice of:

- The conduct resulting in the suspension or dismissal;
- The specific penalty being imposed;
- The student's right to submit a written appeal within five calendar days following the date of the school's suspension or dismissal determination

ALCOHOL AND SUBSTANCE ABUSE STATEMENT

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

STUDENT USE OF INFORMATION TECHNOLOGY RESOURCES POLICY

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

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

COPYRIGHT POLICY

It is the intention of Everest to strictly enforce a policy of zero tolerance for copyright violations and to comply with all applicable laws and regulations. Any student who engages in the unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, is subject to disciplinary actions by the school, or any applicable actions in conjunction with federal and state law.

SEXUAL HARASSMENT POLICY

Everest is required by Title IX of the Educational Amendments of 1972 and 34 C.F.R. Part Sec. 106.9 not to discriminate on the basis of sex in the educational programs and activities which it operates. Everest strives to provide a safe working and learning environment at all its schools and is committed to creating and sustaining a positive learning environment, free of discrimination, including sexual violence, dating violence, domestic violence and stalking. Such behaviors are prohibited both by law and School policy, and will not be tolerated on any Everest campus. The School will respond promptly to reports of sexual harassment and sexual violence and will take appropriate action to prevent, to correct, and when necessary, to discipline behavior that violates School policy.

Refer to Appendix A for further information.

SANCTIONS

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

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

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

Dismissal – A sanction by which the student is withdrawn from school. Such students may only reapply for admission with the approval of the Campus Director. Students dismissed from the school remain responsible for any outstanding balance owed to the school.

APPEAL PROCESS

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

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

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

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

The Student Conduct Committee shall:

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

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

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

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

RECORDS OF DISCIPLINARY MATTERS

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

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

STUDENT GRIEVANCE PROCEDURE

You may bring a complaint against the School and initiate the School's Internal Dispute Resolution procedure by filing a written complaint with your academic advisor. The academic advisor will attempt to provide a decision or resolution within 15 days. If you are not satisfied with your academic advisor's resolution of your complaint, you may appeal his/her decision to the Campus Director. You may then appeal the President's decision to the Provost of Zenith Education Group. If you are not satisfied with the outcome of the internal dispute procedure, you have the option of submitting your claim to arbitration pursuant to the School's Dispute Resolution Policy that was provided at the time of enrollment. You may also obtain a copy of the Internal Dispute Resolution Policy from your academic advisor. You may also, or alternatively, contact the Student Helpline at any time, at (800) 874-0255 or email at studentservices@zenith.org. A student filing a grievance will not be subject to adverse or unfair actions by any school official as the result of initiating the grievance.

If a student feels that the School has not adequately addressed a complaint or concern, the student may also consider contacting the Accrediting Commission of Career Schools and Colleges. All complaints considered by the Council must be in written form, with permission from the complainant(s) for the Council to forward a copy of the complaint to the school for a response. The complainant(s) will be kept informed as to the status of the complaint as well as the final resolution by the Council. Please direct all inquiries to:

Accrediting Commission of Career Schools and Colleges
2101 Wilson Boulevard, Suite 302
Arlington, Virginia 22201
Phone: (703) 247 4212
Fax: (703) 247-4533
www.accsc.org

Students may also contact and file a complaint with the state's agency and the Ohio Attorney General's Office at the following mailing address:

Ohio State Board of Career Colleges and Schools
30 East Broad Street, Suite 2481
Columbus, Ohio 43215-3414
Phone: (614) 466-2752
Toll Free: (877) 275-4219
Fax: (614) 466-2219
www.bpsr@scr.state.oh.us

Office of Ohio Attorney General
Consumer Protection Section
30 E. Broad St., 14th Floor
Columbus, Ohio 43215
Ph: (614) 466-1305
Toll Free in Ohio: (800) 282-0515
Fax: (866) 268-2279
www.ohioattorneygeneral.gov

DRESS CODE

Students must adhere to the campus dress code standards and are expected to dress in a manner that would not be construed as detrimental to the student body, the educational process or wear any clothing which has expressed or implied offensive symbols or language. Students should always be cognizant of the first impression of proper dress code and grooming, and note that Everest promotes a professional atmosphere. In addition, students may be required to wear uniforms that present a professional appearance.

NOTIFICATION OF RIGHTS UNDER FERPA

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

1. The right to inspect and review the student's education records within 45 days of the day the institution receives a request for access.

A student should submit to the Registrar's Office a written request that identifies the record(s) the student wishes to inspect. The Registrar will make arrangements for access and will notify the student of the time and place where the records may be inspected. If the records are not maintained by the Registrar, the Registrar shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes are inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the institution to amend a record should write to the Registrar, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the institution decides not to amend the record as requested, the institution will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the institution discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The institution discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official typically includes a person employed by the institution in an administrative, supervisory, academic, research or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of the institution who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records, such as an attorney, auditor or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the institution.

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

Everest is committed to the protection of student education information. While Everest does not publish a student directory, from time to time the school publishes communications, such as graduation and honor roll lists, that include Everest-designated directory information. Everest expressly limits its designated directory information to students' names, graduation dates, programs of study, degrees, diplomas, certificates and honors/awards received. A student who wishes not to be included in the campus publications referenced above must obtain an Opt-Out form from the Registrar's Office and submit the completed form to the Registrar.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the institution to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202

STUDENT RECORDS

All student academic records are retained, secured, and disposed of in accordance with local, state, and federal regulations. Everest maintains complete records for each student, including grades, attendance, prior education and training, placement, financial aid and awards received. Student records should be maintained on campus for five years.

TRANSCRIPT AND DIPLOMA RELEASE

Student academic transcripts 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. Students who are current with their financial obligation to the campus, and students who owe the campus an outstanding balance of \$1,500 or less, may obtain an official transcript by submitting a completed Transcript Request Form to the campus Registrar. Students who have outstanding balances above \$1,500 may receive an unofficial copy of their transcript.

Upon graduation, all students who are current with their financial obligation to the campus will receive their diploma.

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, Everest has established policies regarding campus security.

Everest 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.

In emergency situations, students should call 911 for an immediate response from the local law enforcement agency. Thereafter, the crime should be reported to the Campus Director (or designee). In non-emergency situations, the crime should be reported as soon as possible to the Campus Director (or designee) and the local law enforcement agency. All students are encouraged to report all crimes and public safety incidents to the Campus Director (or designee) in a timely manner. The Campus Director (or designee) shall document each incident reported and determine an appropriate response based on the nature of the incident. All victims of crime that occur on campus shall be provided with the opportunity to report the incidents to the local law enforcement authority.

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

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

DRUG-FREE SCHOOLS POLICY

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. Students shall receive a copy of the Drug-Free Schools/Drug-Free Workplace Annual Disclosure upon enrollment, and thereafter no later than January 31st of each calendar year they are enrolled. The information and referral line that directs callers to treatment centers in the local community is available through Student Services.

Everest 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 students suspect someone to be under the influence of any drug or alcohol, they should immediately bring this concern to the attention of the Academic Dean/Director of Education or Campus Director. Students who violate the school's prohibitions against alcohol, controlled substances, and drugs are subject to disciplinary action up to and including dismissal from the school. Information on the disciplinary process may be found in the school catalog. When circumstances warrant, a violation of this policy may also be referred to the appropriate law enforcement authorities.

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

STATISTICAL INFORMATION

Everest is required to report to students the occurrence of various criminal offenses on an annual basis. On or before October 1st of each year, the school will distribute a security report to students containing the required statistical information on campus crimes committed during the previous three years. A copy of this report is available to prospective students upon request.

CAMPUS COMPLETION RATE REPORTS

Under the Student Right to Know Act (20 U.S.C. § 1092(a)), Everest 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)). Everest is required to make this completion or graduation rate data readily available to students approximately 10 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.

STUDENT SERVICES

ORIENTATION

New students participate in an orientation program prior to beginning classes. This program is designed to acquaint students with the policies of the school and introduce them to staff and faculty members who will play an important part in the students' academic progress.

HEALTH SERVICES

Everest does not provide health services.

HOUSING

Everest does not provide on-campus housing; however, it does assist students in locating suitable housing off campus. For a list of available housing, students should contact the Student Services Department.

TUTORING

Tutoring is available to students as needed; a student needing tutoring should talk to their instructor or program director to set it up.

STUDENT ADVISING

Academic advising is coordinated by the Academic Dean/Director of Education and includes satisfactory academic progress and attendance. The Registrar and Academic Program Directors serve as advisors and assist students in course selection and registration, dropping and adding courses, change of major, and meeting graduation requirements.

EVEREST CARE PROGRAM

The Everest CARE Student Assistance Program is a free personal-support program for our students and their families. This program provides enrolled students direct and confidential access to professional counseling. For more information, please visit the website <http://www.everestcares.com> or call (888) 852-6238.

PLACEMENT ASSISTANCE

Everest maintains an active Career Services Office to assist graduates in locating entry-level, educationally related career opportunities. The Career Services Office works directly with business, industry, and advisory board members to assist all students with access to the marketplace. Everest does not, in any way, guarantee employment. It is the goal of the Career Services Office to help all students realize a high degree of personal and professional development and successful employment. Specific information on job opportunities and basic criteria applicable to all students and graduates utilizing placement services is available by contacting the Career Services Office.

PROGRAMS OFFERED

| Program | Credential |
|--------------------------------------|-------------------|
| Dental Assistant | Diploma |
| Medical Assistant | Diploma |
| Medical Insurance Billing and Coding | Diploma |
| Pharmacy Technician | Diploma |

DIPLOMA PROGRAMS



DENTAL ASSISTANT

Diploma Program

33 Weeks – 760 Hours, 48 Credits

V 1.0

The goal of the Dental Assistant program is to provide graduates with the skills and knowledge that will enable them to qualify for entry level positions as dental assistants. Since they are trained in clinical and radiographic procedures, their services are also sought by general dentists, and dental office facilities specializing in pedodontics, orthodontics, endodontics and other specialties, dental schools, dental supply manufacturers, hospital dental departments, dental laboratories and dental insurance companies.

