

Las Vegas College

2018-2019 Student Catalog

Effective: November 5, 2018 – December 31, 2019

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A Message from the President

Dear Student:

It is with great pleasure that I take this opportunity to welcome you to Las Vegas College. Pursuing higher education and training to improve one's quality of life takes courage and is to be commended.

For over 30 years, LVC has had the privilege of helping people get trained in new professions and achieving their goals. We have accomplished this by maintaining modern facility utilizing equipment and tools used in the professions, the latest instructional materials, and a faculty with real world experience. LVC curriculum is also reviewed on a regular basis by industry professionals to ensure that students are learning relevant information in their chosen fields of study.

We would like to extend a cordial invitation to you to visit our facility, talk with our students, and meet our instructors. Our staff and faculty are dedicated to your success.

Sincerely,

Peter Mikhail
President

TABLE OF CONTENTS

ABOUT LAS VEGAS COLLEGE1	
VISION1	SAP MET Status 11
MISSION1	AP/SAP Not Met Status and/or Dismissal 12
OBJECTIVES1	SAP Re-Entry 12
SCHOOL HISTORY1	Satisfactory Academic Progress (SAP) Violation Appeals 12
FACILITIES AND EQUIPMENT1	Financial Good Standing 12
LEARNING RESOURCE CENTER.....1	Refresher Courses 13
ACCREDITATIONS, LICENSURE AND APPROVALS..... 1	Retaking Failed Coursework..... 13
ADMISSIONS INFORMATION3	ADD/DROP POLICY (DEGREE PROGRAMS ONLY) 13
REQUIREMENTS AND PROCEDURES.....3	Full Term Courses 13
ADMISSIONS REQUIREMENTS FOR NURSING PROGRAM.....3	Mini-Term Courses 13
CRIMINAL BACKGROUND SCREENING.....3	Effects of Add/Drop on Financial Aid Calculation 13
ACADEMIC COUNSELING AND READINESS4	ATTENDANCE POLICY 13
ACADEMIC POLICIES6	Establishing Attendance/Verifying Enrollment 14
LVC REGULATIONS6	Monitoring Student Attendance..... 14
DEFINITION OF CREDIT6	Consecutive Absence Rule..... 14
MAXIMUM CLASS SIZE6	Violations of Percentage Absence Rules 15
OUT OF CLASS ASSIGNMENTS.....6	Date of Withdrawal 15
TRANSFER OF CREDIT FOR NURSING PROGRAM..... 6	Date of Determination (DOD)..... 15
TRANSFER OF CREDIT INTO LVC6	Attendance Records 15
Academic Time Limits.....6	LEAVE OF ABSENCE POLICY 15
Required Grades6	Leave Of Absence Requests 15
Maximum Transfer Credits Accepted.....7	Re-Admission Following a Leave of Absence.16
Coursework Completed at Foreign Institutions.7	Extension of a Leave of Absence 16
Transfer Credit for Learning Assessment7	Failure to Return From a Leave of Absence ... 16
Transfer Credit for Proficiency Examination.....7	Possible Effects of Leave of Absence..... 16
Notice Concerning Transferability of Credits and Credentials Earned at our Institution.....7	EXTERNSHIP TRAINING..... 16
Transfer Center Assistance7	ONLINE LEARNING 16
GRADING SYSTEM AND PROGRESS REPORTS8	WITHDRAWAL PROCEDURES 17
GPA AND CGPA CALCULATIONS9	MAKE-UP WORK 17
STANDARDS OF SATISFACTORY AND ACADEMIC PROGRESS (SAP/AP)9	REQUIREMENTS FOR GRADUATION 17
Evaluation Periods for SAP/AP.....9	VETERANS EDUCATION BENEFITS 17
Satisfactory Academic Progress Tables9	Prior Credit for Education and Training..... 17
Application of Grades and Credits to SAP 10	Benefit Overpayments 17
Academic Guidance 10	Academic Standards for Students Receiving VA Benefits..... 17
Academic Probation 10	APPEALS POLICIES..... 17
Rate of Progress toward Completion 10	Student Academic Appeals Policy 17
Maximum Time Frame to Complete 10	Assignments/Test Grades 18
Financial Aid Warning..... 10	Final Course Grades..... 18
Financial Aid Probation..... 11	Attendance Violations Appeals 18
Notification of Financial Aid Probation 11	FINANCIAL INFORMATION..... 19
Academic Plan..... 11	STATEMENT OF FINANCIAL OBLIGATION 19
Evaluation of Progress 11	TUITION AND FEES..... 19
	TEXTBOOKS AND EQUIPMENT 19
	ADDITIONAL FEES AND EXPENSES 19
	VOLUNTARY PREPAYMENT PLAN 19
	STUDENT'S RIGHT TO CANCEL 19
	OFFICIAL WITHDRAWALS 19
	DATE OF WITHDRAWAL VERSUS DATE OF DETERMINATION (DOD)..... 20
	LVC REFUND POLICY 20
	FEDERAL FINANCIAL AID REFUND POLICY 20
	Student Financial Aid (SFA)..... 20
	Return of Title IV Funds Calculation and Policy 20
	Title IV Credit Balances 21

Time Frame within which Institution is to Return Unearned Title IV Funds	21
Effect of Leaves of Absence on Returns.....	21
BOOKS, EDUCATIONAL SUPPLIES, AND EQUIPMENT	21
TIME FRAME WITHIN WHICH INSTITUTION IS TO ISSUE NON-TITLE IV REFUNDS	21
EFFECT OF LEAVE OF ABSENCE ON REFUNDS	22
STUDENTS CALLED TO ACTIVE MILITARY DUTY	22
Newly Admitted Students.....	22
Continuing Students	22
Continuing Modular Diploma Students	22
Student Financing Options	22
Financial Assistance	22
Student Eligibility	22
Federal Financial Aid Programs	22
Workforce Scholarships and Grants, Including Youth, Adult and Displaced Workers	23
Veteran's Assistance Programs	23
ADMINISTRATIVE POLICIES	24
STATEMENT OF NON-DISCRIMINATION	24
DISABILITY	24
DISABILITY ACCOMMODATION PROCEDURE	24
DISABILITY GRIEVANCE PROCEDURES	24
CODE OF STUDENT CONDUCT	25
Conduct Affecting the Safety of the Campus Community	25
Conduct Affecting Student Learning	25
Limitations on Students with Pending Disciplinary Matters	25
Inquiry by the Campus Director	26
Conduct that does not Result in Suspension or Dismissal	26
Conduct Resulting in Suspension or Dismissal	26
STUDENT USE OF INFORMATION TECHNOLOGY RESOURCES POLICY	26
COPYRIGHT POLICY	27
SEXUAL HARASSMENT POLICY	27
SANCTIONS	27
APPEAL PROCESS	28
RECORD OF DISCIPLINARY MATTER	28
STUDENT GRIEVANCE PROCEDURE	28
ACCSC STUDENT CATALOG NOTICE	29
CPE STUDENT CATALOG NOTICE	29
ACCOUNT FOR STUDENT INDEMNIFICATION	29
DRESS CODE	30
NOTIFICATION OF RIGHTS UNDER FERPA	30
STUDENT RECORDS	31
TRANSCRIPT AND DIPLOMA RELEASE	31
CAMPUS SECURITY AND CRIME AWARENESS POLICIES	31
DRUG-FREE SCHOOLS/ DRUG-FREE WORKPLACE ANNUAL DISCLOSURE	31

CAMPUS CRIME STATISTICS INFORMATION	36
CAMPUS COMPLETION RATE REPORTS	36
STUDENT SERVICES	37
ORIENTATION	37
HEALTH SERVICES	37
HOUSING	37
STUDENT ADVISING	37
PLACEMENT ASSISTANCE	37
TEMPORARY CAMPUS CLOSING WEATHER	37
PROGRAMS OFFERED	38
MODULAR PROGRAMS	39
MEDICAL ASSISTANT	39
MEDICAL INSURANCE BILLING AND CODING	43
DEGREE PROGRAMS	48
NURSING	48
BUSINESS ADMINISTRATION	53
TUITION AND FEES	57
OPERATING HOURS	58
ACADEMIC CALENDARS	58
QUARTER-BASED PROGRAMS	59
ADMINISTRATION AND FACULTY	60
STATEMENT OF OWNERSHIP	61
APPENDIX A	62

ABOUT LAS VEGAS COLLEGE

VISION

To provide excellent educational opportunities that are responsive to the needs of the community and to help students better their lives and the lives of others.

MISSION

Las Vegas College (LVC) values its diverse student population and is committed to providing professional, career-oriented higher education. These opportunities allow students to reach their personal and professional goals. Through educational rigor, faculty and staff who are dedicated to student achievement, Las Vegas College prepares graduates for successful careers, lifelong learning, and to provide service to Las Vegas and surrounding areas.

OBJECTIVES

In order to assure continued fulfillment of its mission, Las Vegas College has established the following goals and objectives:

1. Las Vegas College will continually improve its educational process at all levels and seek to impart essential skills, competencies, and attitudes that students need for successful careers and for continued study.
2. The School shall strive to develop in all students the intellectual potential that will lead them to realize their capacities for independent thinking, intelligent decision making, and individual expression of opinions.
3. Las Vegas College is committed to quality in teaching and excellence in education and to this means shall seek qualified faculty who will bring excitement to the classroom and stimulate enthusiasm and eagerness for learning in the student.
4. By providing positive role models, emotional support, and opportunities to develop new and beneficial relationships, Las Vegas College shall strive to develop mature citizens who contribute to their communities.
5. Las Vegas College will assist graduates in securing career-related employment.

SCHOOL HISTORY

Las Vegas College was founded by Betty Krolak in 1979 under the name Krolak Business Institute. Barbara A. and E. T. Paulus purchased the Institute in December of 1980 and incorporated it under the name of TO-Ba Corporation. The Institute was granted a license to grant Associate's degrees on January 7, 1986, and the Institute's name was changed to Las Vegas Business College. The College was acquired by Rhodes Colleges, Inc. on October 17, 1996. At that time, the name of the institution was changed to Las Vegas College. Las Vegas College opened a branch campus, located in Henderson, Nevada, in 2003. The main campus moved in 2005 to the Henderson branch. The name of the college was changed to Everest College on August 10, 2009.

In February 2015, Zenith Education Group purchased the school from Corinthian Colleges, Inc. and transitioned it from a for-profit college into a nonprofit learning institution. In August 2017, Everest College changed its name to Altierus Career College.

In November 2018, Nevada Career Education, Inc. purchased the school from Zenith Education Group and changed its name to the current Las Vegas College.

FACILITIES AND EQUIPMENT

Las Vegas College occupies a 50,000 square foot facility, housing its classrooms, labs and administrative offices. Students have access to modern technology supporting their training. The facility is handicap accessible and free student parking is available.

The school, 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.

LEARNING RESOURCE CENTER

The learning resource center is designed to support the programs offered at the campus. Students and faculty have access to a wide variety of resources such as books, periodicals, audio-visual materials and digital resources to support its curriculum. The learning resource center is staffed with trained professionals to assist in the research needs of students and faculty, and it is conveniently open to meet class schedules.

ACCREDITATIONS, LICENSURE AND APPROVALS

- Accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC). The Accrediting Commission of Career Schools and Colleges is listed by the U.S. Department of Education as a nationally recognized accrediting agency. The Accrediting Commission of Career Schools and Colleges (ACCSC) is located at 2101 Wilson Blvd., Suite 302, Arlington, VA, or call 703-247-4212, or visit their website at www.accsc.org.
- Licensed by Nevada Commission on Postsecondary Education.

- The curriculum of the Associate of Applied Science Degree in Nursing program is approved for state licensure by the Nevada State Board of Nursing.
 - The Nursing education program is accredited by the Accreditation Commission for Education in Nursing.
 - Approved for the training of Veterans and eligible persons under the provisions of Title 38, United States Code.
- Copies of accreditation, approval and membership documentation is available for inspection at the campus. Please contact the campus director to review this material.

ADMISSIONS INFORMATION

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

REQUIREMENTS AND PROCEDURES

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

ADMISSIONS REQUIREMENTS FOR NURSING PROGRAM

- High School Diploma or a High School Equivalency Diploma
- Passing a designated nursing entrance test(s)
- Writing an essay as assigned and graded by the Nursing Department
- Completing a personal interview with the Nursing Department
- Passing a criminal background check and/or fingerprinting /drug screening

Prior to clinical the following need to be completed:

- Physical exam by a licensed practitioner
- Proof of current immunizations as required by clinical agencies
- Current CPR-BLS card
- Copy of Health Insurance card or signed waiver

CRIMINAL BACKGROUND SCREENING

- Students enrolled in certain programs will 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 trades fields.
- Students may not be enrolled if the background check identifies items such as a criminal conviction, pending case, or unresolved deferral/diversion that the School considers likely to negatively impact the student's chances of employment.
- 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 re-entering students are subject to the same background check requirements as a new student.

ACADEMIC COUNSELING AND READINESS

Incoming prospective students, prior to enrollment, must provide evidence demonstrating their level of academic readiness as demonstrated by a high school diploma or recognized equivalent. Prior to course registration, prospective students must also provide evidence demonstrating their level of academic readiness as described below. If evidence cannot be provided by meeting the benchmarks below, the student must take the required assessment.

Acceptable measures of academic readiness that do not require counseling or remediation include:

- Recent high school academic performance: A high school cumulative grade point average (GPA) of 2.6 or higher on a 4 point scale (80% or higher on a numeric scale), with a date of high school graduation 4 years or less prior to the date of admission. High school seniors who have not yet graduated may use cumulative GPA at the end of 7 high school semesters.
- Prior postsecondary performance: An English Composition or writing-intensive general education course with a grade of C or higher, taken from a nationally or regionally accredited postsecondary institution, which suggests readiness level for reading and writing, and College Algebra with the same criteria, which suggests readiness level for mathematics. Developmental courses (generally noted as remedial or pre-college on a transcript and not calculated into a college GPA) do not qualify. Review and approval of previous college experience to be completed by office of the Registrar.
- Recent standardized test scores: Test scores at or above the thresholds below on tests administered 4 years or less prior to the date of admission:

Assessment Method	Composition	Math
SAT Scores (Completed before 3/16)	460	460
SAT Scores (Completed after 3/16)	Reading—25 Writing—27 Evidence—520	500
PSAT Scores (taken prior to December of 2014)	Reading—46 Writing—46 Total CR+W—92	46
PSAT Scores (taken after January of 2015)	Reading—46 Writing—46 Total CR+W—92	52
ACT Scores	Reading—18 Writing—22	22
MRT Scores	70%	70%
External Institution ACCUPLACER (1 st Generation)	80+Sentence Skills 76+Reading	74 Elementary Algebra
ACCUPLACER (Next Generation)	263+Reading 263 + Writing	263+ Arithmetic
Compass	85+ Reading 74+ Writing	50+Math

If evidence of Academic Readiness cannot be provided as described above, the student must take the required assessment. For diploma students, the MyReadinessTest, a non-proctored, web-based assessment of fundamental math, reading, and writing skills must be taken. For Degree students, including Nursing students, ACCUPLACER, a proctored, nationally-normed web-based assessment of fundamental math, reading, and writing skills must be taken.

Academic Readiness for Nursing Programs

All Nursing Programs require administration of Test of Essential Academic Skills (TEAS). The TEAS is an entrance exam intended to predict the success of students in Nursing Programs. Documentation that a nursing associate degree student has met the applicable requirements above must be retained and present in the student's file prior to enrollment.

Nursing, Associate in Science Degree

Applicants must achieve a composite score of 66 or higher on the TEAS to be considered for entrance to the Associate Degree Nursing Program.

- If first time test taker fails (below 75%), must wait 7 days to retest.
- If second time test taker fails (below 75%), must wait 90 days to retest.
- If third time test taker fails again, must wait a year to retest.

Academic Readiness Interventions

Diploma students scoring below 70% on the MyReadinessTest (MRT) must meet with an advisor who will place students in the specific intervention based on program of study and modality, prior to enrollment.

Degree students scoring below 263 in reading, writing, and arithmetic must meet with an advisor to discuss the required academic support course(s).

Online Readiness

Prospective students are required to complete an Online Readiness Assessment (ORA) prior to enrollment. Students who score below 40 points on the Online Readiness Assessment (ORA) will be required to meet with an advisor to discuss his/her scores.

Retaking Assessments

All incoming applicants with the exception of Nursing Associate Degree program applicants are not permitted to retake an assessment for six months from the date of the initial assessment, unless approved by an academic advisor due to extenuating circumstances (e.g., compromised assessment environment).

All incoming Nursing Associate Degree program applicants who do not achieve the minimum required score on the assessment must consult with an academic advisor for any applicable details on retesting.

Re-entering students will not be required to retake the academic readiness assessment if all required benchmark evidence, exam results, and advising and remediation documentation are in the student's permanent academic file and recorded in the system of record as per the above criteria.

ACADEMIC POLICIES

LVC REGULATIONS

Each student is given access to an electronic school catalog, which sets forth the policies and regulations under which the institution operates. Prior to signing an enrollment agreement, enrolling student will be provided with an electronic copy or print copy of the catalog to read and understand. It is the responsibility of the student to become familiar with these policies and regulations and to comply accordingly. Ignorance of or lack of familiarity with this information does not serve as an excuse for noncompliance or infractions.

