

Las Vegas

COLLEGE

2020-2021 Student Catalog

Effective: October 1, 2020

THIS DOCUMENT INCLUDES THE SCHOOL'S CURRENT **ANNUAL SECURITY REPORT** INCLUDING CRIME STATISTICS AND POLICIES REQUIRED BY THE JEANNE CLERY DISCLOSURE OF CAMPUS SECURITY POLICY AND CRIME STATISTICS ACT (CLERY ACT) AS AMENDED BY THE VIOLENCE AGAINST WOMEN REAUTHORIZATION ACT of 2013 (VAWA)
(See Addendum A, Page 96)

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Additional electronic or paper copies of this catalog are available upon request.

Revision 1-2020B, effective October 1, 2020

Note: This document is inclusive of the Revision 1-2020 Catalog and the 9/28/2020, 12/23/2020, 1/19/2021, 2/10/2021, 4/1/2021, 6/11/2021 and 6/21/2021 Catalog Addenda.

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

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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., a division of Corinthian 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 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 Nevada State Board of Nursing is located at:
 Nevada State Board of Nursing
 B - 4220 S. Maryland Parkway, Ste 300
 Las Vegas, NV 89119
 (702) 486-5803; (888) 590-6726 (toll free)
nursingboard@nsbn.state.nv.us
- The Associate of Applied Science (AAS) Degree in Nursing program at Las Vegas College, located in Henderson, Nevada, is accredited by the:
 Accreditation Commission for Education in Nursing (ACEN)
 3390 Peachtree Road NE, Suite 1400, Atlanta, GA 30326
 (404) 975-5000
www.acenursing.org
 The most recent accreditation decision made by the ACEN Board of Commissioners for the Associate of Applied Science (AAS) Degree in Nursing program is continuing accreditation. View the public information disclosed by the ACEN regarding this program at <http://www.acenursing.us/accreditedprograms/programSearch.htm>
- 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.

GENERAL ADMISSIONS REQUIREMENTS AND PROCEDURES

- High school diploma or a recognized high school graduation equivalent is required for admittance.
- Applicants must meet the state of Nevada immunization requirements for admissions, as described in LVC's Vaccination policy later in this section.
- Applicants must prove their academic readiness by achieving the required test score(s) for their intended program, as described in the Academic Readiness policy later in this section.
- Several programs have specific criminal background and drug screening requirements for admissions and/or in order to meet graduation requirements. Please refer to the Criminal Background and Drug Screening policy later in this section for full details.
- Students applying to programs offering distance education classes will complete a Distance Education Applicant Readiness Assessment, will receive the Distance Education System/Technology Requirements document and must attend an online orientation.
- 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.

LVC will accept the following documentation as proof of high school graduation or the equivalent:

- A copy of the student's high school diploma. (See footnote 1.)
- A copy of the student's final official high school transcript that shows the date when the diploma was awarded. (See footnote 1.)
- A copy of a General Educational Development (GED) certificate or GED transcript that indicates the student passed the exam.
- A state certificate or transcript received by a student after the student passed a State-authorized examination that the State in which the student took the examination recognizes as the equivalent of a high school diploma. This includes tests similar to the GED such as HiSET, TASC, as well as a State established examination.
- For a student who completed secondary education in a foreign country, a copy of the "secondary school leaving certificate" or other similar document, accompanied by an evaluation from a third-party, professional document evaluation service that clearly identifies the document's equivalence to a U.S. high school diploma. (The School does not self-evaluate foreign secondary school credentials or other similar documents.)
- An academic transcript or credential from an accredited institution indicating that the student has successfully completed one of the following:
 1. An associate's degree;
 2. At least 60 semester or trimester credit hours or 72 quarter credit hours that does not result in the awarding of an associate's degree, but that is acceptable for full credit toward a bachelor's degree at any institution; or
 3. Enrollment in a bachelor's degree program where at least 60 semester or trimester credit hours or 72 quarter credit hours have been successfully completed, including credit hours transferred into the bachelor's degree program.
- For a student who was homeschooled in a state where state law requires the student to obtain a secondary school completion credential for homeschooling (other than a high school diploma or its recognized equivalent), a copy of that credential.
- For a student who was homeschooled in a state where state law does not require the student to obtain a secondary school completion credential for homeschooling (other than a high school diploma or its recognized equivalent), a transcript, or the equivalent, signed by the student's parent or guardian, that lists the secondary school courses the student completed and includes a statement that the student successfully completed a secondary school education in a homeschool setting.

¹ For all US-based schools, the school must be state approved, accredited by a regional accrediting association, or accredited by CITA (Commission on International and Trans-Regional Accreditation).

A student who is unable to obtain the documentation listed above must contact the financial aid office. When documentation of high school completion is unavailable (e.g., the school has closed and no information is available from another source such as the school district or state department of education, or the parent or guardian who homeschooled the student is deceased) LVC will accept alternative documentation, such as a military *DD Form 214 Certificate of Release or Discharge from Active Duty*.

ADMISSIONS REQUIREMENTS FOR RN AND PN NURSING PROGRAMS

In addition to the general admissions requirements and procedures above, the following additional and expanded admissions requirements apply to all prospective Nursing and Practical Nurse program students:

- High school diploma or recognized equivalent
- Passing the Wonderlic Scholastic Level Exam (SLE) entrance test with a score of 18 or higher
- Passing a designated nursing entrance test(s): TEAS score of 62.7 for Nursing program students and, for Practical Nurse program students, TEAS scores of at least 60% in Reading, 50% in Math, 33% in Science, and 50% in English. Note: Students wishing to transfer credit for Anatomy & Physiology also require a minimum of 70% on the Human Anatomy & Physiology portion of the TEAS science section
- Writing an essay on an assigned topic, to be graded by the Nursing Department. The Essay must be completed at the campus prior to the panel interview.
- Completing an interview with LVC faculty and/or administrative staff
- Passing a criminal background check and 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 (American Heart Association)
- Copy of Health Insurance card or signed waiver

ADMISSIONS REQUIREMENTS FOR RN TO BSN PROGRAM

In addition to the general admissions requirements and procedures above, the following additional and expanded admissions requirements apply to all prospective RN to BSN students:

- Have an associate, or higher level, nursing degree from an accredited postsecondary educational institution with a minimum cumulative GPA of 2.0*
- Possess an unencumbered Registered Nurse license
- Possess a current BLS American Heart Association CPR Certification
- Pass a criminal background check and fingerprinting/drug screening
- Receive LVC transfer credit approval of 106 quarter credits for the following courses, or their equivalent (Note: successful completion of LVC's Nursing Program meets these transfer credit requirements):

General Education Science Credits Required: (18 quarter credits):

| | |
|-------------------------------|-----|
| Anatomy and Physiology, I | 4.0 |
| Anatomy and Physiology, I Lab | 2.0 |
| Anatomy and Physiology II | 4.0 |
| Anatomy and Physiology II Lab | 2.0 |
| Microbiology | 4.0 |
| Microbiology Lab | 2.0 |

Additional General Education Courses or Course Equivalent Required*: (31 quarter credits):

| | |
|--------------------------------|-----|
| College Algebra | 4.0 |
| Composition I | 4.0 |
| Composition II | 4.0 |
| General Psychology | 4.0 |
| Principles of Sociology | 4.0 |
| Developmental Psychology | 4.0 |
| US and Nevada Constitution | 4.0 |
| Strategies for Nursing Success | 3.0 |

ASN Level Nursing Courses or Course Equivalent Required: (57 quarter credits)

| | |
|----------------------------------|------|
| Fundamentals of Nursing | 5.0 |
| Fundamentals of Nursing Clinical | 2.5 |
| Pharmacology I & II | 3.5 |
| Medical-Surgical Nursing | 11.0 |

| | |
|---------------------------------------|------|
| Medical-Surgical Nursing Clinical | 12.0 |
| Maternal Child Nursing | 4.0 |
| Maternal Child Nursing Clinical | 4.0 |
| Mental Health Nursing | 3.0 |
| Mental Health Nursing Clinical | 2.0 |
| Community Health | 3.0 |
| Community Health Clinical | 2.0 |
| Nursing Leadership and Management | 3.0 |
| Nursing Leadership and Mgmt. Clinical | 2.0 |

**If a student has not successfully completed one or more of the general education courses required for admission to the RN to BSN program as part of a previous education program, they will be required to complete the course(s) prior to graduation. The student may complete this requirement through the LVC Nursing program at the Nursing program's cost per credit.*

CRIMINAL BACKGROUND AND DRUG SCREENING

Successful completion of multiple weeks of hands-on applied training at an offsite third-party externship, internship, preceptorship, or clinical course (collectively referred to as Experiential Training) is one of the requirements of all Nursing and Allied Health programs at Las Vegas College (LVC). Students enrolling in one of these programs must understand and agree that it is the student's responsibility to determine if any past criminal convictions will prevent them from obtaining any required state license from the Nevada State Board of Nursing or from any other governmental entity; disqualify them from Experiential Training; or deny them future employment. Students agree to promptly advise LVC if their criminal history, occurring at any time prior to or during their enrollment may disqualify them from obtaining any required state or local license, permit or certification; Experiential Training; or employment.

All Experiential Training locations require students to successfully pass a required criminal history background check and a drug test prior to being allowed on site at such locations. Students enrolling in programs with Experiential Training sign an acknowledgement form, consenting and specifically agreeing to have LVC and its designated agents as both a condition prior to their enrollment and at any time during their enrollment undertake all required background checks (a FACIS Level 3 Search or its equivalent for nursing students), and to collect blood, hair, urine and/or saliva samples from the student for all required medical tests to determine the presence or use of alcohol, drugs and controlled substances. If students do not pass any criminal history background check and/or drug test either prior to their enrollment or at any time during their student enrollment, then they will be disqualified from being enrolled and taking any Experiential Training. In such event, if already enrolled, the students will be subject to being immediately dismissed, failed or withdrawn from their program as solely determined by LVC. A student who does not pass a drug test may be allowed to re-test after 30 days have passed from the original test date, upon the written recommendation of the Campus Director and the written approval of the President. The decision to allow a re-test is made at sole election and discretion of the Campus Director and the President.

In accordance with their applicable procedures and policies, the state of Nevada, Experiential Training locations, and potential employers will also require students to provide proof of immunization and pass a required physical by a doctor.

Students enrolling in programs with Experiential Training should understand that the hours required at Experiential Training sites can vary from day to day and from week to week depending on the needs, rules, regulations and scheduling of the location site, including the possibility of required weekend hours, early morning or late evening hours. They should understand that the hours required at Experiential Training sites may, at sometimes, conflict with their scheduled classroom hours at LVC. There may be instances where they will need to change their scheduled classroom hours at LVC, for example, morning to afternoon or evening classes, in order to meet the Experiential Training requirements of their program.

VACCINATION POLICY

Prior to enrollment at Las Vegas College (LVC), all prospective students under the age of 23 must demonstrate that they meet the Nevada State Board of Health requirements for post secondary students by providing proof of immunity to tetanus, diphtheria, measles, mumps, rubella and *Neisseria meningitides*. Proof of vaccination will satisfy this requirement. In the case of *Neisseria meningitides* specifically, proof of vaccination with at least one dose of a quadrivalent meningococcal conjugate vaccine (MCV4) on or after age 16 years, will satisfy this requirement.

A student may enroll at LVC conditionally if the student, or if the student is a minor, the parent or legal guardian of the student, submits a record of immunization stating that the student is in the process of obtaining the required immunizations, and that record shows that the student has made satisfactory progress toward obtaining those

immunizations. The only exceptions to this rule are for students with religious beliefs or medical conditions which prevent them from being vaccinated to the extent required by law, in which the following rules apply:

- Exception for religious beliefs: The student must provide LVC with a written statement indicating that their religious beliefs prohibit immunizations. This statement must be maintained in the student's file in lieu of proof of immunity.
- Exception for medical conditions: The student must provide LVC with a written statement from a licensed physician stating that the student is unable to meet the vaccination requirement. This statement must be maintained in the student's file in lieu of proof of immunity.

For more information on vaccines and to find clinics that offer them, visit the website for the Southern Nevada Health District at: www.southernnevadahealthdistrict.org/

ACADEMIC READINESS

All prospective students must take the Wonderlic Scholastic Level Exam (SLE), a proctored, web-based assessment of fundamental math, reading, and writing skills. Modular/clock hour program students must score a minimum of 13 and quarter-based program students, including all nursing program students, must score a minimum of 18 in order to meet the academic readiness requirement for admission. If the appropriate minimum score is not achieved, two re-tests may be given using an alternate test form.

When extenuating circumstances occur, applicants scoring within one point of the minimum score on the Wonderlic Scholastic Level Exam (SLE) for their program (or within two points for quarter-based programs) after re-testing may still be admitted at the President's discretion. In such cases the President may require additional information from the student which may include but is not limited to the form of an interview, written statement, and/or other means of explaining the student's extenuating circumstances and demonstrating their aptitude for the program.

Academic Readiness for Nursing Programs

All Nursing programs, with the exception of the RN to BSN program, 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 of Applied Science Degree or Practical Nurse program student has met the applicable requirements above must be retained and present in the student's file prior to enrollment.

Test of Essential Academic Skills (TEAS) Information

Applicants must achieve a composite score of 62.7 or higher on the TEAS to be considered for entrance to the Associate of Applied Science Degree Nursing program and must achieve a composite score of 59.6 or higher for entrance to the Practical Nurse program. In the event an applicant does not achieve the required composite score on the TEAS for their program, retesting shall occur according to the following criteria:

- 14 days between 1st and 2nd attempt, additional studying and test preparation recommended
- 30 days between 2nd and 3rd attempt, additional studying and test preparation recommended
- Only 3 attempts in one calendar year

TEAS tests from other schools are good for 24 months or 2 years. Students who want to transfer in Anatomy and Physiology courses less than five years old must score a 70% on the Human Anatomy and Physiology portion of the Science section of the TEAS entrance examination.

DISTANCE EDUCATION PROGRAMS AND ADDITIONAL REQUIREMENTS

LVC offers not only traditional in-classroom programs, but also blended online programs, which are taught partially online and partially in-classroom. Students should refer to the program descriptions in this catalog and consult the Admissions Representative and their Academic Director for details and availability.

In a blended online program, part of the face-to-face on-site classroom instruction is replaced with online interaction to allow greater flexibility and to increase active learning. The online component of the program will be delivered completely through the school's learning management system with instructor support. All courses which include this type of distance education are supported with access to on-campus facilities and equipment during campus operating hours. LVC's Learning Resources Center, which includes access to 40 online databases and a digital collection of over 135,000 scholarly titles on a variety of subjects, is available both at the campus during regular business hours, and online at any time through a school-issued user name and password. Instructors are available to students for additional assistance during their posted office hours, in person, over email accessed through the online directory in the student's school-issued account, and by phone. LVC staff, including financial aid,

career services, and the campus registrar, are available to assist students in achieving their learning objectives in person, by phone and over email during the school's regular business hours.

LVC has specific technology requirements for students enrolling in blended online programs, which will be provided during the admissions process. These requirements include but are not limited to: students are required to own a computer, tablet, or a smartphone (android or iPhone) that meets the school's minimum technology standards (as explained during admission) and, as a condition of enrollment, are required to download specific apps or programs provided by the school for programmatic, attendance, and student services purposes, and/or set up specific electronic accounts, in order to fully utilize the electronic support system for their blended online program. Please see the Admissions Representative or your Academic Director for details.

CAMPUS TECHNOLOGY REQUIREMENTS FOR IN-CLASSROOM PROGRAMS

In order to ensure that students succeed in their program of study and in their career, LVC requires all students, including those students enrolled in traditional in-classroom programs, to meet certain technology requirements established by academic and technology leadership. LVC uses software apps, such as CourseKey or similar, to help the student and the school successfully track attendance, participation, and progress through the student's program. All students are required to own a smartphone (android or iphone), tablet or laptop, and as a condition of enrollment, are required to download specific apps or programs provided by the school and/or set up set up specific electronic accounts, in order to fully utilize this electronic support system.

ACADEMIC POLICIES

LVC REGULATIONS

Each student is given access to the school catalog, which sets forth the policies and regulations under which the institution operates. Prior to signing an enrollment agreement, an enrolling student will be provided with an electronic copy or a print copy of the catalog to read and understand.

This catalog is an official publication of LVC and is subject to revision by LVC at any time in accordance with the needs of the school and its students, or to be in compliance with applicable federal and state laws and regulations and accreditor requirements. LVC reserves the right to change, withdraw, or supplement this catalog as it deems necessary or appropriate, to include, but not limited to, its policies and operating procedures, curricula, class schedules, course content, training equipment, tuition and fees, faculty, and staff without notice at any time. Students are individually responsible for being aware of information contained in the school catalog and any amendments thereto. Failure to read and comply with School regulations will not exempt students from obligations that they may incur. Students are advised to read and fully understand the rules, regulations, and policies stated herein and to retain this catalog for use as a reference.

Additionally, 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 better provide instruction and training, classes are limited in size. The maximum on-ground class size is 30 students. For the Practical Nurse program, the maximum on-ground class size is 24 students. The maximum online class size is 40 students and the maximum class size for the online RN to BSN program is 24 students. The maximum class size for Nursing clinicals is 8 students. No class size will exceed programmatic regulatory requirements.

DISTANCE EDUCATION

Las Vegas College offers not only traditional in-classroom programs, but also blended (partially online, partially in-classroom), and fully online programs. Students should refer to the program descriptions in this catalog and consult their department chair for details and availability.

Blended classes will replace part of the face-to-face on-site classroom instruction with online interaction to allow greater flexibility and to increase active learning. Online classes will be delivered completely through the learning management system with instructor support. All Distance Education classes are supported with access to on-campus facilities and equipment during operating hours. Staff and instructors are available to assist all students to achieve their learning objectives.

LVC has specific technology requirements for students enrolling in programs with distance education classes which will be provided during the admissions process. Please see the Admissions Representative or your Department Chair for details.

OUT OF CLASS ASSIGNMENTS

- Students in quarter-based 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 INTO LVC

LVC has developed a transfer credit policy to recognize both traditional college credit and non-traditional learning. All requests for transfer credit must be submitted before the end of the first module/quarter. No more than forty-nine percent (49%) of a program's total quarter credits, including no more than forty-nine percent (49%) of the total required quarter credits in the major study area, may be credited by advanced standing. Any questions regarding the transfer of credit into LVC should be directed to the campus Registrar's Office. However, RN to BSN students who are fulfilling their program's prerequisite course requirements at another institution may submit their requests for credit for these types of courses after the first quarter with approval from and at the discretion of the department chair.

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.

- A letter grade of C (70% or above) or better is required for transfer credit to be awarded.
- Academic Time Limits, Unless Otherwise Specified:
 - General Education courses – indefinite
 - Accounting and Business Digital Marketing program College Core courses – indefinite
 - Due to certain programmatic accreditation criteria, health science core courses must have been completed no more than five (5) years prior to most recent admission to LVC.
 - Due to changes in technology, computer software core courses (word processing and spreadsheet applications) and computerized major courses (accounting) must have been completed no more than five (5) years prior to most recent admission to LVC.
 - Major Core courses – no more than ten (10) years prior to most recent admission to LVC.
- 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).
- 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).
- 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 for the current list of approved exams and minimum scores required for transfer.
- Program and Course Specific Requirements:
 - LPNs transferring into the RN Program – Students enrolling in the LVC Nursing RN program with an unencumbered Practical/Vocational Nursing License from Nevada, California or Texas and proof of graduation from an accredited PN/VN program will receive transfer credit for the following courses: BSC1085 Anatomy & Physiology I, BSC 2085L Anatomy & Physiology I Lab, BSC1086 Anatomy & Physiology II, BSC 2086L Anatomy & Physiology II Lab, MAT1033 College Algebra, SLS1115 Strategies of Nursing Success, NUR1020 Fundamentals of Nursing I, NUR1027 Fundamentals of Nursing II, NUR1027L Fundamentals of Nursing II Clinical, NUR1145 Pharmacology of Nursing I, NUR1150 Pharmacology of Nursing II, NUR1210 Nursing Care of the Adult Client I, and NUR1211L Nursing Care of the Adult Client I Clinical. **Note:** Students will also be required to take a mandatory two-day RN orientation prior to the start of their program.
 - Anatomy and Physiology I & II with lab – To receive transfer credit for Anatomy & Physiology I or Anatomy & Physiology II, transcripts must be from a recognized accredited college, there must be a lab component associated with the course, and the course must have been a minimum 100 level course. These courses must have been completed no more than five (5) years prior to most recent admission to LVC with a grade of C or better. In addition, a minimum score of 70% on the Science Human Anatomy and Physiology portion of the TEAS is required.
 - Microbiology with a lab – To receive transfer credit for Microbiology, transcripts must be from a recognized accredited college, there must be a lab component associated with the course, and the course must have been a minimum 100 level course. These courses must have been completed no more than five (5) years prior to most recent admission to LVC with a grade of C or better.
 - Computer Applications, Business Presentations and Communications, Applied Spreadsheets, and Computerized Accounting – To receive transfer credit for Computer Applications, Business Presentations and Communications, Applied Spreadsheets, or Computerized Accounting, transcripts must be from a recognized accredited college, and courses must have been completed no more than five (5) years prior to most recent admission to LVC with a grade of C or better.

The transferability of credits or acceptance of the degree, diploma or certificate earned at LVC is 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.

LEARNING ASSESSMENTS AND PROFICIENCY EXAMS

- 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. The granting of such credit is at the discretion of the Campus Director.
- To receive credit for a proficiency exam, the student must receive a grade of 70% (C) or above. Proficiency exams are available and administered by LVC for the following courses:
 - Algebra
 - Business Math
 - Developmental Psychology

- General Psychology
- Sociology

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 Credit Questions

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.

An overall course grade of a "C" or above is required to pass each course. All nursing clinical courses must be completed at a 'Satisfactory' level to pass that course. All nursing theory, laboratory and clinical portions of each course must be passed in order to pass the specialty nurse course. If a student fails either the theory or the clinical component they fail both and will be required to repeat both. The failure of two nursing courses will result in dismissal from the program. Any appeals of dismissal from the program must be submitted and will be reviewed according to the Appeals Policy in this catalog.

| Grade | Point Value | Meaning | Scale for all Nurse Program Courses | Other Quarter-Based and Modular/Clock Hour Programs and General Education Courses Scale |
|-------|----------------|--|-------------------------------------|---|
| A | 4.0 | Excellent | 100-92 | 100-90 |
| B | 3.0 | Very Good | 91-84 | 89-80 |
| C | 2.0 | Good | 83-76 | 79-70 |
| F* | 0.0 | Failing | 75-0 | 69-0 |
| Fail | Not Calculated | Fail (for externship/internship) | | |
| Pass | Not Calculated | Pass (for externship/internship classes only) | | |
| L | Not Calculated | Leave of Absence (allowed in modular/clock hour programs only) | | |
| EL | Not Calculated | Experiential Learning | | |
| IP | Not Calculated | In Progress (for externship/internship 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 | | |

*LVC does not use a D grade in its grading scale. Students must achieve a C or greater in order to pass each course or module.

** 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 |
| 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 ACADEMIC PROGRESS (SAP)

Students must maintain Satisfactory Academic Progress (SAP) 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. LVC's SAP policies apply to all students, full or part time status, and for all periods of enrollment regardless of whether or not the student receives financial aid or other forms of financial assistance including VA educational benefits. Satisfactory Academic Progress is measured by:

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

Evaluation Periods for SAP

Satisfactory Academic Progress is measured for all quarter-based program students at the end of each academic term after grades have been entered. Satisfactory Academic Progress is measured for all modular/clock hour program students every eight weeks.

SAP is 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 FA Warning or SAP NOT MET status. Students not meeting SAP will be issued a SAP 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.

Maximum Time Frame to Complete

The maximum time frame (MTF) 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.

If, at any time, a student cannot complete his or her program of study within the Maximum Time Frame, he or she is immediately considered mathematically unable to continue and will be dismissed from his or her program of study. This action may be appealed by following the appeal procedure outlined later in this section.

Modular/Clock Hour Program Satisfactory Academic Progress

Title IV Evaluation of Satisfactory Academic Progress for modular/clock hour programs will be made at the following checkpoints:

| Medical Assistant | Laboratory Assistant/EKG Technician/Phlebotomy Technician | Medical Biller and Coder/Office Specialist |
|-------------------|---|--|
| 400 Clock Hours | 400 Clock Hours | 360 Clock Hours |
| 800 Clock Hours | 800 Clock Hours | 720 Clock Hours |

Satisfactory Academic Progress

All modular/clock hour program students must meet the following standards of academic achievement and successful course completion while enrolled at LVC. LVC's modular/clock hour program SAP policies apply to all students, full or part time status, and for all periods of enrollment regardless of whether or not the student receives financial aid or other forms of financial assistance including VA educational benefits. For success in their chosen career field, the School places equal emphasis on both grades and a student's attendance in the classroom and lab hands-on environment. Each modular/clock hour program student enrolled at LVC must:

1. Grades: maintain for each module of instruction an academic grade of C or better. Achieve a minimum cumulative G.P.A. of 2.0 by the conclusion of the program. Note: Students who have not achieved a minimum cumulative G.P.A. of 1.5 by their program's midpoint are mathematically unable to achieve the required 2.0 by the end of their program and will be dismissed (see full policy and appeals procedures below for more details); and
2. Attendance: For modular/clock hour programs maintain an attendance level of 90% or better for each module of instruction.

Students meeting both the minimum requirements for grades and attendance as determined at the end of each module by the school will be considered to be making Satisfactory Academic Progress.

Probation and Module Repeats Due to Poor Grades

If a student at the end of a module does not receive at least a C for that module, then the student is automatically placed on probation by the School effective as of the last day of instruction for that unsatisfactory module. The student remains on probation until Satisfactory Academic Progress is met by the student bringing their cumulative G.P.A. above 2.0. Probation will be evaluated at the end of each module and at the midpoint.

If a student at the end of a module receives an F for that module, then the student is automatically placed on probation by the School effective as of the last day of instruction for that failed module AND must repeat the failed module for a passing grade.

If the failed module is not available to repeat immediately, the student may take a different module in his or her program prior to repeating the same failed module. However, the student must retake the failed module at the next available opportunity when the same module is offered again and meet Satisfactory Academic Progress.

EXAMPLE: If a student was attending Module A and received a grade of F for Module A, the student is automatically placed on probation and must repeat the module. Due to the fact that Module A might not be continuously offered by the School, the student is authorized to take another module in their program of instruction that is being offered by the School, for example, Module B. However, the student must successfully repeat Module A at the next available opportunity when Module A is offered again.

If for any reason the student does not retake the same module or meet Satisfactory Academic Progress for the repeated module, then the student's enrollment will be terminated for their program and the student will be dismissed from the School.

LVC will allow a student, while on probation for grades, to repeat a failed module, at no additional tuition cost to the student. If the student is successful in the repeated module and meets Satisfactory Academic Progress then that grade for the repeated module will be used in the calculation of the student's Cumulative GPA (CGPA) and the previous grade received from the failed module will not be used in the calculation of the student's CGPA. If the student is unsuccessful in the repeated module and does not meet Satisfactory Academic Progress then the grade received from the repeated module will be the only one used in the calculation of the student's CGPA. Note: A student may not repeat a module that he or she has already passed.

Students who wish to challenge a decision relative to termination of their enrollment from their program for failure to maintain Satisfactory Academic Progress may appeal to the School Director. Please see section under **Satisfactory Academic Progress "Appeal Process"** for further information.

Probation due to Poor Attendance

Attendance is extremely important to the success of the student at LVC. If a student at the end of a module for a modular/clock hour program has not maintained an attendance level of at least 90% for that module then the student will receive a mandatory "F" for that module regardless of any other academic factors attained by the student in that module. Further, the student is automatically placed on probation by the School effective as of the last day of instruction for that unsatisfactory module.

If the unsatisfactory module is not available to repeat immediately, the student may take another module in his or her program prior to repeating the unsatisfactory module. However, the student must retake the unsatisfactory module at the next available opportunity when the same module is offered again and meet Satisfactory Academic Progress. The student remains on probation until Satisfactory Academic Progress is met by the student bringing their cumulative G.P.A. above 2.0. Probation will be evaluated at the end of each module and at the midpoint.

EXAMPLE: if a student in a modular/clock hour program was attending Module A and did not maintain at least 90% attendance for Module A, the student is automatically placed on probation. Due to the fact that Module A might

not be continuously offered by the School, the student is authorized to take another module in their program of instruction that is being offered by the School, for example, Module B. However, the student must successfully repeat Module A at the next available opportunity when Module A is offered again.

Once again, if for any reason the student does not retake the same module or meet Satisfactory Academic Progress for the repeated module, then the student's enrollment will be terminated for their program and the student dismissed from the School.

LVC will allow a student, while on probation for attendance, to repeat a module, at no additional tuition cost to the student. If the student is successful in the repeated module and meets Satisfactory Academic Progress then that grade for the repeated module will be used in the calculation of the student's Cumulative GPA (CGPA) and the previous "F" grade received from the unsatisfactory module will not be used in the calculation on the student's CGPA. If the student is unsuccessful in the repeated module and does not meet Satisfactory Academic Progress then the grade received from the repeated module will be the only one used in the calculation of the student's CGPA.

Students who wish to challenge a decision relative to termination of their enrollment from their program for failure to maintain Satisfactory Academic Progress may appeal to the School Director. Please see section under **Satisfactory Academic Progress "Appeal Process"** for further information.

Satisfactory Academic Progress (SAP) "Appeal Process"

A modular/clock hour program student whose enrollment has been terminated for failure to maintain Satisfactory Academic Progress due to poor grades and/or poor attendance may submit a written appeal of his/her dismissal within five calendar days of their receipt of the dismissal notice from the School. The appeal must be accompanied by documentation of the mitigating circumstances that have prevented the student from previously attaining Satisfactory Academic Progress and evidence that changes have occurred to allow the student to now meet standards of Satisfactory Academic Progress such as death or severe illness in the immediate family, an injury or illness of the student or other allowable special circumstances. Before an appeal may be granted, a written academic plan must be developed and provided to the student which clearly identifies a viable plan for the student to successfully complete the program within the Maximum Time Frame allowed.

The Campus Director will assess all appeals, and determine whether the student may be permitted to continue in School on a probation status, despite not meeting the Satisfactory Academic Progress requirements. The student will be sent the written decision within ten days of the School's receipt of the appeal. The decision of the School Director is final.

Students reinstated upon appeal are on probation status for the next module, during which time they must meet Satisfactory Academic Progress and any additional terms and conditions set out in the Campus Director's letter granting the appeal and/or the written academic plan. At the end of the module period, and at the end of every module period thereafter, the student's Satisfactory Academic Progress status will be reviewed. The student may continue on probation as long as he or she meets the terms of the written academic plan approved at the time the student's appeal was granted, and/ or until such time as Satisfactory Academic Progress status is regained. The student reinstated after dismissal and appeal is not eligible for Title IV financial aid until he or she regains Satisfactory Academic Progress status.

Module Repeat

A student may repeat once, at no additional tuition charge to them, each module in their program of study due to a failure to maintain Satisfactory Academic Progress, provided they are within the Maximum Time Frame. However, a student repeating a module for grades will incur a charge for a new course book for each repeated module.

Students who are accepted back into his/her previous training program after termination of their enrollment due to a failure to maintain Satisfactory Academic Progress may be re-enrolled at the discretion of LVC, but upon re-enrollment, the student will be placed on Satisfactory Academic Progress probation as a condition of the student's readmittance into their program of instruction.

Maximum Time Frame

All module repeat attempts are counted for determining a student's Maximum Time Frame. Please see section under "Maximum Time Frame to Complete" earlier in this SAP policy section for further information.

Financial Aid Warning

In addition to the above, for students receiving Title IV funding, failure to meet Satisfactory Academic Progress by maintaining a minimum cumulative G.P.A. of 2.0 will result in the implementation of the Financial Aid Warning. A modular/clock hour program student will be placed on Financial Aid Warning for the next Payment Period. The student can still receive aid during a Warning payment period. However, the student's progress will be assessed after the payment period is over. If the student does not meet the SAP standards then the student will be ineligible from receiving any additional financial aid. Students can only remain in FA Warning status for three (3) modules in total during a program of instruction and cannot be on FA Warning for more than one (1) module consecutively. **Note for Students Receiving VA Educational Benefits:** The school must report failure to meet Satisfactory Academic Progress to VA as well, who may make a determination that would affect a student's VA educational benefits.

Financial Aid Appeal/Probation

If a modular/clock hour program student is denied their financial aid due to failure to meet SAP in a subsequent payment period after notification of financial aid warning, a student can request an appeal by completing an appeal form and submitting the form to the Financial Aid Department. The student must have extenuating circumstances that

prevented him/her from meeting SAP standards. Students may not base their appeal on their need for financial aid or their lack of knowledge that their financial aid was at risk. An appeal can only be approved if the student is able to meet all standard requirements by the end of an additional payment period or the student strictly follows an academic plan that ensures the student will be meeting ALL standards again by a specific point in time. A student will be notified via email or letter on the approval/denial within 72 hours after the submission of a completed appeal form. If a student's appeal is approved the student will be given an academic plan and is placed on financial aid probation. Financial Aid is reinstated during the probation payment period.

Limit on Reinstatement Appeals

Modular/clock hour program students receiving financial aid who have become disqualified due to lack of Satisfactory Academic Progress will be considered one time only for an appeal. Any second and subsequent requests for extended probation of aid eligibility will be denied except in the possible case where there are clearly documented, extenuating circumstances presented.

Other Policy Considerations

The Satisfactory Academic Progress Policy will include all periods of attendance and will be counted toward the Maximum Time Frame and the qualitative component.

Transfer and re-admitted students will be evaluated by the program Academic Director or School Director at the time the student either transfers to another program or is re-admitted to the School, to assure that Satisfactory Academic Progress can be achieved or maintained.

Quarter-Based Program Satisfactory Academic Progress

| 55.5 Quarter Credit Hour Program. Total credits that may be attempted: 83.25 (150% of 55.5) | | | | |
|---|-----------------------------|------------------------------|---|--|
| 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 st Term) | 2.0 | 1.5 | 67% | N/A |
| 10-27 | 2.0 | 2.0 | 67% | 60% |
| 28-69 | 2.0 | 2.0 | 67% | 67% |
| 70-83.25 | 2.0 | 2.0 | 67% | 67% |

| 90* Quarter Credit Hour Program. Total credits that may be attempted: 135 (150% of 90). | | | | |
|---|-----------------------------|------------------------------|---|--|
| 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 st Term) | 2.0 | 1.5 | 67% | N/A |
| 10-45 | 2.0 | 2.0 | 67% | 60% |
| 46-112 | 2.0 | 2.0 | 67% | 67% |
| 113-135 | 2.0 | 2.0 | 67% | 67% |

| 96 Quarter Credit Hour Program. Total credits that may be attempted: 144 (150% of 96) | | | | |
|---|-----------------------------|------------------------------|---|--|
| 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 st Term) | 2.0 | 1.5 | 67% | N/A |
| 10-48 | 2.0 | 2.0 | 67% | 60% |
| 49-120 | 2.0 | 2.0 | 67% | 67% |
| 121-144 | 2.0 | 2.0 | 67% | 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 st Term) | 2.0 | 1.5 | 67% | N/A |
| 10-54 | 2.0 | 2.0 | 67% | 60% |
| 55-130 | 2.0 | 2.0 | 67% | 67% |
| 131-162 | 2.0 | 2.0 | 67% | 67% |

* RN to BSN is a 196-quarter credit degree completion program. Students enrolling in the RN to BSN program must have earned an associate degree in nursing, meaning they will have already earned 106 of the 196 credits required for graduation from the RN to BSN program prior to enrollment. This SAP chart shows only the remaining 90 credits that RN to BSN students will complete for their program of study at LVC.