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

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

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

Note: Dental Assistant graduates who have completed 3500 hours as a dental assistant working under a licensed dentist from the state of practice can sit for the Certified Dental Assistant (CDA) exam, under Pathway II through the Dental Assisting National Board (DANB).

| Module Number | Module Title | Total Contact Hours | Quarter Credits |
|------------------------|--|---------------------|-----------------|
| Module A | Dental Office Emergencies and Compliance | 80 | 6.0 |
| Module B | Dental Radiography | 80 | 6.0 |
| Module C | Dental Specialties | 80 | 6.0 |
| Module D | Operator Dentistry | 80 | 6.0 |
| Module E | Laboratory Procedures | 80 | 6.0 |
| Module F | Dental Anatomy and Orthodontics | 80 | 6.0 |
| Module G | Dental Health | 80 | 6.0 |
| Module X | Dental Assistant Externship | 200 | 6.0 |
| Program Totals: | | 760 | 48.0 |

Major Equipment: Air Compressor, Amalgamators, Autoclave, Automatic and Manual Processing Equipment, Dental Unit and Chairs, DXSTR Manikins, Handpieces, Model Trimmers, Model Vibrators, Oral Evacuation Equipment, Ultrasonic Units, X-ray Units, Water Retrieval Manikins

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|--|-----------------------------------|
| <p>Module A – Dental Office Emergencies and Compliance</p> <p>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, protective barrier techniques and handling hazardous chemicals in the dental environment. Students practice step-by-step instrument decontamination and operator disinfection utilizing approved sterilization agents and methods. Methods for taking and recording vital signs and blood pressure are introduced. Students will become certified in CPR for the Healthcare Provider and be instructed on how to manage emergencies that may occur in the dental office. 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. Pharmacology in the dental office is introduced for a basic understanding in this area. Students are also introduced to basic anatomy and tooth morphology. Related spelling and terminology is studied throughout the module. Prerequisite: None. Lecture Hours: 40.0 Lab Hours: 40.0 Outside Hours: 20.0</p> | <p>6.0 Quarter Credits</p> |
|--|-----------------------------------|

Module B – Dental Radiography**6.0 Quarter Credits**

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 radiation safety 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 periapical and bitewing x-rays using the bisecting and parallel techniques and are performed on a patient simulator manikin. Students process film using an automatic processor or digital radiology. Students are also required to mount processed radiographs and to evaluate the diagnostic quality according to established criteria. Students retake non-diagnostic films understanding and following the ALARA concept. Professional responsibilities regarding the state radiation safety certificate are introduced as well as quality assurance and infection control. Occupational Safety and Health Administration (OSHA), standards for infection control, and hazard communication are discussed. Toward the end of the module, students explore front office techniques using the Dentrix software. Related dental terminology is also taught. Prerequisite: None. Lecture Hours: 40.0 Lab Hours: 40.0 Outside Hours: 20.0.

Module C – Dental Specialties**6.0 Quarter Credits**

In this module, students study skills performed by the dental assistant in the specialty areas of Dental Implants, Endodontics, Periodontics, Oral and Maxillofacial Surgery and Pedodontics. Additionally, procedures for the administration of topical and local anesthetics are discussed. Students practice acquired skills on training manikins (Typodonts), passing instruments, setting up the operatories and manipulating materials. Related dental terminology is studied as well as basic anatomy of the head and teeth. Students are introduced to the history and dental profession highlighting dental ethics. Occupational Safety and Health Administration (OSHA), standards for infection control, and hazard communication are discussed. Related spelling and terminology is studied throughout the module. Prerequisite: None. Lecture Hours: 40.0 Lab Hours: 40.0 Outside Hours: 20.0.

Module D – Operatory Dentistry**6.0 Quarter Credits**

This module introduces students to chair-side assisting duties and techniques practiced in general dentistry with emphasis on 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, liners, bases and other bonding systems are presented. Students practice required procedures such as placement, wedging and removal of Tofflemire retainers and other matrices. Procedures to include placement of cement bases and liners, and placement of temporary sedative dressing on Typodont manikins are also practiced. Students are introduced to basic anatomy of the head and teeth. Occupational Safety and Health Administration (OSHA), standards for infection control, and hazard communication are discussed. Related spelling and terminology is studied throughout the module. Prerequisite: None. Lecture Hours: 40.0 Lab Hours: 40.0 Outside Hours: 20.0.

Module E – Laboratory Procedures**6.0 Quarter Credits**

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 will learn the various dental cements used for prosthodontics and their proper manipulation techniques. Students are introduced to the various types of mouth guards such as night-guards, sports guards and bleaching trays. Laboratory safety and infection control are presented. Students learn Occupational Safety and Health Administration (OSHA), standards for infection control, and hazard communication. Students are introduced to front office procedures utilizing related front office software. Related dental terminology is studied. Prerequisite: None. Lecture Hours: 40.0 Lab Hours: 40.0 Outside Hours: 20.0.

Module F – Dental Anatomy and Orthodontics**6.0 Quarter Credits**

This module focuses on orthodontics as a specialty as well as dental anatomy and general human anatomy. 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. HIPAA regulations are introduced with emphasis on protection of patient's privacy and how dental health professionals must follow these regulations. Students also discuss job readiness and explore marketing themselves for future employment. Students learn Occupational Safety and Health Administration (OSHA), standards for infection control, and hazard communication. Related spelling and terminology is studied throughout the module. Prerequisite: None. Lecture Hours: 40.0 Lab Hours: 40.0 Outside Hours: 20.0.

Module G – Dental Health**6.0 Quarter Credits**

In this module the specialty area of periodontics are studied with an emphasis in preventive dentistry and nutrition. Students will receive a foundational understanding of dental caries. Related areas of dental sealants and fluorides are presented. Coronal polish theory and procedures are taught and practiced on manikins. Pit and fissure sealants theory and procedures are taught and practiced on typodonts. Students are introduced to basic anatomy of the head and teeth. Students are introduced to oral pathology which includes oral cancers and various oral lesions. HIV/AIDS is covered with an emphasis on understanding the causes, modes of transmission, and the practice of universal standard precautions. Students learn Occupational Safety and Health Administration (OSHA), standards for infection control, and hazard communication. Related spelling and terminology is studied throughout the module. Prerequisite: None. Lecture Hours: 40.0 Lab Hours: 40.0 Outside Hours: 20.0.

Module X – Dental Assisting Externship**6.0 Quarter Credits**

This module is 200 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: 200.0.



MEDICAL ASSISTANT
Diploma Program
 41 Weeks – 920 Hours, 60 Credits

V 2.0

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

The goal of the Medical Assistant diploma program is to prepare competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains required and necessary to prepare them for entry level positions such as clinical or administrative assistant, medical receptionist, and medical insurance biller. Students study the structure and function of the major body systems in conjunction with medical terminology, diagnostic and therapeutic procedures, computer skills, administrative processes, bookkeeping and accounting practices, and the processing of medical insurance forms and claims.

Note: Graduates from a Medical Assistant program that is accredited by either ABHES (Accrediting Bureau of Health Education Schools) or CAAHEP/MAERB (Commission on Accreditation of Allied Health Education Programs/Medical Assisting Education Review Board) are immediately eligible to sit for the RMA Exam (Registered Medical Assistant), CMA Exam (Certified Medical Assistant), NCMA Exam (National Certified Medical Assistant) and CCMA Exam (Certified Clinical Medical Assistant) exams. Candidates who pass the exam are considered Registered Medical Assistants (RMA), Certified Medical Assistants (CMA), National Certified Medical Assistants (NCMA), or Certified Clinical Medical Assistants (CCMA) depending on which certification exam they take.

Graduates of campuses where the Medical Assistant program is not accredited by either ABHES or CAAHEP/MAERB, but are institutionally accredited are immediately eligible to sit for the RMA Exam (Registered Medical Assistant), NCMA Exam (National Certified Medical Assistant) and CCMA Exam (Certified Clinical Medical Assistant) exams.

| Course Number | Course Title | Credit Hours | Quarter Credit Units |
|------------------------|--|--------------|----------------------|
| Module MAINTRO | Introduction to Medical Assisting | 80 | 6.0 |
| Module A | Integumentary, Sensory and Nervous Systems, Patient Care and Communication | 80 | 6.0 |
| Module B | Muscular System, Infection Control, Minor Office Surgery and Pharmacology | 80 | 6.0 |
| Module C | Digestive System, Nutrition, Financial Management, and First Aid | 80 | 6.0 |
| Module D | Cardiopulmonary Systems, Vital Signs and Electrocardiography and CPR | 80 | 6.0 |
| Module E | Urinary, Blood, Lymphatic and Immune Systems and Laboratory Procedures | 80 | 6.0 |
| Module F | Endocrine, Skeletal and Reproductive Systems, Pediatrics and Geriatrics | 80 | 6.0 |
| Module G | Medical Law and Ethics, Psychology and Therapeutic Procedures | 80 | 6.0 |
| Module H | Health Insurance Basics, Claims Processing, and Computerized Billing | 80 | 6.0 |
| Module X | Medical Assistant Externship | 200 | 6.0 |
| Program Totals: | | 920 | 60.0 |