LVC reserves the right to make changes to its catalog in accordance with the needs of its students or to be in compliance with applicable requirements of the CPE, ACCSC, and the USDE.

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

DEFINITION OF CREDIT

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

MAXIMUM CLASS SIZE

To provide instruction and training, classes are limited in size. The maximum class size is 24 students. Lab classes have a maximum of 24 students unless required to be smaller in compliance with any programmatic accreditation requirements.

OUT OF CLASS ASSIGNMENTS

- Students in degree programs should expect to spend approximately two hours outside of class completing homework for every hour of in class lecture.
- Students in all programs will be expected to complete assigned homework and other out-of-class assignments in order to successfully meet course objectives as set forth in the course/program syllabi. Homework and out-of-class assignments will be evaluated by faculty.

TRANSFER OF CREDIT FOR NURSING PROGRAM

- Any course considered for transfer must have a grade of "C" or above.
- Science Courses: Anatomy and Physiology I & II and Microbiology with a lab. If an applicant has taken Anatomy and Physiology I & II and received a grade of 'C' or better and scores at least 80% on the HESI admission test A & P section, they can transfer in A&P I & II Theory and Lab.

TRANSFER OF CREDIT INTO LVC

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

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

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

Academic Time Limits

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

- College Core and General Education course – indefinite;
- Major Core course (except health science course) – within ten (10) years of completion; and
- Due to certain programmatic accreditation criteria, health science core courses are eligible for transfer within five (5) years of completion.
- Military training, proficiency exams (e.g. DANTES, AP, CLEP, Excelsior, etc.) and IT certificate exams – the same academic time limits as College Core and General Education courses.

Required Grades

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

Maximum Transfer Credits Accepted

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

Coursework Completed at Foreign Institutions

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

Transfer Credit for Learning Assessment

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

Transfer Credit for Proficiency Examination

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

Notice Concerning Transferability of Credits and Credentials Earned at our Institution

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

Transfer Center Assistance

Any questions regarding the transfer of credit into LVC should be directed to the campus Registrar's Office.

GRADING SYSTEM AND PROGRESS REPORTS

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

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

*Not used in modular programs.

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

*** Calculated as an attempt for nursing students

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

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

GPA AND CGPA CALCULATIONS

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

STANDARDS OF SATISFACTORY AND ACADEMIC PROGRESS (SAP/AP)

Students must maintain Satisfactory Academic Progress (SAP) and adequate academic progress (AP) in order to remain eligible as regularly enrolled students and to continue receiving federal financial assistance. The accreditor, federal and state regulations require that all students progress at a reasonable rate toward the completion of their academic program. Satisfactory and adequate academic progress is measured by:

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

Evaluation Periods for SAP/AP

Satisfactory academic progress is measured for all students at the end of each payment period. Academic progress is measured for all diploma students every eight weeks.

SAP and AP are evaluated as outlined in the tables below. All students with a cumulative grade point average (CGPA) and/ or rate of progress (ROP) below the required academic progress standards as stated in the school's catalog will move into SAP or AP NOT MET status. Students not meeting SAP or AP will be issued a SAP or AP Not Met letter and be advised that unless they improve their CGPA and/or rate of progress toward completion, they may be withdrawn from their programs and potentially lose eligibility for federal financial aid. An academic appeal will be required for those students whose academic progress is not met.

Satisfactory Academic Progress Tables

48 Quarter Credit Hour Program. Total credits that may be attempted: 72 (150% of 48)				
Total Credits Attempted	Academic Progress Not Met if CGPA is below	Academic Progress Not Met if Rate of Progress is Below	SAP Not met if CGPA is below	SAP Not Met if Rate of Progress is Below
12-17	2.0	66.67%	-	-
24-29	2.0	66.67%	-	-
30-35	-	-	2.0	66.67%
36-41	2.0	66.67%	-	-
48-72	-	-	2.0	66.67%

60 Quarter Credit Hour Program. Total credits that may be attempted: 90 (150% of 60).				
Total Credits Attempted	Academic Progress Not Met if CGPA is below	Academic Progress Not Met if Rate of Progress is Below	SAP Not met if CGPA is below	SAP Not Met if Rate of Progress is Below
12-17	2.0	66.67%	-	-
24-29	2.0	66.67%	-	-
30-35	-	-	2.0	66.67%
36-41	2.0	66.67%	-	-
48-53	2.0	66.67%	-	-
54-90	-	-	2.0	66.67%

108 Quarter Credit Hour Program. Total credits that may be attempted: 162 (150% of 108).				
Total Credits Attempted	FA Warning if CGPA is below	SAP Not Met if CGPA is below	FA Warning if the Rate of Progress is Below	SAP Not Met if Rate of Progress is Below
1-16 (1 st Term)	2.5	-	66.67%	-
1-162	-	2.0	-	66.67%

Application of Grades and Credits to SAP

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

Academic Guidance

A non-SAP status identifying students with a CGPA of a 2.5 to 2.0 and providing a student with information or guidance that can lead to improvement of the student's Cumulative Grade Point Average (CGPA) and Rate of Progress (ROP) toward program completion, including informing that failure to improve may result in unsatisfactory academic progress, a dismissal from the program and potential loss of Financial Aid (FA) eligibility. Students will receive notification of their status after final grades post and will be contacted by the students' academic team to discuss appropriate Academic Guidance. In addition, diploma students who have a CGPA below a 2.0 at the end of modules 1, 3, and 7 will receive the notification and will be placed on an Academic Plan.

Academic Probation

For diploma students, at the end of each Academic Progress evaluation period the student's AP status is calculated. Academic Progress Not Met is assigned to a student who falls below the required academic progress standards (CGPA, ROP, or MTF) for the program. Students will be notified with an AP NOT MET letter indicating that they will be placed on an academic plan and 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. If the appeal is accepted the student is placed on Academic Probation and is put on an Academic Plan not to exceed 3 mods or 3 terms.

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 timeframe.

Financial Aid Warning

The Campus Director or Academic Dean (or designee) must provide the written notice of FA Warning status to all degree students who earn a (CGPA) of 2.5 or below while attempting their first 16 credits. Note that students can only remain in FA Warning for one term.

- Students must receive the notification by the first day of the term;
- Must be advised within seven (7) calendar days (excluding Holidays) after the term start; and
- Student will complete the Academic Advising Questionnaire

Financial Aid Probation

At the end of each term following a SAP evaluation, students with a SAP NOT MET 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. If the appeal is accepted the student is placed on Financial Aid Probation and is put on an Academic Plan not to exceed 3 mods or 3 terms.

Notification of Financial Aid Probation

FA Probation is the term for which the student's appeal has been accepted and progress is monitored under an Academic Plan. During the period of FA probation students will continue to be eligible for financial aid.

While on FA probation, unless students improve their CGPA and /or rate of progress toward completion, in accordance with their Academic Plan, they will be withdrawn from their program and become ineligible for further financial aid. All students on FA probation must be placed on an Academic Plan. A student will remain on FA probation as long as he or she is meeting the requirements of his or her Academic Plan when evaluated at the end of each evaluation period on the Plan which is not to exceed 3 mods or 3 terms.

Academic Plan

Students on AP Probation, FA Probation or students in a modular program during non- SAP/AP modules with a CGPA of below a 2.0 must agree to the requirements of an Academic Plan if he/she can meet the CGPA/ROP standards as outlined in the catalog within 3 mods/terms. If not the students shall be dismissed from the institution. Each student shall receive a copy of his or her Plan. A copy of each student's Plan shall be kept in the student's permanent academic file.

The Plan may extend over one (1) or multiple terms not to exceed 3 mods/terms. At the end of the first evaluation period on the Plan, the student will meet with the Academic Dean (or designee) for an evaluation of progress of the plan's requirements. If on a single-term plan and the student has met the requirement(s) of the plan, the student must be in SAP Met status, and the student's Plan shall be considered fulfilled and closed. If on a multi-term plan and the student has met the requirement(s) of the first evaluation period, then new requirements will be set and the student will be placed manually into (S)AP Meeting Plan Status and will adhere to the subsequent term requirements of the Plan.

If at the end of any SAP or AP evaluation period on the Plan 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 Plan.

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

Evaluation of Progress

At the end of each evaluation period encompassed by the Plan, the student will meet with the Campus Director/Academic Dean of Education (or designee) for an evaluation of progress of the plan's requirements. Determination of the student's success at meeting the Plans requirement(s) must be completed no later than the first (1st) calendar day of the module or term.

SAP MET Status

If the student has met the requirements of a one-term plan, the student must be in SAP MET status and the student's Academic Plan shall be considered fulfilled and closed. The student will be provided with either a Return to Academic Good Standing Letter.

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

- For degree programs with an Add/Drop period:
 - Students must receive the notification by the first day of the term; and
 - Must complete the Evaluation of Progress form within fourteen (14) calendar days after the notification.

NOTE: For terms without a break week, students must receive the notification within seven (7) calendar days after the term start and must complete the Evaluation of Progress form within twenty-one (21) calendar days after the notification.

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

AP/SAP Not Met Status and/or Dismissal

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

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

- For degree programs with an Add/Drop period:
 - Students must receive the notification by the first day of the term; and
 - Must complete the Evaluation of Progress form within fourteen (14) calendar days after the notification.

NOTE: For terms without a break week, students must receive the notification within seven (7) calendar days after the term start and must complete the Evaluation of Progress form within twenty-one (21) calendar days after the notification.

- For diploma programs:
 - Students must receive the notification by the third (3) business day of the subsequent module; and
 - Must complete the Evaluation of Progress form within seven (7) calendar days after the notification. If the student does not meet the Plan's requirements at the end of an evaluation period, the student will be dismissed from the program. If the student has not met the benchmark, the student must be dropped with the correct DOD (no later than second calendar day of module or term). The student must be notified of dismissal no later than the second calendar day of module or term.

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

SAP Re-Entry

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

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 fourteenth 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 Plan and the student will be placed on FA probation.

Financial Good Standing

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

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

- Complete required financial aid applications to assist in satisfying all anticipated direct costs of the selected program including tuition, books and required fees for each of the academic and award years within time frames required
- Have an outstanding earned Accounts Receivable balance less than:
 - \$2,500 or one term of instruction (whichever is greater) if enrolled full time in a degree program,
 - \$3,000 or one module of instruction (whichever is greater) if enrolled in a diploma program

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 LVC 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.

Refresher Courses

Graduates have the opportunity to retake any course they have completed, provided there is space available, and with the approval of the applicable Program Chair and instructor at no charge, except for books and supplies. Graduates are subject to school rules and regulations at all times. A written request for a refresher course should be submitted to the Program Chair at least thirty (30) days prior to the beginning of the desired course. The School's technical and medical course curriculum is constantly updated to reflect the changes in industry. Graduates are encouraged to return to the school to take updated modules in their field of study when space is available. The costs of books and supplies are the responsibility of the student.

Retaking Failed Coursework

Students must repeat all failed courses that are required for graduation from the program. Students in diploma programs may not exceed three attempts of courses. Students in degree programs must request permission to repeat a course after the second attempt to pass. Each attempt counts in the calculation of the students' rate of progress and maximum time frame. 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. If a student doesn't pass a course after three attempts in a diploma program or if a course retake request is denied for a required course in a degree program, the student will be dismissed due to their inability to meet the program requirements for graduation.

Veterans Affairs (VA) students are not eligible for VA funding for repeating passed coursework.

ADD/DROP POLICY (DEGREE PROGRAMS ONLY)

Continuing students may register for classes prior to the start of the 12-week term. Once the term has started, students may add or drop courses during the add/drop period without academic penalty upon obtaining approval from Academic administration and the Financial Aid office.

The taking of attendance of new and re-entering students who enroll during the add/drop period will begin the first scheduled class session following the student's enrollment. The add/drop period for full term (12-week) courses is the first 14 calendar days of the term, excluding holidays. For either the six-week 1 or six week 2 courses, the add/drop period is the first seven calendar days of the course, excluding holidays.

Students who enroll in a 12-week course during the add/drop period must attend class by the **earlier** of the 21st calendar day of the term or the 14th calendar day after enrollment, or be unregistered from the course. Students who enroll in 6-week courses during the add/drop period must attend class by the 14th calendar day of the 6-week course, or be dropped from the course.

Full Term Courses

The add/drop period for full term courses is the first fourteen (14) calendar days of the term, excluding holidays and regularly scheduled breaks. For any six-week courses, the add/drop period is the first seven calendar days of the course, excluding holidays and scheduled breaks. The taking of attendance of students who enroll during the add/drop period shall begin the first scheduled class session following the student's enrollment. Therefore, students who enroll in a full-term course during the add/drop period must attend class by the earlier of the 21st calendar day of the term or the 14th calendar day after enrollment, or be dropped from the course. Students who enroll in 6-week courses during the add/drop period must attend class by the 14th calendar day of the 6-week course, or be dropped from the course.

Mini-Term Courses

The registration period for six-week 2 mini-term courses occurs well in advance prior to the start of the six-week 2 mini-term. Continuing students, who are already enrolled in full term courses, should complete registration for upcoming six-week 2 mini-term courses by the close of business on day twenty (20) of the full-term.

Once the mini-term has begun, the add/drop period for mini-term courses is the first seven (7) calendar days of the term, excluding holidays and regularly scheduled breaks. The taking of attendance of students who enroll during the add/drop period shall begin the first scheduled class session following the student's enrollment. Students who enroll in mini-term courses during the add/drop period must attend class by the 14th calendar day of the mini-term, or be dropped from the course.

Effects of Add/Drop on Financial Aid Calculation

Adding or dropping a course may affect a student's enrollment status, and therefore the amount of financial aid for which the student is eligible. The Director of Financial Aid (or Designee) is responsible for advising a student of the financial consequences of a change in registration.

In order for six-week 2 mini-term courses to be considered in the determination of a student's enrollment status for Pell grant purposes only, a student must register for the six-week 2 mini-term courses by the close of business on day twenty (20) of the start of the full term, i.e. prior to the Census date.

ATTENDANCE POLICY

Attendance in class is critical to student academic success. This policy sets standards that provide for the withdrawal and dismissal of students whose absences exceed a set rate. Normally, a student is considered present if he or she is in the assigned classroom for the scheduled amount of time, i.e., neither late for class (tardy) nor leaving

before the end of class (leave early). However, an instructor may consider a student present who does not attend the entire class session if (a) the criteria used to make the determination are stated in the course syllabus and (b) the amount of time missed does not exceed 50% of the class session.

Establishing Attendance/Verifying Enrollment

Campus Faculty must take attendance each class session beginning with the first day of scheduled classes.

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

Monitoring Student Attendance

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

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

Consecutive Absence Rule

When a student is absent from school for fourteen (14) consecutive calendar days excluding holidays and scheduled breaks, the faculty must notify the Campus Director/Academic Dean 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 the next scheduled class after the violation and must post positive attendance the next scheduled class after the violation
 2. File an appeal within five (5) calendar days after the date of violation;
 3. Have perfect attendance while the appeal is pending.

Failure to comply with one or more of the requirements listed above 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.

Diploma Programs:

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

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

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

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

Degree Programs:

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

Percentage	Action Taken
25% of the total hours for all courses in a term	Attendance warning letter sent
40% of the total hours for all courses in a term	Withdrawn from all courses and dismissed from school

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

Percentage	Action Taken
25% of the total remaining hours for all courses in a term	Attendance warning letter sent
40% of the total remaining hours for all courses in a term	Withdrawn from the module and dismissed from school

Violations of Percentage Absence Rules

When a student violates the applicable percentage absence rule, the faculty will notify the Campus Director/Academic Dean 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 after the date of violation;
 3. Have perfect attendance while the appeal is pending.

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

Date of Withdrawal

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

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

Date of Determination (DOD)

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

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

Attendance Records

The computer attendance database is the official record of attendance. On the 14th calendar day following the end of the term/module, the computer attendance database shall be considered final.

LEAVE OF ABSENCE POLICY

LVC 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 (for program with 200 hours or more but less than 600 hours, the total number of days of leave granted may not exceed 60 calendar days), starting from the first day of the first leave, that there is a reasonable expectation that the student will return, and as long as there are documented, legitimate extenuating circumstances that require the students to interrupt their education, an LOA will not be granted for any of the following reasons:

- a) The courses that the student needs are available, but the student declines to take them;
- b) An externship/internship site is not available for the student;
- c) A student is unable to pay tuition;
- d) The student is failing a course(s); or
- e) To delay the return of unearned federal funds.

Leave Of Absence Requests

Students requesting an LOA must submit a completed Leave of Absence Request Form prior to the beginning date of the leave.

For approved LOA requests in diploma programs, the student starting leave prior to the end of a module will receive a grade of "L" (Leave). The course will not be included in the calculation of Rate of Progress (ROP), Maximum Time Frame (MTF) or attendance. For degree students, an LOA can only begin once the 12 week term has ended.

If circumstances of an unusual nature that are not likely to recur prevent the student from submitting the request in advance, the leave may still be granted, but only if:

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

Re-Admission Following a Leave of Absence

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

Extension of a Leave of Absence

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

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

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

Failure to 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.

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.

The academic consequences of failing to return from an LOA will be explained to the student by the Academic Dean or Director of Education prior to the beginning of the leave. Consequences include the effect on the student's:

- Loan repayment terms including the grace period
- Rate of progress
- Maximum time frame for completion

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

EXTERNSHIP TRAINING

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

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

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

ONLINE LEARNING

General education courses within the Nursing program are currently the only online courses offered. Students wishing to take a general education course online must see the Online Coordinator to initiate the paperwork and the Nursing Department Chair must sign off on the request to take an online course. Online courses require discipline on the part of the student in order to keep up with the course. This will be taken into consideration when the Nursing Department Chair considers the request.