Application of Grades and Credits to SAP

- Please refer to "Treatment of Grades in the Satisfactory Academic Progress/Rate of Progress Calculation" found in the "Grading System and Progress Reports" section of the campus catalog.
- 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 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 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.
- **Note:** A student can also be dropped from a course for failing to meet the attendance requirement of 75% attendance per course or better. Please refer to the Attendance Policy later in this section for full details. If this happens, the student will receive a grade of F for the dropped course with the same consequences for the student's SAP, CGPA, and ROP as if the student failed the course for academic reasons.

Academic Guidance

Academic Guidance will be provided for quarter-based program students identified as FA Warning status (CGPA and/or ROP). Academic Guidance is intended to lead students to improved CGPA and/or ROP toward program completion. This includes informing student 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.

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, fail, pass, transfer credits, withdrawals, and repeated courses. Financial Aid Warning will occur if a student's rate of progress percentage falls below the applicable progress percentage (see charts earlier in this section) at the end of each evaluation period. The maximum timeframe to complete an educational program is 150% of the published program length

Financial Aid Warning

The Campus Director or Academic Dean (or designee) will provide written notification of FA Warning within seven (7) calendar days (excluding holidays) after the term start. Quarter-based program students placed on FA Warning must meet with their academic team for Academic Guidance and complete an Academic Advising Form within five (5) days after notification. Students can only remain in FA Warning status for three (3) terms in total during a program of instruction and cannot be on FA Warning for more than one (1) term consecutively.

SAP Not Met

The Campus Director or Academic Dean (or designee) will provide written notification of SAP Not Met within seven (7) calendar days (excluding holidays) after the term start. The SAP Not Met notification will indicate that the student will be withdrawn unless they successfully appeal by written request within five (5) days. If the appeal is accepted, the student is placed on Financial Aid Probation.

Financial Aid Probation

Financial Aid Probation is the term for which the student's appeal has been accepted and progress is monitored under an Academic Progress Plan. All students on FA probation must be placed on 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 Progress Plan, they will be withdrawn from their program and become ineligible for further financial aid. A student will remain on FA probation as long as he or she is meeting the requirements of his or her Academic Plan. The Plan is not to exceed three (3) terms.

Academic Progress Plan

Quarter-based program students on FA Probation must agree to the requirements of an Academic Progress Plan, which is not to exceed three (3) terms. If he/she cannot meet the CGPA/ROP standards as outlined in the catalog within three (3) terms, the student will be dismissed from the institution. Each student shall receive a copy of his or her Plan. A copy of each student's Plan will be kept in the student's permanent academic file.

The Plan may extend over one (1) or multiple terms not to exceed three (3) terms. The student will meet with the Academic Dean (or designee) for an evaluation of progress of the Plan's requirements at the end of each SAP evaluation period (end of each term). When the student has met the requirements of the Plan in their entirety, the student will be placed in SAP Met status, and the student's Plan shall be considered fulfilled and closed. If at the end of any SAP evaluation period the student does not meet the Plan's requirements, 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.

SAP MET Status

Quarter-based program students placed on FA Probation will meet at the end of each SAP evaluation period with the Academic Dean (or designee) for an evaluation of SAP and the progress of the Academic Progress Plan's requirements. When the student has met the requirements of the Plan in its entirety, the student will be placed in SAP Met status, and the student's Plan shall be considered fulfilled and closed. Within 14 days after the Academic Progress Plan has been closed, the student will be provided with a Return to Academic Good Standing Letter.

SAP Re-Entry

Quarter-based program students who have violated their FA Probation and have been dismissed from a program are not eligible for readmission to that program if they have exceeded, or may exceed, the Maximum Time Frame to Complete. Students who have violated their FA Probation and have been dismissed from a program are not eligible for readmission to another program if they have exceeded, or may exceed, the Maximum Time Frame to Complete and/or cannot re-establish appropriate Satisfactory Academic Progress standing.

Satisfactory Academic Progress (SAP) Violation Appeals

SAP appeals must be submitted in writing within five (5) days, excluding holidays, after notification of SAP Not Met status. A SAP appeal may be granted if the student is able to complete the program within the maximum time frame allowed and with the required minimum cumulative grade point average (CGPA). The student must also demonstrate that the failure to maintain the required CGPA or rate of progress (ROP) was caused by:

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

If the SAP appeal is approved, the student must agree to meet the requirements of an Academic Progress Plan and the student will be placed on Financial Aid 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 quarter-based program,
 - \$3,000 or one module of instruction (whichever is greater) if enrolled in a modular/clock hour program

Failure to remain in good financial standing may result in:

- A hold on registration for subsequent terms for quarter-based program 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 class/module they have completed, with the exception of externships, internships, preceptorships, and clinicals, provided there is space available, and with the approval of the applicable Program Chair and instructor at no charge, except for books and supplies, and third party subscription fees. 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. Veterans Affairs (VA) students are not eligible for VA funding for repeating passed coursework.

Retaking Failed Coursework

Students must repeat all failed classes/modules that are required for graduation from the program. Students in modular/clock hour programs may not exceed two attempts at a module. Students in quarter-based 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 quarter-based program or if a course retake request is denied for a required course in a quarter-based program, the student will be dismissed due to their inability to meet the program requirements for graduation.

ADD/DROP POLICY (QUARTER-BASED 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

The School is committed to the principle that class attendance is an essential part of its educational programs and in its goal to prepare all students for the responsibilities of their chosen career fields. Regular class attendance is mandatory in all classes and attendance is recorded for every regularly scheduled class.

All absences, late arrivals, and early departures are recorded and become a part of the student's permanent record. No distinction is made between excused and unexcused absences. Failure to comply with the attendance policy can result in reduction of the final grade, course failure, suspension, or dismissal. Externship and clinic courses and programs, which are considered clock hour programs for Title IV purposes, have their own specific attendance criteria and may require make-up of all hours missed as detailed below.

Modular/Clock hour program students will be required to repeat any module in which absences, including the time tallied for tardies and early departures, exceed 10% of the scheduled participation hours. Quarter-based program students will be required to repeat any course in which absences exceed 25% of the scheduled participation hours for quarter-based programs.

If any student is absent from all classes for 14 consecutive calendar days, the student will be withdrawn from the School. If a new or returning student does not post attendance during the first 3 days of a new module or quarter-based course, the student may be withdrawn from the School.

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.

In modular/clock hour programs, students will only receive attendance credit for the scheduled hours in which they are present in their assigned classroom. If students are tardy or depart class early, their clock hours attended will be rounded to the nearest quarter hour.

In quarter-based programs, 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.

Make-Up Hours

It is the policy of the School to allow students participating in modular/clock hour programs to complete make-up hours, at times provided by the instructors, prior to the end of that module in which time is missed. The end of a module is defined as the end of the business day on the Friday of the last week of the module. Students may make up hours up to, but not exceeding, 10% of the total clock hours for any module, and may only make up those hours required to meet that module's attendance requirement.

For example, in an 80-hour module:

- A student missing up to 8 hours (10%) will meet the attendance requirement for that module and is not eligible for make-up hours.
- A student missing more than 8 hours but no more than 16 hours (20%) is eligible for make-up hours AND must complete sufficient make-up hours to achieve the 90% attendance requirement in order to pass that module.
- A student missing more than 16 hours (20%) cannot complete sufficient make-up hours to achieve the 90% attendance requirement for that module. He or she is ineligible for make-up hours and must repeat the module.

The student is responsible for all material covered daily in each class for which he/she is registered. In no instance does absence from class relieve the student from the responsibility for the performance of any part of the class work. The student is responsible for initiating any request to make-up work missed because of class absence. The decision as to the specific type of assistance to give the student with makeup work will be announced at the beginning of the term by the instructor. Make-up of missed classes does not erase an absence from a student's record – students missing scheduled class time are not eligible for perfect attendance awards.

At the discretion of the Campus Director and/or Department Chair, under extenuating circumstances where a student's absence might be considered excused (e.g., medical issues, family medical issues, an emergency situation, etc.) a student may be allowed to complete make up work (such as tests or quizzes) no later than the end of the week following the last week of the module. The student must be at 90% attendance for the module in order to be eligible. Under these circumstances, the student would receive a grade of Incomplete (I) for the module until the missed work has been completed.

Attendance Probation

If during any module or course a student's absences, including the time tallied for tardies and early departures, exceed 10% of the scheduled participation hours for modular/clock hour program granting programs or 20% of the scheduled participation hours for quarter-based programs, the student will be placed in Attendance Probation Status for the next module or course(s), receive an Attendance Probation Notice, and be required to meet with the Director of Education who will monitor attendance for compliance. Failure to improve attendance to meet the standard could result in termination.

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.

ONLINE ATTENDANCE POLICY FOR QUARTER-BASED PROGRAMS

In addition to the previous attendance policy, the following policies apply to online and blended hybrid courses. As with any course, the understanding of course content and final grades are dependent upon consistent study and attendance. Students are expected to attend all classes and complete all out-of-class assignments. Students should expect a weekly commitment of approximately 12 hours for each online or blended hybrid degree course and expect to log in a minimum of three times each week per course. Attendance for the week runs from Monday, 12:01 a.m. to Sunday, 11:59 p.m. Pacific Time.

Online

To be considered present in a given week for online courses, student must post at least twice on two separate days to relevant class discussions for the week and complete one homework assignment or quiz.

Blended Hybrid

To be considered present in a given week for blended hybrid courses, student must attend class on campus and complete one of the following: post at least once to a relevant class discussion for the week or complete one homework assignment or quiz.

ONLINE ATTENDANCE POLICY FOR MODULAR/CLOCK HOUR PROGRAMS

Modular/clock hour students enrolled in a blended online program are subject to the same attendance policies and procedures as students enrolled in a traditional in-classroom program. The traditional attendance measurements apply to all scheduled in-classroom class sessions and live online lectures. This means that a student must be physically present in the classroom or actively participating in live online lectures. Online participation and attendance in other activities that are not being delivered live online by the instructor (nonsynchronous) must be defined and measured in a different manner, as described in this policy. Merely logging into the online portion of your course without active participation does not constitute attendance. Blended online program students are expected to actively participate in their program's online sessions each week through Academically Related Activities (ARA), all of which contribute to the students' overall academic goals.

Students must attend online class sessions and turn in required assignments on a daily and weekly basis in order to receive credit for online attendance and grading purposes.

ARAs are used to determine a student's official last date of attendance and corresponding enrollment status at the School. ARAs are also used to determine the effective date of active and withdrawn enrollment statuses. The online class week runs for seven (7) calendar days beginning Monday, 12:00 a.m. to Sunday, 11:59 p.m. in the School's time zone, unless otherwise indicated. Students must submit at least four (4) ARAs for each scheduled week of the module. Students who do not meet the minimum ARA requirement for the week will only be given partial attendance credit. Work submitted outside the online learning management system does not count toward attendance.

The following activities that occur after the course start date and on or before the course end date will be considered Academically Related Activities:

1. Submission of a gradable assignment, such as a paper, test, exam or quiz.
2. Participating online in an interactive tutorial, or other computer-assisted instruction.
3. Online attendance of a study group that is assigned by the School.
4. Initiating contact with a faculty member to ask a question about the academic subject studied in the course or responding to a faculty member's inquiry.
5. Participation in a gradable online discussion, with classmates and/or the instructor, in a way that is substantively and academically related to the enrolled course. The purpose of substantive interaction in an online discussion forum or thread is to promote comprehension of the academic topic through a collaborative, collective and interactive conversation. Substantive interaction involves a sustained, interactive communication. A substantive post adds to the discussion and encourages a response from fellow students. A student's discussion post may include a well thought out opinion that applies ideas relevant to the course content. It may compare and contrast the posts of others, perceptions of each student's experience of facts may also vary based on the student's perception. In some cases, the values of an outcome may be explored that further expands on the discussion thread. By substantively interacting, it opens up the lines of communication with fellow classmates and instructors to help foster and promote a deeper academic understanding of the topics discussed in the course, which will contribute to student academic achievement.
6. Some examples of substantive posts that will be considered an ARA:
 - Making associations between coursework readings and the interactive discussion.
 - Apply lessons from students' coursework or profession, clinical rotations or externship and/or life to the interactive discussion.
 - Ask additional questions of your classmates.
 - Explain why you agree or disagree, offering specific examples to support your perspective.
 - Create and expand on comprehensive academic thoughts on the academic topic in comments that are at least 50 words long.
- Some examples of non-substantive posts that will not be considered an ARA:
 - Discuss topics unrelated to the academic coursework (e.g., the plot line of your favorite television show).
 - Mocking or insulting classmates for their opinions.
 - Asking questions of the instructor that are not academically substantive in nature or related to the specific course (e.g., "will this test be hard?")
 - Offering a two-word response like "I disagree," without further explanation.

LEAVE OF ABSENCE POLICY

LVC permits students enrolled in modular/clock hour programs to request a leave of absence (LOA) in situations where there are documented, legitimate extenuating circumstances that require the students to interrupt their education, and a reasonable expectation that the student will return. Students enrolled in quarter-based programs are not eligible for LOAs. An LOA cannot exceed a total of 180 days during any 12-month period (for programs 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. 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, 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.

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 (including externships and internships) 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.
- 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 10 calendar days (excluding holidays and regularly scheduled breaks). If a student does not begin externship training within 10 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 90 calendar days to complete their externship. Any modular/clock hour program student who does not complete externship training within 90 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.

WITHDRAWAL PROCEDURES

- Students who intend to withdraw from school are requested to notify the Program 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 Program Director or Academic Dean 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 five (5) 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 degree or 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 LVC students. 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 modular/clock hour programs; and
- Sixth calendar day of the subsequent term for quarter-based 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.

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

Subject to applicable laws, regulations, and standards, 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 Fee Schedule" section of the catalog. Modular/clock hour programs are offered throughout the year on a schedule independent of the standard quarter calendar. When a student begins enrollment in a modular/clock hour 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/clock hour programs, the Enrollment Agreement obligates the student and the school for the entire program of instruction.

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 Business Office 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 Business Office. 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.

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.

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.

The Nevada Student Refund Policy, stated later in the section, provides that the student may cancel his or her enrollment before the start of the student's training Program. However, the School provides a longer time for the student to cancel their enrollment at the start of their training Program as follows: the student (and, in the case of a student under legal age, her/his parent or guardian) has the right to cancel this Enrollment Agreement and obtain a refund of charges paid at any time up to and including the Friday following the student's scheduled start date. All refunds due to the student under their enrollment agreement shall follow the Nevada Student Refund Policy. The student's notice of cancellation may be given by mail, hand delivery, or fax. The notice of cancellation, if sent by mail, is effective when deposited in the mail, properly addressed with postage prepaid. The written notice of cancellation

need not take any particular form and, however expressed, is effective if it states that Student no longer wishes to be bound by their enrollment agreement.

NEVADA STUDENT REFUND POLICY

NRS 394.449 Requirements of policy for refunds by postsecondary educational institutions:

- (a) That if School has substantially failed to furnish the training Program agreed upon in this Enrollment Agreement, School shall refund to Student all the money Student has paid to School.
- (b) That if Student cancels his or her enrollment before the start of the training Program, School shall refund to Student all the money Student has paid, minus 10 percent of the Tuition agreed upon in this Enrollment Agreement or \$150, whichever is less, and that if the institution is accredited by a regional accrediting agency recognized by the United States Department of Education, the institution may also retain any amount paid as a nonrefundable deposit to secure position in the program upon acceptance so long as the institution clearly disclosed to the applicant that the deposit was nonrefundable before the deposit was paid.
- (c) That if Student withdraws or is expelled by School after the start of the training Program and before the completion of more than 60 percent of the Program, School 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 \$150, whichever is less.
- (d) That if Student withdraws or is expelled by School after completion of more than 60 percent of the training Program, School 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 School for any of the reasons stated in (a) - (d) above, School shall pay the refund to the person or entity who paid the Tuition within 15 calendar days after:
 - a. The date of cancellation by Student of his or her enrollment; or
 - b. The date of termination by School of the enrollment of Student; or
 - c. The last day of an authorized leave of absence if Student fails to return after the period of authorized absence; or
 - d. 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 School 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:
 - a. 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.
 - b. The period of time for a training Program is the period set forth in this Enrollment Agreement.
 - c. 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.

In applying this Policy, the period of enrollment for students enrolled in modular programs is the academic year. The period of enrollment for students enrolled in quarter-based programs is the quarter.

Financial Aid – Consumer Information

In accordance with federal regulations set forth by the Higher Education Act of 1965, as amended, the school provides this Student Disclosures Schedule as means to disseminate required student consumer and "Right-To-Know" Act information. The School's Financial Aid Office offers assistance to students seeking financial aid for their educational costs while complying with all federal, state and institutional regulations. Anyone seeking financial aid information or assistance, or seeking consumer information at the School will be provided with access to the required financial aid forms and disclosures, this Student Disclosures Schedule and the School catalog which provides a brief description of the Financial Aid process and explains how financial aid information and assistance may be obtained.

Financial Aid Office

The Financial Aid Office's mission is to provide optimal customer service while helping students secure financial assistance to cover as much of their educational expenses as possible. The School's Financial Aid Representative is available in person or by telephone during normal business operating hours to help students determine an affordable way to pay for school.

Student Financing Options

The School offers a variety of financing options and payment terms to help students finance their education.

Primary Financing Options

Cash Payment

The Cash option allows students to either pay their program costs in full prior to the start date of the program or in payment installments, with financing options to be discussed with the business office. Documents required for full Cash paying students are:

- Enrollment Agreement and Disclosure Statements

Employer/Agency Contract Billing Program

Students who are eligible to receive tuition assistance from their employer, workforce agency or the Veteran's Administration will submit an approved tuition authorization form or tuition voucher completed and signed by an official employer, agency or Vocational Readiness and Employment Services representative. The authorization form, voucher or Military form must be submitted to the school's Financial Aid Office prior to the first class session in order for the School's Financial Aid Office to bill the employer or agency for the student's program costs. Documents required for students participating in the Employer/Agency Contract Billing Program are:

- Enrollment Agreement and Disclosure Statements
- Approved Tuition Authorization Form, Tuition Voucher or Military Form(s)

Financial Aid Programs

Financial aid consists of funding provided through federal and state governments and institutional sources to help cover educational expenses. This funding consists of grants and scholarships that do not have to be repaid and loans that have a variety of repayment options. Financial Aid is available for those who qualify and there are different types of Financial Aid Programs. The School Financial Aid Representative can assist students in determining if they qualify for any of the following types of Financial Aid:

Federal Pell Grant: The Federal Pell Grant is a need-based federal grant for undergraduate students and it does not require repayment.

William D. Ford Direct Loan Program: The William D. Ford Direct Loan Program offers low interest, government-funded loans that include Direct Stafford Loans (subsidized and unsubsidized), Direct Parent Loans (PLUS) and Direct Consolidation Loans. These long-term loans are available to students who are enrolled at least half-time in school:

Direct Subsidized Stafford Loan: The Direct Subsidized Stafford Loan is a need-based loan and has a fixed interest rate, which is paid by the government while students are in school at least half-time and during any periods of deferment. Repayment begins six months after students graduate, leave school or drop below half-time enrollment status.

Direct Unsubsidized Stafford Loan: The Direct Unsubsidized Stafford Loan is a non-need-based loan available to all eligible students regardless of income. The interest rate is fixed and begins to accrue at the time of disbursement. Students are responsible for paying accrued interest but may choose to defer and capitalize interest payments. Repayment begins six months after students graduate, leave school or drop below half-time status.

Direct Parent Loans for Undergraduate Students (PLUS): For students who qualify as a dependent, parents may choose to use the Direct Parent Loans for Undergraduate Students to borrow up to the total cost of their child's education, minus any other aid the child may be eligible for. The loan is credit based, the interest rate is fixed and loan interest begins to accrue at the time of disbursement. Repayment typically begins within 60 days after the loan has been fully disbursed.

Note: Students whose parents are applying for a PLUS loan will require additional documents such as credit approval and a PLUS Master Promissory Note. Students who are selected for verification will require additional documents upon the school's request.

Admissions Disclosure Statement

(Only for Recipients of Stafford Student Loans)

The School is required by Federal law to advise you that, except in the case of a loan made or originated by the

institution, your dissatisfaction with or non-receipt of the educational services being offered by this institution, does not excuse you (the borrower) from repayment of any Stafford loan made to you (the borrower) for enrollment at this institution. Student remains responsible for all incurred charges regardless of the amount of any actual financial aid received. Student agrees that if Student obtains a loan to pay for a course of study, Student will have the responsibility to repay the full amount of the loan, plus interest and any applicable loan fees.

Documents required for students applying for any type of Federal Financial Aid are:

- Enrollment Agreement and Disclosure Statements
- Free Application for Federal Student Aid (FAFSA)
- Federal Student Loan Entrance Counseling
- Direct Loan Master Promissory Note
- Understanding Disbursements of Federal Financial Aid Funds
- Title IV Credit Balance Authorization
- Other Documents as Required

Institutional Payment Plans

If one of the primary financing options does not fully cover the student's program costs, the School offers institutional payment plans that can help bridge that financial gap. The School's institutional and alternative loan programs are convenient and affordable. The first payment is due 30 days from the day the student begins school and the interest rate is fixed throughout the term of the note/contract. (If the balance owed exceeds a certain cost, a down payment may be required during the first week of school.) In addition, where available, students may have their monthly payments automatically debited against a credit card or checking account. Consult the business office for availability.

Documents required are:

- Enrollment Agreement and Disclosure Statements

Other Sources of Financial Assistance

Students may choose to seek financial assistance through other sources, such as third-party loans, employer reimbursement, Veterans Assistance, community groups, and private organizations that offer scholarships and special awards. Ask the School Financial Aid Representative for more information.

Corporate Reimbursement Programs

An employed student maybe eligible for tuition reimbursement through their employer's benefits program. Employer reimbursement amounts vary and are usually made payable directly to the student upon the student providing a program schedule, tuition invoice or receipt, and an official "passing" grade card to their employer. In turn, the student may use their reimbursement checks to make cash payments or pay off loans related to educational expenses.

Students who receive corporate reimbursement are still required to select one of the School's primary financing options (e.g. Financial Aid, Cash) to cover educational costs and related expenses. All payments must be made in accordance with the school's financial policies and procedures.

AmeriCorps

AmeriCorps provides full-time educational awards in return for community service work. To learn more, visit www.americopr.gov or call 1-800-942-2677.

The Division of Vocational Rehabilitation

The Division of Vocational Rehabilitation provides services and financial assistance to students with certain disabilities. For more information, contact a local Division of Vocational Rehabilitation.

Work force Investment Act (WIA)

The Department of Labor may provide services and financial assistance to individuals who are participating in their training programs. To learn more, contact the local community Department of Labor.

State Grants and Scholarships

Many states provide grants and scholarship programs to promote post-secondary education. To find out which grants and scholarships are available, consult your state government's website.

Community Organization Funds

Many charities and community, civic and religious organizations offer grant and scholarship opportunities that can help students finance their education if they meet specific eligibility requirements. Students can inquire with local community organizations to find out what is available and how they can qualify.

Private Organizations

Students may seek financial support through donations and scholarships from private clubs, businesses and ethnic organizations. Students may also ask parents, relatives and friends to help support their decision to return to school.

Veterans Assistance (VA)

Veterans, active duty service persons, reservists or otherwise eligible members (such as spouses and dependents) may be eligible to qualify for various VA educational assistance programs. Eligibility criteria for military educational assistance and benefits vary by state and school. Applicants must first check with the Veterans Affairs Administration Office to see if they qualify for benefits.

The school does not penalize students using VA Education benefit programs under Chapters 33 and 31 due to the delayed disbursement funding from the Department of Veterans Affairs, providing students submit a Certificate of Eligibility (COE) for entitlement to educational assistance no later than the first day of their program start, a written request to use such entitlement, and any additional information needed to certify enrollment. In compliance with Title 38 USC 3679 (e), students providing the required documentation will continue have access to classes, libraries, and other institutional facilities as outlined in this catalog. No late fees will be assessed and students accounts will be considered on hold.

Students who receive VA educational benefits as their primary financing option may be required to select a secondary financing option (including but not limited to cash or financial aid) to cover any educational costs and related expenses not covered directly by the VA. All payments to this secondary financing option must be made in accordance with the school's financial policies and procedures.

Students who have questions about these benefits should contact the U.S Department of Veteran Affairs, visit www.gibill.va.gov or call 1-888-GIBILL-1 (1-888-442-4551). 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

Financial Aid Process and Information

Applying for Financial Aid

Students who are interested in applying for Federal Financial Aid assistance are required to complete and sign a Free Application for Federal Student Aid (FAFSA) and several forms (electronic and/or hard copy) to begin the process. All documents must be submitted in a timely manner to allow the Financial Aid Office adequate time to process an application for Financial Aid. To apply for Financial Aid, the student must complete the following steps 1-4 by accessing the website <https://studentloans.gov>:

1. Create a federal student user ID and password
2. Complete and submit the Free Application for Federal Student Aid (FAFSA)
3. Complete a Federal Student Loan Entrance Counseling Session
4. Complete and submit the Direct Loan Master Promissory Note

In addition, the student must complete and submit other required forms or documentation as requested by the School's Financial Aid Office.

Compliance Statement

The Federal Privacy Act of 1974 requires that students be notified in the event the disclosure of their social security number is mandatory. Students' social security numbers are used to verify students' identities and to process the awarding of funds, collection of funds, and tracing of individuals who have borrowed funds from Federal, State or private programs.

Student Eligibility for Financial Aid

The Free Application for Federal Student Aid will ask a series of questions that will determine a student's eligibility and dependency status. If a student is considered a dependent, the student will need to provide their parents' information as well.

Federal eligibility requirements to apply for Financial Aid include:

- Being a U.S. citizen or eligible non-citizen such as a permanent resident, or in the United States for other than temporary purposes.
- Having a valid social security number.
- Having a valid form of identification.
- Being registered for the draft with the Selective Service, for males who are at least 18 years old and born after December 31, 1959.
- Having a high school diploma, GED or equivalent.
- Not owing a refund on a federal grant or being in default on a federal educational loan.
- Being enrolled or accepted for enrollment as a regular student in an eligible program.
- Making satisfactory academic progress (refer to the school catalog for the definition of satisfactory progress).
- Not having previously received a Bachelor's degree for the Federal Pell Grant
- Opportunity Grant (FSEOG) and Federal Pell Programs.

Note: For the purposes of applying for Financial Aid, a dependent student is an undergraduate who is under the age of 24, not married, has no legal dependents, is not an orphan or ward of the court, and is not a Veteran of the U.S. Armed Forces.

Submitting the FAFSA

Once a student completes and submits a FAFSA, the information contained on the FAFSA is reviewed by the Department of Education's Central Processing System (CPS). An estimated family contribution (EFC) will be calculated using a formula approved by Congress, which is based on the student's (and/or spouse or parent's) income and asset information. The student's EFC will determine the amount of Federal Pell Grant funds the student may be eligible to receive. In certain cases, verification of information submitted may be required. If the student's FAFSA is selected by the Department of Education's CPS, the school will be required to complete additional steps to ensure the information the student provided on the FAFSA is correct.

Determining Financial Need

The student's financial need is the difference between the actual cost of their education and the amount that the student (or parents) will contribute (the EFC). Financial Aid is then used to cover the gap between these contributions and the total cost of the student's education.

Here's how it works:

$$\begin{array}{r} \text{Cost of Attendance (COA)} \text{ (tuition, fees, books, supplies, room \& board, transportation,} \\ \text{\& miscellaneous personal expenses)} \\ - \text{The student's expected family contribution (EFC)} \\ \hline = \text{The student's financial need} \end{array}$$

Each program within the school has a different student expense budget. The specific expense budget will depend upon the tuition, course length, books, fees, supplies, etc. for that program, as well as certain indirect costs. These indirect costs represent an estimated student budget for living expenses, including room and board, personal expenses and transportation, both for students living on their own and with their parents. Students will not be charged for these estimated indirect costs – the school does not offer housing, meal plans, or transportation for students – they will be used to determine a student's financial need only. Actual tuition, books, fees, and supplies for the program in which the student enrolls, as well as the indirect costs used by the Financial Aid Office, can be obtained from the school's Financial Aid Office and are listed in the Tuition and Fees section of this catalog.

Verifying FAFSA Information

A student applying for Financial Aid may be required to verify the information submitted on their Free Application for Federal Student Aid (FAFSA). This inquiry is known as Verification and is required by the Department of Education. If a student's application is selected for verification, the school will require the student to submit any or several of the following items within a specified time frame in order to continue processing Financial Aid:

- Adjusted gross income (AGI) for the base year
- U.S. income taxes paid for the base year
- Number of family members in the household
- Number of family members attending post-secondary education as at least half-time students
- Any child support received
- Any food stamps received
- Other untaxed income and benefits

All of the required information must be submitted by the due date in order for the student applying for Financial Aid to be eligible for federal assistance. In cases where this is not possible, the student will be required to pay cash or set up a satisfactory payment arrangement to maintain their regular enrollment status.

Receiving an Award Notification

After careful evaluation of a student's Financial Aid application, the student's eligibility for Financial Aid is determined and the school issues an Award Letter detailing the student's estimated Cost of Attendance, the Financial Aid awards by fund type, the estimated disbursement dates and estimated disbursement amounts of aid. The school's Financial Aid Representative will discuss the contents of the Award Letter with the student and the student will acknowledge receipt of the Award Letter.

Maintaining Regular Enrollment Status and Satisfactory Academic Progress

After the student's eligibility is determined, the amount of Financial Aid and the receipt of funds are contingent upon the student's (a) enrollment status and (b) ability to meeting satisfactory academic progress:

A. Maintaining Enrollment Status

- To receive benefit of a grant, a student must be enrolled as a full time student, as defined by the school for financial aid purposes.
- To receive Federal Direct Loan funds, a student must be enrolled in at least half-time, as defined by the school for financial aid purposes.
- The amount of certain federal grants and loans may be adjusted or prorated, depending on the student's enrollment status. The School must administer federal aid in accordance with Federal regulations.
- A student's financial aid award may be adjusted up through the last day of attendance for tuition adjustment due to enrollment changes.
- A student who registers for classes but does not attend at least one class session is not eligible to receive federal, state, or institutional funds.

B. Meeting Satisfactory Academic Progress

A student receiving Financial Aid must maintain certain standards of academic progress toward graduation, and the school is required to have and enforce a policy to check Academic progress throughout the course of the student's program of study. Therefore, an eligible student applying for Financial Aid must maintain the School's standards of academic progress in order to be eligible to receive Financial Aid funds. Please refer to the Satisfactory Academic Progress policy in the Academic Resources, Policies and Procedures section of this catalog for academic progress standards, evaluation checkpoints, probation and other consequences of not meeting Satisfactory Academic Progress, and other policy details.

Disbursing Financial Aid Funds

Funds from the Direct Loan program will be utilized to cover institutional charges via a direct credit entry to the student's account. The student must authorize the institution (in writing) to credit their account with funds disbursed in subsequent payment periods for charges assessed in prior payment periods within the same academic year. Title IV credit balances are created when the Title IV awards exceed the total of the institutional charges in the period. After the applicable school charges have been covered, if funds are still available; those funds will be paid directly to the student to cover additional education-related expenses (i.e., housing, transportation, etc.). Students will be required to sign a Promissory Note for any loan program received, stating their repayment obligations. All funds awarded to students are subject to the submission of required documentation, compliance with the school Satisfactory Academic Progress policy, and with school rules and regulations. The availability of federal funds in general is subject to the continuous eligibility of the student and the institution, as well to the continuous appropriations of funds from the U.S. Department of Education. Students should be and will be fully informed of loan obligations prior to authorizing the institution to credit their account with any available FSA funds for any current direct institutional charges for tuition

and fees, and any other institutional charges for books and supplies provided by the institution and assessed to the account; and a maximum of \$200.00 for direct institutional charges incurred in the prior academic year/loan period. If any FSA disbursements from loan funds are considered late disbursement and post withdrawal disbursements, the student will be informed and requested to approve those disbursements. This institution does not provide room and board accommodations.

Receiving a Disbursement Notification

The School must notify a student (or parent) of when Financial Aid funds are disbursed and credited to the student's account by issuing a Disbursement Notification. The student (or parent) will be notified by the School no earlier than 30 days before and no later than 30 days after crediting funds to the student's account. The Disbursement Notification will include (a) the anticipated disbursement date, (b) the amount of the disbursement, and (c) the source of the Financial Aid funds disbursed to the student's account. If the fund source includes any Direct Stafford Loan funds, the notification will indicate which portion of the funds disbursed are subsidized loans and/or unsubsidized loans.

Note: The Disbursement Notification indicates a close approximation of the net disbursement amount received by the School since the actual loan disbursements received may differ slightly from the amount expected to be received due to loan fees and rounding differences.

Changing Enrollment Status after Receipt of Financial Aid

A student's decision to drop or change a program of study is based on academic and personal considerations and should be made in consultation with the Campus Director and the Financial Aid Office. Changing program schedules, dropping coursework, withdrawing from school has implications for student eligibility of Financial Aid funds and may result in a balance owed to the school.

Returning Title IV Funds (R2T4)

A student earns their Financial Aid (Title IV) funds on a prorated basis over the first 60% of the scheduled hours for each payment period. After attending 60% of scheduled hours of the payment period, the student is eligible to retain 100% of the Title IV funds scheduled for that payment period.

As a result, the School is required to return Financial Aid (Title IV) funds, if a student receiving Financial Aid withdraws during the first 60 percent of the scheduled hours for that payment period. The refund calculation and process is governed by federal regulation, and the school is required (a) to determine the portion of aid earned by the student up until the date of withdrawal and (b) to refund or repay the amount of unearned aid.

Note: For the purposes of the Title IV refund policy, the student's official withdrawal is the date the student initiated the withdrawal process or notified the School of their intention to withdraw. In the event of an unofficial withdrawal, the School determines the student's last date of attendance that is documented in the School's records and uses that date as the withdrawal date. The U.S. Federal Government determines the amount of Title IV funds a student has earned, as of the withdrawal date.

If a student withdraws, the School is required to calculate and return all unearned financial aid for that payment period and is subject to the Return of Title IV policy. As a result, the School must (a) complete the refund calculation in a timely manner, (b) adjust the awards, (c) refund/repay the unearned aid, and (d) notify the student in writing of the refund calculation results. If a refund of Title IV funds is required, funds are returned to the appropriate Federal Aid Program(s) in the following order:

1. Federal Unsubsidized Direct Loan Program
2. Federal Subsidized Direct Loan Program
3. Federal Direct PLUS Program
4. Federal Pell Grant Program
6. Federal SEOG Program
7. Other Title IV Programs
8. Other federal, state, private, and institutional programs
9. Student

Institutional Refund Calculation

Please refer to the school's cancellation and refund policy earlier in this section.

Reapplying for Financial Aid

As eligibility for Financial Aid is evaluated at the beginning of each academic year, a student must submit a new financial aid application for each academic year of their enrollment. Many programs can be completed within one academic year and will not need to reapply for financial aid. If a student is enrolled in a program which is longer than one academic year, however, financial assistance may change and the student will need to reapply for Financial Aid by submitting a new financial aid application.

