Las Vegas
COLLEGE

2025-2027 Student Catalog

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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 101)

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

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A Message from the President

Dear Student:

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

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

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

Sincerely,

Peter Mikhail
President

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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 75,000 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 has conditional approval and the Practical Nurse program has full approval 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 and Practical Nurse program at Las Vegas College, located in Henderson, Nevada, are 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. The most recent accreditation decision made by the ACEN Board of Commissioners for the Practical Nurse program is initial accreditation. View the public information disclosed by the ACEN regarding these programs at https://www.acenursing.org/search-programs?status=Accredited
- 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.

AFFILIATED CAMPUSES

Las Vegas College is the main campus with one branch campus location at:

Houston Career Institute
9700 Bissonnet St #1400
Houston, TX 77036
(713) 568-0247
www.houstoncareerinstitute.com

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 an Online Readiness Assessment, will receive the Distance Education System/Technology Requirements document, and must attend an orientation for online students.
- 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*.

If the school or the Department of Education has reason to believe that the high school diploma is not valid or was not obtained from an entity that provides secondary school education, then the matter will be referred to the Compliance Officer. The Compliance Officer, with assistance as needed from campus leadership, will assess the credentials. Criteria for this assessment will include but is not limited to: the issuing school's accreditation status, the length and rigor of the program the student completed, the issuing school's policy on grades and credit awarded, and whether or not the program meets the legal requirements for a high school diploma or equivalent in the state where the student completed their education.

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 EduReady Admissions Assessment with a score of 102 or higher.
- Passing a designated nursing entrance test(s) with the following scores or higher:
  - Nursing program: TEAS score of 62.7 or higher
  - Practical Nurse program: TEAS scores of at least 60% in Reading, 50% in Math, 33% in Science, and 50% in English OR a minimum total TEAS score of 58.7%, which meets the Academic Preparedness Level of "Proficient"
- 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
- Passing additional criminal background checks and fingerprinting/drug screenings as may be required by the clinical site

Note: At the recommendation of the Program Chair, the President has the discretion to waive minimum admission requirements to the RN or PN Nursing Program as deemed appropriate in his judgment. 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/or demonstrating their aptitude for the program.

ADMISSIONS REQUIREMENTS FOR THE CARDIOVASCULAR SONOGRAPHY PROGRAM

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

- High school diploma or recognized equivalent
- Passing the EduReady Admissions Assessment with a score of 102 or higher.
- Passing a designated sonography entrance test(s): Individual TEAS subject scores of at least 60% in Reading, 50% in Math, 33% in Science, and 50% in English OR a minimum total TEAS score of 58.7%, which meets the Academic Preparedness Level of "Proficient".
- Writing an essay on an assigned topic, to be graded by a member of the academic team. The essay must be completed at the campus prior to the interview.
- Completing an interview with LVC faculty and/or administrative staff
- Passing a criminal background check and fingerprinting/drug screening

Prior to clinical practicum, clinical sites may require students to complete the following:

- 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
- Passing additional criminal background checks and fingerprinting/drug screenings as may be required by the clinical site

Note: At the recommendation of the Cardiovascular Sonography Program Chair, the President has the discretion to waive minimum admission requirements to the Cardiovascular Sonography Program as deemed appropriate in his judgment. 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/or demonstrating their aptitude for the program.

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
- Pass a criminal background check and fingerprinting/drug screening; Note: For admission to the RN to BSN program, LVC will accept passing results from comparable background checks taken no more than three years prior to the date the student signs the enrollment agreement.
- 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.*

INTERNATIONAL STUDENTS

Las Vegas College is authorized to issue I-20s for eligible foreign students with M-1 and F-1 visas. International students seeking enrollment must meet the school's regular admissions requirements (listed under "Admissions Procedures" earlier in this section) and contact the school at international@lvcollege.edu for additional information and procedures.

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 applicants must take and pass the EduReady Admissions Assessment as an entrance exam. Modular/clock hour program students must score a minimum of 75 and quarter-based program students, including all nursing program students, must score a minimum of 102 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.

This entrance exam requirement is waived for students possessing an associate degree or higher from an accredited U.S. school. Degrees from non-U.S. schools must accompanied by an evaluation from a third-party, professional document evaluation service that clearly identifies the document's equivalence to a U.S. credential and approved by the campus director.

Note: The President has the discretion to waive minimum score requirements for any entrance exam as deemed appropriate in his judgment. 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/or demonstrating their aptitude for the program.

Academic Readiness for Nursing and Cardiovascular Sonography Programs

All Nursing program students (with the exception of the RN to BSN program) and students enrolling in the Cardiovascular Sonography program are required to take the 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, Practical Nurse, or Cardiovascular Sonography program student has met the applicable requirements below must be retained and present in the student's file prior to enrollment.

Test of Essential Academic Skills (TEAS) Information

Applicants to the Associate of Applied Science Degree Nursing program must achieve a TEAS composite score of 62.7 or higher. Applicants to the Practical Nurse program and the Cardiovascular Sonography program must achieve either individual TEAS subject scores of at least 60% in Reading, 50% in Math, 33% in Science, and 50% in English OR a minimum total TEAS score of 58.7%, which meets the Academic Preparedness Level of "Proficient". TEAS scores from other schools are good for tests taken no more than 24 months prior to the date the student signs the enrollment agreement. In the event an applicant does not achieve the required TEAS scores 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

SPECIAL NEEDS

LVC's intent is to provide students with equal access to the essential course content and to mitigate any impact of a disability on the student's learning and/or academic performance without compromising course or program integrity. 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. Please refer to the Disability Accommodation Procedure later in this catalog for details and procedures for requesting an accommodation. Students with disabilities should educate themselves on the physical job requirements before proceeding with training at LVC. US Department Bureau of Labor statistics will have an explanation of job requirements for the fields in which LVC provides training. Based on the US Department Bureau of Labor statistics employment opportunities may be restricted based on the ability of a student to meet employer specific requirements due to a disability.

DISTANCE EDUCATION PROGRAMS AND ADDITIONAL REQUIREMENTS

LVC offers not only traditional in-classroom programs, but also hybrid 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 hybrid 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 hybrid 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 hybrid online program. Please see the Admissions Representative or your Academic Director for details.

CAMPUS TECHNOLOGY REQUIREMENTS FOR ALL PROGRAMS

In order to ensure that students succeed in their program of study and in their career, LVC requires all students, in both hybrid online and traditional in-classroom programs, to meet certain technology requirements established by the school. LVC may use software apps to help the student and the school successfully track attendance, participation, and progress through the student's program, including anti-plagiarism software, such as Turnitin or Respondus. All students are required to own a computer, tablet, or a smartphone (android or iPhone) that meets the school's minimum technology standards (as described below) and, as a condition of enrollment, may be 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.

Minimum Technology Standards

Student computers, tablets or other electronic devices must meet the following requirements:

Screen Size

The system is best viewed at a minimum resolution of 800x600.

Operating Systems

- Windows 10
- Mac OSX 10.6 and newer
- Linux - chromeOS

Mobile Operating System Native App Support

Android apps require version 5.0 or later and iOS apps require version 11 or later. All Android and iOS both support the two most recent versions of their respective operating systems.

Computer Speed and Processor

- Use a computer 5 years old or newer when possible
- 4GB of RAM
- 2GHz processor

Webcam and Microphone

Students will need access to a webcam and microphone. If the student's computer or other electronic device does not come equipped with a built-in webcam and/or microphone, any external webcam and/or camera that is compatible with their device will be compatible with the school's online learning systems.

Internet Speed

- Minimum of 512kbps

Internet Browser

The system supports the current and first previous major releases of the following browsers:

- Chrome 73 and 74
- Firefox 65 and 66 (Extended Releases are not supported)
- Flash 31 and 32 (used for recording or viewing audio/video and uploading files)
- Internet Explorer 11 (Windows only—functionally supported; may exhibit slight visual differences from other browsers, but these differences do not restrict product functionality)
- Edge 42 and 44 (Windows only)
- Respondus Lockdown Browser (supporting the latest system requirements)
- Safari 11 and 12 (Macintosh only)

You should always use the most current version of your preferred browser. Your browser will notify you if there is a new version available. Some supported browsers may still produce a banner stating "Your browser does not meet the minimum requirements". If you have upgraded your browser but you are still seeing the warning banner, try logging out of the system and deleting your browser cookies. The warning banner will display in versions of Firefox older than Firefox 60 and versions of Chrome older than Chrome 66.

Required Components

Flash is required for recording audio and video in the Rich Content Editor. Other than these features, Flash is not required to use most areas of the system. Please note that some browsers may no longer support Flash.

The Java plug-in is required for screen sharing in Conferences. Please note that some browsers do not support Java. Otherwise, there are no other browser plug-ins used. JavaScript must be enabled to run.

Mobile Devices

The system interface was optimized for desktop displays, so using small form factors such as phones may not be a pleasant experience. For the best user experience, please download the system's mobile applications.

Since the system uses small elements of Flash, not all features may be supported on mobile devices, especially on iOS. However, the system offers limited support for native mobile browsers on tablet devices. For additional details, please reference the limited-support mobile browser guidelines.

Mobile Browsers

Visit the Apple store or the Play store to download mobile browsers. The following major browsers are compatible with mobile devices:

iOS

- Safari (default browser with limited system support)
- Chrome
- Photon Flash Player (supports Flash)

Android

- Chrome (default browser with limited system support)
- Internet
- Firefox

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 45 students. For the Practical Nurse program, the maximum on-ground class size is 30 students. The maximum online class size is 45 students and the maximum class size for the online RN to BSN program is 24 students. The maximum class size for Nursing and Practical Nurse clinicals is 8 students. The maximum teacher to student ratio for the IV Certification course in the Practical Nurse program is 1:10. No class size will exceed programmatic regulatory requirements.

DISTANCE EDUCATION

Las Vegas College offers not only traditional in-classroom programs, but also hybrid (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.

Hybrid 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 received and evaluated before the student begins their program. Under extenuating circumstances, at the Campus Director's discretion, students may receive an extension on transfer credit requests through the end of the cancellation period. 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 beginning their program 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, with the following two exceptions:
        - Microbiology with a lab – Courses must have been completed no more than seven (7) years prior to the date the student signs the enrollment agreement.
        - Anatomy and Physiology I & II with lab – Upon review and approval from their respective department, students enrolling in the Nursing, Practical Nurse, or CVS program may receive transfer credit for Anatomy and Physiology I & II with Lab. Courses must have been completed no more than two (2) years prior to the date the student signs the enrollment agreement and the student must have received a grade equivalent to a C or greater. Students may be able to receive transfer credit for courses taken more than two (2) years, but no more than five (5) years, prior to the date the student signs the enrollment agreement if they meet the grade requirement and pass an additional examination as determined by LVC. The only exception to these time limits is for a Licensed Practical Nurse (LPN) applying for the Nursing (RN) program. Any other exceptions must receive written approval from the President in his sole discretion.
    - Accounting program college core courses – Courses must have been completed no more than seven (7) years prior to the date the student signs the enrollment agreement.
    - Core Courses for all RN, PN and Allied Health programs – Las Vegas College does not accept transfer credit for these courses, with the following exceptions:
        - The Medical Terminology I & II courses in the CVS program, as described below under Program and Course Specific Requirements.
        - LPNs enrolling in the RN program, as described below under Program and Course Specific Requirements.
    - RN to BSN program college core courses – Courses must have been completed no more than seven (7) years prior to the date the student signs the enrollment agreement.
- 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:
    - Medical Terminology I & II: Upon review and approval from the CVS department, Students enrolling in the CVS program may receive transfer credit for Medical Terminology I & II. Courses must have been completed no more than two (2) years prior to the date the student signs the enrollment agreement and the student must have received a grade equivalent to a C or greater. Students may be able to receive transfer credits for courses taken more than two (2) years prior to the date the student signs the enrollment agreement if they meet the grade requirement and pass an additional examination as determined by LVC.
    - Anatomy and Physiology I & II with lab – Upon review and approval from their respective department, students enrolling in the Nursing, Practical Nurse, or CVS program may receive transfer credit for Anatomy and Physiology I & II with Lab. Courses must have been completed no more than two (2) years prior to the date the student signs the enrollment agreement and the student must have received a grade equivalent to a C or greater. Students may be able to receive transfer credit for courses taken more than two (2) years, but no more than five (5) years, prior to the date the student signs the enrollment agreement if they meet the grade requirement and pass an additional examination as determined by LVC. The only exception to these time limits is for a Licensed Practical Nurse (LPN) applying for the Nursing (RN) program. Any other exceptions must receive written approval from the President in his sole discretion.
    - 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.

- Computer Applications & Applied Spreadsheets, Business Presentations and Communications, and Computerized Accounting – To receive transfer credit for Computer Applications & Applied Spreadsheets, Business Presentations and Communications, 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. Selected courses include:
  - Algebra
  - Business Math
  - Developmental Psychology
  - General Psychology
  - Sociology
- 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.

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.

For Nursing Students (RN program only): A student who fails any one nursing course will be required to provide a written appeal using the Student Academic Appeals Policy referenced later in this catalog, before they are allowed to repeat the failed course and continue on into the next term. Failing two nursing courses will result in dismissal from the program. An appeal for a dismissal for two failures can only be made in writing directed to the President.

For Practical Nurse and RN to BSN students: 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 Student Academic Appeals Policy referenced later in this catalog.

For students enrolled in modular/clock hour programs: If a student drops or withdraws from their program before the end of a module, they will earn a W or F grade for that module as determined by the student's SAP status in their program and their academic progress within the current module. If a student goes on a leave of absence from their

program before the end of a module, they will earn a WL grade for that module. If, however, the student was failing the module (due to attendance or coursework) at the time their leave begins, the student may receive an F for that module.

For students enrolled in quarter-based programs: If a student drops or withdraws from their program or goes on leave of absence during the one-week add/drop period, they will automatically receive a W grade (or a WL grade for LOAs) for all courses within that quarter.

After the conclusion of the one-week add/drop period:

- If a student drops or withdraws from their program before the end of a quarter, they will earn a W or F grade for each of their courses that quarter as determined by the student's SAP status in their program and their academic progress within that course.
- If a student goes on a leave of absence from their program before the end of a quarter, they will earn a WL grade for all courses in that quarter. If, however, the student was failing one or more courses (due to attendance or coursework) at the time their leave begins, the student may receive an F for that course or courses.

Grade	Point Value	Meaning	Scale for Nursing Program (RN) Courses Only†	Scale for all PN and RN to BSN Program Courses	Other Quarter-Based and Modular/ Clock Hour Programs and General Education Courses Scale
A	4.0	Excellent	90-100	92-100	90-100
B	3.0	Very Good	80-89	84-91	80-89
C	2.0	Good		76-83	70-79
F*	0.0	Failing	0-79	0-75	0-69
Fail	Not Calculated	Fail (for externship/internship)			
Pass	Not Calculated	Pass (for externship/internship classes only)			
WL	Not Calculated	Leave of Absence			
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			

†This grading scale change will not affect the 8th quarter Nursing courses (NUR 2881 Nursing Leadership and Management and NUR 2965 NCLEX Review) that are currently in progress for the period of 7/22/2024 - 10/13/2024.
*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/Phlebotomist
400 Clock Hours	400 Clock Hours
800 Clock Hours	800 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 meet the following criteria:

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 and Module Repeats 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 re-admittance 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
(1st 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
(1st 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%

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
(1st 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%

129 Quarter Credit Hour Program. Total credits that may be attempted: 193.5 (150% of 129).				
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
(1st Term)	2.0	1.5	67%	N/A
10-64	2.0	2.0	67%	60%
65-161	2.0	2.0	67%	67%
162-193.5	2.0	2.0	67%	67%

***** *This chart also applies to the RN to BSN program, which 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, provided there is space available, and with the approval of the of the Director of Education, applicable Program Chair and instructor at no charge, except for books and supplies. Note: Externships, internships, preceptorships, and clinicals cannot be taken as refresher courses. 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.

Graduates taking a refresher course must be current on any debts owed to the school and will be subject to school rules and regulations at all times. A written request for a refresher course should be submitted to the Director of Education at least thirty (30) days prior to the beginning of the desired course. Graduates may enroll for and complete up to a maximum of two refresher courses at any one time before they may enroll for any additional refresher courses.

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. However, students who graduated more than three years prior to the date of their request to take a refresher course may be asked to demonstrate industry participation via job history, or to pass a school administered knowledge test or lab safety exam prior to beginning refresher courses.

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 add/drop period for both full term (12-week) courses and six-week courses is the first seven calendar days of the term, including holidays. For all students enrolling in a course during the add/drop period, attendance will be taken starting on the first scheduled class session following the student's enrollment.

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 seven (7) calendar days of the term, including holidays. For any six-week courses, the add/drop period is the first seven calendar days of the course, including holidays. 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, including holidays. 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. This attendance policy applies to all students, whether they are enrolled in a traditional in-classroom program or in a hybrid online program.