WITHDRAWAL PROCEDURES

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

MAKE-UP WORK

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

REQUIREMENTS FOR GRADUATION

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

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

VETERANS EDUCATION BENEFITS

Prior Credit for Education and Training

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

Prior credit must be evaluated within the first two terms of the enrollment period.

Benefit Overpayments

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

Academic Standards for Students Receiving VA Benefits

Student receiving Veterans education benefits are subject to the same academic standards (e.g., SAP, attendance, etc.) applicable to all students at the schools. To receive VA education benefits, a student must maintain Satisfactory Academic Progress, attendance standards and adhere to the Code of Student Conduct.

APPEALS POLICIES

Student Academic Appeals Policy

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

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

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

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

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

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

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

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

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

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

Assignments/Test Grades

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

Final Course Grades

Final grade appeals must be submitted by the:

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

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

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

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

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

Attendance Violations Appeals

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

- Percentage Absence (program or term) – post positive attendance (“present”) within five calendar days of the date of violation and
- Consecutive Day Absence - post positive attendance the next scheduled class session after the violation.

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

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

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

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

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

FINANCIAL INFORMATION

STATEMENT OF FINANCIAL OBLIGATION

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

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

TUITION AND FEES

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

Tuition and fees for Quarter-based programs will be charged in accordance with the enrollment agreement. The minimum full-time course load is 12 credits per quarter for undergraduate programs. Non-credit-bearing coursework will be charged at the same rate as credit-bearing coursework. Textbook costs per quarter are dependent upon the classes for which the student is registered.

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

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

TEXTBOOKS AND EQUIPMENT

Textbooks and workbooks are sold through the bookstore in accordance with LVC policies. At the time of issuance, textbooks become the responsibility of the students. LVC is not responsible for replacing lost textbooks; however, students may purchase replacements from the campus bookstore. Students are responsible for the cost of their textbooks. In certain programs requiring specialized equipment, that equipment may be loaned to students for use during their enrollment. Students failing to return loaned equipment will be charged for the full replacement value.

ADDITIONAL FEES AND EXPENSES

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

All students enrolled or enrolling in a degree program with an academic year start date of February 1, 2016 or later will be assessed a technology fee of \$150.00 per academic year. All new students enrolling in a diploma program will be assessed a lab fee of \$150 per academic year. Academic years consisting of externship hours only will not be assessed the \$150 lab fee.

VOLUNTARY PREPAYMENT PLAN

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

STUDENT'S RIGHT TO CANCEL

The applicant's signature on the Enrollment Agreement does not constitute admission into the school until the student has been accepted for admission by an official of the school. If the applicant is not accepted by the school, all monies paid will be refunded.

OFFICIAL WITHDRAWALS

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

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

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

DATE OF WITHDRAWAL VERSUS DATE OF DETERMINATION (DOD)

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

LVC REFUND POLICY – THE SCHOOL'S REFUND POLICY IS AS FOLLOWS:

- (a) If LVC has substantially failed to furnish the training Program agreed upon in this Enrollment Agreement, LVC shall refund to Student all the money Student has paid to LVC.
- (b) If Student cancels his or her enrollment before the start of the training Program, LVC shall refund to Student all the money Student has paid, minus 10 percent of the Tuition agreed upon in this Enrollment Agreement or \$100, whichever is less.
- (c) If Student withdraws or is expelled by LVC after the start of the training Program and before the completion of more than 60 percent of the Program, LVC shall refund to Student a pro rata amount of the Tuition agreed upon in this Enrollment Agreement, minus 10 percent of the Tuition agreed upon in this Enrollment Agreement or \$100, whichever is less.
- (d) If Student withdraws or is expelled by LVC after completion of more than 60 percent of the training Program, LVC is not required to refund Student any money and may charge Student the entire cost of the Tuition agreed upon in this Enrollment Agreement.
- (e) If a refund is owed to Student by LVC for any of the reasons stated in (a) - (d) above, LVC shall pay the refund to the person or entity who paid the Tuition within 15 calendar days after:
 - (i) The date of cancellation by Student of his or her enrollment; or
 - (ii) The date of termination by LVC of the enrollment of Student; or
 - (iii) The last day of an authorized leave of absence if Student fails to return after the period of authorized absence; or
 - (iv) The last day of attendance of Student, whichever is applicable.
- (f) Books, Educational Supplies or Equipment for individual use are not included in this Refund Policy. A separate refund will be paid by LVC to Student if those items were not used by Student as provided in this Enrollment Agreement. All refund disputes for Books, Educational Supplies or Equipment must be resolved by the Administrator of the Nevada Commission on Postsecondary Education on a case-by-case basis.
- (g) For the purposes of this Refund Policy the following applies:
 - (i) The period of Student's attendance must be measured from the first day of instruction as set forth in this Enrollment Agreement through Student's last day of actual attendance, regardless of absences.
 - (ii) The period of time for a training Program is the period set forth in this Enrollment Agreement.

Tuition must be calculated using the Tuition and Fees set forth in this Enrollment Agreement and does not include Books, Educational Supplies or Equipment that is listed separately from the Tuition and Fees.

FEDERAL FINANCIAL AID REFUND POLICY

Student Financial Aid (SFA)

The school is certified by the U.S. Department of Education as an eligible participant in the Federal Student Financial Aid (SFA) programs established under the Higher Education Act of 1965 (HEA), as amended (Title IV programs). The school is required to determine earned and unearned portions of Title IV aid for students who cancel, withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60% of a payment period or term.

Return of Title IV Funds Calculation and Policy

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

of Title IV Funds calculation (Return calculation) is based on the percentage of earned aid using the following calculation: Percentage of payment period or term completed equals the number of days completed up to the withdrawal date divided by the total days in the payment period or term. (Any break of five days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid.

Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula: Aid to be returned equals (100% of the aid that could be disbursed minus the percentage of earned aid) multiplied by the total dollar amount of aid that could have been disbursed during the payment period or term.

The school must return the lesser of:

1. The amount of Title IV program funds that the student did not earn; or
2. The amount of institutional charges that the student incurred for the payment period or period of enrollment multiplied by the percentage of funds that were not earned.

The student (or parent, if a federal PLUS loan) is required to repay the difference between the amount of unearned aid and the amount returned by the School. If the student's portion of the unearned aid includes federal grants, the student is required to return the grant amount: (1) if the grants overpayment is greater than \$50; and (2) only the extent that the grant amount exceeds 50% of the original amount received for the payment or period of enrollment.

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

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

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

Title IV Credit Balances

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

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

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

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

Effect of Leaves of Absence on Returns

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

BOOKS, EDUCATIONAL SUPPLIES, AND EQUIPMENT

The words "Books, Educational Supplies and Equipment" used in the Enrollment Agreement includes textbooks, supplies, materials, tools, electrical appliances and devices, or other goods issued to Student under this Agreement for Student's participation in her/his Program of Study. Student agrees that she/he must return to School any unopened/unused Books, Educational Supplies and Equipment within 30 days following the date of Student's withdrawal or notice of cancellation to School in order to receive credit on Student's account for the returned items. If Student fails to return such items within this 30 day period, the School may charge Student for the unreturned items and, if applicable, deduct it from any refund due to Student. The School shall refund any amount exceeding the charges for the Books, Educational Supplies and Equipment within 15 days after the period within which the Student is required to return such items. Student agrees that any used or opened Books, Educational Supplies and Equipment may not be returned for credit under any circumstances.

TIME FRAME WITHIN WHICH INSTITUTION IS TO ISSUE NON-TITLE IV REFUNDS

Refunds will be issued within 15 calendar days of either the date of determination or from the date that the applicant

was not accepted by the school, whichever is applicable.

EFFECT OF LEAVE OF ABSENCE ON REFUNDS

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

STUDENTS CALLED TO ACTIVE MILITARY DUTY

Newly Admitted Students

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

Continuing Students

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

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

Continuing Modular Diploma Students

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

Student Financing Options

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

Financial Assistance

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

Student Eligibility

To receive financial assistance, you must have the following:

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, or have completed homeschooling at the secondary level as defined by state law.

Federal Financial Aid Programs

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

- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Federal Work Study (FWS)
- Federal Stafford Loans (FSL)
- Federal Stafford Direct Loans (DL)
- Federal Parent Loan for Undergraduate Students (PLUS)
- William D. Ford Federal Direct Loan Program

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

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

Veteran's Assistance Programs

The VA administers education programs for veterans and their eligible dependents. The VA determines student eligibility and assists students with utilizing these benefits. For information about U.S. Departments of Veterans Affairs (VA) education benefits for veterans and their families, call (888)-GI-BILL-1 (888-442-4551) or visit <http://www.gibill.va.gov>. More information about education benefits offered by VA is available at the official U.S. government website at <http://www.benefits.va.gov/gibill>. VA education benefits include but are not limited to the following:

- Post-9/11 GI Bill ® (Chapter 33)
http://www.benefits.va.gov/gibill/post911_gibill.asp
- Transfer of Post-9/11 GI Bill ® Benefits to Dependents (TEB)
http://www.benefits.va.gov/gibill/post911_transfer.asp
- Yellow Ribbon GI Education Enhancement Program (Yellow Ribbon Program)
http://www.benefits.va.gov/gibill/yellow_ribbon.asp
- Montgomery GI Bill ® – Active Duty (Chapter 30)
http://www.benefits.va.gov/gibill/mgib_ad.asp
- Montgomery GI Bill ® – Selected Reserve (MGIB-SR / Chapter 1606)
http://www.benefits.va.gov/gibill/mgib_sr.asp
- Veterans Educational Assistance Program (VEAP / Chapter 32)
<http://www.benefits.va.gov/gibill/veap.asp>
- Survivors' and Dependents' Educational Assistance Program (DEA / Chapter 35)
http://www.benefits.va.gov/gibill/survivor_dependent_assistance.asp
- National Call to Service Program (NCS)
http://www.benefits.va.gov/gibill/national_call_to_service.asp
- Vocational Rehabilitation (Chapter 31)
http://www.benefits.va.gov/vocrehab/eligibility_and_entitlement.asp

ADMINISTRATIVE POLICIES

STATEMENT OF NON-DISCRIMINATION

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

DISABILITY

LVC complies with federal laws including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended. The Campus Director has been designated the Section 504/ADA Coordinator and will coordinate the efforts of LVC to comply with all relevant disability laws. Inquiries should be directed to this person at the campus contact information located on the cover page of this catalog.

DISABILITY ACCOMMODATION PROCEDURE

LVC's disability accommodation procedure is a collaborative and interactive process between the student and the Campus Director. The student will meet with the Campus Director on campus to request and submit an Accommodation Request form and discuss disability related needs. The Campus Director is available to the student to assist with questions and provide assistance in filling out the Accommodations Request form. The student will provide a completed Accommodations Request form and documentation of their medical condition to the Campus Director for review. The documentation of a medical condition may be from a licensed medical doctor, psychologist, audiologist, speech pathologist, registered nurse, licensed clinical social worker, marriage and family therapist, rehabilitation counselor, physical therapist, learning disability specialist, or other appropriate health professional. This documentation should verify the medical condition and suggest appropriate accommodations for the student. If the accommodation is denied, the student is informed of their right to appeal the decision and the necessary steps to file an appeal.

To file an appeal the student should supply documentation and/or other evidence to substantiate the need for the denied accommodation(s). The evidence is submitted to the Campus Director with a new accommodation form marked appeal.

DISABILITY GRIEVANCE PROCEDURES

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

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

Complaints are investigated in a manner that protects the privacy and confidentiality of the parties to the extent possible. No employee or agent of the School may intimidate, threaten, coerce or otherwise discriminate or retaliate against any individual because he or she has filed a complaint or participated in the complaint resolution process. If a student believes any such retaliation has occurred, a complaint of retaliation should be filed according to the procedure described above. LVC makes every effort to prevent recurrence of any finding of discrimination and corrects any discriminatory effects on the grievant and others, if appropriate.

If the Campus Director is the subject of the grievance, the student should contact the President at pmikhail@mikhailed.com.

CODE OF STUDENT CONDUCT

LVC seeks to create an environment that promotes integrity, academic achievement, and personal responsibility. The LVC community 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, the LVC Code of Student Conduct sets forth the standards of behavior expected of students as well as the process that must be followed when a student is accused of violating those standards. Reasonable deviations from the procedures contained herein will not invalidate a decision or proceeding unless, in the sole discretion of the School, the deviation(s) significantly prejudice the student.

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

Conduct Affecting the Safety of the Campus Community

LVC 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

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 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.

SUSPENSION

A student will be suspended due to violation of the attendance policy, unsatisfactory academic progress, rules of conduct, failure to meet financial obligation or for other performance or behavior problems. Students are suspended for a specified period of time. Students can also appeal the suspension. If an appeal is unsuccessful, the student must re-enroll by filling out a new enrollment agreement after the suspension period.

TERMINATION

Termination actions are for situations which warrant more severe action than suspension. Depending on the severity of the situation, students will be terminated due to violation of the School's rules in the areas of theft, cheating, illegal drug use, or behavior, and/or for more than one suspension or unsatisfactory academic progress violation. Students who are terminated from the School and whose appeal is denied cannot re-enroll at LVC.

Limitations on Students with Pending Disciplinary Matters

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

- Graduate or participate in graduation ceremonies; or

- Engage in any other school-related activities determined by the school

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

Inquiry by the Campus Director

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

Conduct that does not Result in Suspension or Dismissal

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

Conduct Resulting in Suspension or Dismissal

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

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

STUDENT USE OF INFORMATION TECHNOLOGY RESOURCES POLICY

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

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

A student whose conduct is determined to be in violation of this policy may be immediately suspended. 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.

COPYRIGHT POLICY

LVC students must follow the Federal Copyright Act which prohibits the unauthorized distribution of copyrighted materials. Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the owner of the copyright under the Federal Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement. Acknowledging the source of the copyrighted material is not a substitute for obtaining permission from the copyright owner. Therefore use of the copyrighted materials of others should only be done by following the outlined procedures below:

1. Students should refer any questions about the Federal Copyright Act to their Instructors and/or Campus Director.
2. While LVC expects students to strictly abide by all clauses of the Federal Copyright Act in their interactions with and on behalf of the Institution, the following list covers those aspects of the Federal Copyright Act which students are most likely to encounter in their tenure with the School:
 - A. **Photocopying, Electronic and/or Other Copying of Copyrighted Materials:** Students may make and share copies of copyrighted materials on a limited basis for research or academic purposes strictly in accordance with the Federal Copyright Act.
 - B. **Use of Images from Online or other Sources:** Students may use images from copyrighted sources for their individual classroom projects and assignments, but must limit their use of such images to individual educational purposes. For non-classroom projects, however, if you did not create the image yourself, did not obtain the image from your computer's clipart or from a website that creates images specifically for free public usage (such as Microsoft images), you or LVC do not own the image and have not paid for use of the image, consequently you should not use the image in your work.
 - C. **Peer to peer file sharing.** Peer to peer sharing of electronic files is not an illegal act. However, peer to peer sharing of copyrighted electronic files, including but not limited to movies, music, computer software and video games can be a violation of the Federal Copyright Act. Students must avoid peer to peer sharing of copyrighted material and should be aware that educational institutions, such as LVC, are under no obligation to accept responsibility for or to help defend students caught illegally sharing files.
 - D. **Software.** All software used by LVC has been appropriately licensed in order to comply with the Federal Copyright Act and all requirements of the software's owner. LVC students are not allowed to use any personal software with LVC technology.
3. Students should be aware that unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject them to civil and criminal liabilities including the possibility of fines, financial liability for damages and court fees, and confiscation of the copyrighted materials and any devices used to copy and/or distribute them. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense. Such illegal sharing may also subject students to disciplinary action including termination of their student enrollment at LVC.

SEXUAL HARASSMENT POLICY

LVC is required by Title IX of the Educational Amendments of 1972 and 34 C.F.R. Part Sec. 106.9 not to discriminate on the basis of sex in the educational programs and activities which it operates. LVC 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 at LVC. The School will respond promptly to reports of sexual harassment and sexual violence and will take appropriate action to prevent, to correct, and when necessary, to discipline behavior that violates School policy.

Refer to Appendix A for further information.

SANCTIONS

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

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

Note: Student absences resulting from a suspension shall remain in the attendance record regardless of the

outcome of any disciplinary investigation or the decision of the Student Conduct Committee.

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

APPEAL PROCESS

Students are entitled to appeal any sanction which results in suspension or dismissal. The appeal must be in writing and filed within five (5) calendar days of the date of the written notice. If the student files a timely appeal, the Campus Director (or designee) shall convene a Student Conduct Committee to conduct the hearing. The Committee shall generally include the Campus Director/Academic Dean, a Program or Department Chair, the Student Services Coordinator, or a faculty member. The members of the Committee shall select a Chair.

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

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

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

The Student Conduct Committee shall:

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

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

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

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

RECORD OF DISCIPLINARY MATTER

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

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

STUDENT GRIEVANCE POLICIES AND PROCEDURES

The School's student grievance procedures are designed to handle complaints and grievances concerning the actions, decisions, or inactions of faculty or staff members or fellow students.