Seeking Additional Information

Students (and/or parents) who wish to seek additional information about Financial Aid and the Financial Aid process can refer to:

- The school's Financial Aid page located on the school home page via the intranet
- The Department of Education's guide to Funding Your Education, which can be downloaded from the websites www.studentloans.gov or www.fafsa.ed.gov
- The School's Enrollment Agreement
- The Federal Student Aid Information Center: 1-800-4-FED-AID (1-800-433-3243)
- The Department of Education websites: www.studentaid.ed.gov, <https://studentloans.gov> or www.fafsa.ed.gov

ADMINISTRATIVE POLICIES

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.

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 the Campus Director (or designee) reasonably believes to be a threat to the health/safety of any person or a significant threat to the property of any person will 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 or disruptive 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 or commission 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 from faculty or staff
- 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 may be suspended for any of the violations listed in this catalog under Rules of Conduct, Attendance Policy, and Satisfactory Academic Progress, failure to meet financial obligation or other performance or behavior problems. The Campus Director (or designee) will make the determination as to whether the severity of the violation warrants suspension. Students are suspended for a specified period of time. The length of the suspension period will be determined by the Campus Director (or designee) based on the severity of the violation and communicated in writing to the student at the time of suspension (see Inquiry of the Campus Director below). Students may appeal a suspension using the Appeal Process described later in this catalog. 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 may 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. The Campus Director (or designee) will make the determination as to whether the severity of the violation warrants termination (see Inquiry of the Campus Director below). 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 reasonable cause to believe that a student has violated the Code of Student Conduct, the Campus Director (or designee) shall conduct a reasonable inquiry by contacting the student, and other relevant knowledgeable persons about the alleged violation to include, but not limited to, fellow students, and school faculty and staff, so as to 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 of two or more, may result in a subsequent suspension or dismissal.

Conduct Resulting in Suspension or Dismissal and Appeal Process

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 of the date of the written notice following the Appeal Process outlined in this catalog.

RECORD OF DISCIPLINARY MATTERS

All records of suspensions and terminations shall be kept in accordance with the Record of Disciplinary Matters referenced in this catalog.

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.

Whenever possible, students in violation of the dress code will be allowed to correct the violation immediately by, for example, tucking in their shirt, removing their baseball cap, or changing their shirt (if they are able to quickly obtain a replacement that meets the dress code). If it is not possible to correct the dress code violation immediately, students will be sent home to change or sent home until their next class session. Repeated or flagrant violations will, at the discretion of the Campus Director or Director of Education, result in the student being required to meet with the Student Code of Conduct Committee to determine their potential suspension and/or continued enrollment.

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.

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 MATTERS

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

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

Notice of Student Rights

Student Grievances and Complaints Under School, Accreditor, State, and Federal Policies and Regulations

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
2800 E. St. Louis
Las Vegas, Nevada 89104
Phone: (702) 486-7330
www.cpe.nv.gov

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.

Federal Complaint Policies and Regulations:

TITLE IX POLICY & PROCEDURES

Las Vegas College (The School) does not discriminate on the basis of sex in the education programs or activities that it operates, and it is required by Title IX of the Education Act and the Regulations of the Department of Education (34 C.F.R. § 106, *et. seq.*) not to discriminate in such a manner. The requirement not to discriminate in any education program or activity extends to admission to the School and employment opportunities with the School.

Pursuant to this policy and the procedures stated in the school’s Title IX policy, the School must respond to alleged incidents of sexual harassment, as defined in the Title IX policy, that occurred in the School’s education program or activity, against a person in the United States. The School’s Title IX Policy is fully set forth in Addendum A to this catalog, and are posted on the LVC website at <https://lvcollege.edu/about/title-ix-information/>.

Contacting the Title IX Coordinator

Inquiries about the application of Title IX Regulations of the Department of Education may be referred to the School’s Title IX Coordinator or the Assistant Secretary of the Department of Education, or both. The School’s Title IX Coordinator can be contacted at:

David Dolbow, Campus Director
170 North Stephanie St.
Henderson, NV 89074
(702) 567-1920
ddolbow@lvcollege.edu or TitleIXCoordinator@lvcollege.edu

The Assistant Secretary of the Department of Education can be contacted at:

U.S. Department of Education
Assistant Secretary for Civil Rights
Kenneth L. Marcus
400 Maryland Avenue, SW
Washington, D.C. 20202-1100
1-800-421-3481
OCR@ed.gov

Notice of Binding Arbitration and Class Action/Collective Arbitration Waiver

A. Binding Arbitration

Your enrollment agreement with LVC contains includes your agreement to resolve certain disputes that may arise between LVC and yourself through a process called BINDING ARBITRATION. Arbitration is an alternative to litigating a dispute in a court of law. It is a private process where the parties to a dispute agree that one or several individuals can make a decision about the dispute after receiving evidence and considering arguments.

As a condition of your enrollment, you have agreed to GIVE UP YOUR RIGHT TO GO TO COURT to assert or defend your rights under the enrollment agreement (EXCEPT for matters that may be taken to a SMALL CLAIMS COURT with jurisdiction over you and the LVC).

This means, in most cases, that any claims that you or LVC may have will be heard by a NEUTRAL ARBITRATOR instead of a judge or jury.

Under the arbitration process you are entitled to a FAIR HEARING, BUT the arbitration procedures are designed to be SIMPLER AND MORE LIMITED THAN RULES THAT APPLY IN A COURT OF LAW.

You are entitled (but not required) to be represented by an attorney during arbitration, if you so choose.

The decision of the Arbitrator is enforceable just as any order issued by a court of law.

The Arbitrator's Decision Is Final, And As Such, Can Be Reviewed By A Court Of Law Only In Very Limited Circumstances.

The costs of the arbitration filing fee, Arbitrator's compensation, and facilities fees that exceed the applicable court filing fee will be paid by LVC.

B. Class Action/Collective Arbitration Waiver

Your enrollment agreement with LVC also contains a further condition for enrollment, that requires you to agree that any dispute or claim that you may bring against LVC will be brought solely in your individual capacity. THIS MEANS YOU MAY NOT BE A PLAINTIFF OR PARTICIPATE AS A CLASS MEMBER IN ANY PURPORTED CLASS ACTION, REPRESENTATIVE PROCEEDING, MASS ACTION OR CONSOLIDATED ACTION, WHETHER IN A COURT OF LAW OR IN ARBITRATION.

C. Effect on Borrower Defense To Repayment Applications

Nothing in your enrollment agreement requires you to participate in arbitration or any internal dispute resolution process offered by LVC prior to filing a borrower defense to repayment application with the U.S. Department of Education pursuant to 34 CFR § 685.206(e);

LVC does not, in any way, require students to limit, relinquish, or waive their ability to pursue filing a borrower defense claim, pursuant to 34 CFR § 685.206(e) at any time; and

If you go to arbitration with LVC per the requirements of the pre-dispute arbitration agreement provision in your enrollment agreement this will pause the limitations period for filing a borrower defense to repayment application pursuant to 34 CFR § 685.206(e)(6)(ii).

D. How to Commence Arbitration

Binding arbitration is conducted according to the American Arbitration Association (the "AAA"), under its Supplementary Rules for Consumer Related Disputes ("Consumer Rules"). You can access a copy of the AAA Rules Consumer Rules by visiting the AAA's website at: <https://www.adr.org/sites/default/files/Consumer-Related%20Disputes%20Supplementary%20Procedures%20Sep%2015%2C%202005.pdf>

You may start an arbitration proceeding as set forth in the AAA Consumer Rules by filing a "Demand for Arbitration" with AAA along with the filing fee and a copy of your enrollment agreement that contains the pre-dispute agreement to arbitrate.

The AAA's Demand for Arbitration in a Consumer Dispute form is available at: https://www.adr.org/sites/default/files/Consumer_Demand_for_Arbitration_Form_3.pdf

LVC will reimburse you for the filing fee. The Demand for Arbitration must contain the following: 1) a brief explanation of the dispute; 2) your name and current address and the name and address of the School, and, if known, the names of any person who is representing you in the arbitration; 3) the amount of money in dispute, if applicable; 4) the requested location for the hearing if an in-person hearing is requested; 5) a statement explaining what you want to resolve the dispute.

You may file your Demand for Arbitration with the AAA in the following ways:

- Online: <https://apps.adr.org/webfile>
- Email box: casefiling@adr.org
- Fax to: 1 877-304-8457 or +1 212-484-4178 (if fax number outside the US)

When you have filed a Demand for Arbitration with the AAA you must also deliver a copy to LVC at: Las Vegas College, 170 N Stephanie St, Henderson, NV 89074, ATTN: Campus Director

If you have any questions regarding how to start the arbitration process, you may contact the Campus Director for an additional information at Las Vegas College, 170 N Stephanie St, Henderson, NV 89074, ATTN: Campus Director, CampusDirector@lvcollege.edu.

Additional Important Policies and Disclosures

VOTER REGISTRATION DISCLOSURE

In order to ensure that all students are made aware of their opportunity to participate in local, state and national elections, voter registration forms are available online at the following websites. Please visit this website to print the correct forms:

Nevada: <https://www.nvsos.gov/sosvoterservices/Registration/Step0.aspx>

CONSTITUTION DAY POLICY

The U.S. Assistant Deputy Secretary for Innovation and Improvement announced that, pursuant to legislation passed by Congress, educational institutions, such as the School, are mandated to hold an educational program pertaining to the United States Constitution on September 17th of each year.

This commemorates the formation and signing of the Constitution on September 17, 1787 recognizing all who are born in the U.S. or by naturalization, have become citizens. On September 17, 1787 the delegates to the Constitutional Convention met for the last time to sign the document they had created. Students and instructors will honor the constitution through discussion, learning activities, a video/ CD and handouts with information on the history of the constitution. Verification of this day is maintained in the campus location for review as required by the Department of Education.

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.

In order to obtain an official diploma and/or transcript, a student must:

- have a record in the current student information system
- and be current with their financial obligation to the campus.

Students who are not current with their financial obligation to the campus may receive an unofficial copy of their transcript.

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 marijuana and synthetic marijuana, regardless of the legality of the substance. Individual state legalization of marijuana and/or the possession of a legitimate medical marijuana card are not accepted as exceptions to this policy. Under federal law marijuana remains classified as a Schedule I drug and its possession and use by any individual, regardless of age, are prohibited. As a Title IV institution, the School will follow all applicable federal laws and regulations. Note: Officially sponsored off-campus activities include 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/>.

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 euphoricants. 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 Campus Director for the 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)

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

Texas – www.statutes.legis.state.tx.us/

Nevada – <https://www.leg.state.nv.us/law1.cfm>

8. APPENDIX A

| DRUG/SCHEDULE | QUANTITY | PENALTIES | QUANTITY | PENALTIES |
|--------------------------------|--|---|--|--|
| Cocaine (Schedule II) | 500 - 4999 grams 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 grams mixture | | 280 grams or more mixture | |
| Fentanyl (Schedule II) | 40 - 399 grams mixture | | 400 grams or more mixture | |
| Fentanyl Analogue (Schedule I) | 10 - 99 grams mixture | | 100 grams or more mixture | |
| Heroin (Schedule I) | 100 - 999 grams mixture | | 1 kg or more mixture | |
| LSD (Schedule I) | 1 - 9 grams mixture | | 10 grams or more mixture | |
| Methamphetamine (Schedule II) | 5 - 49 grams pure or 50 - 499 grams mixture | | 50 grams or more pure or 500 grams or more mixture | |
| PCP (Schedule II) | 10 - 99 grams pure or 100 -999 grams 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 marijuana and 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 or Campus Director 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 at 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:

- slurred speech
- red eyes
- erratic behavior
- inability to perform job/task
- inability to carry on a rational conversation
- smell of alcohol or marijuana emanating from student's body
- 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 and employees with a copy of this 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 an individual is impaired during school/business hours or while engaged in School externship or School sponsored activities
- When the School receives a written report from another party with a relationship to the individual (e.g., roommate, parent, landlord) alleging, with documented reasonable grounds, the individual 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.

Sacramento Employment Training Agency (SETA) Certification Supplementing the Drug-Free Schools/Drug-Free Workplace Annual Disclosure

The Sacramento Employment Training Agency (SETA) has additional requirements for employees of National Career Education supplementing this Drug-Free Schools/Drug-Free Workplace Annual Disclosure. With this notification you are hereby advised that, per SETA requirements and as a condition of your employment with NCE, should you be convicted for the violation of a criminal drug statute occurring in the workplace, you must notify NCE in writing of your conviction no later than five (5) calendar days after said conviction.

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 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 or Campus Director on a regular basis (frequency determined by the Director of Education or Campus Director) 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 appeals process the Student Grievance Policy and Procedures as an appeals process 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.

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.

Students enrolling in a program with distanced education will attend an online orientation which will focus on assisting students with email and account setup and training. Staff will identify students in need of further assistance and schedule them for one-on-one tutoring as needed or requested.

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 the Admissions Office 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 via one or more of the following means of communication, as determined most effective under the circumstances: voice mail, e-mail, text message, social media, and/or the LVC website. 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. 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

| Modular/Clock Hour Programs | Credential |
|---|--------------------------------|
| Medical Assistant | Diploma |
| Laboratory Assistant/EKG Technician/Phlebotomy Technician | Diploma |
| Medical Insurance Billing and Coding | Diploma |
| Quarter-Based Programs | Credential |
| Nursing | Associate of Applied Science |
| Practical Nurse | Diploma |
| RN to BSN | Bachelor of Science in Nursing |
| Accounting | Associate of Science |
| Business Digital Marketing | Associate of Science |

Modular/Clock Hour Programs with Externships – The total program length could be longer than the length indicated in the description of the modular/clock hour 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 twenty (20) to 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 90 days.

All required disclosure information regarding Las Vegas College and its programs is available online at <https://lvcollege.edu/about/student-consumer-information/>.

MODULAR/CLOCK HOUR PROGRAMS



MEDICAL ASSISTANT
Diploma Program
 36 Weeks - 800 Clock Hours
 Traditional In-Classroom Program

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 medical assistant, clinical assistant, pediatric medical assistant, geriatric medical assistant, or orthopedic medical assistant. 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.

Graduates are immediately eligible to sit for the NCMA exam (National Certified Medical Assistant), RMA exam (Registered Medical Assistant), and CCMA exam (Certified Clinical Medical Assistant) exam(s).

| Module Code | Module Title | Didactic Clock Hours | Laboratory Clock Hours | Externship Clock Hours | Total Clock Hours |
|------------------------|---|----------------------|------------------------|------------------------|-------------------|
| Module HCIN | Introduction to the Healthcare Profession | 40 | 40 | 0 | 80 |
| Module A | Integumentary, Sensory, and Nervous Systems, Patient Care and Communication | 40 | 40 | 0 | 80 |
| Module B | Skeletal and Muscular System, Infection Control, Minor Office Surgery, and Pharmacology | 40 | 40 | 0 | 80 |
| Module C | Digestive System, Nutrition, Financial Management, and First Aid | 40 | 40 | 0 | 80 |
| Module D | Cardiopulmonary Systems, Vital Signs and Electrocardiography | 40 | 40 | 0 | 80 |
| Module E | Urinary, Blood, Lymphatic, and Immune Systems with Laboratory Procedures | 40 | 40 | 0 | 80 |
| Module F | Pediatrics, Geriatrics, Endocrine and Reproductive Systems | 40 | 40 | 0 | 80 |
| Module G | Nervous System, Law and Ethics, Psychology and Therapeutic Procedures | 40 | 40 | 0 | 80 |
| Module X | Medical Assistant Externship | 0 | 0 | 160 | 160 |
| Program Totals: | | | | | 800 |

Major Equipment: 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

| | |
|---|------------------------------|
| <p>Module 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. This module covers the format of the ICD-10CM, the CPT-4 and HCPCS manuals, and their relationship to the process of insurance claims submission. 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. Students will have the opportunity to learn program-specific topics throughout the course. CPR certificate is also included in the course. Out-of-class activities will be assigned and assessed as part of this module. Lecture Hours: 40 Clinical Lab Hours: 40 Outside Hours: 20 Prerequisite: None.</p> | <p>80 Clock Hours</p> |
|---|------------------------------|

Module A - Integumentary, Sensory Systems, Patient Care and Communication **80 Clock Hours**

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 are exposed to insurance billing, to diagnostic and procedural coding using the ICD-10CM, the CPT-4 and HCPCS manuals, and their relationship to the process of insurance claims submission. Students learn how to prepare an attractive business letter. Students build their word processing skills related to word processing and spreadsheet programs, with acceptable progress through the identified text(s). Out-of-class activities will be assigned and assessed as part of this module. Lecture Hours: 40 Clinical Lab Hours: 40 Outside Hours: 20 Prerequisite: HCIN

Module B - Skeletal and Muscular System, Infection Control, Minor Office Surgery and Pharmacology **80 Clock Hours**

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 are exposed to insurance billing, to diagnostic and procedural coding using the ICD-10CM, the CPT-4 and HCPCS manuals, and their relationship to the process of insurance claims submission. Students build their word processing skills related to word processing and spreadsheet programs, with acceptable progress through the identified text(s). Out-of-class activities will be assigned and assessed as part of this module. Lecture Hours: 40 Clinical Lab Hours: 40 Outside Hours: 20 Prerequisite: HCIN.

Module C - Digestive System, Nutrition, Financial Management, And First Aid **80 Clock Hours**

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 accounting 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 are exposed to insurance billing, to diagnostic and procedural coding using the ICD-10CM, the CPT-4 and HCPCS manuals, and their relationship to the process of insurance claims submission. Students build their word processing skills related to word processing and spreadsheet programs, with acceptable progress through the identified text(s). Out-of-class activities will be assigned and assessed as part of this module. Lecture Hours: 40 Clinical Lab Hours: 40 Outside Hours: 20 Prerequisite: HCIN.

Module D - Cardiopulmonary Systems, Vital Signs and Electrocardiography **80 Clock Hours**

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 are exposed to insurance billing, to diagnostic and procedural coding using the ICD-10CM, the CPT-4 and HCPCS manuals, and their relationship to the process of insurance claims submission. Students build their word processing skills related to word processing and spreadsheet programs, with acceptable progress through the identified text(s). Out-of-class activities will be assigned and assessed as part of this module. Lecture Hours: 40 Clinical Lab Hours: 40 Outside Hours: 20 Prerequisite: HCIN.

Module E - Urinary, Blood, Lymphatic and Immune Systems with Laboratory Procedures 80 Clock Hours

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 are exposed to insurance billing, to diagnostic and procedural coding using the ICD-10CM, the CPT-4 and HCPCS manuals, and their relationship to the process of insurance claims submission. Students build their word processing skills related to word processing and spreadsheet programs, with acceptable progress through the identified text(s). Out-of-class activities will be assigned and assessed as part of this module. Lecture Hours: 40 Clinical Lab Hours: 40 Outside Hours: 20 Prerequisite: HCIN.

Module F - Pediatrics, Geriatrics, Endocrine and Reproductive Systems 80 Clock Hours

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 are exposed to insurance billing, to diagnostic and procedural coding using the ICD-10CM, the CPT-4 and HCPCS manuals, and their relationship to the process of insurance claims submission. Students build their word processing skills related to word processing and spreadsheet programs, with acceptable progress through the identified text(s). Out-of-class activities will be assigned and assessed as part of this module. Lecture Hours: 40 Clinical Lab Hours: 40 Outside Hours: 20 Prerequisite: HCIN.

Module G - Nervous System, Law and Ethics, Psychology and Therapeutic Procedures 80 Clock Hours

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 are exposed to insurance billing, to diagnostic and procedural coding using the ICD-10CM, the CPT-4 and HCPCS manuals, and their relationship to the process of insurance claims submission. Students check vital signs, obtain blood samples, and prepare and administer injections. Students build their word processing skills related to word processing and spreadsheet programs, with acceptable progress through the identified text(s). Out-of-class activities will be assigned and assessed as part of this module. Lecture Hours: 40 Clinical Lab Hours: 40 Outside Hours: 20 Prerequisite: HCIN.

Module X - Medical Assistant Externship 160 Clock Hours

Upon successful completion of all modules, medical assisting students participate in a 160-hour externship at an approved facility. The externship provides the student an opportunity to apply principles and practices learned in the program and utilize entry-level medical assisting skills in working with patients. Medical Assisting 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: 160. Prerequisite: HCIN, Completion of Modules A-H.

NOTICE: RULES AND CONDITIONS ABOUT EXTERNSHIPS, INTERNSHIPS, PRECEPTORSHIPS, AND CLINICAL COURSES

Depending on the Program, some Programs require multiple weeks of hands-on applied training at an offsite third-party externship, internship, preceptorship, or clinical course (collectively referred to as Experiential Training). Students entering into Experiential Training must make arrangements to be available at the times required by their site's and/or the School's educational coordinator or instructor. Student understands that all Experiential Training is 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 Experiential Training site, or of the School at any time. Student is and always remains a student of the School and as a student at the Experiential Training site. Student further understands that Experiential Training 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 Experiential Training as a hands-on classroom setting, to attend all required Experiential Training hours, and to abide by the rules and regulations of the Experiential Training site. Hours at Experiential Training 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 Experiential Training may result in student's failure of the Program and the inability to graduate at the planned time. Experiential Training is held in a variety of settings and locations. Student must accept any Experiential Training site to which Student is assigned. The School is only responsible for obtaining one Experiential Training site location for Student. A student declining an Experiential Training location or who is removed from their Experiential Training site for failure to attend, for excessive absences, and/or for failure to abide by the site's rules, regulations and scheduling must either find their own Experiential Training site approved by the School or be dismissed, failed or withdrawn from their Program, as solely determined by the School. Student understands that neither the School nor the Experiential Training 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 Experiential Training.

CRIMINAL BACKGROUND AND DRUG SCREENING

Successful completion of multiple weeks of hands-on applied training at an offsite third-party externship, internship, preceptorship, or clinical course (collectively referred to as Experiential Training) is one of the requirements of all Nursing and Allied Health programs at Las Vegas College (LVC). Students enrolling in one of these programs must understand and agree that it is the student's responsibility to determine if any past criminal convictions will prevent them from obtaining any required state license from the Nevada State Board of Nursing or from any other governmental entity; disqualify them from Experiential Training; or deny them future employment. Students agree to promptly advise LVC if their criminal history, occurring at any time prior to or during their enrollment may disqualify them from obtaining any required state or local license, permit or certification; Experiential Training; or employment.

All Experiential Training locations require students to successfully pass a required criminal history background check and a drug test prior to being allowed on site at such locations. Students enrolling in programs with Experiential Training sign an acknowledgement form, consenting and specifically agreeing to have LVC and its designated agents as both a condition prior to their enrollment and at any time during their enrollment undertake all required background checks (a FACIS Level 3 Search or its equivalent for nursing students), and to collect blood, hair, urine and/or saliva samples from the student for all required medical tests to determine the presence or use of alcohol, drugs and controlled substances. If students do not pass any criminal history background check and/or drug test either prior to their enrollment or at any time during their student enrollment, then they will be disqualified from being enrolled and taking any Experiential Training. In such event, if already enrolled, the students will be subject to being immediately dismissed, failed or withdrawn from their program as solely determined by LVC. A student who does not pass a drug test may be allowed to re-test after 30 days have passed from the original test date, upon the written recommendation of the Campus Director and the written approval of the President. The decision to allow a re-test is made at sole election and discretion of the Campus Director and the President.

In accordance with their applicable procedures and policies, the state of Nevada, Experiential Training locations, and potential employers will also require students to provide proof of immunization and pass a required physical by a doctor.

Students enrolling in programs with Experiential Training should understand that the hours required at Experiential Training sites can vary from day to day and from week to week depending on the needs, rules, regulations and scheduling of the location site, including the possibility of required weekend hours, early morning or late evening hours. They should understand that the hours required at Experiential Training sites may, at sometimes, conflict with their scheduled classroom hours at LVC. There may be instances where they will need to change their scheduled classroom hours at LVC, for example, morning to afternoon or evening classes, in order to meet the Experiential Training requirements of their program.



LABORATORY ASSISTANT/EKG TECHNICIAN/PHLEBOTOMY TECHNICIAN

Diploma Program

36 Weeks - 800 Clock Hours

Traditional In-Classroom Program

Upon completion of the Laboratory Assistant/EKG Technician/Phlebotomy Technician course, the graduate will be able to obtain an entry level position as a Laboratory Assistant, EKG Technician, or Phlebotomy Technician, performing laboratory procedures, electrocardiograph, and/or phlebotomy. In addition, the student will be able to take vital signs. The graduate will have appropriate communication skills and be CPR certified.

| Module Code | Module Title | Didactic Clock Hours | Laboratory Clock Hours | Externship Clock Hours | Total Clock Hours |
|------------------------|--|----------------------|------------------------|------------------------|-------------------|
| HCIN | Module HCIN: Introduction to the Healthcare Profession | 40 | 40 | 0 | 80 |
| LA 101 | Module A | 40 | 40 | 0 | 80 |
| LA 201 | Module B | 40 | 40 | 0 | 80 |
| LA 301 | Module C | 40 | 40 | 0 | 80 |
| LA 401 | Module D | 40 | 40 | 0 | 80 |
| LA 501 | Module E | 40 | 40 | 0 | 80 |
| LA 601 | Module F | 40 | 40 | 0 | 80 |
| LA 701 | Module G | 40 | 40 | 0 | 80 |
| LA 801 | Module X: Laboratory Assistant/EKG Technician/Phlebotomy Technician Externship | 0 | 0 | 160 | 160 |
| Program Totals: | | | | | 800 |

Equipment Used: Phlebotomy Chairs, Exam Table, Wheelchair, Phlebotomy Training Arm, Centrifuge, Hematocrit Centrifuge, Incubator, Autoclave, Sphygmomanometers (Manual/ Digital), Thermometers (Digital/ Aural), EKG Machines, Microscopes, CLIA Waived Tests, Glucose Meter, Hemoglobin Meter, Stethoscopes, Blood typing Kits, ESR tubes, Microscope Slides, Lancets for Hematocrit, Glucose Urinalysis Supplies Urine ChemStrips/Urinalysis cups), Gloves, Phlebotomy Supplies (Vacutainer Needles, Syringes, Butterfly Needles, Vacutainer Needle Holder, Tubes, Tourniquets), OSHA Training Video, Applied Phlebotomy Video Series, Throat Culture Swabs, Wrights Stain/Quick Stain III/ Gram Stain, EKG Made Easy Book, Medical Terminology Book, Laboratory Testing For Ambulatory Setting (Text & Work Book), Phlebotomy Handbook (Blood Specimen Collection from Basic to Advanced), Preventing Infectious Diseases Book, Alcohol Prep Pads, Gauze, Sharps/Biohazard Containers

Module HCIN - Introduction to the Healthcare Profession

80 Clock Hours

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. Classroom Contact Hours: 55 Laboratory Contact Hours: 25 Clinical Contact Hours: 0 Prerequisite: None.

LA101 Module A

80 Clock Hours

Students will receive an orientation and develop an understanding of laboratory safety and universal precautions. This module will include anatomy and physiology on the integumentary system. Students will learn through lecture and laboratory practice about nosocomial infections, and the proper way of handling body fluids, specimen requisitions, and specimens. Students will be taught about various instruments used in gathering specimens and proper sterilization of same. Students will be taught the "chain of infection" and factors influencing diseases. As part of the training of the laboratory setting students will be able to use of the microscope and centrifuge. Students will apply all information presented in a hands-on laboratory setting under instructor supervision. Classroom Contact Hours: 25 Laboratory Contact Hours: 55 Clinical Contact Hours: 0 Prerequisite: HCIN

| | |
|--|-------------------------------|
| <p>LA201 Module B</p> <p>As students' progress through this module they will learn the various characteristics of blood and its various functions. The individual students will describe the various diagnostic tests associated with red blood cell and white blood cells, and platelets, and the components of the urinary and reproductive systems. There will be instruction on various sexually transmitted diseases and the tests and treatments involved. Students will be taught through lecture and laboratory practice about homeostasis and the components of the urinary system. They will also be taught routine urinalysis and proper procedure for collecting urine sample. Students will apply all information presented in a hands-on laboratory setting under instructor supervision. Classroom Contact Hours: 25 Laboratory Contact Hours: 55 Clinical Contact Hours: 0 Prerequisite: HCIN.</p> | <p>80 Clock Hours</p> |
| <p>LA301 Module C</p> <p>Students enrolled within this module will be taught about the respiratory and cardiac systems. Students will be taught through the use of lecture and visual aids about various diseases and their corresponding treatments which impact the heart. Students will also learn the EKG process and how to read basic EKG strips. In addition to these topics students will also learn about cardiac rhythms. Students will apply all information presented in a hands-on laboratory setting under instructor supervision. Classroom Contact Hours: 25 Laboratory Contact Hours: 55 Clinical Contact Hours: 0 Prerequisite: HCIN.</p> | <p>80 Clock Hours</p> |
| <p>LA401 Module D</p> <p>Students will be instructed on the differences between serum and plasma. As part of this students will also learn about lipids (and different tests associated with them), how fasting effects blood sugar, post prandial and glucose tolerance tests. Students will also learn about the various aspects of time and measurement with regards to specimens. Students will learn about the anatomy and physiology of the endocrine and digestive systems. Students will also be trained on the interdependence of hormones and pregnancy. Laboratory procedural training will continue with additional methods of classifying microorganisms and associated disease issues relative to a laboratory setting. Students will apply all information presented in a hands-on laboratory setting under instructor supervision. Classroom Contact Hours: 25 Laboratory Contact Hours: 55 Clinical Contact Hours: 0 Prerequisite: HCIN.</p> | <p>80 Clock Hours</p> |
| <p>LA501 Module E</p> <p>Within this module students will learn the anatomy and physiology of the nervous system and basic psychology of how attitudes and interests influence human behavior and the challenges of being a health care provider. Students will learn therapeutic drug monitoring, the more common therapeutic drugs and the different reasons for drug testing and types of specimens used. The CLIA chain of custody and levels of complexity will also be discussed. Instruction will also cover how attitude and interest influence human behavior and challenges of being a health worker. Following this unit, students will be able to recognize behavior patterns and how to devise goals for improving work habits, attitudes and problem solving. Students will apply all information presented in a hands-on laboratory setting under instructor supervision. Classroom Contact Hours: 25 Laboratory Contact Hours: 55 Clinical Contact Hours: 0 Prerequisite: HCIN.</p> | <p>80 Clock Hours</p> |
| <p>LA601 Module F</p> <p>Within this course students will define phlebotomy and the professional qualities of a phlebotomist. Students will be instructed on the importance of informed consent, patient confidentiality, and legal issues for the phlebotomist. This will include the study of immunology. Continued training on safety procedures, universal precautions, and identification veins will also occur. The course will train the student on the "order of draw" and the proper blood collection procedure. Complications with patients and the issues associated with the field of phlebotomy will also be discussed. Training will continue as to the various aspects of basic ABO groups and Universal Donors/Universal Recipients. Students will apply all information presented in a hands-on laboratory setting under instructor supervision. Classroom Contact Hours: 25 Laboratory Contact Hours: 55 Clinical Contact Hours: 0 Prerequisite: HCIN. Note: Students must achieve 100% attendance in order to pass this module.</p> | <p>80 Clock Hours</p> |
| <p>LA 701 Module G</p> <p>In this course the student will identify body planes and positions, describe the body cavity. This module will further teach the students about the anatomy and physiology of the muscular skeletal system. Instructor will be provided concerning the disease specific to the nervous system. Students will apply all information presented in a hands-on laboratory setting under instructor supervision. Classroom Contact Hours: 25 Laboratory Contact Hours: 55 Clinical Contact Hours: 0 Prerequisite: HCIN.</p> | <p>80 Clock Hours</p> |
| <p>EXT801 Externship</p> <p>After completing the required classroom centered course work, students proceed to an externship at an approved site. The externship is 160 hours and provides the student with a realistic work environment in which to apply the skills learned in the classroom. Externs perform their work under the supervision of assigned personnel at the site. Students are required to complete at least 50 successful blood draws and 10 successful skin punctures. Time sheets signed by the supervisor are submitted weekly to the school to document attendance at the externship site. All externship hours must be completed to fulfill the requirements of the externship module. A student must complete the externship to successfully complete the program. Classroom Contact Hours: 0 Laboratory Contact Hours: 0 Clinical Contact Hours: 160 Prerequisites: Student must complete HCIN, LA101, LA201, LA 301, LA401, LA501, LA601, and LA701 to be eligible for participation in the externship.</p> | <p>160 Clock Hours</p> |

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CRIMINAL BACKGROUND AND DRUG SCREENING

Successful completion of multiple weeks of hands-on applied training at an offsite third-party externship, internship, preceptorship, or clinical course (collectively referred to as Experiential Training) is one of the requirements of all Nursing and Allied Health programs at Las Vegas College (LVC). Students enrolling in one of these programs must understand and agree that it is the student's responsibility to determine if any past criminal convictions will prevent them from obtaining any required state license from the Nevada State Board of Nursing or from any other governmental entity; disqualify them from Experiential Training; or deny them future employment. Students agree to promptly advise LVC if their criminal history, occurring at any time prior to or during their enrollment may disqualify them from obtaining any required state or local license, permit or certification; Experiential Training; or employment.

All Experiential Training locations require students to successfully pass a required criminal history background check and a drug test prior to being allowed on site at such locations. Students enrolling in programs with Experiential Training sign an acknowledgement form, consenting and specifically agreeing to have LVC and its designated agents as both a condition prior to their enrollment and at any time during their enrollment undertake all required background checks (a FACIS Level 3 Search or its equivalent for nursing students), and to collect blood, hair, urine and/or saliva samples from the student for all required medical tests to determine the presence or use of alcohol, drugs and controlled substances. If students do not pass any criminal history background check and/or drug test either prior to their enrollment or at any time during their student enrollment, then they will be disqualified from being enrolled and taking any Experiential Training. In such event, if already enrolled, the students will be subject to being immediately dismissed, failed or withdrawn from their program as solely determined by LVC. A student who does not pass a drug test may be allowed to re-test after 30 days have passed from the original test date, upon the written recommendation of the Campus Director and the written approval of the President. The decision to allow a re-test is made at sole election and discretion of the Campus Director and the President.

In accordance with their applicable procedures and policies, the state of Nevada, Experiential Training locations, and potential employers will also require students to provide proof of immunization and pass a required physical by a doctor.

Students enrolling in programs with Experiential Training should understand that the hours required at Experiential Training sites can vary from day to day and from week to week depending on the needs, rules, regulations and scheduling of the location site, including the possibility of required weekend hours, early morning or late evening hours. They should understand that the hours required at Experiential Training sites may, at sometimes, conflict with their scheduled classroom hours at LVC. There may be instances where they will need to change their scheduled classroom hours at LVC, for example, morning to afternoon or evening classes, in order to meet the Experiential Training requirements of their program.



MEDICAL INSURANCE BILLING AND CODING

Diploma Program

32 Weeks - 720 Clock Hours

Blended Online Program (taught partially online & partially as a traditional in-classroom program)

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. In this blended online program, 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 720 clock hour 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 160 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.

Graduates are immediately eligible to sit for the Certified Professional Coder (CPC) examination through AAPC. Passing the examination will give the graduate CPC-A credentials.

