

CORINTHIAN COLLEGES INC
Form 10-K
September 13, 2004
Table of Contents

UNITED STATES
SECURITIES AND EXCHANGE COMMISSION

Washington, D.C. 20549

FORM 10-K

x **ANNUAL REPORT PURSUANT TO SECTION 13 OR 15(d) OF THE SECURITIES EXCHANGE ACT OF 1934**

FOR THE FISCAL YEAR ENDED JUNE 30, 2004

OR

.. **TRANSITION REPORT PURSUANT TO SECTION 13 OR 15(d) OF THE SECURITIES EXCHANGE ACT OF 1934**

For the transition period from to

Commission file number 0-25283

CORINTHIAN COLLEGES, INC.

(Exact name of registrant as specified in its charter)

Edgar Filing: CORINTHIAN COLLEGES INC - Form 10-K

Delaware
(State or other jurisdiction of

33-0717312
(I.R.S. Employer

Incorporation or organization)

Identification No.)

6 Hutton Centre Drive, Suite 400, Santa Ana, California

www.cci.edu

(Address of principal executive offices)

92707

(Zip Code)

(714) 427-3000

(Registrant's telephone number, including area code)

Securities registered pursuant to Section 12(b) of the Act: None

Securities registered pursuant to Section 12(g) of the Act:

Common Stock, \$0.0001 par value per share

Indicate by check mark whether the registrant (1) has filed all reports required to be filed by Section 13 or 15(d) of the Securities Exchange Act of 1934 during the preceding 12 months (or for such shorter period that the registrant was required to file such reports), and (2) has been subject to such filing requirements for the past 90 days. Yes No

Indicate by check mark if disclosure of delinquent filers pursuant to Item 405 of Regulation S-K is not contained herein, and will not be contained, to the best of the registrant's knowledge, in definitive proxy or information statements incorporated by reference in Part III of this Form 10-K or any amendment to this Form 10-K.

Indicate by check mark whether the registrant is an accelerated filer (as defined in Rule 12b of the Act.) Yes No

Edgar Filing: CORINTHIAN COLLEGES INC - Form 10-K

As of December 31, 2003, the aggregate market value of voting and non-voting common equity held by non-affiliates of the registrant was approximately \$2.4 billion, based upon the closing sales price of the Common Stock as reported on Nasdaq National Stock Market on such date. For this computation, the Company has excluded the market value of all common stock beneficially owned by all executive officers and directors of the Company and their associates as a group. This determination of affiliate status for purposes of this computation is not necessarily a conclusive determination for other purposes. As of September 3, 2004, the number of outstanding shares of voting and non-voting common equity of the registrant was approximately 90,350,555.

Table of Contents

CORINTHIAN COLLEGES, INC.

INDEX TO ANNUAL REPORT ON FORM 10-K

FOR THE FISCAL YEAR ENDED JUNE 30, 2004

	<u>Page No.</u>
<u>INTRODUCTION AND NOTE ON FORWARD LOOKING STATEMENTS</u>	1
<u>PART I</u>	
ITEM 1. <u>BUSINESS</u>	2
<u>EXECUTIVE OFFICERS OF THE REGISTRANT</u>	15
<u>GOVERNMENTAL REGULATIONS AND FINANCIAL AID</u>	18
<u>RISKS RELATED TO OUR BUSINESS</u>	30
ITEM 2. <u>PROPERTIES</u>	36
ITEM 3. <u>LEGAL PROCEEDINGS</u>	37
ITEM 4. <u>SUBMISSION OF MATTERS TO A VOTE OF SECURITY HOLDERS</u>	38
<u>PART II</u>	
ITEM 5. <u>MARKET FOR REGISTRANT'S COMMON EQUITY AND RELATED STOCKHOLDER MATTERS</u>	39
ITEM 6. <u>SELECTED FINANCIAL DATA</u>	40
ITEM 7. <u>MANAGEMENT'S DISCUSSION AND ANALYSIS OF FINANCIAL CONDITION AND RESULTS OF OPERATIONS</u>	42
ITEM 7A. <u>QUANTITATIVE AND QUALITATIVE DISCLOSURES ABOUT MARKET RISK</u>	52
ITEM 8. <u>FINANCIAL STATEMENTS AND SUPPLEMENTARY DATA</u>	53
ITEM 9. <u>CHANGES IN AND DISAGREEMENTS WITH ACCOUNTANTS ON ACCOUNTING AND FINANCIAL DISCLOSURE</u>	81
ITEM 9A. <u>CONTROLS AND PROCEDURES</u>	81
ITEM 9B. <u>OTHER INFORMATION</u>	81
<u>PART III</u>	
ITEM 10. <u>DIRECTORS AND EXECUTIVE OFFICERS OF THE REGISTRANT</u>	81
ITEM 11. <u>EXECUTIVE COMPENSATION</u>	81
ITEM 12. <u>SECURITY OWNERSHIP OF CERTAIN BENEFICIAL OWNERS AND MANAGEMENT AND RELATED STOCKHOLDER MATTERS</u>	82
ITEM 13. <u>CERTAIN RELATIONSHIPS AND RELATED TRANSACTIONS</u>	82
ITEM 14. <u>PRINCIPAL ACCOUNTANT FEES AND SERVICES</u>	82
<u>PART IV</u>	
ITEM 15. <u>EXHIBITS AND FINANCIAL STATEMENT SCHEDULES.</u>	83
<u>SIGNATURES</u>	86