Major Equipment: Actar D-fib CPR Trainer, Deluxe Nurse Training Baby, Male & Female, Intramuscular Injection Simulator, Heart Cutaway Model, Mr. Plain Skeleton, Reinforced Support, HeartStart AED Trainer FR2, Autoclave w/o Auto Door, Blood Pressure System, Macro w/ Wall Board, Blood Pressure Unit Standard Adult DLX, Exam Table Top, Shadow Grey, Hydrocollator, IV Pole Mobile 2 hooks with 4 caster base

Module MAINTRO - Introduction to Medical Assisting **6.0 Quarter Credits**

Module MAINTRO introduces students to the medical assisting profession, medical terminology, interpersonal skills, study techniques, and basic clinical skills. Students are introduced to the rules needed to build, spell, and pronounce health care terms, basic prefixes, suffixes, word roots, combining forms, and terms associated with body structure and directional terminology. Students study the professional qualities and professional personal appearance of a medical assistant. They learn about the administrative and clinical duties performed by a medical assistant. Additionally, students study the purpose of accreditation and the significance of becoming credentialed professional. Students also study the importance of interpersonal skills and the application of these skills with patients and fellow employees. Students will gain knowledge of basic medical insurance billing, coding concepts, and the use of coding reference books. Students are introduced to the basic clinical skills of obtaining vital signs, drawing and processing blood samples, and preparing and administering injections—procedures that they will continue to practice throughout the remaining modules. Students learn how to use knowledge of multiple intelligences to enhance studying and learning and how to make their personality type work for them. Successful note-taking and listening skills are reviewed, as well as techniques for remembering. Students also gain knowledge of test-taking strategies, including methods that can be used for reducing test anxiety. Out-of-class activities will be assigned and assessed as part of this module. Lecture Hours: 40 Lab Hours: 40 Prerequisite: None

Module A - Integumentary, Sensory and Nervous Systems, Patient Care and Communication **6.0 Quarter Credits**

Module A emphasizes patient care, including physical examinations and procedures related to the eyes and ears, and the integumentary system. Students will have an opportunity to perform front office skills related to records management, appointment scheduling, telephone screening, and processing mail. Students gain skills in communication (verbal and nonverbal) when working with patients both on the phone and in person. Students develop working knowledge of basic anatomy and physiology of the special senses (eyes and ears), and integumentary system, common diseases and disorders, and medical terminology related to these systems. Students will transfer patients from a wheelchair, measure weight and height, perform eye screening tests, check vital signs, obtain blood samples, and prepare and administer injections. Students practice using an electronic health record. Students learn how to prepare an attractive business letter, along with demonstrating increasing speed and accuracy on the computer keyboard. Students build on their keyboarding and word processing skills related to word processing and spreadsheet programs, with acceptable progress through the identified text(s). Out-of-class activities will be assigned and assessed as part of this module. Lecture Hours: 40 Clinical Lab Hours: 40 Outside Hours: 20 Prerequisite: HCIN

Module B – Muscular System, Infection Control, Minor Office Surgery and Pharmacology **6.0 Quarter Credits**

Module B stresses the importance of asepsis and sterile technique in today's health care environment. Students learn the procedures for disinfecting and sterilizing medical office equipment, along with minor surgical procedures and wound care. Students learn how to calculate medication dosages and the principles and various methods of administering medication. Basic pharmacology concepts and terminology are studied, along with the uses, classification and effect of common medications and related federal regulations. Students gain knowledge of basic anatomy and physiology of the muscular system, common diseases and disorders, and medical terminology related to this system. Students check vital signs, obtain blood samples, and prepare and administer injections. Also introduced are strategies for setting and accomplishing personal goals, along with how to succeed in accomplishing these goals. Students will practice using an electronic health record. Students demonstrate increasing speed and accuracy on the computer keyboard. Students build on their keyboarding and word processing skills related to word processing and spreadsheet programs, with acceptable progress through the identified text(s). Out-of-class activities will be assigned and assessed as part of this module. Lecture Hours: 40 Clinical Lab Hours: 40 Outside Hours: 20 Prerequisite: HCIN

Module C - Digestive System, Nutrition, Financial Management, and First Aid **6.0 Quarter Credits**

Module C introduces students to the health care environment, office emergencies, and first aid. Students will discuss types of disasters and the medical assistant's role in emergency preparedness and assisting during and after a disaster. Students learn bookkeeping procedures, accounts receivable and payable, financial management, banking, and check-writing procedures essential to the successful operation of the medical office. Students develop working knowledge of good health, nutrition, weight control, and strategies in promoting good health in patients. They acquire knowledge of basic anatomy and physiology, common diseases and disorders, and medical terminology of the digestive system. Students check vital signs, obtain blood samples, and prepare and administer injections. They are introduced to strategies for building active reading and comprehension skills, along with techniques for managing time. Students demonstrate increasing speed and accuracy on the computer keyboard. Students build on their keyboarding and word processing skills related to word processing and spreadsheet programs, with acceptable progress through the identified text(s). Out-of-class activities will be assigned and

assessed as part of this module. Lecture Hours: 40 Clinical Lab Hours: 40 Outside Hours: 20 Prerequisite: HCIN

Module D - Cardiopulmonary Systems, Vital Signs, Electrocardiography and CPR 6.0 Quarter Credits

Module D examines the circulatory and respiratory systems, including the structure and function of the heart and lungs, along with diseases, disorders, diagnostic tests, anatomy and physiology, and medical terminology associated with these systems. Students apply knowledge of the electrical pathways of the heart muscle in preparation for applying electrocardiography leads and recording a 12-lead electrocardiogram (ECG). Students check vital signs and differentiate between normal values for pediatric and adult patients. Students obtain blood samples and prepare and administer injections. Students will discuss how to apply critical and creative thinking skills to analyzing and problem solving in the workplace and everyday life. Students will practice using an electronic health record. Students demonstrate increasing speed and accuracy on the computer keyboard. Students build on their keyboarding and word processing skills related to word processing and spreadsheet programs, with acceptable progress through the identified text(s). Out-of-class activities will be assigned and assessed as part of this module. Lecture Hours: 40 Clinical Lab Hours: 40 Outside Hours: 20 Prerequisite: HCIN

Module E - Urinary, Blood, Lymphatic, and Immune Systems with Laboratory Procedures 6.0 Quarter Credits

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 working knowledge of radiology and nuclear medicine, in addition to various radiological examinations and patient preparation for these exams. Anatomy and physiology of the urinary system and the body's immunity, including the structure and functions, as well as common diagnostic exams and disorders related to these systems, is presented. Students learn essential medical terminology related to the body systems and topics introduced in the module. Students perform common laboratory tests, check vital signs, and perform selected invasive procedures. Students learn the skills involved in organizing and writing a paper. Students will practice using an electronic health record. Students demonstrate increasing speed and accuracy on the computer keyboard. Students build on their keyboarding and word processing skills related to word processing and spreadsheet programs, with acceptable progress through the identified text(s). Out-of-class activities will be assigned and assessed as part of this module. Lecture Hours: 40 Clinical Lab Hours: 40 Outside Hours: 20 Prerequisite: HCIN

Module F – Endocrine, Skeletal and Reproductive Systems, Pediatrics and Geriatrics 6.0 Quarter Credits

Module F covers anatomy, physiology, and functions of the endocrine and reproductive systems, along with medical terminology associated with these systems. Students learn about child growth and development, including techniques for interacting with children. Technique for obtaining height and weight measurements, administering injections, obtaining urine samples, and checking vital signs in infants and children are discussed. Students also become familiar with human development across the life span. They will discuss normal and abnormal changes that are part of the aging process and the medical assistant's responsibilities related to the older person. Students check vital signs, obtain blood samples, and prepare and administer injections. Students will practice using an electronic health record. Students demonstrate increasing speed and accuracy on the computer keyboard. Students build on their keyboarding and word processing skills related to word processing and spreadsheet programs, with acceptable progress through the identified text(s). Out-of-class activities will be assigned and assessed as part of this module. Lecture Hours: 40 Clinical Lab Hours: 40 Outside Hours: 20 Prerequisite: HCIN

Module G – Medical Law and Ethics, Psychology and Therapeutic Procedures **6.0 Quarter Credits**

Module G covers anatomy, physiology, and functions of the nervous system, along with medical terminology associated with this system. Also introduced are the basic principles of psychology, psychological disorders, diseases, available treatments, and medical terminology related to mental and behavioral health. An introduction to the health care system and the medical office is given. Students learn what it takes to become an office manager and the responsibilities an office manager has to the office, the staff, and the physician. They study how to maintain equipment and inventory. The functions of computers in the medical office are discussed. Students study and practice communication and listening skills. They explore patient expectations, personal boundaries, cultural influences, and how to establish caring relationships. Medical law and ethics in relation to health care are discussed including HIPPA, HITECH, and advance directives. Skills and attitudes necessary for success in the workforce are introduced, along with how to create a résumé, and follow through with the job search. Students learn how to apply heat and cold applications and how to use ambulatory aids. Students will practice using an electronic health record. Students check vital signs, obtain blood samples, and prepare and administer injections. Students demonstrate increasing speed and accuracy on the computer keyboard and build on their keyboarding and word processing skills related to word processing and spreadsheet programs, with acceptable progress through the identified text(s). Out-of-class activities will be assigned and assessed as part of this module. Lecture Hours: 40 Clinical Lab Hours: 40 Outside Hours: 20 Prerequisite: HCIN

Module H – Health Insurance Basics, Claims Processing, and Computerized Insurance Billing **6.0 Quarter Credits**

