



Unitek COLLEGE

2022 SCHOOL CATALOG

Unitek College – Reno campus (branch of Fremont)

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This catalog applies to the Reno, NV campus (a branch of the main campus in Fremont, CA).

Unitek College – Fremont main campus

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MISSION & EDUCATION PHILOSOPHY

Unitek College's mission and philosophy is to provide quality programs that are sound in concept, implemented by a competent and dedicated faculty and geared to serve those seeking a solid foundation in the knowledge and skills required to obtain employment in their chosen fields. The programs emphasize hands-on training, are relevant to employer's needs and focus on areas that offer strong long-term employment opportunities. To offer students the training and skills that will lead to successful employment, Unitek College will:

- Continually evaluate and update educational programs
- Provide modern facilities and training equipment
- Select instructors and faculty with professional experience in the vocations they teach and the ability to motivate and develop students to their greatest potential
- Promote self-discipline so that students may enjoy success on the job and in society

SCHOOL HISTORY

Unitek College began offering healthcare education in Fremont, CA with the Pharmacy Technician program in 2002, followed by a Medical Assisting program the next year. In 2004 the school entered Nursing Education with a Vocational Nursing program and added a Registered Nursing program in 2007.

In 2009, Unitek College's main campus in Fremont, CA received national accreditation through the Accrediting Commission of Career Schools and Colleges (ACCSC). This accreditation was most recently renewed in 2017 for a 4-year term. Following ACCSC's accreditation, in 2010 the US Department of Education approved Unitek College to participate as a Title IV awarding institution.

In 2019, Unitek College expanded outside of California by adding a branch of the Fremont, CA campus in Reno, NV.

FACILITY DESCRIPTION

The Reno campus occupies 2 floors with over approximately 20,000 square feet and contains the following:

Classrooms and Labs

Unitek provides the following instructional technology in each lecture classroom: each student and teacher computer maintains a local area network (LAN) connection to the Intranet, campus-wide Wi-Fi, desktop computer with monitor, overhead projector, presentation projector.

Student Lounge (800 sq ft)

Tables, chairs, microwaves, cabinets and a sink are provided for students attending on-campus courses.

Learning Resource Center (400 sq ft)

Unitek College provides an extensive learning resource system to enhance students learning outside of the classroom content and required reading material. The Unitek College Virtual Library provides around-the-clock access to thousands of journals, textbooks, videos and additional resources for all students in all

programs. This library is used to enhance the student learning experiences that occur in the classroom, labs and clinical sites. The students access the library by logging into their student portal and selecting the library link. The virtual library database is created to meet all students' educational needs for additional academic resources and research. The virtual library team, including the College's Librarian, educational staff, select faculty members from each programs, and program director of each program has selected relevant databases and research sites. This team, in conjunction with several members of the faculty that are content experts in a variety of fields, work together to ensure the library learning resources meets the objectives of each program through regular reviews. Each course syllabus contains access information for the aforementioned databases. Students are also required to complete assignments utilizing the Unitek College Virtual Library and are taught how to discern reliable academic resources when completing research. There are student study areas throughout the campus as well as computers for students use.

ACCREDITATION & APPROVALS



ACCREDITING COMMISSION OF CAREER SCHOOLS AND COLLEGES (ACCSC)

Unitek College's campuses in California and Nevada are accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC), a recognized accrediting agency by the U.S. Department of Education. The San Jose, Sacramento, Bakersfield, Concord and Reno campuses are recognized by ACCSC as accredited branches of the Fremont main campus. The South San Francisco campus is recognized by ACCSC as an accredited branch of the Hayward main campus.

NURSING BOARD

The Practical Nursing program and Bachelor of Science in Nursing (BSN) program at Unitek College are approved by the Nevada State Board of Nursing.



Commission on Collegiate Nursing Education (CCNE)

The baccalaureate degree program in nursing at Unitek College in Reno, NV (a branch of Unitek College in Fremont, CA) is accredited by the Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org>).

NEVADA CPE

Unitek College is a private institution approved to operate by the State of Nevada Commission on Postsecondary Education (CPE).

U.S. DEPARTMENT OF EDUCATION

Unitek College is approved by the U.S. Department of Education to offer students the option of applying for federal financial aid through the Title IV program. All accredited programs running at all campuses are eligible for Title IV funding, which is available for those who qualify.

STATE AUTHORIZATION REGARDING DISTANCE EDUCATION

Unitek College maintains state authorization in any state in which enrolled distance education (DE) students are physically located, if that state requires it. Additionally, and as required, Unitek College complies with any state specific rules for enrollment agreements, policies and procedures, including refund policies.