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.

Attendance Tracking

Instructors record attendance every class session, including all absences, tardies, and early departures. Attendance may be taken manually**,** digitally**,** or students may be provided with instructions on how to record their attendance electronically. All attendance is recorded in the student information system (SIS) where it will be tracked by the school registrar.

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.

Hybrid online students may be able to make up missed lectures by watching the lecture recording online. In all cases, students requiring make-up work must consult their instructors for details and permission. **Note:** Watching a recorded lecture can only be counted as make-up work, not as actual attendance, because a student watching a video is unable to participate in discussions or ask questions.

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 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 quarter-based program students enrolled in programs with hybrid online and fully online 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 scheduled class sessions and complete all out-of-class assignments. Students should expect a weekly commitment of approximately 12 hours for each online or hybrid online 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.

Hybrid Online Courses

To be considered present in a given week for a hybrid online course, in addition to attending all class sessions, scheduled both online and at the campus, students must 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 Courses

To be considered present in a given week for a course that is taught fully online, in addition to attending all scheduled online class sessions, the student must post at least twice on two separate days to relevant class discussions for the week and complete one homework assignment or quiz.

ONLINE ATTENDANCE POLICY FOR MODULAR/CLOCK HOUR PROGRAMS

Modular/clock hour students enrolled in a hybrid 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 activities) 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. Hybrid 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

A Leave of Absence (LOA) is a temporary break in a student's attendance in which the student is still considered to be continuously enrolled. Because a student on LOA will not attend any classes until they return from LOA, this pause in attendance will automatically move their expected graduation date to a later date in time. An LOA may be granted for unforeseen or emergency situations, including but not limited to a serious illness, a debilitating injury, military deployment, or a debilitating injury, serious illness or death in the immediate family. No additional charges are assessed for a student on an authorized a Leave of Absence. Students enrolled in modular/clock hour programs and in quarter-based programs are eligible for LOAs.

A student must make an LOA request in writing in advance of the LOA start date unless unforeseen circumstances prevent the student's timely request. If the student's leave request is not within the time frame of the consecutive days of absence policy, the student's enrollment will be terminated instead. An LOA, together with any additional leaves of absence, must not exceed a total of 180 days, or one-half the program length, whichever is shorter, in any 12–month period. Multiple leaves may be permitted provided the total days of leave do not exceed this limit which begins on the first day of the student's initial LOA and must be reasonable within the context of the School's curriculum.

For an LOA to be approved by the School there must be a reasonable expectation that the student will return from an approved LOA. By signing the School's LOA request form the student will confirm their understanding of the procedures and the impact of returning or failing to return to their course of study. The school will provide the student with their new expected graduation date on their LOA paperwork. Additionally, if a student requesting an LOA has a Title IV loan, the School, prior to granting an LOA, shall explain the effects that the student's failure to return from an LOA may have on the loan repayment terms, including the expiration of the grace period.

In order for the School to authorize an LOA, the student must request the LOA in writing, to include the reason for the student's request, the date the LOA will begin, and the return date from the LOA, and must date and sign the School's LOA request form.

There may be unforeseen circumstances preventing a student's timely request. For example, but not by way of limitation, if a student were injured in a car accident and needed a few weeks to recover before returning to school, the student would not have been able to request the LOA in advance. The School may grant an LOA under such circumstances provided the School documents the reason for its decision and collects the request from the student at a later date. In such cases, the beginning date of the approved LOA would be the first day the unforeseen circumstances prevented the student from attending school.

Collecting the request from the student at a later date due to unforeseen circumstances may be accomplished by:

1. The student completing, dating and signing the School's LOA request form specifying the reason for the LOA request and the return date; or
2. As a substitute for using the School's LOA request form, the School may, at the campus director's discretion, approve a student's LOA request from written communications received from a student's email(s), letter(s), fax(es), or text(s), provided that these communications confirm the student's identify by use of the student's first and last name and specify the student's reason for the LOA and expected return date.

For an LOA approved due to unforeseen circumstances where the School's LOA request form is not used, the School as soon as reasonably practicable, will provide the student written confirmation of the student's LOA status and return date. In the same confirmation or in another writing, the School shall explain the effects that the student's failure to return from an LOA may have on any Title IV loan repayment terms, including the expiration of the grace period as well as the procedures and impact of returning or failing to return to their course of study. Such confirmations by the School may be accomplished by letter, email, fax, or text.

An approved LOA can be extended for an additional time period provided that the extension request meets all of the above requirements and the total days of leave do not exceed a total of 180 days or one-half the program length, whichever is shorter, in any 12–month period. Any course being "attempted" (and with attendance) will be used in the Maximum Time Frame calculation. Students who do not return on or before their scheduled return date will be considered to have withdrawn from the School.

:

Re-Admission Following a Leave of Absence

- The date the student returns to class is normally scheduled for the beginning of a module or quarter.
- Upon return from leave, modular/clock hour students who began their LOA in the middle of a module will be required to repeat that module (including externships and internships) and receive final grades. If the incomplete module is not available to repeat immediately, the student may take another module in their program prior to repeating the incomplete module. However, the student must retake the incomplete module at the next available opportunity when the same module is offered again.
- Upon return from leave, quarter-based program students will be required to repeat any courses that were interrupted by the LOA and receive final grades. When the specific requirements of their program and course prerequisites allow it, if an incomplete course(s) is not available to repeat immediately, the student may take another course(s) in their program prior to repeating the incomplete course(s). However, the student must retake the incomplete course(s) at the next available opportunity when the same course(s) is offered again.
- The student will not be charged any fee for the repeat of any module/course from which the student took leave or for re-entry from the leave of absence.

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/course(s) 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/course(s) to be offered
- Financial aid may be affected

EXTERNSHIP TRAINING

Allied Health Programs:

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. 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. See additional externship information and requirements at the end of your program description.

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, including joint services transcript, 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). More information about education benefits offered by VA is available at the official U.S. government Web site at http://www.benefits.va.gov/gibill.

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.

a) **State of Nevada (NRS 394.441 Enrollment Agreement Cancellation) –** The State of Nevada provides that Student has the right to cancel this Enrollment Agreement not later than three (3) days after signing their Enrollment Agreement. Student is entitled to a 100% refund if their Agreement is cancelled no later than three (3) days after its signing.

b) The School provides a longer time for Student to cancel their enrollment at the start of their training Program as follows: Student (and, in the case of a student under legal age, her/his parent or guardian) has the right to cancel their 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.

c) 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. Both the State of Nevada and the School's cancelation policies do not include Books, Educational Supplies, and Equipment that Student uses or opens. All refunds due Student under the Enrollment Agreement shall follow the Nevada Student Refund Policy.

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.

(h) As used in this Refund Policy, "substantially failed to furnish" includes cancelling or changing a training program agreed upon in the enrollment agreement without:
   a. Offering the student a fair chance to complete the same program or another program with a demonstrated possibility of placement equal to or higher than the possibility of placement of the program in which the student is enrolled within approximately the same period at no additional cost; or
   b. Obtaining the written agreement of the student to the specified changes and a statement that the student is not being coerced or forced into accepting the changes, unless the cancellation or change of a program is in response to a change in the requirements to enter an occupation.

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.

Disclosure National Student Loan Data System (NSLDS)
The School is required to disclose to all borrowers that any loan borrowed by the student or eligible parent will be submitted to the National Student Loan Data System (NSLDS). This information reported to NSLDS will be accessible by guarantee agencies, lenders, and institutions determined to be authorized users of the data system.

Borrowers may review their NSLDS history and information at any time at studentaid.gov.

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.americoprs.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:

Cost of Attendance (COA) *(tuition, fees, books, supplies, room & board, transportation, & miscellaneous personal expenses)*
— **The student's expected family contribution (EFC)**
= The student's financial need

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 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 acknowledgement 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 receive 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

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

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
- Use of generative AI without instructor permission: Students shall not use any public or private generative artificial intelligence (AI) services such as, but not limited to, ChatGPT, Microsoft Copilot, Grok or Google Bard without written permission from their instructor specifying exactly how the AI is sanctioned for use in that specific assignment or activity. For example: A student may not use AI for activities and assignments including but not limited to homework assignments, essays, reports, presentations (such as PowerPoint, Excel, etc.), quizzes, and exams.
- 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

General Academic Grievance 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. The school has established policies to address grievances related to general academic matters or code of conduct matters that do not include a complaint involving a disability, sexual harassment, or any conduct that is based on unlawful discrimination on the basis of age, sex, national origin, religion, or ethnicity. Students who wish to initiate a complaint related to general academic concerns should refer to the General Academic Grievance Procedures following directly below.

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, through 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 | complaints@accsc.org

A copy of the ACCSC Complaint Form is available at the School and may be obtained by contacting the Campus Director, contacting complaints@accsc.org, or online at https://www.accsc.org/Student-Corner/Complaints.aspx.

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 Statements of Non- Discrimination, Complaint Policies, and Regulations:

EQUAL EDUCATIONAL OPPORTUNITY

LVC is an equal opportunity employer/program. 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. Auxiliary aids and services are available upon request for individuals with disabilities.

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:

Lisa Raap, Campus Director
8410 Rafael Rivera Way
Las Vegas, NV 89113
(702) 567-1920
lraap@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
400 Maryland Avenue, SW
Washington, D.C. 20202-1100
1-800-421-3481
OCR@ed.gov

NOTICE OF NON-DISCRIMINATION ON THE BASIS OF DISABILITY

In accordance with applicable Federal and State laws and School policy, including Title III of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 the school does not discriminate on the basis of physical or mental disability. Retaliation for participation in school procedures relating to complaints of discrimination is also prohibited. This nondiscrimination policy covers admission, access, and treatment in the school's programs and activities.

The school is committed to prohibiting disability-based discrimination and harassment, and retaliation, performing a prompt and equitable investigation of complaints alleging discrimination, and properly remedying discrimination when it occurs.

Examples of discrimination against students with disabilities include, but are not limited to: failure to engage with the student in a discussion of reasonable accommodations for a disclosed disability; failure to implement approved reasonable accommodations such as access to lecture transcripts and recordings, or extra time on tests; and exclusion of a qualified student from any course of study, or other educational program or activity because of the student's disability.

Disability-based harassment is conduct which is sufficiently severe, pervasive, or persistent so as to interfere with or limit an individual's ability to participate in or benefit from the services, activities, or opportunities offered by the school.

The school has issued a grievance procedure called: "*ADA and Section 504 Grievance Procedures"* and students who feel that they have been harassed or discriminated against for their disability should follow this procedure set forth below in this catalog.

Additionally, the school has issued a procedure for requesting reasonable accommodations under Title III of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 entitled "*Disability Accommodation Procedure."* This procedure is also set later in this catalog.

Any student wishing to request a reasonable accommodation should contact the school's Director of Education at 702-763-6708 or jwright@lvcollege.edu.

Students who wish to file a complaint in accordance with the *ADA and Section 504 Grievance Procedures* should contact the school's Campus Director at email: campusdirector@LVCollege.edu or 702-567-1920. Any other inquiries regarding the school's student-related nondiscrimination policies may also be directed to the school's Campus Director at campusdirector@LVCollege.edu.

ADA AND SECTION 504 GRIEVANCE PROCEDURES

Students, employees, or other members of the school community with concerns or complaints about the provision of requested disability accommodations, denials, or the accommodation process, or who have complaints involving compliance with approved accommodations by the school's faculty or staff, are directed to this complaint procedure.

Although complainants are encouraged to follow the steps in this procedure, a complainant is not required to use this complaint procedure or to even proceed through each step below prior to submission of a complaint with the U.S. Department of Education, Office of Civil Rights.

Note about Discrimination Complaints: Individuals who believe they have been subject to discrimination based upon a disability, as described in Section 504 of the Rehabilitation Act of 1973 or The Americans with Disabilities Act of 1990, should report the matter to the school's Campus Director per the school's "*Notice of Non-Discrimination on the Basis of Disability"* Policy.

First Step: Consider resolving the matter informally
Before proceeding to the formal process, complainants are encouraged, but are not required to consider whether their concern can be effectively addressed by speaking directly with a staff or faculty member.

Second Step: Filing a Formal Complaint
When a concern is not resolved through the informal process, the complainant may file a formal complaint to school's Campus Director. The complaint must be in writing and must clearly articulate the complainant's concern as well as the desired resolution. The complainant will have the opportunity to present witnesses (in the form of signed statements) and other evidence in connection with this process. Formal complaints may be submitted to the Campus Director at email: campusdirector@LVCollege.edu or hand delivered to the office of the Campus Director at 8410 Rafael Rivera Way, Las Vegas, NV 89113. The Campus Director will review the submission, including all evidence submitted, and reach a determination, which the Campus Director shall communicate in writing to all involved parties within 30 business days of receipt of the formal complaint. The Campus Director's determination, when appropriate, will also include an assurance that steps will be taken to prevent recurrence of any discrimination, and will include appropriate remedial actions.

Third Step: Panel Review
In the event that a complainant wishes to appeal the Campus Director's determination. The student/employee must submit a written statement to the President that requests an appeal and sets forth the grounds for the appeal. The President will choose a Panel of two senior administrators at the vice president level or higher who are not employed at the complainant's primary campus who will review the appeal. The Panel will issue its decision in writing within 20 business days of the President's receipt of the appeal.

Notice of Binding Arbitration and Class Action/Collective Arbitration Waiver

A. Binding Arbitration

Your enrollment agreement with LVC 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 that are called Arbitrator(s) can make a decision about the dispute after receiving evidence and considering arguments.

For certain disputes, 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 excluding matters that may be taken to a small claims court with jurisdiction over you and LVC.

This means that for certain disputes 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 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 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 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 contains 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.

As of the date of this catalog, you may file your Demand for Arbitration with the AAA in the following way:

- Online: https://apps.adr.org/SimpleFile/faces/SimpleFile.jsf

When you have filed a Demand for Arbitration with the AAA you must also deliver a copy to LVC at:
Las Vegas College, 8410 Rafael Rivera Way, Las Vegas, NV 89113, 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, 8410 Rafael Rivera Way, Las Vegas, NV 89113, 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 THE FAMILY EDUCATION RIGHTS AND PRIVACY ACT (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. On request, the institution intends to disclose education records without consent to officials of another school in which a student seeks or intends to enroll and will also do so if the disclosure is initiated by the student.

   The school is committed to the protection of student education information. The school does not publish a student directory, however the school may disclose appropriately designated "directory information" without a student's written consent, unless the student has advised the school to the contrary. The school 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 inform the Registrar's Office in writing. However, the school reserves the right to release to police agencies and/or crime victims any records or information pertinent to a crime which has occurred on campus, including the details of any disciplinary action taken against the alleged perpetrator of the crime.

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: Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202

The following are exemptions to FERPA:

- Financial records submitted by a student's parent(s);
- Grades and access to student education records to parents who certify that the student is financially dependent;
- A school official who has a legitimate educational interest and needs to review an educational record in order to fulfill his or her professional responsibility. A school official is a person employed by the school in an

administrative, supervisory, academic, research, or support staff position, or a person or company with whom the school has contracted, such as an attorney, auditor, collection agent, employment agency, or loan management agency, or a person serving on the Board of Governors, or a student serving on an official committee or assisting another school official in performing his/her tasks;

- Confidential letters of recommendation received by the school prior to January 1, 1975. For such letters received after December 31,1974, the Act permits students to waive their right to access if the letters are related to admissions, employment, or honors;
- School security records;
- Employment records for school employees who are not current students;
- Records compiled or maintained by physicians, psychiatrists, psychologists, or other recognized professionals or paraprofessionals acting or assisting in such capacities for treatment purposes, and which are available only to persons providing the treatment;
- Authorized representatives of the U.S. Government, state and local authorities where required, and accrediting agencies;
- Appropriate persons or agencies in the event of a health or safety emergency, when are lease without consent is necessary under the circumstances; and
- Records requested through court order or subpoena.

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

Students can request their transcript by contacting the Registrar Office for assistance. 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. Additional transcripts are $10.00 per copy. However, a student must have no remaining financial obligation ($0.00 balance due on their student account) to the campus in order to receive their diploma.

