Addendum

1. 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.

2. 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.

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 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
Everest Institute
Detroit Campus
2014-2016 catalog, revision date 2/17/16
Addendum

- 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.

**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.

3. **Satisfactory Academic Progress**
   **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.

**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 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.

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.

4. LEAVE OF ABSENCE POLICY
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, 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:
- The courses that the student needs are not available;
- The courses that the student needs are available, but the student declines to take them;
- An externship/internship site is not available for the student;
- A student is unable to pay tuition;
- The student is failing a course(s); or
- 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:
- 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
- the student submits a completed Leave of Absence Request Form by the tenth (10th) calendar day of the leave.

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 grace period
  - Rate of progress
  - Maximum time frame for completion

5. Attendance Policy
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.

In clock hour modular programs, the “Percentage Absence Rule” (identifying attendance violations) measure absences as a percentage of the hours in a module/payment period.

Make-Up Attendance
In clock hour modular programs, students may choose to, or be required to, make up attendance. Make-up attendance is quantifiable time that the student is at the campus engaged in meaningful and applicable work with staff supervision. The make-up work must be related to the module in which the absences, attendance violation and / or appeal applied. Make-up attendance may be voluntary (at the student’s request), or mandatory (as part of an advising or appeal process.)

Make-up attendance must occur outside of regularly scheduled class time, and the quantity of make-up attendance per module cannot exceed the amount of absence in that module. Make-up attendance will be defined in thirty (30) minutes blocks, rounded down to the nearest thirty (30) minutes. There are no breaks or “grace” periods. Make-up attendance may be made up only until the fourteenth (14th) calendar day after module end.

Make-up time can be overseen by appropriate Academics staff, unless content-based, in which case it must be administered by staff qualified to teach in the applicable program. The make-up activities may occur in a class other than the student’s own (lab only), or at separate, designated make-up times. When making up hours all applicable ratios and maximums will apply.

Qualified make-up activities include, but are not limited to the following academic activities:

- Taking or re-taking a quiz or test
- Performing lab practice or check-offs
Facilitated content review
Facilitated / demonstrable study
Engaging in a study group or group project
Tutoring
Completing in-class or homework assignments

The make-up attendance process will apply in all cases, and includes an approval process, a required Make-up Attendance Form, and a secure process for managing quizzes, tests, and any other work requiring grading.

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 Rules

Diploma Programs:
For students who have not previously violated the attendance policy:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Action Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>15% of the total classroom hours missed</td>
<td>Attendance warning letter sent</td>
</tr>
<tr>
<td>20% of the total classroom hours missed</td>
<td>Withdrawn from the module and dismissed from school</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Action Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>15% of the remaining classroom hours missed</td>
<td>Attendance warning letter sent</td>
</tr>
<tr>
<td>20% of the remaining classroom hours missed</td>
<td>Withdrawn from the module and dismissed from school</td>
</tr>
</tbody>
</table>

Clock Hour Programs

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Action Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>10% of the total hours in each module – second occurrence in a payment period</td>
<td>Attendance warning letter sent</td>
</tr>
<tr>
<td></td>
<td>Student is advised and required to make up attendance</td>
</tr>
<tr>
<td>10% of the total hours in each module – third occurrence, and those that occur beyond the third</td>
<td>Withdrawn from the module and dismissed from school.</td>
</tr>
<tr>
<td></td>
<td>Student has the opportunity to appeal the dismissal, and will be required to agree to an attendance plan that requires make-up attendance</td>
</tr>
<tr>
<td>More than 10% of the total hours in each payment period – occurring prior to measurement of payment period completion for disbursement</td>
<td>Attendance warning letter sent</td>
</tr>
<tr>
<td></td>
<td>Student is advised and required to make up attendance</td>
</tr>
<tr>
<td>More than 10% of the total hours in each payment period at the point of measurement of payment period completion for disbursement</td>
<td>Withdrawn from the module and dismissed from school.</td>
</tr>
<tr>
<td></td>
<td>Student has the opportunity to appeal the dismissal and</td>
</tr>
</tbody>
</table>
will be required to make up attendance - prior to the end of the first payment period, or outside of regularly-scheduled hours in the second payment period classes. **Note:** The appeal shall not be entered until the student has made up attendance sufficient to achieve 90% or more attendance for the payment period hours.

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.

6. **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 President. 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.

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  
(703) 247-4212  
www.accsc.org

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

Office of the Attorney General  
Consumer Protection Division  
P. O. Box 30213  
Lansing, MI 48909-7713  
Ph: 517-373-1140  
Toll Free in Michigan: 877-765-8388  
Fax: 517-241-3771

7. **INTERNATIONAL STUDENTS ADMISSIONS REQUIREMENTS (Added)**

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:
  b. Bank letter verifying sponsor's available funds if sponsor is not a citizen or a legal permanent resident of the U.S.
  c. Form I-134 if sponsor is not a citizen or legal permanent resident of the U.S.
  d. 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:

<table>
<thead>
<tr>
<th>Test:</th>
<th>TOEFL</th>
<th>MELAB</th>
<th>IELTS</th>
<th>ELS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score:</td>
<td>45 Internet Based</td>
<td>60</td>
<td>5.0</td>
<td>Completion of Level 107</td>
</tr>
<tr>
<td></td>
<td>133 Computer Based</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>450 Paper Based</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

8. 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.

9. Financial Good Standing (Added)
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.

10. 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.

11. GRANTS AND SCHOLARSHIPS

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 February 2, 2015 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 Expected Family Contribution (EFC) as calculated by the Free Application for Federal Student Aid (FAFSA) and reported to the student via the Student Aid Report (SAR)
- The demonstrated financial assistance needed
- Institutional grant funding availability

The grant may be used to cover the amount of calculated EFC in excess of $500, plus 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.

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

Obtaining grant funds
The grant will automatically be credited to your account upon completion of the financial aid application process 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

- ADDENDUM, Effective February 8, 2016 (REVISED): The following highlighted modular tuition prices have been updated below:

<table>
<thead>
<tr>
<th>Program</th>
<th>Credit Units</th>
<th>Tuition</th>
<th>Books and Equipment (estimated)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Massage Therapy</td>
<td>56</td>
<td>$8,773</td>
<td>$1,488</td>
<td>$10,261</td>
</tr>
<tr>
<td>Medical Administrative Assistant</td>
<td>48</td>
<td>$10,893</td>
<td>$2,012</td>
<td>$12,905</td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>60</td>
<td>$12,250</td>
<td>$2,255</td>
<td>$14,505</td>
</tr>
<tr>
<td>Patient Care Technician</td>
<td>52</td>
<td>$11,521</td>
<td>$1,114</td>
<td>$12,635</td>
</tr>
<tr>
<td>Pharmacy Technician</td>
<td>48</td>
<td>$11,532</td>
<td>$1,058</td>
<td>$12,590</td>
</tr>
</tbody>
</table>

Tuition effective February 8, 2016
Book Price effective January 1, 2016

- ADDENDUM, Effective December 30, 2015: The following language has been added to the catalog:

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 President (or designee) is responsible for appropriately recording and enforcing the outcome of all disciplinary matters.

SEXUAL HARASSMENT POLICY
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.

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:


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 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 President 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 IX 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 President and the Regional Vice President of Operations.

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 President 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 President shall be the primary Campus Security Authority, and typically designates another campus employee as a CSA Assistant. In the absence of the Campus President 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 President 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 President, 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 Offences 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.


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](http://www.dss.virginia.gov/family/cps/index2.cgi).

**Pennsylvania**

**Sexual Offences 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;
Everest Institute
Detroit Campus
2014-2016 catalog, revision date 2/17/16
Addendum

- 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.