MANAGEMENT AND STAFF

Corporate Officers & Department Heads

- Janis Paulson – Chief Executive Officer (CPA, BBA)
- Ali Bhola – Chief Financial Officer (CPA, MBA)
- Navneet Bhasin – Chief Operations Officer (MD)
- Abdel Yosef – Chief Academic Officer (PhD Nursing Education, MSN, Certified Nurse Educator)
- Jennifer (Jen) DeMay – General Counsel (JD, Certified Compliance & Ethics Professional)
- Stephanie Greenwood – National Dean of BSN, MSN, MEPN Programs (PhD Nursing Education, MSN, BSN)
- Janice Holt – National Dean of Vocational/Practical Nursing Programs (BSN, MSN)
- Lou Cabuhat, EdD – National Dean of Allied Health Programs (Ed.D)
- Don Corvin – Senior VP of Compliance (BS, Certified Internal Auditor)
- Sara Cramlet – Senior VP of Human Resources (MS HR Management)
- Debra Brooks – VP of Student Financial Services (BA Business Management)
- Michael Collins – VP of Admissions (BA)

Board of Directors

- Janis Paulson – Director (CPA, BBA)
- Steven Hodownes – Director (MBA)
- Tom McNamara – Director (MSc Finance)
- Adnan Nisar – Director (MBA)
- Tracey Kruse – Director (BA)
- Scott Serota – Director (MS Health Administration)
- Mona Sutphen – Director (MSc International Political Economy)
- Mary Ann Christopher – Director (BSN, MSN)

Reno Campus Staff

- Marilyn Lim-Carreon, MBA – Campus Director
- Shara ‘Lu’ Crary, DNP, MSN, RN – Interim Assistant Dean BSN / Regional Program Director for PN
- Dawn Johnson, DNP, RN, MSN-Ed – Dean of Nursing
- Sidney Wood – Registrar
- Naveed Azim – Business Office Coordinator/Student Services Advisor
- Monica Barlow – Director of Admissions
- Chanthol Azarpour – Assistant Director of Admissions
- Della Ikehara – Senior Admissions Representative
- Katrina Glynn – Senior Admissions Representative
- Danielle Walker – Admissions Representative
- Karli Samuels – Admissions Representative
- Meylin Lauw – Senior Financial Aid Administrator
- Noemi Butler – Financial Aid Administrator
- Tobi Lykes – Financial Aid Administrator
- Karina Infante – Medical Assisting Instructor
- Natalie Wood – Receptionist
- Freida Schoech, MSN – Nursing Instructor
- Paula Anderson, MSN, RN – Nursing Instructor
- Elizabeth Melton, MSN – Nursing Instructor
- Cheryl Reed, MSN – Nursing Instructor
- Aaron Fischer, MSN – Nursing Instructor
- Michael Yazinka, BSN – Nursing Instructor
- Shana Kennon, RN, MSN, MBA – Nursing Instructor

CAMPUS SCHEDULES

Mon-Fri	8:00am – 10:00pm
Saturday	Testing by Appointment
Sunday	Closed

Below are *examples* of class schedules, which are subject to change. Ask your Admissions Representative for the current class schedule for your program of interest.

Medical Assisting

Morning sessions: 8:00am – 12:15pm Mon-Fri

Mid-Day sessions: 10:00am – 2:15pm Mon-Fri

Evening sessions: 5:30pm – 9:45pm Mon-Fri

Nursing

All on-campus Nursing classes determine their lunch and break times based on the day's lecture, exam and lab schedule. Off-campus clinical instruction may be scheduled for any day of the week, including Fridays or weekends, depending on the availability of our clinical site partners. On-campus instruction may be scheduled anytime between 8:00am-6:00pm Mon-Fri. Off-campus clinical training may be scheduled for any days, evenings or nights depending on availability of shifts at clinical partner locations. Students may also be scheduled to come to campus on a Friday for remediation, tutoring, or make-up work as needed.

STUDENT SCHEDULED HOLIDAYS & NON-SCHEDULED DAYS OFF

(applies to all on-ground education; excludes online education)

School Holidays	2021
Martin Luther King Jr. Day	1/18/2021
President's Day**	2/15/2021
Faculty In-Service Q1**	TBD
Memorial Day	5/31/2021
Faculty In-Service Q2**	TBD
Independence Day	7/5/2021*
Labor Day	9/6/2021
Faculty In-Service Q3**	TBD
Veterans Day	11/11/2021
Thanksgiving	11/25/21-11/26/21
Faculty In-Service Q4**	TBD
Winter Break	12/20/21-1/3/2022
Return to School	1/3/2022

CAMPUS OPERATIONAL HOLIDAYS – Days the campus is closed

School Holidays	2021
New Year's Day (Observed)	1/1/2021
Martin Luther King Jr. Day	1/18/2021

Memorial Day	5/31/2021
Independence Day	7/5/2021*
Labor Day	9/6/2021
Thanksgiving	11/25/21-11/26/21
Christmas Eve	12/24/2021
Christmas Day	12/25/2021
New Year's Eve (Observed)	12/31/2021

* Holiday falls on a weekend and may be observed on the weekday before or after the weekend.