1st Step: Attempt to Resolve the Situation Directly

The student should first attempt to resolve the situation with the person whose action is being questioned. Additional questions or concerns regarding the School's enrollment agreement or the meaning, interpretation, and application of any of the provisions set forth in this catalog or for any other reason, may be brought forth for resolution.

If a student is unable to resolve a situation directly with the person whose action is being questioned, they should proceed to the next step and use the campus complaint procedure below.

2nd Step: LVC Student Complaint Procedure

When a grievance occurs, the student should first attempt to resolve the situation with the person whose action is being questioned. If that is not reasonably possible or if the student does not believe the matter has been resolved or won't be resolved by the person in question, he or she may proceed utilizing the following steps:

1. The student may file in writing with the applicable Department Chair, within three working days of the incident, the following information:
 - A. A statement of the specifics involving the grievance.
 - B. The dates of the occurrence.
 - C. A listing of policies and procedures involved (if known).
 - D. The names of the individuals involved (if known).
 - E. The interpretation or remedy sought.

The Department Chair will investigate the complaint, and may conduct a conference with all involved parties in an attempt to resolve the grievance. The student will receive a written response from the Department Chair within ten (10) working days of receipt of the student's grievance.

2. If the grievance still remains unresolved to the satisfaction of the student who filed the grievance, the aggrieved student may appeal the decision within five working days of that decision to the Campus Director. The Campus Director may take whatever steps are deemed necessary to investigate, review and attempt to resolve the matter. The Campus Director or his/her representative will render a decision, which is final and binding upon all parties.

3rd Step: Accreditor and State Complaint Procedures

If a student is unable to resolve a situation through the campus complaint procedures and appeals, they may utilize one of the external complaint procedures listed below, though the school's accreditors or the state.

ACCSC STUDENT CATALOG NOTICE - ACCSC STUDENT COMPLAINT PROCEDURE

Schools accredited by the Accrediting Commission of Career Schools and Colleges must have a procedure and operational plan for handling student complaints. If a student does not feel that the School has adequately addressed a complaint or concern, the student may consider contacting the Accrediting Commission. All complaints reviewed by the Commission must be submitted in written form and should grant permission for the Commission to forward a copy of the complaint to the School for a response. This can be accomplished by filing the ACCSC Complaint Form. The complainant(s) will be kept informed as to the status of the complaint as well as the final resolution by the Commission. Please direct all inquiries to:

Accrediting Commission of Career Schools & Colleges
 2101 Wilson Boulevard, Suite 302
 Arlington, VA 22201
 (703) 247- 4212
 www.accsc.org

CPE STUDENT CATALOG NOTICE – COMPLAINT PROCEDURE

Students may also contact and file a complaint with the State of Nevada Commission on Postsecondary Education from the following mailing address.

Commission on Postsecondary Education
 8778 S. Maryland Pkwy, Suite 115
 Las Vegas, Nevada 89123
 Phone: (702) 486-7330

ACCOUNT FOR STUDENT INDEMNIFICATION

In accordance with NRS 349.553 an Account for Student Indemnification (the "Account") has been created by the legislature of the State of Nevada. The Account is administered by the Administrator of the Nevada Commission on Postsecondary Education in accordance with regulations adopted by the Commission. The existence of the Account does not create a right in any person to receive money from the Account, however, money in the Account may be used to indemnify any student or enrollee who has suffered damage as a result of:

- a) The discontinuance of operation of a postsecondary educational institution licensed in Nevada; or
- b) The violation by such an institution of any provision of NRS 394.383 to 394.560 inclusive, or the regulations adopted pursuant thereto.
- c) If a student or enrollee is entitled to indemnification from a surety bond pursuant to NRS 394.480 the bond must be used to indemnify the student or enrollee before any money in the Account may be used for indemnification.

DRESS CODE

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

NOTIFICATION OF RIGHTS UNDER FERPA

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

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

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

Registrar shall advise the student of the correct official to whom the request should be addressed.

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

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

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

The institution discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the institution in an administrative, supervisory, academic or research, or support staff position; a person or company with whom the institution has contracted as its agent to provide a service instead of using institution employees or officials (such as an attorney, auditor, collection agent, campus security personnel and a health provider); a person serving the institution in an advisory capacity; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks, or an accreditor or an official of the state's department of education. Please note that in certain circumstances, such as with an infectious disease health threat or security threat, the school may disclose individually identifiable information without notice.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the institution.

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

LVC is committed to the protection of student education information. LVC does not publish a student directory, however LVC may disclose appropriately designated "directory information" without a student's written consent, unless the student has advised LVC to the contrary. LVC expressly limits its designated directory information to students' names, addresses, phone numbers, graduation dates, programs of study, degrees, diplomas, certificates, dates of attendance and honors/awards received. A student who wishes to opt-out of the disclosure of this information must obtain a Directory Information Opt-Out Form from the Registrar's Office and submit the completed form to the Registrar.

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

STUDENT RECORDS

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

TRANSCRIPT AND DIPLOMA RELEASE

Requests for transcripts must be submitted to the Office of the Registrar. 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. Students will receive one free transcript at the time of graduation with their diploma. Additional transcripts are \$10.00 per copy.

Students can request their transcript by contacting the Registrar office for assistance.

Transcripts will be delivered electronically to the student's destination of choice if:

- Student has a record in the current student information system
- Student is current with their financial obligation to the campus, and student owes the campus an outstanding balance of \$1,500 or less

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

Note: Students who have outstanding balances above \$1,500 may receive an unofficial copy of their transcript.

CAMPUS SECURITY AND CRIME AWARENESS POLICIES

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

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

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

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

On May 17, 1996, the President of the United States signed Megan's Law into federal law. As a result, local law enforcement agencies in all 50 states must notify schools, day care centers, and parents about the presence of dangerous offenders in their area. Students are advised that the best source of information on the registered sex offenders in the community is the local sheriff's office or police department. In Nevada, information about convicted sex offenders is available at <http://www.nvsexoffenders.gov/>.

Drug-Free Schools/Drug-Free Workplace Annual Disclosure

It is the policy of the School to comply with the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act of 1989 as amended for all students and employees. As noted in the Annual Security Report, the School supports a drug-free environment and does not allow the unlawful possession, use or distribution of illicit drugs or alcohol on or off campus. As **AN EXPRESS CONDITION OF ACCEPTANCE AS A STUDENT TO THE SCHOOL**, students agree to random and for-cause drug testing throughout their attendance at the School in accordance with the School's Substance Abuse Policy set forth below. A violation will result in the School taking appropriate action up to and including termination from School or termination of employment. Accordingly, the following information regarding the use of illegal drugs and alcohol is provided annually to each student and employee of the School.

Objectives of the School's Substance Abuse Prevention Policy

The unlawful possession and use of illicit drugs and abuse of alcohol is harmful and dangerous to the individual and society. Alcohol and drug abuse not only have an adverse effect on safety, but also have cascading ill effects on the health and welfare of the entire student body. The School's objectives with its Substance Abuse Policy include the following:

- To establish and maintain a safe, healthy educational environment for all students;
- To encourage counseling and rehabilitation assistance for those who seek help, both students and employees;
- To reduce the number of accidental injuries to persons or property;
- To preserve the reputation of the School within the community and industry at large;

- To enhance the student's and the School's ability to achieve a high employment placement rate; and
- To reduce absenteeism and tardiness of its students.

Standards of Conduct

The unlawful use, manufacture, distribution, dispensation, or possession of alcohol, illegal drugs, or any controlled substance on School premises, while involved in a School-related activity off campus, or in an employee workplace is strictly prohibited and subject to the disciplinary sanctions noted below.

1. THE SCHOOL CANNOT AND DOES NOT CONDONE DRUG OR ALCOHOL ABUSE BY ITS STUDENTS AND EMPLOYEES.

The School will not allow the possession, use or distribution of illicit drugs or alcohol by students or staff on its property or as part of any of its officially sponsored off-campus activities. Individuals are also prohibited from being under the influence of alcohol, illegal drugs or any other substance that could adversely affect the health, safety or welfare of students, faculty or staff on School property or at any of its officially sponsored activities. This includes all forms of synthetic marijuana, regardless of the legality of the substance. The use of the medical marijuana card in California or any other state is not accepted as an exception to this policy. Regardless of the legitimacy of the card, the School will follow all applicable laws and regulations. This includes field trips and student-sponsored social activities if they are considered sponsored by the School.

2. REPORTING OF VIOLATIONS TO LOCAL AND/OR STATE LAW ENFORCEMENT

The School will report to local and/or state law enforcement, as applicable by federal and state drug laws, any student who is found in possession of, using or selling illegal drugs on campus as well as anyone who is found to have broken the state laws regarding underage drinking.

3. DISCIPLINARY SANCTIONS

Illegal possession or use of drugs or alcohol can have penalties, including loss of Title IV eligibility, community service, suspension or loss of driver's license, jail time and fines. Students who violate the School's prohibitions against drugs and alcohol are subject to disciplinary action up to and including termination of their enrollment at the School. For state-specific statutes and penalties on drug and alcohol offenses, please reference the state of the applicable campus location. Additionally, employees who violate the prohibitions against drugs and alcohol are subject to disciplinary action up to and including immediate termination of their employment and referral of their violation for prosecution. For more information, employees should contact the Human Resources Department.

4. LOSS OF TITLE IV ELIGIBILITY

A student is ineligible to receive Title IV financial aid if the student has been convicted of an offense involving the possession or sale of illegal drugs for the period described below:

	<u>Possession of Illegal Drugs</u>	<u>Sale of Illegal Drugs</u>
1st Offense:	1 year from the date of conviction	2 years from the date of conviction
2nd Offense:	2 years from the date of conviction	Indefinite Period
3rd Offense	Indefinite Period	

5. LEGAL SANCTIONS

State Drug Laws: State law considers the illegal use of drugs and alcohol serious crimes. The sanctions for first time violations of these laws range from fines to lengthy terms of incarceration, or both. Additionally, local ordinances and municipal codes impose a variety of penalties for the illegal use of drugs and alcohol. There may also be civil consequences which result from the violation of state drug and alcohol statutes. Property associated with the criminal acts, including homes and vehicles, can be confiscated by the government. Persons convicted of felonies may be barred from government employment, and lose their right to vote.

Federal Drug Laws: Federal law considers the manufacture, distribution, dispensation, possession, or use of illegal drugs, or any controlled substance a serious crime. Appendix A provides a summary of the criminal sanctions for violations of federal drug statutes. For the most up to date Federal Trafficking Penalties information, visit the web site of the U.S. Drug Enforcement Administration at:

https://www.dea.gov/sites/default/files/drug_of_abuse.pdf#page=30.

6. HEALTH RISKS

Drug use causes physical and emotional dependence, interferes with memory, sensation, and perception, and in some cases may cause permanent brain damage or sudden death. The following is a summary of the various health risks associated with alcohol abuse and use of specific types of drugs, and is not intended to be an exhaustive or final statement of all possible health consequences of substance abuse.

Alcohol: Alcohol consumption has acute effects on the body and causes a number of marked changes in behavior. Even low doses may significantly impair judgment and coordination. Alcohol is an especially dangerous drug for pregnant women.

Marijuana: Marijuana contains THC, a chemical which alters the sensory activities of the brain, including long-term memory capabilities, comprehension, altered sense of time, decreased motivation, and reduced ability to perform tasks requiring concentration and coordination. Marijuana smoke contains more cancer-causing agents than tobacco.

Cocaine/Crack: Cocaine and crack are highly addictive and may lead to heart attacks, strokes, and long-term brain damage. Other physical effects include dilated pupils, increased pulse rate, elevated blood pressure, insomnia, loss of appetite, tactile hallucinations, paranoia, and seizures. Continued use can produce violent behavior and psychosis.

Methamphetamine/Amphetamines: Methamphetamine is a central nervous system stimulant of the amphetamine family. Like cocaine and crack, methamphetamines are highly addictive “uppers” that produce extreme alertness and elation, along with a variety of severe adverse reactions. The body metabolizes methamphetamine more slowly; the effects may last as much as ten times longer. Methamphetamine users can experience sustained, severe mood and thought disturbances, and serious physical effects, including sudden death.

Narcotics: Narcotics such as heroin, methadone, oxycodone, codeine, morphine, and opium initially produce a feeling of euphoria that often is followed by drowsiness, nausea, and vomiting. An overdose may produce shallow breathing, clammy skin, convulsions, coma, and death. Tolerance to narcotics develops rapidly and dependence is likely. The use of contaminated syringes may result in diseases such as AIDS, endocarditis, and hepatitis.

Ecstasy: “Designer drugs” such as Ecstasy are related to amphetamines in that they have mild stimulant properties but are mostly euphorants. They can cause nausea, blurred vision, chills or sweating, and faintness. Psychological effects include anxiety, depression, and paranoia. As little as one dose can cause severe neurochemical brain damage. Narcotic designer drugs can cause symptoms such as uncontrollable tremors, drooling, impaired speech, paralysis, and irreversible brain damage.

GHB/Rohypnol: Often known as “date rape” drugs, GHB and Rohypnol initially produce a feeling of intoxication similar to alcohol (the user feels relaxed, sociable, affectionate and playful, and disinhibited) followed by a feeling of drowsiness. Higher doses can lead to a sleep from which the user cannot be woken. The effects can last from 4-24 hours. Both GHB and Rohypnol present a serious overdose threat. Since they are depressants, both drugs can be fatal when mixed with alcohol. Symptoms of overdose can include intense drowsiness, unconsciousness or coma, muscle spasms, disorientation, vomiting, and slowed or stopped breathing (fatalities usually occur from respiratory failure).

Inhalants: Inhalants are readily available and inexpensive. More than 1000 common household products can be used to get high. Examples of organic solvents (carbon compounds) include gasoline, lighter fluid and butane lighter fuel, spray paint, paint thinner, rubber-cement, hair spray, nail polish, and many cleaning fluids. Nitrite compounds (amyl nitrite, butyl nitrite) act mainly as vasodilators. Nitrous oxide (laughing gas) is packaged in small metal cartridges (called whippets) which are often used to make whipped cream. Inhalants irritate breathing passages, provoking severe coughing, painful inflammation, and nosebleeds. Inhalants may not produce a pleasant high and result in mental confusion, hallucinations, and paranoia. They may also result in respiratory depression leading to unconsciousness, coma, permanent brain damage, or death. The danger is extremely great if inhalants are used in conjunction with other nervous system depressants, such as alcohol or barbiturates. Even first-time users run the risk of sudden sniffing death (SSD). The risk of SSD is higher if the abuser engages in strenuous physical activity or is suddenly startled.

Steroids: Steroids are manufactured testosterone-like drugs used to increase muscle mass, strength, and endurance. The liver and the cardiovascular and reproductive systems are most seriously affected by steroid use. Psychological effects include very aggressive behavior (“roid rage”), severe mood swings, manic episodes, and depression.

7. DRUG AND ALCOHOL PROGRAMS

Students requiring or requesting information about drug abuse treatment should contact the School Director for contact information of local agencies and programs. Employees requiring information about drug abuse treatment should contact the Human Resources Department at (702) 658-7900.

Additional helpful information and resources may be found by contacting the following organizations:

U.S. Department of Health and Human Services

Substance Abuse and Mental Health Services Administration 1-800-662-HELP (1-800-662-4357)

<https://www.samhsa.gov/find-help/national-helpline>

National Council on Alcoholism and Drug Dependence 1-800-NCA-CALL (1-800-622-2255)

<http://www.ncadd.org>

California – <http://leginfo.legislature.ca.gov/faces/codes.xhtml>

8. APPENDIX A

DRUG/SCHEDULE	QUANTITY	PENALTIES	QUANTITY	PENALTIES
Cocaine (Schedule II)	500 - 4999 gms Mixture	First Offense: Not less than 5 yrs, and not more than 40 yrs. If death or serious injury, not less than 20 or more than life. Fine of not more than \$5 million if an individual, \$25 million if not an individual. Second Offense: Not less than 10 yrs, and not more than life. If death or serious injury, life imprisonment. Fine of not more than \$8 million if an individual, \$50 million if not an individual.	5 kgs or more mixture	First Offense: Not less than 10 yrs, and not more than life. If death or serious injury, not less than 20 or more than life. Fine of not more than \$10 million if an individual, \$50 million if not an individual. Second Offense: Not less than 20 yrs, and not more than life. If death or serious injury, life imprisonment. Fine of not more than \$20 million if an individual, \$75 million if not an individual. 2 or More Prior Offenses: Life imprisonment. Fine of not more than \$20 million if an individual, \$75 million if not an individual.
Cocaine Base (Schedule II)	28-279 gms mixture		280 gms or more mixture	
Fentanyl (Schedule II)	40 - 399 gms mixture		400 gms or more mixture	
Fentanyl Analogue (Schedule I)	10 - 99 gms mixture		100 gms or more mixture	
Heroin (Schedule I)	100 - 999 gms mixture		1 kg or more mixture	
LSD (Schedule I)	1 - 9 gms mixture		10 gms or more mixture	
Methamphetamine (Schedule II)	5 - 49 gms pure or 50 - 499 gms mixture		50 gms or more pure or 500 gms or more mixture	
PCP (Schedule II)	10 - 99 gms pure or 100 -999 gms mixture	100 gm or more pure or 1 kg or more mixture		

Substance Abuse Policy and Procedures

The School will take appropriate disciplinary action whenever a student violates or is suspected of violating this Substance Abuse Policy. Reporting to campus under the influence of alcohol, drugs or any substance that impairs a student's mental or physical capacity **WILL NOT BE TOLERATED**. This includes all forms of synthetic marijuana. Any student using physician-prescribed medication or other medication that may impair performance in either the classroom or the lab shall immediately inform his or her instructor of such medication. Additionally, any physician-prescribed drug that might result in a positive drug test must be reported to his or her instructor or the Director of Education as soon as the student begins using the medication. Failure to provide such notification in a timely manner may subject the student to all the actions, requirements and conditions described in the Drug Testing Procedures of this policy.