Distance Education: Students should assume a weekly online time commitment of 20 hours of lecture, lab, and related activities. Students may have the opportunity to complete some of their online lectures, assignments, and discussions at their own pace, but only during the same designated week in which they are assigned. Additionally, Students are required to attend one traditional in-classroom class session per module at the LVC campus. In-classroom class sessions are held on the first Saturday of each module from 9:15 a.m. to 2:15 p.m., or as scheduled by the instructor.

| Module Code | Module Title | Didactic Clock Hours | Laboratory Clock Hours | Externship Clock Hours | Total Clock Hours |
|------------------------|---|----------------------|------------------------|------------------------|-------------------|
| HCIN | Introduction to the Healthcare Profession | 40 | 40 | 0 | 80 |
| MIBCL | Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Cardiovascular and Lymphatic Systems | 40 | 40 | 0 | 80 |
| MIBGU | Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Genitourinary System | 40 | 40 | 0 | 80 |
| MIBIE | Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Integumentary and Endocrine Systems, and Pathology | 40 | 40 | 0 | 80 |
| MIBMS | Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Musculoskeletal System | 40 | 40 | 0 | 80 |
| MIBRG | Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Respiratory and Gastrointestinal Systems | 40 | 40 | 0 | 80 |
| MIBSN | Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Sensory and Nervous Systems, and Psychology | 40 | 40 | 0 | 80 |
| MIBPC | Practicum -OR- | 0 | 0 | 160 | 160 |
| MIBXT | Externship | | | | |
| Program Totals: | | | | | 720 |

Major Equipment: Windows 2010, Microsoft Office 2010, 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

HCIN Introduction to the Healthcare Profession**80 Clock Hours**

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 MIBCL – Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Cardiovascular and Lymphatic Systems**80 Clock Hours**

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

Module MIBGU – Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Genitourinary System**80 Clock Hours**

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 **80 Clock Hours**

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 **80 Clock Hours**

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 **80 Clock Hours**

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 **80 Clock Hours**

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 **160 Clock Hours**

Upon successful completion of Modules HCIN, MIBCL, MIBGU, MIBIE, MIBMS, MIBRG, and MIBSN, Medical Insurance Billing and Coding students participate in a 160-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 80 and 160-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: 160

Module MIBXT – Externship **160 Clock Hours**

Upon successful completion of Modules HCIN, MIBCL, MIBGU, MIBIE, MIBMS, MIBRG, and MIBSN, medical insurance billing/coding students participate in a 160-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 80 and 160-hour intervals. Completed evaluation forms are placed in the students' permanent records. Students must successfully complete their externship training in order to fulfill requirements for graduation. **Prerequisite: Successful completion of Modules HCIN, MIBCL, MIBGU, MIBIE, MIBMS, MIBRG, and MIBSN.** Lecture Hours: 0. Lab Hours: 0. Externship Hours: 160

NOTICE: RULES AND CONDITIONS ABOUT EXTERNSHIPS, INTERNSHIPS, PRECEPTORSHIPS, AND CLINICAL COURSES

Depending on the Program, some Programs require multiple weeks of hands-on applied training at an offsite third-party externship, internship, preceptorship, or clinical course (collectively referred to as Experiential Training). Students entering into Experiential Training must make arrangements to be available at the times required by their site's and/or the School's educational coordinator or instructor. Student understands that all Experiential Training is 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 Experiential Training site, or of the School at any time. Student is and always remains a student of the School and as a student at the Experiential Training site. Student further understands that Experiential Training 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 Experiential Training as a hands-on classroom setting, to attend all required Experiential Training hours, and to abide by the rules and regulations of the Experiential Training site. Hours at Experiential Training 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 Experiential Training may result in student's failure of the Program and the inability to graduate at the planned time. Experiential Training is held in a variety of settings and locations. Student must accept any Experiential Training site to which Student is assigned. The School is only responsible for obtaining one Experiential Training site location for Student. A student declining an Experiential Training location or who is removed from their Experiential Training site for failure to attend, for excessive absences, and/or for failure to abide by the site's rules, regulations and scheduling must either find their own Experiential Training site approved by the School or be dismissed, failed or withdrawn from their Program, as solely determined by the School. Student understands that neither the School nor the Experiential Training 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 Experiential Training.

CRIMINAL BACKGROUND AND DRUG SCREENING

Successful completion of multiple weeks of hands-on applied training at an offsite third-party externship, internship, preceptorship, or clinical course (collectively referred to as Experiential Training) is one of the requirements of all Nursing and Allied Health programs at Las Vegas College (LVC). Students enrolling in one of these programs must understand and agree that it is the student's responsibility to determine if any past criminal convictions will prevent them from obtaining any required state license from the Nevada State Board of Nursing or from any other governmental entity; disqualify them from Experiential Training; or deny them future employment. Students agree to promptly advise LVC if their criminal history, occurring at any time prior to or during their enrollment may disqualify them from obtaining any required state or local license, permit or certification; Experiential Training; or employment.

All Experiential Training locations require students to successfully pass a required criminal history background check and a drug test prior to being allowed on site at such locations. Students enrolling in programs with Experiential Training sign an acknowledgement form, consenting and specifically agreeing to have LVC and its designated agents as both a condition prior to their enrollment and at any time during their enrollment undertake all required background checks (a FACIS Level 3 Search or its equivalent for nursing students), and to collect blood, hair, urine and/or saliva samples from the student for all required medical tests to determine the presence or use of alcohol, drugs and controlled substances. If students do not pass any criminal history background check and/or drug test either prior to their enrollment or at any time during their student enrollment, then they will be disqualified from being enrolled and taking any Experiential Training. In such event, if already enrolled, the students will be subject to being immediately dismissed, failed or withdrawn from their program as solely determined by LVC. A student who does not pass a drug test may be allowed to re-test after 30 days have passed from the original test date, upon the written recommendation of the Campus Director and the written approval of the President. The decision to allow a re-test is made at sole election and discretion of the Campus Director and the President.

In accordance with their applicable procedures and policies, the state of Nevada, Experiential Training locations, and potential employers will also require students to provide proof of immunization and pass a required physical by a doctor.

Students enrolling in programs with Experiential Training should understand that the hours required at Experiential Training sites can vary from day to day and from week to week depending on the needs, rules, regulations and scheduling of the location site, including the possibility of required weekend hours, early morning or late evening hours. They should understand that the hours required at Experiential Training sites may, at sometimes, conflict with their scheduled classroom hours at LVC. There may be instances where they will need to change their scheduled classroom hours at LVC, for example, morning to afternoon or evening classes, in order to meet the Experiential Training requirements of their program.

QUARTER-BASED PROGRAMS



NURSING

Associate of Applied Science Degree
24 Months – 108 Quarter Credit Units
Traditional In-Classroom Program

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.

| | | Major Core/ General Ed Course | Theory Contact Hours | Clinical/Lab Contact Hours | Total Contact Hours | Quarter Credits |
|--------------------|--|-------------------------------------|----------------------------|----------------------------------|---------------------------|--------------------|
| Quarter I | | | | | | |
| BSC 1085 | Anatomy & Physiology I (1 st 6 weeks) | General Ed | 40 | 0 | 40 | 4 |
| BSC 2085L | Anatomy & Physiology I Laboratory (1 st 6 weeks) | General Ed | 0 | 0/40 | 40 | 2 |
| BSC 1086 | Anatomy & Physiology II (2 nd 6 weeks) | General Ed | 40 | 0 | 40 | 4 |
| BSC 2086L | Anatomy & Physiology II Laboratory (2 nd 6 weeks) | General Ed | 0 | 0/40 | 40 | 2 |
| MAT 1033 | College Algebra | General Ed | 40 | 0 | 40 | 4 |
| | Total Hours | | 120 | 0/80 | 200 | 16 |
| Quarter II | | | | | | |
| SLS 1115 | Strategies for Nursing Success | General Ed | 30 | 0 | 30 | 3 |
| NUR 1020 | Fundamentals of Nursing I | Major Core | 20 | 0/20 | 40 | 3 |
| ENC 1101 | Composition I | General Ed | 40 | 0 | 40 | 4 |
| MCB 2000 | Microbiology and Infection Control | General Ed | 40 | 0 | 40 | 4 |
| MCB 1000L | Microbiology Laboratory | General Ed | 0 | 0/40 | 40 | 2 |
| | Total Hours | | 130 | 0/60 | 190 | 16 |
| Quarter III | | | | | | |
| NUR 1145 | Pharmacology of Nursing I | Major Core | 15 | 0 | 15 | 1.5 |
| NUR 1027 | Fundamentals of Nursing II | Major Core | 20 | 0 | 20 | 2 |
| NUR 1027L | Fundamentals of Nursing II Clinical | Major Core | 0 | 45/20 | 65 | 2.5 |
| PSY 2012 | General Psychology | General Ed | 40 | 0 | 40 | 4 |
| SYG 2001 | Principles of Sociology | General Ed | 40 | 0 | 40 | 4 |
| | Total Hours | | 115 | 45/20 | 180 | 14 |
| Quarter IV | | | | | | |
| NUR 1150 | Pharmacology of Nursing II | Major Core | 20 | 0 | 20 | 2 |
| NUR 1210 | Nursing Care of Adult Client I | Major Core | 40 | 0 | 40 | 4 |
| NUR 1211L | Nursing Care of Adult I Clinical | Major Core | 0 | 90/20 | 110 | 4 |
| ENC 1102 | Composition II | General Ed | 40 | 0 | 40 | 4 |
| | Total Hours | | 100 | 90/20 | 210 | 14 |
| Quarter V | | | | | | |
| NUR 2212 | Nursing Care of Adult II | Major Core | 40 | 0 | 40 | 4 |
| NUR 2213L | Nursing Care of Adult II Clinical | Major Core | 0 | 90/20 | 110 | 4 |
| DEP 2000 | Developmental Psych | General Ed | 40 | 0 | 40 | 4 |
| | Total Hours | | 80 | 90/20 | 190 | 12 |
| Quarter VI | | | | | | |
| NUR 1440 | Maternal Child Nursing | Major Core | 40 | 0 | 40 | 4 |
| NUR 1441L | Maternal Child Clinical | Major Core | 0 | 90/20 | 110 | 4 |
| NUR 2611 | Contemp. Nsg in Comm. Settings | Major Core | 30 | 0 | 30 | 3 |
| NUR 2615L | Contemp. Nsg in Comm. Settings Clinical | Major Core | 0 | 60/0 | 60 | 2 |
| | Total Hours | | 70 | 150/20 | 240 | 13 |

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| Quarter VII | | | | | | |
| NUR 2513 | Mental Health Nursing | Major Core | 30 | 0 | 30 | 3 |
| NUR 2515L | Mental Health Nursing Clinical | Major Core | 0 | 60/0 | 60 | 2 |
| NUR 2350 | Nursing Care of Adult III | Major Core | 30 | 0 | 30 | 3 |
| NUR 2245L | Nursing Care of Adult III Clinical | Major Core | 0 | 90/20 | 110 | 4 |
| | Total Hours | | 60 | 150/20 | 230 | 12 |
| Quarter VIII | | | | | | |
| NUR 2881 | Nursing Leadership and Management | Major Core | 30 | 0 | 30 | 3 |
| NUR 2890L | Nursing Leadership Management Clinical | Major Core | 0 | 60/0 | 60 | 2 |
| NUR 2965 | NCLEX Review | Major Core | 20 | 0 | 20 | 2 |
| PSI 201 | US and NV Constitution | General Ed | 40 | 0 | 40 | 4 |
| | Total Hours | | 90 | 60/0 | 150 | 11 |
| | Total Program Hours | | 765 | 585/240 | 1590 | 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 NUR = Nursing. The numbers that follow the course prefix increase in sequence to indicate a more in-depth and complex level of the particular subject area.

General Education Requirements

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| <p>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.</p> |
| <p>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</p> |
| <p>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</p> |
| <p>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</p> |
| <p>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</p> |
| <p>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</p> |
| <p>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.</p> |

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| 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 1000L | |
| 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 1000L | |
| 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 Co-requisite: NUR 1020 | |
| 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: None Hours: 40; Lab Hours: 0; Other Hours: 0 | |

Major Core Requirements

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| NUR 1020 - Fundamentals of Nursing I | 3.0 Quarter Credits |
| 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 | |

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| 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 1020 Co-requisite: NUR 1027, NUR 1145</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 1086, BSC 2086L, MAT 1033, SLS 1115, NUR 1020, 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 1086 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 1020, NUR 1027, NUR 1027L, NUR 1145 Co-requisites: NUR 1211L, 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 1020, NUR 1027, NUR 1027L, NUR 1145 Co-requisites: NUR 1210, NUR 1150</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 2212, NUR 2213L Co-requisites: NUR 1441L, NUR 2611, NUR 2615L</p> | |
| NUR 1441L - Maternal Child Nursing Clinical | 4.0 Quarter Credits |
| <p>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: NUR2212, NUR2213L, NUR 1210L Co-requisites: NUR 1440, NUR2611, NUR2615L</p> | |
| NUR 2212 - Nursing Care of the Adult II | 4.0 Quarter Credits |
| <p>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 1211L, NUR 1150 Co-requisites: NUR 2213L</p> | |
| NUR2213L - Nursing Care of the Adult II Clinical | 4.0 Quarter Credits |
| <p>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 1210, 1211L, NUR 1150 Co-requisites: NUR 2212</p> | |

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| 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, NUR 2213L, NUR 2611, NUR 2615L, NUR 1440, NUR 1441L Co-requisites: NUR 2245L, NUR 2513, NUR 2515L | |
| 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 NUR 1440, NUR 1441L Co-requisites: NUR 2350, NUR 2513, NUR 2515L | |
| 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, NUR 1400, NUR 1441L Co-requisites: NUR 2350, NUR2515L, NUR 2245L | |
| NUR2515L- Mental Health Nursing Clinical | 2.0 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, NUR 2213L, NUR 2611, NUR 1615L, NUR 1400, NUR 1441L Co-requisites: NUR 2513, NUR 2350, NUR 2245L | |
| 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 2212, NUR 2213L Co-requisites: NUR 2615L, NUR 1440, NUR 1441L | |
| 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 1400, NUR 1441L | |
| 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: all general ed and major core courses prior to quarter 8, Co-requisites: NUR 2890L, NUR 2965, PS I201 | |
| NUR 2890L - 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: all general ed and major core courses prior to quarter 8, Co-requisites: NUR 2881, NUR 2965, PS I201 | |
| 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: all general ed and major core courses prior to quarter 8, Co-requisites: NUR 2881 NUR 2890L, PS I201 | |

NOTICE: RULES AND CONDITIONS ABOUT EXTERNSHIPS, INTERNSHIPS, PRECEPTORSHIPS, AND CLINICAL COURSES

Depending on the Program, some Programs require multiple weeks of hands-on applied training at an offsite third-party externship, internship, preceptorship, or clinical course (collectively referred to as Experiential Training). Students entering into Experiential Training must make arrangements to be available at the times required by their site's and/or the School's educational coordinator or instructor. Student understands that all Experiential Training is 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 Experiential Training site, or of the School at any time. Student is and always remains a student of the School and as a student at the Experiential Training site. Student further understands that Experiential Training 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 Experiential Training as a hands-on classroom setting, to attend all required Experiential Training hours, and to abide by the rules and regulations of the Experiential Training site. Hours at Experiential Training 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 Experiential Training may result in student's failure of the Program and the inability to graduate at the planned time. Experiential Training is held in a variety of settings and locations. Student must accept any Experiential Training site to which Student is assigned. The School is only responsible for obtaining one Experiential Training site location for Student. A student declining an Experiential Training location or who is removed from their Experiential Training site for failure to attend, for excessive absences, and/or for failure to abide by the site's rules, regulations and scheduling must either find their own Experiential Training site approved by the School or be dismissed, failed or withdrawn from their Program, as solely determined by the School. Student understands that neither the School nor the Experiential Training 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 Experiential Training.

CRIMINAL BACKGROUND AND DRUG SCREENING

Successful completion of multiple weeks of hands-on applied training at an offsite third-party externship, internship, preceptorship, or clinical course (collectively referred to as Experiential Training) is one of the requirements of all Nursing and Allied Health programs at Las Vegas College (LVC). Students enrolling in one of these programs must understand and agree that it is the student's responsibility to determine if any past criminal convictions will prevent them from obtaining any required state license from the Nevada State Board of Nursing or from any other governmental entity; disqualify them from Experiential Training; or deny them future employment. Students agree to promptly advise LVC if their criminal history, occurring at any time prior to or during their enrollment may disqualify them from obtaining any required state or local license, permit or certification; Experiential Training; or employment.

All Experiential Training locations require students to successfully pass a required criminal history background check and a drug test prior to being allowed on site at such locations. Students enrolling in programs with Experiential Training sign an acknowledgement form, consenting and specifically agreeing to have LVC and its designated agents as both a condition prior to their enrollment and at any time during their enrollment undertake all required background checks (a FACIS Level 3 Search or its equivalent for nursing students), and to collect blood, hair, urine and/or saliva samples from the student for all required medical tests to determine the presence or use of alcohol, drugs and controlled substances. If students do not pass any criminal history background check and/or drug test either prior to their enrollment or at any time during their student enrollment, then they will be disqualified from being enrolled and taking any Experiential Training. In such event, if already enrolled, the students will be subject to being immediately dismissed, failed or withdrawn from their program as solely determined by LVC. A student who does not pass a drug test may be allowed to re-test after 30 days have passed from the original test date, upon the written recommendation of the Campus Director and the written approval of the President. The decision to allow a re-test is made at sole election and discretion of the Campus Director and the President.

In accordance with their applicable procedures and policies, the state of Nevada, Experiential Training locations, and potential employers will also require students to provide proof of immunization and pass a required physical by a doctor.

Students enrolling in programs with Experiential Training should understand that the hours required at Experiential Training sites can vary from day to day and from week to week depending on the needs, rules, regulations and scheduling of the location site, including the possibility of required weekend hours, early morning or late evening hours. They should understand that the hours required at Experiential Training sites may, at sometimes, conflict with their scheduled classroom hours at LVC. There may be instances where they will need to change their scheduled classroom hours at LVC, for example, morning to afternoon or evening classes, in order to meet the Experiential Training requirements of their program.



PRACTICAL NURSE

Diploma Program

15 Months – 55.5 Credit Units

Traditional In-Classroom Program

The Practical Nurse program will prepare the nursing student for entry level roles as a licensed practical 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. A graduate of this nursing program will be prepared to assume the entry level role of health provider in a global society. 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-PN exam for practical nursing licensure. Once licensed, the individual may use the title of Licensed Practical Nurse and practice in entry-level staff positions in various health care agencies.

| | | Theory Contact Hours | Clinical/Lab Contact Hours | Total Contact Hours | Quarter Credits |
|--------------------|---|----------------------|----------------------------|---------------------|-----------------|
| Quarter I | | | | | |
| BSC1085 | Anatomy & Physiology I (1 st 6 weeks) | 40 | 0 | 40 | 4 |
| BSC2085L | Anatomy & Physiology I Laboratory (1 st 6 weeks) | 0 | 0/40 | 40 | 2 |
| BSC1086 | Anatomy & Physiology II (2 nd 6 weeks) | 40 | 0 | 40 | 4 |
| BSC2086L | Anatomy & Physiology II Laboratory (2 nd 6 weeks) | 0 | 0/40 | 40 | 2 |
| | Total Hours | 80 | 0/80 | 160 | 12 |
| Quarter II | | | | | |
| SLS1115 | Strategies for Nursing Success | 30 | 0 | 30 | 3 |
| PN1020 | Fundamentals of Nursing I | 20 | 0/20 | 40 | 3 |
| NUR1145 | Pharmacology of Nursing I | 15 | 0 | 15 | 1.5 |
| MAT1033 | College Algebra | 40 | 0 | 40 | 4 |
| | Total Hours | 105 | 0/20 | 125 | 11.5 |
| Quarter III | | | | | |
| PN1027 | Fundamentals of Nursing II | 20 | 0 | 20 | 2 |
| PN1027L | Fundamentals of Nursing II Clinical | 0 | 45/20 | 65 | 2.5 |
| PN1500 | Introduction to Community Health & Mental Health Nursing | 20 | 0 | 20 | 2 |
| PN1510L | Introduction to Community Health & Mental Health Nursing Clinical | 0 | 15/0 | 15 | 0.5 |
| PN1150 | Pharmacology of Nursing II | 20 | 0 | 20 | 2 |
| | Total Hours | 60 | 60/20 | 140 | 9 |
| Quarter IV | | | | | |
| PN1210 | Adult Health Nursing I | 40 | 0 | 40 | 4 |
| PN1211L | Adult Health Nursing I Clinical | 0 | 60/20 | 80 | 3 |
| PN1400 | Introduction to Maternal/Child Nursing | 20 | 0 | 20 | 2 |
| PN1410L | Introduction to Maternal/Child Nursing Clinical | 0 | 15/10 | 25 | 1 |
| | Total Hours | 60 | 75/30 | 165 | 10 |
| Quarter V | | | | | |
| PN2212 | Adult Health Nursing II | 40 | 0 | 40 | 4 |
| PN2213L | Adult Health Nursing II Clinical | 0 | 90/10 | 100 | 3.5 |
| PN1200 | IV Therapy | 30 | 0/10 | 40 | 3.5 |
| PN1600 | NCLEX-PN Review | 20 | 0 | 20 | 2 |
| | Total Hours | 90 | 90/20 | 200 | 13 |
| | Total Program Hours | 395 | 225/170 | 790 | 55.5 |

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 NUR = Nursing. The numbers that follow the course prefix increase in sequence to indicate a more in-depth and complex level of the particular subject area.

General Education Requirements

| | |
|---|----------------------------|
| 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. Prerequisite: None; Corequisite: BSC2085L | |
| 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 hours: 40; Lab hours: 0. Prerequisites: BSC1085, BSC2085L; Corequisite: BSC2086L | |
| 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 hours: 0; Lab hours: 40. Prerequisite: None; Corequisites: BSC1085 | |
| 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. Prerequisites: BSC1085, BSC2085L; Corequisite: BSC1086 | |
| 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: BCS1085, BCS2085L, BCS1086, BCS2086L; Corequisites: NUR1145, SLS1115, PN1020 | |

Major Core Requirements

| | |
|---|----------------------------|
| NUR 1145 - Pharmacology of Nursing I | 1.5 Quarter Credits |
| 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. Prerequisites: BSC1085, BSC2085L, BSC1086, BSC2086L; Corequisites: MAT1033, SLS1115, PN1020 | |
| PN 1020 - Fundamentals of Nursing I | 3.0 Quarter Credits |
| In this course, the student is introduced to the nursing profession including history, standards of practice, legal and ethical issues, and the role of the Practical Nurse. The nursing process is presented as a problem-solving method providing a framework for delivery of care in a variety of health care settings. Characteristics of the individual client, including human development, common health problems, human needs and cultural diversity considerations are introduced. In the Nursing Skills Lab, the student will practice basic nursing skills for the adult client, including participation in simulation scenarios. This course provides the basic platform of knowledge, skills and caring upon which subsequent practical nursing courses are built. Theory hours: 20; Lab hours: 20. Prerequisites: BSC1085, BSC2085L, BSC1086, BSC2086L; Corequisites: MAT1033, NUR1145, SLS1115 | |
| PN 1027 - Fundamentals of Nursing II | 2.0 Quarter Credits |
| This course is a continuation of the theory and concepts learned in Fundamentals of Nursing I and continues with introducing knowledge necessary to adhere to the Practical Nursing scope of practice. Emphasis is placed on the application of the nursing process to provide and manage care of the adult with focus on the older adult client. Upon completion, the Practical Nursing student should be able to demonstrate beginning competence in caring for individuals with common alterations of health. Theory hours: 20. Prerequisites: BSC1085, BSC2085L, BSC1086, BSC2086L, MAT1033, NUR1145, PN1020, SLS1115; Corequisites: PN1027L, PN1150, PN1500, PN1510L | |

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|--|----------------------------|
| PN 1027L - Fundamentals of Nursing II Clinical | 2.5 Quarter Credits |
| This course is a continuation of the concepts learned in Fundamentals of Nursing I and continues with information that introduces concepts basic to the Practical Nursing scope of practice. In this first clinical course, emphasis is placed on the application of the nursing process to provide and manage patient care at the beginning Practical Nursing level. Upon completion, students should be able to demonstrate beginning competence in caring for the adult and elderly client with common alterations of health. Procedures related to basic human needs are taught, demonstrated, and practiced in the nursing skills laboratory, clinical simulation, and a variety of health care settings. Theory hours: 0; Lab hours: 20; Clinical hours: 45. Prerequisites: BSC1085, BSC2085L, BSC1086, BSC2086L, MAT1033, NUR1145, PN1020, SLS1115; Corequisites: PN1027, PN1150, PN1500, PN1510L | |
| PN 1150 - Pharmacology of Nursing II | 2.0 Quarter Credits |
| The Practical Nursing student continues to build knowledge learned in Pharmacology I including the study of drug classifications, actions, therapeutic uses, adverse effects, routes of administration, and calculation of dosages with emphasis on nursing consideration pertaining to safe medication administration. Theory hours: 20. Prerequisites: BSC1085, BSC2085L, BSC1086, BSC2086L, MAT1033, NUR1145, PN1020, SLS1115; Corequisites: PN1027, PN1027L, PN1500, PN1510L | |
| PN 1200 - IV Therapy | 3.5 Quarter Credits |
| This course introduces aspects of infusion therapy focusing on venipuncture, maintenance of the IV including central line maintenance and dressing change. Theory hours: 30; Lab hours: 10. Prerequisites: BSC1085, BSC2085L, BSC1086, BSC2086L, MAT1033, NUR1145, PN1020, SLS1115, PN1027, PN1027L, PN1500, PN1510L, PN1150, PN1210, PN1211L, PN1400, PN1410L; Corequisites: PN2212, PN2213L, PN1600 | |
| PN 1210 - Adult Health Nursing I | 4.0 Quarter Credits |
| This course introduces the Practical Nursing student to the care of the adult and geriatric client requiring less complex nursing care. The nursing process, evidence-based policies, and critical thinking skills are applied to providing care to culturally, ethically, and socially diverse adult and geriatric clients with predictable health care problems and needs. Theory hours: 40. Prerequisites: BSC1085, BSC2085L, BSC1086, BSC2086L, MAT1033, NUR1145, PN1020, SLS1115, PN1027, PN1027L, PN1500, PN1510L, PN1150; Corequisites: PN1211L, PN1400, PN1410L | |
| PN 1211L - Adult Health Nursing I Clinical | 3.0 Quarter Credits |
| The clinical portion of Adult Health Nursing I integrates application of concepts learned in previous courses, Adult Health Nursing I theory, nursing skills laboratory and simulation in the care of the adult and geriatric client in a variety of health care settings at the Practical Nursing level. The nursing process is the problem-solving method utilized for planning care in the clinical setting. Theory hours: 0; Lab hours: 20; Clinical hours: 60. Prerequisites: BSC1085, BSC2085L, BSC1086, BSC2086L, MAT1033, NUR1145, PN1020, SLS1115, PN1027, PN1027L, PN1500, PN1510L, PN1150; Corequisites: PN1210, PN1400, PN1410L | |
| PN 1400 - Introduction to Maternal Child Nursing | 2.0 Quarter Credits |
| This course introduces concepts of growth and development from conception through adolescence. Conceptual integration of the nursing process, nursing theories, and nursing research from the biological sciences and humanities are used to integrate critical thinking to guide the healthcare to pregnant patients, newborns, and the patients throughout childhood to adolescence. Emphasis is placed on the Practical Nurse when working with the client and family. Theory hours: 20. Prerequisites: BSC1085, BSC2085L, BSC1086, BSC2086L, MAT1033, NUR1145, PN1020, SLS1115, PN1027, PN1027L, PN1500, PN1510L, PN1150; Corequisites: PN1410L, PN1210, PN1211L | |
| PN 1410L - Introduction to Maternal Child Nursing Clinical | 1.0 Quarter Credits |
| This course will present the application of knowledge and skills required for nursing care of a female in the childbearing years, giving birth, and care of the neonate. This course will also encompass the care of a pediatric client from birth to adolescence, with emphasis on growth and development as well as reinforcing client/family teaching. Theory hours: 0; Lab hours: 10; Clinical hours: 15. Prerequisites: BSC1085, BSC2085L, BSC1086, BSC2086L, MAT1033, NUR1145, PN1020, SLS1115, PN1027, PN1027L, PN1500, PN1510L, PN1150; Corequisites: PN1400, PN1210, PN1211L | |
| PN 1500 - Introduction to Community and Mental Health Nursing | 2.0 Quarter Credits |
| This course introduces the relevance of community and psychosocial nursing concepts to all areas of the Licensed Practical Nursing practice. The course focuses on the nursing care needs of persons experiencing alterations in social and psychological functioning and how this impacts a communities' health. Emphasis is on the role of the Licensed Practical Nurse in community and mental health, and the application of the nursing process as a framework for providing focused nursing care. Didactic and clinical experiences will provide the student the opportunities to develop critical thinking skills, therapeutic nursing interventions, and effective interpersonal skills as they relate to the care of the community. Theory hours: 20. Prerequisites: BSC1085, BSC2085L, BSC1086, BSC2086L, MAT1033, NUR1145, PN1020, SLS1115; Corequisites: PN1510L, PN1027, PN1027L, PN1150 | |
| PN 1510L - Introduction to Community and Mental Health Nursing Clinical | 0.5 Quarter Credits |
| This course focuses on the application of knowledge and skills required for nursing care of the community and its population. Special populations, such as those suffering with mental health disparities will also be assessed. Community resources will be identified, documented, and examined for their impact on community wellness. Theory hours: 0; Lab hours: 0; Clinical hours: 15. Prerequisites: BSC1085, BSC2085L, BSC1086, BSC2086L, MAT1033, NUR1145, PN1020, SLS1115; Corequisites: PN1500, PN1027, PN1027L, PN1150 | |

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|--|-----------------------------------|
| <p>PN 1600 - NCLEX-PN Review</p> <p>The focus of this course is to review theory and clinical content to prepare the student to take the NCLEX-PN® licensure examination and for the student's future role as a practical nurse. Theory hours: 20. Prerequisites: BSC1085, BSC2085L, BSC1086, BSC2086L, MAT1033, NUR1145, PN1020, SLS1115, PN1027, PN1027L, PN1500, PN1510L, PN1150, PN1210, PN1211L, PN1400, PN1410L; Corequisites: NUR2212, NUR2213L, PN1200</p> | <p>2.0 Quarter Credits</p> |
| <p>PN 2212 - Adult Health Nursing II</p> <p>This course is a continuation of the concepts learned in Adult Health Nursing I theory and clinical focusing on nursing care of the adult and geriatric client with altered health states. The nursing process, evidence-based policies, and critical thinking skills are applied to provide care to culturally, ethically, and socially diverse adult and geriatric clients with predictable health care problems and needs at the Practical Nursing level. Theory hours: 40. Prerequisites: BSC1085, BSC2085L, BSC1086, BSC2086L, MAT1033, NUR1145, PN1020, SLS1115, PN1027, PN1027L, PN1500, PN1510L, PN1150, PN1210, PN1211L, PN1400, PN1410L; Corequisites: PN2213L, PN1200, PN1600</p> | <p>4.0 Quarter Credits</p> |
| <p>PN 2213L - Adult Health Nursing II Clinical</p> <p>The clinical portion of the Adult Health Nursing II course integrates application of concepts learned in previous courses, Adult Health Nursing II theory, nursing skills laboratory and simulation in the care of the adult and geriatric client in a variety of health care settings at the Practical Nursing level. The nursing process is the problem-solving method utilized for planning care in the clinical setting. Theory hours: 0; Lab hours: 10; Clinical hours: 90. Prerequisites: BSC1085, BSC2085L, BSC1086, BSC2086L, MAT1033, NUR1145, PN1020, SLS1115, PN1027, PN1027L, PN1500, PN1510L, PN1150, PN1210, PN1211L, PN1400, PN1410L; Corequisites: PN2212, PN1200, PN1600</p> | <p>3.5 Quarter Credits</p> |
| <p>SLS 1115 - Strategies for Nursing Success</p> <p>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. Prerequisites: BSC1085, BSC2085L, BSC1086, BSC2086L; Corequisites: PN1020, NUR1145, MAT1033</p> | <p>3.0 Quarter Credits</p> |

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CRIMINAL BACKGROUND AND DRUG SCREENING

Successful completion of multiple weeks of hands-on applied training at an offsite third-party externship, internship, preceptorship, or clinical course (collectively referred to as Experiential Training) is one of the requirements of all

Nursing and Allied Health programs at Las Vegas College (LVC). Students enrolling in one of these programs must understand and agree that it is the student's responsibility to determine if any past criminal convictions will prevent them from obtaining any required state license from the Nevada State Board of Nursing or from any other governmental entity; disqualify them from Experiential Training; or deny them future employment. Students agree to promptly advise LVC if their criminal history, occurring at any time prior to or during their enrollment may disqualify them from obtaining any required state or local license, permit or certification; Experiential Training; or employment.

All Experiential Training locations require students to successfully pass a required criminal history background check and a drug test prior to being allowed on site at such locations. Students enrolling in programs with Experiential Training sign an acknowledgement form, consenting and specifically agreeing to have LVC and its designated agents as both a condition prior to their enrollment and at any time during their enrollment undertake all required background checks (a FACIS Level 3 Search or its equivalent for nursing students), and to collect blood, hair, urine and/or saliva samples from the student for all required medical tests to determine the presence or use of alcohol, drugs and controlled substances. If students do not pass any criminal history background check and/or drug test either prior to their enrollment or at any time during their student enrollment, then they will be disqualified from being enrolled and taking any Experiential Training. In such event, if already enrolled, the students will be subject to being immediately dismissed, failed or withdrawn from their program as solely determined by LVC. A student who does not pass a drug test may be allowed to re-test after 30 days have passed from the original test date, upon the written recommendation of the Campus Director and the written approval of the President. The decision to allow a re-test is made at sole election and discretion of the Campus Director and the President.

In accordance with their applicable procedures and policies, the state of Nevada, Experiential Training locations, and potential employers will also require students to provide proof of immunization and pass a required physical by a doctor.

Students enrolling in programs with Experiential Training should understand that the hours required at Experiential Training sites can vary from day to day and from week to week depending on the needs, rules, regulations and scheduling of the location site, including the possibility of required weekend hours, early morning or late evening hours. They should understand that the hours required at Experiential Training sites may, at sometimes, conflict with their scheduled classroom hours at LVC. There may be instances where they will need to change their scheduled classroom hours at LVC, for example, morning to afternoon or evening classes, in order to meet the Experiential Training requirements of their program.



RN TO BSN

Bachelor of Science in Nursing Degree

15 Months – 90 Quarter Credits/196 Quarter Credits

(90 Quarter Credits taken at LVC + 106 Quarter Credits transfer credit required for admission = 196 Quarter Credits Total)

Fully Online Program

The RN to BSN program is a fully online program that will prepare a licensed registered nurse to take his/her next step in the ever-evolving health care field. The program expands on students' existing knowledge of the theories, concepts, and principles of nursing, with a focus on leadership, health assessments, bioethics and nursing research. It also delves into the important areas of community nursing and caring for complex acute and chronic health problems in today's health care system. A graduate of this nursing program will be prepared for positions in hospitals, medical offices and various health care agencies requiring nurses to have a bachelor's degree. He or she will be able to deliver culturally proficient care while meeting the physical, spiritual and psychosocial needs of clients.

Note: Most, but not all, courses in this program are 6-weeks long. Please consult your Department Chair for quarterly course sequence information.