Table of Contents

INTRODUCTION AND NOTE ON FORWARD LOOKING STATEMENTS

Corinthian Colleges, Inc. (hereinafter the Company or Corinthian) is a Delaware corporation; its principal executive offices are located at 6 Hutton Centre Drive, Suite 400, Santa Ana, California, 92707.

You should keep in mind the following points as you read this Report on Form 10-K:

the terms we, us, our or the Company refer to Corinthian Colleges, Inc. and its subsidiaries;

the terms school, college, campus, university or training center refer to a single location of any school;

the term institution means a main campus and its additional locations, as such are defined under the regulations of the U.S. Department of Education, which we sometimes refer to herein as the DOE ; and

our fiscal year ends on June 30; references to fiscal 2004, fiscal 2003 and fiscal 2002 and similar constructions refer to the fiscal year ended on June 30 of the applicable year.

This Annual Report on Form 10-K contains statements which, to the extent they do not recite historical fact, constitute forward looking statements within the meaning of Section 27A of the Securities Act of 1933, as amended, and Section 21E of the Securities Exchange Act of 1934, as amended. Forward looking statements are used under the captions Business, Governmental Regulation and Financial Aid , Risks Related to Our Business, Management's Discussion and Analysis of Financial Condition and Results of Operations , and elsewhere in this Annual Report on Form 10-K. You can identify these statements by the use of words like may, will, could, should, project, believe, anticipate, expect, estimate, forecast, potential, intend, continue, and variations of these words or comparable words. Forward looking statements do not guarantee future performance and involve risks and uncertainties. Actual results may differ substantially from the results that the forward looking statements suggest for various reasons, including those discussed under the caption Risks Related to Our Business. These forward looking statements are made only as of the date of this Annual Report on Form 10-K. We do not undertake to update or revise the forward looking statements, whether as a result of new information, future events or otherwise.

DOCUMENTS INCORPORATED BY REFERENCE

Portions of the Company's definitive Proxy Statement for the 2004 Annual Meeting of Stockholders, which will be filed with the Securities and Exchange Commission not later than 120 days after June 30, 2004, are incorporated by reference into Part III of this report.

Table of Contents

PART I

ITEM 1. BUSINESS

Overview

Our company is one of the largest for-profit, post-secondary education companies in the United States and Canada, with more than 64,800 students enrolled as of June 30, 2004. As of June 30, 2004, we operated 88 colleges in 22 states and 45 colleges (10 of which are expected to close during fiscal 2005) and 15 corporate training centers in 7 Canadian provinces, and served the large and growing segment of the population seeking to acquire career-oriented education. Our schools generally enjoy long operating histories and strong franchise value in their local markets.