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 A STUDENT'S ACCEPTANCE TO THE SCHOOL AND OF THEIR CONTINUING ENROLLMENT,** 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. **TESTING OF EMPLOYEES FOR ILLICIT DRUGS OR ALCOHOL ON CAMPUS WILL BE IN ACCORDANCE WITH APPLICABLE LAW**. 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 for Students and Employees

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 either substance. A state's 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 or employee 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. STUDENT 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:

	Possession of Illegal Drugs	Sale of Illegal Drugs
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 euphoriants. 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 1,000 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 or the Career Services Department 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 (SAMHSA) – 1-800-662-HELP (1-800-662-4357) or https://www.samhsa.gov/find-help/national-helpline

American Addiction Centers (AAC) – https://drugabuse.com/ or at the 24-hour hotline (877) 904-2494

Alcoholics Anonymous – 24-hour hotline 800-839-1686 or visit https://alcoholicsanonymous.com/ for information on local meetings and resources

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 15 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: Not less than 25 years. 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 or employee violates or is suspected of violating this Substance Abuse Policy. Reporting to campus under the influence of alcohol, drugs or any substance that impairs an individual's mental or physical capacity **WILL NOT BE TOLERATED**. This includes all forms of marijuana and synthetic marijuana. Any student or employee using physician-prescribed medication or other medication that may impair performance in the classroom, lab, or other school and/or work environment shall immediately inform his or her instructor/supervisor of such medication. Additionally, any physician-prescribed drug that might result in a positive drug test must be reported to his or her instructor/supervisor or the Director of Education or Campus Director as soon as the individual begins using the medication. Failure to provide such notification in a timely manner may subject the individual 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 or employee 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
- suspension from school or employment
- termination from enrollment or employment
- referral for prosecution

Students and employees should be aware that the School may bring matters of illegal drug use to the attention of local law enforcement and 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 an individual'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 THE 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 and/or work 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 experiential learning (e.g., externship, clinical, internship, preceptorship) 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.

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 and/or non-regular basis as reasonably determined by the School. The School reserves the right every three to six weeks to have a reasonable number of students and/or employees from the school be randomly tested for illegal substances. The School also conducts "for cause" drug tests on identified individuals based upon the finding of reasonable grounds as listed earlier.

In the absence of extraordinary circumstances, any individual 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/term or for the student's remaining program of study or suspension of employment. In such a situation a 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 individual 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 individual must follow the assignments of the evaluator and provide evidence of completion of those assignments, if applicable.
- The individual 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 individual 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 or from employment 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 or employees who have entered an approved program and returned to the School, the following stipulations apply:

- The individual must agree to cease drug use and destroy all drug-related paraphernalia.
- The individual is required to meet with the Director of Education, Campus Director, and/or their designee 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 individual is subject to on-demand drug testing as determined by the School.
- The individual 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/term retakes.

Failure to abide by the established guidelines will result in termination of training or employment at the School. Any student or employee 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, individuals 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 distance 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.

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.

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.

DISABILITY ACCOMMODATION PROCEDURE

LVC's disability accommodation procedure is a collaborative and interactive process between the student and the school. LVC designates the Director of Education (or, in the absence of a Director of Education, the Campus Director) as the school's Section 504/ADA Coordinator. The student will meet with the Director of Education or with their Department Chair on campus (or over the phone) for the student to request and submit the school's Accommodations Request form and discuss disability related needs. The Director of Education and Department Chairs are available to the student to assist with questions and provide assistance in filling out the Accommodations Request form. The student will need to submit a completed Accommodations Request form and documentation of their medical condition to the Director of Education or Department Chair who will submit it to the Compliance Officer 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. The requesting student will receive a Response to Reasonable Accommodation Request (the "Response") from the Compliance Officer and will be requested to sign and date the Response acknowledging the student's agreement with the Response.

EMERGENCY INFORMATION

In the event of a fire or other disaster that requires evacuation of the School, students should vacate the building in an orderly fashion as soon as the alarm sounds or they receive other notification of an emergency, such a staff instructions. Student should gather at the designated locations so that instructors may take attendance. Re-entry into the building is not allowed until a school staff member gives the all-clear signal. Students will find evacuation routes posted in each classroom. A copy of the school's full emergency plan is available through Canvas under Announcements and on the school's website.

TEMPORARY CAMPUS CLOSING DUE TO WEATHER OR OTHER CIRCUMSTANCES

To provide continued services to students, it is LVC's policy that the school 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/Phlebotomist	Diploma
Quarter-Based Programs	**Credential**
Nursing	Associate of Applied Science
Practical Nurse	Diploma
RN to BSN	Bachelor of Science in Nursing
Cardiovascular Sonography	Associate of Occupational Studies
Accounting	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
This program is available as a Traditional In-Classroom Program or a Hybrid Online Program (Consult Admissions Department for details.)

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 eligible to sit for the NCMA exam (National Certified Medical Assistant) and CCMA (Certified Clinical Medical Assistant) exam. Students are encouraged to begin taking these exams as part of their program, prior to externship.

In-Classroom and Hybrid Online Time Commitment

Whether students enroll in this program as a traditional in-classroom program or as a hybrid online program, which is taught partially online and partially in-classroom, the curriculum and the time commitment are the same. All students will have a weekly time commitment of 20 hours of lecture and lab. However, hybrid online students will attend some or all of their scheduled lectures live online. The course outline for each module will explain the specific lab and lecture schedule for that module.

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**

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. 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 Prerequisite: None.

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 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 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 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 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 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 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 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-G.

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/PHLEBOTOMIST

Diploma Program
36 Weeks - 800 Clock Hours
This program is available as a Traditional In-Classroom Program or a Hybrid Online Program (Consult Admissions Department for details.)

Upon completion of the Laboratory Assistant/EKG Technician/Phlebotomist course, the graduate will be able to obtain an entry level position as a Laboratory Assistant, EKG Technician, or Phlebotomist/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.

Graduates are eligible to sit for the NCPT exam (National Certified Phlebotomy Technician) and NCET exam (National Certified ECG Technician). Students are encouraged to begin taking these exams as part of their program, prior to externship.

In-Classroom and Hybrid Online Time Commitment

Whether students enroll in this program as a traditional in-classroom program or as a hybrid online program, which is taught partially online and partially in-classroom, the curriculum and the time commitment are the same. All students will have a weekly time commitment of 20 hours of lecture and lab. However, hybrid online students will attend some or all of their scheduled lectures live online. The course outline for each module will explain the specific lab and lecture schedule for that module.

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/Phlebotomist Externship	0	0	160	160
	Program Totals:				**800**

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: 40 Laboratory Contact Hours: 40 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: 40 Laboratory Contact Hours: 40 Clinical Contact Hours: 0 Prerequisite: HCIN

LA201 Module B **80 Clock Hours**

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: 40 Laboratory Contact Hours: 40 Clinical Contact Hours: 0 Prerequisite: HCIN.

LA301 Module C **80 Clock Hours**

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: 40 Laboratory Contact Hours: 40 Clinical Contact Hours: 0 Prerequisite: HCIN.

LA401 Module D **80 Clock Hours**

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: 40 Laboratory Contact Hours: 40 Clinical Contact Hours: 0 Prerequisite: HCIN.

LA501 Module E **80 Clock Hours**

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: 40 Laboratory Contact Hours: 40 Clinical Contact Hours: 0 Prerequisite: HCIN.

LA601 Module F **80 Clock Hours**

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: 40 Laboratory Contact Hours: 40 Clinical Contact Hours: 0 Prerequisite: HCIN.

LA 701 Module G **80 Clock Hours**

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: 40 Laboratory Contact Hours: 40 Clinical Contact Hours: 0 Prerequisite: HCIN.

EXT801 Externship **160 Clock Hours**

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.

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
This program is available as a Traditional In-Classroom Program or a Hybrid Online Program (Consult Admissions Department for details.)

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.

In-Classroom and Hybrid Online Time Commitment

Whether students enroll in this program as a traditional in-classroom program or as a hybrid online program, which is taught partially online and partially in-classroom, the curriculum and the time commitment are the same. All students will have the same weekly time commitment of that quarter's lecture, lab, and clinical hours. However, hybrid online students will attend some or all of their scheduled lectures live online. The syllabi will explain the specific lab, lecture, and clinical schedules for each course.

		Major Core/ General Ed Course	Theory Contact Hours	Clinical/Lab Contact Hours	Total Contact Hours	Quarter Credits
Quarter I						
BSC 1085	Anatomy & Physiology I (1st 6 weeks)	General Ed	40	0	40	4
BSC 2085L	Anatomy & Physiology I Laboratory (1st 6 weeks)	General Ed	0	0/40	40	2
BSC 1086	Anatomy & Physiology II (2nd 6 weeks)	General Ed	40	0	40	4
BSC 2086L	Anatomy & Physiology II Laboratory (2nd 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
ENC 1102	Composition II	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
SYG 2001	Principles of Sociology	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
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

BSC 1085 - Anatomy and Physiology I **4.0 Quarter Credits**
This course is a scientific study of the structure of the human body and its parts including relationships and functions of the integumentary, skeletal, muscular, nervous system, special senses and the endocrine systems. Theory Hours: 40 Lab Hours: 0. Prerequisites: None Co-requisites: BSC 2085L.

BSC 1086 - Anatomy and Physiology II **4.0 Quarter Credits**
This course is a study of the structure of the human body and its parts including relationships and functions of the cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems. Theory Hrs: 40 Lab Hrs: 0. Prerequisite: BSC 1085, BSC 2085L Co-requisite: BSC 2086L

BSC 2085L - Anatomy and Physiology I Laboratory **2.0 Quarter Credits**
This course is a scientific study that provides an understanding of the basic concepts and principles of anatomy and physiology through a laboratory experience. It integrates the structure and function of the human body and its parts as related to cells, tissues, skeletal, muscular, nervous systems, sense organs, and stress. Theory Hrs: 0 Lab Hours: 40. Prerequisites: None Co-requisite: BSC 1085

BSC 2086L - Anatomy and Physiology II Laboratory **2.0 Quarter Credits**
This course is a continuation of BSC 2085L, which provides a scientific study and understanding of the basic concepts and principles of anatomy and physiology through lecture and laboratory experience. It integrates the structure and function of the human body and its parts as related to blood, nutrition, acid-base balance, fluids and electrolytes, genetics and growth and development. The endocrine, cardiovascular, lymphatic, immune, respiratory, urinary, and reproductive systems will also be studied. Theory Hours: 0 Lab Hours: 40. Prerequisite: BSC 1085, BSC 2085L Co-requisite: BSC 1086

DEP 2000 - Developmental Psychology **4.0 Quarter Credits**
This course will explore the physical, cognitive and social- emotional processes across the life span. Readings and lecture will focus on how individuals and defined classes develop psychologically. Key emphasis will focus on the behaviors at various ages and stages of development and the influence of family, culture, and spiritual considerations in human development and transition. Theory Hours: 40 Lab Hours: 0. Prerequisites: None

ENC 1101 - Composition I **4.0 Quarter Credits**
This course provides instruction and practice in expository writing and emphasizes grammatical and mechanical accuracy and proper essay form. Emphasis is placed on clarity, logical organization, communication, unity, and coherence of central idea and supporting material. Theory Hours: 40 Lab Hours: 0. Prerequisites: None

ENC 1102 - Composition II **4.0 Quarter Credits**

This course builds on the writing process and rhetorical strategies, including argumentative rhetoric, while devoting attention to critical thinking, and documentation of research and resources. Students will use a variety of research approaches and rhetorical strategies to compose an essay and other written communications. Theory Hours: 40 Lab Hours: 0. Prerequisite: ENC 1101.

MAT 1033 - College Algebra **4.0 Quarter Credits**

This course is the study of linear and quadratic equations, graphing, functions, inequalities, rational expressions, radicals, and system of equations and emphasizes critical thinking and problem-solving skills. Theory Hours: 40 Lab Hours: 0. Prerequisites: None

MCB 1000L - Microbiology Laboratory **2.0 Quarter Credits**

This course provides the fundamental concepts of microbiology and its relationship to the fields of medicine, industry and agriculture through a lab experience. This includes the study of viruses, bacterial pathogens and fungi. Theory Hours: 0 Lab Hours: 40. Prerequisites: BSC 1085, BSC 2085L, BSC 1086, BSC 2086L Co-requisite: MCB 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

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

NUR 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 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

NUR 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 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

NUR 1145 Pharmacology of Nurses 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 Lab Hours: 00. Prerequisites: BSC 1086, BSC 2086L, MAT 1033, SLS 1115, NUR 1020, MCB 2000, MCB 1000L Corequisites: NUR 1027 and NUR 1027L

NUR 1150 Pharmacology of Nurses II **2.0 Quarter Credits**

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

NUR 1210 - Nursing Care of the Adult Client I **4.0 Quarter Credits**

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

NUR 1211L - Nursing Care of the Adult Client I Clinical **4.0 Quarter Credits**

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

NUR 1440 - Maternal Child Nursing **4.0 Quarter Credits**

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

NUR 1441L - Maternal Child Nursing Clinical **4.0 Quarter Credits**

The clinical portion of the Maternal and Child course integrates the theory in providing care with obstetric and pediatric clients in acute care agencies, community health agencies, schools and in simulated experiences in the nursing computer and skills lab. Theory Hours: 0 Lab Hours: 20 Clinical Hours: 90 Prerequisite: NUR2212, NUR2213L, NUR 1210L Co- requisites: NUR 1440, NUR2611, NUR2615L

NUR 2212 - Nursing Care of the Adult II **4.0 Quarter Credits**

This course builds on the course content of NUR 1210 and focuses on the nursing care of adults/geriatric clients with altered health states. The nursing process is used as a continuing theme to integrate classroom theory with more complex clinical nursing care. Theory Hours: 40 Lab Hours: 0. Prerequisites: NUR 1210, NUR 1211L, NUR 1150 Co-requisites: NUR 2213L

NUR2213L - Nursing Care of the Adult II Clinical **4.0 Quarter Credits**

The clinical portion of Care of the Adult Client II integrates the theory learned in caring for the adult/geriatric client and applies it to multiple clinical situations. Theory Hours: 0 Lab Hours: 20 Clinical Hours: 90 Prerequisites: NUR NUR 1210, 1211L, NUR 1150 Co-requisites: NUR 2212

NUR 2350: Nursing Care of Adult III **3.0 Quarter Credits**
This course builds on the content of the previous nursing courses and continues the focus on nursing care of clients with altered health states of a very complex nature. The nursing process is used as a continuing theme to integrate advanced classroom theory with clinical practice. Theory Hours: 30 Lab Hours: 0. Prerequisites: NUR 2212 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 Management3.0 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

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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.



PRACTICAL NURSE

Diploma Program
15 Months – 55.5 Credit Units
This program is available as a Traditional In-Classroom Program or a Hybrid Online Program (Consult Admissions Department for details.)

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.

In-Classroom and Hybrid Online Time Commitment
Whether students enroll in this program as a traditional in-classroom program or as a hybrid online program, which is taught partially online and partially in-classroom, the curriculum and the time commitment are the same. All students will have the same weekly time commitment of that quarter's lecture, lab, and clinical hours. However, hybrid online students will attend some or all of their scheduled lectures live online. The syllabi will explain the specific lab, lecture, and clinical schedules for each course.

		Theory Contact Hours	Clinical/Lab Contact Hours	Total Contact Hours	Quarter Credits
Quarter I					
BSC1085	Anatomy & Physiology I (1st 6 weeks)	40	0	40	4
BSC2085L	Anatomy & Physiology I Laboratory (1st 6 weeks)	0	0/40	40	2
BSC1086	Anatomy & Physiology II (2nd 6 weeks)	40	0	40	4
BSC2086L	Anatomy & Physiology II Laboratory (2nd 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

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

PN 1600 - NCLEX-PN Review **2.0 Quarter Credits**
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

PN 2212 - Adult Health Nursing II **4.0 Quarter Credits**
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

PN 2213L - Adult Health Nursing II Clinical **3.5 Quarter Credits**
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

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. Prerequisites: BSC1085, BSC2085L, BSC1086, BSC2086L; Corequisites: PN1020, NUR1145, MAT1033

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.