**ADDENDUM, Effective January 1, 2016:** The highlighted books and equipment price have been updated below:

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<th>Program</th>
<th>Credit Units</th>
<th>Tuition</th>
<th>Books and Equipment (estimated)</th>
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Tuition effective February 2, 2015
Book Price effective January 1, 2016

**ADDENDUM, effective December 18, 2015:** The following calendar dates have been updated to the catalog:

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<td>Christmas Break</td>
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■ ADDENDUM, effective December 1, 2015: The Introduction Module for the Medical Assistant and Massage Therapy diploma programs has been replaced with Module HCIN: Introduction to Healthcare Profession. The prerequisites for all modules have also been replaced with Module HCIN.

**MODULE HCIN - Introduction to the Healthcare Profession**

| 6 Quarter Credits |

This course is designed to provide an introduction to the healthcare profession for new students starting an allied health diploma program. Students will learn the basics of medical terminology, anatomy and physiology, infection control, HIPAA, and OSHA. Additional topics covered include professional codes of ethics, medical insurance and billing, keyboarding, computer applications, basic mathematical skills, and critical professionalism skills are also taught. Students will have the opportunity to learn program-specific topics throughout the course. CPR certification is also included in the course. Prerequisite: None Lecture Hours: 40 Lab Hours: 40 Outside: 20 Hrs.

■ ADDENDUM, effective December 1, 2015: Module G has been replaced with Module HCIN: Introduction to Healthcare Profession for the Medical Administrative Assistant and Pharmacy Technician diploma programs. The prerequisites for all modules have been replaced with Module HCIN. There is no change in the overall length of the programs.

■ ADDENDUM, Effective November 18, 2015: The ACCSC “warning” statement was lifted on May 7, 2015 and has been removed from the bullet below under the Accreditation, Licensure and Approvals section.

- Everest College is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC). This school is one of 48 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](http://www.accsc.org).

■ ADDENDUM, effective November 11, 2015: The following verbiage has been removed from page two of the catalog under the Admissions Information section.

As part of the enrollment process, enrollees take the SLE assessment. If a student scores 12 or more, the student will proceed with standard coursework. If a student scores 9 to 11, it is recommended that the student attends math tutoring. If the score is 8 or below, it is recommended that the student attends tutoring to strengthen his/her skills in both English and Math.

■ ADDENDUM, effective October 21, 2015: The program version for the Massage Therapy program has been updated in the addendum to reflect that the campus is currently teaching Version 3.2.

■ ADDENDUM, effective October 21, 2015: The following course description has been updated:

**MTD 214 – Neuromuscular/Trigger Point Therapy & Muscle Energy Techniques**

| 6.0 Quarter Credits |

This module is designed to provide the student with understanding and knowledge of neuromuscular therapy (NMT)/trigger point therapy and muscle energy techniques (MET) along with the assessment skills necessary for these modalities. The student will also learn about the structure and function of the nervous system and review the muscles of the shoulder. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite MTD100 Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.

■ ADDENDUM, Effective October 1, 2015: The highlighted books and equipment price have been updated below:

<table>
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<tr>
<th>Program</th>
<th>Credit Units</th>
<th>Tuition</th>
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Everest Institute
Detroit Campus
2014-2016 catalog, revision date 2/17/16
Addendum

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**ADDENDUM, effective September 9, 2015:** The following course information for the Massage Therapy program outline has been updated to reflect the 56 quarter credit program with clinic:

**MASSAGE THERAPY**

Diploma Program
36 Weeks – 780 Hours - 56 Quarter Credits

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

This 780-hour program consists of one pre-requisite course, eight self-contained units of learning called modules, and a 60 hour clinic, which the student must complete before they graduate. Each student must successfully complete the pre-requisite course before moving on to any one of the remaining modules in the program. Included in this program are 225 hours of Anatomy and Physiology, as well as introduction to principles and practices of massage therapy, massage fundamentals, massage and bodywork, pathology, business and success skills, and health and wellness. Upon the successful completion of this program, graduates will have received the education necessary to attain a career in one of the most engaging and exciting fields today. The graduate may work in an entry-level position as a Massage Therapist in a variety of health care facilities, including, but not limited to, a massage clinic, hospital, chiropractic office, nursing home, health club, spa, resort, or in private practice. Massage Therapists may be employed in urban, suburban, and rural areas.

<table>
<thead>
<tr>
<th>MODULE NUMBER</th>
<th>MODULE TITLE</th>
<th>LECTURE HOURS</th>
<th>LAB HOURS</th>
<th>OTHER HOURS</th>
<th>TOTAL CONTACT HOURS</th>
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<tr>
<td>MTD100</td>
<td>Introduction to Massage Therapy</td>
<td>40</td>
<td>40</td>
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**Prerequisite Course**

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<th>MODULE NUMBER</th>
<th>MODULE TITLE</th>
<th>LECTURE HOURS</th>
<th>LAB HOURS</th>
<th>OTHER HOURS</th>
<th>TOTAL CONTACT HOURS</th>
<th>QUARTER CREDITS</th>
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<tbody>
<tr>
<td>MTD201</td>
<td>Business and Ethics</td>
<td>40</td>
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<table>
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<tr>
<th>MODULE NUMBER</th>
<th>MODULE TITLE</th>
<th>LECTURE HOURS</th>
<th>LAB HOURS</th>
<th>OTHER HOURS</th>
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<tr>
<td>MTD220</td>
<td>Energy &amp; Non-Traditional Therapies, Wellness &amp; CPR</td>
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<td>40</td>
<td>0</td>
<td>80</td>
<td>6.0</td>
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<tr>
<td>MTD282</td>
<td>Deep Tissue, Myofascial Release &amp; Pin and Stretch</td>
<td>40</td>
<td>40</td>
<td>0</td>
<td>80</td>
<td>6.0</td>
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<tr>
<td>MTD214</td>
<td>Neuromuscular/Trigger Point and Muscle Energy Techniques</td>
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<td>0</td>
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<td>6.0</td>
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<td>Clinical and Sports Massage</td>
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<td>40</td>
<td>0</td>
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<td>6.0</td>
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MTD288 - Massage Therapy Clinic 6.0 Quarter Credits
This module is designed to provide the student with an understanding of the job opportunities in the massage industry while building core computer and business skills. Professionalism, ethical practice, the law as it relates to massage and communication are discussed. Clinical practice in Swedish massage, chair massage, and integrated techniques continue to build the massage therapists practical skills. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None Lecture Hours: 40 Lab Hours: 40

PROGRAM TOTAL: 360 360 60 780 56.0

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

MTD100 – Introduction to Massage Therapy 6.0 Quarter Credits
This course is designed to prepare the student for future course work in more advanced modalities presented later on in the program. The topics covered in this course are Joint Classification, Range of Motion of the shoulder, Western Theory & History, the Benefits of Massage Therapy on the Body Systems, Classification of Massage Movements, Draping Procedures, The Client Consultation, Procedures for a Complete Body Massage, The Skeletal System, The Muscular System, General Structural Plan of the Body, Movements, and Directional Terms, and Indications/Contraindications for Massage Therapy. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None Lecture Hours: 40 Lab Hours: 40

MTD201 - Business and Ethics 6.0 Quarter Credits
This module is designed to provide students with an understanding of the job opportunities in the massage industry while building core computer and business skills. Professionalism, ethical practice, the law as it relates to massage and communication are discussed. Clinical practice in Swedish massage, chair massage, and integrated techniques continue to build the massage therapists practical skills. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None Lecture Hours: 40 Lab Hours: 40