We offer a variety of master's, bachelor's and associate's degrees and diploma programs through four principal operating divisions in the U.S. and one principal operating division in Canada. Additionally, our corporate education division in Canada provides customized training to corporations and government organizations. As of June 30, 2004, the Corinthian Schools division (CSI) operated 43 primarily diploma-granting schools with curricula primarily in the healthcare, business, electronics and information technology fields and seeks to provide its students the training required for a variety of entry-level positions. The Titan Schools division (TSI) operated 14 campuses which offer diploma and degree programs in the fields of aircraft frame and power plant maintenance, technology and automotive repair and diesel technology. The Rhodes Colleges division (RCI) operated 17 primarily degree-granting colleges and offers curricula principally in healthcare, business, criminal justice, and information technology and electronics. The University division operated 14 primarily degree-granting colleges and offers curricula principally in healthcare, business, criminal justice, and information technology and electronics. The CDI Education Corporation Post-Secondary Education division (CDI-PS) operated 45 colleges in Canada which offer diploma programs in allied health, business and information technology. The CDI Education Corporation Corporate Education division (CDI-CE) operated 15 corporate training centers in Canada providing onsite, outsourcing and e-learning services for the corporate market in the areas of skills development and management for business and technology professionals. Our colleges receive strategic direction and operational support from division and regional management and corporate staff.

We have grown our business through acquisitions as well as through organic growth. Organic growth consists of opening new branch campuses, remodeling, expanding or relocating existing campuses and adopting curricula into existing colleges. Since the Company's formation in 1995, we have acquired 105 colleges and 15 training centers and we have opened 28 branch campuses.

Our company is led by David G. Moore, our Chairman of the Board and Chief Executive Officer, and an experienced executive management team. Our team of 15 executives, including Mr. Moore, have vast experience in various fields of education and in the for-profit, post-secondary education industry. Our operational structure consists of five post-secondary education divisions in the U.S. and Canada, and one corporate education division, primarily in Canada. Each division is led by a division president with oversight responsibility. Below the post-secondary education division level are regions, each lead by a regional vice president of operations and a regional vice president of admissions, which report to their respective division presidents.

Operating Strategy

Post-Secondary Education Divisions.

We have increased our student enrollment and improved profitability through the successful implementation of our operating strategy. Key elements of our operating strategy include the following components:

Emphasize Student Outcomes. We believe that positive student outcomes are a critical component of our long-term success. Accordingly, we devote substantial resources to maintaining and improving our retention and placement rates. Modest increases in student retention can have a significant impact on our profitability and high

Table of Contents

graduation and placement rates enhance a school's reputation and marketability, increase referrals and improve cohort default rates. We have implemented a variety of programs, including extended orientation and tutoring, academic and personal advising, ride-sharing and referral programs, all of which are designed to improve student retention to assist our students in achieving their career goals. We utilize a curriculum development team which is assisted by advisory boards comprised of local business professionals to help ensure that our curricula provide our students with the skills required by local employers. We also maintain dedicated, full-time placement personnel at our schools that undertake extensive placement efforts, including recruiting prospective employers, helping students prepare resumes, conducting practice interviews, establishing internship programs and tracking students' placement success on a monthly basis. Based on information collected by us from graduating students and employers, we believe approximately 81% of our graduates in the U.S. in calendar year 2003 who were available for placement, as defined by accreditation standards, were placed in a job for which they were trained.

Create a Supportive and Friendly Learning Environment. We view our students as customers and seek to provide a supportive and convenient learning environment where student satisfaction is achieved. We offer a flexible schedule of classes, providing our students with the opportunity to attend classes throughout the day, as well as nights and weekends. Schools operate year-round, permitting students to complete their course of study quickly. We limit class sizes and focus the efforts of our faculty on teaching students rather than research. Personal interaction between students and faculty is encouraged and we offer several support programs, such as on-campus advising and tutoring, which are designed to help students successfully complete their course of study. We also maintain a toll-free student hotline to address and help resolve student concerns.

Focus on Attractive Markets. We design our educational programs to benefit from favorable demographic trends. Our diploma-granting colleges provide programs in healthcare, business, and technology related fields, allowing us to capitalize on the growth in job opportunities in these industries. Our degree-granting colleges, with their business focus, modern facilities and equipment, and excellent faculty, seek to provide students with specific knowledge and skills necessary to advance in business and industry. Our geographic strategy is to build a strong competitive position in attractive and growing local markets where we can take advantage of operating efficiencies and benefit from favorable demographic trends. We are well positioned, with 88 colleges in the U.S., including 18 schools in California and 14 schools in Florida, and 45 schools in Canada.