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: The 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, culturally competent care to clients across the lifespan.
- Use clinical judgement to provide safe, effective, evidence-based care to clients throughout thelife span.
- Integrate current health care technology to support accurate patient care treatments and follow upplans.
- Apply health care policy concepts at the local, state, and national levels to promote the nursing scopeof practice and continued growth and expansion of the profession.
- Analyze current evidence to promote and apply appropriate health care system changes requiredfor health care access, equity, and reimbursement.
- Apply clinical judgement to provide nursing interventions to prevent individual and communitydiseases and illnesses across the lifespan.
- 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 4005	Nursing and Personal Crisis Management	40	0/0	40	3.5
NUR 4010	Health Assessment	50	0/0	50	4
NUR 4017	Health Assessment Lab	0	60/0	60	3
NUR 4035	Leadership for Effective Health Care Systems	50	0/0	50	4
NUR 4055	Scholarly Inquiry and Foundations of Nursing Research	60	0/0	60	5
NUR 4065	Complex Client Issues in Today's Health Care System	60	0/0	60	5
NUR 4070	Community and Population Health Nursing	50	0/0	50	4
NUR 4077	Community and Population Health Nursing Clinical	0	0/60	60	3
NUR 4080	Transition to the Profession	40	0/0	40	3
NUR 4090	Transcultural Nursing and Health Care	70	0/0	70	5.5
NUR 4120	RN to BSN Capstone	60	0/0	60	5
	RN-BSN Core Course Sub-Total	**480**	**60/60**	**600**	**45**
General Education					
BSC 3140	Essentials of Pathophysiology	50	0/0	50	5
BSC 3145	Essentials of Pathophysiology Lab	0	80/0	80	4
CMN 3110	Oral Communication	40	0/0	40	4
HIT 4040	Health Information Technology	30	0/0	40	3
PHI 3140	Modern Issues in Ethics	40	0/0	40	4

PHI 3150	Critical Thinking	40	0/0	40	4
PSI 3180	World History	40	0/0	40	4
PSY 3160	Psychology	40	0/0	40	4
SOC 3170	Sociology	40	0/0	40	4
STA 3200	Statistics for Medical Professionals	50	0/0	50	5
Students who have not successfully completed a Nevada History & US Constitution course as part of another degree program will need to take PSI 3185. Students who have already successfully completed such a course instead will take PHI 3190.					
PSI 3185	Introduction to Civil Liberties and Social Structure	40	0/0	40	4
PHI 3180	Conceptualizing Spirituality in Healthcare				
General Education Courses Sub-total		**410**	**80/0**	**500**	**45**
General Education Transfer Credit Sub-Total					**49**
ADN Transfer Credit Sub-Total					**57**
Total Program Hours		**890**	**140/60**	**1100**	**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

NUR4005 Nursing and Personal Crisis Management **3.5 Quarter Credits**
This introductory course examines professional expectations and disappointments in relation to nurse "burn-out" and work-life imbalances. By blending Transcultural Nursing Theory with activities of provider self-care, the student will discover how one's perspectives can be changed. Awareness of how differences in cultures impacts projection of feelings and behaviors leading to issues of workplace violence and lateral incivility will be analyzed. Students will learn how to be proactive in prevention and management of workplace violence in all its forms. New ideas of self-replenishment to achieve balance in professional and personal life will be investigated.
Prerequisite: None, Lecture Hours: 40, Lab Hours: 0, Clinical Hours: 0

NUR4010 Health Assessment **4.0 Quarter Credits**
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.
Prerequisite: None, Corequisite: NUR4017, Lecture Hours: 50, Lab Hours: 0, Clinical Hours: 0

NUR4017 Health Assessment Lab **3.0 Quarter Credits**
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.
Prerequisite: None, Corequisite: NUR4010, Lecture Hours: 0, Lab Hours: 60, Clinical Hours: 0

NUR4035 Leadership for Effective Health Care Systems **4.0 Quarter Credits**
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.
Prerequisites: None, Lecture Hours: 50, Lab Hours: 0, Clinical Hours: 0

NUR4055 Scholarly Inquiry and Foundations of Nursing Research **5.0 Quarter Credits**
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, dentification 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.
Prerequisites: STA3200, Lecture Hours: 60, Lab Hours: 0, Clinical Hours: 0

NUR4065 Complex Client Issues in Today's Health Care System **5.0 Quarter Credits**
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: 60, Lab Hours: 0, Clinical Hours: 0

NUR4070 Community and Population Health Nursing **4.0 Quarter Credits**
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, Corequisite: NUR4077, Lecture Hours: 50, Lab Hours: 0, Clinical Hours: 0

NUR4077 Community and Population Health Nursing Clinical **3.0 Quarter Credits**
Community and Population Health Nursing clinical 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, Corequisite: NUR4070, Lecture Hours: 0, Lab Hours: 0, Clinical Hours: 60

NUR4080 Transition to the Profession **3.0 Quarter Credits**
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: None, Lecture Hours: 40, Lab Hours: 0, Clinical Hours: 0

NUR4090 Transcultural Nursing and Health Care **5.5 Quarter Credits**
The focus of this course is to gain in depth knowledge of transcultural nursing and health care including global health issues, culturally based health and illness beliefs as well as healing and care modalities. Students will examine transcultural nursing concepts in their own nursing practice and analyze methods to promote culturally competent nursing care in the workplace. Transcultural nursing theories and models will be explored. Students will conduct a holistic, cultural health assessment and develop a culturally appropriate plan of care. The attributes and professional roles of a transcultural nurse will be emphasized.
Prerequisites: None, Lecture Hours: 70, Lab Hours: 0, Clinical Hours: 0

NUR4120 RN to BSN Capstone **5.0 Quarter Credits**
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, culturally competent, patient-centered practitioner.
Prerequisites: This course will be taken in the final quarter, Lecture Hours: 60, Lab Hours: 0, Clinical Hours: 0

General Education Course Requirements

BSC 3140 Essentials of Pathophysiology **5.0 Quarter Credits**
Building on introductory physiology concepts, this course moves from the molecular and cellular function of the human body and allows the student 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, respiratory, gastrointestinal, renal, endocrine, and neurological systems will be analyzed.
Prerequisites: None, Lecture Hours: 50, Lab Hours: 0, Clinical Hours: 0

BSC 3145 Essentials of Pathophysiology Lab **4.0 Quarter Credits**
This course provides essential learning opportunities through simulation exercises, lab reports and illustrations to compliment the learning of the human body structure from pathophysiology interrelationships between form and function. Pathophysiology of common diseases and illnesses will be examined and explored. Relationships, functions, and pathology of the cardiovascular, respiratory, gastrointestinal, renal, endocrine, and neurological systems will be analyzed.
Prerequisites: None, Lecture Hours: 0, Lab Hours: 80, Clinical Hours: 0

CMN3010 Oral Communication **4.0 Quarter Credits**
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, Clinical Hours: 0

HIT4040 Health Information Technology **3.0 Quarter Credits**
An introduction to the fundamental knowledge of health information technology as it relates to emerging 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, HIPAA, insurance companies, privacy, and confidentiality will be explored.
Prerequisites: None, Lecture Hours: 30, Lab Hours: 0, Clinical Hours: 0

PHI 3140 Modern Issues in Ethics **4.0 Quarter Credits**
The philosophical studies of morality and ethics will be examined. The role of bioethics 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.
Prerequisites: None, Lecture Hours: 40, Lab Hours: 0, Clinical Hours: 0

PHI 3150 Critical Thinking **4.0 Quarter Credits**
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.
Prerequisites: None, Lecture Hours: 40, Lab Hours: 0, Clinical Hours: 0

PHI 3180 Conceptualizing Spirituality in Healthcare **4.0 Quarter Credits**
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, Clinical Hours: 0

PSI 3180 World History **4.0 Quarter Credits**
This course will emphasize the importance of key events, key ideas, and 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. 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, Clinical Hours: 0

PSI 3185 Introduction to Civil Liberties and Social Structure **4.0 Quarter Credits**
This course examines the U.S. Constitution, governmental issues and defines the Constitution’s supremacy over all other law in the United States from a social structure perspective. In addition, the history, government, and Constitution of the State of Nevada are presented through the view of civil liberties. This course also illustrates how Nevada’s Constitution falls under the umbrella of the Federal government.
Prerequisites: None, Lecture Hours: 40, Lab Hours: 0, Clinical Hours: 0

PSY 3160 Psychology **4.0 Quarter Credits**
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.
Prerequisites: None, Lecture Hours: 40, Lab Hours: 0, Clinical Hours: 0

SOC 3170 Sociology **4.0 Quarter Credits**

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

STA 3200 Statistics for Medical Professionals **5.0 Quarter Credits**

This course introduces biostatistics for nursing professionals, along with data types, explore descriptive statistics, and review basic probability concepts and distributions. This course will also introduce classic estimation and hypothesis testing, regression and correlation, sampling and survey construction, and analysis of frequency and count data. Measures of validity and reliability and how this is related to nursing and quality care will be discussed.
Prerequisites: None, Lecture Hours: 50, Lab Hours: 0, Clinical Hours: 0

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.

In accordance with their own internal procedures and policies, the state of Nevada and potential employers may require a student in the RN to BSN program to pass a criminal background check, and/or drug test, and provide proof of immunization, and/or pass a required physical by a doctor.

CARDIOVASCULAR SONOGRAPHY

Associate of Occupational Studies (AOS)
24 Months – 129 Quarter Credit Hours
Hybrid Online Program

Vocational Objective:
A Cardiovascular Sonographer (CVS) provides patient services in a variety of medial settings using medical ultrasound under the supervision of a physician. Cardiovascular Sonographers perform cardiovascular ultrasound studies as ordered by physicians for their patients and assist the physician in gathering sonographic data necessary to diagnose a variety of conditions and diseases. Cardiovascular Sonographers perform appropriate procedures and record anatomical, pathological, and/or physiological data as well as sonographic data and other pertinent observations made during the procedures.

Upon completion of this course of study, CVS graduates will be prepared to enter the medical field in the capacity of an entry-level, non-invasive cardiac sonographer or non-invasive cardiovascular sonographer. This includes producing and preparing images that are transferred into file, video tape, or computer systems that are interpreted by an ultrasound physician, as well as performing ultrasound procedures in clinics, hospitals, offices specializing in cardiovascular health, and in diagnostic imaging, and acute or long-term care facilities. Graduates will be able to demonstrate basic clinical proficiency of sonographic procedures, and exhibit behavioral skills that reflect professionalism and effective communication, as well as time management skills.

Distance Education: This program is a hybrid online program, which is taught partially online and partially in-classroom at the LVC campus. Students will have a weekly time commitment based on that quarter's lecture, lab, and clinical hours and will attend some or all of their scheduled lectures, and other activities as assigned, live online. The course syllabi will explain the specific lab, lecture, and clinical schedules for each course.

Note: Please see the end of this program description for important disclosures concerning rules and conditions for certification from the American Registry of Diagnostic Medical Sonography (ARDMS) and the Disclosure Notice to CVS Students.

		Theory Contact Hours	Lab Contact Hours	Practicum Contact Hours	Total Contact Hours	Quarter Credits
Major Core Courses						
CLAB 1101	Clinical Laboratory	24	36	0	60	4
CVPH1101	Cardiovascular Pharmacology	24	0	0	24	2
MEDT1301	Medical Terminology I	24	0	0	24	2
MEDT1302	Medical Terminology II	24	0	0	24	2
MEDP 1303	Medical Procedures with Laboratory	48	48	0	96	7
MOM 1101	Medical Office Management	48	0	0	48	4
CVS1101	Vascular Techniques I Theory	24	0	0	24	2
CVS1101L	Vascular Techniques I Laboratory	0	48	0	48	2
CVS1102	Vascular Techniques II Theory	24	0	0	24	2
CVS1102L	Vascular Techniques II Laboratory	0	48	0	48	2
CVS1105	Principles of Electrophysiology	24	12	0	36	2
CVS1106	Echocardiography Techniques I Theory	24	0	0	24	2
CVS1106L	Echocardiography Techniques I Laboratory	0	48	0	48	2
CVS1109	Registry Review I	24	0	0	24	2
CVS2202L	Vascular Techniques III Laboratory	0	48	0	48	2
CVS2202	Vascular Techniques III Theory	24	0	0	24	2
CVS2203	Acoustical Physics	30	0	0	30	3
CVS2204	Sonographic Anatomy and Pathophysiology	36	0	0	36	3
CVS2207	Echocardiography Techniques II Theory	24	0	0	24	2
CVS2207L	Echocardiography Techniques II Laboratory	0	48	0	48	2
CVS2208	Echocardiography Techniques III Theory	24	0	0	24	2
CVS2208L	Echocardiography Techniques III Laboratory	0	48	0	48	2

CVS2209	Registry Review II	48	0	0	48	4
PDEV1100	Professional Development	12	0	0	12	1
Clinical Practicum: Students will select to take either courses CVS2211P and CVS2212P OR courses CVS 2213P and 2214P						
CVS2211P	Echocardiography Clinical Practicum I	0	0	480	480	16
CVS2213P	Vascular Sonography Clinical Practicum I					
CVS2212P	Echocardiography Clinical Practicum II	0	0	480	480	16
CVS2214P	Vascular Sonography Clinical Practicum II					
	Total Hours	**510**	**384**	**960**	**1854**	**92**
General Education Courses						
BSC 1085	Anatomy & Physiology I (1st 6 weeks)	40	0	0	40	4
BSC 2085L	Anatomy & Physiology I Laboratory (1st 6 weeks)	0	40	0	40	2
BSC 1086	Anatomy & Physiology II (2nd 6 weeks)	40	0	0	40	4
BSC 2086L	Anatomy & Physiology II Laboratory (2nd 6 weeks)	0	40	0	40	2
CCA 1101	Computer Concepts and Applications	12	36	0	48	3
ENC 1101	Composition I	40	0	0	40	4
MAT 1033	College Algebra	40	0	0	40	4
PHYS 1101	Conceptual Physics	48	24	0	72	6
PSI 201	US and NV Constitution	40	0	0	40	4
PSY 2012	General Psychology	40	0	0	40	4
	Total Hours	**300**	**140**	**0**	**440**	**37**
	Total Program Hours	**810**	**524**	**960**	**2294**	**129**

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.

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. Prerequisites: None Co-requisites: BSC 2085L.

BSC 1086 - Anatomy and Physiology II **4.0 Quarter Credits**
This course is a study of the structure of the human body and its parts including relationships and functions of the cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems. Theory Hrs: 40 Lab Hrs: 0. Prerequisite: BSC 1085, BSC 2085L Co-requisite: BSC 2086L

BSC 2085L - Anatomy and Physiology I Laboratory **2.0 Quarter Credits**
This course is a scientific study that provides an understanding of the basic concepts and principles of anatomy and physiology through a laboratory experience. It integrates the structure and function of the human body and its parts as related to cells, tissues, skeletal, muscular, nervous systems, sense organs, and stress. Theory Hrs: 0 Lab Hours: 40. Prerequisites: None Co-requisite: BSC 1085

BSC 2086L - Anatomy and Physiology II Laboratory **2.0 Quarter Credits**
This course is a continuation of BSC 2085L, which provides a scientific study and understanding of the basic concepts and principles of anatomy and physiology through lecture and laboratory experience. It integrates the structure and function of the human body and its parts as related to blood, nutrition, acid-base balance, fluids and electrolytes, genetics and growth and development. The endocrine, cardiovascular, lymphatic, immune, respiratory, urinary, and reproductive systems will also be studied. Theory Hours: 0 Lab Hours: 40. Prerequisite: BSC 1085, BSC 2085L Co-requisite: BSC 1086

CCA 1101 - Computer Concepts and Applications **3.0 Quarter Credits**

This course is designed to explain the fundamentals of computer nomenclature, particularly with respect to personal computer hardware and software and the internet. It teaches students to make use of the internet as a repository of the latest information and an integrated learning tool to develop an in-depth understanding of why computers are essential components in both working and everyday life. The course will emphasize the computer's use as a stand-alone and networked device. Outside preparation activities include completion of assigned hands-on training, completion of written assignments and discussion topics. Theory Hours: 12 Lab Hours: 36. Prerequisites: None

ENC 1101 - Composition I **4.0 Quarter Credits**

This course provides instruction and practice in expository writing and emphasizes grammatical and mechanical accuracy and proper essay form. Emphasis is placed on clarity, logical organization, communication, unity, and coherence of central idea and supporting material. Theory Hours: 40 Lab Hours: 0. Prerequisites: None

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

PHYS 1101 – Conceptual Physics **6.0 Quarter Credits**

This course provides the student with basic concepts in physics. The course will also include an overview of the basic mathematical concepts needed for Physics formulae covered in the course. The course will cover a series of topics; Newton's Laws of Motion, mechanical energy, work and power, heat and heat transfer, electricity and magnetism, light, sound, atomic structure, radioactivity, and relativity. Outside preparation includes completion of end-of-chapter exercises for class discussion and research and writing for assigned term paper. Theory Hours: 48 Lab Hours: 24. Prerequisites: None

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.

Major Core Requirements

CLAB 1101 – Clinical Laboratory **4.0 Quarter Credits**

Students learn to measure height, weight, and vision, take blood pressure and vital signs, and chart the results accurately. Students are trained in OSHA bloodborne regulations. Outside preparation activities include completion of workbook assignments and short essays, and participation in regularly scheduled extra-help lab activities. Students are also trained in Basic sonographer lab safety including patient care and ergonomics, legal and ethical aspects of sonography, HIPPA and universal precautions. Prerequisites: None, Lecture Hours: 24; Lab Hours: 36; Practicum Hours: 0

MEDT 1301 – Medical Terminology I **2.0 Quarter Credits**

This course is a systematic learning experience in which students build a professional vocabulary based on meanings of word parts, prefixes, roots, and suffixes. Basic word structure, the body as a whole, integumentary, musculoskeletal, blood and lymphatic, and respiratory systems are studied. Outside preparation activities include completion of end of chapter exercises and review sheets. Prerequisites: None. Theory Hours: 24 Lab Hours: 0 Practicum Hours: 0

MEDT 1302 – Medical Terminology II **2.0 Quarter Credits**

This course is a systematic approach to learning professional medical vocabulary based on prefixes, suffixes, word roots, and combining forms of Digestive, Urinary, Cardiovascular, Nervous, Endocrine and Reproductive systems are studied. Outside preparation activities include completion of end-of- chapter exercises and study guides for exam review. Prerequisites: MEDT1301. Theory Hours: 24 Lab Hours: 0 Practicum Hours: 0

MEDP 1303 – Medical Procedures with Laboratory **7.0 Quarter Credits**

Students are trained in Electrocardiography (ECG) and learn to assist physicians in various medical specialties. Students learn the principles of basic life support for health care providers based on standards of the American Heart Association. Outside preparation activities include completion of workbook assignments and PDR research project, and participation in regularly scheduled extra-help lab activities to practice EKG skills. Theory Hours: 48 Lab Hours: 48 Practicum Hours: 0 Prerequisites: None.