MTD237 – Swedish Massage, Pre-Natal, Post-Natal and Infant, & Elder/Geriatric Massage 6.0 Quarter Credits
This module is designed to provide the student with the theory & hands-on skills involved in practicing a form of massage known as Swedish Massage. Also covered in this module is the ranges of motion for hips, pre-natal, post-natal, infant & elder/geriatric massage. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: MTD100 Lecture Hours: 40 Lab Hours: 40

MTD263 – Eastern Theory and Practice 6.0 Quarter Credits
This module is designed to provide the student with the understanding and knowledge of Eastern theory and practice as used within different styles of Asian bodywork. The student will also learn the immune and lymphatic systems. For specific musculature covered for this module please refer to the anatomy and physiology outline. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: MTD100 Lecture Hours: 40 Lab Hours: 40

MTD220 – Energy and Non-Traditional Therapies, Wellness and CPR 6.0 Quarter Credits
This module is designed to provide the student with the theory and hands-on skills involved in introducing fundamental energy based modalities including Polarity and Beginning Reiki hand-placements. The student will be introduced to basic health and wellness concepts including CPR. This module will also provide the student with the understanding of the integumentary system and musculature of the forearms and hands. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: MTD100 Lecture Hours: 40 Lab Hours: 40

MTD282 - Deep Tissue, Myofascial Release and Pin and Stretch 6.0 Quarter Credits
This module is designed to provide students with an understanding of myofascial, deep tissue and pin and stretch techniques. These techniques will be incorporated into a Swedish massage to better address individual client needs. Students will use basic assessment skills to identify muscular holding patterns and develop treatment plans. The indications and contraindications of these techniques will be discussed as will specific sights of caution for deep tissue. In addition students will develop an understanding of the digestive system, urinary system and the muscles of the anterior neck. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: MTD100 Lecture Hours: 40 Lab Hours: 40

MTD214 – Neuromuscular/Trigger Point Therapy and Muscle Energy Techniques 6.0 Quarter Credits
This module is designed to provide the student with the understanding and knowledge of neuromuscular techniques (NMT), muscle energy techniques (MET) and trigger point therapy and the assessment skills necessary for these modalities. The student will also learn the nervous system and the musculature of the deep posterior spinal muscles. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: MTD100 Lecture Hours: 40 Lab Hours: 40

MTD246 - Clinical and Sports Massage 6.0 Quarter Credits
This module is designed to provide the student with the understanding and knowledge of clinical and sports massage techniques and the assessment skills necessary for these modalities. The student will also learn the assessment skills, charting/documentation, clinical applications and focus within the endocrine system with a review of the nervous system (CNS/PNS). For specific musculature covered for this module please refer to the anatomy and physiology outline. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: MTD100 Lecture Hours: 40 Lab Hours: 40
MTD295 – Health and Wellness 6.0 Quarter Credits
This module is designed to provide the student with an overall understanding of the skills involved in working in spa services and in working with specific strategies to enhance good health and wellness. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: MTD100 Lecture Hours: 40 Lab Hours: 40

MTD 288 – Massage Therapy Clinic 2.0 Quarter Credits
This course is designed to provide the student with a realistic hands-on view and experience of working in the field by participating in a real massage therapy clinic or ‘mock’ clinic environment. The clinic provides the students an opportunity to enhance skills learned and practiced from instruction. This course is a continuation of supervised clinical practice integrating the principles of Swedish massage, chair massage and adjunctive therapeutic modalities. Students are afforded the opportunity to practice their massage and evaluation skills on a diverse group of subjects. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: Successful completion of 6 of the 9 modules and instructor approval. With Instructor approval, students may be allowed to begin their clinic hours earlier than the 7th module. Lecture Hours: 00 Lab Hours: 00 Other Hours: 60

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<th>Credit Units</th>
<th>Tuition</th>
<th>Books and Equipment (estimated)</th>
<th>Total</th>
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<td>$8,518</td>
<td>$1,410</td>
<td>$9,928</td>
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Tuition effective February 2, 2015
Book Price effective July 1, 2015

■ ADDENDUM, effective September 3, 2015: The following course information for the Medical Assistant program outline has been updated to reflect the 60 quarter credit program:

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

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.

In recent years, the medical assisting profession has become indispensable to the health care field. Physicians have become more reliant on medical assistants for their front and back office skills. Medical offices and ambulatory care providers, clinics, urgent care centers, and insurance providers, are seeking their services.

The goal of the Medical Assistant 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.
### 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. Prerequisite: None Lecture Hours: 40 Lab Hours: 40

### 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, the nervous system, and the integumentary system. Students will have an opportunity to work with and review patient charts and perform front office skills related to records management, appointment scheduling, and bookkeeping. Students gain 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), nervous and integumentary system, common diseases and disorders, and medical terminology related to these systems. Students check vital signs, obtain blood samples, and prepare and administer injections. Also introduced are strategies for dealing with change, setting goals, and getting motivated. Students learn how to prepare an attractive business letter, along with demonstrating increasing speed and accuracy on the computer keyboard and in medical transcription. 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. Prerequisite: MAINTRO Lecture Hours: 40 Lab Hours: 40 (20 in Theory/10 in Clinical Lab/10 in Computer) Lab Hours: 40 (30 in Clinical Lab/10 in Computer Lab)

### 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, along with the proper use of personal protective equipment. Students learn about basic bacteriology and its relationship to infection and disease control. Students identify the purpose and expectations of the Occupational Health and Safety Administration (OSHA) and the Clinical Laboratory Improvement Amendments (CLIA) regarding disease transmission in the medical facility. Students study basic math concepts to prepare for medication dosage calculations. Students learn the principles and various methods of administering medication. Basic pharmacology and the uses, inventory, classification, and effects of therapeutic drugs are included. Students participate in the positioning and draping of patients for various examinations and prepare for assisting with minor office surgical procedures. 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,
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, with an emphasis on bandaging techniques for wounds and injuries. 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 study the administrative and clinical uses of the electronic health record. 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 practice transcribing accurate medical record notes and correcting erroneous entries, along with demonstrating increasing speed and accuracy on the computer keyboard and in medical transcription. 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. Prerequisite: MAINTRO Lecture Hours: 40 (20 in Theory/10 in Clinical Lab/10 in Computer) Lab Hours: 40 (30 in Clinical Lab/10 in Computer Lab)

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 receive instruction in cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator (AED), which enables them to respond to cardiac emergencies. 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 study the preparation of a History and Physical examination report, along with demonstrating increasing speed and accuracy on the computer keyboard and in medical transcription. 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. Prerequisite: MAINTRO Lecture Hours: 40 (20 in Theory/10 in Clinical Lab/10 in Computer) Lab Hours: 40 (30 in Clinical Lab/10 in Computer Lab)

Module E - Urinary, Blood, Lymphatic, and Immune Systems and 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 perform common laboratory tests, check vital signs, and perform selected invasive procedures. Students learn essential medical terminology related to the body systems and topics introduced in the module. Students learn the skills involved in organizing and writing a paper. Students transcribe miscellaneous medical reports, along with demonstrating increasing speed and accuracy on the computer keyboard and in medical transcription. 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. Prerequisite: MAINTRO Lecture Hours: 40 (20 in Theory/10 in Clinical Lab/10 in Computer) Lab Hours: 40 (30 in Clinical Lab/10 in Computer Lab)