Centralize Key Functions. In order to capitalize on the experience of our senior management team and to encourage best practices, we have established a regional management organization consisting of local school administrators, regional vice presidents of operations and admissions, and division presidents, which are supported by centralized functions supervised by senior management at our corporate headquarters.

Local school administrators retain control of the day-to-day operations of their individual schools and receive appropriate financial incentives. Local school administrators are assisted by and receive oversight from regional vice presidents and division presidents and their respective support teams. The corporate management team controls key operational functions such as accounting, information technology, financial aid management, marketing, curriculum development, staff training, the call center, legal, treasury, internal audit, human resources, payroll, and purchasing, which we believe enables us to achieve significant operating efficiencies. For example, our corporate management team controls the advertising function and utilizes our information technology systems to analyze the effectiveness of our marketing efforts and to make timely and efficient decisions regarding the allocation of marketing resources to individual colleges.

Corporate Education Division.

Key elements of the operating strategy of our corporate education division are as follows:

Edgar Filing: CORINTHIAN COLLEGES INC - Form 10-K

Expand our learning consulting services. The expansion of our learning consulting services enables us to work with our clients to deliver measurable, business-linked training and more fully differentiate our programs within the industry.

Table of Contents

Further develop our intellectual property. Our continuing efforts to develop superior intellectual property gives us the ability to be more proactive with our clients, while creating both margin and competitive advantages.

Improve our Business Model. We believe our focus as an outsourcing resource to our customer base, operational execution and a value added product mix will help us achieve meaningful improvement. This improvement will better enable us to adapt to the seasonal fluctuations in the corporate training market while producing much stronger results in growth markets.

Growth Strategy

We intend to achieve continued growth in revenues and profitability through a strategy of:

Enhance Growth at Existing Campuses.

Curriculum Expansion and Development. We have acquired, developed, and refined curricula based on market research and recommendations from our faculty, advisory board members and our curriculum development team. We believe considerable opportunities exist for curriculum adoption and we expect to continue to acquire and develop new curricula and selectively adopt existing curricula into both existing and new locations. In fiscal 2004, we successfully adopted 82 programs into existing U.S. schools and 65 programs into existing Canadian schools.

Integrated and Centralized Marketing Program. We have increased student enrollment by employing an integrated marketing program that utilizes an extensive direct response advertising campaign delivered through television, newspaper, direct mail and the Internet. A professional marketing staff at our headquarters coordinates marketing efforts with advertising agencies through an in-bound call center and our sophisticated leads tracking capability.

Facilities Enhancement and Expansion. We remodel, expand and relocate our existing colleges to ensure we have sufficient capacity to meet our expected enrollment demand, as well as to improve the location and appearance of our facilities. We expect to continue to systematically remodel, expand, and relocate selected colleges within their respective markets into larger, enhanced facilities. Since 2000, 19 colleges have been relocated and an additional 68 campuses have been either remodeled or enlarged. We believe modern attractive education environments enhance our students' learning experience. During fiscal 2004, we remodeled, relocated, or expanded 35 colleges. As of June 30, 2004, the total square footage of our campuses was approximately 4,216,000 square feet.

Establish Additional Locations.

Since our initial public offering in February 1999, we have opened and integrated 28 branch campuses into our operations. Of the 28 branch campuses, 2 were opened in each of fiscal 1999 and fiscal 2000, 4 were opened in each of fiscal 2001 and fiscal 2002, 6 were opened in fiscal 2003 and 10 were opened in fiscal 2004. A key advantage of this strategy is that students attending new campuses branched from existing campuses have immediate access to federally funded student financial aid. We believe that opening new branch campuses will allow us to enter new geographic markets, create additional capacity in existing markets and effectively leverage our infrastructure and our extensive investment

in curricula.

Make Strategic Acquisitions.