Module H introduces students to insurance billing and provides an in-depth exposure to diagnostic and procedural coding. Students gain working knowledge of the major medical insurances and claims form processing. They are introduced to types and sources of insurance, health insurance basics, traditional insurance plans, managed care, Medicare, Medicaid, military carriers, and Worker's Compensation and Disability insurance. This module covers the format of the ICD-10-CM manual, the CPT-4 and HCPCS manuals, and their relationship to the process of insurance claims submission. Patient expectations of the medical practice in regard to billing and collections and patient confidentiality are covered. Students gain knowledge of how to enter patient information and schedule appointments into an electronic medical record, along with processing insurance claims both manually and electronically. Students continue to develop basic clinical skills by taking vital signs, obtaining blood samples, and preparing and administering injections. Out-of-class activities will be assigned and assessed as part of this module. Lecture Hours: 40 Clinical Lab Hours: 40 Outside Hours: 20 Prerequisite: HCIN

Module X - Medical Assistant Externship **6.0 Quarter Credits**

Upon successful completion of all modules, medical assisting students participate in a 200-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 Diploma Program externs work under the direct supervision of qualified personnel at the participating externship sites, and under general supervision of the school staff. Supervisory personnel at the site evaluate externs at 100- and 200-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. Lecture Hours: 0 Prerequisite: MAINTRO, Modules A-H Lab Hours: 0 Extern 200



MEDICAL INSURANCE BILLING AND CODING

Diploma Program

33 Weeks – 760 Hours, 48 Credits

V 2

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

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

The Medical Insurance Billing and Coding program is a 760 clock hour/48.0 credit unit course of study, consisting of seven individual learning units, called modules. Students are required to complete all modules, starting with Module MEDINTRO and continuing in any sequence until all seven modules have been completed. After the MEDINTRO Introductory Module is completed, the remaining six modules stand alone as units of study. If students do not complete any portion of one of these modules, the entire module must be repeated. Upon successful completion of all modules, students participate in an externship. This consists of 200 clock hours of hands-on experience working either in a tutorial classroom setting called a practicum or in an outside facility in the field of medical insurance billing and coding.

| Module Number | Module Title | Total Clock Hours | Total Quarter Credits |
|------------------------|---|-------------------|-----------------------|
| MEDINTRO | Introduction to Medical Terminology, Keyboarding, Word Processing, Basic Math, Insurance Coding, and Administrative Duties of Medical Personnel | 80 | 6.0 |
| MIBCL | Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Cardiovascular and Lymphatic Systems | 80 | 6.0 |
| MIBGU | Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Genitourinary System | 80 | 6.0 |
| MIBIE | Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Integumentary and Endocrine Systems, and Pathology | 80 | 6.0 |
| MIBMS | Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Musculoskeletal System | 80 | 6.0 |
| MIBRG | Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Respiratory and Gastrointestinal Systems | 80 | 6.0 |
| MIBSN | Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Sensory and Nervous Systems, and Psychology | 80 | 6.0 |
| MIBPC | MIBP Practicum -OR- | 200 | 6.0 |
| MIBXT | MIBXT Externship | 200 | 6.0 |
| Program Totals: | | 760 | 48.0 |

Major Equipment: Windows 2010, Microsoft Office 2010, ClaimGear v.8.4.0, Devore Electronic Health Record for the Physician's Office with MedTrak Systems, Keyboarding Pro 6, Student Personal Computers (Pentiums with at least 256 MB memory, 8 GB HDD, CD ROM, Mouse), Student SVGA 14" Monitors, Student Printers: Instructor Personal Computer (Pentium with at least 256 MB Memory, 8 GB HDD, CD ROM, Mouse), Instructor Monitor

Module MEDINTRO - Introduction to Medical Terminology, Keyboarding, Word Processing, Basic Math, Insurance Coding, and Administrative Duties of Medical Personnel **6.0 Quarter Credits**

This module presents basic prefixes, suffixes, word roots, combining forms, special endings, plural forms, abbreviations, and symbols. Also covered is medical jurisprudence and medical ethics. Legal aspects of office procedure are covered, including a discussion of various medical/ethical issues in today's medical environment. Students will learn basic computer skills and acquire knowledge of basic medical insurance billing and coding. Students are provided exposure to computer software applications used in the health care environment including basic keyboarding, Word and Excel. In addition, basic guidelines and coding conventions in ICD-9 and CPT are covered with focus on the professional (outpatient) guidelines, as well as an introduction to the use of the coding reference books. Basic math is introduced. Career skills and development of proper study and homework habits are introduced as well as professionalism needed in the healthcare environment. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None Lecture Hours: 40 Lab Hours: 40

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

This module presents a study of basic medical terminology focused on the cardiovascular system, and the lymphatic system. A word-building systems approach is used to learn word parts for constructing or analyzing new terms. Emphasis is placed on spelling, definition, usage, and pronunciation. Abbreviations are introduced as related terms are presented within the module. A study of the human body's diseases and disorders, including signs, symptoms, etiology, diagnosis, and treatment is accomplished following the modular subject areas. Students are provided exposure to computer software applications used in the health care environment including medical billing software, Word and Excel, and electronic health record. The major medical insurances and claims form processing is presented in an ongoing approach to build this skill set. It will include information on national and other common insurance plans as well as claim form completion and ICD and CPT coding. Problem solving and managed care systems will also be discussed. Daily financial practices to include patient fee determining, credit arrangements and bookkeeping and bank-keeping procedures will be discussed. Computer use in the ambulatory environment will also be taught. Basic and advanced guidelines and coding conventions in CPT will be taught with focus on the professional (outpatient) guidelines. The evaluation and management documentation guidelines will be discussed, as well as, the proper use of modifiers. Basic guidelines and coding conventions in ICD-9-CM/ICD-10-CM diagnosis coding and medical necessity with CPT pairing will be stressed, as well as the use of a natural language encoder program. Various aspects of pharmacology will be discussed including a study of the medications prescribed for the treatment of illnesses and diseases within the modular subject area. Included in this are drug actions, and medication uses in relation to body systems and medical terminology. To prepare the student to comprehend the complexity of the health care system and the life cycle of a medical practice, areas that will be discussed include personnel management, compliance, technology, and the many roles of office management. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: HCIN Lecture Hours: 40 Lab Hours: 40

Module MIBGU – Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Genitourinary System **6.0 Quarter Credits**

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

Module MIBIE – Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Integumentary and Endocrine Systems, and Pathology **6.0 Quarter Credits**

This module presents a study of basic medical terminology focused on the integumentary system, the endocrine system, and pathology. A word-building systems approach is used to learn word parts for constructing or analyzing new terms. Emphasis is placed on spelling, definition, usage, and pronunciation. Abbreviations are introduced as related terms are presented within the module. A study of the human body's diseases and disorders, including signs, symptoms, etiology, diagnosis, and treatment, is accomplished following the modular subject areas. Students are provided exposure to computer software applications used in the health care environment, including medical billing software, Word and Excel. The major medical insurances and claims form processing is presented in an ongoing approach to build this skill set. It will include information on national and other common insurance plans as well as claim form completion and ICD and CPT coding. Problem solving and managed care systems will also be discussed. Daily financial practices to include patient fee determining, credit arrangements and bookkeeping and bank-keeping procedures will be discussed. Computer use in the ambulatory environment will also be taught. Basic and advanced guidelines and coding conventions in CPT will be taught with focus on the professional (outpatient) guidelines. The evaluation and management documentation guidelines will be discussed, as well as the proper use of modifiers. Basic guidelines and coding conventions in ICD-9-CM/ICG-10 CM diagnosis coding and medical necessity with CPT pairing will be stressed, as well as the use of a natural language encoder program. Various aspects of pharmacology will be discussed including a study of the medications prescribed for the treatment of illnesses and diseases within the modular subject area. Included in this are drug actions and medication uses in relation to body systems and medical terminology. To prepare the student to comprehend the complexity of the health care system and the life cycle of a medical practice, areas that will be discussed include personnel management, compliance, technology, and the many roles of office management. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: HCIN Lecture Hours: 40 Lab Hours: 40

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

This module presents a study of basic medical terminology focused on the musculoskeletal system. A word-building systems approach is used to learn word parts for constructing or analyzing new terms. Emphasis is placed on spelling, definition, usage, and pronunciation. Abbreviations are introduced as related terms are presented within the module. A study of the human body's diseases and disorders, including signs, symptoms, etiology, diagnosis, and treatment is accomplished following the modular subject areas. Students are provided exposure to computer software applications used in the health care environment including medical billing software, Word and Excel. The major medical insurances and claims form processing is presented in an ongoing approach to build this skill set. It will include information on national and other common insurance plans as well as claim form completion and ICD and CPT coding. Problem solving and managed care systems will also be discussed. Daily financial practices to include patient fee determining, credit arrangements and bookkeeping and bank-keeping procedures will be discussed. Computer use in the ambulatory environment will also be taught. Basic and advanced guidelines and coding conventions in CPT will be taught with focus on the professional (outpatient) guidelines. The evaluation and management documentation guidelines will be discussed, as well as, the proper use of modifiers. Basic guidelines and coding conventions in ICD-9-CM/ICD-10-CM/PCS coding and medical necessity with CPT pairing will be stressed, as well as the use of a natural language encoder program. Various aspects of pharmacology will be discussed including a study of the medications prescribed for the treatment of illnesses and diseases within the modular subject area. Included in this are drug actions, and medication uses in relation to body systems and medical terminology. To prepare the student to comprehend the complexity of the health care system and the life cycle of a medical practice, areas that will be discussed include personnel management, compliance, technology, and the many roles of office management. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: HCIN Lecture Hours: 40 Lab Hours: 40

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

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

will also be taught. Basic and advanced guidelines and coding conventions in CPT will be taught with focus on the professional (outpatient) guidelines. The evaluation and management documentation guidelines will be discussed, as well as, the proper use of modifiers. Basic guidelines and coding conventions in ICD-9-CM/ ICD-10-CM diagnosis coding and medical necessity with CPT pairing will be stressed, as well as the use of a natural language encoder program. Various aspects of pharmacology will be discussed including a study of the medications prescribed for the treatment of illnesses and diseases within the modular subject area. Included in this are drug actions, and medication uses in relation to body systems and medical terminology. To prepare the student to comprehend the complexity of the health care system and the life cycle of a medical practice, areas that will be discussed include personnel management, compliance, technology, and the many roles of office management. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: HCIN Lecture Hours: 40 Lab Hours: 40