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

Module F covers general anatomy and physiology, including an overview of the study of biology and the various body structures and systems. This module also examines the anatomy, physiology, and functions of the skeletal, endocrine, and reproductive systems, along with medical terminology associated with these systems. Students learn about child growth and development. They develop working knowledge of the skills necessary to assist in a
pediatrician’s office and learn the important differences that are specific to the pediatric field. Some of the skills students learn in this area are height and weight measurements and restraining techniques used for infants and children. They check vital signs, assist with diagnostic examinations and laboratory tests, and instruct patients regarding health promotion practices. Students gain knowledge of signs and symptoms of possible child abuse or neglect. 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 discuss the importance of the ability to compose business documents and reports and practice composing business documents and e-mails. Students demonstrate increasing speed and accuracy on the computer keyboard and in medical transcription. 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. Prerequisite: MAINTRO Lecture Hours: 40 (20 in Theory/10 in Clinical Lab/10 in Computer) Lab Hours: 40 (30 in Clinical Lab/10 in Computer Lab)

Module G - Medical Law, and Ethics, Psychology, and Therapeutic Procedures 6.0 Quarter Credits
Module G 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-9-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 electronically, 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. 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. Prerequisite: MAINTRO Lecture Hours: 40 (20 in Theory/10 in Clinical Lab/10 in Computer) Lab Hours: 40 (30 in Clinical Lab/10 in Computer Lab)

Module H – Health Insurance Basics, Claims Processing, and Computerized Insurance Billing

Module H introduces students to insurance billing and provides an in-depth exposure to diagnostic and procedural coding. Students gain working knowledge of concepts related to patient reception in the medical office and preparing for the day. They discuss the importance of professional behavior in the workplace. 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. Students are introduced to medical office safety, security, and emergency provisions. They study how to maintain equipment and inventory. The functions of computers in the medical office are discussed. Students also talk about the role ergonomics plays in the health of the staff and patients. Students learn how to provide mobility assistance and support to patients with special physical and emotional needs, and various physical therapy modalities are discussed. Also introduced are the basic principles of psychology, psychological disorders, diseases, available treatments, and medical terminology related to mental and behavioral health. Medical law and ethics in relation to health care are discussed. 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 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. Prerequisite: MAINTRO Lecture Hours: 40 (20 in Theory/10 in Clinical Lab/10 in Computer) Lab Hours: 40 (30 in Clinical Lab/10 in Computer Lab)

Module X - Medical Assistant Diploma Program 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. Prerequisite: MAINTRO, Modules A-H Lecture Hours: 0 Lab Hours: 0 Externship Hours: 200

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<th>Credit Units</th>
<th>Tuition</th>
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<td>$11,894</td>
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Tuition effective February 2, 2015
Everest Institute
Detroit Campus
2014-2016 catalog, revision date 2/17/16
Addendum

Book Price effective July 1, 2015

### 60 Quarter Credit Hour Program
Total credits that may be attempted: 90 (150% of 60).

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<th>SAP Advising if Rate of Progress is Below</th>
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<td>N/A</td>
</tr>
<tr>
<td>19-24</td>
<td>2.0</td>
<td>0.5</td>
<td>66.66%</td>
<td>25%</td>
</tr>
<tr>
<td>25-30</td>
<td>2.0</td>
<td>0.75</td>
<td>66.66%</td>
<td>40%</td>
</tr>
<tr>
<td>31-36</td>
<td>2.0</td>
<td>1.0</td>
<td>66.66%</td>
<td>50%</td>
</tr>
<tr>
<td>37-42</td>
<td>2.0</td>
<td>1.1</td>
<td>66.66%</td>
<td>55%</td>
</tr>
<tr>
<td>43-48</td>
<td>2.0</td>
<td>1.25</td>
<td>66.66%</td>
<td>60%</td>
</tr>
<tr>
<td>49-72</td>
<td>2.0</td>
<td>1.5</td>
<td>66.66%</td>
<td>65%</td>
</tr>
<tr>
<td>73-90</td>
<td>N/A</td>
<td>2.0</td>
<td>N/A</td>
<td>66.66%</td>
</tr>
</tbody>
</table>

■ ADDENDUM, effective August 24, 2015: The following American Dream Scholarship language has been added to the Scholarship section of the catalog:

**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, 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 President 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.

■ ADDENDUM, Effective August 17, 2015: The following language has been updated under the Tuition and Fees section of the catalog:

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 withdrawn time period is calculated from the student’s withdrawal date to the new module or term start date.)

**Note:** Students re-entering the same program version within 180 days from their NSLDS withdrawal date will be charged at the cost per credit/quarter reflected on the enrollment agreement from the most recent prior period of enrollment.

For 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

■ ADDENDUM, effective August 7, 2015: The following ATB language has been removed from page 3 of the catalog:

**ABILITY TO BENEFIT GRANDFATHERING POLICY**

Ability to Benefit students who were enrolled in an eligible educational program of study any time before July 1, 2012, may continue to be considered Title IV eligible under either the ATB test or credit hour standards if they meet the following two-part test set forth below:

1. The student attended, or was registered and scheduled to attend, a Title IV eligible program at an eligible institution prior to July 1, 2012; and

2. The student established qualification as an ATB student by documenting one of the two following ATB alternatives:
   a. Passing an independently administered, Department of Education (DOE) approved ATB test; or
   b. Successful completion of at least six credit hours, or the equivalent coursework (225 clock hours) that are applicable toward a certificate offered by the school.

**NOTE:** The number of students enrolled under the Ability to Benefit Provision is limited to only certain diploma programs offered. Please check with your admission representative regarding the programs that accept ATB students. The school reserves the right to reject applicants based on test scores and ability to benefit limitations, or as necessary to comply with any applicable local, state or federal laws, statutes or regulations.
Ability to Benefit Passing Test Scores

ATB students must achieve or exceed the minimum passing scores in all subtests at one administration. Minimum ATB qualifying scores for CPAt, COMPASS, ASSET, CPT/Accuplacer and the Wonderlic Basic Skills Test as defined in the table below.

<table>
<thead>
<tr>
<th>ATB Test</th>
<th>CPAt</th>
<th>COMPASS</th>
<th>ASSET</th>
<th>CPT/Accuplacer</th>
<th>Wonderlic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Passing Scores:</td>
<td>Language: 42</td>
<td>Reading: 62</td>
<td>Reading: 35</td>
<td>Reading: 55</td>
<td>Verbal: 200</td>
</tr>
<tr>
<td></td>
<td>Reading: 43</td>
<td>Writing: 32</td>
<td>Writing: 35</td>
<td>Sentence Skills: 60</td>
<td>Quantitative: 210</td>
</tr>
</tbody>
</table>

Former CCi ATB students re-entering on or after July 1, 2012, under the limited circumstances outlined above will not be required to retake and pass the ATB test if the official score sheet from the test publisher is in the student’s academic file.

Students transferring from a non-CCI institution that previously qualified for Title IV eligibility via successfully passing an approved ATB exam at another institution will be required to re-take and pass an approved ATB-exam through CCI subject to Test Publisher’s retest policies.

Ability to Benefit Advising

The school will provide academic support services necessary for the success of each student in the ATB program and to ensure that following completion of the program the student is ready for placement. All ATB students shall receive academic and career advising after each grading/evaluation periods (i.e. term, module, phase, level, or quarter).

■ ADDENDUM, effective August 7, 2015: The language in strikethrough below has been removed from page 21 of the catalog:

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 federally-guaranteed loan;
8. Have a high school diploma or its equivalent, have completed homeschooling at the secondary level as defined by state law or qualify for admissions under the Ability to Benefit Grandfathering Policy.