MOM 1101 – Medical Office Management **4.0 Quarter Credits**
Students become acquainted with the administrative aspect of a medical office. They become familiar with general office responsibilities and gain knowledge in banking, bookkeeping, and the role of computers in health care. Students are trained to understand medical insurance forms, understand record keeping, understand accounts payable and accounts receivable, schedule appointments, order supplies, and understand coding. Outside preparation activities include completion of workbook assignments and study guides for exam review. Theory Hours: 48 Lab Hours: 0. Prerequisites: None.

CVPH 1101 – Cardiovascular Pharmacology **2.0 Quarter Credits**
This course provides a framework for learning pharmacology concepts and applying them to clinical situations within a culture of safety. A medication calculation and administration review is included. Emphasis will be on cardiovascular medications. Major classification, including indications, dosage, and side effects for each will be covered. Outside preparation includes completion of end-of-chapter assignments and study guides for exam review. Prerequisites: None. Theory Hours: 24 Lab Hours: 0 Practicum Hours: 0

CVS1101 – Vascular Techniques I Theory **2.0 Quarter Credits**
This course provides an essential background on ultrasound technology concepts. Students learn ultrasound instrumentation and knobology terms as well as identification and interpretation of cerebrovascular disease states. Outside preparation includes completion of end-of-chapter and critical thinking exercises for group discussion. Prerequisites: None. Corequisite: CVS1101L; Theory Hours: 24 Lab Hours: 0 Practicum Hours: 0

CVS1101L – Vascular Techniques I Laboratory **2.0 Quarter Credits**
Students learn and practice instrumentation and knobology of ultrasound systems. Practice in the campus laboratory includes cerebrovascular ultrasound diagnostic procedures and quantitation. Outside preparation includes performing cerebrovascular protocols during mandatory, 2h/week laboratory sessions. Prerequisites: None. Corequisite: CVS1101 Theory Hours: 24 Lab Hours: 0 Practicum Hours: 0

CVS1102 – Vascular Techniques II Theory **2.0 Quarter Credits**
Students are introduced to the study of fundamental skills and procedures necessary to perform diagnostic lower extremity vascular testing. Topics include lower extremity arterial and venous vascular procedures and evaluation. Outside preparation includes completion of end-of-chapter and critical thinking exercises for group discussion. Prerequisites: CVS1101L, CVS1101. Corequisite: CVS1102L; Theory Hours: 24 Lab Hours: 0 Practicum Hours: 0

CVS1102L – Vascular Techniques II Laboratory **2.0 Quarter Credits**
Students learn lower extremity venous and arterial non-invasive ultrasound procedures and quantitation in the campus laboratory. Lower extremity venous and arterial duplex protocols will be practiced and performed. Prerequisites: CVS1101L, CVS1101. Corequisite: CVS1102; Theory Hours: 0 Lab Hours: 48 Practicum Hours: 0

CVS1105 – Principles of Electrophysiology **2.0 Quarter Credit**
This course introduces applications of the principles of exercise tolerance testing and their relation to echocardiography, Holter monitoring and EKG interpretation. The student will measure and interpret electrocardiograms. Arrhythmias, conduction disturbances, myocardial ischemia, and infarction are investigated. This course works in conjunction with guided practice and performance in a laboratory setting. Outside preparation includes completion of end-of-chapter exercises and worksheets. Prerequisites: CLAB1101. Theory Hours: 24 Lab Hours: 12 Practicum Hours: 0

CVS1106 – Echocardiography Techniques I Theory **2.0 Quarter Credits**
Students study the concepts and procedures necessary to perform a complete two-dimensional diagnostic echocardiogram. The course draws upon knowledge of anatomy, physics, and basic sonography and introduces 2-D measurements with mathematical interpretation of results that deviate from the normal values. Stress testing and stress echocardiogram protocols will be introduced. Outside preparation includes completion of end-of-chapter exercises for group discussion and critical thinking exercises. Prerequisites: None. Corequisite: CVS1106L; Theory Hours: 24 Lab Hours: 0 Practicum Hours: 0

CVS1106L – Echocardiography Techniques I Laboratory **2.0 Quarter Credits**
Students will experience and learn through guided study and performance in a laboratory setting. The setting may include the usage of some or all the following techniques: 2-D, M-Mode, and Color Flow imaging. The calculation and interpretation of the findings will be evaluated and demonstrated on the machines. Basic and advanced protocols will be performed throughout the course. Students will learn diagnostic 2-dimensional echocardiographic views and quantitation in the campus laboratory. Two-dimensional chamber protocols will be practiced and performed. Outside preparation includes completion of case studies and attendance at regularly scheduled extra help scan labs. Prerequisites: None. Corequisite: CVS1106; Theory Hours: 0 Lab Hours: 48 Practicum Hours: 0

CVS1109 – Registry Review I **2.0 Quarter Credits**
The course is a review encompassing material from the sonography curriculum. The emphasis is placed on reviewing information so that the student will successfully pass the ARDMS SPI registry exam and/or the physics portion of the CCI registry exam. Students will receive a thorough review of the physics curriculum and participate in test-taking strategies and physics practice examinations. Outside preparation includes the practice of simulated registry examinations. Prerequisites: PHYS 1101, CVS2203. Theory Hours: 24 Lab Hours: 0 Practicum Hours: 0

CVS2202L – Vascular Techniques III Laboratory **2.0 Quarter Credits**

This course provides laboratory instruction for obtaining diagnostic images of the abdomen. Abdominal protocols include aorto-iliac, renals, mesenteric, and hepatic systems. This course also provides advanced instrumentation techniques, evaluation of clinical signs and symptoms, with physical assessment and sonographic interpretation. Students will utilize techniques in B-Mode, pulsed wave, and color Doppler to assess tissue characteristics and hemodynamic flow states. Students will practice and demonstrate the required skills to perform diagnostic protocols and prepare accurate preliminary diagnoses. Outside preparation includes attendance of weekly skills lab and case study review. Prerequisites: CVS1101L, CVS1101, CVS1102, CVS1102L. Corequisite: CVS2202; Theory Hours: 0 Lab Hours: 48 Practicum Hours: 0

CVS2202 – Vascular Techniques III Theory **2.0 Quarter Credits**

This course provides a comprehensive study of abdominal ultrasound examinations and an introduction to sonographic anatomy and diagnostic methods for assessment of normal and abnormal abdominal structures and vasculature. Emphasis will be placed on aorto-iliac, renals, mesenteric system, hepatic system, and transplants. Sonographic evaluations pertaining to pathophysiology of abdominal organs and systems will be presented. Students will apply the principles of physics, hemodynamics, tissue evaluations with B-Mode, PW Doppler, and color flow assessments to interpret sonographic findings and prepare a preliminary diagnosis. Outside preparation includes reading assignments, case studies, critical thinking exercises, and completion of end-of-chapter exercises. Prerequisites: CVS1101L, CVS1101, CVS1102, CVS1102L. Corequisite: CVS2202L; Theory Hours: 24 Lab Hours: 0 Practicum Hours: 0

CVS2203 – Acoustical Physics **3.0 Quarter Credits**

This course is designed to give a theoretical and practical understanding of the basic principles of ultrasound instrumentation, characteristics of sound, optimizing ultrasound physics utilizing the instrumentation, and understanding the effects of instrumentation manipulation. Outside preparation includes completion of end-of chapter exercises and study guides for exam review. Prerequisites: PHYS1101. Theory Hours: 30 Lab Hours: 0 Practicum Hours: 0

CVS 2204 – Sonographic Anatomy & Pathophysiology **3.0 Quarter Credits**

The course covers the essentials of cardiovascular sonography science. The basics of cross-sectional anatomy, pathophysiology, protocol usage and interpretation with imaging parameters will be discussed. Students will study the mechanisms, clinical recognition, as well as medical and surgical treatment for congenital and acquired cardiovascular disease. Outside preparation includes completion of end-of-chapter exercises and study guides for exam review. Theory Hours: 36 Lab Hours: 0 Practicum Hours: 0 Prerequisites: BSC 1085, BSC 1086, BSC 2085L, BSC 2086L

CVS 2207 – Echocardiography Techniques II Theory **2.0 Quarter Credits**

Students study the concepts and procedures necessary to perform a complete two-dimensional diagnostic echocardiogram. The course draws upon knowledge of anatomy, physics, and basic sonography and introduces 2-D measurements with mathematical interpretation of results that deviate from the normal values. Stress testing and stress echocardiogram protocols will be introduced. Outside preparation includes completion of end-of-chapter exercises for group discussion and critical thinking exercises. Theory Hours: 24 Lab Hours: 0 Practicum Hours: 0 Prerequisites: CVS 1106, CVS 1106L. Corequisite: CVS 2207L

CVS 2207L – Echocardiography Techniques II Laboratory **2.0 Quarter Credits**

Students will experience and learn through guided study and performance in a laboratory setting. The setting may include the usage of some or all the following techniques: 2-D, M-Mode, and Color Flow imaging. The calculation and interpretation of the findings will be evaluated and demonstrated on the machines. Basic and advanced protocols will be performed throughout the course. Students will learn diagnostic 2-dimensional echocardiographic views and quantitation in the campus laboratory. Two-dimensional chamber protocols will be practiced and performed. Outside preparation includes completion of case studies and attendance at regularly scheduled extra help scan labs. Theory Hours: 0 Lab Hours: 48 Practicum Hours: 0 Prerequisites: CVS1106, CVS1106L. Corequisite: CVS 2207

CVS2208 – Echocardiography Techniques III **2.0 Quarter Credits**

The course is a case-oriented approach to abnormal transthoracic and transesophageal studies. Discussions will include congenital and acquired abnormal structure and function of the heart as well as extensive analysis for the diagnosis and interpretation of heart disease. Demonstrations of echocardiography view transections, normal anatomy, and pathology presentations will be provided. Independent learning assessments and review of case presentations will be emphasized. Students will practice reviewing generated images and making independent differential diagnoses. Outside preparation includes review and evaluations of case study materials with critical thinking exercises. Prerequisites: CVS1106, CVS1106L, CVS2207, CVS2207L. Corequisite: CVS2208L; Theory Hours: 24 Lab Hours: 0 Practicum Hours: 0

CVS2208L – Echocardiography Techniques III Laboratory **2.0 Quarter Credits**

This course covers echocardiographic protocols utilizing 2-D, color flow, M-mode, PW, and CW Doppler techniques. Students will quantify disease utilizing and incorporating PISA, PHT, continuity equation, planimetry, ERO, RF, IVRT, biplanes Simpson's method, TDI, estimation of cardiac chamber pressures, and strain rate analysis. Students will perform echocardiographic examinations for normal and abnormal studies. The laboratory experience will enable students to demonstrate proficiency in the application of theoretical principles and scanning techniques for obtaining diagnostic protocols. Outside preparation includes attendance of weekly skills lab and case study review. Outside preparation includes attendance of weekly skills lab and case study review. Prerequisites: CVS1106, CVS1106L, CVS2207, CVS2207L. Corequisite: CVS2208; Theory Hours: 0 Lab Hours: 48 Practicum Hours: 0

CVS2209 – Registry Review II **4.0 Quarter Credits**
The course is an overall review of material from the echocardiography and/or vascular technology curriculum. Emphasis is placed on reviewing information to prepare the student to successfully pass the CCI or ARDMS echocardiography or vascular technology examinations. The students will participate in test-taking strategies and echocardiography or vascular registry practice examinations. Outside preparation includes the practice of simulated registry examinations. Prerequisites: CVS2202, CVS2202L, CVS2208, CVS2208L. Corequisite: CVS2212P or CVS2214P; Theory Hours: 48 Lab Hours: 0 Practicum Hours: 0

CVS2211P – Echocardiography Clinical Practicum I **16.0 Quarter Credits**
This is the first clinical rotation in the AOS in Diagnostic Cardiovascular Sonography echocardiography elective. Students are introduced to a clinical laboratory setting in a hospital or cardiovascular imaging facility. During this experience, students become familiar with the following aspects of the operation of an echocardiography laboratory: recording medical information, professionalism, medical ethics, echocardiographic instrumentation, patient preparation, recording patient information, and performing echocardiographic examinations under direct supervision. Students will demonstrate progressive competencies following basic and advanced protocols. Outside preparation includes completion of clinical case study log booklet, clinical competency forms, and weekly summaries. Prerequisites: CVS1106, CVS1106L. Corequisite: None; Theory Hours: 0 Lab Hours: 0 Practicum Hours: 480

CVS2212P – Echocardiography Clinical Practicum II **16.0 Quarter Credits**
In this course, students continue their work in an echocardiography laboratory to build on the experience acquired during the Echocardiography Clinical Practicum I. Students will perform (independently or with limited supervision) echocardiography protocols, complete clinical competencies, and integrate knowledge acquired throughout the program. Students will demonstrate proficiency following basic and advanced protocols. Outside preparation includes completion of clinical case study log booklet, clinical competency forms, and weekly summaries. Prerequisites: CVS2211P. Corequisite: None; Theory Hours: 0 Lab Hours: 0 Practicum Hours: 480

CVS2213P – Vascular Sonography Clinical Practicum I **16.0 Quarter Credits**
This is the first clinical rotation in the AOS in Diagnostic Cardiovascular Sonography vascular elective. Students are introduced to a vascular technology laboratory of a hospital or vascular imaging facility. During this experience, students become familiar with following aspects of the operation of a vascular laboratory: recording medical information, professionalism, medical ethics, vascular instrumentation, patient preparation, recording patient information, and performing vascular examinations under direct supervision. Students will demonstrate progressive competencies following basic and advanced protocols. Outside preparation includes completion of clinical case study log booklet, clinical competency forms, and weekly summaries. Prerequisites: CVS1101, CVS1101L. Corequisite: None; Theory Hours: 0 Lab Hours: 0 Practicum Hours: 480

CVS2214P – Vascular Sonography Clinical Practicum II **16.0 Quarter Credits**
In this course, students continue their work in a vascular laboratory to build on the experience acquired during the Vascular Sonography Clinical Practicum I. Students will perform (independently or with limited supervision) diagnostic procedures, complete clinical competencies, and integrate knowledge acquired throughout the program. Students will demonstrate proficiency following basic and advanced protocols. Outside preparation includes completion of clinical case study log booklet, clinical competency forms, and weekly summaries. Prerequisites: CVS2213P. Corequisite: None; Theory Hours: 0 Lab Hours: 0 Practicum Hours: 480

PDEV 1101 – Professional Development **1.0 Quarter Credits**
In this course, students learn interviewing techniques, resume planning, and proper attire for the job interview. Students work closely with the director of career development. Interviewing techniques, resume planning, and proper attire for the job interview are discussed. Outside preparation includes compilation of employment portfolio, including letter of application, resume, and follow-up letter. Theory Hours: 12 Lab Hours: 0 Practicum Hours:0 Prerequisites: None.

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.

In accordance with their 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.

NOTICE: RULES AND CONDITIONS FOR CERTIFICATION FROM THE CARDIAC CREDENTIALING INTERNATIONAL (CCI) AND THE AMERICAN REGISTRY OF DIAGNOSTIC MEDICAL SONOGRAPHY (ARDMS):
Cardiovascular Sonography Certification Disclosure

The School's Cardiovascular Sonography (CVS) program is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC). Graduates of the School's CVS program are eligible to sit for a registry exam administered by the Cardiac Credentialing International (CCI) and American Registry of Diagnostic Medical Sonographers (ARDMS) via the different prerequisite paths that CCI and ARDMS outlines. Please note that the CCI and ARDMS prerequisites listed below are also subject to change at any time and without notice by CCI and ARDMS and the School does not control the prerequisite requirements of the CCI and ARDMS.