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

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

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

Module MIBPC – MIBP Practicum **6.0 Quarter Credits**

Upon successful completion of Modules MIBINTRO, MIBCL, MIBGU, MIBIE, MIBMS, MIBRG, and MIBSN, Medical Insurance Billing and Coding students participate in a 200 hour practicum on-campus. The practicum provides the student an opportunity to apply principles and practices learned in the program and utilize entry-level skills in working with insurance companies and processing claims. Medical insurance billing and coding students work under the direct supervision of the school staff. Students are evaluated by an instructor or Department Chair at 100 and 200 hour intervals. Completed evaluation forms are placed in the students permanent records. Students must successfully complete their practicum experience in order to fulfill requirements for graduation. Prerequisite: Successful completion of Modules MIBINTRO, MIBCL, MIBGU, MIBIE, MIBMS, MIBRG, and MIBSN. Lecture Hours: 0 Lab Hours: 0 Extern Hours: 200

Module MIBXT – MIBXT Externship **6.0 Quarter Credits**

Upon successful completion of Modules MIBINTRO, MIBCL, MIBGU, MIBIE, MIBMS, MIBRG, and MIBSN, medical insurance billing/coding students participate in a 200-hour unpaid 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 100 and 200-hour intervals. Completed evaluation forms are placed in the students' permanent records. Students must successfully complete their externship training in order to fulfill requirements for graduation. Prerequisite: Successful completion of Modules MIBINTRO, MIBCL, MIBGU, MIBIE, MIBMS, MIBRG, and MIBSN. Lecture Hours: 0 Lab Hours: 0 Extern Hours: 200



PHARMACY TECHNICIAN
Diploma Program
 33 Weeks – 760 Hours, 48 Credits

V 1.0

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

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

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

| Module Code | Modular Title | Contact Hours | Quarter Credit Units |
|------------------------|--|---------------|----------------------|
| Module A | Administration of Medications and Pharmacology of the Endocrine/Lymphatic Systems | 80 | 6.0 |
| Module B | Aspects of Retail Pharmacy and Pharmacology of the Nervous System | 80 | 6.0 |
| Module C | History and Ethics of Pharmacy and Pharmacology of the Respiratory, Cardiovascular, Circulatory Systems & Nuclear Oncology Pharmacy Practice | 80 | 6.0 |
| Module D | Infection Control, Medication Errors and Alternative Medicine and Pharmacology of the Integumentary System and Senses | 80 | 6.0 |
| Module E | Administrative Aspects of the Pharmacy Technician & Pharmacology of the G.I. and Muscular System and Skeletal System | 80 | 6.0 |
| Module F | Aspects of Hospital Pharmacy and Pharmacology of the Urinary and Reproductive System | 80 | 6.0 |
| Module G | Home Health Care, Pharmacy Operations and Pharmacology of the Cardiovascular, Circulatory and Skeletal System | 80 | 6.0 |
| Module X | Pharmacy Clinical Externship | 200 | 6.0 |
| Program Totals: | | 760 | 48.0 |

Major Equipment: Skeleton, Head and Torso/removable organs, Computers, Class A prescription balance, Conical graduates, Anatomy and Physiology Charts, Laminar Flow Hood, Counter balance, Cylindrical graduates, Pharmaceutical weights set, Porcelain mortar and pestle, Glass mortar and pestle, Spatulas, X-ray view box, Digital thermometer, Blood pressure training arm, Patient stimulator manikin, Adult IV training Arm Kit

| |
|---|
| <p>Module A - Administration of Medications and Pharmacology of the Endocrine and Lymphatic Systems 6.0 Quarter Credits</p> <p>This module is designed to provide the student with an overall understanding of medication administration, safety and quality assurance. Included in this course is an overview and historical development of pharmacy. Body systems are covered in this module which includes the Endocrine and Lymphatic systems, and medications used to treat conditions of the endocrine system. Repackaging and compounding will be discussed and performed. Included in this course is use of policy and procedure manuals, materials management of pharmaceuticals, the pharmacy formulary system, computer applications in drug-use control, receiving and processing medication orders. Preparation and utilization of patient profiles, handling medications, storage and delivery of drug products, records management and inventory control, and compensation and methods of payment for pharmacy services are discussed. Conversions and calculations used by pharmacy technicians will be discussed along with drug dosages in units and working with compounds, admixtures, and parenteral and IV medications. Hands-on skills in the laboratory practice setting are performed. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None Lecture Hours: 40 Lab Hours: 40</p> |
|---|

| |
|--|
| <p>Module B – Aspects of Retail Pharmacy and Pharmacology of the Nervous System 6 Quarter Credits</p> <p>This module is designed to provide the student with responsibilities of a technician filling prescriptions, including the information required to fill prescription and typing the prescription label. This module also covers how to read a drug label. Medications for the Respiratory and Nervous systems are covered including a study of medications for neurological conditions, mental disorders and a discussion on muscle relaxants. Hands-on skills in the laboratory practice setting are performed. Out-of-class activities will be assigned and assessed as part of this module. Prerequisites: HCIN. Lecture Hours: 40 Lab Hours: 40</p> |
| <p>Module C – History and Ethics of Pharmacy and Pharmacology of the Respiratory System & Nuclear and Oncology Pharmacy Practice 6 Quarter Credits</p> <p>This module is designed to introduce the student to the professional aspects of working in pharmacy technology. Subjects covered include a history of and changing roles of pharmacists and pharmacy technicians. This module covers the Law and Ethics of Pharmacy which includes the Food and Drug Act, the 1970 Comprehensive Drug Abuse Prevention and Control Act, and other modern-day drug legislation. The respiratory, cardiovascular, and circulatory system is discussed along with medications for respiratory tract disorders. Oncology agents are covered in this module along with HIV/AIDS. Calculations and dimensional analysis of drug dosages are covered. Hands-on skills in the laboratory practice setting are performed. Out-of-class activities will be assigned and assessed as part of this module. Prerequisites: HCIN. Lecture Hours: 40 Lab Hours: 40</p> |
| <p>Module D – Infection Control, Medication Errors and Alternative Medicine and Pharmacology of the Integumentary System and Senses 6 Quarter Credits</p> <p>This module infection control, mitigation of medication error and quality assurance practices in the in the pharmacy setting. Over-the-counter medications, vitamins and skin care products are discussed in this module. Medications for the integumentary system are covered. Also covered in this module are medications used for disorders of the eyes and ears. Students also learn about over-the-counter (OTC) alternative medication. Hands-on skills in the laboratory practice setting are performed. Out-of-class activities will be assigned and assessed as part of this module. Prerequisites: HCIN. Lecture Hours: 40 Lab Hours: 40</p> |
| <p>Module E – Administrative Aspects of the Pharmacy Technician & Pharmacology of the G.I. and Muscular and Skeletal System 6 Quarter Credits</p> <p>In this module, emphasis is placed on the role and responsibilities of the pharmacy technician regarding enteral dosages, including using proportion in calculating drug dosages for pediatrics. This module is designed to provide the student with an overall understanding of the administrative aspects and hands-on applications involved in working in a pharmacy. Medications for the G.I. and Musculoskeletal System are covered, along with medications for disorders of the musculoskeletal system. Subjects covered include safety in the workplace, using computers in the pharmacy, communications and interpersonal relations within the pharmacy. Students will learn about migraine headaches, analgesics and drugs for NSAID. Use of computers in the pharmacy practice setting is covered. Hands-on skills in the laboratory practice setting are performed. Out-of-class activities will be assigned and assessed as part of this module. Prerequisites: HCIN. Lecture Hours: 40 Lab Hours: 40</p> |
| <p>Module F - Aspects of Hospital Pharmacy and Pharmacology of the Urinary and Reproductive System 6.0 Quarter Credits</p> <p>This module is designed to provide the student with an overall understanding of anatomy and physiology as it relates to the Urinary and Reproductive Systems. Students will learn common tasks performed by pharmacy technicians in the hospital practice setting, including policies and procedures, responsibilities of the inpatient pharmacy technician, and specific State requirements regulating the use of pharmacy technicians in various States. Students will familiarize themselves with intravenous flow rates of large volume and small volume IV, infusion of IV Piggybacks, and the use of a Heparin lock. Critical Care flow rates and automated medication dispensing systems are discussed and calculated. Hands-on skills in the laboratory practice setting are performed. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None Lecture Hours: 40 Lab Hours: 40</p> |
| <p>Module G - Home Health Care, Pharmacy Operations and Pharmacology of the Cardiovascular, Circulatory and Skeletal System 6.0 Quarter Credits</p> <p>This module is designed to familiarize the student with all aspects of home health care, mail order pharmacy/E-Pharmacy, and long term care pharmacy. Also covered in this module is drug distribution systems utilized in the pharmacy to include pharmacy stocking and billing, inventory and purchasing. This module will provide students with the understanding of the cardiovascular, circulatory and skeletal system and discuss medications for circulatory disorders and medications for the skeletal system. Hands-on skills in the laboratory practice setting are performed. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None Lecture Hours: 40 Lab Hours: 40</p> |

Module X - Clinical Externship**6.0 Quarter Credits**

This 200-hour module is designed to provide the student with supervised, practical hands-on and observational experiences in the working pharmacy. Students will be expected to gain experiences in either a hospital pharmacy or a community (retail) pharmacy. Students will gain exposure to "on-the-job" experiences and training in the pharmacy setting and practice of skills, gaining experiences in all aspects of drug preparation, and distribution utilized by participating sites. Prerequisite: Completion of Didactic Program - Student must complete all modules prior to externship placement Lecture Hours: 0 Lab Hours: 0 Other Hours: 200