■ ADDENDUM, Effective July 1, 2015: The highlighted books and equipment prices have been updated below:

<table>
<thead>
<tr>
<th>Program</th>
<th>Credit Units</th>
<th>Tuition</th>
<th>Books and Equipment (estimated)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Office Administration</td>
<td>75</td>
<td>$10,627</td>
<td>$1,838</td>
<td>$12,465</td>
</tr>
<tr>
<td>Business Sales &amp; Customer Service</td>
<td>78</td>
<td>$10,509</td>
<td>$2,043</td>
<td>$12,552</td>
</tr>
<tr>
<td>IT Support Specialist</td>
<td>76</td>
<td>$12,573</td>
<td>$1,582</td>
<td>$14,155</td>
</tr>
<tr>
<td>Massage Therapy</td>
<td>54</td>
<td>$8,518</td>
<td>$1,410</td>
<td>$9,928</td>
</tr>
<tr>
<td>Medical Administrative Assistant</td>
<td>48</td>
<td>$10,576</td>
<td>$1,978</td>
<td>$12,554</td>
</tr>
<tr>
<td>Medical Assistant V 2.0</td>
<td>51</td>
<td>$11,894</td>
<td>$2,117</td>
<td>$14,011</td>
</tr>
<tr>
<td>Medical Insurance Billing and Coding</td>
<td>48</td>
<td>$10,365</td>
<td>$1,919</td>
<td>$12,284</td>
</tr>
<tr>
<td>Patient Care Technician</td>
<td>52</td>
<td>$11,186</td>
<td>$983</td>
<td>$12,169</td>
</tr>
<tr>
<td>Pharmacy Technician</td>
<td>48</td>
<td>$11,197</td>
<td>$1,018</td>
<td>$12,215</td>
</tr>
</tbody>
</table>

Tuition effective February 2, 2015
Book Price effective July 1, 2015

■ ADDENDUM, Effective June 17, 2015: The following language has been updated under the Accreditation, Approvals and Memberships section of the catalog:

- Everest Institute is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC). This school is one of 52 campuses owned by Zenith Education Group. For further information on ACCSC,
ADDENDUM, Effective April 8, 2015: The following refund policy section has been updated:

BUYER’S RIGHT TO CANCEL
The applicant’s signature on this Enrollment Agreement (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, all monies paid will be refunded.

After the applicant has signed the Agreement, the applicant may request cancellation in accordance with the “CANCELLATION PERIOD” section of this Agreement. A written notice of cancellation need not take any particular form, and, however expressed, is effective if signed and dated by the student and states that the student no longer wishes to be bound by the Agreement. The notice of cancellation, if sent by mail, is effective when deposited in the mail, properly addressed, with postage prepaid.

CANCELLATION PERIOD: you may withdraw the 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 on the first page of this 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.

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 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 scheduled hours (clock-hour programs) or days (credit-hour programs) completed up to the withdrawal date divided by the total number of hours (clock-hour programs) or days (credit-hour programs) in the payment period or term. For credit-hour programs, any scheduled 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) must return or repay the amount by which the original overpayment amount exceeds 50% of the total grant funds received by the student for the payment period or period of enrollment, if the grant overpayment is greater than $50. Note: If the student cannot repay the grant overpayment in full, the student must make satisfactory arrangements with the U.S. Department of Education to repay any outstanding grant balances. The Student Finance Office 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 institution would owe the student a post-withdrawal disbursement which 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 would 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.

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 in 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.

**ADDENDUM, effective March 18, 2015:** The following highlighted dates have been updated in the catalog:

<table>
<thead>
<tr>
<th>Holidays/Student Breaks</th>
<th>All Programs</th>
<th>2015 - 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start Dates</td>
<td>End Dates</td>
<td></td>
</tr>
<tr>
<td>Student Break</td>
<td>4/3/15</td>
<td>4/3/15</td>
</tr>
<tr>
<td>Student Break</td>
<td>4/8/15</td>
<td>4/10/2015</td>
</tr>
<tr>
<td>Student Break</td>
<td>5/25/15</td>
<td>5/26/15</td>
</tr>
<tr>
<td>Student Break</td>
<td>7/1/15</td>
<td>7/3/15</td>
</tr>
<tr>
<td>Labor Day</td>
<td>9/7/15</td>
<td>9/7/15</td>
</tr>
<tr>
<td>Thanksgiving Holiday</td>
<td>11/25/15</td>
<td>11/27/15</td>
</tr>
<tr>
<td>Christmas Break</td>
<td>12/24/15</td>
<td>1/3/16</td>
</tr>
<tr>
<td>Martin Luther King Day</td>
<td>1/18/16</td>
<td>1/18/16</td>
</tr>
<tr>
<td>Presidents Day</td>
<td>2/15/16</td>
<td>2/15/16</td>
</tr>
<tr>
<td>Good Friday</td>
<td>3/25/16</td>
<td>3/25/16</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>5/30/16</td>
<td>5/30/16</td>
</tr>
<tr>
<td>Independence Day</td>
<td>7/4/16</td>
<td>7/4/16</td>
</tr>
<tr>
<td>Student Break</td>
<td>9/2/16</td>
<td>9/2/16</td>
</tr>
<tr>
<td>Labor Day</td>
<td>9/5/16</td>
<td>9/5/16</td>
</tr>
<tr>
<td>Thanksgiving Holiday</td>
<td>11/24/16</td>
<td>11/25/16</td>
</tr>
<tr>
<td>Christmas Break</td>
<td>12/23/16</td>
<td>1/2/17</td>
</tr>
</tbody>
</table>

**ADDENDUM, Effective April 1, 2015:** The highlighted books and equipment prices have been updated below:

<table>
<thead>
<tr>
<th>Program</th>
<th>Credit Units</th>
<th>Tuition</th>
<th>Books and Equipment (estimated)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Office Administration</td>
<td>75</td>
<td>$10,627</td>
<td>$1,838</td>
<td>$12,465</td>
</tr>
<tr>
<td>Business Sales &amp; Customer Service</td>
<td>78</td>
<td>$10,509</td>
<td>$2,043</td>
<td>$12,552</td>
</tr>
<tr>
<td>IT Support Specialist</td>
<td>76</td>
<td>$12,573</td>
<td>$1,582</td>
<td>$14,155</td>
</tr>
<tr>
<td>Massage Therapy</td>
<td>54</td>
<td>$8,518</td>
<td>$1,406</td>
<td>$9,924</td>
</tr>
<tr>
<td>Medical Administrative Assistant</td>
<td>48</td>
<td>$10,576</td>
<td>$1,852</td>
<td>$12,428</td>
</tr>
</tbody>
</table>
Addendum

<table>
<thead>
<tr>
<th>Program</th>
<th>Credits</th>
<th>Tuition 1</th>
<th>Tuition 2</th>
<th>Tuition 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical Assistant V 2.0</td>
<td>51</td>
<td>$11,894</td>
<td>$2,015</td>
<td>$13,909</td>
</tr>
<tr>
<td>Medical Insurance Billing and Coding</td>
<td>48</td>
<td>$10,365</td>
<td>$1,919</td>
<td>$12,284</td>
</tr>
<tr>
<td>Patient Care Technician</td>
<td>52</td>
<td>$11,186</td>
<td>$977</td>
<td>$12,163</td>
</tr>
<tr>
<td>Pharmacy Technician</td>
<td>48</td>
<td>$11,197</td>
<td>$1,013</td>
<td>$12,210</td>
</tr>
</tbody>
</table>

Tuition effective February 2, 2015
Book Price effective April 1, 2015

ADDENDUM, Effective February 2, 2015: The language to remove copyright and reference to Corinthian Colleges is as follows:

The catalog copyright “Copyright © 2014 by Corinthian Colleges, Inc.” has been removed. All other references to Corinthian Colleges (CCI) have either been removed or have been replaced with Zenith Education Group.