When the School becomes aware of reasonable grounds (as listed below) to believe a student has violated the Substance Abuse Policy, the School will immediately investigate. Such investigation may include appropriate drug and/or alcohol testing. As a result of such investigation and in the School's sole discretion, one or more of the following actions may occur, depending upon factors that include the nature and severity of the offense:

- verbal warning/advisement
- written warning/advisement
- immediate screening test
- referral to an approved rehabilitation/counseling agency
- attendance failure
- termination
- referral for prosecution

Students should be aware that the School may bring matters of illegal drug use to the attention of local law enforcement. Students should fully understand that the School supports the criminal prosecution of policy violators, when appropriate.

Reasonable grounds for suspecting substance abuse include, but are not limited to, any one or more of the following:

- | | |
|---|--|
| <ul style="list-style-type: none"> ● slurred speech ● red eyes ● erratic behavior ● inability to perform job/task ● smell of alcohol or marijuana emanating from student's body ● inability to carry on a rational conversation | <ul style="list-style-type: none"> ● other unexplained behavioral changes ● dilated pupils ● incoherence ● unsteadiness on feet ● increased carelessness ● receipt of information by the School indicating a violation of this policy has occurred |
|---|--|

To assure clear communication of the required standards of conduct and the sanctions imposed for violation of those standards, the School will provide students with a copy of the Substance Abuse Policy. Students and employees are hereby notified that **COMPLIANCE WITH STANDARDS OF CONDUCT REQUIRED BY THE**

SUBSTANCE ABUSE POLICY IS MANDATORY. IN ORDER TO ENSURE COMPLIANCE, THE SCHOOL MAY ENGAGE IN DRUG AND/OR ALCOHOL SCREENING TESTS UNDER THE FOLLOWING CIRCUMSTANCES:

- After an accident occurring at the School.
- If the School believes an individual has been observed possessing or using a prohibited substance on campus.
- When the School believes an individual may be affected by the use of drugs or alcohol, and the use may adversely affect the individual's effectiveness in the classroom environment or his or her safety as well as the safety of others.
- When the School believes a student is impaired during school hours or while engaged in School externship or School sponsored activities
- When the School receives a written report from another individual with a relationship to the student (e.g., roommate, parent, landlord) alleging, with documented reasonable grounds, the student has abused drugs or alcohol.
- Upon notification by proper authorities of alleged violations of the Substance Abuse Policy.
- In addition, periodic random drug screening tests will be administered and any individual who has had a positive drug or alcohol impairment test may be subjected to further testing for the duration of his or her program of instruction.

Drug Testing Procedures (Random and For Cause)

As part of the School's efforts to ensure a drug- and alcohol-free environment, random drug tests may be conducted on a regular basis as determined by the School. The School reserves the right every three to six weeks to have a reasonable number of students from the student body to be randomly tested for illegal substances. The School also conducts "for cause" drug tests based upon the finding of reasonable grounds as listed earlier.

In the absence of extraordinary circumstances, any student who tests positive or admits to illegal drug or alcohol use as a result of either random selection or selection for cause, will be subject to at least the following school actions, requirements and conditions, at the School's discretion:

- Immediate dismissal from School for the remainder of the current module or for the student's remaining program of study. The student will also be subject to any additional actions that may occur as a result of the course dismissal, including, but not limited to, repeat fees or being placed on probationary status.
- The student must be assessed by a certified evaluator from one of the drug treatment programs approved by the School and enrolled in a program prior to resuming School enrollment.
- The student must follow the assignments of the evaluator and provide evidence of completion of those assignments, if applicable.
- The student must sign a release form at the treatment center giving the School access to information regarding his or her progress in the treatment program.
- The student must earn and submit a certificate of completion, if applicable, or submit similar documentation to the School prior to receiving any official graduation documents.
- Failure to complete a recommended drug treatment program in a timely manner, as determined by the School, may be cause for withdrawal from the School until proof of completion of the program.
- Refusal to test or, in the case of urine testing, failure to produce a sample within the allotted time frame after being selected is considered the same as a "positive" test and may result in the same actions and requirements identified above.

For students who have entered an approved program and returned to the School, the following stipulations apply:

- The student must agree to cease drug use and destroy all drug-related paraphernalia.
- The student is required to meet with the Director of Education on a regular basis (frequency determined by the Director of Education) and show proof of continued attendance or completion of the drug education program at each meeting, if applicable.
- The student is subject to on-demand drug testing as determined by the School.
- The student must pay all expenses involved in assessment and drug education.
- The student must pay all costs associated with any suspension, including but not limited to tuition cost resulting from module retakes.

Failure to abide by the established guidelines will result in termination of training at the School.

Any student who tests positive for or admits to drug or alcohol use a second time will be immediately terminated from the School. A student who has been terminated from training must utilize as an appeal's process the Student Grievance Policy and Procedure to determine the possibility of returning to the School.

Except in certain situations, students will not be terminated for voluntarily seeking assistance for a substance abuse problem. However, repeated incidents or continued performance, attendance or behavior problems may result in termination.

CAMPUS CRIME STATISTICS INFORMATION

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

CAMPUS COMPLETION RATE REPORTS

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

STUDENT SERVICES

ORIENTATION

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

HEALTH SERVICES

LVC does not provide health services.

HOUSING

LVC does not provide on campus housing. If you need assistance in locating suitable housing, please reach out to your advisor for options.

STUDENT ADVISING

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

PLACEMENT ASSISTANCE

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

TEMPORARY CAMPUS CLOSING DUE TO WEATHER OR OTHER CIRCUMSTANCES

To provide continued services to students, it is LVC's policy that all schools remain open according to their regular hours of operation. However, certain situations, such as holidays, special events, inclement weather, and emergencies, may arise that necessitate the temporary closure of the LVC campus. In the event it becomes necessary for LVC to temporarily close students will be notified using a notification software/system. LVC will communicate site closures, delayed starts, and early closures. Campus leadership may also send notices about special events and other general reach out messages to communicate with students. The system will send notice via landline, cell phone—audio and text, and email. All students are required to keep their contact information current with the Registrar at all times in order to be reached with these important messages. The Campus Director reserves the right to schedule make up hours and/or assignments for hours missed due to any school closures. The students will be notified of these make up hours and be required to attend or be marked absent.

PROGRAMS OFFERED

Program	Credential
Medical Assistant	Diploma
Medical Insurance Billing and Coding	Diploma
Associate Degree Program	Credential
Nursing	Associate of Applied Science
Business Administration*	Associate of Science
*LVC is not currently accepting enrollments for this program	

Diploma Programs with Externships – The total program length could be longer than the length indicated in the description of the diploma programs in this catalog. Externship schedules are determined by the student and the externship site, thus externship schedules are variable. To complete the program in the timeframe indicated, the student would have to schedule the externship for forty (40) hours per week. Students scheduling their externship for less than forty (40) hours per week will take more time to complete the program. All students are expected to complete their externship within approximately 120 days.

MODULAR PROGRAMS



MEDICAL ASSISTANT

Diploma Program

41 Weeks - 920 Hours - 60 Credit Units

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, and their services are being sought by medical offices, ambulatory care providers, clinics, urgent care centers, and insurance providers. This diploma program prepares graduates to fill entry-level positions.

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

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

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

Module Code	Module Title	Clock Hours	Quarter Credits
Module HCIN	Introduction to the Healthcare Profession	80	6
Module A	Integumentary, Sensory, and Nervous Systems, Patient Care and Communication	80	6
Module B	Skeletal and Muscular System, Infection Control, Minor Office Surgery, and Pharmacology	80	6
Module C	Digestive System, Nutrition, Financial Management, and First Aid	80	6
Module D	Cardiopulmonary Systems, Vital Signs and Electrocardiography	80	6
Module E	Urinary, Blood, Lymphatic, and Immune Systems with Laboratory Procedures	80	6
Module F	Pediatrics, Geriatrics, Endocrine and Reproductive Systems	80	6
Module G	Nervous System, Law and Ethics, Psychology and Therapeutic Procedures	80	6
Module H	Health Insurance Basics, Claims Processing, and Computerized Billing	80	6
Module X	Medical Assistant Externship	200	6
Program Totals:		920	60

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

Module 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, OSHA and HIV/AIDS. Additional topics covered include professional codes of ethics, medical insurance and billing, keyboarding, computer applications, basic mathematical skill, and critical professionalism skill are also taught. Students will have the opportunity to learn program-specific topics throughout the course. CPR certificate is also included in the course (for some schools, First Aid certificates are also included). Out-of-class activities will be assigned and assessed as part of this module. Lecture Hours: 40. Clinical Lab Hours: 40. Prerequisite: None.

Module A - Integumentary, Sensory Systems, Patient Care and Communication**6 Quarter Credits**

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

Module B - Skeletal and Muscular System, Infection Control, Minor Office Surgery and Pharmacology**6 Quarter Credits**

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

Module C - Digestive System, Nutrition, Financial Management, And First Aid**6 Quarter Credits**

Module C introduces students to the health care environment, office emergencies, and first aid. Students will discuss types of disasters and the medical assistant's role in emergency preparedness and assisting during and after a disaster. Students learn bookkeeping procedures, accounts receivable and payable, financial management, banking, check-writing procedures, and collection procedures essential to the successful operation of the medical office. Students develop working knowledge of good health, nutrition, weight control, and strategies in promoting good health in patients. They acquire knowledge of basic anatomy and physiology, common diseases and disorders, and medical terminology of the digestive system. Students check vital signs, obtain blood samples, and prepare and administer injections. They are introduced to strategies for building active reading and comprehension skills, along with techniques for managing time. Students will practice using an electronic health record. Students demonstrate increasing speed and accuracy on the computer keyboard. Students build on their keyboarding and word processing skills related to word processing and spreadsheet programs, with acceptable progress through the identified text(s). Out-of-class activities will be assigned and assessed as part of this module. Lecture Hours: 40. Clinical Lab Hours: 40. Prerequisite: HCIN.

Module D - Cardiopulmonary Systems, Vital Signs and Electrocardiography **6 Quarter Credits**

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

Module E - Urinary, Blood, Lymphatic and Immune Systems with Laboratory Procedures **6 Quarter Credits**

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

Module F - Pediatrics, Geriatrics, Endocrine and Reproductive Systems **6 Quarter Credits**

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

Module G - Nervous System, Law and Ethics, Psychology and Therapeutic Procedures **6 Quarter Credits**

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

Module H - Health Insurance Basics, Claims Processing and Computerized Billing**6 Quarter Credits**

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

Module X - Medical Assistant Externship**6 Quarter Credits**

Upon successful completion of all modules, medical assisting students participate in a 200-hour externship at an approved facility. The externship provides the student an opportunity to apply principles and practices learned in the program and utilize entry-level medical assisting skills in working with patients. Medical Assisting Diploma Program externs work under the direct supervision of qualified personnel at the participating externship sites, and under general supervision of the school staff. Supervisory personnel at the site evaluate externs at 100- and 200-hour intervals. Completed evaluation forms are placed in the students' permanent records. Students must successfully complete their externship experience in order to fulfill requirements for graduation. Lecture Hours: 0. Lab Hours: 00. Externship Hours: 200. Prerequisite: HCIN, Completion of Modules A-H.

NOTICE: RULES AND CONDITIONS ABOUT EXTERNSHIPS AND CLINICAL COURSES

Depending on the Program, some Programs require multiple weeks of hands-on applied training at an offsite third-party externship or clinical course. Students entering an externship or clinical course must make arrangements to be available at the times required by their site's educational coordinator or instructor. Student understands that all externships and clinical courses are performed without payment of compensation or any other benefit, and if travel is required, it is the responsibility of Student to secure transportation. Student understands that Student is never an employee or independent contractor of the externship site, clinical course site, or of the School at any time. Student is and always remains a student of the School and at the externship site and the clinical course site. Student further understands that an externship or clinical course is provided solely for the benefit of Student as a part of their Program in order for Student to obtain the clinical and observational experience needed to apply for a governmental or other entity license/permit/examination, and/or gain the requisite hands-on experience to qualify for an entry level position in their chosen career field. Students are expected to treat the externship or clinical course as a hands-on classroom setting, to attend all required externship or clinical course hours, and to abide by the rules and regulations of the externship or clinical course site. Hours at externship or clinical course sites can vary from day to day and from week to week depending on the needs, rules, regulations and scheduling of the location. Excessive absences from the externship or clinical course may result in failure of the Program and the inability to graduate at the planned time. Externships and clinical courses are held in a variety of settings and locations. Student is strongly advised to accept the assigned externship site provided by the School, otherwise there may be a delay in Student completing their externship and finishing their Program. For programs requiring clinical coursework, School is only responsible for obtaining one site location per clinical course. Student must accept the clinical course site to which Student is assigned. Student understands that neither the School nor the externship or clinical course site guarantees, represents, or warrants that Student can apply, be considered for, will obtain or be entitled to any job position at the site where Student had their externship or clinical course.

NOTE FOR EXTERNSHIPS: School is only responsible for obtaining one externship site location for Student.

A student declining an externship location must provide in writing to their externship coordinator the reason(s) for declining the externship location. This written document will be reviewed by the externship coordinator and the director of education to determine if the student's explanation is reasonable and if so, to then develop a plan to determine how the student will fulfill the externship requirement. A refusal by a student to conscientiously attend their externship location may delay their graduation, delay their ability to obtain their state or other required licensing, or jeopardize their continuing enrollment at the School. A student will be required to find their own externship site in the event a student refuses a reasonable site selected by the School, or is removed from the externship site for failure to attend or for excessive absences, or for failure to abide by the site's rules, regulations and scheduling.



MEDICAL INSURANCE BILLING AND CODING

Diploma Program

33 Weeks - 760 Hours, 48 Credit Units

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

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

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

Module Code	Module Title	Clock Hours	Quarter Credits
HCIN	Introduction to the Healthcare Profession	80	6
MIBCL	Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Cardiovascular and Lymphatic Systems	80	6
MIBGU	Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Genitourinary System	80	6
MIBIE	Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Integumentary and Endocrine Systems, and Pathology	80	6
MIBMS	Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Musculoskeletal System	80	6
MIBRG	Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Respiratory and Gastrointestinal Systems	80	6
MIBSN	Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Sensory and Nervous Systems, and Psychology	80	6
MIBPC	Practicum -OR-	200	6
MIBXT	Externship		
Total		760	48

Major Equipment: Windows 2010, Microsoft Office 2010, ClaimGear v.8.4.0, Keyboarding Pro 6, Student Personal Computers (Pentiums with at least 256 MB memory, 8 GB HDD, CD ROM, Mouse), Student SVGA 14" Monitors, Student Printers: Instructor Personal Computer (Pentium with at least 256 MB Memory, 8 GB HDD, CD ROM, Mouse), Instructor Monitor

<p>HCIN Introduction to the Healthcare Profession</p> <p>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, OSHA and HIV/AIDS. Additional topics covered include professional codes of ethics, medical insurance and billing, keyboarding, computer applications, basic mathematical skill, and critical professionalism skill are also taught. Students will have the opportunity to learn program-specific topics throughout the course. CPR certificate is also included in the course (for some schools, First Aid certificates are also included). Out-of-class activities will be assigned and assessed as part of this module. Lecture Hours: 40. Clinical Lab Hours: 40. Prerequisite: None.</p>	<p>6 Quarter Credits</p>
<p>Module MIBCL – Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Cardiovascular and Lymphatic Systems</p> <p>This module presents a study of basic medical terminology focused on the cardiovascular system and the lymphatic system. A word-building systems approach is used to learn word parts for constructing or analyzing new terms.</p>	<p>6 Quarter Credits</p>

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

Module MIBGU – Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Genitourinary System 6 Quarter Credits

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

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

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

of illnesses and diseases within the modular subject area. Included in this are drug actions and medication uses in relation to body systems and medical terminology. To prepare the student to comprehend the complexity of the health care system and the life cycle of a medical practice, areas that will be discussed include personnel management, compliance, technology, and the many roles of office management. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: HCIN. Lecture Hours: 40. Lab Hours: 40.

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

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

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

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

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

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

approach to build this skill set. It will include information on national and other common insurance plans as well as claim form completion and ICD and CPT coding. Problem solving and managed care systems will also be discussed. Daily financial practices to include patient fee determining, credit arrangements and bookkeeping and bank-keeping procedures will be discussed. Computer use in the ambulatory environment will also be taught. Basic and advanced guidelines and coding conventions in CPT will be taught with focus on the professional (outpatient) guidelines. The evaluation and management documentation guidelines will be discussed, as well as the proper use of modifiers. Basic guidelines and coding conventions in ICD-9-CM/ICD-10-CM diagnosis coding and medical necessity with CPT pairing will be stressed, as well as the use of a natural language encoder program. Various aspects of pharmacology will be discussed including a study of the medications prescribed for the treatment of illnesses and diseases within the modular subject area. Included in this are drug actions and medication uses in relation to body systems and medical terminology. To prepare the student to comprehend the complexity of the health care system and the life cycle of a medical practice, areas that will be discussed include personnel management, compliance, technology, and the many roles of office management. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: HCIN. Lecture Hours: 40. Lab Hours: 40.