Additional information about earning CCI credentials can be obtained at https://cci-online.org/ (See Credentials tab). Additional information about earning ARDMS credentials can be obtained at https://www.ardms.org/get-certified/

While there are several eligible prerequisite paths to achieve certification, LVC believes that these specific prerequisite pathways, and this combination of credentialing exams taken in this specific order, will best meet the needs of the majority of the school's CVS program graduates for their professional careers:

Registry Board	Education	Certification	Experience	Comments
ARDMS	Successful completion of a physics class or a physics review course ***Note:*** *Successfully passing the Acoustical*	SPI (Sonography Principles & Instrumentation)	None	There is an examination fee, which LVC will pay for students on their first attempt. ***Note:*** *While there is no requirement to take the SPI*

	Physics course in LVC's CVS program meets this requirement.			*exam first, LVC makes this recommendation because CVS students are eligible to take the exam immediately after completing their LVC physics courses. Students enrolled in the CVS program will take the SPI exam during their CVS1109 – Registry Review I course.*
CCI	Students must: 1) Have a high school diploma or general education diploma at the time of application; 2) And, meet either of the following criteria: CCI prerequisite RCS5: A graduate of a NON-programmatically accredited program in cardiac ultrasound (echocardiography) Or CCI prerequisite RVS5: A graduate of a NON-programmatically accredited program in vascular ultrasound. ***Note:*** *Successful completion of LVC's CVS program meets all requirements above.*	RCS (Registered Cardiac Sonographer) **Or** RVS (Registered Vascular Specialist)	Minimum of one year of specialty training and includes a minimum of 800 clinical hours in the specialty in which the examination is being requested. ***Notes:*** *Successful completion of the clinical courses in LVC's CVS program meets this requirement.* *Students who complete their clinicals in echocardiography (CVS2211P and CVS2213P) are eligible for the RCS exam.* *Students who complete their clinicals in Vascular Sonography (CVS2212P and CVS2214P) are eligible for the RVS exam.*	There is an examination fee, which LVC will pay for students on their first attempt at either the RCS or RVS exam. ***Note:*** *Students can take these exams before they graduate from the CVS program. However, students passing the RCS or RVS exam before graduation will not receive their license until they provide CCI with proof of graduation.*
ARDMS	ARDMS Prerequisite 5: General—Student must hold one of the following Active credentials: ONLY RCS, RCCS or RVS through Cardiovascular Credentialing International (CCI) ***Notes:*** *Successfully passing either the RCS or RVS exam in the step LVC outlines above meets this requirement.* *While passing the SPI exam is not a prerequisite for taking either of the exams in this category, ARDMS will not award RDCS or RVT certification until a student has also passed their SPI exam.*	RDCS (Registered Diagnostic Cardiac Sonographer) **And/Or** RVT (Registered Vascular Technologist)	Previously met by achievement of other organization's certification. ***Note:*** *Successfully passing either CCI's RCS or RVS exam in the step LVC outlines above meets this requirement.*	Each exam has an examination fee. LVC will pay for students on their first attempt at either the AE or RVT exam. **LVC graduates may be eligible to sit for either or both of the following:** Adult Echocardiography (AE) Examination* **And/Or** Registered Vascular Technologist (RVT) examination ***Notes:*** *With the required clinical experience letter provided by the school, LVC Students who successfully pass either CCI's RCS or RVS exam are qualified to sit for both the AE and RVT exams above, regardless of their clinical specialty at LVC.*

				**While students may also take the Fetal Echocardiography (FE) Examination or Pediatric Echocardiography (PE) Examination, the curriculum in LVC's CVS program specifically prepares students for the Adult Echocardiography (AE) Examination.*

Additional Exam Requirement Notes

ARDMS requires:
Copy of a non-expired government-issued photo identification (ID) with signature; the first and last names on the ID must exactly match the first and last names in your ARDMS/APCA record.

CCI requires: 2 forms of ID

- The first and last name that the candidate uses to register must match exactly the first and last name on both of the IDs that are presented on test day.
- All IDs required must be issued by the country in which the candidate is testing. If the candidate does not have a qualifying primary ID issued from the country they are testing in, an International Travel Passport from their country of citizenship is required, along with a secondary ID.
- Candidate is required to present two forms of original (no photo copies), valid (unexpired) IDs; one form as a primary ID (government issued with name, recent recognizable photo, and signature) and one form as a secondary ID (with at least a name and signature, or name and recent recognizable photo).

Primary ID:

- International Travel Passport
- Driver's license
- Military ID (including spouse & dependents)
- Identification card (national/state/province identity card)
- Alien registration card (green card, permanent resident, visa)
- Local language ID (not in Roman characters) – accepted only if issued from the Country the Candidate is testing in

Secondary ID:

- Any ID containing at least name and signature, or name and recent recognizable photo that meets above ID requirement
- In Japan, a valid Blue Japanese Health Card is acceptable

The following eligibility prerequisite documentation will be provided by the school to the graduate upon successful completion of the CVS program:

1) Official School transcript;
2) Education program certificate (Diploma);
3) Original student verification letter from the School's educational program director verifying length of ultrasound experience/successful completion of sonography program;
4) Original student clinical experience letter.
5) Original signed and completed clinical verification form for the appropriate specialty areas.

PLEASE NOTE THAT BEING A REGISTERED DIAGNOSTIC MEDICAL SONOGRAPHER IS NOT A REQUIREMENT TO WORK AS A DIAGNOSTIC MEDICAL SONOGRAPHER IN THE STATE OF CALIFORNIA AT THE PRESENT TIME. HOWEVER, EMPLOYMENT OPPORTUNITIES AND SALARY POTENTIAL WILL BE LIMITED WITHOUT BEING REGISTERED.

DISCLOSURE NOTICE TO CVS STUDENTS
The majority of hospitals and other healthcare institutions in the state of California that employ sonographers, require as a pre-condition of being hired, that each sonographer already be registered/credentialed by one of several independent, non-profit organizations that are globally recognized for their standard of excellence in sonography. Three of the most prominent of these organizations are the American Registry of Diagnostic Medical Sonography (ARDMS), the American Registry of Radiologic Technology (ARRT), and the Cardiovascular Credentialing International CCI.

All prospective students of the School's CVS program should expect that upon graduating from the School's CVS program that their graduation will be the completion of the student's first step in their career goal of becoming a successful Cardiovascular Sonographer. The School believes, given the existing hiring requirements of sonographers in California, that there is a necessary second career step that needs to be undertaken by the student in order to ensure a successful and rewarding career as a sonographer. The School highly recommends that the student after graduation complete a second career step by becoming registered and credentialed with either ARDMS or CCI. All students should budget the time, effort and commitment to be registered by one of these organizations. The School does not recommend that anyone enroll in its CVS program without the student also making the further personal commitment at the time of enrollment to additionally seek registration with ARDMS or CCI after graduation.

Additional information about ARDMS Credentials/Ultrasound Examinations can be obtained at www.ardms.org/get-certified/Pages/default.aspx or www.ardms.org

Additional information about earning CCI Credentials can be obtained at https://cci-online.org/



ACCOUNTING

Associate of Science Degree
18 Months - 90 Quarter Credit Units
Fully Online Program

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 positions in Finance, Accounting, AR/AP, Payroll, Bookkeeping, Auditing, and Tax Preparation. Students will receive training to assist in preparing for various certifications, including National Association of Certified Public Bookkeepers, Bookkeeping, Payroll, Accounting, Accounting Analysis and QuickBooks Certifications.

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 an 18-month, 90-quarter credit hour program.

Distance Education: This program is a fully online program. Students will attend their courses entirely online, a commitment which includes scheduled live online lectures. Students should expect a weekly time commitment of at least 20 hours (for full time students) of scheduled online lecture and lab hours. The syllabus for each course will explain the specific schedule for that course.

College Core Requirements, 16 Credits							
Code	**Course Title**	**Cr**	**Lec Hrs**	**Lab Hrs**	**Extern Hours**	**Total Hours**	**Pre-req.**
SLS 1110	Strategies for Success	4.0	30	20	0	50	None
CGS 1460	Computer Applications & Applied Spreadsheets	4.0	30	20	0	50	None
GEB 2210	Business Presentations and Communications	4.0	30	20	0	50	CGS 2060 MAN 1031
MTB 1103	Business Math	4.0	40	0	0	40	None
	TOTAL QUARTER CREDIT HOURS	16.0					
Major Core Requirements, 50 Credits							
APA 2111	Principles of Accounting I	4.0	40	0	0	40	MTB 1103
APA 2121	Principles of Accounting II	4.0	40	0	0	40	APA 2111
ACG 2021	Introduction to Corporate Accounting	4.0	40	0	0	40	APA 2121
APA 2161	Introductory Cost/Managerial Accounting	4.0	40	0	0	40	APA 2121
APA 2141	Computerized Accounting	4.0	30	20	0	50	ACG 2021
ACO 1806	Payroll Accounting	4.0	30	20	0	50	ACG 2021
ACG 2178	Financial Statement Analysis	4.0	40	0	0	40	ACG 2021
TAX 2000	Tax Accounting	4.0	30	20	0	50	None
MAN 1030	Introduction to Business, Human Resources, Ethics & Social Responsibility	3.0	30	10	0	40	None
MAR 2310	Customer Service	3.0	30	10	0	40	MAN 1031
BUL 2131	Applied Business Law	4.0	40	0	0	40	None
FIN 1103	Introduction to Finance	4.0	40	0	0	40	None
CAP 3450	Capstone	4.0	30	20	0	50	Last Term
	TOTAL QUARTER CREDIT HOURS	50.0					

General Education Requirements, 24 Credits							
ENC 1101	Composition I	4.0	40	0	0	40	None
ENC 1102	Composition II	4.0	40	0	0	40	ENC 1101
MAT 1033	College Algebra	4.0	40	0	0	40	MTB 1103
PSY 2012	General Psychology	4.0	40	0	0	40	None
SPC 2017	Oral Communications	4.0	40	0	0	40	None
PSI 201	U.S. and Nevada Constitution	4.0	40	0	0	40	None
	TOTAL QUARTER CREDIT HOURS	24.0					
Total Lecture, Lab, and Externship			830	160	0	990	
Total Quarter Credit Hours Required for Graduation		**90.0**					

COURSE DESCRIPTIONS

This institution uses the following course numbering system:

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

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

ACG 2021 - Introduction to Corporate Accounting **4.0 Quarter Credits**
This course defines financial accounting objectives and their relationship to business. 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.

ACG 2178 - Financial Statement Analysis **4.0 Quarter Credits**
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.

ACO 1806 - Payroll Accounting **4.0 Quarter Credits**
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.

APA 2111 - Principles of Accounting **4.0 Quarter Credits**
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.

APA 2121 - Principles of Accounting II **4.0 Quarter Credits**
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.

APA 2141 - Computerized Accounting **4.0 Quarter Credits**
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.

APA 2161 - Introductory Cost/Managerial Accounting **4.0 Quarter Credits**
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.

BUL 2131 - Applied Business Law **4.0 Quarter Credits**
This course provides students with essential information specific to the nature of law and the functions of the judicial system within a business environment. Students will examine and review the legal characteristics of sole proprietorships, partnerships, and corporations. Prerequisite: None. Lecture Hours: 40. Lab Hours: 0.

CAP 3450 - Capstone **4.0 Quarter Credits**
The capstone course will allow students to review, analyze, and demonstrate knowledge and skills acquired throughout the accounting program. The focus will be for students to reflect on the skills, knowledge, and explore how one can take what was learned and put into practice, by examining case studies, scenarios, and a completing a final project. In addition, students will examine the future outcomes of the accounting industry, and the role accountants play in the future by creating a personal philosophy statement. Synthesizing the foundations solidified in this program will allow the student to perform a wide variety of tasks and duties to include reporting, planning, managing, maintaining compliance, and business finances, in the role of an accountant. Prerequisite: This course will be taken in the final quarter. Lecture Hours: 30. Lab Hours: 20.

CGS 1460 - Computer Applications & Applied Spreadsheets **4.0 Quarter Credits**
This course provides students with a comprehensive understanding of Microsoft Office Suite, to include Teams, Word, Access, Power Point, and Excel. The course focuses on practical applications using these tools in a business context, enabling students to effectively utilize the tools in their future business careers to create business documents, presentations, databases, and spreadsheets. Prerequisite: None. Lecture Hours: 30. Lab Hours: 20.

ENC 1101 - Composition I **4.0 Quarter Credits**
This course provides instruction and practice in expository writing and emphasizes grammatical and mechanical accuracy and proper essay form. Emphasis is placed on clarity, logical organization, communication, unity, coherence of central idea and supporting material, and the citation of research resources. Prerequisites: None. Lecture Hours: 40. Lab Hours: 0.

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. Prerequisite: ENC 1101. Lecture Hours: 40. Lab Hours: 0.

FIN 1103 – Introduction to Finance **4.0 Quarter Credits**
The Introduction to Finance course explores the significant principles involved in personal finance and the manner in which finance is connected to decision-making throughout life. The real-world applicability and career-impacting decisions of personal and business finance will be explored. Specific concepts related to financial planning will be introduced, including; insurance, banking, credit, and investments. Prerequisite: None. Lecture Hours: 40 Lab Hours: 0.

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 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.

MAN 1030 - Introduction to Business, Human Resources, Ethics & Social Responsibility **3.0 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: 30. Lab Hours: 10.

MAR 2310 – Customer Service **3.0 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: 30. Lab Hours: 10.

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 1110 - Strategies for Success **4.0 Quarter Credits**

This course is designed to equip students with tools and techniques for reaching their goals. The course includes an introduction to the college and its resources and provides insights to the thinking process and how it affects actions. Students will be actively involved in learning how to unlock their potential as they embark on their educational journey. Prerequisites: None. Lecture Hours: 30. Lab Hours: 20.

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.

TUITION AND FEE SCHEDULE

Modular/Clock Hour Programs	Program Length	Clock Hours	Tuition	Books	Uniforms	Reg Fee	Total
Medical Assistant	36 weeks	800 hours	$14,299.00	$501.00	$50.00	$50	$14,900.00
Laboratory Assistant/EKG Technician/Phlebotomist	36 weeks	800 hours	$15,294.00	$566.00	$50.00	$50	$15,960.00

Quarter-Based Programs	Program Length	Credit Units	Tuition (1)	Cost Per Unit (1)	Books	Uniforms	Reg Fee	Total Program Cost (1)
Practical Nurse (2)	15 months	55.5 credits	$26,640.00	$480.00	$1,307.00	$75.00	$100	$28,122.00
Nursing (2)	24 months	108 credits	$62,640.00	$580.00	$2,237.00	$75.00	$100	$65,052.00
RN to BSN (2) (4)	15 months	90 credits (4)	$12,150.00	$135.00	$1,592.00	N/A	$100	$13,842.00 (4)
Cardiovascular Sonography (2) *	24 months	129 credits	$55,470.00	$430.00	$2,582.00	$75.00	$100	$58,227.00
Accounting	18 months	90 credits	$26,550.00	$295.00	$1,800.00	N/A	$50	$28,400.00

(1) Total tuition for a given period of attendance is determined by multiplying the number of credit hours by the cost per credit unit. Total Program Cost does not reflect any subsequent tuition reductions for any transfer credit approved by LVC.

(2) 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.

(3) 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.