ADDENDUM, Effective February 2, 2015: The language to remove Corinthian Colleges and to add Zenith Education Group is as follows:

ZEITH 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 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
Everest Institute
Detroit Campus
2014-2016 catalog, revision date 2/17/16
Addendum

- Employers
- Educators
- Program Advisory Committees
- Thought Leaders, Foundations and other Engaged Communities

■ ADDENDUM, Effective February 2, 2015: The language to add Zenith Education Group is as follows:

School History and Facilities

Everest Institute in Detroit opened in November 2003 as a branch of Everest Institute in Southfield, Michigan. The school is conveniently located in downtown Detroit in the Stroh River Place. The facility is designed for training students for the working world. The school has approximately 23,676 square feet and includes computer labs, Medical Assistant labs, Medical Administrative Assistant classrooms, a Pharmacy Technician lab, a Massage Therapy lab, lecture rooms, a student learning center, student lounge, a career resources office and administrative areas.

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.

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

■ ADDENDUM, Effective February 2, 2015: The following Modular tuition table has been updated to the catalog.

This modular 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 been withdrawn for more than one (1) year or has graduated and enrolled in a new program;
2. A re-entering student who has withdrawn and is re-entering greater than 180 days from their withdrawal date.

Note: Students re-entering the same program version within 180 days from their NSLDS withdrawal date, will be charged tuition at the cost per credit/quarter reflected on their most recent enrollment agreement. The withdrawn time period is calculated from the student’s withdrawal date to the module or term start date.

Students re-entering within 180 days:

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.

Students re-entering greater than 180 days less than 365 days:

Same Program (Same / New Program Version)
- 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).

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 tuition credit from the prior period of enrollment. Determine which re-entry credit for the prior period of enrollment is in the student’s best interest by referring to the Enrollment Agreement Guidelines.

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.

<table>
<thead>
<tr>
<th>Program</th>
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<th>Books and Equipment (estimated)</th>
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<td>$10,509</td>
<td>$2,043</td>
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<td>$14,155</td>
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<tr>
<td>Massage Therapy</td>
<td>54</td>
<td>$8,518</td>
<td>$1,312</td>
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<td>48</td>
<td>$10,576</td>
<td>$1,718</td>
<td>$12,294</td>
</tr>
<tr>
<td>Medical Assistant V 2.0</td>
<td>51</td>
<td>$11,894</td>
<td>$1,981</td>
<td>$13,875</td>
</tr>
<tr>
<td>Medical Insurance Billing and Coding</td>
<td>48</td>
<td>$10,365</td>
<td>$1,919</td>
<td>$12,284</td>
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<tr>
<td>Patient Care Technician</td>
<td>52</td>
<td>$11,186</td>
<td>$879</td>
<td>$12,065</td>
</tr>
</tbody>
</table>
ADDENDUM, Effective February 2, 2015: The following grant has been added to the catalog:

**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 February 2, 2015 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 Expected Family Contribution (EFC) as calculated by the Free Application for Federal Student Aid (FAFSA) and reported to the student via the Student Aid Report (SAR)
- The demonstrated financial assistance needed
- Institutional grant funding availability

The grant may be used to cover any confirmed unmet financial need in excess of the student’s EFC 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.

**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

**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
- Institutional grant funding availability

ADDENDUM, Effective February 2, 2015: The following scholarship has been added to the catalog:

**Zenith Graduation Scholarship**
The Zenith Graduation Scholarship is a multimillion-dollar, non-need-based institutional scholarship program awarded to students who graduate from Everest schools owned by Zenith Education Group and were actively enrolled in their current course of study prior to February 2, 2015. The amount of the scholarship, which could be up to $10,000 per current and future academic period, may vary by student based on the number of modules, courses or credits remaining in order for the student to complete his/her program of study, and the time frame of application submission. The scholarship provides a 20 percent tuition reduction, prorated for the student’s remaining time in the program in which he/she was actively enrolled as of February 2, 2015 through his/her expected graduation date at the time he/she applies for the scholarship. For students who apply on or before May 2, 2015, the tuition reduction effective date is February 2, 2015. For students who apply after May 2, 2015, the tuition reduction effective date is the date the application is submitted.

Students who withdrew prior to February 2, 2015, but reenter prior to August 2, 2015, may also apply upon reentry and be eligible upon graduation for a supplemental graduation scholarship of up to $5,000 for the purpose of covering any prior academic year balances incurred for the program that they reenter.

**Eligibility**
To be eligible, the student must:

- Apply for the scholarship
- Meet all application deadlines
- Maintain satisfactory academic progress throughout the remainder of his/her program
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- Graduate from the program for which he/she is enrolled at the time of applying for the scholarship

Obtaining scholarship funds
The scholarship amount will be applied to the student’s account as a non-cash payment at the time of graduation to cover any outstanding tuition or fee expenses, and any credit balance that results will be resolved by:
- A payment to the government as reimbursement for payments received by Everest from the student's federal student loans to reduce his/her loan obligation.
- A payment to the lender as reimbursement for the payments from a private student loan that the lender directly disbursed to Everest.
- A payment to the student for any tuition he/she previously paid directly to Everest.
The scholarship is non-transferable

■ ADDENDUM, Effective February 2, 2015: The Imagine America Scholarship, High School Scholarship Program and Everest Step Scholarship language has been removed from page 22 of the catalog.

■ ADDENDUM, Effective February 2, 2015: The language to update the Student Code of Conduct is as follows:

Student Code of Conduct
Everest and WyoTech students have an obligation to foster an atmosphere of mutual respect and high regard for the life and property of the school. It is expected that you will share respect for the law, our campus rules and adhere to the highest ethical standards of conduct, whether you are in class, on campus, at off-campus sponsored activities or events, and housing.
This Student Code of Conduct is designed to maintain a learning environment that ensures the safety and well-being of everyone on campus, encourages students in the practice of good citizenship and self-discipline, and protects the school’s property and equipment by promoting integrity, academic achievement, and personal responsibility. Questions and concerns may be reported by calling 855-218-6009.

Conduct Affecting On-Campus Safety
Everest and WyoTech 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.

Limitations on Students with Pending Disciplinary Matters
Any student with a pending disciplinary matter shall not be allowed to:
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.

ADDENDUM, Effective February 2, 2015: The following Student Grievance Procedure has been updated to the catalog.

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 respond to your complaint 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 President of the School. 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.

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
(703) 247-4212
www.accsc.org

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

Office of the Attorney General
Consumer Protection Division
P. O. Box 30213
Lansing, MI 48909-7713
Ph: 517-373-1140
Toll Free in Michigan: 877-765-8388
Fax: 517-241-3771

ADDENDUM, Effective February 2, 2015: The language to update the Statement of Ownership is as follows:

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:
ADDENDUM, Effective February 2, 2015: The language to update the School Ownership table is as follows:

### ZENITH EDUCATION GROUP

The following schools are owned by Zenith Education Group:

<table>
<thead>
<tr>
<th>Everest College</th>
<th>Everest University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arlington (Mid Cities), TX (additional location of Everest College, Springfield, MO)</td>
<td>Tampa (Brandon), FL (additional location of Everest University, North Orlando, FL)</td>
</tr>
<tr>
<td>Aurora, CO (additional location of Everest College, Thornton, CO)</td>
<td>Jacksonville, FL (additional location of Everest University, North Orlando, FL)</td>
</tr>
<tr>
<td>Atlanta West, GA (branch of Everest Institute, Southfield, MI)</td>
<td>Lakeland, FL (additional location of Everest University, North Orlando, FL)</td>
</tr>
<tr>
<td>Bedford Park, IL (branch of Everest Institute, Southfield, MI)</td>
<td>Largo, FL (additional location of Everest University, North Orlando, FL)</td>
</tr>
<tr>
<td>Bremerton, WA (main campus)</td>
<td>Detroit, MI (branch of Everest Institute, Southfield, MI)</td>
</tr>
<tr>
<td>Burr Ridge, IL (branch of Everest College, Skokie, IL)</td>
<td>Eagan, MN (additional location of Everest Institute, Cross Lanes, WV)</td>
</tr>
<tr>
<td>Chesapeake, VA (additional location of Everest College, Newport News, VA)</td>
<td>Gahanna, OH (branch of Everest Institute, Southfield, MI)</td>
</tr>
<tr>
<td>Colorado Springs, CO (main campus)</td>
<td>Grand Rapids, MI (main campus)</td>
</tr>
<tr>
<td>Dallas, TX (additional location of Everest College, Portland, OR)</td>
<td>Houston (Bissonnet), TX (branch of Everest College, Renton, WA)</td>
</tr>
<tr>
<td>Everett, WA (additional location of Everest College, Bremerton, WA)</td>
<td>Houston (Greenspoint), TX (branch of Everest Institute, San Antonio, TX)</td>
</tr>
<tr>
<td>Fort Worth North, TX (additional location of Everest College, Salt Lake City, UT)</td>
<td>Houston (Hobby), TX (branch of Everest Institute, San Antonio, TX)</td>
</tr>
<tr>
<td>Fort Worth South, TX (additional location of Everest College, Colorado Springs, CO)</td>
<td>Jonesboro, GA (branch of Everest Institute, Southfield, MI)</td>
</tr>
<tr>
<td>Henderson, NV (main campus)</td>
<td>Kalamazoo, MI (additional location of Everest Institute, Grand Rapids, MI)</td>
</tr>
<tr>
<td>Kansas City, MO (additional location of Everest University, Pompano Beach)</td>
<td>Marietta, GA (branch of Everest Institute, Southfield, MI)</td>
</tr>
<tr>
<td>Melrose Park, IL (branch of Everest College, Skokie, IL)</td>
<td>Norcross, GA (branch of Everest Institute, Southfield, MI)</td>
</tr>
<tr>
<td>Merrillville, IN (additional location of Everest Institute, Grand Rapids, MI)</td>
<td>Pittsburgh, PA (main campus)</td>
</tr>
<tr>
<td>Merrionette Park, IL (additional location of Everest University, Pompano Beach, FL)</td>
<td>Portland (Tigard), OR (additional location of Everest College, Seattle, WA)</td>
</tr>
<tr>
<td>Newport News, VA (main campus)</td>
<td>San Antonio, TX (main campus)</td>
</tr>
<tr>
<td>Portland, OR (main campus)</td>
<td>Silver Spring, MD (additional location of Everest College, Portland, OR)</td>
</tr>
<tr>
<td>Renton, WA (main campus)</td>
<td>Southfield, MI (main campus)</td>
</tr>
<tr>
<td>Salt Lake City, UT (main campus)</td>
<td>South Plainfield, NJ (branch of Everest Institute, Southfield, MI)</td>
</tr>
<tr>
<td></td>
<td>Everest Institute</td>
</tr>
</tbody>
</table>

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ECMC Group

<table>
<thead>
<tr>
<th>Directors</th>
<th>Officers</th>
</tr>
</thead>
<tbody>
<tr>
<td>John DePodesta, Chair</td>
<td>David Hawn, President and CEO</td>
</tr>
<tr>
<td>Gary Cook</td>
<td>Greg Van Guilder, Chief Financial Officer and Treasurer</td>
</tr>
<tr>
<td>Roberta Cooper Ramo</td>
<td>Dan Fisher, General Counsel and Corporate Secretary</td>
</tr>
<tr>
<td>David Hawn</td>
<td></td>
</tr>
<tr>
<td>I. King Jordan</td>
<td></td>
</tr>
<tr>
<td>James McKeon</td>
<td></td>
</tr>
<tr>
<td>Jack O’Connell</td>
<td></td>
</tr>
<tr>
<td>Maurice Salter</td>
<td></td>
</tr>
</tbody>
</table>

Zenith Education Group

<table>
<thead>
<tr>
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<tr>
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<td></td>
</tr>
</tbody>
</table>
Addendum

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Detroit Campus
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Seattle, WA (main campus)
Skokie, IL (main campus)
Springfield, MO (main campus)
St. Louis, MO (additional location of Everest College, Bremerton, WA)
Tacoma, WA (additional location of Everest College, Bremerton, WA)
Thornton, CO (main campus)
Vancouver, WA (additional location of Everest College, Portland, OR)
Vienna, VA (Tyson's Corner) (additional location of Everest College, Colorado Springs, CO)
Woodbridge, VA (additional location of Everest College, Seattle, WA)

Everest Institute
Austin, TX (branch of Everest Institute, Southfield, MI)
Bensalem, PA (additional location of Everest College, Seattle, WA)
Chelsea, MA (additional location of Everest Institute, Southfield, MI)
Cross Lanes, WV (main campus)
Dearborn, MI (branch of Everest Institute, Southfield, MI)

- Addendum, effective January 1, 2015: The following highlighted books and equipment cost has been updated to the Tuition and Fees table.

<table>
<thead>
<tr>
<th>Program</th>
<th>Credit Units</th>
<th>Tuition</th>
<th>Books and Equipment (estimated)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Office Administration</td>
<td>75</td>
<td>$13,284</td>
<td>$1,838</td>
<td>$15,122</td>
</tr>
<tr>
<td>Business Sales &amp; Customer Service</td>
<td>78</td>
<td>$13,136</td>
<td>$2,043</td>
<td>$15,179</td>
</tr>
<tr>
<td>IT Support Specialist</td>
<td>76</td>
<td>$15,716</td>
<td>$1,582</td>
<td>$17,298</td>
</tr>
<tr>
<td>Massage Therapy</td>
<td>54</td>
<td>$10,647</td>
<td>$1,312</td>
<td>$11,959</td>
</tr>
<tr>
<td>Medical Administrative Assistant</td>
<td>48</td>
<td>$13,220</td>
<td>$1,718</td>
<td>$14,938</td>
</tr>
<tr>
<td>Medical Assistant V 2.0</td>
<td>51</td>
<td>$14,868</td>
<td>$1,981</td>
<td>$16,849</td>
</tr>
<tr>
<td>Medical Insurance Billing and Coding</td>
<td>48</td>
<td>$12,956</td>
<td>$1,919</td>
<td>$14,875</td>
</tr>
<tr>
<td>Patient Care Technician</td>
<td>52</td>
<td>$13,983</td>
<td>$879</td>
<td>$14,862</td>
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<tr>
<td>Pharmacy Technician</td>
<td>48</td>
<td>$13,996</td>
<td>$964</td>
<td>$14,960</td>
</tr>
</tbody>
</table>

Effective January 1, 2015

- Addendum, effective November 10, 2014: The following Academic Progress Plan language has been updated in the catalog:

**Academic Progress Plan (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.

- Addendum, effective November 1, 2014: The following highlighted book prices and tuition below have been updated:

<table>
<thead>
<tr>
<th>Program</th>
<th>Credit Units</th>
<th>Tuition</th>
<th>Books and Equipment (estimated)</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>Business Office Administration</td>
<td>75</td>
<td>$13,284</td>
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<td>IT Support Specialist</td>
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<td>Medical Administrative Assistant</td>
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<td>Medical Assistant V 2.0</td>
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<td>Medical Insurance Billing and Coding</td>
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<td>$12,956</td>
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<td>Pharmacy Technician</td>
<td>48</td>
<td>$13,996</td>
<td>$968</td>
<td>$14,964</td>
</tr>
</tbody>
</table>

Effective November 1, 2014
Everest Institute
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■ ADDENDUM, Effective October 2, 2014: The following language has been added to the catalog.