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

Module MIBPC – Practicum (selected campuses)

6 Quarter Credits

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

Module MIBXT – Externship

6 Quarter Credits

Upon successful completion of Modules HCIN, MIBCL, MIBGU, MIBIE, MIBMS, MIBRG, and MIBSN, medical insurance billing/coding students participate in a 200-hour unpaid externship. Students are expected to work a full-time (40 hours per week) schedule if possible. Serving in an externship at an approved facility gives externs an opportunity to work with the principles and practices learned in the classroom. Externs work under the direct supervision of qualified personnel in participating institutions and under general supervision of the school staff. Supervisory personnel will evaluate externs at 100 and 200-hour intervals. Completed evaluation forms are placed in the students' permanent records. Students must successfully complete their externship training in order to fulfill requirements for graduation. **Prerequisite: Successful completion of Modules HCIN, MIBCL, MIBGU, MIBIE, MIBMS, MIBRG, and MIBSN.** Lecture Hours: 0. Lab Hours: 0. Externship Hours: 200

NOTICE: RULES AND CONDITIONS ABOUT EXTERNSHIPS AND CLINICAL COURSES

Depending on the Program, some Programs require multiple weeks of hands-on applied training at an offsite third-party externship or clinical course. Students entering an externship or clinical course must make arrangements to be available at the times required by their site's educational coordinator or instructor. Student understands that all externships and clinical courses are performed without payment of compensation or any other benefit, and if travel is required, it is the responsibility of Student to secure transportation. Student understands that Student is never an employee or independent contractor of the externship site, clinical course site, or of the School at any time. Student is and always remains a student of the School and at the externship site and the clinical course site. Student further understands that an externship or clinical course is provided solely for the benefit of Student as a part of their Program in order for Student to obtain the clinical and observational experience needed to apply for a governmental or other entity license/permit/examination, and/or gain the requisite hands-on experience to qualify for an entry level position in their chosen career field. Students are expected to treat the externship or clinical course as a hands-on classroom setting, to attend all required externship or clinical course hours, and to abide by the rules and regulations of the externship or clinical course site. Hours at externship or clinical course sites can vary from day to day and from week to week depending on the needs, rules, regulations and scheduling of the location. Excessive absences from the externship or clinical course may result in failure of the Program and the inability to graduate at the planned time. Externships and clinical courses are held in a variety of settings and locations. Student is strongly advised to accept the assigned externship site provided by the School, otherwise there may be a delay in Student completing their externship and finishing their Program. For programs requiring clinical coursework, School is only responsible for obtaining one site location per clinical course. Student must accept the clinical course site to which Student is assigned. Student understands that neither the School nor the externship or clinical course site guarantees, represents, or warrants that Student can apply, be considered for, will obtain or be entitled to any job position at the site where Student had their externship or clinical course.

NOTE FOR EXTERNSHIPS: School is only responsible for obtaining one externship site location for Student.

A student declining an externship location must provide in writing to their externship coordinator the reason(s) for declining the externship location. This written document will be reviewed by the externship coordinator and the director of education to determine if the student's explanation is reasonable and if so, to then develop a plan to determine how the student will fulfill the externship requirement. A refusal by a student to conscientiously attend their externship location may delay their graduation, delay their ability to obtain their state or other required licensing, or jeopardize their continuing enrollment at the School. A student will be required to find their own externship site in the event a student refuses a reasonable site selected by the School, or is removed from the externship site for failure to attend or for excessive absences, or for failure to abide by the site's rules, regulations and scheduling.

DEGREE PROGRAMS



NURSING

Associate of Applied Science Degree
24 Months – 108 Credit Units

The Associate of Applied Science Degree, Nursing program, will prepare the nursing student for entry level roles of the registered nurse in the ever-evolving health care field. The program includes a focus on theories, concepts, and principles of nursing. It also delves into the important area of leading and managing as well as pertinent legal issues faced by nursing leaders and managers. He or she will be able to deliver culturally proficient care while meeting the physical, spiritual and psychosocial needs of clients.

At the completion of this program, the nursing student will be prepared to take the NCLEX-RN exam for registered nursing licensure. Once licensed, the individual may use the title of Registered Nurse and practice in entry-level staff positions in various health care agencies.

Course #	Course Name	Lecture Hours	Lab Hours	Intern/Ext Hours	Total Contact	Total Credits
BSC1085	Anatomy and Physiology I	40.00			40.00	4
BSC2085L	Anatomy and Physiology I Lab		40.00		40.00	2
MAT1033	College Algebra	40.00			40.00	4
SLS1115	Strategies for Nursing Success	30.00			30.00	3
BSC1086	Anatomy and Physiology II	40.00			40.00	4
BSC2086L	Anatomy and Physiology II Lab		40.00		40.00	2
NUR1020	Fundamentals of Nursing I	20.00	20.00		40.00	3
ENC1101	Composition I	40.00			40.00	4
NUR1145	Pharmacology of Nurses I	15.00			15.00	1.5
NUR1027	Fundamentals of Nursing II	20.00			20.00	2
NUR1027L	Fundamentals of Nursing II Clinical		20.00	45.00	65.00	2.5
MCB2000	Microbiology and Infection Control	40.00			40.00	4
MCB1000L	Microbiology Lab		40.00		40.00	2
PSY2012	General Psychology	40.00			40.00	4
NUR1150	Pharmacology of Nurses II	20.00			20.00	2
DEP2000	Developmental Psychology	40.00			40.00	4
NUR1210	Nursing Care of Adult Client I	40.00			40.00	4
NUR1211L	Nursing Care of Adult I Clinical		20.00	90.00	110.00	4
NUR1440	Maternal Child Nursing	40.00			40.00	4
NUR1441L	Maternal Child Nursing Clinical		20.00	90.00	110.00	4
ENC1102	Composition II	40.00			40.00	4
PSI201	U.S. and Nevada Constitution	40.00			40.00	4
NUR2212	Nursing Care of Adult II	40.00			40.00	4
NUR2213L	Nursing Care of Adult II Clinical		20.00	90.00	110.00	4
SYG2001	Principles of Sociology	40.00			40.00	4
NUR2513	Mental Health Nursing	30.00			30.00	3
NUR2515	Mental Health Nursing Clinical			60.00	60.00	2
NUR2350	Nursing Care of Adult III	30.00			30.00	3
NUR2245L	Nursing Care of Adult III Clinical		20.00	90.00	110.00	4
NUR2611	Contemporary Nursing in Community Setting	30.00			30.00	3
NUR2611L	Contemporary Nursing in Community Setting Clinical			60.00	60.00	2
NUR2881	Nursing Leadership and Management	30.00			30.00	3
NUR2890L	Nursing leadership and Management Clinical			60.00	60.00	2
NUR2965	NCLEX Review	20.00			20.00	2
Program Totals:		765.00	240.00	585.00	1590.00	108

COURSE DESCRIPTIONS

This institution uses the following course numbering system:

- 100-2999 – Lower division (first and second year) courses

The letters that accompany the numbering system normally refer to the course subject matter, such as MAN = management, and CIS = computer information systems. The numbers that follow the course prefix increase in sequence to indicate a more in-depth and complex level of the particular subject area.

BSC 1085 - Anatomy and Physiology I	4.0 Quarter Credits
This course is a scientific study of the structure of the human body and its parts including relationships and functions of the integumentary, skeletal, muscular, nervous system, special senses and the endocrine systems. Theory Hours: 40 Lab Hours: 0. Prerequisites: None Co-requisites: BSC 2085L.	
BSC 1086 - Anatomy and Physiology II	4.0 Quarter Credits
This course is a study of the structure of the human body and its parts including relationships and functions of the cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems. Theory Hrs: 40 Lab Hrs: 0. Prerequisite: BSC 1085, BSC 2085L Co-requisite: BSC 2086L	
BSC 2085L - Anatomy and Physiology I Laboratory	2.0 Quarter Credits
This course is a scientific study that provides an understanding of the basic concepts and principles of anatomy and physiology through a laboratory experience. It integrates the structure and function of the human body and its parts as related to cells, tissues, skeletal, muscular, nervous systems, sense organs, and stress. Theory Hrs: 0 Lab Hours: 40. Prerequisites: None Co-requisite: BSC 1085	
BSC 2086L - Anatomy and Physiology II Laboratory	2.0 Quarter Credits
This course is a continuation of BSC 2085L, which provides a scientific study and understanding of the basic concepts and principles of anatomy and physiology through lecture and laboratory experience. It integrates the structure and function of the human body and its parts as related to blood, nutrition, acid-base balance, fluids and electrolytes, genetics and growth and development. The endocrine, cardiovascular, lymphatic, immune, respiratory, urinary, and reproductive systems will also be studied. Theory Hours: 0 Lab Hours: 40. Prerequisite: BSC 1085, BSC 2085L Co-requisite: BSC 1086	
DEP 2000 - Developmental Psychology	4.0 Quarter Credits
This course will explore the physical, cognitive and social- emotional processes across the life span. Readings and lecture will focus on how individuals and defined classes develop psychologically. Key emphasis will focus on the behaviors at various ages and stages of development and the influence of family, culture, and spiritual considerations in human development and transition. Theory Hours: 40 Lab Hours: 0. Prerequisites: None	
ENC 1101 - Composition I	4.0 Quarter Credits
This course provides instruction and practice in expository writing and emphasizes grammatical and mechanical accuracy and proper essay form. Emphasis is placed on clarity, logical organization, communication, unity, and coherence of central idea and supporting material. Theory Hours: 40 Lab Hours: 0. Prerequisites: None	
ENC 1102 - Composition II	4.0 Quarter Credits
This course builds on the writing process and rhetorical strategies, including argumentative rhetoric, while devoting attention to critical thinking, and documentation of research and resources. Students will use a variety of research approaches and rhetorical strategies to compose an essay and other written communications. Theory Hours: 40 Lab Hours: 0. Prerequisite: ENC 1101.	
MAT 1033 - College Algebra	4.0 Quarter Credits
This course is the study of linear and quadratic equations, graphing, functions, inequalities, rational expressions, radicals, and system of equations and emphasizes critical thinking and problem-solving skills. Theory Hours: 40 Lab Hours: 0. Prerequisites: None	
MCB 1000L - Microbiology Laboratory	2.0 Quarter Credits
This course provides the fundamental concepts of microbiology and its relationship to the fields of medicine, industry and agriculture through a lab experience. This includes the study of viruses, bacterial pathogens and fungi. Theory Hours: 0 Lab Hours: 40. Prerequisites: BSC 1085, BSC 2085L, BSC 1086, BSC 2086L Co-requisite: MCB 2000L	
MCB 2000 - Microbiology and Infection Control	4.0 Quarter Credits
This course is designed to provide the student with an overall understanding of basic microbiology, infection control, disease processes and the body's defenses against them, and wound healing, as well as the terminology associated with each of these areas of concentration. Theory Hours: 40 Lab Hours: 0. Prerequisites: BSC 1085, BSC 2085L, BSC 1086, BSC 2086L Co-requisite: MCB 2000L	

NUR 1020 - Fundamentals of Nursing I	3.0 Quarter Credits
<p>In this course, the student is introduced to the art and science of nursing; the philosophy and the conceptual framework of the LVC nursing program, as well as the core components of Associate Degree Nursing with a focus on professionalism, assessment and communication. The student learns about the NV Board of Nursing Rules and Regulations, Nurse Practice Act and how that applies to nursing practice in NV. The nursing process is introduced as a tool to assist students to utilize critical thinking the formulating nursing decisions. In the Nursing Skills Lab, students will learn to how to conduct a basic health interview and physical examination with clients in preparation for clinical experiences in Fundamentals II. Characteristics of the individual, which include human development, common health problems, human needs and cultural diversity and considerations, are introduced. Students will practice basic nursing adult client care in simulated scenarios in the Nursing Skills Lab. This course provides the basic platform of knowledge, skills and caring upon which subsequent nursing courses are built. Theory Hours: 20 Lab Hrs. 20. Prerequisites: BSC 1086, BSC 2086L, MAT 1033 Co-requisite: SLS 1115</p>	
NUR 1027 - Fundamentals of Nursing II	2.0 Quarter Credits
<p>This course is a continuation of the theory and concepts learned in Fundamentals of Nursing I and continues with the information that introduces concepts basic to beginning nursing practice. Emphasis is placed on the application of the nursing process to provide and manage care as a member of the discipline of nursing. Upon completion, students should be able to demonstrate beginning competence in caring for individuals with common alterations of health. Students also learn about legal implications of nursing practice, safety and definition and reporting of sentinel events. Theory and procedures related to basic human needs are taught, demonstrated and practiced in class, nursing skills laboratory and in area health care facilities. Theory Hours: 20 Lab Hours: 0. Prerequisite: NUR 1020 Co-requisite: NUR1027L</p>	
NUR 1027L - Fundamentals of Nursing II Clinical	2.5 Quarter Credits
<p>This course is a continuation of the concepts learned in Fundamentals of Nursing I and continues with the information that introduces concepts basic to beginning nursing practice. Emphasis is placed on the application of the nursing process to provide and manage care as a member of the discipline of nursing. Upon completion, students should be able to demonstrate beginning competence in caring for individuals with common alterations of health. Procedures related to basic human needs are taught, demonstrated and practiced in class and in area health care facilities. Theory Hours: 0 Lab Hours: 20. Other Hours: 45. Prerequisite: NUR 1026 Co-requisite: NUR 1027</p>	
NUR 1145 Pharmacology of Nurses I	1.5 Quarter Credits
<p>This course is designed to provide nursing students with the pharmacology basics in understanding medications as it applies to nursing process, pharmacological principles, lifespan and cultural factors. The student will then gain knowledge in how drugs affect the cardiovascular, renal, gastrointestinal, dermatologic, ophthalmic and otic systems and how to utilize the nursing process to provide safe drug administration. Theory Hours: 15 Lab Hours: 00. Prerequisites: BSC 1085, BSC 2085L, BSC 1086, BSC 2086L, MAT 1033, SLS 1115, NUR 1026, MCB 2000, MCB 1000L Corequisites: NUR 1027 and NUR 1027L</p>	
NUR 1150 Pharmacology of Nurses II	2.0 Quarter Credits
<p>This course builds on Pharmacology I. The nursing student continues to build knowledge of biological factors influencing drug actions, predictable effects of drugs on the physiological problems of the central and autonomic nervous systems, endocrine system, respiratory system, anti-infective and anti-inflammatory, and immune and biologic modifiers and chemotherapeutic drugs. The student learns modifiers of predictable effects, commonalities and variations between the actions of drugs employed for comparable therapeutic effect, adverse effects of drugs that can and commonly do occur, and application of nursing process in drug therapy. Theory Hours: 20. Lab Hours: 0. Prerequisites: BSC 1085, BSC 2085L, BSC 1086m BSC 2086L, MAT 1033, SLS 1115, NUR 1027, MCB 2000, MCB 1000L, NUR 1145, NUR 1027, NUR 1027L Corequisites: NUR 1210 and NUR 1211L</p>	
NUR 1210 - Nursing Care of the Adult Client I	4.0 Quarter Credits
<p>This course addresses the standards of practice for adult/geriatric clients requiring less complex nursing care and focuses on the use of the nursing process in assisting adult/geriatric clients to adapt to their ever-changing health needs. Theory Hours: 40 Lab Hours: 0. Prerequisites: NUR 1026, NUR 1027, Nur 1027L, NUR 1145 Co-requisites: NUR 1150</p>	
NUR 1211L - Nursing Care of the Adult Client I Clinical	4.0 Quarter Credits
<p>The clinical portion of the Nursing Care of the Adult Client I course integrates application of the theory learned to use in a variety of settings when caring for the adult/geriatric client with consultation and availability of multiple health care resources. Theory Hours: 0 Lab Hours: 20 Clinical Hours: 90 Prerequisites: NUR 1026, NUR 1027, NUR 1027L Co-requisites: NUR 1210</p>	
NUR 1440 - Maternal Child Nursing	4.0 Quarter Credits
<p>This course is designed to present the concepts of health and illness from conception through adolescence. The nursing process, growth and development and the family are integrated. Theory Hours: 40 Lab Hours: 0. Prerequisite: NUR 2213, NUR 2212L Co-requisites: NUR 1441L, NUR 2611</p>	