Since our founding in 1995, acquisitions have been an important part of our growth strategy. Of the 133 campuses and 15 training centers operated as of June 30, 2004 (net of closures), 105 colleges and 15 training centers have been acquired and successfully integrated into our operations. During fiscal 2004, we acquired and integrated East Coast Aero Tech., LLC. (ECAT), Career Choices, Inc. (Career), and CDI Education Corporation (CDI), thereby adding 57 colleges and 15 training centers to the Corinthian family of colleges. To evaluate acquisition opportunities, we have established several criteria, such as

Table of Contents

demographics, curricula, geographic proximity to our existing campuses and selected rigorous financial measurements. Since our founding in 1995, we have closed or consolidated 9 campuses and training centers and during fiscal 2005, we expect to close an additional 10 CDI campuses in Canada.

Expand Distance Learning and Corporate Training.

We continue to expand our distance learning and corporate training initiatives.

Distance Learning. Online education, or education delivered via the Internet, has become an increasingly important component of the higher education market. We offer online learning to two categories of students: exclusively online students and students attending traditional classroom while supplementing their education with one or more online courses. During fiscal 2004, we experienced a significant increase in the number of students taking our online courses through the Internet. Our online learning increased by 58% to 43,046 course registrations in fiscal 2004. As of June 30, 2004, we offered 173 online courses through 27 campuses. All of the courses necessary to complete associate's and bachelor's degrees in legal assisting, business, accounting, and criminal justice are now available online. Additionally, we offer all the courses necessary to complete master's degrees in business administration and criminal justice entirely online. We offer 10 accredited degrees to students enrolled in exclusively online studies. In fiscal 2005, we expect to continue to grow our online education by increasing the number of courses offered, adding to the number of campuses offering online courses, and expanding the type of degrees and programs offered online. Although the majority of our students participating in online learning also attend traditional classes at one of our degree-granting colleges, in fiscal 2002, we began enrolling exclusively online students through our Florida Metropolitan University (FMU) colleges and as of June 30, 2004, we had approximately 2,035 exclusively online students.

Corporate Training. We believe that as companies outsource their training initiatives, corporate and governmental training will be an attractive market and that our curricula meets the needs of a variety of employers. We believe the acquisition of CDI and its 15 training centers in Canada provides a platform to fuel future growth in corporate training in North America.

Programs of Study

Our diploma programs are intended to provide students with the requisite knowledge and job skills for entry-level positions in their chosen career. Our degree programs are primarily designed for career-oriented adults and to assist them in enhancing their skills. Our curriculum development team is responsible for maintaining high quality, market driven curricula. Our colleges also utilize advisory boards to help evaluate and improve the curriculum for each program offered. These advisory boards are required to meet at least twice a year and are comprised of local industry and business professionals. Advisory board members provide valuable insight regarding changes in programs and suggest new technologies and other factors that may enhance curriculum.

Among the diploma-granting colleges, the curricula principally includes medical assisting, dental assisting, information technology, medical administrative assisting, surgical technology, massage therapy, pharmacy technician, medical insurance billing and coding, aircraft frame and power plant maintenance technology, automotive and diesel technology, HVAC, and electronics and computer technology. The curriculum at our degree-granting colleges includes accounting, business administration, computer information technology, hospitality management, marketing, criminal justice, medical assisting, paralegal, court reporting, legal assisting, and film and video. Most programs lead to an associate's degree, except at our FMU campuses, where most programs lead to a bachelor's degree. Master's degrees are also offered at FMU in business administration and criminal justice.

Edgar Filing: CORINTHIAN COLLEGES INC - Form 10-K

Diploma programs generally have a duration of 6-19 months, depending on the course of study. Associate's degree programs have a duration of 18-24 months, bachelor's degree programs have a duration of 36-48 months

Table of Contents

and master's degree programs have a duration of 21 months. As of June 30, 2004, we had 21,966 (34%) students enrolled in associate's programs, 3,084 students (5%) enrolled in bachelor's programs, 1,049 students (1%) enrolled in master's programs, and 38,711 students (60%) enrolled in diploma programs.

The following table reflects our schools, locations, principal curricula, institutional accrediting agency, expiration of the accreditation, and square footage as of June 30, 2004. In the table below, programs offered are designated as follows: healthcare (HC), business (B), information technology and electronics (IT), criminal justice (CJ), automotive and diesel technology (AT) and other miscellaneous programs (OTH)⁽¹⁾.