ZENITH EDUCATION GROUP

| The following schools are owned by Zenith Education Group: | |
|--|---|
| Everest College <ul style="list-style-type: none">• Arlington (Mid Cities), TX• Atlanta West, GA• Chesapeake, VA• Colorado Springs, CO• Everett, WA• Fort Worth South, TX• Henderson, NV• Springfield, MO• Tacoma, WA• Thornton, CO• Woodbridge, VA | Everest Institute <ul style="list-style-type: none">• Austin, TX• Gahanna, OH• Houston (Bissonnet), TX• Houston (Hobby), TX• Norcross, GA• San Antonio, TX• Southfield, MI• South Plainfield, NJ• Tigard, OR |
| Everest University <ul style="list-style-type: none">• Tampa, FL• Largo, FL• Orange Park, FL• South Orlando, FL | WyoTech <ul style="list-style-type: none">• Blairsville, PA• Daytona Beach, FL• Laramie, WY |

STATEMENT OF OWNERSHIP

This campus is owned and operated by Zenith Education Group, Inc. (Zenith), a Delaware nonprofit corporation. Zenith's sole member is ECMC Group, Inc., a Delaware nonprofit corporation. Corporate offices for Zenith and ECMC Group are located at:

1 Imation Place
Building 2
Oakdale, MN 55128

| ECMC Group | |
|------------------------|---|
| Directors | Officers |
| John DePodesta, Chair | David Hawn, President and CEO |
| Gary Cook | Greg Van Guilder, Chief Financial Officer and Treasurer |
| Roberta Cooper Ramo | Dan Fisher, General Counsel and Corporate Secretary |
| David Hawn | |
| I. King Jordan | |
| James McKeon | |
| Jack O'Connell | |
| Maurice Salter | |
| Zenith Education Group | |
| Directors | Officers |
| John DePodesta, Chair | David Hawn, President |
| Gary Cook | Greg Van Guilder, Treasurer |
| Roberta Cooper Ramo | Dan Fisher, Secretary |
| David Hawn | Dr. Mary Ostrye, Provost |
| I. King Jordan | |
| James McKeon | |
| Jack O'Connell | |
| Maurice Salter | |

ADMINISTRATION

| Administration | |
|-------------------|---------------------------------|
| Diana Rankin | Campus Director & Academic Dean |
| Christine West | Enrollment Manager |
| William Carpenter | Manager of Career Services |

CATALOG SUPPLEMENT

See the catalog supplement for information related to the faculty listing.

TUITION AND FEES

| Program | Program Length | Credit Units | Textbooks and Equipment (Estimated) | Tuition | Period 1 | Period 2 | Period 3 | Period 4 |
|---|----------------|--------------|-------------------------------------|----------|------------|------------|------------|------------|
| Dental Assistant | 33 weeks | 48 | \$1,048 | \$13,859 | \$5,044.68 | \$5,044.68 | \$3,769.64 | N/A |
| Medical Assistant | 41 weeks | 60 | \$2,295 | \$15,450 | \$4520.74 | \$4520.74 | \$4520.74 | \$1,887.78 |
| Medical Insurance Billing and Coding | 33 weeks | 48 | \$2,154 | \$13,859 | \$5,044.68 | \$5,044.68 | \$3,769.64 | N/A |
| Pharmacy Technician | 33 weeks | 48 | \$1,073 | \$13,859 | \$5,044.68 | \$5,044.68 | \$3,769.64 | N/A |
| Tuition effective February 8, 2016 Book Price effective July 1, 2016 | | | | | | | | |

Estimated Local transportation costs for student driving to classes can be up to about \$40-\$50 per week. (\$.55 x about 81 miles per week) Transportation costs for students using public transportation will vary by location and type.

All students enrolled or enrolling in a degree program with an academic year start date of February 2, 2016 or later will be assessed a technology fee of \$150.00 per academic year. All new students enrolling in a diploma program will be assessed a lab fee of \$150.00 per academic year. Academic years consisting of externship hours only will not be assessed the \$150 lab fee.

The tuition table only applies to:

1. **New enrolling students.** A new student is defined as a student who has never attended a Zenith Education Group school or has graduated and enrolled in a new program; or
2. **Re-entering students who have withdrawn and are re-entering greater than 180 days from their withdrawal date** (The withdrawal time period is calculated from the student's withdrawal date to the new module or term start date.); or
3. **Re-entering degree students who are re-entering within 180 days**

For re-entering diploma students who have withdrawn and are re-entering within 180 days, the following tuition charges apply:

Same Program (Same / New Program Version):

Will be charged tuition at the original tuition rate reflected on the original enrollment agreement less the amount charged on the prior period of enrollment (Charges plus or minus any tuition adjustments).

Same Program (New Program Version of Different Credits / Length of Program):

Will be charged tuition at the current catalog rate for the program of enrollment less the amount charged on the prior period of enrollment (Charges plus or minus any tuition adjustments).

Different / New Program (Program Change)

Will be charged tuition at the current catalog rate for the program of enrollment. A tuition credit will be determined for the student's prior period of enrollment

CALENDARS

| Dental Assistant, Medical Assistant, Medical Insurance Billing and Coding and Pharmacy Technician All Mod Shifts 2016 - 2017 | |
|--|-----------|
| Start Dates | End Dates |
| 5/26/2016 | 6/23/2016 |
| 6/27/2016 | 7/25/2016 |
| 8/8/2016 | 9/2/2016 |
| 9/6/2016 | 9/30/2016 |
| 10/10/2016 | 11/4/2016 |
| 11/7/2016 | 12/2/2016 |
| 12/5/2016 | 1/6/2017 |
| 1/9/2017 | 2/3/2017 |
| 2/6/2017 | 3/3/2017 |
| 3/6/2017 | 3/31/2017 |
| 4/10/2017 | 5/5/2017 |
| 5/8/2017 | 6/2/2017 |
| 6/5/2017 | 6/30/2017 |
| 7/10/2017 | 8/4/2017 |
| 8/7/2017 | 9/1/2017 |
| 9/5/2017 | 9/29/2017 |
| 10/9/2017 | 11/3/2017 |
| 11/6/2017 | 12/1/2017 |
| 12/4/2017 | 1/5/2018 |

| Holidays/Student Breaks 2016 - 2017 | | |
|--|------------|------------|
| Holidays/Student Breaks | Start Date | End Date |
| Student Break* | 10/1/2016 | 10/9/2016 |
| Thanksgiving Holiday | 11/24/2016 | 11/25/2016 |
| Christmas Break | 12/23/2016 | 1/2/2017 |
| Martin Luther King Day | 1/16/2017 | 1/16/2017 |
| Presidents Day | 2/20/2017 | 2/20/2017 |
| Student Break* | 4/1/2017 | 4/9/2017 |
| Memorial Day | 5/29/2017 | 5/29/2017 |
| Student Break* | 7/1/2017 | 7/9/2017 |
| Student Break* | 9/30/2017 | 10/8/2017 |
| Thanksgiving Holiday | 11/23/2017 | 11/24/2017 |
| Christmas Break | 12/25/2017 | 1/1/2018 |
| *Catalog only | | |

OPERATING HOURS

| Office Hours | |
|--------------------------|-------------------|
| Monday - Thursday | 9:00 AM - 7:00 PM |
| Friday | 9:00 AM - 5:00 PM |
| Saturday | Closed |
| Class Hours | |
| MEDICAL CLASSES | |
| Monday - Thursday | |
| 8:00 AM - 1:00 PM | Morning Session |
| 1:00 AM - 6:00 PM | Afternoon |
| 5:30 PM - 10:30PM | Evening |

APPENDIX A

Statement on Sexual Misconduct Response and Prevention

Scope

This policy applies to all members of the campus community and includes, but is not exclusive to, faculty, staff, students, campus visitors, volunteers, vendors, and persons related to, receiving or seeking to receive services from the School, or otherwise pursuing diploma, undergraduate, graduate or refresher studies at the School. It also covers alleged acts of sexual misconduct that adversely affect the campus community, whether those acts occur on or off campus.

Definitions

Campus Security Authority - The Campus Security Authority (CSA) is defined as any individual or an entity to which students and employees should report criminal offenses:

Clery Act - is the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, 20 U.S.C. Section 1092(f); 34 C.F.R. Part 668.46

Consent - Is a freely given agreement to engage in a specific sexual act. While the explicit definition of consent varies by jurisdiction, the following general rules apply when assessing whether consent was given. The lack of explicit refusal does not imply consent. When there is use of threat or force by the accused, the lack of verbal or physical resistance or the submission by the victim does not constitute consent. The manner of dress of the victim at the time of the offense does not constitute consent. Past consent to sexual contact and/or a sexual history with the accused does not imply consent to future sexual contact. A person who initially consents to sexual contact or penetration may withdraw continued consent at any time during the course of that interaction. Intoxication due to use of alcohol or drugs may impair an individual's capacity to consent freely and may render an individual incapable of giving consent.

Domestic Violence – is a felony or misdemeanor crime of violence committed by a current or former spouse or intimate partner of the victim; a person with whom the victim shares a child in common; a person who is cohabitating or has cohabited with the victim as a spouse or intimate partner; a person similarly situated to a spouse of the victim under the jurisdictional domestic or family violence laws; or any other person against a victim who is protected from that person's acts under the jurisdictional domestic or family violence laws.

Dating violence - Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim.

Rape - is defined as sexual intercourse or penetration by a body part or object, through use of coercion or force, with someone who has not given or is incapable of giving consent.