NUR 1441L - Maternal Child Nursing Clinical	4.0 Quarter Credits
The clinical portion of the Maternal and Child course integrates the theory in providing care with obstetric and pediatric clients in acute care agencies, community health agencies, schools and in simulated experiences in the nursing computer and skills lab. Theory Hours: 0 Lab Hours: 20 Clinical Hours: 90 Prerequisite: NUR 1210L Co-requisites: NUR 1440	
NUR 2212 - Nursing Care of the Adult II	4.0 Quarter Credits
This course builds on the course content of NUR 1210 and focuses on the nursing care of adults/geriatric clients with altered health states. The nursing process is used as a continuing theme to integrate classroom theory with more complex clinical nursing care. Theory Hours: 40 Lab Hours: 0. Prerequisites: NUR 1210, NUR 1150 Co-requisites: NUR 2212L	
NUR2213L - Nursing Care of the Adult II Clinical	4.0 Quarter Credits
The clinical portion of Care of the Adult Client II integrates the theory learned in caring for the adult/geriatric client and applies it to multiple clinical situations. Theory Hours: 0 Lab Hours: 20 Clinical Hours: 90 Prerequisites: NUR 1211L Co-requisites: NUR 2212	
NUR 2350: Nursing Care of Adult III	3.0 Quarter Credits
This course builds on the content of the previous nursing courses and continues the focus on nursing care of clients with altered health states of a very complex nature. The nursing process is used as a continuing theme to integrate advanced classroom theory with clinical practice. Theory Hours: 30 Lab Hours: 0. Prerequisites: NUR 2212 Co-requisites: NUR 2513, NUR 2245L	
NUR 2245L: Nursing Care of Adult III Clinical	4.0 Quarter Credits
The clinical portion the Advanced Nursing Care course integrates and applies the theory learned by focusing on providing complex care to clients in various age groups in specific clinical sites. Theory Hours: 0 Lab Hours: 20 Clinical Hours: 90 Prerequisites: NUR 2212, NUR2213L, NUR2611, NUR2615L Co-requisites: NUR 2350	
NUR 2513 - Mental Health Nursing	3.0 Quarter Credits
This course is a study of the nurse's role in caring for clients experiencing alterations in mental health and those experiencing mental illness throughout the life span. Theory Hours: 30 Lab Hours: 0 Other Hours: 0 Prerequisites: NUR 2212, NUR2213L, NUR2611, NUR2615L Co-requisites: NUR 2350, NUR2515L	
NUR2515- Mental Health Nursing Clinical	2.0 3.0 Quarter Credits
The clinical portion of the Mental Health Nursing course applies the theory learned in class to clinical experience in various mental health agencies, long-term care facilities and other agencies where the student will receive experience with clients experiencing alterations in mental health. The focus is on the role of the nurse in mental health and illness through the lifespan utilizing the nursing process. Theory Hours: 0 Lab Hours: 0 Clinical Hours: 60 Prerequisites: NUR 2212L Co-requisites: NUR 2513	
NUR 2611 - Contemporary Nursing in Community Settings	3.0 Quarter Credits
This course focuses on the nursing role in the community with the emphasis on concepts and theories related to Community Health Nursing. Special consideration is given to the community as a client with emphasis on health promotion and disease prevention. Theory Hours: 30 Lab Hours: 0 Other Hours: 0 Prerequisites: NUR 2213L Co-requisites: NUR 2615L, NUR 1440	
NUR 2615L - Contemporary Nursing in Community Settings Clinical	2.0 Quarter Credits
This clinical portion of the Contemporary Nursing in Community Settings course integrates the theory learned and applies it in various community settings. The focus is on nursing care for clients in alternative settings within the community and throughout the lifespan. Theory Hrs. 0 Lab Hrs. 0 Clinical Hours: 60 Prerequisites: NUR 2212, NUR2213L Co-requisites: NUR 2611	
NUR 2881 - Nursing Leadership and Management	3.0 Quarter Credits
This course is designed to develop leadership skills for Associate Degree Nursing students that are necessary to manage clients, families and other members of the health care team. The scope of practice of various licensed and unlicensed caregivers are explored, communication skills, leadership, delegation and time and resource management are also included in the curriculum. Theory Hours: 30 Lab Hours: 0 Other Hours: 0 Prerequisites: NUR 2515, NUR 2350 Co-requisites: NUR 2890L	
NUR 2881L - Nursing Leadership and Management Clinical	2.0 Quarter Credits
The clinical portion of the Nursing Leadership and Management course integrates the theoretical aspects of the course in a variety of settings. Students will identify traits and qualities in nurse managers/leaders and obtain experiences that will assist in molding the student for future management/leadership opportunities. Because of the growing importance of long term care, students will be encouraged to seek experiences in these settings as well. Theory Hours: 0 Lab Hours: 0 Clinical Hours: 60.0 Prerequisites: NUR 2513, NUR 2245L Co-requisites: NUR 2881	
NUR 2965 - NCLEX Review	2.0 Quarter Credits
Focus of this course is to review materials, theory and clinical, to prepare the student to taking the NCLEX-RN licensure examination and for the student's future role as a professional nurse. Students will participate in case studies, clinical scenarios and practice in the nursing skills lab. Theory Hrs. 20 Lab Hrs: 0 Clinical Hrs: 0 Prerequisites: NUR 2513, NUR 2350 Co-requisites: NUR 2881	

PSI 201 – U.S. and Nevada Constitution	4.0 Quarter Credits
This course covers the U.S. Constitution, governmental issues and defines the Constitution’s supremacy over all other law in the United States. In addition, the history, government, and Constitution of the State of Nevada are presented in detail. This course also illustrates how Nevada’s Constitution falls under the umbrella of the Federal government. Prerequisites: None Lecture Hours: 40; Lab Hours: 0; Other Hours: 0	
PSY 2012 – General Psychology	4.0 Quarter Credits
This course covers the fundamental theories and principles of human psychology with an emphasis on applying the concepts to life and work in order to promote effective critical thinking and learning, understanding of emotions and motivations, positive social and workplace interactions, and the importance of the roles played by the unconscious and subconscious minds. Beginning with the historical foundations of psychology, students will study the groundwork for more contemporary perspectives. Study of the brain and its developmental stages, cognitive, motivational, and emotional functions, as well as disorders and their treatment provide a holistic investigation of the human mind as we know it. Theory Hours: 40 Lab Hours: 0 Other Hours: 0 Prerequisites: None.	
SLS 1115 - Strategies for Nursing Success	3.0 Quarter Credits
This course is designed to prepare students for transitions in their nursing education and life. The course includes introduction to the College and its resources, study skills, test-taking skills, critical thinking, medical terminology, abbreviations, math review, communication, written and personal resource management skills. Students will be actively involved in learning and integrating practical applications to promote success. Theory Hours: 30 Lab Hours: 0. Prerequisites: BSC 1086 and 2086L, Mat 1033	
SYG 2001 - Principles of Sociology	4.0 Quarter Credits
In this course students are introduced to the scientific study of society. Students will take a comprehensive look at social structure, institutions and interactions to better understand the influence of social constructions within the parameters of a society’s defined culture. Students are challenged with the task of analyzing the world around them through a sociological lens and applying sociological themes and concepts to social problems and issues of inequality. Over the course of this class, students will think critically about the ways in which societal processes and organizations shape the diverse forms of human life found around the world. Prerequisites: ENC 1101 Lecture Hours: 40; Lab Hours: 0; Other Hours: 0	

NOTICE: RULES AND CONDITIONS ABOUT EXTERNSHIPS AND CLINICAL COURSES

Depending on the Program, some Programs require multiple weeks of hands-on applied training at an offsite third-party externship or clinical course. Students entering an externship or clinical course must make arrangements to be available at the times required by their site’s educational coordinator or instructor. Student understands that all externships and clinical courses are performed without payment of compensation or any other benefit, and if travel is required, it is the responsibility of Student to secure transportation. Student understands that Student is never an employee or independent contractor of the externship site, clinical course site, or of the School at any time. Student is and always remains a student of the School and at the externship site and the clinical course site. Student further understands that an externship or clinical course is provided solely for the benefit of Student as a part of their Program in order for Student to obtain the clinical and observational experience needed to apply for a governmental or other entity license/permit/examination, and/or gain the requisite hands-on experience to qualify for an entry level position in their chosen career field. Students are expected to treat the externship or clinical course as a hands-on classroom setting, to attend all required externship or clinical course hours, and to abide by the rules and regulations of the externship or clinical course site. Hours at externship or clinical course sites can vary from day to day and from week to week depending on the needs, rules, regulations and scheduling of the location. Excessive absences from the externship or clinical course may result in failure of the Program and the inability to graduate at the planned time. Externships and clinical courses are held in a variety of settings and locations. Student is strongly advised to accept the assigned externship site provided by the School, otherwise there may be a delay in Student completing their externship and finishing their Program. For programs requiring clinical coursework, School is only responsible for obtaining one site location per clinical course. Student must accept the clinical course site to which Student is assigned. Student understands that neither the School nor the externship or clinical course site guarantees, represents, or warrants that Student can apply, be considered for, will obtain or be entitled to any job position at the site where Student had their externship or clinical course.

NOTE FOR EXTERNSHIPS: School is only responsible for obtaining one externship site location for Student.

A student declining an externship location must provide in writing to their externship coordinator the reason(s) for declining the externship location. This written document will be reviewed by the externship coordinator and the director of education to determine if the student’s explanation is reasonable and if so, to then develop a plan to determine how the student will fulfill the externship requirement. A refusal by a student to conscientiously attend their externship location may delay their graduation, delay their ability to obtain their state or other required licensing, or jeopardize their continuing enrollment at the School. A student will be required to find their own externship site in the event a student refuses a reasonable site selected by the School, or is removed from the externship site for failure to attend or for excessive absences, or for failure to abide by the site’s rules, regulations and scheduling.



BUSINESS ADMINISTRATION (LVC is not currently accepting enrollments for this program)
Associate of Science Degree
 24 Months - 96 Credit Units

The Associate of Science programs are offered for those students whose career goals require a broad knowledge of the functional areas of business. All students will take coursework in the areas of accounting, general business, management, marketing, human resources, computer applications, and business law. In addition, students will choose an area of elective cluster that will comprise the balance of the courses in the major. The following is a description of the Business Administration elective cluster.

Business Administration: The Business Administration elective cluster focuses on the structure, function, and procedures of standard business operations. The program prepares students for a variety of entry-level positions in areas such as sales, office supervision, and small business management.

Course Number		Course Name	Quarter Credits
COLLEGE CORE REQUIREMENTS			
SLS	1105	Strategies for Success	4.0
SLS	1321	Career Skills and Portfolio Development	2.0
CGS	2060C	Computer Applications	4.0
Associate's students choose 8 units from below:			
MAN	2031	Let's Talk Business	2.0
OST	2335	Business Communications	4.0
LIS	2004	Introduction to Internet Research	2.0
CGS	2501C	Applied Word Processing	4.0
CGS	2573C	Applied Spreadsheets	4.0
MTB	1103	Business Math	4.0
TOTAL QUARTER CREDIT HOURS:			18.0
Major Core Requirements			
APA	2111	Principles of Accounting I	4.0
APA	2121	Principles of Accounting II	4.0
BUL	2131	Applied Business Law	4.0
MAN	1030	Introduction to Business	4.0
MAN	2021	Principles of Management	4.0
MAN	2300	Introduction to Human Resources	4.0
MAR	1011	Introduction to Marketing	4.0
Additional Major Core Requirements: Business Administration Elective Cluster			
FIN	1103	Introduction to Finance	4.0
MAN	2727	Strategic Planning for Business	4.0
MAR	2305	Customer Relations and Servicing	4.0
Choose 2 of the following courses:			
ACG	2178	Financial Statement Analysis	4.0
ACG	2021	Introduction to Corporate Accounting	4.0
SBM	2000	Small Business Management	4.0
APA	2161	Introduction to Managerial Accounting	4.0
TOTAL QUARTER CREDIT HOURS:			48.0
General Education Requirements			
ENC	1101	Composition I	4.0
ENC	1102	Composition II	4.0
MAT	1033	College Algebra	4.0
PSY	2012	General Psychology	4.0
SPC	2017	Oral Communications	4.0
PSI	201	U.S. and Nevada Constitution	4.0
EVS	1001	Environmental Science	4.0
SLS	1505	Basic Critical Thinking	2.0
TOTAL QUARTER CREDIT HOURS:			30.0
TOTAL QUARTER CREDIT HOURS REQUIRED FOR GRADUATION			96.0

COURSE DESCRIPTIONS

This institution uses the following course numbering system:

- 100-2999 – Lower division (first and second year) courses

The letters that accompany the numbering system normally refer to the course subject matter, such as MAN = management, and CIS = computer information systems. The numbers that follow the course prefix increase in sequence to indicate a more in-depth and complex level of the particular subject area.

ACG 2021 - Introduction to Corporate Accounting	4.0 Quarter Credits
This course defines financial accounting objectives and their relationship to business. The student is introduced to the fundamental principles of accounting and the accounting cycle as it applies to corporations. Prerequisites: MAN 1030. Lecture Hours: 40. Lab Hours: 0. Other Hours: 0.	
ACG 2178 - Financial Statement Analysis	4.0 Quarter Credits
This course provides a practical application of financial statement analysis used in decision making. Students will explore the annual report, develop financial analytical skills, evaluate the operational performance of a company, and make future projections. Prerequisites: ACG 2021 or APA 2121. Lecture Hours: 40. Lab Hours: 0. Other Hours: 0.	
APA 2111 - Principles of Accounting I	4.0 Quarter Credits
Accrual accounting based upon generally accepted accounting principles is stressed in this course. Analysis of income statement procedures, computerized accounting applications and the accounting cycle are highlighted. Prerequisite: None. Lecture Hours: 40. Lab Hours: 0.	
APA 2121 - Principles of Accounting II	4.0 Quarter Credits
Continuation of financial accounting with a focus on retail and corporations. Includes accounting and reporting for a merchandising company, net realizable value of accounts receivable, inventory methods, notes receivable, capital assets including intangible assets, notes payable, bonds payable, and equity transactions, preparing statement of retained earnings and cash flow statement, and performing basic financial statement analysis techniques. Prerequisites: APA 2111. Lecture Hours: 40. Lab Hours: 0. Other Hours: 0.	
APA 2161 – Introduction to Managerial Accounting	4.0 Quarter Credits
This course examines managerial accounting concepts. Topics include: cost behavior, job order costing, process costing, standard cost systems, variable and absorption costing methods, budgeting, cost-volume-profit analysis, and capital investment decisions. Prerequisite: APA 2121. Lecture Hours: 40. Lab Hours: 0.	
BUL 2131 - Applied Business Law	4.0 Quarter Credits
This course provides students with essential information specific to the nature of law and the functions of the judicial system within a business environment. Students will examine and review the legal characteristics of sole proprietorships, partnerships, and corporations. Prerequisite: None. Lecture Hours: 40. Lab Hours: 0.	
CGS 2060 - Computer Applications	4.0 Quarter Credits
This course introduces the essential concepts necessary to make effective use of the computer. Students achieve an understanding of what a computer can do, how it works, and how it can be used to create documents using word processing and spreadsheet applications for personal and business use. Prerequisite: None. Lecture Hours: 30. Lab Hours: 20.	
CGS 2501 - Applied Word Processing	4.0 Quarter Credits
This course expands students learning of word processing software. Students will explore the program and practice creating documents for academic and business settings. Emphasis will be placed on using and creating templates, developing documents, building forms, properly formatting documents such as letters and memorandums, and integrating document collaboration techniques. Additionally, hands-on applications will be learned to prepare students to use word processing software as a marketable skill in a work environment. Prerequisite: CGS 2060C. Lecture Hours: 30. Lab Hours: 20.	
CGS 2573C - Applied Spreadsheets	4.0 Quarter Credits
This course covers the various techniques used in developing spreadsheet applications for business information tracking and analysis. Course topics include using formulas, employing creative formatting, and using charts. Additional skills coverage includes use of graphics, developing pivot tables, and managing lists. Prerequisite: CGS 2060C. Lecture. Hours: 30. Lab Hours: 20.	
ENC 1101 - Composition I	4.0 Quarter Credits
This course provides instruction and practice in expository writing and emphasizes grammatical and mechanical accuracy and proper essay form. Emphasis is placed on clarity, logical organization, communication, unity, and coherence of central idea and supporting material. Theory Hours: 40 Lab Hours: 0. Prerequisites: None	
ENC 1102 - Composition II	4.0 Quarter Credits
This course builds on the writing process and rhetorical strategies, including argumentative rhetoric, while devoting attention to critical thinking, and documentation of research and resources. Students will use a variety of research approaches and rhetorical strategies to compose an essay and other written communications. Theory Hours: 40 Lab Hours: 0. Prerequisite: ENC 1101.	