U.S. Schools and Colleges	Primarily Degree/Diploma Granting	Principal Curricula	Accrediting Agency	Expiration of Accreditation	Square Footage
Ashmead College, Everett, WA	Diploma	HC	ACCET (6)	12/31/04	24,244
Ashmead College, Fife, WA	Diploma	HC	ACCET	12/31/04	15,993
Ashmead College, Tigard, OR	Diploma	HC	ACCET	12/31/04	20,646
Ashmead College, Seattle, WA	Diploma	HC	ACCET	12/31/04	33,240
Ashmead College, Vancouver, WA	Diploma	HC	ACCET	12/31/04	20,454
Blair College, Colorado Springs, CO	Degree	HC, B, IT, CJ, OTH	ACICS (7)	12/31/06	30,500
Bryman College, Alhambra, CA	Diploma	HC, B	ACCSCT (8)	08/01/04 (2)	42,222
Bryman College, Anaheim, CA	Diploma	HC	ACCSCT	04/01/07	28,940
Bryman College, Everett, WA	Diploma	HC	ACICS	12/31/06	9,500
Bryman College, Gardena, CA	Diploma	HC	ACCSCT	05/01/07	22,152
Bryman College, Hayward, CA	Diploma	HC, B	ACCSCT	10/01/06	20,000
Bryman College, Los Angeles, CA	Diploma	HC	ACCSCT	11/01/05	22,591
Bryman College, Lynnwood, WA	Diploma	HC	ACCSCT	06/01/04 (2)	24,843
Bryman College, New Orleans, LA	Diploma	HC	ACCSCT	11/01/06	19,939
Bryman College, Ontario, CA	Diploma	HC, B	ACCSCT	10/01/08	21,471
Bryman College, Port Orchard, WA	Diploma	HC	ACICS	12/31/06	27,684
Bryman College, Renton, WA	Diploma	HC	ACCSCT	05/01/07	41,760
Bryman College, Reseda, CA	Diploma	HC	ACCSCT	11/01/06	33,686
Bryman College, San Bernardino, CA	Diploma	HC, B	ACICS	12/31/05	24,158
Bryman College, San Francisco, CA	Diploma	HC	ACCSCT	05/01/07	30,691
Bryman College, San Jose, CA	Diploma	HC	ACCSCT	01/01/08	27,906
Bryman College, Tacoma, WA	Diploma	HC	ACICS	12/31/06	21,330
Bryman College, Torrance, CA	Diploma	HC	ACCSCT	05/04/04 (2)	7,399
Bryman College, West Los Angeles, CA	Diploma	HC, B, OTH	ACCSCT	05/01/04 (2)	31,340
Bryman College, Whittier, CA	Diploma	HC, B	ACCSCT	08/01/05	21,030
Bryman Institute, Brighton, MA	Diploma	HC	ACCSCT	11/01/06	26,022
Bryman Institute, Chelsea, MA	Diploma	HC	ACCSCT	04/05/06	30,527
Bryman Institute, Eagan, MN	Diploma	HC	ACCSCT	06/16/06	23,740
Duff's Business Institute, Pittsburgh, PA	Degree	HC, B, IT, CJ	ACICS	12/31/04	39,090
Everest College, Phoenix, AZ	Degree	B, IT, CJ	NCA (9)	2008	28,251
Everest College, Rancho Cucamonga, CA	Degree	B, IT, CJ	ACICS	12/31/04	28,556
Everest College, Mid Cities, TX	Degree	B, IT, CJ	ACICS	12/31/04	21,500
Everest College, Dallas, TX	Degree	B, IT, CJ	ACICS	12/31/04	22,934