Everest College is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC). The College is one of 107 campuses owned by Corinthian Colleges. On September 15, 2014, Everest College received notification from ACCSC that CCi’s ACCSC-accredited campuses, including this campus, are being placed on “warning” by the Commission, warning the school that it might not be in compliance with accreditation standards and other requirements. The school is in the process of demonstrating corrective action and compliance with ACCSC accrediting standards. For further information on ACCSC and the steps to address accreditation compliance concerns, please visit the ACCSC website at www.accsc.org.

■ ADDENDUM, effective October 2, 2014: The Dream Award Program and Scholarships language has been removed from page 21 of the catalog.

■ ADDENDUM, effective September 17, 2014: The following highlighted date has been updated in the catalog:

<table>
<thead>
<tr>
<th>All Programs</th>
<th>2014 - 2016</th>
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<tbody>
<tr>
<td>Start Dates</td>
<td>End Dates</td>
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<tr>
<td>8/25/14</td>
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<tr>
<td>9/24/14</td>
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<td>10/22/14</td>
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<td>12/19/14</td>
<td>1/28/15</td>
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<tr>
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<td>2/26/15</td>
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<tr>
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<td>3/26/15</td>
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<tr>
<td>3/27/15</td>
<td>4/24/15</td>
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<tr>
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<td>5/21/15</td>
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<tr>
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<tr>
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<tr>
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</tr>
<tr>
<td>12/13/16</td>
<td>1/19/17</td>
</tr>
</tbody>
</table>

■ ADDENDUM, Effective September 5, 2014: The following has been added to the catalog.

Effective September 5, 2014, the Michigan State Approving Agency has suspended the VA education benefits for all new enrolling students.
**ADDENDUM, effective August 8, 2014:** The following highlighted dates have been updated in the catalog:

<table>
<thead>
<tr>
<th>Holidays/Student Breaks</th>
<th>Start Dates</th>
<th>End Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independence Day</td>
<td>7/3/14</td>
<td>7/4/14</td>
</tr>
<tr>
<td>Student Break</td>
<td>8/29/14</td>
<td>8/29/14</td>
</tr>
<tr>
<td>Labor Day</td>
<td>9/1/14</td>
<td>9/1/14</td>
</tr>
<tr>
<td>Thanksgiving Holiday</td>
<td>11/27/14</td>
<td>11/28/14</td>
</tr>
<tr>
<td>Christmas Break</td>
<td>12/24/14</td>
<td>1/4/15</td>
</tr>
<tr>
<td>Martin Luther King Day</td>
<td>1/19/15</td>
<td>1/19/15</td>
</tr>
<tr>
<td>Presidents Day</td>
<td>2/16/15</td>
<td>2/16/15</td>
</tr>
<tr>
<td>Student Break</td>
<td>4/3/15</td>
<td>4/3/15</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>5/25/15</td>
<td>5/25/15</td>
</tr>
<tr>
<td>Student Break</td>
<td>7/1/15</td>
<td>7/3/15</td>
</tr>
<tr>
<td>Labor Day</td>
<td>9/7/15</td>
<td>9/15</td>
</tr>
<tr>
<td>Thanksgiving Holiday</td>
<td>11/26/15</td>
<td>11/27/15</td>
</tr>
<tr>
<td>Christmas Break</td>
<td>12/24/15</td>
<td>1/3/16</td>
</tr>
<tr>
<td>Martin Luther King Day</td>
<td>1/18/16</td>
<td>1/18/16</td>
</tr>
<tr>
<td>Presidents Day</td>
<td>2/15/16</td>
<td>2/15/16</td>
</tr>
<tr>
<td>Good Friday</td>
<td>3/25/16</td>
<td>3/25/16</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>5/30/16</td>
<td>5/30/16</td>
</tr>
<tr>
<td>Independence Day</td>
<td>7/4/16</td>
<td>7/4/16</td>
</tr>
<tr>
<td>Student Break</td>
<td>9/2/16</td>
<td>9/2/16</td>
</tr>
<tr>
<td>Labor Day</td>
<td>9/5/16</td>
<td>9/5/16</td>
</tr>
<tr>
<td>Thanksgiving Holiday</td>
<td>11/24/16</td>
<td>11/25/16</td>
</tr>
<tr>
<td>Christmas Break</td>
<td>12/23/16</td>
<td>1/2/17</td>
</tr>
</tbody>
</table>

**ADDENDUM, effective June 24, 2014:** The following grant has been added to the catalog:

**EVEREST OPPORTUNITY GRANT**

The Everest Opportunity Grant is a need-based institutional grant awarded on an annual basis to students who demonstrate financial need. The Opportunity Grant program is available for students who first enroll as of June 24, 2014. The amount and source of funding may vary by student based on demonstrated financial needs and continued funding availability. The amount and source of funding may change each award year based on demonstrated financial needs and funding availability. Students must reapply each academic year, meet all applicable application deadlines and maintain satisfactory academic progress. The Opportunity Grant may be utilized to cover any confirmed unmet financial need not covered by Title IV funding up to direct costs.

**Eligibility**

The student must meet all annual application deadlines and eligibility requirements and maintain satisfactory academic progress.

**Obtaining the Funds**

The Everest Opportunity Grant will automatically be credited to the student’s account upon award confirmation.

**Renewing the Grant**

The student must reapply every academic year by the institutional deadline and meet eligibility requirements in order to be considered for an Everest Opportunity Grant in future years. The award amount may change, based on the student’s determined financial need, enrollment, timeliness of the student’s financial aid application and funding availability.

**ADDENDUM, effective July 1, 2014:** The book price and tuition highlighted below have been updated:

<table>
<thead>
<tr>
<th>Program</th>
<th>Credit Units</th>
<th>Tuition</th>
<th>Books and Equipment (estimated)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Office Administration</td>
<td>75</td>
<td>$13,284</td>
<td>$1,898</td>
<td>$15,182</td>
</tr>
<tr>
<td>Business Sales &amp; Customer Service</td>
<td>78</td>
<td>$13,136</td>
<td>$2,043</td>
<td>$15,179</td>
</tr>
<tr>
<td>IT Support Specialist</td>
<td>76</td>
<td>$15,716</td>
<td>$1,582</td>
<td>$17,298</td>
</tr>
<tr>
<td>Massage Therapy</td>
<td>54</td>
<td>$10,647</td>
<td>$1,353</td>
<td>$12,000</td>
</tr>
<tr>
<td>Medical Administrative Assistant</td>
<td>48</td>
<td>$13,220</td>
<td>$1,788</td>
<td>$15,008</td>
</tr>
<tr>
<td>Medical Assistant V 2.0</td>
<td>51</td>
<td>$14,868</td>
<td>$2,071</td>
<td>$16,939</td>
</tr>
</tbody>
</table>
Institutional Pro Rata Refund Calculation and Policy

When a student withdraws, The School must determine how much of the tuition and fees he/she 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.

### Addendum, effective May 30, 2014:
The following Refund language has been updated in the catalog.

<table>
<thead>
<tr>
<th>Program</th>
<th>Credits</th>
<th>Tuition</th>
<th>Room</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical Insurance Billing and Coding</td>
<td>48</td>
<td>$12,956</td>
<td>$1,919</td>
<td>$14,875</td>
</tr>
<tr>
<td>Patient Care Technician</td>
<td>52</td>
<td>$13,983</td>
<td>$1,009</td>
<td>$14,992</td>
</tr>
<tr>
<td>Pharmacy Technician</td>
<td>48</td>
<td>$13,996</td>
<td>$985</td>
<td>$14,981</td>
</tr>
</tbody>
</table>

Effective July 1, 2014