Program Outcomes

- Integrate leadership skills to make decisions that promote high quality, effective, evidence-based care to clients across the lifespan.
- Use clinical judgement to provide safe, effective, evidence-based care to clients throughout the life span.
- Integrate current health care technology to support accurate patient care treatments and follow up plans.
- Apply health care policy concepts at the local, state, and national levels to promote the nursing scope of practice and continued growth and expansion of the profession.
- Analyze current evidence to promote and apply appropriate health care system changes required for health care access, equity, and reimbursement.
- Apply clinical judgement to provide nursing interventions to prevent individual and community diseases and illnesses across the life span.
- Continue one's professional growth through life-long learning

| Course Number | Course Name | Contact Hours Theory | Contact Hours Lab/Clinical | Total Contact Hours | Quarter Credits |
|-----------------------------|---|----------------------|----------------------------|---------------------|-----------------|
| Core Nursing Courses | | | | | |
| NUR 4000 | Gerontology and Geriatrics | 50 | 0/0 | 50 | 4 |
| NUR 4010 | Health Assessment | 50 | 0/0 | 50 | 4 |
| NUR 4015 | Health Assessment Lab | 0 | 40/0 | 40 | 2 |
| NUR 4020 | Leadership for Effective Health Care Systems | 40 | 0/0 | 40 | 3 |
| NUR 4030 | Bioethics and Health Information Technology | 50 | 0/0 | 50 | 4 |
| NUR 4050 | Scholarly Inquiry and Foundations of Nursing Research | 50 | 0/0 | 50 | 4 |
| NUR 4060 | Community Nursing | 50 | 0/0 | 50 | 4 |
| NUR 4065 | Community Nursing Lab | 0 | 40/0 | 40 | 2 |
| NUR 4070 | Complex Client Issues in Today's Health Care System | 50 | 0/0 | 50 | 4 |
| NUR 4080 | Transition to the Profession | 40 | 0/0 | 40 | 3 |
| NUR 4090 | RN to BSN Capstone | 40 | 0/0 | 40 | 4 |
| NUR 4110 | Train the Trainer Seminar | 80 | 20/0 | 100 | 7 |
| | RN-BSN Core Course Sub-Total | 500 | 100/0 | 600 | 45 |
| General Education | | | | | |
| BSC 3120 | Anatomy & Physiology III | 40 | 0/0 | 40 | 4 |
| BSC3125 | Anatomy & Physiology III Lab | 0 | 40/0 | 40 | 2 |
| BSC 3130 | Anatomy & Physiology IV | 40 | 0/0 | 40 | 4 |

| | | | | | |
|----------|--|------------|--------------|-------------|------------|
| BSC 3135 | Anatomy & Physiology IV Lab | 0 | 40/0 | 40 | 2 |
| CMN 3110 | Oral Communication | 40 | 0/0 | 40 | 4 |
| PHI 3140 | Modern Issues in Ethics | 40 | 0/0 | 40 | 4 |
| PHI 3150 | Critical Thinking | 40 | 0/0 | 40 | 4 |
| PSY 3160 | Psychology | 40 | 0/0 | 40 | 4 |
| SOC 3170 | Sociology | 40 | 0/0 | 40 | 4 |
| PSI 3180 | World History | 40 | 0/0 | 40 | 4 |
| PHI 3190 | History of Religion | 40 | 0/0 | 40 | 4 |
| STA 3200 | Statistics for Medical Professionals | 50 | 0/0 | 50 | 5 |
| | General Education Courses Sub-total | 410 | 80/0 | 490 | 45 |
| | General Education Transfer Cr Sub-Total | | | | 49 |
| | ADN Transfer Cr Sub-Total | | | | 57 |
| | Total Program Hours | 910 | 180/0 | 1090 | 196 |

Required Transfer Credit

RN to BSN is a 196 quarter credit degree completion program. Students enrolling in the RN to BSN program must have earned an associate degree in nursing, meaning they will have already earned 106 of the 196 credits required for graduation from the RN to BSN program prior to enrollment for the following courses, or their equivalent (Note: successful completion of LVC's Nursing Program meets these transfer credit requirements):

General Education Science Credits Required: (18 quarter credits):

| | |
|-------------------------------|-----|
| Anatomy and Physiology, I | 4.0 |
| Anatomy and Physiology, I Lab | 2.0 |
| Anatomy and Physiology II | 4.0 |
| Anatomy and Physiology II Lab | 2.0 |
| Microbiology | 4.0 |
| Microbiology Lab | 2.0 |

Additional General Education Courses or Course Equivalent Required*: (31 quarter credits):

| | |
|--------------------------------|-----|
| College Algebra | 4.0 |
| Composition I | 4.0 |
| Composition II | 4.0 |
| General Psychology | 4.0 |
| Principles of Sociology | 4.0 |
| Developmental Psychology | 4.0 |
| US and Nevada Constitution | 4.0 |
| Strategies for Nursing Success | 3.0 |

ASN Level Nursing Courses or Course Equivalent Required: (57 quarter credits)

| | |
|---------------------------------------|------|
| Fundamentals of Nursing | 5.0 |
| Fundamentals of Nursing Clinical | 2.5 |
| Pharmacology I & II | 3.5 |
| Medical-Surgical Nursing | 11.0 |
| Medical-Surgical Nursing Clinical | 12.0 |
| Maternal Child Nursing | 4.0 |
| Maternal Child Nursing Clinical | 4.0 |
| Mental Health Nursing | 3.0 |
| Mental Health Nursing Clinical | 2.0 |
| Community Health | 3.0 |
| Community Health Clinical | 2.0 |
| Nursing Leadership and Management | 3.0 |
| Nursing Leadership and Mgmt. Clinical | 2.0 |

**If a student has not successfully completed one or more of the general education courses required for admission to the RN to BSN program as part of a previous education program, they will be required to complete the course(s) prior to graduation. The student may complete this requirement through the LVC Nursing program at the Nursing program's cost per credit.*

COURSE DESCRIPTIONS

The institution uses the following course numbering system:

- 100-2999 – Lower division (first and second year) courses
- 3000-4999 – Higher division (third and fourth year) courses

The letters that accompany the numbering system normally refer to the course subject matter, such as NUR = Nursing. The numbers that follow the course prefix increase in sequence to indicate a more in-depth and complex level of the particular subject matter.

Core Nursing Course Requirements

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| <p>NUR4000 Gerontology and Geriatrics</p> <p>This course assists the nurse in the application of the nursing process as it relates to the older adult. Nurses will examine theories related to aging, and the physical and psychological changes that occur with age and how it relates to the nursing practice that supports patient safety, promotes health and healing. The concepts presented will assist the nurse in addressing issues faced by the older adult and their families, such as depression, abuse, medication errors from polypharmacy, as well as death and dying.</p> <p>Prerequisite: none, Lecture Hours: 50, Lab Hours: 0, Externship (Clinical) Hours: 0</p> | <p>4.0 Quarter Credits</p> |
| <p>NUR4010 Health Assessment</p> <p>The course will build upon previous health assessment knowledge. Synthesizing health assessment data to anticipate proper interventions and care will be emphasized. Focus will also be placed on effective, efficient, client-centered recording and reporting of systemic health history using current health care information technology. In-depth assessment skills needed to differentiate between the normal and abnormal assessment findings are essential. Appropriate referrals and follow up interventions for abnormal findings using clinical judgement will be emphasized.</p> <p>Prerequisite: None, Lecture Hours: 50, Lab Hours: 0, Externship Hours: 0</p> | <p>4.0 Quarter Credits</p> |
| <p>NUR4010 Health Assessment Lab</p> <p>The course will build upon previous health assessment experience. Gathering health assessment data to anticipate proper interventions and care will be emphasized. Focus will also be placed on effective, efficient, client-centered assessment, recording and reporting of systemic health history using current health care information technology. In- depth assessment skills will be used differentiate between the normal and abnormal assessment findings. Appropriate referrals and follow up plans will be executed for abnormal findings using clinical judgement.</p> <p>Prerequisite: None, Lecture Hours: 0, Lab Hours: 40, Externship Hours: 0</p> | <p>2.0 Quarter Credits</p> |
| <p>NUR4020 Leadership for Effective Health Care Systems</p> <p>This course will focus on leadership and management theories and functions essential to the health care system. Analyzing one's own personal leadership style and the leadership styles in one's organization will be examined. Concepts of basic to organizational and systems leadership will be analyzed and describe how it pertains to the BSN nurse's role. Quality improvement projects, nurse sensitive indicators, and patient safety goals, are discussed as it relates to patient access, health care quality, and reimbursement.</p> <p>Prerequisites: None, Lecture Hours: 40, Lab Hours: 0, Externship Hours: 0</p> | <p>3.0 Quarter Credits</p> |
| <p>NUR4030 Bioethics and Health Information Technology</p> <p>Bioethics as it relates to emerging health care technologies and treatments will be explored. Effective and appropriate interprofessional and client communication via technology will be discussed. Skills needed for ethical and compassionate delivery of information and treatment plans will be analyzed. The use of health information technology as it relates to bioethics, Health Insurance Portability and Accountability Act (HIPAA), insurance companies, privacy, and confidentiality will be explored.</p> <p>Prerequisites: None, Lecture Hours: 50, Lab Hours: 0, Externship Hours: 0</p> | <p>4.0 Quarter Credits</p> |
| <p>NUR4050 Scholarly Inquire and Foundations of Nursing Research</p> <p>The focal point of this course is on the research process and research methodology in a manner that allows the reading and use of research article findings in practice settings. Nursing research articles pertaining to the identification of practice issues, levels of evidence, identification and synthesis of evidence, translation into practice, participation in quality improvement, and evaluation of outcomes will be analyzed. This course prepares students to evaluate research methods, designs, instruments, and statistics used in health research. Research ethics, outcomes research, and evidence-based practice will be discussed. Students will critique research literature and prepare a research overview relevant to their practice area.</p> <p>Prerequisites: STA3200, Lecture Hours: 50, Lab Hours: 0, Externship Hours: 0</p> | <p>4.0 Quarter Credits</p> |

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| <p>NUR4060 Community Nursing Community and Population Health Nursing is a course that focuses on the knowledge and skills required for community and public health nursing. Health promotion, risk reduction and management, and disease prevention for individuals, families, and populations in community settings are explored. The course also emphasizes appropriate interprofessional, client, and community communication techniques. Integration of health care technologies, and legal and ethical implications for working with groups of clients in a community setting are also analyzed. Nurses will apply clinical judgement to provide nursing interventions to prevent public and global nursing issues. The course will also discuss public health strengths, weaknesses, access, quality, and reimbursement in the United States. Prerequisites: None, Lecture Hours: 50, Lab Hours: 0, Externship Hours: 0</p> | <p>4.0 Quarter Credits</p> |
| <p>NUR4060 Community Nursing Lab Community and Population Health Nursing lab is a course that focuses on finding and examining the knowledge deficits in a community. Interventions for community and public health improvement will be planned and implemented. Health promotion, risk reduction and management, and disease prevention activities for individuals, families, and populations in community settings will be completed. Appropriate interprofessional, client, and community communication techniques will be used when required. Nurses will apply clinical judgement to provide nursing interventions to prevent public and global nursing issues from becoming larger in scale. Students will evaluate public health strengths, weaknesses, access, quality, and reimbursement in the United States and its effects on the current health care deficits in their community. Prerequisites: None, Lecture Hours: 0, Lab Hours: 40, Externship Hours: 0</p> | <p>2.0 Quarter Credits</p> |
| <p>NUR4070 Complex Client Issues in Today's Health Care System This course provides opportunities for the nursing student to examine complex acute and chronic health problems. Students will have the opportunity to identify an acute or chronic illness of their choosing, use clinical judgement to manage their course-long assigned client, assess, intervene, and evaluate their plan, and describe how their plan would be effectively communicated with the health care team. Concepts from previous courses will be used to examine the clinical reasoning and decision-making skills used to reduce or lessen the health care problems. Activities will focus on nursing actions used to intervene in the care of complex clients. Prerequisites: None, Lecture Hours: 50, Lab Hours: 0, Externship Hours: 0</p> | <p>4.0 Quarter Credits</p> |
| <p>NUR4080 Transition to the Profession This course is designed for registered nurse students to be prepared to be leaders in the health care arena. The BSN nursing roles, responsibilities, legal, ethical, and competencies are analyzed. The nurse's role in state, local, and national governance will be discussed. Leadership and management concepts will be re-introduced and analyzed as it pertains to the BSN nurse's roles and responsibilities to the profession. Continued life-long learning will be emphasized and certification requirements in the nurse's specialty will be sought, and the process for certification will begin. Prerequisites: All program course work prior to NUR4090, Lecture Hours: 40, Lab Hours: 0, Externship Hours: 0</p> | <p>3.0 Quarter Credits</p> |
| <p>NUR4090 RN to BSN Capstone This course will build upon, and synthesize, previously acquired knowledge in this program. Focus will be placed on reflecting on the experience of the program, exploring how one can take what was learned in the program and put it into practice, examining the future outlook of the profession and the role nurses play in the future, and creating and sharing personal philosophy statements. Synthesizing the foundations solidified in this program will allow the student to be an effective, efficient, safe, and patient-centered practitioner. Prerequisites: All program course work, Lecture Hours: 40, Lab Hours: 0, Externship Hours: 0</p> | <p>4.0 Quarter Credits</p> |
| <p>NUR4110 Train-the-Trainer (TTT) Seminar This course is a CNA train-the-trainer course that will prepare RN to BSN students to become CNA Instructors. The seminar will assist students in improving their teaching and classroom management skills and create better student experiences and results. This course is designed to help nurses lead groups with confidence, recognize and manage a variety of behaviors, identify learning styles for the adult learner and assist in creating lesson plans. This course will run asynchronously with the other courses and will be open for students to take at any point during their program. However, students must complete the NUR4110 Train-the-Trainer (TTT) Seminar prior to taking NUR4080 Transition to the Profession. Prerequisites: None, Lecture Hours: 80, Lab Hours: 20, Externship: 0</p> | <p>7.0 Quarter Credits</p> |

General Education Course Requirements

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| <p>NUR3010 Oral Communication This course examines effective communication within multidisciplinary healthcare teams. The registered nurse will develop their overall communication skills, including speaking in front of groups, improving one-on-one communication skills, and communicating assertively and persuasively with clarity and confidence. These strategies help the RN to strengthen their foundation of communication and relationships with clients, providers, and community workers with the goal of improving client outcomes and client satisfaction. Prerequisites: None, Lecture Hours: 40, Lab Hours: 0, Externship Hours: 0</p> | <p>4.0 Quarter Credits</p> |
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| <p>BSC 3120 Anatomy & Physiology III</p> <p>The structure of the human body from the molecular, cellular, tissue, and gross levels of organization will be reviewed. A comprehensive study of the structure and function of the human body, the physical and chemical principles which apply to cell organization, skeletal system, muscular system, and nervous system will be examined. Molecular, cellular, tissue and gross levels of organization and how the function in wellness will be analyzed.</p> <p>Prerequisites: None, Lecture Hours: 40, Lab Hours: 0, Externship Hours: 0</p> | <p>4.0 Quarter Credits</p> |
| <p>BSC 3125 Anatomy & Physiology III Lab</p> <p>Scientific study and exploration of the concepts and principles of anatomy and physiology will be researched with hands-on laboratory experiences. Anatomical and physiological structures and functions of the human body related to blood, nutrition, acid-base balance, fluids and electrolytes, genetics, and growth and development in health and wellness will be explored. Anatomy and physiological functions of the endocrine, cardiovascular, lymphatic, immune, respiratory, urinary, and reproductive systems will also be examined</p> <p>Prerequisites: None, Lecture Hours: 0, Lab Hours: 40, Externship Hours: 0</p> | <p>2.0 Quarter Credits</p> |
| <p>BSC 3130 Anatomy & Physiology IV</p> <p>Moving from the molecular and cellular structure of the human body, this course will allow the students to examine the body using a systems approach which will emphasize the interrelationships between form and function. Pathophysiology of common diseases and illnesses will be examined and explored. Relationships, functions, and pathology of the cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems will be analyzed.</p> <p>Prerequisites: BSC3120, BSC3125, Lecture Hours: 40, Lab Hours: 0, Externship Hours: 0</p> | <p>4.0 Quarter Credits</p> |
| <p>BSC 3135 Anatomy & Physiology IV Lab</p> <p>Scientific study and exploration of the concepts and principles of anatomy, physiology, and pathophysiology will be examined with hands-on laboratory experiences. Anatomy and pathophysiological structure and function of the human body related to blood, nutrition, acid- base balance, fluids and electrolytes, genetics, and growth and development in disease and illness will be explored. Pathophysiology of the endocrine, cardiovascular, lymphatic, immune, respiratory, urinary, and reproductive systems will also be examined.</p> <p>Prerequisites: BSC3120, BSC3125 Lecture Hours: 0, Lab Hours: 40, Externship Hours: 0</p> | <p>2.0 Quarter Credits</p> |
| <p>PHI 3140 Modern Issues in Ethics</p> <p>The philosophical studies of morality and ethics will be examined. The role of ethics and morality within healthcare organizations will be discussed. Business ethics, as it relates to healthcare systems, will be discussed, and debated. Ethics as it relates to risk management, compliance, quality improvement, bioethics, protected health information, and technology will be explored.</p> <p>Prerequisites: None, Lecture Hours: 40, Lab Hours: 0, Externship Hours: 0</p> | <p>4.0 Quarter Credits</p> |
| <p>PHI 3150 Critical Thinking</p> <p>This course will describe the process of using critical thinking to analyze facts to form judgments. The use of critical thinking is self-directed, self-disciplined, self-monitored, and self- corrective thinking. The rigorous standards of critical thinking will be analyzed and used. Effective communication and problem-solving abilities using critical thinking will be discussed. Learners will be able to create and recognize clear thinking, critical thinking, and clear writing. Inspiring critical thinking in work groups and organizations will be examined.</p> <p>Prerequisites: None, Lecture Hours: 40, Lab Hours: 0, Externship Hours: 0</p> | <p>4.0 Quarter Credits</p> |
| <p>PSY 3160 Psychology</p> <p>A study of the history of psychology, psychological experiments, and psychology theorists that have shaped the field of psychology today will be explored. The fundamental theories and principles of human psychology will be discussed. Using psychological theories, the behaviors of individuals in relation to their social-cultural environment will be considered with analysis of special topics such as health and wellness, conformity, attitudes, aggression, cognitive organization, group dynamics, prejudice, and interpersonal attraction. Learners will also evaluate topics such as mental health delivery systems in the United States, access to care, and quality of care being delivered.</p> <p>Prerequisites: None, Lecture Hours: 40, Lab Hours: 0, Externship Hours: 0</p> | <p>4.0 Quarter Credits</p> |
| <p>SOC 3170 Sociology</p> <p>The scientific study of society will be explored. Examination of theoretical perspectives, the production and consumption of culture, inequality, social norms, and the formation of groups will be extrapolated with course discussions. Topics such as culture, personality, social inequality, diversity, institutions, population and ecology, and social change will be introduced. A comprehensive analysis of social structure, institutions, and interactions and how those influence social constructions within the parameters of a society's defined culture will be discussed. Critical thinking, using discussion and debate principles about the ways in which societal processes and organizations shape the diverse forms of human life found around the world, will be integrated into the course.</p> <p>Prerequisites: None, Lecture Hours: 40, Lab Hours: 0, Externship Hours: 0</p> | <p>4.0 Quarter Credits</p> |
| <p>PSI 3180 World History</p> <p>This course will emphasize the importance of key events, key ideas, key persons throughout history. Analysis of the global community's past, emphasizing the people and events that changed past societies, and how these changes affect our modern society will be explored. Important historical concepts and philosophies including absolutism and the state, the scientific revolution and Enlightenment, revolution, and ideologies of race and empire, nationalism, liberalism, and socialism how these have shaped the world's history will be examined.</p> | <p>4.0 Quarter Credits</p> |

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| <p>Socioeconomic conditions, political institutions, and ideological attitudes that have marked various time periods throughout will be discussed and explored. Prerequisites: None, Lecture Hours: 40, Lab Hours: 0, Externship Hours: 0</p> | |
| <p>PHI 3190 History of Religion</p> <p>This course examines the complexity of religion as a multidimensional phenomenon. Religion will be analyzed through the lens of heightened experience, ritual practice, powerful myths, ethical teaching, social organization, and theological doctrine. The basics of many of the world's major and minor religions will be discussed. Core beliefs of the major religions, their guiding principles and practices, and their historical foundations will be examined. The nature of religious belief systems, myths, and rituals in various societies of the world, and its effects on the health care system will be explored. Prerequisites: None, Lecture Hours: 40, Lab Hours: 0, Externship Hours: 0</p> | <p>4.0 Quarter Credits</p> |
| <p>STA 3200 Statistics for Medical Professionals</p> <p>The purpose of Statistics for Medical Professionals is to concentrate on data types, explore descriptive statistics, basic probability concepts and distributions, classic estimation and hypothesis testing, regression and correlation, sampling, and survey construction, analysis of frequency and count data, and measures of validity and reliability and how this relates to nursing and quality care. Prerequisites: None, Lecture Hours: 50, Lab Hours: 0, Externship Hours: 0</p> | <p>5.0 Quarter Credits</p> |

CRIMINAL BACKGROUND AND DRUG SCREENING FOR RN TO BSN

Students enrolling in the RN to BSN program must understand and agree that it is the student's responsibility to determine if any past criminal convictions will prevent them from obtaining any required state license from the Nevada State Board of Nursing or from any other governmental entity or deny them future employment. Students agree to promptly advise LVC if their criminal history, occurring at any time prior to or during their enrollment may disqualify them from obtaining any required state or local license, permit or certification; or employment.

All students are required to successfully pass a required criminal history background check and a drug test prior to being allowed into the RN to BSN program. Students enrolling in this program will sign an acknowledgement form, consenting and specifically agreeing to have LVC and its designated agents, as both a condition prior to their enrollment and at any time during their enrollment, undertake all required background checks (a FACIS Level 3 Search or its equivalent for nursing students), and to collect blood, hair, urine and/or saliva samples from the student for all required medical tests to determine the presence or use of alcohol, drugs and controlled substances. If students do not pass any criminal history background check and/or drug test either prior to their enrollment or at any time during their student enrollment, then they will be disqualified from being enrolled and taking any further courses within the RN to BSN program. In such event, if already enrolled, the students will be subject to being immediately dismissed, failed or withdrawn from their program as solely determined by LVC. A student who does not pass a drug test may be allowed to re-test after 30 days have passed from the original test date, upon the written recommendation of the Campus Director and the written approval of the President. The decision to allow a re-test is made at sole election and discretion of the Campus Director and the President.

In accordance with their applicable procedures and policies, the state of Nevada, and potential employers will also require students to provide proof of immunization and pass a required physical by a doctor.



ACCOUNTING

Associate of Science Degree

24 Months* - 96 Quarter Credit Units

Blended Online Program (taught partially online & partially as a traditional in-classroom program)

* **21-Month Option:** Accounting students are usually scheduled to complete three courses per quarter for eight quarters (24 months). Students have the option of completing this program earlier in seven quarters (21 months) if they choose to complete four courses per quarter for at least three quarters. Please consult the department chair for details.

The Accounting Associate of Science (AS) Degree program provides students with the theory and hands-on applications needed to gain competencies that prepare them for entry level accounting clerk or bookkeeping positions in areas such as payroll, accounts receivable, accounts payable, tax and general bookkeeping. Students will receive training to assist in preparing for various certifications, including Microsoft Office Specialist in Word, PowerPoint, Outlook, and Excel; National Association of Certified Bookkeepers (NACPB) Bookkeeping Certification; NACPB's Payroll Certification; and Intuit's QuickBooks Certified User Certification.

The major core studies include a study of principles of accounting, computerized accounting, cost and managerial accounting, tax accounting, and general business. Software applications are incorporated to provide students the ability to be successful and competitive in the technology-driven fields of accounting and bookkeeping.

Graduates will:

- Understand the accounting principles that guide the accounting profession
- Examine the accounting process and industry practices
- Prepare and analyze financial statements, payroll records, tax forms, and various other accounting schedules and reports
- Interpret accounting information from a managerial perspective
- Solve problems and make recommendations using decision making strategies
- Utilize accounting software and technology used in the workplace
- Demonstrate general business knowledge and skills geared toward a professional work environment

The program is a 24 month, 96 quarter credit hour program.

Distance Education: This program is a blended online program. Students will attend their courses primarily online with one required traditional in-classroom session per quarter at the LVC campus. In-classroom sessions are held on the first Saturday of each quarter, or as scheduled by the instructor. The details are explained in the course syllabi. Please consult the Department Chair for details regarding specific online course availability.

| College Core Requirements, 18 Credits | | | | | | |
|---------------------------------------|---|------|---------|---------|--------------|----------------------|
| Code | Course Title | Cr | Lec Hrs | Lab Hrs | Extern Hours | Pre-req. |
| SLS 1105 | Strategies for Success | 2.0 | 20 | 0 | 0 | None |
| CGS 2060 | Computer Applications | 4.0 | 30 | 20 | 0 | None |
| GEB 2210 | Business Presentations and Communications | 4.0 | 30 | 20 | 0 | CGS 2060 MAN 1031 |
| CGS 2573 | Applied Spreadsheets | 4.0 | 30 | 20 | 0 | CGS 2060 |
| MTB 1103 | Business Math | 4.0 | 40 | 0 | 0 | None |
| | TOTAL QUARTER CREDIT HOURS | 18.0 | | | | |
| Major Core Requirements, 50 Credits | | | | | | |
| APA 2111 | Principles of Accounting I | 4.0 | 40 | 0 | 0 | MTB 1103 |
| APA 2121 | Principles of Accounting II | 4.0 | 40 | 0 | 0 | APA 2111 |
| ACG 2021 | Introduction to Corporate Accounting | 4.0 | 40 | 0 | 0 | APA 2121 |
| APA 2161 | Introductory Cost/Managerial Accounting | 4.0 | 40 | 0 | 0 | APA 2121 |
| APA 2141 | Computerized Accounting | 4.0 | 30 | 20 | 0 | ACG 2021 |
| ACO 1806 | Payroll Accounting | 4.0 | 30 | 20 | 0 | ACG 2021 |
| ACG 2178 | Financial Statement Analysis | 4.0 | 40 | 0 | 0 | ACG 2021 |
| TAX 2000 | Tax Accounting | 4.0 | 30 | 20 | 0 | None |
| MAN 1031 | Introduction to Business, Human Resources, Ethics & Social Responsibility | 4.0 | 40 | 0 | 0 | None |

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|---|-----------------------------------|-------------|-------------|------------|------------|-----------|
| MAR 2306 | Customer Service | 2.0 | 20 | 0 | 0 | MAN 1031 |
| BUL 2131 | Applied Business Law | 4.0 | 40 | 0 | 0 | None |
| FIN 1103 | Introduction to Finance | 4.0 | 40 | 0 | 0 | None |
| ACCT 250 | Accounting Externship | 4.0 | 16 | 0 | 100 | Last Term |
| | TOTAL QUARTER CREDIT HOURS | 50.0 | | | | |
| General Education Requirements, 28 Credits | | | | | | |
| ENC 1101 | Composition I | 4.0 | 40 | 0 | 0 | None |
| ENC 1102 | Composition II | 4.0 | 40 | 0 | 0 | ENC 1101 |
| MAT 1033 | College Algebra | 4.0 | 40 | 0 | 0 | MTB 1103 |
| PSY 2012 | General Psychology | 4.0 | 40 | 0 | 0 | None |
| SPC 2017 | Oral Communications | 4.0 | 40 | 0 | 0 | None |
| PSI 201 | U.S. and Nevada Constitution | 4.0 | 40 | 0 | 0 | None |
| EVS 1001 | Environmental Science | 4.0 | 40 | 0 | 0 | None |
| | TOTAL QUARTER CREDIT HOURS | 28.0 | | | | |
| Total Lecture, Lab, and Externship | | | 876 | 120 | 100 | |
| 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.

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| <p>ACCT 250 – Accounting Externship This course provides classroom training designed to assist students with personal and professional development for successful employment with a concentration on developing a positive self-image, assessing strengths and career expectations, resume preparation, job search techniques, and interview skills. In addition, 100 hours of supervised practical experience in a bookkeeping, accounting, business office, or other suitable location in which the student practices the application of the knowledge and skills gained from previous courses within the Accounting program. Prerequisite: This course is taken during the student's last quarter. Lecture Hours: 16. Lab Hours: 0. Externship Hours: 100.</p> | <p>4.0 Quarter Credits</p> |
| <p>ACG 2021 - Introduction to Corporate Accounting This course defines financial accounting objectives and their relationship to business. Students learn about the fundamental principles of accounting and the accounting cycle as it applies to corporations. Prerequisites: APA 2121. Lecture Hours: 40 Lab Hours: 0.</p> | <p>4.0 Quarter Credits</p> |
| <p>ACG 2178 - Financial Statement Analysis This course covers the basics of financial statement analysis in directing a firm's operations. In addition, students will gain an understanding of how funds are acquired in financial markets and the criteria used by investors in deciding where to place their funds. Prerequisite: ACG 2021. Lecture Hours: 40. Lab Hours: 0.</p> | <p>4.0 Quarter Credits</p> |
| <p>ACO 1806 - Payroll Accounting This course provides students with a working knowledge of payroll laws, principles, practices, methods and systems. Students gain hands-on experience performing the payroll function. Prerequisite: ACG 2021. Lecture Hours: 30. Lab Hours: 20.</p> | <p>4.0 Quarter Credits</p> |
| <p>APA 2111 - Principles of Accounting This course emphasizes accrual accounting based upon generally accepted accounting principles. The accounting cycle, analysis of financial statements, and computerized accounting applications highlighted. Topics also include banking procedures, payroll, and ethics for Accountants and Bookkeepers. Prerequisite: MTB 1103. Lecture Hours: 40. Lab Hours: 0.</p> | <p>4.0 Quarter Credits</p> |
| <p>APA 2121 - Principles of Accounting II This course emphasizes accounting theory and applications as they apply to the accounting cycle. Various aspects are explored in depth including bad debt, accounts receivable, notes receivable, accounts payable, notes payable, and various methods of inventory pricing. Topics also include accounting for partnerships and corporations, analysis of financial statements, accounting software applications, and ethics for Accountants and Bookkeepers. Prerequisite: APA 2111. Lecture Hours: 40. Lab Hours: 0.</p> | <p>4.0 Quarter Credits</p> |

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| <p>APA 2141 - Computerized Accounting This course emphasizes the practical application of fundamental accounting principles through the use of automated accounting software (Quickbooks). Students will gain experience in integrated software designed to handle general ledger, accounts payable, accounts receivable, financial statement analysis, fixed assets, sales order processing, inventory, and payroll. The course provides practice with Quickbooks and provides the knowledge and skills necessary to begin preparing for Intuit's Quickbooks certification tests Prerequisite: ACG 2021. Lecture Hours: 30. Lab Hours: 20.</p> | <p>4.0 Quarter Credits</p> |
| <p>APA 2161 - Introductory Cost/Managerial Accounting This course examines the development and operation of cost accounting systems. Topics include basic cost concepts and product costing techniques including job-order, process costing, and standard costing with emphasis on managerial application. Prerequisite: APA 2121. Lecture Hours: 40. Lab Hours: 0.</p> | <p>4.0 Quarter Credits</p> |
| <p>BUL 2131 - Applied Business Law 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.</p> | <p>4.0 Quarter Credits</p> |
| <p>CGS 2060 - Computer Applications 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.</p> | <p>4.0 Quarter Credits</p> |
| <p>CGS 2573 - Applied Spreadsheets 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 2060. Lecture. Hours: 30. Lab Hours: 20.</p> | <p>4.0 Quarter Credits</p> |
| <p>ENC 1101 - Composition I 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, coherence of central idea and supporting material, and the citation of research resources. Prerequisites: None. Lecture Hours: 40. Lab Hours: 0.</p> | <p>4.0 Quarter Credits</p> |
| <p>ENC 1102 - Composition II 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. Prerequisite: ENC 1101. Lecture Hours: 40. Lab Hours: 0.</p> | <p>4.0 Quarter Credits</p> |
| <p>EVS 1001 – Environmental Science 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.</p> | <p>4.0 Quarter Credits</p> |
| <p>FIN 1103 – Introduction to Finance 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. Prerequisite: None. Lecture Hours: 40 Lab Hours: 0.</p> | <p>4.0 Quarter Credits</p> |
| <p>GEB 2210 – Business Presentations and Communications This course develops computer literacy for use in today's information technology driven business environment to present and communicate information. The course provides practice for practical working knowledge of creating multi-media presentations and using email in business professional environments and provides the knowledge and skills necessary to begin preparing for the Microsoft Office Specialist Outlook, Word, and PowerPoint certification tests. Prerequisites: CGS 2060 and MAN 1031. Lecture. Hours: 30. Lab Hours: 20.</p> | <p>4.0 Quarter Credits</p> |
| <p>MAN 1031 - Introduction to Business, Human Resources, Ethics & Social Responsibility This 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. Additionally, an overview of business ownership, marketing, social media, information management, accounting and financial principles, management and organizational structure, and human resources are introduced to build a foundation of business knowledge. Prerequisites: None. Lecture Hours: 40. Lab Hours: 0.</p> | <p>4.0 Quarter Credits</p> |

| | |
|--|----------------------------|
| MAR 2306 – Customer Service | 2.0 Quarter Credits |
| The 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: MAN 1031. Lecture Hours: 20. Lab 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. Prerequisites: MTB1103 (Business and Accounting Students only). Lecture Hours: 40. Lab Hours: 0. | |
| 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, percentages, discounting process (trade and cash), markups and markdowns, simple and compound interest, and payroll functions. Prerequisite: None. 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. | |
| 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. Prerequisites: None. Lecture Hours: 40. Lab Hours: 0. | |
| SLS 1105 - Strategies for Success | 2.0 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: 20. Lab Hours: 0. | |
| SPC2017 - 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. | |
| TAX 2000 - Tax Accounting | 4.0 Quarter Credits |
| This is a survey course covering the laws, procedures, returns, and subsidiary schedules involved in the preparation of Federal personal tax returns. Prerequisite: None. Lecture Hours: 30. Lab Hours: 20. | |



BUSINESS DIGITAL MARKETING

Associate of Science Degree

24 Months* - 96 Quarter Credit Units

Blended Online Program (taught partially online & partially as a traditional in-classroom program)

* **21-Month Option:** Business Digital Marketing students are usually scheduled to complete three courses per quarter for eight quarters (24 months). Students have the option of completing this program earlier in seven quarters (21 months) if they choose to complete four courses per quarter for at least three quarters. Please consult the department chair for details.

The Business Digital Marketing Associate of Science Degree program focuses on the function and procedures of digital marketing in today's technologically advanced world of business. The program prepares students for entry-level positions in areas such as business, marketing, customer service, sales and advertising.

Distance Education: This program is a blended online program. Students will attend their courses primarily online with one required traditional in-classroom session per quarter at the LVC campus. In-classroom sessions are held on the first Saturday of each quarter, or as scheduled by the instructor. The details are explained in the course syllabi. Please consult the Department Chair for details regarding specific online course availability.

| Course Number | Course Name | Quarter Credits |
|---------------------------------------|---|-----------------|
| CORE REQUIREMENTS | | |
| SLS1105 | Strategies for Success | 2.0 |
| CGS2060 | Computer Applications | 4.0 |
| CGS2573 | Applied Spreadsheets | 4.0 |
| MTB1103 | Business Math | 4.0 |
| MAN1031 | Introduction to Business, Human Resources, Ethics & Social Responsibility | 4.0 |
| GEB2210 | Business Presentations and Communications | 4.0 |
| MAR1011 | Introduction to Marketing | 4.0 |
| GEB2100 | Business Analytics | 4.0 |
| MAR2356 | Fundamentals of Selling & Salesmanship | 4.0 |
| MAR2720 | Marketing on the Internet | 4.0 |
| MAR2800 | Social Media Marketing | 4.0 |
| CGS1800 | Website Design Methodology (HTML, CSS, JS, and More) | 4.0 |
| MAR4613 | Marketing Research | 4.0 |
| MAR2321 | Advertising, Content Marketing & Social Change | 4.0 |
| MAR2306 | Customer Service | 2.0 |
| GEB2121 | Marketing Analytics | 4.0 |
| CGS2177 | E-Commerce Systems Administration | 4.0 |
| MAR2900 | Certification Prep for Marketing Students | 4.0 |
| BUS250 | Business Externship | 4.0 |
| | Total Quarter Credit Hours | 72.0 |
| GENERAL EDUCATION REQUIREMENTS | | |
| ENC1101 | Composition I | 4.0 |
| MAT1033 | College Algebra | 4.0 |
| PSY2012 | General Psychology | 4.0 |
| SPC2017 | Oral Communications | 4.0 |
| PSI201 | US & NV Constitution | 4.0 |
| EVS1001 | Environmental Science | 4.0 |
| | Total Quarter Credit Hours | 24.0 |
| | 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.