EVS 1001 - Environmental Science	4.0 Quarter Credits
This course covers environmental issues and illustrates the importance of environmental science in students' daily lives. The relationship between humans and the environment is explored to demonstrate to students their role in the state of the environment. Environmental issues such as invasive species, climate change, pollution, and corrective actions will be studied. Prerequisite: None. Lecture Hours: 40. Lab Hours: 0.	
FIN 1103 – Introduction to Finance	4.0 Quarter Credits
The Introduction to Finance course explores the significant principles involved in personal finance and the manner in which finance is connected to decision-making throughout life. The real-world applicability and career-impacting decisions of personal and business finance will be explored. Specific concepts related to financial planning will be introduced, including; insurance, banking, credit, and investments. Prerequisites: MAN 1030. Lecture Hours: 40. Lab Hours: 0. Other Hours: 0.	
LIS 2004 - Introduction to Internet Research	2.0 Quarter Credits
This course provides instruction on the basic use of the Internet and the use of search engines. Students will have hands on access to Internet. Prerequisite: None. Lecture Hours: 10. Lab Hours: 20.	
MAN 1030 Introduction to Business	4.0 Quarter Credits
The Introduction to Business course is designed to introduce the terminology, functions, and procedures related to the organization and operation of a business enterprise in an economic-driven and technologically-evolving society. The foundation of business is explored with real-world applicability and career-focused emphasis given to business ethics and social responsibility, management and the organization, and human resources. Additionally, an overview of business ownership, marketing, social media, information management, accounting and financial principles are introduced to build a foundation of business knowledge. Prerequisite: None. Lecture Hours 40. Lab Hours 0.	
MAN 2021 - Principles of Management	4.0 Quarter Credits
The Principles of Management course provides an overview of the four functions of management, with an emphasis on real-world situations and current events. Upon completion of this course, students will understand and apply management fundamentals across several different industries. Specific attention is paid throughout the course to career readiness. Prerequisites: MAN 1030. Lecture Hours: 40. Lab Hours: 0. Other Hours: 0.	
MAN 2031 - Let's Talk Business	2.0 Quarter Credits
This course is designed to provide opportunities through reading, discussions, and exercises for students to improve their proficiency as communicators in business environments. Prerequisites: None. Lecture. Hours. 20 Lab Hours. 0.	
MAN 2300 - Introduction to Human Resources	4.0 Quarter Credits
This Introduction to Human Resources (HR) course will introduce a broad range of topics associated with Human Resources Management (HRM) from the perspective of the HR professional, the manager, and the employee. HRM encompasses several functions including the recruitment, selection, and maintenance of a qualified, motivated, and productive workforce. Through real-world, applicable assignments and activities, students will learn how effective performance of these functions requires understanding of planning, job analysis, recruitment, selection, employee development, performance appraisal, compensation, benefits, safety, and labor relations. Prerequisites: MAN 1030. Lecture Hours: 40. Lab Hours: 0. Other Hours: 0.	
MAN 2727 - Strategic Planning for Business	4.0 Quarter Credits
This Strategic Planning for Business course focuses on the exploration of the elements of a successful organization including an analysis of the internal environment, processes, external environment, and strategic decision making. Emphasis will be placed on management decisions and actions, strategic considerations, organizational structure and design, marketing and sales of tangible goods and/or services. The impact of the micro/macro external environments will also be analyzed and evaluated. Prerequisites: MAN 2300, MAR 1011, FIN 1103, APA 2121 or ACG 2021. Lecture Hours: 40. Lab Hours: 0. Other Hours: 0.	
MAR 1011 - Introduction to Marketing	4.0 Quarter Credits
This Introduction to Marketing course reviews the fundamentals of the marketing process. Students will examine the factors that influence buyers in multiple markets with respect to product, price, promotion, and distribution. Emphasis will be placed on application and decision-making needed to succeed in today's competitive business environment. Prerequisites: MAN 1030. Lecture Hours: 40. Lab Hours: 0. Other Hours: 0.	
MAR 2305 - Customer Relations and Servicing	4.0 Quarter Credits
This course explores the basic functions relating to customers on a one-on-one basis. It teaches the skills needed to work with people to enhance the company, its public image, and satisfy the client or customer. Prerequisites: MAR 1011. Lecture Hours: 40. Lab Hours: 0. Other Hours: 0.	
MAT 1033 - College Algebra	4.0 Quarter Credits
This course is the study of linear and quadratic equations, graphing, functions, inequalities, rational expressions, radicals, and system of equations and emphasizes critical thinking and problem-solving skills. Theory Hours: 40 Lab Hours: 0. Prerequisites: None	

MTB 1103 - Business Math	4.0 Quarter Credits
This course presents a comprehensive review of computational skills as they apply to the business world. Topics include fractions, decimals, banking and credit card transactions, equations, percents, discounting process (trade and cash), markups and markdowns, simple and compound interest, and payroll functions. Prerequisite: None. Lecture Hours: 40 Lab Hours: 0.	
OST 2335 - Business Communications	4.0 Quarter Credits
Practical written communication skills for business are studied in this advanced course. This course also includes the mechanics and principles of effective letter writing and methods of researching and compiling reports. Focus in on a better understanding of writing styles appropriate to the business world. Prerequisite: ENC 1102. Lecture Hours: 40. Lab Hours: 0.	
PSI 201 – U.S. and Nevada Constitution	4.0 Quarter Credits
This course covers the U.S. Constitution, governmental issues and defines the Constitution's supremacy over all other law in the United States. In addition, the history, government, and Constitution of the State of Nevada are presented in detail. This course also illustrates how Nevada's Constitution falls under the umbrella of the Federal government. Prerequisites: None Lecture Hours: 40; Lab Hours: 0; Other Hours: 0	
PSY 2012 – General Psychology	4.0 Quarter Credits
This course covers the fundamental theories and principles of human psychology with an emphasis on applying the concepts to life and work in order to promote effective critical thinking and learning, understanding of emotions and motivations, positive social and workplace interactions, and the importance of the roles played by the unconscious and subconscious minds. Beginning with the historical foundations of psychology, students will study the groundwork for more contemporary perspectives. Study of the brain and its developmental stages, cognitive, motivational, and emotional functions, as well as disorders and their treatment provide a holistic investigation of the human mind as we know it. Theory Hours: 40 Lab Hours: 0 Other Hours: 0 Prerequisites: None.	
SBM 2000 - Small Business Management	4.0 Quarter Credits
This course examines the various aspects of starting, acquiring, and operating a small business enterprise. It is a comprehensive discussion of problems encountered by small businesses. A study of management principles and procedures provides methods of resolving these problems. Prerequisites: MAN 2021, FIN 1103, MAR 1011. Lecture Hours: 40. Lab Hours: 0. Other Hours: 0.	
SLS 1105 - Strategies for Success	4.0 Quarter Credits
This course is designed to equip students with tools and techniques for reaching their goals. The course includes an introduction to the college and its resources and provides insights to the thinking process and how it affects actions. Students will be actively involved in learning how to unlock their potential as they embark on their educational journey. Prerequisites: None. Lecture Hours: 40. Lab Hours: 0.	
SLS 1321 - Career Skills and Portfolio Development	2.0 Quarter Credits
A course designed to assist students with personal and professional development for successful employment with a concentration on developing a positive self-image, assessing competitiveness strengths, career expectations, learning job search techniques, in addition to written skills and current resume preparation. Prerequisite: None. Lecture Hours: 20. Lab Hours: 0.	
SLS 1505 - Basic Critical Thinking	2.0 Quarter Credits
This course introduces the students to the concepts of critical thinking. Topics covered include self-critique and understanding, fair-minded thinking, the levels of thinking, the parts and standards for thinking, and developing ethical and strategic thinking. Students will examine effective ways to think more critically, and will apply these tools in course assignments. Prerequisite: None. Lecture Hours: 20. Lab Hours: 0.	
SPC 2017 - Oral Communications	4.0 Quarter Credits
This course is designed to develop students' ability to communicate effectively. Emphasis is placed upon the basic elements of communication in order to strengthen students' interpersonal and professional speaking skills. Prerequisite: None. Lecture Hours: 40. Lab Hours: 0.	

TUITION AND FEES

Programs	Program Length	Credit Units	Tuition	Reg. Fee	Books, Supplies & Uniform	Total
Medical Assistant	41 weeks	60	\$12,400.00	\$50	\$975.00	\$13,425.00
Medical Insurance Billing and Coding	33 weeks	48	\$12,160.00	\$50	\$1,250.00	\$13,460.00
Nursing	24 months	108	\$40,500.00	\$50	\$5,400.00	\$45,950.00
Business Administration*	24 months	96	\$24,960.00	\$50	\$4,632.00	\$29,642.00
*LVC is not currently accepting enrollments for this program						

All students enrolled or enrolling in a degree program will be assessed a technology fee of \$150.00 per academic year. All new students enrolling in a diploma program will be assessed a lab fee of \$150 per academic year. Academic years consisting of externship hours only will not be assessed the \$150 lab fee.

OPERATING HOURS

Office Hours		
7:30 AM to	5:30 PM	Monday through Thursday
7:30 AM to	4:00 PM	Friday
Class Hours		
8:00 AM to	5:00 PM	Monday, Tuesday and Thursday
8:00 AM to	9:00 PM	Wednesday
8:00 AM to	12:00 PM	Friday

ACADEMIC CALENDARS

Please note: The end dates for any program with no online or distance-based attendance or academic requirements will be the Friday immediately preceding the end date listed in all of the calendars below.

MODULAR PROGRAMS

Modular/Diploma Calendar 2018 – 2019	
Start Dates	End Dates
12/3/2018	1/6/2019
1/7/2019	2/3/2019
2/4/2019	3/3/2019
3/4/2019	3/31/2019
4/8/2019	5/5/2019
5/6/2019	6/2/2019
6/3/2019	6/30/2019
7/8/2019	8/4/2019
8/5/2019	9/1/2019
9/3/2019	9/29/2019
10/7/2019	11/3/2019
11/4/2019	11/27/2019*
12/2/2019	1/5/2020

Modular/Diploma Student Holiday/Breaks 2018 - 2019		
Holiday/Student Breaks	Start Dates	End Dates
Student Break	10/1/18	10/7/18
Thanksgiving Holiday	11/22/2018	11/25/2018
Christmas & New Year Holidays	12/24/2018	1/1/2019
Martin Luther King Day	1/21/2018	1/21/2019
Presidents Day	2/18/2019	2/18/2019
Student Break	4/1/2019	4/7/2019
Memorial Day	5/25/2019	5/27/2019
Student Break	7/1/2019	7/7/2019
Labor Day	9/2/2019	9/2/2019
Student Break	9/30/2019	10/06/2019
Thanksgiving Holiday	11/28/2019	12/1/2019
Christmas & New Year Holidays	12/24/2019	01/01/2020

*End Date due to Thanksgiving Holiday

QUARTER-BASED PROGRAMS

Academic Year 2018 - 2019				
Summer Term Starts		July	9	2018
Summer Term Add/Drop Deadline 6 Week 1 Courses		July	15	2018
Summer Term Add/Drop Deadline 12 Week Courses		July	22	2018
Mini-Term Starts		August	20	2018
Mini-Term Add/Drop Deadline		August	26	2018
Labor Day Holiday		September	3	2018
Summer Term Ends		September	30	2018
Fall Break	From:	October	1	2018
	To:	October	7	2018
Fall Term Start		October	8	2018
Fall Term Add/Drop Deadline 6 Week 1 Courses		October	14	2018
Fall Term Add/Drop Deadline 12 Week Courses		October	21	2018
Mini-Term Starts		November	19	2018
Thanksgiving Day Holiday	From:	November	22	2018
	To:	November	25	2018
Mini-Term Add/Drop Deadline		November	29	2018
Winter Holiday	From:	December	24	2018
	To:	January	1	2019
Classes Resume		January	2	2019
Fall Term Ends		January	6	2019
				2019
Winter Term Starts		January	7	2019
Winter Term Add/Drop Deadline 6 Week 1 Courses		January	13	2019
Winter Term Add/Drop Deadline 12 Week Courses		January	20	2019
M.L. King Jr. Birthday Holiday		January	21	2019
Presidents' Day		February	18	2019
Mini-Term Starts		February	19	2019
Mini Term Add/Drop Deadline		February	25	2019
Winter Term Ends		March	31	2019
Spring Vacation	From:	April	1	2019
	To:	April	7	2019
Spring Term Starts		April	8	2019
Spring Term Add/Drop Deadline 6 week 1 Courses		April	14	2019
Spring Term Add/Drop Deadline 12 week Courses		April	21	2019
Mini-Term Starts		May	20	2019
Mini Term Add/Drop Deadline		May	26	2019
Memorial Day Holiday		May	27	2019
Spring Term Ends		June	30	2019
Summer Vacation	From:	July	1	2019
	To:	July	7	2019
Independence Day Holiday		July	4	2019

Academic Year 2019 - 2020				
Summer Term Starts		July	8	2019
Summer Term Add/Drop Deadline 6 Week 1 Courses		July	14	2019
Summer Term Add/Drop Deadline 12 Week Courses		July	21	2019
Mini-Term Starts		August	19	2019
Mini-Term Add/Drop Deadline		August	25	2019
Labor Day Holiday		September	2	2019
Summer Term Ends		September	29	2019
Fall Break	From:	September	30	2019
	To:	October	6	2019
Fall Term Start		October	7	2019
Fall Term Add/Drop Deadline 6 Week 1 Courses		October	13	2019
Fall Term Add/Drop Deadline 12 Week Courses		October	20	2019
Mini-Term Starts		November	18	2019
Mini-Term Add/Drop Deadline 6 week 2 courses		November	24	2019
Thanksgiving Day Holiday	From:	November	28	2019
	To:	December	1	2019
Winter Holiday	From:	December	24	2019
	To:	January	1	2020
Classes Resume		January	2	2020
Fall Term Ends		January	5	2020
Winter Term Starts		January	6	2020
Winter Term Add/Drop Deadline 6 Week 1 Courses		January	12	2020
Winter Term Add/Drop Deadline 12 week courses		January	19	2020
M.L. King Jr. Birthday Holiday		January	20	2020
Presidents' Day		February	17	2020
Mini-Term Starts		February	18	2020
Mini Term Add/Drop Deadline		February	24	2020
Winter Term Ends		March	29	2020
Spring Vacation	From:	March	30	2020
	To:	April	5	2020
Spring Term Starts		April	6	2020
Spring Term Add/Drop Deadline 6 week 1 courses		April	12	2020
Spring Term Add/Drop Deadline 12 Week Courses		April	19	2020
Mini-Term Starts		May	18	2020
Mini Term Add/Drop Deadline		May	24	2020
Memorial Day Holiday		May	25	2020
Spring Term Ends		June	28	2020
Summer Vacation	From:	June	29	2020
	To:	July	5	2020
Independence Day Holiday		July	3	2020

ADMINISTRATION AND FACULTY

Administrative Staff	
David Dolbow	Campus Director & Academic Dean
	Director of Student Success
Open	Community Relations Representative
Education	
Marjorie Zelaya	Registrar
Paolina Taglienti	Librarian
Department Chairs	
Kelly Politte	Program Chair - Nursing
Clara (Hanson) Casey	Program Chair - Accounting Business
Cassandra Major	Program Chair – Allied Health
Admissions	
Career Services	
David Dolbow	Director of Career Services
Rosemarie Young	Career Services
Finance	
Nick Posson	Regional Director of Financial Aid
Faculty Listing	
General Education	
Michael Intinarell	Gen Ed Adjunct
George Trimble	Business/General Education
Allied Health	
Cassandra Major	Program Chair; Medical Assistant/Medical Insurance Billing and Coding Faculty
Charissa Galvin	Medical Insurance Billing and Coding/General Ed Faculty
Nursing	
Mary Del Rosario	Nursing Adjunct
Latrice Dickson	Nursing Adjunct
Jennifer Dobbin	Nursing Faculty
Becky Gonzales	Nursing Faculty
Noni Hayman	Nursing Adjunct
Susan Holm	Nursing Faculty
Sharon Meewes Trees	Nursing Faculty
Kristen Pinkerton	Assistant Administrator of Nursing
June Reyes	Nursing Adjunct
Andre Scanlon	Nursing Faculty

STATEMENT OF OWNERSHIP

Nevada Career Education, Inc., does business as Las Vegas College.

Nevada Career Education, Inc. is a wholly owned subsidiary of Mikhail Education Corporation. Corporate offices are located at: 5150 S. Decatur Blvd. Las Vegas, NV 89118

Corporate Officers	
Peter Mikhail	CEO & CFO
Sally Bemis	COO & Secretary

APPENDIX A

Statement on Sexual Misconduct Response and Prevention

Scope

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

Definitions

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

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

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

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

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

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

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

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

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

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

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

Stalking - is a pattern of behavior directed at a specific person that would cause a reasonable person to feel fear for his/her safety. A person commits stalking by knowingly engaging in a course of conduct directed at a specific person

when the person engaging in the conduct knows or should know that this course of conduct would cause a reasonable person to fear for his/her safety or the safety of a third person or suffer other emotional distress.

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

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

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

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

Reporting of Crimes

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

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

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

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

All victims of crime that occur on campus shall be provided with the opportunity to report the incidents to the local law enforcement authority. LVC 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

LVC 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 Director and the Regional Vice President of Operations.

¹ Title IX of the Education Amendments of 1972 prohibits discrimination based on sex in education programs and activities in federally funded schools at all levels. The Title IX Coordinator's purpose is to ensure that an institution maintains an environment for students that is free from unlawful sex discrimination in all aspects of the educational experience, including academics and extracurricular activities. The Title IX Coordinator for LVC is the Campus Director, who can be reached at (702) 567-1920.

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

The Options

A. Privileged and Confidential Communications

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

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

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

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

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

B. Reporting to Responsible Employees

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

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

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

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

The Campus Director is the School's responsible employee.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

At LVC, the Campus Director shall be the primary Campus Security Authority, and typically designates another campus employee as a CSA Assistant.

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

Off-campus Counselors and Advocates.

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

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

Campus Security Authority

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

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

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

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

Sexual 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 a different academic program at the same school;
- Change in academic schedule;
- Change in externship location/assignment; and
- Leave of absence/withdrawal from School.

Violence against Women

LVC 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 in the LVC community 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, LVC 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.

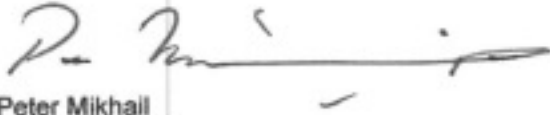
Victim Confidentiality

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.

Certification

I certify that all information contained in this catalog is true and accurate to the best of my knowledge.

A handwritten signature in black ink, appearing to read "Peter Mikhail", with a long horizontal flourish extending to the right.

Peter Mikhail
President/CEO