Sexual contact - is the deliberate touching of a person's intimate body parts (including lips, genitalia, groin, breast or buttocks, or clothing covering any of those areas), or using force to cause a person to touch his or her own or another person's intimate body parts.

Sexual assault - is defined as physical contact of a sexual nature against the victim's will or without the victim's consent.

Sexual harassment - is unwelcomed sexual advances, requests for sexual favors or other conduct of a sexual nature. Sexual harassment occurs when a student or colleague is the recipient of conduct of a sexual nature where:

(1) Submission to, or toleration of, such conduct is made either explicitly or implicitly a term or condition of the student's education or colleague's employment; or (2) Submission to or rejection of such conduct by an individual is used as the basis for academic decisions about the student or professional decisions about the colleague; or (3) Such conduct has the purpose or effect of unreasonably interfering with the colleague/student's welfare or professional/academic performance, or creates an intimidating, hostile, offensive or demeaning work/academic environment.

Sexual misconduct - is a broad term encompassing sexual harassment, dating violence, domestic violence, rape, sexual assault, and stalking. Sexual misconduct can occur between strangers or acquaintances, including people involved in an intimate or sexual relationship. Sexual misconduct can be committed by men or by women, and it can occur between people of the same or different sex.

Stalking - is a pattern of behavior directed at a specific person that would cause a reasonable person to feel fear for his/her safety. A person commits stalking by knowingly engaging in a course of conduct directed at a specific person when the person engaging in the conduct knows or should know that this course of conduct would cause a reasonable person to fear for his/her safety or the safety of a third person or suffer other emotional distress.

Code of Student Conduct- standards of behavior expected of all accepted or enrolled students.

Title IX Coordinator - The Title IX Coordinator's purpose is to ensure that an institution maintains an environment for a student that is free from unlawful sex and gender discrimination in all aspects of the educational experience, including academics and extracurricular activities.

Title IX - refers to the U.S. Department of Education regulation that governs the efforts of educational institutions to maintain a campus free from sex and gender discrimination, including investigating and remediating sexual misconduct by students, colleagues, or third parties.

VAWA Incident – an incident in relation to domestic violence, dating violence, and stalking

Reporting of Crimes

In emergency situations, the person reporting the crime should call 9-1-1 for an immediate response from the local law enforcement agency. Thereafter, the crime should be reported to the Campus Security Authority and the appropriate managers indicated on the Emergency Security Escalation Procedures.

In non-emergency situations, the crime should be reported as soon as possible to the Campus Security Authority, the local law enforcement agency and the appropriate management.

All students, employees, and campus guests are encouraged to report all crimes and public safety-related incidents to the Campus Security Authority in a timely manner. The Campus Security Authority shall document each incident reported. All incident reports shall be reviewed by the Campus Director and Corporate Security department, who shall determine an appropriate response based on the nature of the incident.

Bystanders and witnesses are encouraged to not remain silent, and to take an active role in promoting a positive school environment. Bystanders can help in several different ways, particularly in situations involving dating violence, domestic violence, sexual assault, or stalking, including direct intervention, seeking assistance from an authority figure, notifying campus security, or calling state or local law enforcement.

All victims of crime that occur on campus shall be provided with the opportunity to report the incidents to the local law enforcement authority. Zenith Education Group reserves the right to treat an offense as a disciplinary matter whether or not it is reported to the local law enforcement agency.

Options for Reporting and Confidentially Disclosing Sexual Violence

Zenith encourages victims of sexual violence to talk to somebody about what happened, so victims can get the support they need, and so the School can respond appropriately. Different employees on each campus have different abilities to maintain a victim's confidentiality.

- Some may be required to maintain near complete confidentiality; talking to them is sometimes called a "privileged communication." These people would include any Professional or Pastoral Counselors, as described below.
- Some employees are required to report all the details of an incident (including the identities of both the victim and alleged perpetrator) to the Title IX¹ Coordinator. A report to these employees (called "responsible employees") constitutes a report to the School – and generally obligates the School to investigate the incident and take appropriate steps to address the situation. These employees include the Campus Director and the Regional Vice President of Operations.

¹ Title IX of the Education Amendments of 1972 prohibits discrimination based on sex in education programs and activities in federally funded schools at all levels. The Title IX Coordinator's purpose is to ensure that an institution maintains an environment for students that is free from unlawful sex discrimination in all aspects of the educational experience, including academics and extracurricular activities. The Title IX Coordinator for all ZEG institutions is Dr. Robert Boggs or Tinamarie Aguilar, send your concerns to TitleIXquestions@zenith.org. You may also call the Title IX Coordinators directly at 714-825-7385 or 714-825-7249.

This policy is intended to make students aware of the various reporting and confidential disclosure options available to them – so they can make informed choices about where to turn should they become a victim of sexual violence. The School encourages victims to talk to someone identified in one or more of these groups.

The Options

A. Privileged and Confidential Communications

- Professional and Pastoral Counselors Professional, licensed counselors and pastoral counselors who provide mental-health counseling to members of the school community (and including those who act in that role under the supervision of a licensed counselor) are not required to report any information about an incident to the Title IX Coordinator without a victim's permission.

A victim who speaks to a professional counselor or advocate must understand that, if the victim wants to maintain confidentiality, the School will be unable to conduct an investigation into the particular incident or pursue disciplinary action against the alleged perpetrator.

Even so, these counselors and advocates will still assist the victim in receiving other necessary protection and support, such as victim advocacy, academic support or accommodations, disability, health or mental health services, and changes to living, working or course schedules. A victim who at first requests confidentiality may later decide to file a complaint with the School or report the incident to local law enforcement, and thus have the incident fully investigated. These counselors and advocates will provide the victim with assistance if the victim wishes to do so.

NOTE: While these professional counselors and advocates may maintain a victim's confidentiality vis-à-vis the School, they may have reporting or other obligations under state law, such as mandatory reporting to law enforcement in case of minors; imminent harm to self or others; or the requirement to testify if subpoenaed in a criminal case.

ALSO NOTE: If the School determines that the alleged perpetrator(s) pose a serious and immediate threat to the campus community, the CSA may be called upon to issue a timely warning to the community. Any such warning should not include any information that identifies the victim.

B. Reporting to Responsible Employees

A "responsible employee" is a School employee who has the authority to address sexual violence, who has the duty to report incidents of sexual violence or other student misconduct, or who a student could reasonably believe has this authority or duty.

When a victim tells a responsible employee about an incident of sexual violence, the victim has the right to expect the School to take immediate and appropriate steps to investigate what happened and to resolve the matter promptly and equitably.

A responsible employee must report to the Title IX Coordinator and Corporate Security Department all relevant details about the alleged sexual violence shared by the victim and that the School will need to determine what happened – including the names of the victim and alleged perpetrator(s), any witnesses, and any other relevant facts, including the date, time and specific location of the alleged incident.

To the extent possible, information reported to a responsible employee will be shared only with people responsible for handling the School's response to the report. A responsible employee should not share information with law enforcement without the victim's consent or unless the victim has also reported the incident to law enforcement.

The Campus Director is the School's responsible employee.

Before a victim reveals any information to a responsible employee, the employee should ensure that the victim understands the employee's reporting obligations – and, if the victim wants to maintain confidentiality, direct the victim to confidential resources.

If the victim wants to tell the responsible employee what happened but also maintain confidentiality, the employee should tell the victim that the School will consider the request, but cannot guarantee that the School will be able to honor it. In reporting the details of the incident to the Title IX Coordinator and Security department, the responsible employee will also inform the Title IX Coordinator and Security department of the victim's request for confidentiality.

Responsible employees will not pressure a victim to request confidentiality, but will honor and support the victim's wishes, including for the School to fully investigate an incident. By the same token, responsible employees will not pressure a victim to make a full report if the victim is not ready to do so.

Requesting Confidentiality From the School: How the School Will Weigh the Request and Respond

If a victim discloses an incident to a responsible employee but wishes to maintain confidentiality or requests that no investigation into a particular incident be conducted or disciplinary action taken, the School must weigh that request against the School's obligation to provide a safe, non-discriminatory environment for all students, including the victim.

If the School honors the request for confidentiality, a victim must understand that the School's ability to meaningfully investigate the incident and pursue disciplinary action against the alleged perpetrator(s) may be limited.

Although rare, there are times when the School may not be able to honor a victim's request in order to provide a safe, non-discriminatory environment for all students.

The School has designated the Title IX Coordinator to evaluate requests for confidentiality once a responsible employee is on notice of alleged sexual violence.

When weighing a victim's request for confidentiality or that no investigation or discipline be pursued, the Title IX Coordinator will work with the Corporate Security department to consider a range of factors, including the following:

- The increased risk that the alleged perpetrator will commit additional acts of sexual or other violence, such as:
- whether there have been other sexual violence complaints about the same alleged perpetrator;
- whether the alleged perpetrator has a history of arrests or records from a prior school indicating a history of violence;
- whether the alleged perpetrator threatened further sexual violence or other violence against the victim or others;
- whether the sexual violence was committed by multiple perpetrators;
- whether the sexual violence was perpetrated with a weapon;
- whether the victim is a minor;
- whether the School possesses other means to obtain relevant evidence of the sexual violence (e.g., security cameras or personnel, physical evidence);
- whether the victim's report reveals a pattern of perpetration (e.g., via illicit use of drugs or alcohol) at a given location or by a particular group.

The presence of one or more of these factors could lead the School to investigate and, if appropriate, pursue disciplinary action. If none of these factors is present, the School will likely respect the victim's request for confidentiality.

If the School determines that it cannot maintain a victim's confidentiality, the School will inform the victim prior to starting an investigation and will, to the extent possible, only share information with people responsible for handling the School's response.