BUS 250 – Business Externship 4.0 Quarter Credits

This course provides classroom training designed to assist students with personal and professional development for successful employment with a concentration on developing a positive self-image, assessing strengths and career expectations, resume preparation, job search techniques, and interview skills. In addition, the student will participate in 100 hours of supervised practical experience in a business office or other suitable location in which the student practices the application of the knowledge and skills gained from previous courses within the Business program. Prerequisites: This course is taken during the student's last quarter. Lecture Hours: 16. Lab Hours: 0. Externship Hours: 100.

CGS 1800 – Website Design Methodology (HTML, CSS, JS, and More)

This course provides the foundation for Web site design and Web page creation required by today's Web developers to design, implement and manage a Web site. The course includes Web design concepts, site development and management techniques and basic Web technology concepts. Students will develop basic Web pages containing text, graphics, hyperlinks, tables, and frames using popular software production tools. Prerequisite: GEB2100 and GEB2210. Lecture Hours: 30. Lab Hours: 20.

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 2177 – E-Commerce Systems Administration

This course provides an overview of how to conduct business online, as well as understand the technical issues associated with constructing an e-commerce Website. Students will explore the similarities and differences between traditional commerce and e-commerce and will identify e-commerce technologies at varying levels of sophistication. Prerequisite: GEB2100 and GEB2210. Lecture Hours: 30. Lab Hours: 20.

CGS 2573 - 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 2060. 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, while devoting attention to critical thinking and documentation of research and resources. Emphasis is placed on clarity, logical organization, communication, unity, and coherence of central idea and supporting material. Prerequisites: None. Lecture Hours: 40. Lab Hours: 0.

EVS 1001 – Environmental Science I 4.0 Quarter Credits

This non-laboratory course introduces students to environmental issues through an understanding of the interrelationships of humans and their planet. Attention is focused on ecosystems, pollution, energy, and improvement or prevention of problems. Environmental concerns are explored through readings, research, and discussion. Prerequisites: None. Lecture Hours: 40. Lab Hours: 0.

GEB 2100 – Business Analytics 4.0 Quarter Credits

This course further develops spreadsheet application skills for use in today's information technology driven business environment to track and analyze information. Course topics include creating and managing worksheets and workbooks, creating charts and tables, applying formulas and functions, formatting cells and ranges, and using analysis tools to organize and communicate data to support business decision-making. This course provides students with the knowledge and skills to prepare for the Microsoft Office Specialist in Excel certification test. Prerequisites: CGS2573. Lecture Hours: 30. Lab Hours: 20.

GEB 2121 – Marketing Analytics 4.0 Quarter Credits

This course explores analytical tools for marketing in today's information technology driven business environment, including Microsoft Excel, Google Analytics, and Facebook Analytics. Students organize and communicate data to support business decisions. Prerequisite: MAR1011. Lecture Hours: 30. Lab Hours: 20.

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| <p>GEB 2210 – Business Presentations and Communications 4.0 Quarter Credits This course develops computer literacy for use in today's information technology driven business environment to present and communicate information. The course provides practice for practical working knowledge of creating multi-media presentations and using email in business professional environments provides the knowledge and skills necessary to prepare for the Microsoft Office Specialist Outlook, Word, and PowerPoint certification tests. Prerequisites: CGS 2060 and MAN1031. Lecture Hours: 30. Lab Hours: 20.</p> |
| <p>MAN 1031 - Introduction to Business, Human Resources, Ethics & Social Responsibility 4.0 Quarter Credits This 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. Additionally, an overview of business ownership, marketing, social media, information management, accounting and financial principles, management and organizational structure, and human resources are introduced to build a foundation of business knowledge. Prerequisites: None. Lecture Hours: 40. Lab Hours: 0.</p> |
| <p>MAR 1011 - Introduction to Marketing 4.0 Quarter Credits This course explores the fundamentals of the marketing process -- product, price, promotion, and place -- with the distribution of goods from producer to consumer. Students will examine the factors that influence buyers in multiple markets and covers such topics as characteristics of markets for consumer goods, marketing functions and the organizations that perform them, marketing methods and techniques, price policies, and the cost of marketing. Emphasis is placed on application and decision-making needed to succeed in today's competitive business environment. Prerequisites: MAN 1031. Lecture Hours: 40. Lab Hours: 0.</p> |
| <p>MAR 2306 – Customer Service 2.0 Quarter Credits The 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: MAN1031. Lecture Hours: 20. Lab Hours: 0.</p> |
| <p>MAR 2321 – Advertising, Content Marketing & Social Change 4.0 Quarter Credits This course is a study of the principles and institutions involved in mass selling techniques and assisting clients to transform prospects into leads. Using advertising as a sales and communication tool for business is addressed. Prerequisite: MAR1011. Lecture Hours: 40. Lab Hours: 0.</p> |
| <p>MAR 2356 – Fundamentals of Selling & Salesmanship 4.0 Quarter Credits This course will emphasize the partnering approach as the best overall way to learn how to sell, as it fits the value-driven sales models currently in use in the field. The student will gain a thorough understanding of the processes involved in internal/external partnering, relationship management, buying and value creation used by business firms. Students will learn the importance of the need for salespeople to be flexible—to adapt their strategies to customer needs, buyer social styles, and relationship needs and strategies. The course will also explore the role of salespeople in customer-centric organizations, as they carry the voice of the customer to all parts of the organization and to suppliers and facilitators including their impact on new product development, supply chain management, and many other organizational functions. Prerequisites: CGS 2060. Lecture Hours: 40. Lab Hours: 0</p> |
| <p>MAR 2720 – Marketing on the Internet 4.0 Quarter Credits This Marketing on the Internet course is a study of the use of the Internet as a marketing and advertising medium, the types of businesses and services utilizing the medium, as well as the advantages and disadvantages of doing business on the Internet. Prerequisites: MAR1011 and GEB2210. Lecture Hours: 40. Lab Hours: 0.</p> |
| <p>MAR 2800 – Social Media Marketing 4.0 Quarter Credits Students demonstrate an understanding of the regulatory, legal, ethical, privacy, and security issues of Marketing on the Internet, as well as the latest strategies for monitoring and engaging consumers in social media from a marketing perspective. Students will explore the use of platforms such as, Facebook, Twitter, LinkedIn, etc., to both understand how to define campaign-specific audiences and to determine which platforms receive the largest participation. From this course, students will be able to craft and execute platform-specific marketing tactics to connect with and analyze target markets in order to optimize consumer recognition and engagement with a brand. Prerequisites: MAR1011 and GEB2210. Lecture Hours: 40. Lab Hours: 0.</p> |
| <p>MAR 2900 - Certification Prep for Marketing Students 4.0 Quarter Credits This course focuses on the exploration of certifications available for those interested in the career field of marketing. During this course students prepare for a minimum of two professional certifications, which will be attempted during the last few weeks of class. Prerequisites: This course will be offered one term prior to Externship. Lecture Hours: 40. Lab Hours: 0.</p> |
| <p>MAR 4613 – Marketing Research 4.0 Quarter Credits This course explores the role of marketing research in management and decision making. Research methods are applied to the functions of marketing, including sampling, collection, analysis, and reporting of data, sales forecasting, and market analysis. Prerequisite: MAR1011. Lecture Hours: 40. Lab Hours: 0.</p> |
| <p>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. Prerequisites: MTB1103. Lecture Hours: 40. Lab Hours: 0.</p> |

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.

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.

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. Prerequisites: None. Lecture Hours: 40. Lab Hours: 0.

SLS 1105 - Strategies for Success 2.0 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: 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 FEE SCHEDULE

| Modular/Clock Hour Programs | Program Length | Clock Hours | Tuition | Books, Supplies & Uniform | Reg Fee | Total |
|--|----------------|-------------|-------------|---------------------------|---------|-------------|
| Medical Assistant | 36 weeks | 800 hours | \$12,735.00 | \$1,075.00 | \$50 | \$13,860.00 |
| Laboratory Assistant/ECG Technician/Phlebotomist | 36 weeks | 800 hours | \$13,500.00 | \$1,150.00 | \$50 | \$14,700.00 |
| Medical Insurance Billing and Coding | 32 weeks | 720 hours | \$12,375.00 | \$1,895.00 | \$50 | \$14,320.00 |

| Quarter-Based Programs | Program Length | Credit Units | Tuition (1) | Cost Per Unit (1) | Books, Supplies & Uniform | Fees (2) | Reg Fee | Total Program Cost (1) |
|---|----------------|----------------|-------------|-------------------|---------------------------|----------|---------|------------------------|
| Practical Nurse (3) | 15 months | 55.5 credits | \$22,200.00 | \$400.00 | \$2,585.00 | — | \$100 | \$24,885.00 |
| Nursing (3) | 24 months | 108 credits | \$43,200.00 | \$400.00 | \$5,400.00 | — | \$50 | \$48,650.00 |
| RN to BSN (3) (5) | 15 months | 90 credits (4) | \$11,700.00 | \$130.00 | \$1,518.00 | — | \$100 | \$13,318.00 (5) |
| Accounting | 24 months | 96 credits | \$26,400.00 | \$275.00 | \$2,585.00 | \$765.00 | \$50 | \$29,800.00 |
| Business Digital Marketing | 24 months | 96 credits | \$27,360.00 | \$285.00 | \$2,545.00 | \$685.00 | \$50 | \$30,640.00 |
| Note: The following tuition and fee changes will be effective for program start dates on or after July 1, 2021 | | | | | | | | |
| Nursing (3) | 24 months | 108 credits | \$48,600.00 | \$450.00 | \$3,675.00 | — | \$100 | \$52,375.00 |

- (1) Students will be charged per credit and total tuition for a given quarter is determined by multiplying the number of credit hours for which the student is registered and attends within the quarter by the tuition per quarter credit rate above. Total Program Cost does not reflect any subsequent tuition reductions for any transfer credit approved by LVC.
- (2) Fees include program activities, exam fees, membership fees and simulation access fees.
- (3) Note: Students enrolling in these programs must also pass the Test of Essential Academic Skills (TEAS) as well as a criminal background check and fingerprinting/drug screening as explained in the admissions section of this catalog. (RN to BSN students will not take the TEAS.) Fees for these procedures will be paid directly by the student to the testing entities. See Admissions Advisor for more details.
- (4) RN to BSN is a 196-quarter credit degree completion program. Students enrolling in the RN to BSN program must have earned an associate degree in nursing, meaning they will have already earned 106 of the 196 credits required for graduation from the RN to BSN program prior to enrollment. The Tuition and Fee Schedule shows the remaining 90 credits RN to BSN students will complete for their program of study at LVC.
- (5) If a student has not successfully completed one or more of the general education courses required for admission to the RN to BSN program as part of a previous education program, they will be required to complete the course(s) prior to graduation. The student may complete this requirement through the LVC Nursing program at the Nursing program's cost per credit.

Estimate of Monthly Indirect Costs While Attending LVC

Las Vegas College does not offer housing, meal plans or transportation for students. In order to help you better plan your budget, the following is an estimate of the monthly expenses students may expect for these indirect costs while attending LVC.

| | Room & Board | Personal Expenses | Transportation | Total |
|---------------------|--------------|-------------------|----------------|---------|
| Living Off Campus | \$1,017 | \$412 | \$149.00 | \$1,578 |
| Living with Parents | \$393 | \$220 | \$149.00 | \$762 |

OPERATING HOURS

| Office Hours | | |
|--------------|----------|-------------------------|
| 8:00 AM to | 7:00 PM | Monday through Thursday |
| 8:00 AM to | 5:00 PM | Friday |
| Class Hours | | |
| 8:00 AM to | 10:00 PM | Monday through Thursday |
| 8:00 AM to | 1:00 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/CREDIT HOUR PROGRAMS

| Modular/Credit Hour Calendar 2019 - 2020 | |
|---|------------|
| Start Dates | End Dates |
| 6/1/2020 | 6/26/2020 |
| 6/29/2020 | 7/24/2020 |
| 7/27/2020 | 8/21/2020 |
| 8/24/2020 | 9/18/2020 |
| 9/21/2020 | 10/16/2020 |
| 10/19/2020 | 11/13/2020 |
| 11/16/2020 | 12/11/2020 |
| 12/14/2020 | 1/22/2021 |
| 1/25/2021 | 2/19/2021 |
| 2/22/2021 | 3/19/2021 |
| 3/22/2021 | 4/16/2021 |
| 4/19/2021 | 5/14/2021 |
| 5/17/2021 | 6/11/2021 |
| 6/14/2021 | 7/9/2021 |
| 7/12/2021 | 8/6/2021 |
| 8/9/2021 | 9/3/2021 |
| 9/6/2021 | 10/1/2021 |
| 10/4/2021 | 10/29/2021 |
| 11/1/2021 | 11/24/2021 |
| 11/29/2021 | 1/7/2022 |
| | |

| Modular/Credit Hour Student Holiday/Breaks 2019-2020 | | |
|--|-------------|------------|
| Holiday/Student Breaks | Start Dates | End Dates |
| Veterans' Day | 11/11/2020 | 11/11/2020 |
| Thanksgiving | 11/26/2020 | 11/27/2020 |
| Christmas & New Year Holidays | 12/21/2020 | 1/3/2021 |
| Memorial Day | 5/31/2021 | 5/31/2021 |
| Independence Day | 7/5/2021 | 7/5/2021 |
| Labor Day | 9/6/2021 | 9/6/2021 |
| Veterans' Day | 11/11/2021 | 11/11/2021 |
| Thanksgiving | 11/25/2021 | 11/26/2021 |
| Christmas & New Year Holidays | 12/20/2021 | 1/2/2022 |

QUARTER-BASED PROGRAMS

| Academic Year 2019-2020 | | |
|--|-------|--------------------|
| 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 |
| Summer Term Starts | | July 6, 2020 |
| Summer Term Add/Drop Deadline 6 week1 courses | | July 12, 2020 |
| Summer Term Add/Drop Deadline12 week courses | | July 19, 2020 |
| Mini-Term Starts | | August 17, 2020 |
| Mini-Term Add/Drop Deadline | | August 23, 2020 |
| Labor Day Holiday | | September 7, 2020 |
| Summer Term Ends | | September 27, 2020 |
| Fall Break | From: | September 28, 2020 |
| | To: | October 4, 2020 |
| Fall Term Starts | | October 5, 2020 |
| Fall Term Add/Drop Deadline 6 week1 courses | | October 11, 2020 |
| Fall Term Add/Drop Deadline 12 week courses | | October 18, 2020 |
| Veterans Day Holiday | | November 11, 2020 |
| Mini-Term Starts | | November 16, 2020 |
| Mini-Term Add/Drop Deadline | | November 22, 2020 |
| Thanksgiving Day Holiday | From: | November 26, 2020 |
| | To: | November 27, 2020 |
| Winter Holiday | From: | December 21, 2020 |
| | To: | January 3, 2021 |
| Classes resume | | January 4, 2021 |
| Fall Term ends | | January 10, 2021 |

| Academic Year 2021 | | |
|--|-------|-------------------|
| Winter Term Starts | | January 11, 2021 |
| Winter Term Add/Drop Deadline 6 week1 courses | | January 18, 2021 |
| Winter Term Add/Drop Deadline 12 week courses | | January 25, 2021 |
| Mini-Term Starts | | February 22, 2021 |
| Mini-Term Add/Drop Deadline | | March 1, 2021 |
| Winter Term Ends | | April 4, 2021 |
| Spring Vacation | From: | April 5, 2021 |
| | To: | April 11, 2021 |
| Spring Term Starts | | April 12, 2021 |
| Spring Term Add/Drop Deadline 6 week1 courses | | April 19, 2021 |
| Spring Term Add/Drop Deadline 12 week courses | | April 26, 2021 |
| Mini-Term Starts | | May 24, 2021 |
| Mini-Term Add/Drop Deadline | | June 1, 2021 |
| Memorial Day Holiday | | May 31, 2021 |
| Spring Term Ends | | July 4, 2021 |
| Independence Day | | July 5, 2021 |
| Summer Vacation | From: | July 5, 2021 |
| | To: | July 11, 2021 |
| Summer Term Starts | | July 12, 2021 |
| Summer Term Add/Drop Deadline 6 week1 courses | | July 19, 2021 |
| Summer Term Add/Drop Deadline 12 week courses | | July 26, 2021 |
| Mini-Term Starts | | August 23, 2021 |
| Mini-Term Add/Drop Deadline | | August 30, 2021 |
| Labor Day Holiday | | September 6, 2021 |
| Summer Term Ends | | October 3, 2021 |
| Fall Break | From: | October 4, 2021 |
| | To: | October 10, 2021 |
| Fall Term Starts | | October 11, 2021 |
| Fall Term Add/Drop Deadline 6 week1 courses | | October 18, 2021 |
| Fall Term Add/Drop Deadline 12 week courses | | October 25, 2021 |
| Veteran's Day Holiday | | November 11, 2021 |
| Mini-Term Starts | | November 22, 2021 |
| Mini-Term Add/Drop Deadline | | November 29, 2021 |
| Thanksgiving Day Holiday | From: | November 25, 2021 |
| | To: | November 26, 2021 |
| Winter Holiday | From: | December 20, 2021 |
| | To: | January 2, 2022 |
| Fall Term ends | | January 16, 2022 |

| Academic Year 2022 | | |
|---|-------|-------------------|
| Winter Term Starts | | January 17, 2022 |
| Winter Term Add/Drop Deadline 6 week1 courses | | January 24, 2022 |
| Winter Term Add/Drop Deadline 12 week courses | | January 31, 2022 |
| Mini-Term Starts | | February 28, 2022 |
| Mini-Term Add/Drop Deadline | | March 7, 2022 |
| Winter Term Ends | | April 10, 2022 |
| Spring Vacation | From: | April 11, 2022 |
| | To: | April 17, 2022 |
| Spring Term Starts | | April 18, 2022 |
| Spring Term Add/Drop Deadline 6 week1 courses | | April 25, 2022 |
| Spring Term Add/Drop Deadline 12 week courses | | May 2, 2022 |
| Memorial Day Holiday | | May 30, 2022 |
| Mini-Term Starts | | May 31, 2022 |
| Mini-Term Add/Drop Deadline | | June 7, 2022 |
| Independence Day | | July 4, 2022 |
| Spring Term Ends | | July 10, 2022 |
| Summer Vacation | From: | July 11, 2022 |
| | To: | July 17, 2022 |
| Summer Term Starts | | July 18, 2022 |
| Summer Term Add/Drop Deadline 6 week1 courses | | July 25, 2022 |
| Summer Term Add/Drop Deadline 12 week courses | | August 1, 2022 |
| Mini-Term Starts | | August 29, 2022 |
| Labor Day Holiday | | September 5, 2022 |
| Mini-Term Add/Drop Deadline | | September 6, 2022 |
| Summer Term Ends | | October 9, 2022 |
| Fall Break | From: | October 10, 2022 |
| | To: | October 16, 2022 |
| Fall Term Starts | | October 17, 2022 |
| Fall Term Add/Drop Deadline 6 week1 courses | | October 24, 2022 |
| Fall Term Add/Drop Deadline 12 week courses | | October 31, 2022 |
| Veteran's Day Holiday | | November 11, 2022 |
| Thanksgiving Day Holiday | From: | November 24, 2022 |
| | To: | November 25, 2022 |
| Mini-Term Starts | | November 28, 2022 |
| Mini-Term Add/Drop Deadline | | December 5, 2022 |
| Winter Holiday | From: | December 19, 2022 |
| | To: | January 1, 2023 |
| Fall Term ends | | January 22, 2023 |

ADMINISTRATION AND FACULTY

| LVC Campus Staff & Faculty | |
|---------------------------------------|--|
| David Dolbow | Campus Director |
| Stephanie Barban | Receptionist |
| Admissions | |
| George Vergano | Director of Admissions |
| Melissa Hunnicutt | Admissions Representative |
| Phoenix Knight | Admissions Representative |
| Joseph Lagman | Admissions Representative |
| Cassandra Larratt | Admissions Representative |
| Susie Pelayo | Admissions Representative |
| Rhonda Rose | Admissions Representative |
| Concetta Scordato | Admissions Representative |
| Jose Villamar | Admissions Representative |
| Finance | |
| Kristen Pinkerton | Regional Director of Financial Aid |
| Jaclyn D'Amore | Financial Aid Representative / VA School Certifying Official |
| Ilyza English | Financial Aid Representative |
| Jaqueline Zink | Business Officer |
| Career Services | |
| Casandra Sanchez | Director of Career Services |
| Michele Crawford | Externship Coordinator |
| Education | |
| Nick Posson | Director of Education |
| Clara Casey | Director of Distance Education |
| Lamont Bankston | Learning Resource Manager |
| Marjorie Zelaya | Registrar |
| Nursing | |
| Stephanie Durfor | Program Chair - Practical Nurse |
| Susan Holm | Program Chair - Registered Nurse |
| OPEN | Program Chair - RN-to-BSN |
| Toni Downen | Lab Coordinator |
| Lori Sather | Clinical Coordinator |
| Rebecca Mendoza | Nursing Administrative Assistant |
| Charissa Galvin | Nursing General Education Faculty |
| Melissa Goffinet | Nursing General Education Faculty |
| Ramon Amezcua | Nursing Faculty |
| Antonette Bell | Nursing Faculty |
| Kandi Betts | Nursing Faculty |
| Amanda Bognar | Nursing Faculty |
| Candie Cuneo | Nursing Faculty |
| Lattrice Dickson | Nursing Faculty |
| Becky Gonzales | Nursing Faculty |
| Lilly Gonzales | Nursing Faculty |
| Noni Hayman | Nursing Faculty |
| Linda Heitel-Dozier | Nursing Faculty |
| Gail Jerideau | Nursing Faculty |
| Traci Vazquez | Nursing Faculty |
| Nikki Velasco | Nursing Faculty |
| Rhonda Wesson | Nursing Faculty |
| Allied Health | |
| Celeste Dator | Program Chair - Allied Health |
| Jennifer Medieros | Associate Program Chair - Allied Health |
| Sean Clark | Allied Health Faculty |
| Henry Crossen | Allied Health Faculty |
| Evelyn De La Cruz | Allied Health Faculty |
| Angela Gamache | Allied Health Faculty |
| Joy Howard | Allied Health Faculty |

| Accounting, Business Digital Marketing and General Education | |
|---|---|
| Clara Casey | Program Chair - ACCT, BDM and General Education |
| Allen Jordan | Business Digital Marketing Faculty |
| Sheila Rodgers | Accounting Faculty |
| Michael Intinarell | General Education Faculty |
| Terry Kelly-Lamb | General Education Faculty |
| Patricia Martin | General Education Faculty |
| Felipe Riojas | General Education Faculty |

You may contact staff at: (702) 567-1920 or 170 North Stephanie St. Henderson, NV 89074

Instructor Qualifications

Allied Health

Celeste Dator, Program Chair & Allied Health Faculty

- MA Diploma – Maric College - 2005
- Lab Director – 2006
- CLIA Director - 2006
- Clinical Research Coordinator – 2007
- Mohs Technician – 2009
- Certified BLS through AHA - 2014
- BLS Instructor through AHA - 2014
- RMA via AMT - 2017
- Nursing, ADN - Altierus College – 2018
- 9 years experience as an allied health instructor; 1.5 years at LVC

Jennifer Medeiros, Associate Allied Health Program Chair/Allied Health Faculty

- MA
- Certified BLS Instructor
- Bachelors of Science in Business Management and Administration
- Master in Business Administration
- 4 years experience in the field as MA
- 1 year as instructor at LVC

Sean Clark, Allied Health Faculty

- Licensed Phlebotomist – 8 Years Experience
- Phlebotomy – Medical Skills for Life - 2012
- EMT – EMS Training Center of Southern Nevada – 2016
- Bachelor of Science in Health and Science – University of Phoenix – 2017
- Certified in CPR, EMT basic, and EKG
- Instructor at LVC for 4 months

Henry Crossen, Allied Health Faculty

- Licensed Pharmacy Technician
- Certified Medical Assistant
- Certified CPR
- 13 years as a medical practice manager
- 16+ combined years teaching, 1.5 years at LVC

Evelyn De La Cruz, Allied Health Faculty

- BSMT (Bachelor of Science Medical Technology) diploma/license – 1971
- Administrator/Senior Medical Technologist – 1971-1979
- Nurse Floater/Medical Record Tech– 1975-1979
- Medical Assistant Program (diploma) – 1982
- Laboratory Associate/Research Associate – 1979
- EKG Technician - 1983
- Documentation Design Services – 1987
- Medical Billing & Coding diploma – 2009

- Medical Biller/Optometry Clinic – 2009
- MA Faculty Instructor (Sacramento) – 2010
- Precertification/Patient Access Rep – 2011
- Adjunct MA & LAB Faculty Instructor (IBT) - 2013-2019
- MIBC Instructor (IBT & LVC) – 2013 to present
- Home-based medical biller/coder – 2015

Angela Gamache, Allied Health Faculty

- Associates degree Medical specialties, (College America 2005)
- National Certified Medical Assistant (NCCT) First obtained in 2005 I renew yearly
- National certified Phlebotomy technician (NCCT) First obtained in 2007 I renew yearly
- State of Nevada laboratory assistant license
- State of Nevada Point of care analyst
- CPR certified
- CPR Instructor Certification
- Spirometry certification
- breath alcohol technician.
- COHC Certified Occupational Hearing Conservationist
- 9 months teaching at LVC

Joy Howard, Allied Health Faculty

- CMA
- CPR Certified
- OSHA & HIPAA Certified
- 10 years experience as an instructor; 10 months at LVC

Business and Accounting

Clara Casey, Business Program Chair, Director of Online Education, and Business and Accounting Instructor

- BS, Technical Management, DeVry University, College of Business and Management, Henderson, NV, 8/2017
- AS, Court Reporting, Phillips College, Las Vegas, NV, 10/1990
- 28 years' experience as an instructor, starting 6/1992; has owned online education business since 7/2008

Allen Jordan, Business Digital Marketing Instructor

- Master of Science, Information Technology Management, Western Governors University, Las Vegas, NV, 6/14/2019
- Master of Business Admin, New York Institute of Technology, Old Westbury, NY, 8/1990
- Certificate, Marketing Strategy, Cornell University, 1/8/2014
- Master Certificate in Internet Marketing, University of San Francisco, 6/2010
- 11 years' experience as an instructor, starting 2009; has worked in sales/marketing since 1991

Sheila Rodgers, Accounting Instructor

- MPM, Project Management, Keller Graduate School of Management, Westminster, CO, 8/31/2008
- BS, Technical Management, DeVry University School of Business, Westminster, CO, 10/29/2006
- 10 years' experience as an instructor, starting 4/2010; Accounting experience began 1998

General Education

Michael Intinarelli, General Psychology and Developmental Psychology Instructor

- MA, Industrial and Organizational Psychology, Chicago School of Professional Psychology, Chicago, IL 3/2014
- BA, Psychology, Nevada State College, Henderson, NV 12/2011
- 4 years' experience as an instructor, starting 9/2016

Terry Kelly-Lamb, Sociology and US/NV Constitution Instructor

- JD, Western State University College of Law, Fullerton, CA, 12/14/1986
- BS, Criminal Law, California State University, Long Beach, CA, 5/28/1982
- 14 years' experience as an instructor, starting 10/2006

Pat Martin, Algebra and Business Math Instructor

- MA, Education, University of Phoenix, Las Vegas, NV, 7/30/2004

- BA, Liberal Studies, Cal State University, Bakersfield, CA 6/16/1990
- 9 years' experience as an instructor, starting 1/2011

Felipe Riojas, Composition 1 & 2, Computer Applications, Strategies for Success, Oral Communications Instructor

- MA, Education and Leadership, University of Texas, San Antonio, San Antonio, TX, 5/11/2002
- BA, Communications, Texas Tech University, Lubbock, TX, 5/11/1987
- 10 years' experience as an instructor, starting 7/2010

Nursing Programs

Ramon Amezcua, Instructor

- RN
- Associate Degree in Applied Science from Laredo Community College, Laredo, Texas
- Associate Degree in Liberal Arts from Laredo Community College, Laredo, Texas
- BSN from Texas A & M International University, Laredo, Texas
- MSN-Family Nurse Practitioner Program from Texas A & M International University, Laredo, Texas
- Dual Master of Science in Sport Medicine and Management from United States Sports Academy, Daphne, Alabama
- 8 years' experience as an instructor; starting 9/8/20 at LVC

Antonette Bell, Instructor

- RN
- BSN from Chamberlain College of Nursing
- MSN-Nursing Executive from Chamberlain College of Nursing
- DNP from Chamberlain College of Nursing
- 6 years' experience as an instructor; starting 3/9/20 at LVC

Kandi Kay Betts, Instructor

- RN
- BSN from UNLV
- MSN-Ed from University of South Alabama
- 9 years' experience as an instructor; 2 years at LVC

Amanda Bognar, Instructor

- RN
- Practical Nursing Diploma from Erie 2 Chautauqua – Cattaraugus BOCES, Derby, New York
- Associate Degree in Nursing from Trocaire College, Buffalo, New York
- BSN from Touro University of Nevada, Henderson, Nevada
- 14 years' experience as RN
- On waiver from Nevada State Board of Nursing as BSN while completing her MSN; starting 3/30/20 at LVC as Clinical/Lab Instructor

Candie Cuneo, Instructor

- RN
- Associate Degree in Paramedic Science, from Mohave Community College
- Associates Degree of Nursing, from Mohave Community College
- BSN, from Grand Canyon University
- MSN-Ed, from Grand Canyon University
- DNP-Leadership, from University of Nevada (Reno), Reno, NV
- 10 years' experience as an instructor; starting 10/5/20 at LVC

Lattrice Dickson, Instructor

- RN
- BSN from University of Phoenix
- MSN-Ed from University of Phoenix
- DNP from Grand Canyon University
- MS from Grand Canyon University
- 12 years' experience as an instructor; 2 years at LVC

Toni L. Downen, Lab Coordinator/Instructor

- RN
- BSN from University of Nevada (Las Vegas), Las Vegas, Nevada
- MSN-Ed from Touro University, Henderson, Nevada

- DNP from Chamberlain University, Las Vegas, Nevada
- 5 years' experience as an instructor in nursing; 11 months at LVC

Charissa Galvan, Nursing General Education

- Doctorate, Chiropractic, Southern California University of Health Sciences, 12/2005
- BS, Cell & Molecular Biology, University of Nevada Las Vegas, 12/2005
- Certificate, Medical Billing & Coding, Rio Hondo College, 3/2008
- 11 years' experience as an instructor, starting 11/2009

Melissa Goffinet, Nursing General Education

- Bachelor of Science from Kentucky Wesleyan College, Owensboro, Kentucky
- Master of Business Administration – Healthcare Management, Davenport University, Grand Rapids, Michigan
- Degree of Doctor of Medicine (M.D.) from St. Matthew's University, Grand Cayman, Cayman Islands, B.W. I.
- 9 years' experience as an instructor; Starting 7/20/20 at LVC

Becky R. Gonzales, Instructor

- RN
- BSN from University of Phoenix
- MSN from University of Phoenix
- DNP from Touro University, Henderson, Nevada
- 10 years' experience as an instructor; 2 years at LVC

Lilly Gonzales, Instructor

- RN
- Master of Science in Nursing (MSN), Touro University, Henderson, NV. 2008
- Master of Art, Management and Human Resources (Dual Degree), Webster University, Las Vegas, NV. 2000
- Bachelor of Science, Health Science, Redlands University, Redlands, CA. 1987
- Associate of Science, Registered Nurse, College of the Desert, Palm Springs, CA. 1983
- Associate of Arts, Practical Nursing, San Bernardino Valley College, San Bernardino, CA. 1980
- 10 years' experience as an instructor, starting 11/30/19 at LVC

Noni Hayman, Instructor

- RN
- BSN from UNLV
- MSN-Leadership & Management from Walden University
- ACNP from Grand Canyon University
- 5 years' experience as an instructor; 2 years at LVC

Linda Heitel-Dozier, Instructor

- RN
- Diploma in Nursing, from University of Detroit, Detroit, Michigan
- MSN from Georgia State University
- 43 years' experience as an RN
- 11 months experience as a clinical instructor, Starting 10/5/20 at LVC

Gail Jerideau, Instructor

- RN
- Bachelors Degree from University of Phoenix
- Masters Degree from University of Phoenix
- 1 year experience as an instructor starting at LVC 1/18/21; 15 years' nursing experience

Traci Vazquez, Instructor

- RN
- Licensed Practical Nurse from Durham Technical College, Durham, NC
- Associate Degree from Central Carolina Community College, Sanford, NC
- Bachelors Degree from Western Governors
- Masters Degree from Western Governors
- 1 yr., 5 mo. experience as an instructor starting 2/8/21 at LVC; 17 years' nursing experience

Nikki Velasco, Instructor

- RN
- BSN from Lewis University

- MSN-Family Nurse Practitioner from University of Nevada (Las Vegas), Las Vegas, Nevada
- BS in Psychology from University of Illinois, Chicago, Illinois
- 10 years' experience as an instructor; 6 months at LVC

Rhonda Wesson, Instructor

- RN
- BSN from University of Nevada (Las Vegas), Las Vegas, Nevada
- Master's Degree in Health Care Administration from Ashford University, Clinton, Iowa
- 14 years' experience as an RN
- 2 months experience as an instructor; Starting 9/8/20 at LVC

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 |

Equal Educational Opportunity

The School recognizes its responsibilities under Section 504 of the Rehabilitation Act of 1973 to provide equal access to students with disabilities. Students with disabilities are encouraged to participate in school-related activities. When requested by the student in writing and approved by the School as a reasonable accommodation, special resources may be provided to a requesting student. Regular School procedures for application and admission apply to students with disabilities. For further information, contact the Director of Education.

LVC Annual Safety and Security report and Sexual Harassment, Assault and Violence Policy and Grievance Procedure

Equal Educational Opportunity

The School is committed to providing an educational climate that is conducive to the personal and professional development of each individual. Students should be aware that discrimination and/or other harassment based on the age, color, ethnic background, disability, family status, gender, national origin, race, religion, sex, sexual orientation, or veteran status is unacceptable. To fulfill its educational mission the School designates the Campus Director as its designated representative to coordinate its Equal Employment Opportunity/Affirmative Action efforts to comply with Title IX of the Education Amendments of 1972, as amended, and with the Americans with Disabilities Act (ADA). Students who feel that they have been harassed or discriminated against or who feel that the School has not adequately fulfilled its obligations under the provisions of the ADA should follow the Grievance Procedures set forth in the attached LVC Annual Safety and Security Report incorporated as Addendum A to this catalog.