(4) 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	10:30 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/CLOCK HOUR PROGRAMS

2025 Modular/Clock Hour Student Holiday/Breaks		
Holiday/Student Breaks	**Start Dates**	**End Dates**
Memorial Day	5/26/2025	5/26/2025
Independence Day	7/4/2025	7/4/2025
Labor Day	9/1/2025	9/1/2025
Veterans' Day	11/11/2025	11/11/2025
Thanksgiving	11/27/2025	11/28/2025
Winter Break	12/22/2025	1/2/2026

Medical Assistant and Laboratory Assistant/EKG Technician/Phlebotomist 2025 Academic Calendar	
Start Dates	**Graduation Dates**
1/20/2025	9/26/2025
2/17/2025	10/24/2025
3/17/2025	11/21/2025
4/14/2025	12/19/2025
5/12/2025	1/30/2026
6/9/2025	2/27/2026
7/7/2025	3/27/2026
8/4/2025	4/24/2026
9/1/2025	5/22/2026
9/29/2025	6/19/2026
10/27/2025	7/17/2026
11/24/2025	8/14/2026

QUARTER-BASED PROGRAMS

Academic Year 2025		
Winter Term Starts		January 20, 2025
Winter Term Add/Drop Deadline 6 week1 courses		January 26, 2025
Winter Term Add/Drop Deadline 12 week courses		January 26, 2025
Mini-Term Starts		March 3, 2025
Mini-Term Add/Drop Deadline		March 9, 2025
Winter Term Ends		April 13, 2025
Spring Term Starts		April 14, 2025
Spring Term Add/Drop Deadline 6 week1 courses		April 20, 2025
Spring Term Add/Drop Deadline 12 week courses		April 20, 2025
Memorial Day Holiday		May 26, 2025
Mini-Term Starts		May 26, 2025
Mini-Term Add/Drop Deadline		June 1, 2025
Independence Day		July 4, 2025
Spring Term Ends		July 6, 2025
Summer Vacation	From:	July 7, 2025
	To:	July 13, 2025
Summer Term Starts		July 14, 2025
Summer Term Add/Drop Deadline 6 week1 courses		July 20, 2025
Summer Term Add/Drop Deadline 12 week courses		July 20, 2025
Mini-Term Starts		August 25, 2025
Mini-Term Add/Drop Deadline		August 31, 2025
Labor Day Holiday		September 1, 2025
Summer Term Ends		October 5, 2025
Fall Break	From:	October 6, 2025
	To:	October 12, 2025
Fall Term Starts		October 13, 2025
Fall Term Add/Drop Deadline 6 week1 courses		October 19, 2025
Fall Term Add/Drop Deadline 12 week courses		October 19, 2025
Veteran's Day Holiday		November 11, 2025
Mini-Term Starts		November 24, 2025
Thanksgiving Day Holiday	From:	November 27, 2025
	To:	November 28, 2025
Mini-Term Add/Drop Deadline		November 30, 2025
Winter Holiday	From:	December 22, 2025
	To:	January 2, 2026
Fall Term ends		January 18, 2026

Academic Year 2026		
Winter Term Starts		January 19, 2026
Winter Term Add/Drop Deadline 6 week1 courses		January 25, 2026
Winter Term Add/Drop Deadline 12 week courses		January 25, 2026
Mini-Term Starts		March 2, 2026
Mini-Term Add/Drop Deadline		March 8, 2026
Winter Term Ends		April 12, 2026
Spring Term Starts		April 13, 2026
Spring Term Add/Drop Deadline 6 week1 courses		April 19, 2026
Spring Term Add/Drop Deadline 12 week courses		April 19, 2026
Memorial Day Holiday		May 25, 2026
Mini-Term Starts		May 25, 2026
Mini-Term Add/Drop Deadline		May 31, 2026
Independence Day		July 3, 2026
Spring Term Ends		July 5, 2026
Summer Vacation	From:	July 6, 2026
	To:	July 12, 2026
Summer Term Starts		July 13, 2026
Summer Term Add/Drop Deadline 6 week1 courses		July 19, 2026
Summer Term Add/Drop Deadline 12 week courses		July 19, 2026
Mini-Term Starts		August 24, 2026
Mini-Term Add/Drop Deadline		August 30, 2026
Labor Day Holiday		September 7, 2026
Summer Term Ends		October 4, 2026
Fall Break	From:	October 5, 2026
	To:	October 11, 2026
Fall Term Starts		October 12, 2026
Fall Term Add/Drop Deadline 6 week1 courses		October 18, 2026
Fall Term Add/Drop Deadline 12 week courses		October 18, 2026
Veteran's Day Holiday		November 11, 2026
Mini-Term Starts		November 23, 2026
Thanksgiving Day Holiday	From:	November 26, 2026
	To:	November 27, 2026
Mini-Term Add/Drop Deadline		November 29, 2026
Winter Holiday	From:	December 21, 2026
	To:	January 1, 2027
Fall Term ends		January 17, 2027

Academic Year 2027		
Winter Term Starts		January 18, 2027
Winter Term Add/Drop Deadline 6 week1 courses		January 24, 2027
Winter Term Add/Drop Deadline 12 week courses		January 24, 2027
Mini-Term Starts		March 1, 2027
Mini-Term Add/Drop Deadline		March 7, 2027
Winter Term Ends		April 11, 2027
Spring Term Starts		April 12, 2027
Spring Term Add/Drop Deadline 6 week1 courses		April 18, 2027
Spring Term Add/Drop Deadline 12 week courses		April 18, 2027
Mini-Term Starts		May 24, 2027
Mini-Term Add/Drop Deadline		May 30, 2027
Memorial Day Holiday		May 31, 2027
Spring Term Ends		July 4, 2027
Independence Day Holiday		July 5, 2027
Summer Vacation	From:	July 5, 2027
	To:	July 11, 2027
Summer Term Starts		July 12, 2027
Summer Term Add/Drop Deadline 6 week1 courses		July 18, 2027
Summer Term Add/Drop Deadline 12 week courses		July 18, 2027
Mini-Term Starts		August 23, 2027
Mini-Term Add/Drop Deadline		August 29, 2027
Labor Day Holiday		September 6, 2027
Summer Term Ends		October 3, 2027
Fall Break	From:	October 4, 2027
	To:	October 10, 2027
Fall Term Starts		October 11, 2027
Fall Term Add/Drop Deadline 6 week1 courses		October 17, 2027
Fall Term Add/Drop Deadline 12 week courses		October 17, 2027
Veteran's Day Holiday		November 11, 2027
Mini-Term Starts		November 22, 2027
Thanksgiving Day Holiday	From:	November 25, 2027
	To:	November 26, 2027
Mini-Term Add/Drop Deadline		November 28, 2027
Winter Holiday	From:	December 18, 2027
	To:	January 2, 2028
Fall Term ends		January 16, 2028

ADMINISTRATION AND FACULTY

LVC Campus Staff & Faculty	
Lisa Raap	Campus Director
Hannah Peeples	Receptionist
Alyssa Pyle	Receptionist
Admissions	
Neil Obach	Admissions Representative
Susie Pelayo	Admissions Representative
Nicolas Pernell	Admissions Representative
Tacari Ramsey	Admissions Representative
Drake Walker	Admissions Representative
Finance	
John Flowers	Regional Director of Financial Aid / VA School Certifying Official
Neda Akhavan	Financial Aid Officer
Nayjasmine Scott	Financial Aid Officer
Valia Shoshani	Financial Aid Officer
Saron Kahsay	Business Officer
Career Services	
Shawna Bloomquist	Career Services Director
Rita Toney	Career Services Coordinator
Michele Crawford	Allied Health Externship Coordinator
Education	
Jeffery Wright	Director of Education; Interim Program Chair Accounting & General Education
Vacant	Director of Distance Education
Venus Rabinowitz	Librarian
Janae Newsome	Registrar
Nursing	
Stephanie Durfor	Dean of Nursing
Stephanie Durfor	Interim Program Chair - Registered Nurse
Norma Gano	Interim Program Chair - Practical Nurse
Stephanie Durfor	Interim Program Chair – RN to BSN
Lauda Martinez	Clinical Coordinator
Christopher Doucette	SIMS Tech
Daniel Ibarra	SIMS Tech
Jeremy Sims	Nursing Lab Technologist
Cintya Barcelo-Chavez	Nursing Faculty
Carole Bartolome	Nursing Faculty
Vanessa Bayot	Nursing Faculty
Katrina Boucher	Nursing Faculty
Irene Joy Caja	Nursing Faculty
Emmanuel Colanggo	Nursing Faculty
Kimberly Daniels	Nursing Faculty
Bradford Danley	Nursing Faculty
Mike Davis	Nursing Faculty
Easter De La Cruz	Nursing Faculty
Jeremaine De Jesus	Nursing Faculty
Lattrice Dickson	Nursing Faculty
Toni Downen	Nursing Faculty
Diana Faught	Nursing Faculty
Spencer Faught	Nursing Faculty
Alexa Grant	Nursing Faculty
Ayoka Green	Nursing Faculty
Valerie Guillen	Nursing Faculty
Willice Hopkins	Nursing Faculty
Suzanne Lau	Nursing Faculty
Jamie Lauver	Nursing Faculty
Shakendra Lee	Nursing Faculty
Leah Lin	Nursing Faculty
Jamie Lotta	Nursing Faculty
Rickedra Martin-Adams	Nursing Faculty

Heather Madsen	Nursing Faculty
Mary Osungwu	Nursing Faculty
Ana Reyes	Nursing Faculty
Amelita Setubal	Nursing Faculty
Keely Ratajczyk	Substitute Nursing Faculty
Akisha A. Toussaint	Nursing Faculty
Cardiovascular Sonography	
Becky Opdahl	CVS Program Chair
Daphne Barr-Yousef	CVS Faculty
Isaiah Garcia	CVS Faculty & Clinical Coordinator
Mindy Lasiter	CVS Faculty
Zenylin Guzman	CVS Faculty
Richard Torres	CVS Faculty
Allied Health	
Marangely Soto	Program Chair - Allied Health
Muslimah “Lima” Bahassoun	Allied Health Faculty
Kadana Bryant	Allied Health Faculty
Henry Crossen	Allied Health Faculty
Accounting and General Education	
Jeffery Wright	Interim Program Chair Accounting & General Education
Gaylene Anderson-Gott	General Education Faculty
Chance Ewing	General Education Faculty
Charissa Galvan	Nursing General Education Faculty
Sarah Gomez	Accounting Faculty
Allen Jordan	General Education Faculty
Felipe Riojas	General Education Faculty
Sheila Rodgers	Accounting Faculty

You may contact staff at: (702) 567-1920 or 8410 Rafael Rivera Way, Las Vegas, NV 89113

Instructor Qualifications

Allied Health

Marangely Soto, Program Chair, Allied Health Faculty

- MA in Education – Adult Education and Training
- BS of Health Administration Management
- Over 30 years’ experience in different areas of the medical field
- 2 ½ as an area manager overseeing 5 offices, 45 employees, 21 physicians
- 4 years’ experience as an Instructor
- CPR certified
- Belongs to the National Society of Leadership and Success

Lima Bahassoun, Allied Health Faculty

- Certified Clinical Medical Assistant with over 10 years’ experience in the field
- Associate in Health Science Degree from Excelsior University, New York
- Over 7 years’ experience as a phlebotomy and medical assistant instructor
- Joined the Las Vegas College faculty in 2024

Kadana Bryant, Allied Health Faculty

- Nevada Licensed Laboratory Assistant
- National Healthcare Association Certified Phlebotomy Technician
- 9+ years of professional phlebotomy experience
- Joined the Las Vegas College faculty in 2025

Henry Crossen, Allied Health Faculty

- Certified Medical Assistant
- Certified Licensed Pharmacy Technician
- Bachelor of Science in Biology (Minor Chemistry, Psychology, Art) – UNLV – 1998
- Organ Donor Coordinator, Nevada Donor Network - 2000 - 2005
- Medical Benefits Coordinator, GES - 2006-2008
- 10 years’ experience in the field as MA

- 3 years as instructor at LVC (14 years total as an MA instructor)
- 10 years' experience as a medical practice manager

Accounting

Sarah Gomez, Accounting Instructor
- Associates Degree in Computerized Accounting
- Bachelor of Science in Accounting
- 20 years' experience in the field as an Accountant
- 4 years as Finance 101 instructor with Southcentral Foundation in Anchorage AK,

Sheila Rodgers, Accounting Instructor
- MPM, Project Management, Keller Graduate School of Management, Westminister, CO, 8/31/2008
- BS, Technical Management, DeVry University School of Business, Westminster, CO, 10/29/2006
- More than 20 years' experience working in education

Cardiovascular Sonography Program

Daphne Barr-Yousef, CVS Instructor
- AAS in Diagnostic Medical Sonography from College of Southern Nevada, 2009
- Registered Diagnostic Medical Sonographer (RDMS)
- Registered Vascular Technologist (RVT)
- Joined the Las Vegas College Faculty in 2025

Isaiah Garcia CVS adjunct faculty
- Registered Diagnostic Medical Sonographer
- AAS in Diagnostic Medical Sonography from College of Southern Nevada
- Joined the Las Vegas College faculty in 2025

Zenylin Guzman, CVS Instructor
- Cardiovascular Credentialing International, Registered Cardiac Sonographer
- Associate of Occupational Science in Cardiovascular Sonography, West Coast Ultrasound Institute, 2013
- Joined the Las Vegas College Faculty in 2024

Mindy Lasiter, CVS Instructor
- ARDMS RDCS (AE) Credentials
- Over 15 years of experience in the field
- Joined the Las Vegas College Faculty in 2025

Richard Torres, CVS Instructor
- Diagnostic Medical Sonographer Diploma from Newbridge College, 2010
- ARDMS RDMS(AB) and RDCS (AE) Credentials
- Joined the Las Vegas College Faculty in 2025

General Education

Gaylene Anderson-Gott, General Education Instructor
- Associate of Science in Health and Social Sciences, ASU Tempe, 1982
- Bachelor of Science in Nursing, University of Nevada Reno, 1984
- Over five years of teaching experience
- Joined the Las Vegas College Faculty in 2025

Chance Ewing, General Education Instructor
- MA, Master of Arts in Higher Education Student Affairs, Grand Canyon University
- BA, Bachelor of Arts in University Studies; Social/Behavioral Sciences and Education, New Mexico Highlands University
- Certificate in Simulation, Drexel University
- ASHI Instructor
- 7+ years' experience as a Health Science/General Education instructor

Charissa Galvan, Nursing General Education Instructor
- 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
- Over 10 years' experience as an instructor, starting 11/2009

Allen Jordan, General Education 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
- Over 10 years' experience as an instructor, starting 2009; has worked in sales/marketing since 1991

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
- Over 10 years' experience as an instructor

Nursing Programs

Cintya Barcelo Chavez, Clinical Instructor
- 3 years Clinical Nurse Coordinator, Medical-Surgical floor, MountainView Hospital Las Vegas, Nevada
- 3 years floor nurse, Medical-Surgical floor, MountainView Hospital Las Vegas, Nevada
- Bachelor of Science in Nursing, University of Nevada, Las Vegas, 2018
- Joined Las Vegas College Faculty in 2024

Carole Bartolome, Clinical Instructor
- Bachelor of Science in Nursing, Centro Escolar University, 2005
- Over 15 years' experience in nursing
- Joined Las Vegas College Faculty in 2024

Katrina Boucher, Nursing Instructor
- Masters in Nursing Education, Grand Canyon University, 2019
- Bachelors of Science, Grand Canyon University, 2015
- Nursing educator and instructor since 6/2020
- Joined Las Vegas College Faculty in 2024

Vanessa Bayot, Clinical Instructor
- RN
- BSN UNLV
- 6 years clinical experience
- Joined Las Vegas College Faculty in 2022

Irene Joy Caja, Instructor
- Master of Science, Nursing
- Bachelor of Science, Nursing
- 31 years' experience as a registered nurse
- Over 10 years' experience as nurse educator

Emmanuel Colanggo, Nursing Instructor
- Master of Science in Nursing- Family Nurse Practitioner (MSN FNP) December 2023
- Certified Family Nurse Practitioner (FNP-C)
- Joined Las Vegas College Faculty in 2024

Kimberly Daniel, Instructor
- RN
- BSN from Kent State University
- MSN from Capella University
- 29 years' experience as a nurse;
- 10 years' experience as an instructor

Bradford Danley, Instructor
- RN
- Bachelor of Science in Nursing from Nevada State University, 2013
- Master of Science in Nursing, Grand Canyon University, 2021
- Joined Las Vegas College Faculty in 2023

Mike Davis, Instructor

- RN
- Associate of Applied Science in Nursing from Las Vegas College, 2019
- Master of Science in Nursing, Chamberlin University, 2020
- Post-Master's Certificate, Family Practice Nurse Practitioner, Chamberlin University, 2023
- Joined Las Vegas College Faculty in 2024

Easter De La Cruz, Instructor

- Bachelor of Science in Nursing, University of Santo Tomas, 1992
- Joined the LVC Faculty in 2025

Jeremaine De Jesus, Clinical Instructor

- RN
- Master of Science in Nursing, Grand Canyon University, 2024
- Bachelor of Science in Nursing, Grand Canyon University, 2019
- Joined the LVC Faculty in 2024

Lattrice Dickson, Instructor and Clinical Instructor

- RN
- BSN from University of Phoenix
- MSN-Ed from University of Phoenix
- DNP from Grand Canyon University
- MS from Grand Canyon University
- 13 years' experience as an instructor; Joined the LVC Faculty in 2018

Toni Downen, Instructor

- RN
- DNP from Chamberlain University, Las Vegas, Nevada
- MSN-Ed from Touro University, Henderson, Nevada
- First joined the LVC Faculty in 2019

Diana Faught, Instructor

- Bachelor of Science in Nursing, Grand Canyon University, 2013
- Master of Science in Nursing, Grand Canyon University, 2017
- Joined Las Vegas College faculty in 2023

Spencer Faught, Clinical Instructor

- Bachelor of Science in Nursing, 2022
- Bachelor of Science in Psychology, College of Southern Nevada, 2019
- Joined Las Vegas College faculty in 2025

Alexa Grant, Clinical Instructor

- Bachelor of Science in Nursing, Touro University, Nevada, 2016
- Joined Las Vegas College faculty in 2023

Ayoka Greene, Instructor

- Bachelor of Science in Nursing, Grand Canyon University, 2018
- Master of Science in Nursing, Grand Canyon University, 2022
- Joined Las Vegas College faculty in 2023

Valerie Guillen, Lab Instructor

- Bachelor of Science in Nursing, University of New Mexico School of Nursing, 2023
- Over 20 years of nursing experience
- Joined Las Vegas College faculty in 2024

Willice Hopkins, Instructor

- RN
- Associate of Applied Science in Nursing, Prairie State College, 2010
- Bachelor of Science in Nursing, Governors State University, 2018
- Master of Science in Nursing from Perdue University Global, 2022
- Joined Las Vegas College faculty in 2023

Jamie Lauver, Instructor
- RN, CCRN, NPD-BC
- Master of Science in Nursing, Bethel University
- Master of Business Administration, Western Governors University
- Instructor for 8 years

Suzanne Lau, Clinical Instructor
- RN
- BSN from University of Nevada Las Vegas
- MSN – Family Nurse Practitioner from University of Nevada Las Vegas
- Over 30 years' experience as an instructor