The School will remain ever mindful of the victim's well-being, and will take ongoing steps to protect the victim from retaliation or harm and work with the victim to create a safety plan. Retaliation against the victim, whether by students or School employees, will not be tolerated. The School will also:

- assist the victim in accessing other available victim advocacy, academic support, counseling, disability, health or mental health services, and legal assistance both on and off campus;
- provide other security and support, which could include issuing a no-contact order, helping arrange a change of living or working arrangements or course schedules (including for the alleged perpetrator pending the outcome of an investigation) or adjustments for assignments or tests; and
- inform the victim of the right to report a crime to campus or local law enforcement – and provide the victim with assistance if the victim wishes to do so.

The School may not require a victim to participate in any investigation or disciplinary proceeding.

Because the School is under a continuing obligation to address the issue of sexual violence campus-wide, reports of sexual violence (including non-identifying reports) will also prompt the School to consider broader remedial action – such as increased monitoring, supervision or security at locations where the reported sexual violence occurred; increasing education and prevention efforts, including to targeted population groups; conducting climate assessments/victimization surveys; and/or revisiting its policies and practices.

If the School determines that it can respect a victim's request for confidentiality, the School will also take immediate action as necessary to protect and assist the victim.

All victims of crime that occur on campus shall be provided with the opportunity to report the incidents to the local law enforcement authority. Zenith reserves the right to treat an offense as a disciplinary matter whether or not it is reported to the local law enforcement agency.

At Zenith schools, the Campus Director shall be the primary Campus Security Authority, and typically designates another campus employee as a CSA Assistant. In the absence of the Campus Director the Regional Vice President of Operations will act as the Campus Security Authority.

All students, employees, and campus guests are encouraged to report all crimes and public safety-related incidents to the Campus Security Authority in a timely manner. The Campus Security Authority shall document each incident reported. All incident reports shall be reviewed by the Campus Director and the Corporate Security Department who shall determine an appropriate response based on the nature of the incident.

Take Back the Night and other public awareness events

Public awareness events such as "Take Back the Night," the Clothesline Project, candlelight vigils, protests, "survivor speak outs" or other forums in which students disclose incidents of sexual violence, are not considered notice to the School or Zenith of sexual violence for purposes of triggering its obligation to investigate any particular incident(s).

Off-campus Counselors and Advocates.

Off-campus counselors, advocates, and health care providers will also generally maintain confidentiality and not share information with the School unless the victim requests the disclosure and signs a consent or waiver form.

NOTE: While these off-campus counselors and advocates may maintain a victim's confidentiality vis-à-vis the School, they may have reporting or other obligations under state law, such as mandatory reporting to law enforcement in case of minors; imminent harm to self or others; or the requirement to testify if subpoenaed in a criminal case.

Campus Security Authority

The Campus Security Authority shall have the authority to ask persons for identification and to determine whether individuals have lawful business at the school. The Campus Security Authority shall cooperate with law enforcement agencies that have jurisdiction over the campus as necessary to ensure campus safety. The Campus Security Authority does not have arrest power. All crime victims and witnesses are strongly encouraged to immediately report alleged crimes to the Campus Security Authority and to the appropriate law enforcement agency, but victims are not required to notify such authorities.

The Campus Security Authority (CSA) is defined as any individual or an entity to which students and employees should report criminal offenses, including:

- A campus police department or a campus security department;
- An individual or individuals who have responsibility for campus security but who do not constitute a campus police department or a campus security department (e.g., an individual who is responsible for monitoring the entrance into institutional property);
- Any individual or organization specified in an institutional statement of campus security policy as an individual or organization to which students and employees should report criminal offences (e.g., Campus Director, etc.);
- An official of who has the authority and the duty to take action or respond to particular issues on behalf of the institution and who has significant responsibility for student and campus activities, including but not limited to, student housing, student discipline and campus judicial proceedings.

Where applicable, the institution shall uphold orders of protection, "no-contact" orders, restraining orders, or similar lawful orders issued by a criminal, civil, or tribunal court.

Sexual Offences² Reporting and Disciplinary Procedures

Sexual offences are a violation of the Code of Student Conduct and the Sexual Harassment Policy as stated in the School catalog. Victim(s) of any sexual offences should immediately seek assistance from local law enforcement authorities, the local rape crisis center, and/or the Campus Security Authority. School personnel shall be available to assist the student in notifying these authorities if the victim chooses, as well as counsel the victim of the importance of preserving evidence for the proof of a criminal offence.

² "Sexual Offences" as defined by the 2013 Violence Against Women Reauthorization Act include: Sexual Assault (Rape, Fondling, Incest, or Statutory Rape), Domestic Violence, Dating Violence, and Stalking.

Disciplinary Action

All allegations of any sexual offences or VAWA Incidents shall be investigated by the appropriate Title IX Coordinator and the Corporate Security Department. Allegations against students shall be investigated pursuant to the Code of Student Conduct.

Disciplinary procedures in cases of alleged sexual offences or VAWA Incidents shall: (1) provide prompt, fair, and impartial investigation and resolution; (2) be conducted by officials who are trained annually on how to investigate and conduct hearings on domestic violence, sexual assault, and stalking; (3) give the accused and the accuser the same opportunities to have an advisor or others (e.g., witness or advocate) present during the proceeding and related meetings; (4) be conducted under a “preponderance of the evidence” standard, and (5) simultaneously notify the accused and accuser of the outcome, appeal procedures, and final results.

Students who are determined to have violated the School’s prohibitions against sexual offences are subject to disciplinary action up to and including dismissal from the School. Detailed information regarding the disciplinary procedure for sexual offences and VAWA Incidents can be found in the Code of Student Conduct. As appropriate, the matter shall be referred to the appropriate law enforcement authorities for investigation and prosecution.

The school shall change a victim’s academic situation after a sex offense or alleged sex offense if those changes are requested by the victim, and are reasonably available. The student may seek assistance in requesting a change from the Campus Security Authority. Changes offered to student victims include the following:

- Transfer into the same program at another Zenith school;
- Transfer into a different academic program at the same school;
- Change in academic schedule;
- Change in externship location/assignment;
- Leave of absence/withdrawal from School; and
- Change in living situation (on campuses that offer housing).

Violence against Women

Zenith is committed to creating and sustaining a positive learning and working environment, free of discrimination, including sexual violence, dating violence, domestic violence and stalking.

Such behaviors are not tolerated on any Zenith campus and are prohibited both by law and School policy. The School will respond promptly to reports of sexual harassment and sexual violence and will take appropriate action to prevent, to correct, and when necessary, to discipline behavior that violates School policy.

Campus Community Safety is Primary

The School’s primary concern is the safety of its campus community members. The use of alcohol or drugs never makes the victim at fault for sexual discrimination, harassment or violence; therefore, victims should not be deterred from reporting incidents of sexual violence out of a concern that they might be disciplined for related violations of drug, alcohol or other School policies. Except in extreme circumstances, victims of sexual violence shall not be subject to discipline for related violations of the Code of Student Conduct.

As required by the 2013 Violence Against Women Reauthorization Act, all Zenith Schools shall include subcategories for all Sexual Offences reported to the Campus Security Authority. Sexual Offences include: Sexual Assault (Rape, Fondling, Incest, or Statutory Rape), Domestic Violence, Dating Violence, and Stalking.

Victim Confidentiality

The School will use its best efforts to ensure that:

- All publicly available safety and security records, reports, and disclosures shall not include any personally identifying information about the victim; and
- It will maintain as confidential any accommodation or protective measures to the victim, to the extent that maintaining such confidentiality would not impair the ability of the institution to provide the accommodation or protective measures.

State-Specific Statements

Virginia

Child Abuse and Neglect Reporting

Individuals 18 years and older who are associated with, employed by or volunteer with a private institution of higher learning are required to report, as soon as possible, but no later than 24 hours after having a suspicion of child abuse or neglect. No report is required if the individual has actual knowledge that the same matter has already been reported to Child Protective Services.

The Department of Social Service's toll-free child abuse and neglect hotline is 1-800-552-7096.

Most States have also enacted requirements for Child Abuse and Neglect Reporting. Information on these requirements is available at: <http://www.ncsl.org/research/human-services/redirect-mandatory-rprtng-of-child-abuse-and-neglect-2013.aspx>

Campuses may print and post informational posters which have been made available by the state. Those posters may be found on the Department of Social Service's website at: <http://www.dss.virginia.gov/family/cps/index2.cgi>.

Pennsylvania

Sexual Offences³ Reporting and Disciplinary Procedures

In addition to the Sexual Offences Reporting and Disciplinary Procedures, schools located in Pennsylvania shall operate in compliance with the Public School Code, "Sexual Violence Education at Institutions of Higher Education" by providing a sexual violence awareness education program which provides:

- A discussion of sexual violence;
- A discussion of consent, including an explanation that the victim is not at fault;
- A discussion of drug and alcohol-facilitated sexual violence;
- Information relating to risk education and personal protection;
- Information on where and how to get assistance, including the importance of medical treatment and evidence collection, and how to report sexual violence to campus authorities and local law enforcement;
- The possibility of pregnancy and sexually transmitted diseases;
- Introduction of members of the educational community from:
 - Campus policy or security and local law enforcement;
 - Campus health center, women's center and rape crisis center;
 - Campus counseling service or any service responsible for psychological counseling and student affairs;
- A promise of discretion and dignity;
- A promise of confidentiality for victims of sexual offences.

The campus is to provide a follow-up program, such as lectures, institutional activities and videos and other educational materials related to sexual violence prevention and awareness for the duration of the school year for new students.

³ "Sexual Offences" as defined by the 2013 Violence Against Women Reauthorization Act include: Sexual Assault (Rape, Fondling, Incest, or Statutory Rape), Domestic Violence, Dating Violence, and Stalking.