ADDENDUM A: 2020 LAS VEGAS COLLEGE ANNUAL SAFETY AND SECURITY REPORT

Including Clery Act Disclosures of Campus Security Policy and Crime Statistics
(Henderson, Nevada)
Including Calendar Year 2017, 2018 and 2019 Crime Statistics

To maintain compliance with Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act (“Clery Act”) and related Higher Education Act (“HEA”) requirements, and in an effort to continuously promote and improve safety and security measures on campus, Las Vegas College (“LVC”) collects and publishes information regarding its current safety and security policies, victim services and crime statistics. Once collected, the information is presented annually in this Annual Safety and Security Report (“Report”) to prospective and current students, faculty, staff and the public. **Any questions about this Report should be directed to the LVC Campus Director, David Dolbow, at (702) 567-1920, ddolbow@lvcollege.edu, 170 North Stephanie St., Henderson, NV 89074.**

I. COMPLETION AND DISSEMINATION OF THE REPORT

Nevada Career Education, Inc., acquired Las Vegas College, formerly known as Altierus Career College-Henderson, from Zenith Education Group, Inc. in November 2018. Prior to the acquisition, all crime statistics, including those contained in this Report for the calendar years 2015 – 2017, were compiled and prepared by Zenith Corporation staff in cooperation with the local law enforcement agencies, and Campus Security Authorities. Any subsequent crime arrest and referral information obtained from local law enforcement agencies shall be reported to Campus Director David Dolbow, who also serves as the Campus Security Authority and Title IX Coordinator, and can be reached at **(702) 567-1920, ddolbow@lvcollege.edu, 170 North Stephanie St., Henderson, NV 89074.** All crime statistics contained in this Report are for Clery Act reportable crimes occurring on LVC’s campus, as defined by 34 C.F.R. § 668.46(a), and on public property, including thoroughfares, streets, sidewalks, and parking facilities, within the campus or immediately adjacent to or accessible from the campus. LVC’s physical campus includes a building with approximately 50,000 square feet, and the surrounding parking lot designated for campus use, located at **170 North Stephanie St., Henderson, NV 89074.** The Report also includes LVC’s current policies required pursuant to the current version of 34 C.F.R. § 668.46 and the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act (Clery Act), as amended by the Violence Against Women Reauthorization Act of 2013 (VAWA), Pub. Law 113-4.

LVC annually distributes this Report and/or provides a notification to all enrolled students and current employees that the current version of the Report has been posted to <https://lvcollege.edu/about/student-consumer-information/> and that a paper copy of the Report will be provided at no cost upon request. Distribution methods for the Report and/or the notification include classroom/office distribution, U.S. Postal Service delivery, and/or electronic mail or text. The Admissions Department provides written notice to all prospective students prior to enrollment regarding the availability and location of the Report. The Human Resources Department provides all prospective employees with information regarding the availability and location of the Report. All prospective employees may receive a copy of the Report by calling the Campus Director. In addition, a copy of the current Report is available to the public on LVC’s website at <https://lvcollege.edu/about/student-consumer-information/>. The crime statistics contained in this Report, as reported annually to the U.S. Secretary of Education, can also be viewed by searching under LVC’s name in the Department of Education’s Campus Safety and Security Data located at <https://ope.ed.gov/campussafety/#/>.

II. POLICIES FOR REPORTING AND RESPONDING TO CRIME AND EMERGENCIES

A. STUDENT, FACULTY AND STAFF REPORTING PROCEDURES

1. Reporting Emergencies

“Emergency” includes any dangerous situation involving immediate threat to the health or safety of students, faculty, staff or guests occurring on or near the campus, including fire. Upon observing or involvement in any type

of emergency, students, faculty, staff and guests should immediately **call 911**. If possible, information about the emergency should also be communicated immediately to the Campus Director, David Dolbow, who can be reached at **(702) 567-1920, ddolbow@lvcollege.edu, 170 North Stephanie St., Henderson, NV 89074**, and/or to other available LVC staff for purposes of expediting LVC's Emergency Response and Evaluation Procedures as set forth in Section II.B.3 of this Report.

2. Reporting Crimes

Crimes that should be reported to the Campus Director, Business Officer, or his/her designee by students, faculty and staff include: criminal homicide, murder and non-negligent manslaughter, manslaughter by negligence, rape, fondling, incest, statutory rape, dating violence, domestic violence, stalking, robbery, aggravated assault, burglary, motor vehicle theft, arson, drug and alcohol violations, and illegal weapons possession. Incidents involving sexual harassment or a sexual offense should be reported to the Title IX Coordinator. Where there is any question about whether an incident is a crime, a report should be made to the Campus Director, Business Officer, or his/her designee for assistance in determining the nature of the incident. Witnesses or victims of crimes may report crimes on a voluntary, confidential basis for inclusion in LVC's annual crime statistics reporting by contacting the Campus Director.

Upon observing or involvement in any type of crime on campus or on public property, including thoroughfares, streets, sidewalks, and parking facilities, within the campus or immediately adjacent to or accessible from the campus:

- ***A student should immediately notify the Campus Director, Business Officer, or nearest available LVC staff member. All LVC faculty and staff are trained to notify the Campus Director, or his/her designee immediately of all crimes reported to them by students.***
- ***Faculty and staff should immediately notify the Campus Director, Business Officer, or his/her designee.***

LVC strongly encourages individuals to report all crimes in an accurate and timely manner to local law enforcement agencies or campus authorities. Upon written request, LVC will disclose to the alleged victim of a crime of violence (as that term is defined in section 16 of title 18, United States Code), or a non-forcible sex offense, the report on the results of any disciplinary proceeding conducted by LVC against a student who is accused of such crime or offense. If the alleged victim is deceased as a result of such crime or offense, the next of kin of such victim shall be treated as the alleged victim for purposes of this paragraph.

B. INSTITUTIONAL RESPONSE PROCEDURES

1. Response to Reports of Crime or Emergency

Upon receipt of a report of a crime or emergency, the Campus Director, Business Officer, or his/her designee will:

- Immediately assess, based on his/her own judgment or after consultation with other LVC employees as needed, whether the situation warrants contacting 911 and/or following the emergency response and evacuation procedures contained in Section II.B.3 of this Report.
- Immediately assess, based on his/her own judgment and/or after consultation with other LVC employees and/or the local police, whether a "timely warning" to the campus community should be issued pursuant to the Timely Warning Policy in Section II.B.2 of this Report.
- With regard to a reported incident that is or may be sexual harassment or sexual offenses, the Campus Title IX Coordinator will also evaluate and respond to the reported sex offense in accordance with LVC's Sexual Harassment Policies and Procedures contained in LVC's Title IX policy.
- For all reported crimes, the Campus Director, Business Officer, or his/her designee will, within 24 hours of notification of the incident, document all then-available and relevant information including the date, time, location, and description of the incident for purposes of maintaining an accurate record of events and compiling this annual Report. Documentation will be updated as more information becomes available.

2. Timely Warning of Reported Crime

All decisions concerning the issuance of a campus wide “timely warning” will be made on case-by-case basis. In the event that LVC receives notice of a crime reportable pursuant to the Clery Act, either on campus or on public property within the campus or immediately adjacent to or accessible from the campus, that, in the judgment of the Campus Director, Business Officer, or his/her designee, constitutes an ongoing or continuing threat to students and employees, a timely warning will be issued as soon as pertinent information is available and/or confirmable. Depending on the particular circumstances of the crime/situation, especially in all situations that could pose an immediate threat to students and employees, LVC will post the timely warning via one or more of the following means of communication: classroom notification, email or text message, the LVC website, social media, and/or verbal or written notice. The specific mean(s) of communication used will be those determined to be the most effective at reaching the campus community quickly given the nature and timing of the warning, as determined by the Campus Director, Business Officer, or his/her designee. The warning will withhold as confidential the names and other identifying information of the victims.

Anyone with information warranting a timely warning should report the circumstances to the Campus Director, Business Officer, or his/her designee by phone at (702) 567-1920 or in person.

3. Emergency Response and Evacuation Procedures

In the event the building needs to be evacuated or locked down due to any emergency or any other dangerous situation involving an imminent threat to the health and safety of students and employees (an “Emergency”), LVC will initiate its emergency and evacuation procedures. Maps of the evacuation route have been posted in each office, common area and classroom. The Campus Director, Business Officer, or his/her designee will, without delay, and taking into account the safety of students, faculty and staff, and guests, determine the content of the notification and initiate the notification system. The notification will not be initiated if, in his/her professional judgment, a notification will compromise efforts to assist victims or to contain, respond to, or otherwise mitigate the emergency.

LVC has developed a process to confirm that there is an Emergency, determine who to notify, determine the content of the notification, and initiate the notification system. The Campus Director, Business Officer, or his/her designee will contact local law enforcement, campus personnel, and local news sources to obtain as much information as possible. Upon the confirmation of an Emergency, LVC will issue a warning via one or more of the following means of communication: classroom notification, email or text message, the LVC website, social media, other spoken or written verbal announcement, and/or other appropriate means to immediately inform individuals on campus of the need to evacuate and procedures to follow. As necessary, the Campus Director, Business Officer, or his/her designee will contact specific sections of the campus and take steps to inform the larger community of the Emergency. The front desk personnel and Campus Director, Business Officer, or his/her designee will notify the local police, fire or other appropriate first responder(s) to assist with the Emergency.

LVC publishes maps of the campus showing the school’s emergency evacuation routes in every classroom and at other gathering places for students, faculty, and staff. The school tests its fire sprinklers and alarms on an annual basis.

III. SCHOOL CLOSURES OR DELAYS – NON-EMERGENCY

All decisions to close a campus or delay opening for any reason, including for a weather related reason, will be made by the Campus Director or his/her designee after consultation with other LVC officials as appropriate. LVC will announce the decision and any related information as it deems appropriate given the circumstances, by email, text, the LVC website, social media, classroom notification, other spoken or written verbal announcement, and/or on local radio or TV stations on a timely basis for the day classes and for the evening classes respectively. Closings for day and evening classes will be announced separately. When school closings are excessive, or as determined by applicable law and regulations, make up classes may be required.

IV. POLICY STATEMENT ADDRESSING COUNSELORS AND COUNSELING SERVICES

There are no Pastoral or Professional Counselors on Campus. Crisis, mental health and victim resource hotline numbers are available from the Campus Director. Section IX of this policy addresses LVC's policies with respect to support services and confidentiality for victims of sexual violence.

V. ACCESS POLICY, SECURITY OF CAMPUS FACILITIES, AND SECURITY CONSIDERATIONS USED IN THE MAINTENANCE OF CAMPUS FACILITIES

LVC does not maintain residential facilities and does not have any officially recognized student organizations with noncampus locations. The campus building is open to staff, faculty and/or students during business hours (7:30 am to 5:30 pm Monday, Tuesday and Thursday, 7:30 am to 9:00 pm Wednesday, and 7:30 am to 4:00 pm Friday). During non-business hours access to the campus building is by key card and a security code only or through admittance by a designated staff member for the purpose of staff use, maintenance or cleaning. Security cameras are posted in main areas and doorways for monitoring purposes. LVC evaluates its security policies regarding campus facilities annually.

VI. CAMPUS LAW ENFORCEMENT AND RELATED POLICIES

LVC does not employ security personnel or campus police and LVC employees have no authority to arrest or detain any individual. LVC does not have a written memorandum of understanding or other agreement with local police agencies. LVC faculty or staff will assist in notifying appropriate law enforcement authorities if a student requests assistance in contacting police. Students, faculty, and staff are encouraged to accurately and promptly report all crimes and public safety related incidents to the Campus Director as set forth in Section II.A of this Report and to notify local police when the victim of a crime elects to do so, or is unable to make such a report.

If you are a victim of or witness to a crime and do not want to pursue action through LVC's procedures or the criminal justice system, the School encourages you to consider reporting the incident to the Campus Director for the limited purpose of permitting LVC to include the incident in its crime statistic reporting without revealing your identity. With such information, LVC can keep an accurate record of the number of similar incidents, determine where there is a pattern of crime with regard to a particular location, method, or assailant, and alert the campus community to potential danger. LVC will make its best efforts, to the extent permitted by law, to maintain the privacy of that information and to comply with the Family Educational Rights and Privacy Act of 1974 (FERPA). Police reports are public records under state law, and LVC cannot hold reports of crime obtained from police records in confidence. Policies with respect to victims of sexual violence are contained in Section IX of this Report.

VII. SECURITY AWARENESS AND CRIME PREVENTION PROGRAMS

During new student and new employee (faculty and staff) orientations, students and employees are informed of LVC's safety and security practices and procedures, given this Report, and are encouraged to be responsible for their own security and the security of others. Such orientations and trainings may include an informational handout, a Power Point presentation and/or review of the policies contained in this Report and in the school catalog.

Campus crime statistics are also disclosed on an annual basis (for the previous three calendar years) within this Annual Security Report. The topics of crime prevention and security awareness as they relate to preventing and responding to sexual harassment/violence (specifically, bystander intervention and risk reduction strategies), are also covered during these orientations and trainings.

VIII. POLICY ON POSSESSION, USE AND SALE OF ALCOHOLIC BEVERAGES AND ILLEGAL DRUGS

All LVC property has been designated "drug free" and the School is committed to full compliance with the Drug-Free Workplace Act and the Drug-Free Schools and Communities Act regulations as contained in 34 C.F.R. Part 86. LVC does not permit the sale, possession or consumption of alcoholic beverages on School property and

adheres to and enforces all state underage drinking laws. A complete copy of LVC's six page Drug-Free Schools/Drug-Free Workplace Annual Disclosure containing its policy on possession, use and sale of alcoholic beverages and illegal drugs is included in both the School Catalog and on LVC's website at <https://lvcollege.edu/about/student-consumer-information/>. At least on an annual basis, students, faculty and staff are provided with a copy of that policy. New students, faculty and staff are provided this information during orientation. Annually students are provided this information by means of the current School Catalog, annual distribution with this Report, and material posted on campus. Current faculty and staff are provided this information with a copy of this Report.

The consumption and/or possession of any alcoholic beverage by any person younger than 21 years of age is forbidden as provided by state law. LVC prohibits the use, possession, manufacture, sale or distribution by its students, faculty and staff of any illegal drug. Students, faculty and staff are reminded that unlawful possession, distribution or use of alcohol or illegal drugs may subject individuals to criminal prosecution. LVC may refer violation of prescribed conduct to the appropriate authorities for prosecution in connection with federal and state laws.

IX. POLICY REGARDING SEXUAL HARASSMENT AND SEX OFFENSES

LVC policy prohibits harassment or discrimination based on race, religion, creed, national origin, ethnicity, ancestry, color, sex, military or veteran status, physical or mental disability, mental condition, marital status, age, sexual orientation, gender, gender identity or expression, genetic information or any other basis protected by federal, state or local law. Additionally, in accordance with Title IX of the Education Amendments of 1972, the School prohibits discrimination based on sex, which includes harassment and sexual violence, and the Institution has jurisdiction over Title IX complaints. To the extent that an employee or contract worker is not satisfied with LVC's handling of a harassment or discrimination complaint, he or she may also contact the appropriate state or federal enforcement agency for legal relief.

LVC is committed to creating and maintaining an educational climate that is free from all forms of sex discrimination, including sexual offenses of all types. Students, faculty and staff should be aware that discrimination and/or other harassment based on sex, gender identity or sexual orientation is unacceptable. LVC prohibits dating violence, domestic violence, sexual assault, and stalking as defined below. To fulfill its educational mission, LVC has designated David Dolbow, Campus Director, as its representative to coordinate LVC's compliance with Title IX of the Education Amendments of 1972, as amended and the Clery Act. **Students, faculty or staff who feel that they have been the victim of sex harassment, sex discrimination, sexual violence or other sexual offenses should contact the Title IX Coordinator at (702) 567-1920, ddolbow@lvcollege.edu, 170 North Stephanie St., Henderson, NV 89074, and follow the procedures outlined in this section (IX).** For grievances other than those related to Title IX, students should follow the procedure outlined in the Notice of Student Rights in the School Catalog.

Confidentiality

All proceedings and records concerning sexual harassment or sexual offense complaints shall be confidential to the extent permitted or required by law, even if the victim does not specifically request confidentiality. In coordination with LVC's executive management and its legal counsel, a victim's personally identifying information will not be included in any publicly available recordkeeping, including Clery Act reporting and disclosures such as this Annual Security Report. Memoranda describing any formal reprimand or disciplinary action for violating this policy will be placed in a student's permanent academic file and an employee's permanent personnel file. LVC will maintain as confidential any accommodations or protective measures provided to the victim; however, in some cases, LVC may need to disclose some information about a victim to a third party to provide necessary accommodations or protective measures. The determination of the need to disclose such information will be made by the Title IX Coordinator in coordination with LVC's legal counsel and the School's executives. The victim will be notified regarding which information will be shared, with whom it will be shared and why prior to LVC sharing the information.

No student, faculty or staff will be subjected to retaliation, threats, intimidation, coercion or otherwise discriminated against by members of the LVC community as a result of filing a Title IX report or grievance, or by serving as a witness or otherwise assisting in a Title IX grievance procedure. Anyone experiencing retaliation should report the incident to the Title IX Coordinator.

Sexual Harassment and Sexual Offenses

Sexual harassment and other sexual offenses, including sexual assault, domestic violence, dating violence and stalking are prohibited by LVC and will not be tolerated. All members of the LVC community (students, faculty and staff) are encouraged to promptly and accurately report incidents of sexual harassment and sexual violence. This allows LVC to quickly respond to the allegations and offer immediate support to the victim. LVC is committed to protecting the confidentiality of victims, will work closely with individuals who wish to obtain confidential assistance regarding an incident of a sexual offense, and will maintain the privacy of information to the extent permitted or required by law. Allegations will be investigated promptly and thoroughly as provided by this policy, and both the victim and the respondent will be afforded equitable rights during the investigative process. LVC will include information on crimes of sexual violence in its Clery Act Annual Security Report in a manner that protects the identity of the victim.

Any student who feels that he or she is the victim of sexual harassment or a sexual offense has the right to seek redress of the grievance pursuant to the LVC Title IX Policy. Substantiated accusations may result in disciplinary action against the offender, up to and including termination of the employee's employment or the student's enrollment. In addition, complainants who make accusations of sexual harassment or a sexual offense in bad faith may be subject to equivalent disciplinary action.

Key Definitions

a. For Clery Act campus crime reporting purposes, LVC uses the following definitions:

Sexual harassment is defined as unwelcome advances, requests for sexual favors, other verbal or physical sexual conduct, or any other offensive unequal treatment of an employee, student, or group of employees or students that would not occur except for their sex when:

1. The advances, requests or conduct have the effect of interfering with performance of duties or studies or creating an intimidating, hostile, or otherwise offensive work or academic environment.
2. Submission to such advances, requests or conduct is explicitly or implicitly a term or condition of an individual's employment or academic achievement or advancement.
3. Submission to or rejection of such advances, requests or conduct is used as a basis for employment or academic decisions.

Sexual Harassment is a violation of Section 703 of Title VII of the Civil Rights Act of 1964 as amended in 1972, (42 U.S.C. S2000e, et. seq.), and Title IX of the Education Amendments of 1972 (20 U.S.C. 1691, et. seq.) and is punishable under both federal and state laws. Forms of sexual harassment include, but are not limited to, sexist remarks or behavior, constant offensive joking, sexual looks or advances, repeated requests for dates, unwelcome touching, and/or the promise of reward for sexual favors. Students, faculty or staff who experience sexual harassment should be encouraged to make it clear to the alleged offender that such behavior is offensive. However, failure to comply with this provision does not prevent the school from conducting an investigation of the allegation.

Sexual violence means physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent. A number of acts fall into the category, including sexual assault or harassment based on sexual orientation, domestic violence, dating violence, and stalking. Alleged sexual violence against another may also constitute a crime resulting in an additional, independent law enforcement investigation falling outside of this Grievance Policy. These acts will not be tolerated at LVC as such acts are inappropriate and create an environment contrary to the goals and mission of LVC. Any such acts will be thoroughly investigated and will subject an individual to appropriate disciplinary sanctions and/or possible action by appropriate law enforcement agencies.

Sexual assault is defined as any sexual act directed against another person, without consent of the victim, including instances where the victim is incapable of giving consent. Sexual assault includes any offense that meets the definition of rape, fondling, incest and statutory rape as used in the Federal Bureau of Investigation's Uniform

Crime Reporting¹ program and as set forth in Appendix A to Subpart D of Title 34 of the Code of Federal Regulations, Part 668, which defines each offense as follows:

Rape is the penetration, no matter how slight, of the vagina or anus, with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim. This offense includes the rape of both males and females.

Fondling is the touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity.

Incest is sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

Statutory Rape is sexual intercourse with a person who is under the statutory age of consent.

Nevada law specifically defines “Sexual Assault” at Nev. Rev. Stat. Section 200.366. It states that a person is guilty of sexual assault if he or she (1) subjects another person to sexual penetration, or forces another person to make a sexual penetration on himself or herself or another, or on a beast, against the will of the victim or under conditions in which the perpetrator knows or should know that the victim is mentally or physically incapable of resisting or understanding the nature of his or her conduct or (2) commits a sexual penetration upon a child under the age of 14 years or causes a child under the age of 14 years to make a sexual penetration on himself or herself or another, or on a beast.”

Domestic violence means a felony or misdemeanor crime of violence committed by a current or former spouse or intimate partner of the victim, a person with whom the victim shares a child in common, a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, a person similarly situated to a spouse of the victim under domestic or family violence laws of the jurisdiction in which the crime of violence occurred, or any other person against an adult or youth victim who is protected from that person’s act under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.

Domestic Violence is defined in Nev. Rev. Stat. Section 33.018 and applies to current and former spouses, persons related by blood or marriage, persons who currently or formerly resided together, persons who are or were in a dating relationship, people who have a child in common, the minor child of any of these people, or a person appointed legal guardian for the minor child of any of these persons. Domestic violence occurs when one of the following offenses is committed between any of these persons: (1) Battery, (2) assault, (3) compelling the victim through force or threat to perform an act that the victim has a right to refuse performing, or compelling the victim through force or threat to refrain from performing an act that the victim has a right to perform, (4) sexual assault, (5) engaging in knowing, purposeful, or reckless conduct designed to harass the victim, including but not limited to stalking, arson, trespass, larceny, destruction of private property, carrying a concealed weapon without a permit, or injuring or killing an animal, burglary, or an invasion of the home, (6) false imprisonment, or (7) pandering.

Dating violence means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on the reporting party’s statement and with consideration of the following factors: the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. Dating violence includes, but is not limited to, sexual or physical abuse or threat of such abuse, and dating violence does not include acts covered under the definition of domestic violence.

There is no Nevada law definition of “dating violence.” Nev. Rev. Stat. Section 33.018 treats violence between persons in a dating relationship as “domestic violence.” See the Nevada definition for Domestic Violence above.

Stalking means “engaging in a course of conduct (two or more acts including but not limited to acts in which the stalker directly, indirectly, or through third parties, or by any action, method, device or means, follows, monitors, observes, surveils, threatens or communicates to or about a person or interferes with his or her property) that is

¹ The FBI’s UCR definitions are used to describe all crimes reported in the Clery Act Crime Statistics section of this Report.

directed at a specific person and would cause a reasonable person to fear for his or her safety or the safety of others or suffer substantial emotional distress.” Reasonable persons means a reasonable person under similar circumstances and with similar identities to the victim. Substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

Stalking is defined in Nev. Rev. Stat. Section 200.575 as a person who, without lawful authority, willfully or maliciously engages in a course of conduct that would cause a reasonable person to feel terrorized, frightened, intimidated, harassed or fearful for his or her immediate safety or the immediate safety of a family or household member, and that actually causes the victim to feel terrorized, frightened, intimidated, harassed or fearful for his or her immediate safety or the immediate safety of a family or household member, commits the crime of stalking.

Consent means voluntary agreement to engage in sexual activity by verbal agreement or active and willing participation in sexual activity. Someone who is incapacitated or under the age of consent under state law cannot consent. Past consent does not imply future consent. Silence or an absence of resistance does not imply consent. Consent to engage in sexual activity with one person does not imply consent to engage in sexual activity with another. Consent may be withdrawn at any time. Coercion, force, or threat of either invalidates consent.

Under Nevada’s definition of Sexual Assault in Nev. Rev. Stat. Section 200.366 a lack of consent exists where the act is taken against the will of the victim or under conditions in which the perpetrator knows or should know that the victim is mentally or physically incapable of resisting or understanding the nature of his or her conduct.

b. For the purposes of LVC’s Title IX Policies and Procedures, including the formal investigatory and disciplinary procedures outlined below, the following definitions will be used:

Sexual Harassment means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the School conditioning the provision of an aid, benefit, or service of the School on an individual’s participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the School’s education programs or activities; or
3. As defined below, sexual assault, domestic violence, dating violence, or stalking.

Sexual Assault means any nonconsensual sexual act proscribed by Federal, tribal, or State law, including when the victim lacks capacity to consent.

Dating Violence means violence committed by a person—

1. Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
2. Where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - i. The length of the relationship.
 - ii. The type of relationship.
 - iii. The frequency of interaction between the persons involved in the relationship.

Domestic Violence includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction.

Stalking means engaging in a course of conduct directed at a specific person that would cause a reasonable person to—

1. Fear for his or her safety or the safety of others; or
2. Suffer substantial emotional distress.

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment, as defined above.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment, as defined above.

Formal Complaint means a document filed by a Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the recipient investigate the allegation of sexual harassment.

Supportive Measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the Complainant or the Respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the recipient's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. Supportive measures are available to the Complainant and Respondent regardless of whether the Complainant files a formal complaint.

Business Days means Monday through Friday, except for federal or state holidays and any day in which the School is closed due to inclement weather, emergency, or scheduled breaks in the School's academic calendar.

A. If You Are the Witness or Victim of a Sexual Offense

Upon observing or involvement in any type of sexual offense on campus or on public property, including thoroughfares, streets, sidewalks, and parking facilities, within the campus or immediately adjacent to or accessible from the campus, LVC encourages students, faculty and staff to promptly report the incident to the local police and/or LVC's Title IX Coordinator at **(702) 567-1920, ddolbow@lvcollege.edu, 170 North Stephanie St., Henderson, NV 89074**. A report may be made to either or both the police and the Title IX Coordinator. The Title IX Coordinator is responsible for LVC's compliance with Title IX of the Education Amendments of 1972. In this role, the Title IX Coordinator administers the review, investigation and resolution procedures for reports of sexual offenses. Where there is any question about whether an incident is a sex offense, a report should be made to the Title IX Coordinator for assistance in determining the nature of the incident.

Victims of a Sexual Offense: If you are a victim of a sexual offense, your first priority should be to get to a place of safety. You should then obtain any necessary medical treatment. Information about the alleged offense should be provided to the Title IX Coordinator as soon as possible. Victims of sexual violence may also wish to seek support services from organizations trained in providing counseling and support services to victims. LVC refers victims of sexual offenses to a number of organizations, including The Rape Crisis Center at 702.366.1640 and www.rcclv.org, and Rape, Abuse & Incest National Network's (RAINN) National Sexual Assault Hotline at 800.656.HOPE (4673).

It is important to preserve evidence that may assist in proving that the alleged criminal offense occurred or may be helpful in obtaining a protection order. Time is a critical factor for evidence collection and preservation. You don't have to decide if you want to file charges right away, but preserving the evidence helps if you decide to file charges against the perpetrator at a later date. If at all possible:

- Document the details of the incident, such as dates, times, locations, and witnesses.
- Save clothing worn during the offense in separate paper bags.
- Save digital evidence such as harassing or threatening emails, voicemails, text messages, social media posts, etc.
- Take pictures of any injuries or damages and have any injuries looked at and documented by your doctor.

Victims of a sexual offense are also encouraged to preserve DNA evidence by obtaining a forensic examination from a medical professional. Victims are not required to file a police report in order to receive a sexual assault

forensic exam. These exams are always free and do not require the use of medical insurance. In order to ensure the greatest chance of collecting DNA evidence, a forensic examination should be done as soon as possible after an assault.

LVC strongly advocates that a victim of a sexual offense report the incident to police in a timely manner. If requested to do so by the victim, LVC will assist the victim in contacting the police. However, the victim is not required to contact the police, and may pursue the Grievance Procedure contained in this policy or request LVC to conduct an independent investigation under this section regardless of whether the police are contacted.

LVC does not issue orders of protection. However, orders of protection and restraining orders are issued by criminal, civil or tribunal courts in LVC's local area upon the application of a complainant and upon a showing of appropriate cause against the respondent. LVC will assist in referring a complainant to the appropriate court or other government office. Further, LVC will strictly comply with and enforce the terms of a protective/restraining order when it becomes aware of such order using such means as requiring the respondent to stay away from the School pending any court hearing, transferring the respondent to other classes or transferring the respondent to different class attendance times.

B. Role of the Title IX Coordinator:

The Title IX Coordinator has primary responsibility for receiving, evaluating and overseeing the investigation and resolution of reports of sexual harassment and sexual offenses and for assisting in the maintenance of accurate Clery Act crime statistics. Students, faculty and staff who believe they are the victim of sexual harassment or a sexual offense, or have witnessed an act of sexual harassment or a sexual offense should report the incident to the Title IX Coordinator. Upon receipt of the report, the Title IX Coordinator will provide a written explanation of the victim's rights and options, and the procedures victims should follow if a crime of dating violence, domestic violence, sexual assault, or stalking has occurred. The Title IX Coordinator also has the following responsibilities:

1. Provide the complainant with a copy LVC's Title IX policies and procedures, and written information about local victim support resources (off-campus) for victims including existing counseling, health, mental health, victim advocacy, legal assistance, visa and immigration assistance, student financial aid and other services available to victims.
2. Maintain the confidentiality of the personally identifying information ("PII") of the victim or other necessary parties by ensuring PII is not included in the Annual Security Report and related disclosures.
3. Provide written notification of options to facilitate changes to academic, externship, and/or transportation situations, if requested, while an informal or formal investigation is pending, including the option to issue a no-contact order. LVC is obligated under federal law to give reasonable accommodations to a victim. Upon the victim's request to the Title IX Coordinator, LVC will facilitate reasonable accommodations, which may include changes to classes, attendance times, parking arrangements, and/or externship location where applicable, as well as extensions of time or other course related adjustments. The respondent may also request reasonable interim accommodations. LVC does not rely on one fixed set of rules regarding interim accommodations. Any specific measures taken will be individualized and determined based on the Title IX Coordinator's assessment of the specific situation, the severity and pervasiveness of the allegations, and his/her best judgment of which available measures will reasonably accommodate the requestor's needs and specific requests, while making every effort to avoid depriving any student of his or her education. The Title IX Coordinator may choose to alter the interim measures taken or offer different reasonable accommodations at any point as their understanding of the situation and the needs of the parties involved evolve throughout the investigation. LVC will seek to maintain the confidentiality of the identity of the victim and any accommodations or protective measures provided to the victim, to the extent that maintaining such confidentiality would not impair the ability of LVC to provide the accommodations or protective measures. These steps will be taken by LVC regardless of whether the

victim chooses to file a formal complaint.

4. Inform the complainant of their right to file a separate criminal complaint for allegations relating to a sexual offense. LVC will comply with a victim's request for assistance in notifying authorities.
5. Unless the allegations of sexual harassment or sexual offense involve conduct by an LVC employee towards a student, undertake, with permission of or at the request of the complainant, to resolve the conflict informally by informing the individual alleged to have caused the grievance in writing that the complaint has been filed; seek to find out the facts; and, if both parties and LVC desire it, arrange a meeting to try to resolve the differences. All individuals who are involved in an investigation as the respondent, complainant or witness have a duty to keep all information confidential to the extent permitted by law. Persons who violate the confidentiality rights of other individuals may be subject to disciplinary action.

In the event that an attempt at informal resolution of the problem is unsuccessful, or if the complainant, respondent, or LVC deems that informal resolution is undesirable or not permitted by law, the Title IX Coordinator will stop the informal resolution process and assist the complainant in filing of a formal complaint or self-initiate a formal investigation.

C. Formal Investigatory and Disciplinary Procedures for Students and Employees

All reports of sexual harassment or sexual offenses received by the Title IX Coordinator must be resolved through its Title IX policies and procedures. LVC is committed to providing a fair, prompt and impartial proceeding from investigation initiation to final result that is conducted by officials who do not have a conflict of interest or bias for or against the complainant or the respondent. If a victim discloses an incident but wishes to maintain confidentiality or request that no formal investigation be conducted or disciplinary action taken, LVC must weigh that request against its obligation to maintain a safe campus environment. When LVC honors the complainant's request for confidentiality, the complainant must understand that LVC's ability to meaningfully investigate the incident and pursue disciplinary action against the respondent may be limited. In the case of sexual violence, LVC may be required to formally investigate and, if appropriate, pursue disciplinary action under this policy. If LVC determines it cannot maintain the victim's confidentiality, it will so inform the victim prior to initiating the investigation and will, to the extent possible, share as limited information as possible in an effort to protect the victim's identity. LVC may not require a victim to participate in a formal investigation or hearing that it has initiated.

Any student, faculty or staff, or group of same, alleging that an act of sexual harassment or a sexual offense has taken place has the right to seek redress of the grievance by means of the LVC Title IX policies and procedures. In order to ensure availability of witnesses and fresh memories of the alleged discriminatory event, all reports should be made as promptly as possible after the alleged discriminatory conduct. Informal resolution of the conflict is always an option if all parties involved voluntarily agree to participate. However, an attempt at informal resolution is never a prerequisite to filing a formal complaint. Even if the parties agree to informally resolve a complaint, LVC may nonetheless determine that informal resolution is not appropriate and initiate the formal investigation and grievance procedures discussed below.

LVC's Title IX Policy details the process for reporting incidents of sexual harassment and sexual offenses and also the procedures LVC will follow in its formal grievance process. Those procedures are described below. The full version of LVC's Title IX Policy can be found on the school's website at <https://lvcollege.edu/about/title-ix-information/>.

a. REPORTING AN ALLEGATION

Title IX Coordinator - Any individual – student, employee or third party - may make a report concerning sexual harassment or sex discrimination whether or not they are the victim of that behavior. Complainants and third parties are encouraged to report sexual harassment as soon as possible to allow the School to respond promptly and effectively. **Reports must be directed to the Title IX Coordinator. In cases where the allegation is against the Title IX Coordinator, the report may be made to the Chief Executive Officer. Only the campus Title IX Coordinator or Chief Executive Officer has authority to issue corrective measures for an incident of sexual**

harassment or sex discrimination. Students and employees should not expect any action taken with respect to a complaint or report directed to any other employee or faculty of the School other than a Title IX Coordinator or Campus Director. The Title IX Coordinator at the School is the Campus Director, and can be contacted at:

David Dolbow, Campus Director
170 North Stephanie St.
Henderson, NV 89074
(702) 567-1920
ddolbow@lvcollege.edu or TitleIXCoordinator@lvcollege.edu

The School has designated the Title IX Coordinator to oversee the intake of complaints of sexual harassment at the School. An individual who has experienced sexual misconduct has the right to choose whether or not to report the incident to the Title IX Coordinator for investigation. The Title IX Coordinator is trained to assist individuals who report sexual misconduct and can provide information about resources and services available to students and employees, both on and off campus, including the availability of supportive measures.

Confidentiality - The Title IX Coordinator is not a confidential source of support. While he or she will address your complaint with sensitivity and will keep your information as private as possible, confidentiality cannot be guaranteed. The Title IX Coordinator will treat as confidential all information related to the provision of supportive measures, to the extent that such confidentiality does not interfere with the ability of the School to provide the supportive measures.