Table of Contents

U.S. Schools and Colleges	Primarily Degree/Diploma Granting	Principal Curricula	Accrediting Agency	Expiration of Accreditation	Square Footage
FMU, Brandon, FL	Degree	HC, B, IT, CJ	ACICS	12/31/06	49,368
FMU, Pompano Beach, FL	Degree	HC, B, IT, CJ, OTH	ACICS	12/31/09	53,140
FMU, Jacksonville, FL	Degree	HC, B, IT, CJ	ACICS	12/31/07	27,775
FMU, Lakeland, FL	Degree	HC, B, IT, CJ	ACICS	12/31/07	30,428
FMU, Melbourne, FL (4)	Degree	HC, B, IT, CJ, OTH	ACICS	12/31/07	25,819
FMU, Orange Park-Jacksonville, FL	Degree	HC, B, CJ	ACICS	06/30/05	28,000
FMU, Orlando (North), FL	Degree	HC, B, IT, CJ, OTH	ACICS	12/31/07	46,009
FMU, Orlando (South), FL	Degree	HC, B, IT, CJ	ACICS	12/31/07	59,927
FMU, Pinellas, FL	Degree	HC, B, IT, CJ	ACICS	12/31/07	33,848
FMU, Tampa, FL (4)	Degree	HC, B, IT, CJ, OTH	ACICS	12/31/06	39,432
Georgia Medical Institute, Atlanta, GA	Diploma	HC	ABHES (10)	12/31/04	26,945
Georgia Medical Institute, Dekalb, GA	Diploma	HC, B	ACCST	08/01/05	18,000
Georgia Medical Institute, Jonesboro, GA	Diploma	HC	ABHES	12/31/04	35,695
Georgia Medical Institute, Marietta, GA	Diploma	HC	ABHES	12/31/04	24,959
Georgia Medical Institute, Norcross, GA	Diploma	HC	ACCST	03/01/05	19,397
Kee Business College, Chesapeake, VA	Diploma	HC, B	ACICS	12/31/04	26,920
Kee Business College, Newport News, VA	Diploma	HC, B	ACICS	12/31/04	16,215
Las Vegas College, Henderson, NV	Degree	B, CJ	ACICS	06/30/05	31,578
Las Vegas College, Las Vegas, NV	Degree	HC, B, IT, CJ	ACICS	12/31/04	36,070
Mountain West College, Salt Lake City, UT	Degree	HC, B, IT, CJ, OTH	ACICS	12/31/04	24,200
National Institute of Technology, Austin, TX	Diploma	HC, B, IT	ACCST	11/07/04	51,933
National Institute of Technology, Cross Lanes, WV	Diploma	HC, B, IT	ACCST	11/01/06	26,750
National Institute of Technology, Dearborn, MI	Diploma	HC, IT	ACCST	03/01/08	22,129
National Institute of Technology, Detroit, MI	Diploma	HC	ACCST	01/01/06	23,676
National Institute of Technology, Houston (Greenspoint), TX	Diploma	HC, B	ACCST	02/07/07	23,648
National Institute of Technology, Houston (Bissonet), TX	Diploma	HC	ACCST	07/16/06	28,494
National Institute of Technology, Houston (Hobby), TX	Diploma	HC, B	ACCST	08/01/08	26,382
National Institute of Technology, Houston (Galleria), TX	Diploma	HC, B, IT	ACCST	11/01/05	20,585
National Institute of Technology, Long Beach, CA	Diploma	HC, B, IT, OTH	ACCST	07/01/08	42,712
National Institute of Technology, San Antonio, TX	Diploma	HC, B, IT	ACCST	08/01/06	60,245

Table of Contents

U.S. Schools and Colleges	Primarily Degree/Diploma Granting	Principal Curricula	Accrediting Agency	Expiration of Accreditation	Square Footage
National Institute of Technology, Southfield, MI	Diploma	HC, B, IT	ACCST	02/01/08	32,473
National School of Technology, Ft. Lauderdale, FL	Degree	HC	ABHES	12/31/07	34,500
National School of Technology, N. Miami Beach, FL	Degree	HC	ABHES	12/31/07	33,058
National School of Technology, Hialeah, FL	Degree	HC	ABHES	12/31/07	24,576
National School of Technology, Kendall, FL	Degree	HC	ABHES	12/31/07	29,354
Olympia Career Training Institute, Grand Rapids, MI	Diploma	HC, IT	ABHES	12/31/05	27,470
Olympia Career Training Institute, Kalamazoo, MI	Diploma	HC	ABHES	12/31/05	17,616
Olympia College, Burr Ridge, IL	Diploma	HC	ACCST	10/15/04	20,000
Olympia College, Chicago, IL	Diploma	HC			