Shakendra Lee, Clinical Instructor
- Bachelor Degree in Nursing, Nightengale College
- Master of Science in Nursing, with a specialization in Nursing Education, Capella University
- Joined Las Vegas College faculty in 2024

Leah Lin, Instructor
- RN
- BSN from UCLA
- MSN – dual Women's Health Care & Adult Care Nurse Practitioner from Yale University
- 14 years' experience as a women's health care RN and 8 years' as a nurse practitioner for the US Air Force

Jamie Lotta, Instructor
- Master of Science in Nursing, with a specialization in Nursing Education, Capella University
- Joined Las Vegas College faculty in 2025

Rickedra Martin-Adams, Instructor
- Bachelor of Science in Nursing, South University, 2018
- Master of Science in Nursing, South University, 2021
- Ten years' nursing experience
- Joined Las Vegas College faculty in 2024

Heather Madsen, Instructor
- RN
- Bachelor of Science in Nursing, Chamberlain University, 2020
- Joined Las Vegas College faculty in 2025

Mary Osungwu, Instructor
- Master of Science in Nursing, Grand Canyon University, 2022
- Joined Las Vegas College faculty in 2025

Ana Reyes, Clinical Instructor
- Master of Science in Nursing Education, Western Governors University, 2022
- Joined Las Vegas College faculty in 2025

Amelita Setubal, Instructor
- Doctor of Nursing Practice, Grand Canyon University, 2017
- Joined Las Vegas College faculty in 2025

Keely Ratajczyk, Substitute Clinical Instructor
- RN
- Bachelor of Science in Nursing from Nevada State College, 2007
- Master of Science in Nursing from United States University, 2023
- Joined Las Vegas College faculty in 2024

Akisha Toussaint, Nursing Mental Health/Pediatric Education Instructor
- BSN, Nursing, University of Oklahoma School of Nursing, 6/2009
- MSN, Informatics, Chamberlain University of Nursing, 10/2018
- Joined Las Vegas College faculty in 2023

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

ADDENDUM A: 2025 LAS VEGAS COLLEGE ANNUAL SAFETY AND SECURITY REPORT

Including Clery Act Disclosures of Campus Security Policy and Crime Statistics
(Las Vegas, Nevada)
Including Calendar Year 2022, 2023 and 2024 Crime Statistics

To maintain compliance with Jeanne Clery Campus Safety 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, Lisa Raap, at (702) 567-1920, lraap@lvcollege.edu, 8410 Rafael Rivera Way, Las Vegas, NV 89113.**

I. COMPLETION AND DISSEMINATION OF THE REPORT

Prior to October 1 of each year, LVC compiles this Report based on crime, arrest and referral information obtained from local law enforcement agencies and as reported to Campus Director Lisa Raap, who also serves as the Title IX Coordinator and Campus Security Authority. Lisa Raap can be reached at **(702) 567-1920, lraap@lvcollege.edu**, **8410 Rafael Rivera Way, Las Vegas, NV 89113.** 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 75,000 square feet, and the surrounding parking lot designated for campus use, at **8410 Rafael Rivera Way, Las Vegas, NV 89113.** 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 Campus Safety 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, Lisa Raap, who can be reached at **(702) 567-1920, lraap@lvcollege.edu**, **8410 Rafael Rivera Way, Las Vegas, NV 89113**, 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 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, hate crimes, robbery, aggravated assault, burglary, motor vehicle theft, arson, drug and alcohol violations, illegal weapons possession, and hazing. Incidents involving sexual harassment or a sexual offense should be reported to the Campus Director, as 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 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 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 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 or his/her designee will:

- Immediately assess, based on his/her own judgment or after consultation with other LVC officials 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 officials 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 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 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, online notification, 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 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 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 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 process. 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 process. The Campus Director 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, text message, online notification, 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 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 or his/her designee will notify the local police, fire or other appropriate first responder(s) to assist with the Emergency. When appropriate and practicable, the Campus Director or his/her designee will designate a staff member to alert neighboring businesses (those immediately adjacent to the campus) of the emergency via phone, text or other electronic means, or in person.

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 the emergency response and evacuation procedures on at least an annual basis, including announced or unannounced tests. Additionally, 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, online notification, 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 may 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 or the Career Services department. 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. During business hours (8 am to 10:45 pm Monday-Thursday, 8 am to 5 pm Friday, and as may be scheduled on Saturday for labs) the campus building is accessible to staff, faculty and/or students via their school-issued badge. Visitors without a badge can only access the campus through the main entrance where front desk staff log their entry and control their access to the rest of the campus. During non-business only authorized campus and executive staff badges have access, as well as cleaning staff who are provided with a key and alarm code. For monitoring purposes, security cameras are posted throughout the campus for maximum coverage. Additional campus security measures include an alarm system, environmental sensors, and panic buttons for front desk staff. 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. Policies pertaining to hazing are contained in Section X of this Report.

VII. SECURITY AWARENESS AND CRIME PREVENTION PROGRAMS

During new student and new employee (faculty and staff) onboarding, 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 onboarding 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 for the previous three calendar years are also disclosed on an annual basis 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 onboarding.

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 their onboarding process. 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. This includes all forms of marijuana and synthetic marijuana, regardless of the legality of either substance. A state's 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. 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 Lisa Raap, 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, lraap@lvcollege.edu, 8410 Rafael Rivera Way, Las Vegas, NV 89113, 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 or staff member 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 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 Reporting[1] 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 the person (1) subjects another person to sexual penetration, or forces another person to make a sexual penetration on themselves 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 the perpetrator's 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 themselves 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

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

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 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 sexual act directed against another person, forcibly and/or against that person's will; or not forcibly or against the person's will where the victim is incapable of giving 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, lraap@lvcollege.edu**, **8410 Rafael Rivera Way, Las Vegas, NV 89113.** 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 Signs of Hope at (702) 366.1640 and https://sohlv.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 administering the review, investigation and resolution procedures 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 who 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 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, will 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:

Lisa Raap, Campus Director
8410 Rafael Rivera Way
Las Vegas, NV 89113
(702) 567-1920
lraap@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 Complaint - 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 COMPLAINT**:

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 a complaint must submit it to the Title IX Coordinator in person, via email, via regular mail or by phone to the attention of:

Lisa Raap, Campus Director
8410 Rafael Rivera Way
Las Vegas, NV 89113
(702) 567-1920
lraap@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 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 Subsection c 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 by providing 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 or within two (2) days of the date the party discovers or reasonably should have discovered the existence of the alleged bias or conflict of interest. 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 good cause that is based on 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 notice of a new allegation prior to the inclusion of a new allegation in an amended formal complaint.

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. Reponses 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 the timelines stated in Section XI of the Title IX Policies and Procedures, 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.

The hearing will be closed to the public and witnesses will be present only during their testimony. For live hearings that use technology, the decision-maker shall ensure that appropriate protections are in place to maintain confidentiality.

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. The hearing will be conducted in a

respectful manner and with appropriate decorum. 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 and replacement. 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.

Generally, the decision-maker may not consider hearsay statements to constitute evidence at the hearing. Hearsay statements are statements made by either party, which were not made during the hearing, and which the other party offered in evidence to prove the truth of the matter asserted in the statement. Hearsay statements may only be considered when the decision-maker decides that a basis exists to include the hearsay statements as evidence under Article VIII of the Federal Rules of Evidence.

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 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 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 the 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 or employee accused of violating this policy, the penalties shall be as proposed by the decision-maker from the live hearing. 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 decision-maker from the live hearing, 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 decision-maker from the live hearing, who may use the Title IX Coordinator or another designee to facilitate delivery of the decision. 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. If applicable, and 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. 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://www.ed.gov/about/ed-offices/ocr.

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

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

X. Policy Statement on Hazing

LVC strictly prohibits hazing in any form. Hazing activities are inconsistent with the values of the institution and will not be tolerated. All members of the LVC community (students, faculty and staff) are encouraged to promptly and accurately report any incidents of hazing to the Campus Director, Lisa Raap, who can be reached at **(702) 567-1920, lraap@lvcollege.edu**, **8410 Rafael Rivera Way, Las Vegas, NV 89113**.

In alignment with the federal Clery Act/Stop Campus Hazing Act (SCHA) definitions, LVC defines hazing and student organizations as follows:

Hazing

The term 'hazing', for purposes of reporting statistics on hazing incidents…means any intentional, knowing, or reckless act committed by a person (whether individually or in concert with other persons) against another person or persons regardless of the willingness of such other person or persons to participate, that:

1. is committed in the course of an initiation into, an affiliation with, or the maintenance of membership in, a student organization; and
2. causes or creates a risk, above the reasonable risk encountered in the course of participation in the institution of higher education or the organization (such as the physical preparation necessary for participation in an athletic team), of physical or psychological injury including—
    - whipping, beating, striking, electronic shocking, placing of a harmful substance on someone's body, or similar activity;
    - causing, coercing, or otherwise inducing sleep deprivation, exposure to the elements, confinement in a small space, extreme calisthenics, or other similar activity;
    - causing, coercing, or otherwise inducing another person to consume food, liquid, alcohol, drugs, or other substances;
    - causing, coercing, or otherwise inducing another person to perform sexual acts;
    - any activity that places another person in reasonable fear of bodily harm through the use of threatening words or conduct;
    - any activity against another person that includes a criminal violation of local, State, Tribal, or Federal law; and
    - any activity that induces, causes, or requires another person to perform a duty or task that involves a criminal violation of local, State, Tribal, or Federal law."

Student Organizations

A student organization as an organization at an institution of higher education (such as a club, society, association, varsity or junior varsity athletic team, club sports team, fraternity, sorority, band, or student government) in which two or more of the members are students enrolled at the institution of higher education, whether or not the organization is established or recognized by the institution.

Hazing as defined in the Nevada Revised Statutes (NRS) § 200.605 means an activity in which a person intentionally or recklessly endangers the physical health of another person for the purpose of initiation into or affiliation with a student organization, academic association or athletic team at a high school, college or university in this state. The term:

(a) Includes, without limitation, any physical brutality or brutal treatment, including, without limitation, whipping, beating, branding, forced calisthenics, exposure to the elements or forced consumption of food, liquor, drugs or other substances.
(b) Does not include any athletic, curricular, extracurricular or quasi-military practice, conditioning or competition that is sponsored or approved by the high school, college or university.

LVC does not have any recognized student organizations. However, in the Nursing Department, enrollment cohorts elect student officers who may participate in Nursing Department faculty meetings.

Investigations into Allegations of Hazing

Investigations into allegations of hazing that contain elements of dating violence, domestic violence, sexual assault and stalking will be investigated and the outcome will be determined according to the procedures detailed above in section IX. POLICY REGARDING SEXUAL HARASSMENT AND SEX OFFENSES of this report.

Investigations into allegations of hazing that do not contain elements of dating violence, domestic violence, sexual assault and stalking will be investigated by the Campus Director according to investigation procedures below:

1. The Campus Director will investigate the complaint, and may conduct a conference with all involved parties in an attempt to resolve the grievance. The student(s) and/or employee(s) involved will receive a written response from the Campus Director within ten (10) working days of receipt of the hazing complaint.
2. If the hazing complaint still remains unresolved to the satisfaction of the student(s) and/or employee(s) who filed the complaint, the aggrieved party may appeal the decision within five working days of that decision to the School's Chief Executive Officer, Peter Mikhail, who can be reached at **pmikhail@mikhailed.com**, **(702) 658-7900** or **5150 S. Decatur Blvd., Las Vegas, NV 89118**. The Chief Executive Officer may take whatever steps are deemed necessary to investigate, review and attempt to resolve the matter. The Chief Executive Officer or his representative will render a decision, which is final and binding upon all parties.

Penalties: Substantiated accusations of hazing may result in disciplinary action against the offender(s), up to and including termination of the employee's employment or the student's enrollment. Depending on the severity of the offense, other potential penalties include written disciplinary action; changes to classes, attendance times, parking arrangements, and/or externship locations; suspension for up to 6 months; community service; probation; no-contact orders; or hazing prevention training. Penalties shall be determined by the Campus Director in his or her sole discretion.

XI. Education and Training

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

A. Primary Prevention and Awareness 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. This training includes relevant information regarding drug and alcohol abuse as well as hazing. The programing will cover the following subjects:

- Identifies domestic violence, dating violence, sexual assault, stalking, and hazing 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, stalking, and hazing;
- 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, stalking, or hazing. 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;
- Outlines procedures the campus community should follow to report incidents of hazing.
- 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.
- The school's status as a drug and alcohol free campus.
- Health risks of drug and alcohol use.

- Consequences of drug and alcohol use on campus, including possible legal sanctions, and sources for counseling or treatment programs.

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 who may serve as investigators, or as decision-makers in a live hearing procedure, will receive annual training on issues related to sexual violence. The Title IX Coordinator or his or her designee is responsible for training current students and all school faculty and staff about LVC's Title IX policies and conducting the new student training.

B. Bystander Intervention and Risk Reduction

LVC urges all members of the campus community to help prevent crimes, including crimes of sexual violence and hazing, and to 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. Bystander intervention techniques can also be effective to prevent harm or intervene in situations where hazing is occurring.

Members of the campus community can help prevent dating violence, domestic violence, sexual assault, stalking, and hazing 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.

XII. 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/.

XIII. CLERY ACT CRIME REPORT STATISTICS

LAS VEGAS COLLEGE – Las Vegas, NV Campus:

OFFENSE	PROPERTY	2022	2023	2024
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

Per the Stop Campus Hazing Act, LVC will include any incidents of hazing beginning in the 2026 edition of this Report with the 2025 crime statistics.

Las Vegas College does not have any noncampus buildings controlled by a student organization officially recognized by the School.

Catalog Addendum Information

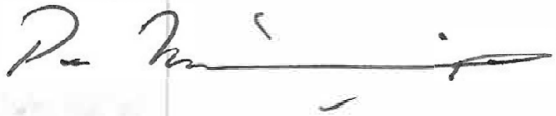
The following catalog addendum changes have been made to the 2025-2027 Student Catalog, Rev 1-2025, since its first effective date of 1/30/2025.

New changes made in this Catalog with Addenda, Rev 2-2025, effective 11/5/2025 (several consolidated from previously published addenda):

- Cover – Catalog addendum revision number and effective date added.
- Page 2 – Accreditations, Licensure and Approvals section updated to reflect the Practical Nurse program's recent ACEN accreditation.
- Pages 3-4, 6-7 – The Wonderlic exam was removed from the list of possible entrance exams.
- Page 4 – TEAS entrance exams minimum scores information updated for greater clarity.
- Page 5 – International Students information added, including enrollment instructions for eligible students with M-1 and F-1 visas.
- Page 9 –Maximum Class Size information updated with the most current information.
- Pages 9-11 – Transfer credit policy updated to reflect new rules concerning transfer credit for Anatomy and Physiology I & II with lab (previously communicated in an addendum) as well as updated class information for the modified Accounting program.
- Page 18 – Graduate Refresher Courses requirements language updated for clarity.
- Pages 21-22 – Leave of Absence Policy: Clarified the wording explaining the written information students who request an LOA will receive.
- Page 34 – The Conduct Affecting Student Learning Policy now specifically bans generative AI use (rather than including it in the general category of cheating and plagiarism) except under very limited, instructor approved circumstances.
- Page 41 – Notice of Binding Arbitration updated with the most current information.
- Pages 50-89 – Updates made to the program information pages:
    - Page 51 – The certification information was updated in the Medical Assistant program description.
    - Page 56 – Certification information was added to the Laboratory Assistant/EKG Technician/Phlebotomist program description.
    - Pages 70-75 – Several course numbers have been updated in the RN to BSN program. This is an administrative change and does not affect hours, credits, or course content.
    - Pages 80-85 (and throughout the catalog) – The credential earned by students graduating from the Cardiovascular Sonography program has been modified from an Associate of Applied Science (AAS) Degree to an Associate of Occupational Studies (AOS) Degree. All students graduating after October 5, 2025, at the end of the current term, will receive an Associate of Occupational Studies (AOS) Degree.
    - Pages 86-89 – The Accounting program has been modified to a 90-credit, fully online program that can be completed in 18 months.
    - The Medical Insurance Billing and Coding program is no longer offered and has been removed from the catalog (previously communicated in a separate addendum).
    - The Business Digital Marketing program is no longer offered and has been removed from the catalog.
- Page 90 – The tuition and fees that became effective 3/1/2025 and were originally communicated in a sperate addendum, were added to this catalog; the Medical Insurance Billing and Coding and Business Digital Marketing programs were removed.
- Pages 94-99 – Administration and Faculty directory and Instructor Qualifications information have been updated.
- Pages 101-125 – LVC has updated and replaced the 2022 Las Vegas College Annual Safety and Security Report with the 2023 Las Vegas College Annual Safety and Security Report.

Certification

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



Peter Mikhail
President/CEO