Report vs. Formal Compliant - Making a **report** is different from filing a **formal complaint**. A report is defined as notification of an incident of sexual misconduct to the Title IX Coordinator. A report may be accompanied by a request for (1) supportive or interim measures; (2) no further action; (3) the initiation of the formal complaint process; and/or (4) a request to initiate an informal resolution process. Informal resolution can only occur after a formal complaint is filed. Filing a formal complaint initiates the School's formal Title IX grievance process.

Criminal Complaint/Civil Actions - A person who has experienced sexual harassment, as defined in Section II, above, or a person who witnesses sexual harassment, has the right to simultaneously file a complaint with the School and to pursue a criminal complaint with law enforcement in the event that the individual believes in good faith that the alleged conduct of the Respondent constitutes a criminal violation of law. Victims and witnesses of sexual harassment have the right to be assisted by the School in notifying law enforcement authorities of sexual harassment or they can decline to notify such authorities. The School may, however, have a statutory reporting obligation when it becomes aware of certain factual allegations. Parties may also have options to file civil actions in court or with administrative agencies.

How to Make a Report - If a student, employee or third party wishes to report an allegation of sexual harassment, he or she should submit any relevant information to the Title IX Coordinator in person, via email, via regular mail or by phone.

The Title IX Coordinator will take the Complainant's wishes into account when determining whether to file a formal complaint. However, if the Title IX Coordinator determines that pursuing an investigation into the allegations is necessary for the safety of the community or other reasons, he or she may sign the formal complaint to initiate the grievance process notwithstanding the Complainant's decision not to pursue a formal complaint.

b. **HOW TO FILE A FORMAL COMPLIANT:**

To file a formal complaint, the Complainant must submit, in writing, allegations of sexual harassment against a Respondent and must request that the School investigate the allegation of sexual harassment. Only the Complainant or Title IX Coordinator may file a formal complaint. Any person wishing to make formal complaint must submit it to the Title IX Coordinator in person, via email, via regular mail or by phone to the attention of:

David Dolbow, Campus Director
170 North Stephanie St.
Henderson, NV 89074
(702) 567-1920
ddolbow@lvcollege.edu or TitleIXCoordinator@lvcollege.edu

c. **SCHOOL'S RESPONSE TO ACTUAL KNOWLEDGE OF SEXUAL HARRASSMENT**

Supportive Measures - Upon receiving a report, a formal complaint or notice of allegations of sexual harassment in an educational program or activity, the Title IX Coordinator will promptly respond to the Complainant/Alleged Victim to discuss the availability of supportive measures, consider the his/her wishes with respect to the supportive measures and explain the process for filing a formal complaint.

The School will maintain as confidential any supportive measures provided to the Complainant or Respondent, to the extent that maintaining such confidentiality would not impair the ability of the School to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures

Preliminary Inquiry/Actions -The Title IX Coordinator, in consultation with others as necessary, will conduct an initial assessment of the alleged conduct, the reporting party's desired course of action, and interim measures to protect the safety of the Complainant or the community. The goal is to prevent any hostile educational or workplace environment from developing at the School. If a report made to the Title IX Coordinator involves a serious or immediate threat to the campus community, the School will issue a timely notification to the community to protect the health or safety of the community. The timely notification will not include any identifying information about the Complainant.

If a Complainant chooses to pursue a formal complaint, the School must follow the grievance process outlined below, unless the Title IX Coordinator determines, after this preliminary inquiry, that the alleged conduct, even if proven, would not rise to the level of conduct prohibited by this policy for one of three reasons:

1. The alleged conduct did not occur in scope of the School's education program or activity, or
2. The alleged conduct does not meet this policy's definition of sexual harassment, or
3. The alleged conduct did not occur to a person located in the United States

Scope of Education Programs or Activities - For the purposes of the Title IX Coordinator's determination under Section VI of this policy statement, the scope of the School's education program or activity includes locations, events, or circumstances over which the School has exercised substantial control over both the Respondent and the context in which the sexual harassment occurs, and shall also include any building owned or controlled by a student organization that is officially recognized by the School.

Dismissal of Formal Complaint - If the Title IX Coordinator determines that the alleged conduct, even if proven, would not rise to the level of conduct prohibited by this policy, the formal complaint will be dismissed, and the Complainant will be provided written notification of that decision, which will include the reasons for the dismissal. A determination that the alleged conduct does not warrant initiating the grievance process does not preclude the School from taking action to address any prohibited conduct/actions under another provision of its Code of Conduct.

If the Complainant or Respondent is an employee of the School or one of its affiliates, the Title IX Coordinator will notify the Director of the Human Resources department who is responsible for overseeing the School's compliance with Title VII of the Civil Rights Act of 1964.

d. **REMOVAL OF A RESPONDENT FROM EDUCATION PROGRAM OR ACTIVITY -INTERIM ACTION**

The Title IX Coordinator may remove a Respondent from his or her educational program or activity if the Title IX Coordinator determines that an immediate threat to the physical health or safety of any student or other individual arising from allegations of sexual harassment justifies removal.

If the Title IX Coordinator determines that allegations of sexual harassment justify removal, he or she will provide the Respondent with notice of the removal to the Respondent's School-provided email address and the Respondent must immediately cease participation in campus activities and may not return to the campus at any time pending the resolution of the complaint. Within three (3) Business Days after the Title IX Coordinator sends the notice, Respondent may challenge the removal decision provide a written explanation of why the sexual harassment allegations do not justify removal. The Title IX Coordinator will notify the Respondent within three (3) Business Days whether the challenge is successful and whether any alternative interim measures are warranted. A

Respondent who has been removed from his/her programs or activities as an interim measure may not attend any activity or program of the School while his/ her challenge to removal is pending.

The Title IX Coordinator may also place a non-student employee Respondent on administrative leave during the pendency of a grievance process.

e. **INFORMAL RESOLUTION**

After a formal complaint is filed and as an alternative to completing the School's formal Title IX grievance process, the Complainant and Respondent may agree to resolve a formal complaint through an informal resolution process, such as mediation, that does not involve a full investigation and adjudication. Informal resolution is not available to resolve allegations that any employee of the School sexually harassed a student.

Participation in an informal resolution process is entirely voluntary, and requires written consent from all parties, including the School. The School will not require a Complainant or Respondent to participate in informal resolution. However, once the parties and the School agree to informal resolution, the School will suspend its obligation to pursue the grievance process except to the extent necessary to facilitate the informal resolution process as agreed to by the parties and the School.

At any time prior to the parties reaching an agreement on the resolution of the allegations, any party may withdraw from the informal resolution process and initiate or resume the grievance process. If the parties and the School agree to an informal resolution process, the Title IX Coordinator will provide the parties with a written notice disclosing (1) the allegations; (2) the requirements and procedures of the informal resolution process; (3) the circumstances under which the parties will be precluded from resuming a formal complaint arising from the same allegations; (4) notice that at any time prior to the parties' agreeable resolution of the allegations, any party has the right to withdraw from the informal resolution process and initiate or resume the grievance process; and (5) the records that will be maintained or could be shared during and after the informal resolution process.

In the event that the parties reach a mutually agreeable resolution of the complaint through the informal resolution process, the Title IX Coordinator will close and dismiss the Complaint.

f. **RETALIATION**

The School or any other person is prohibited from intimidating, threatening, coercing, discriminating, or retaliating in any way against any individual for the purpose of interfering with any right or privilege secured by Title IX or the Regulations of the Department of Education (34 C.F.R. § 106, et. seq.), or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any aspect of the grievance process.

Complaints alleging retaliation may be submitted to the Title IX Coordinator in the same manner as a report of sexual harassment. Or, if the allegations of retaliation are against the Title IX Coordinator, the complaint should be directed to Peter Mikhail, the School's Chief Executive Officer, at:

Peter Mikhail, Chief Executive Officer
5150 S. Decatur Blvd.
Las Vegas, NV 89118
(702) 658-7900
pmikhail@mikhailed.com

g. **CONFIDENTIALITY**

The School understands that those involved in the sexual harassment reporting and grievance process, including the parties, witnesses, and individuals who have made reports or complaints of sex harassment, have privacy rights, including rights governed under the Family Education Rights and Privacy Act. The School will not disclose information relating to the reporting of sexual harassment and the grievance process unless it is pursuant to a lawful purpose, such as:

1. Where information is necessary to give fair notice of the allegations and to conduct the investigation, hearing, and appeal;
2. Where other School officials have a need to know of the information in performing the School's business;
3. Where the School determines the information should be shared with law enforcement;
4. Where sharing information will reduce the risk of an immediate threat to the health and safety of others;
5. Where sharing information is necessary for the School to comply with requests from government agencies and accreditors who review the School's compliance with federal law, state law, and accreditation requirements;
6. As necessary to respond to a lawfully issued subpoena or legal request for information;
7. Where disclosure of the information is otherwise permitted by the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. 1232g, or FERPA regulations, 34 CFR part 99.

h. **CONFLICTS OF INTEREST**

No investigator or hearing decision-maker will make findings or determinations in a case in which they have a conflict of interest or bias that would prevent that individual from being able to discharge their duties with impartiality. A party wishing to raise the issue of a potential conflict of interest or bias must notify the Title IX Coordinator of the bias or conflict of interest within two (2) Business Days of being advised of the identity of the investigator or decision-maker. The Title IX Coordinator will determine whether a conflict of interest exists. If a party believes that the Title IX Coordinator has a bias or conflict of interest, the party must notify Peter Mikhail, the School's Chief Executive Officer, who will determine whether a conflict of interest or bias exists. Mr. Mikhail can be contacted at:

Peter Mikhail, Chief Executive Officer
 5150 S. Decatur Blvd.
 Las Vegas, NV 89118
 (702) 658-7900
pmikhail@mikhailed.com

i. **GRIEVANCE PROCESS**

Once the Title IX Coordinator determines that allegations in a formal complaint could, if proven, constitute sexual harassment, the School will initiate its Title IX grievance process. The Title IX grievance process is designed to fairly investigate allegations of sexual harassment, determine responsibility for any alleged violations, and provide remedies designed to restore or preserve equal access to the School's education programs and activities. The School's Title IX grievance process will:

1. Treat Complainants and Respondents equitably;
2. Require an objective evaluation of all relevant evidence—including both inculpatory and exculpatory evidence—and provide that credibility determinations may not be based on a person's status as a Complainant, Respondent, or witness;
3. Presume that the Respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

Timeline for Resolution -The School will resolve all cases in a prompt and timely manner, however, the timeline will vary based on the circumstances of the case, including scheduled and unscheduled breaks in the academic calendar, availability of the parties and witnesses, scope of the investigation, need for interim actions, and unforeseen or exigent circumstances. The parties will be periodically updated on the status of their case.

Stated timing requirements in this policy will be strictly enforced. Requests for extension are disfavored and will not be granted absent a showing of extraordinary circumstances. However, if a party believes circumstances require an extension of deadlines, he or she must notify the Title IX Coordinator before the passing of the deadline, in writing, explaining why the deadline must be extended. The Title IX Coordinator will decide whether the deadline should be extended. If a deadline is extended, it will be extended for all parties.

Responsibility to Check Email -Throughout the Title IX grievance process, the School will send important notices and information to the parties' School-provided email accounts. It is each party's responsibility to frequently check his or her School-provided email account. Important deadlines are based on when the School sends certain notices and/or information to a party's email account, and a party's failure to check his or her email is not a valid excuse for a missed deadline.

If a party is unable to access his or her School-provided email account, he or she must immediately notify the Title IX Coordinator to arrange for an alternate method of receiving notices and information. Unless and until the Title IX Coordinator receives such notice, a party will be deemed to have received all emails and attachments on the day they were sent.

Standard of Proof -The School uses the preponderance of the evidence standard in investigations of complaints of sexual harassment. This means that the investigation and hearing determine whether it is more likely than not that a violation of the policy occurred.

Role of Advisors -All parties may have an advisor of their choice to accompany them through the grievance process. A party's advisor may be, but is not required to be, an attorney. A party may have his or her advisor present at any meeting, interview, or other appearance the party is entitled to attend. Advisors are expected refrain from interfering in the investigation and resolution of a formal complaint and are required to act ethically, with integrity, and in good faith throughout the grievance process. If the Title IX Coordinator, an investigator, hearing decision-maker, or other campus official determines that an advisor is acting in a manner intended to improperly disrupt or interfere with the grievance process, the advisor will receive a warning. Any subsequent attempt to disrupt or interfere with the grievance process will result in the advisor's immediate removal from the proceedings, and he or she will be barred from further participation in the Title IX grievance process. Unless the Title IX Coordinator, investigator, decision-maker, or other campus official determines that an advisor's misconduct is part of a party's deliberate attempt to disrupt or delay the grievance process, the proceedings will be suspended to allow a party to replace his or her advisor.

Each party must have an advisor present at the hearing. As discussed in the Hearing Procedures, below, only advisors may ask a party or witness questions at a hearing. In advance of the hearing, a party may request that the School provide him or her with an advisor of the School's choosing. Absent a showing of bias or a conflict of interest, a party has no right to object to an advisor provided by the School.

Consolidation of Formal Complaints - The School may consolidate formal complaints against more than one Respondent, or by more than one Complainant against one or more Respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances. Where the grievance process involves more than one Complainant or more than one Respondent, references in this policy to "party," "Complainant," or Respondent" include the plural, as applicable.

Notice of Formal Complaint -Once a Title IX Coordinator determines that a formal complaint alleges a potential violation of this policy, the parties will receive notice that a formal complaint has been filed and that the School has initiated its grievance process. The notice will include:

1. The identities of the parties involved in the incident, if known;
2. The conduct allegedly constituting sexual harassment, as defined in this policy, if known;
3. The date and location of the incident, if known;
4. A statement that the Respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
5. An explanation of the parties' right to have an advisor present throughout the grievance process; and
6. An explanation of the School's prohibition against knowingly making false statements or knowingly submitting false information during the grievance process.

Investigation -After notifying the parties of the formal complaint and the initiation of the grievance process, the School will appoint one or more trained investigators to interview the parties and gather evidence as necessary. Investigators will have received training on the following:

1. The definition of sexual harassment, as defined in this policy;
2. The scope of the School's education programs and activities;
3. How to conduct an investigation pursuant to this policy;

4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;
5. Issues of relevance to create an investigative report that fairly summarizes the relevant evidence.

During the investigation, the parties will have an equal opportunity to present witnesses, including expert witnesses, and other inculpatory and exculpatory evidence.

When a party's participation in the investigation is invited or expected, the School or the investigator will provide written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings. The written notice will be given at least three (3) Business Days in advance of the party's expected participation. Pursuant to the limits on the role of advisors, discussed above, each party will be entitled to have an advisor of his or her choosing present at any meeting or interview to which the party is invited or expected to attend.

Neither the investigator nor the School may access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to that party, unless the School or the investigator obtains that party's voluntary, written consent to do so. If the party is under 18 years old, written consent must be given by the party's parent or guardian.

The School or the investigator may modify the list of allegations based on additional information learned during investigation. In that event, the parties will receive prior notice of the new allegations prior to any investigation of the new allegations.

Prior to the conclusion of the investigation, the School will provide the parties and their advisors the opportunity to inspect and review any evidence obtained during the investigation that is directly related to the allegations in the formal complaint. The parties will then have ten (10) Business Days to submit a written response to the Title IX Coordinator, which the investigator will consider prior to completing his or her investigative report.

At the conclusion of the investigation, the investigator will prepare an investigative report that fairly summarizes relevant evidence. The report will be simultaneously provided to all parties and their advisors at least ten (10) Business Days prior to the hearing, if a hearing is required. The parties may submit a written response to the investigative report for consideration by the hearing decision-maker. However, a response to the investigative report must be received by the Title IX Coordinator no later than five (5) Business Days before the hearing. Responses received after that deadline will not be considered by the hearing decision-maker. The Title IX Coordinator will simultaneously provide all submitted written responses to the parties at least three (3) Business Days before the hearing.

Dismissal of a Formal Complaint - If at any time during the investigation, the School determines that any conduct alleged in the formal complaint (1) would not constitute sexual harassment, as defined in this policy, even if proved, (2) did not occur in a program or activity of the School, or (3) did not occur against a person in the United States, the School must dismiss the formal complaint with regard to that conduct. If other conduct is alleged in the formal complaint, the grievance process will continue with regard to those allegations only.

The School may also dismiss the formal complaint, or any allegations in the formal complaint, if at any time during the investigation or hearing (1) the Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the formal complaint or any allegations in the formal complaint; (2) the Respondent is no longer enrolled at, or employed by, the School; or (3) specific circumstances prevent the School or the investigator from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

If the School dismisses a formal complaint, or any allegations in a formal complaint, it will promptly send written notice of the dismissal and the reasons for the dismissal simultaneously to the parties.

Live Hearing - *Decision-Maker*:

Following the conclusion of the investigation and the parties' opportunity to review the investigative report, the School's grievance process provides for a live hearing. The hearing will be conducted by a decision-maker, who will have received training on the following:

1. The definition of sexual harassment, as defined in this policy;
2. The scope of the School's education programs and activities;
3. How to conduct live hearings pursuant to this policy;
4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;
5. Issues of relevance of questions and evidence, including when questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant; and
6. Any technology to be used at the live hearing.

The School will be responsible for appointing the decision-maker for the hearing, who may or may not be an employee of the School. The decision-maker will be free of any conflicts of interest, pursuant to the conflict of interest requirements of this policy. The identity of the decision-maker will be provided to the parties at least ten (10) Business Days prior to the hearing. If any party believes that the decision-maker is subject to bias or a conflict of interest, he or she must submit a written objection to the Title IX Coordinator within two (2) Business Days of notification of the identity of the decision-maker, stating the basis for the objection. If the Title IX Coordinator determines that the decision-maker is subject to bias or a conflict of interest that justifies removal of the decision-maker, the Title IX Coordinator will name a new decision-maker. In that event, the hearing may be rescheduled to allow for a reasonable time to ensure proper training and an opportunity for the parties to object to the new decision-maker on the grounds of bias or conflict of interest, pursuant to the requirements above.

Live Hearing - *Time and Location:*

The hearing will be conducted at a location within the county where the School is located. The Title IX Coordinator will notify the parties of the time and location of the hearing at least ten (10) Business Days prior to the hearing. Parties and their advisors are expected to adjust their schedules to attend the hearing. Hearings will not be rescheduled absent emergencies or extraordinary circumstances.

Within two (2) Business Days of the hearing, either party may request that the hearing be conducted with parties located in separate rooms with technology enabling the decision-maker and parties to simultaneously see and hear the party or the witness answering questions.

The School may also, at its discretion, allow any or all parties, witnesses, or other participants appear at the hearing virtually, with technology enabling participants simultaneously to see and hear each other.

Live Hearing - *Hearing Procedure:*

Advisor - Each party must have his or her own advisor present at the hearing. The role of the advisor is to ask relevant questions of the other party and other witnesses as described below. Advisors may counsel the party they represent during the hearing, however, advisors may not make opening or closing statements on behalf their represented party or raise or make objections on the record. Failure to comply with these requirements may be deemed by the hearing officer as interference with the orderly conduct of the hearing and may subject the advisor to removal. If a party does not have an advisor present at the hearing, the School will provide an advisor of the School's choosing at no cost to the party.

Cross Examination - Each party will have the opportunity to have his or her advisor cross-examine the other party and any witnesses by asking relevant questions and follow-up questions, including those challenging credibility. Only the parties' advisors may ask questions of testifying witnesses, and the questioning must be conducted orally, and in real time. The decision-maker will preside over the hearing, and he or she will determine the order of witnesses.

Relevancy of Questions/Evidence -Before a party or witness answers a question, the decision-maker must first determine whether the question is relevant and explain any decision to exclude a question as not relevant. Advisors may not present arguments in favor or against the exclusion of any proposed question. Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.

If Respondent intends to introduce evidence of the Complainant's past sexual behavior, Respondent must provide notice to the Title IX Coordinator and decision-maker at least five (5) Business Days in advance of the hearing accompanied by a written motion that specifically describes the evidence and states the purpose for which it is to be offered. The Title IX Coordinator will provide a copy of the notice and motion to the Complainant. Before admitting evidence under this rule, the decision-maker must conduct an in-camera hearing on the motion and give the parties a right to attend and be heard, through their advisors. The motion, related materials, and the record of the motion hearing must be and remain confidential.

All evidence provided to the parties prior the investigator's completion of the investigative report will be available at the hearing. Each party may refer to such evidence during the hearing, including for purposes of asking questions to other parties or witnesses.

Recognized Privileges - The decision-maker will recognize all legally recognized privileges, such as the attorney-client and work-product privilege, unless the holder of the privilege has waived the privilege. It is the responsibility of a party's advisor to invoke any privileges at the hearing. Failure to timely invoke a privilege will constitute a waiver.

Effect on Non-Participation - If a party or witness does not submit to questions at the hearing, the decision-maker must not rely on any prior statement of that party or witness in reaching a determination about responsibility. The decision-maker cannot draw an inference about the determination regarding responsibility based solely on a party's or witness's absence from the hearing or refusal to answer questions.

Record of Hearing - Hearings will be recorded with an audio recording, audiovisual recording, or by transcript. The recording or transcript will be made available to all parties for inspection and review.

Determining Responsibility:

Following the hearing, the decision-maker will issue a written determination deciding whether the Respondent is responsible for the allegations of sexual harassment. The decision-maker will base his or her determination on a review of the relevant and admissible evidence obtained during the investigation or hearing, the investigative report, and hearing testimony. The written determination will be sent to each party's School-provided email account. Important appeal deadlines will be based on when the written determination is sent by the School, so the parties are strongly encouraged to carefully monitor their email correspondence for the determination.

The decision-maker will apply the preponderance of the evidence standard in reaching his or her determination. The written determination will include:

1. An identification of the allegations potentially constituting sexual harassment as defined in this policy;
2. A description of the procedural steps taken, from receipt of the formal complaint by the School through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
3. Findings of fact supporting the determination;
4. Conclusions regarding the application of the recipient's code of conduct to the facts;
5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, and disciplinary sanctions imposed on the Respondent, and whether remedies designed to restore or preserve equal access to the School's education program or activity will be provided by the School to the Complainant; and
6. The procedures and permissible bases for the Complainant and Respondent to appeal.

The written determination will be simultaneously provided to the parties' School-provided email accounts. The parties will then have seven (7) Business Days to notify the Title IX Coordinator if they wish to appeal the determination regarding responsibility (see Appeal, below). The determination regarding responsibility becomes final either (1) seven Business Days after issuance of the written determination regarding responsibility, if no appeal is filed, or (2) if an appeal is filed, on the date the School provides a written determination on the results of an appeal.

Appeal

Both the Complainant and the Respondent may appeal the determination regarding responsibility, the dismissal of any allegation(s) of a formal complaint, and/or sanctions. All appeals will be decided by a decision maker appointed by the School, who cannot be the same person who rendered a determination at the hearing or presided over the

hearing. Once the decision maker issues [his/her] written determination on the results of the appeal, all matters are considered final and no further appeals will be considered.

If a party wishes to appeal, he/she must send a notice of his/her intent to appeal, by email, to the Title IX Coordinator within seven (7) Business Days after the School sends the determination to the parties' School-provided email accounts. If a party does not submit notice of appeal within the seven-day deadline, he or she will lose any right to appeal the written determination. The notice of intent to appeal must state the specific ground(s) for the appeal.

An appeal is not intended to be a rehearing of the allegations in the formal complaint. Disagreement with the findings or sanctions is not a valid ground for an appeal. The School will only consider an appeal on the following grounds:

1. A procedural irregularity that affected the outcome of the matter;
2. New evidence, that was not reasonably available at the time of the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter;
3. The Title IX Coordinator, investigator(s), or decision-maker had a conflict of interest or bias for or against Complainants or Respondents generally or the individual Complainant or Respondent that affected the outcome of the matter.
4. Ineffective assistance of an advisor. For the purposes of an appeal, a claim of ineffective assistance of counsel must assert (1) "that representation provided by the party's personal advisor fell below an objective standard of reasonableness," ... and (2) that any such deficiency was "prejudicial to the party."

If a notice of intent to appeal does not reference one or more of these four grounds for appeal, the appeal will be not be considered.

A timely appeal will stay the imposition of sanctions. Any interim measures imposed before or during the grievance process will remain in effect pending the resolution of the appeal.

Once the Title IX Coordinator receives a valid notice of intent to appeal, the Title IX Coordinator will notify all parties of the appeal, the ground(s) on which the appeal is sought, and the procedures for the appeal. Once the parties receive notice of the appeal from the Title IX Coordinator, the parties will have seven (7) Business Days to submit a written statement and any new evidence to the decision maker on appeal in support of, or challenging, the outcome. Any party who does not timely submit his or her written statement or new evidence will be barred from doing so absent a showing of exceptional circumstances. It will be in the sole discretion of decision maker on appeal whether to allow any extensions in the time to submit a written statement or new evidence.

The decision maker on appeal will review the timely submitted written statements, any new evidence and the record as appropriate. Only facts or arguments concerning the above-listed grounds for an appeal will be considered in rendering his/her decision. Once a decision is made, he/she will contemporaneously send written decision to each party's School-provided email account, describing the result of the appeal and the rationale for the result.

Once the decision maker on appeal sends his/her decision to the parties, all matters will be final. No further appeals will be considered.

D. Disciplinary Options

Penalties: Substantiated accusations of sexual violence or sexual harassment may result in disciplinary action against the offender, up to and including termination of the employee's employment or the student's enrollment. Other potential penalties include: suspension for up to 6 months, community service, probation, no-contact order, or violence prevention training. In case of any formal proceedings against either a student accused of violating this policy or an employee brought before a Grievance Committee proceeding, the penalties shall be as proposed by the Grievance Committee. In addition, complainants who make accusations of sexual harassment in bad faith may be subject to equivalent disciplinary action.

Remedies: As determined appropriate by the Grievance Committee, substantiated accusations of sexual violence or sexual harassment may result in remedies for the complainant in addition to or in lieu of disciplinary action for the respondent. Remedies are intended to restore or preserve equal access to LVC's education program or activity,

and include the same individualized services described as supportive measures under the Role of the Title IX Coordinator earlier in this Report, such as changes to classes, attendance times, parking arrangements, and/or externship locations where applicable, restrictions on contact, as well as extensions of time or other course related adjustments. However, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the respondent.

Complaint Record and Notice of Outcome: All proceedings and records will be confidential to the extent permitted by law. However, both parties will be notified concurrently in writing about the outcome of the complaint by the Grievance Committee. Memoranda describing a reprimand will be placed into the files of any student or employee in the event disciplinary action is taken against one of the parties. At the request of the individual alleged to have caused the grievance, a memorandum recognizing a finding of non-harassment or nondiscrimination will be placed into the file of the student or employee.

E. Education and Training

In an effort to promote a safe environment and to prevent acts of sexual misconduct, LVC engages in primary prevention and awareness training regarding sexual violence, including dating violence, domestic violence, sexual assault and stalking. The programing will cover the following subjects:

- identifies domestic violence, dating violence, sexual assault and stalking as prohibited conduct;
- defines using definitions provided both by the Department of Education as well as state law what behavior constitutes domestic violence, dating violence, sexual assault, and stalking;
- defines what behavior and actions constitute consent to sexual activity;
- provides a description of safe and positive options for bystander intervention. Bystander intervention means safe and positive options that may be carried out by an individual or individuals to prevent harm or intervene when there is a risk of dating violence, domestic violence, sexual assault or stalking. Bystander intervention includes recognizing situations of potential harm, understanding institutional structures and cultural conditions that facilitate violence, overcoming barriers to intervening, identifying safe and effective intervention options, and taking action to intervene;
- provides information on risk reduction. Risk reduction means options designed to decrease perpetration and bystander inaction, and to increase empowerment for victims in order to promote safety and to help individuals and communities address conditions that facilitate violence;
- outlines procedures victims should follow if a crime of dating violence, domestic violence, sexual assault, or stalking has occurred, including topics such as how to report such crimes, the importance of preserving evidence, options for involving law enforcement, services and protective measures available to victims;
- reviews information about how the institution will protect the confidentiality of victims and other necessary parties;
- provides an overview of information contained in the ASR, including procedures for institutional disciplinary action in cases of sexual assault.

LVC educates the student community about this policy, sexual violence prevention programs and related school policies during all group orientations held for new students upon the onset of a class. The Title IX Coordinator and persons appointed by the CEO to serve on the Grievance Committee will receive annual training on issues related to sexual violence. The Title IX Coordinator is responsible for training current students and all school faculty and staff about LVC's Title IX policies and conducting the new student training.

F. Bystander Intervention and Risk Reduction

LVC urges all members of the campus community to help prevent crimes, including crimes of sexual violence, and promote a safe campus environment for themselves and others by practicing bystander intervention and risk reduction.

Bystander Intervention means safe and positive options that may be carried out by an individual or individuals to prevent harm or intervene when there is a risk of dating violence, domestic violence, sexual assault, or stalking.

Members of the campus community can help prevent dating violence, domestic violence, sexual assault, and stalking by identifying potentially harmful situations and intervening on a potential victim's behalf when the intervention is not likely to put the bystander themselves in danger. A concept known as the three Ds of Bystander Intervention provides several useful strategies for intervention:

Direct: In some situations, you may feel comfortable intervening directly by asking the potential victim if they are okay, expressing concern, or telling the potential offender(s) to stop their behavior.

Distract: Another strategy is to interrupt the situation without direct confrontation by providing a distraction. Cut off the conversation with a diversion: you're about to leave the party, would the potential victim like a ride? Or, we're about to order pizza do you want any? Or just say that you or someone else needs to speak to the potential victim urgently.

Delegate: If you are too wary or shy to intervene directly, notify someone who might be in a better position to intervene, for example friends of the potential victim, or someone who has the authority to intervene, such as a school official or manager.

In addition, if you witness what you believe to be a situation that may lead to the commission of a crime, LVC urges all members of the campus community to call 911 or to contact an LVC employee immediately.

Risk Reduction means options designed to decrease perpetration and bystander inaction, and to increase empowerment for victims in order to promote safety and to help individuals and communities address conditions that facilitate violence.

LVC urges members of the campus community to take steps to reduce the chances of themselves or another person becoming a victim of a crime, including but not limited to the following:

- Lock doors and secure items of value.
- Walk in pairs at night and travel to events or parties with others rather than attending by yourself; check in with one another frequently and leave together.
- Avoid impairment caused by alcohol or drugs and/or offer to call a cab for someone if you see they are intoxicated.
- Keep your cell phone charged and with you at all times in case you need to call for help, for yourself or for someone else.
- Be aware of your surroundings and avoid isolated or dimly lit places.
- Trust your own intuition and don't be afraid to call for help or let someone know if you are worried about your safety or the safety of another.

LVC urges all members of the campus community to work together to promote a safe campus environment for everyone. LVC includes training on bystander intervention and risk reduction in all student orientation training.

G. Additional Information

Questions regarding this policy should be directed to the Title IX Coordinator. In addition, the U.S. Department of Education Office of Civil Rights ("OCR") investigates complaints of unlawful harassment of students in educational programs or activities. This agency may serve as a neutral fact finder and will attempt to facilitate the voluntary resolution of disputes with all parties involved. For more information, visit the OCR website at: <https://www2.ed.gov/about/offices/list/ocr/index.html>.

X. POLICY STATEMENT ADDRESSING SEX OFFENDER REGISTRATION INFORMATION.

The local Police Department provides a link to the Nevada Sex Offender Registry. LVC is required to inform students and employees about where law enforcement information provided by a State concerning registered sex

offenders may be obtained. The law also requires sex offenders already required to register in a State to provide notice to each institution of higher education in that State at which the person is employed, carries a vocation, or is a student. In Nevada, information about convicted sex offenders is available at <http://www.nvsexoffenders.gov/>.

XI. CLERY ACT CRIME REPORT STATISTICS

LAS VEGAS COLLEGE – Henderson, NV Campus:

| OFFENSE | PROPERTY | 2017* | 2018 | 2019 |
|---------------------------------------|--------------------|-------|------|------|
| Murder and Non-Negligent Manslaughter | On-Campus Property | 0 | 0 | 0 |
| | Public Property | 0 | 0 | 0 |
| Negligent Manslaughter | On-Campus Property | 0 | 0 | 0 |
| | Public Property | 0 | 0 | 0 |
| Rape | On-Campus Property | 0 | 0 | 0 |
| | Public Property | 0 | 0 | 0 |
| Fondling | On-Campus Property | 0 | 0 | 0 |
| | Public Property | 0 | 0 | 0 |
| Incest | On-Campus Property | 0 | 0 | 0 |
| | Public Property | 0 | 0 | 0 |
| Statutory Rape | On-Campus Property | 0 | 0 | 0 |
| | Public Property | 0 | 0 | 0 |
| Robbery | On-Campus Property | 0 | 0 | 0 |
| | Public Property | 0 | 0 | 0 |
| Aggravated Assault | On-Campus Property | 0 | 0 | 0 |
| | Public Property | 0 | 0 | 0 |
| Burglary | On-Campus Property | 0 | 0 | 0 |
| | Public Property | 0 | 0 | 0 |
| Motor Vehicle Theft | On-Campus Property | 0 | 0 | 0 |
| | Public Property | 0 | 0 | 0 |
| Arson | On-Campus Property | 0 | 0 | 0 |
| | Public Property | 0 | 0 | 0 |

| | | | | |
|--|--------------------------------------|---|---|---|
| VAWA Offense: Domestic Violence | On-Campus Property | 0 | 0 | 0 |
| | Public Property | 0 | 0 | 0 |
| VAWA Offense: Dating Violence | On-Campus Property | 0 | 0 | 0 |
| | Public Property | 0 | 0 | 0 |
| VAWA Offense: Stalking | On-Campus Property | 0 | 0 | 0 |
| | Public Property | 0 | 0 | 0 |
| Hate Crimes: Related to any of the above listed crimes, and/or involving simple assault, larceny-theft, intimidation or destruction/damage/vandalism of property, within one/more of the following bias categories: race, gender, gender identity, religion, sexual orientation, ethnicity, national origin, or disability | On-Campus Property | 0 | 0 | 0 |
| | Public Property | 0 | 0 | 0 |
| Arrests: Weapons: Carrying, Possessing, etc. | On-Campus Property | 0 | 0 | 0 |
| | Public Property | 0 | 0 | 0 |
| Disciplinary Referrals: Weapons: Carrying, Possessing, etc. | On-Campus Property | 0 | 0 | 0 |
| | Public Property | 0 | 0 | 0 |
| Arrests: Drug Abuse Violations | On-Campus Property | 0 | 0 | 0 |
| | Public Property | 0 | 0 | 0 |
| Disciplinary Referrals: Drug Abuse Violations | On-Campus Property | 0 | 0 | 0 |
| | Public Property | 0 | 0 | 0 |
| Arrests: Liquor Law Violations | On-Campus Property | 0 | 0 | 0 |
| | Public Property | 0 | 0 | 0 |
| Disciplinary Referrals: Liquor Law Violations | On-Campus Property | 0 | 0 | 0 |
| | Public Property | 0 | 0 | 0 |
| Unfounded Crimes | On-Campus Property + Public Property | 0 | 0 | 0 |

Las Vegas College does not have any noncampus property.

*Las Vegas College, formerly known as Altierus Career College-Henderson, was acquired from Zenith Education Group, Inc. in November 2018. All crime report statistics for years marked with an * were compiled by the previous ownership.

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 stroke extending to the right.

Peter Mikhail
President/CEO