**Holiday is observed by Modular Programs Only.

Anticipated Start Dates:

The start dates of Programs are subject to change, and Unitek College reserves the right to postpone or cancel the start of a Program. In such cases, applicants and enrolled students will be duly notified and offered the opportunity to consent to a new start date, if applicable. The maximum postponement of a Program start date is 90 days, beyond which a full refund of all monies paid will be offered.

- Medical Assisting: July 14, 2020
- Practical Nursing: June 29, 2020
- Bachelor of Science in Nursing (BSN): August 17, 2020

BREAK TIME

The college encourages students to take designated breaks during the course schedule. The instructor will implement and supervise all break periods for classroom training hours. During break time students must abide by the rules and regulations of both the State and the college , which include but are not limited to the following:

- Students are allowed to receive and use cell phones only during break During class time, cell phones, iPods, and MP3 Players must be turned off.
- Students are not allowed chewing gum or chewing tobacco on
- Students must return to class promptly after
- Food or drinks are not permitted in class, except water in closed containers.
- Students are not permitted to take breaks in stairway, hallways, offices and/or classrooms.
- Students are not permitted to have visitors without prior approval by managing staff or instructor.
- The school is not responsible for any personal items.

PROGRAMS

Programs

- Medical Assisting
- Practical Nursing
- Bachelor of Science in Nursing (BSN)

Total clock hours or credits:

- Medical Assisting: 28 semester credits
- Practical Nursing: 1,620 clock hours
- Nursing (BSN): 120 semester credits

Normal program completion time:

- Medical Assisting: 9 months
- Practical Nursing: 12 months (full-time day version), 17 months (full-time evening, 20 months (part-time evening version)
- Nursing (BSN): 36 months

Maximum Number of Students in Classroom/Lab

- Medical Assisting: 24
- Practical Nursing: 30 (lecture), 15 (lab), 8 per offsite clinical rotation
- Nursing (BSN): 40 (lecture), 15 (lab), 8 per offsite clinical rotation

Academic credential awarded upon completion:

- Medical Assisting: Diploma
- Practical Nursing: Diploma
- Nursing (BSN): Bachelor of Science

MEDICAL ASSISTING PROGRAM

(Offered at all campuses)

Program Overview

This is a blended (hybrid) program in which all theory (didactic) courses are online, while lab & externship courses are mostly on-ground / in-person with minor online training components. The program emphasizes administrative and clinical skills, with extensive instruction in medical terminology, medical office procedures, medical/clinical procedures, basic anatomy and physiology, and special duties common in the field. The externship provides practical experience in physicians' offices, hospitals, or other healthcare facilities. Emphasis is placed on communication, critical thinking, human relations, decision making, and other skills required of well-qualified medical personnel. Expected completion time is 9 months.

Graduates of the Medical Assisting program may be eligible to take various professional certification exams. These include the NCCT exam for the National Certified Medical Assistant (NCMA) credential and the American Medical Technologists (AMT) to earn the Registered Medical Assistant (RMA) credential. Such credentials are not required to graduate or to gain initial employment, but may be of value depending on a student's particular career goals. Faculty are available to advise students seeking to take such professional certification exams.

Educational Objectives & Corresponding Occupation

Graduates are prepared to gain employment as entry-level Medical Assistants (CIP code 51.0801, SOC code 31-9092.00) performing clinical and/or administrative functions in a medical office, clinic, hospital, or other healthcare-related setting. Administrative functions may include answering telephones, scheduling appointments, greeting patients, updating and filing patient charts, ordering supplies, arranging for hospital admission and laboratory services, handling billing, collections, bookkeeping, and the use of electronic medical records software. Clinical functions may include relaying prescriptions to a pharmacy, collecting and preparing laboratory specimens, sterilizing medical instruments, preparing patients for x-rays, taking electrocardiograms, removing sutures and changing dressings.

Classroom / Lab Environment

The labs are fully equipped to simulate an office and clinic setting. Lab equipment includes: micro-hematocrit centrifuge, blood and urine centrifuge, pulse oximeter, electrocardiogram machine, glucose meters, sphygmomanometers (B/P) cuffs, patient height and weight scale, infant height and weight scale, autoclave machine, and a hemoglobin meter.

Course Schedule

Seven Theory courses are paired with seven Lab courses in 4-week "modules" running sequentially throughout the year. New students may start the program in whichever module is offered at that time. After successful completion of all theory and lab courses, students are eligible to be scheduled for a full-time (40 hours per week) externship or capstone course.

Module	Course #	Course Name	Instructional Weeks	Clock Hours	Semester Credits
1	HCMA110-T	Introduction to Medical Assisting& Medical Law – Theory	4	42.5	2.5
	HCMA110-L	Introduction to Medical Assisting& Medical Law – Lab		42.5	1.0

2	HCMA111-T	Pharmacology, Medication Administration, Diagnostic Imaging – Theory	4	42.5	2.5
	HCMA111-L	Pharmacology, Medication Administration, Diagnostic Imaging – Lab		42.5	1.0
3	HCMA112-T	Infection Control, Assessment, Cardio-Pulmonary & Gastroenterology – Theory	4	42.5	2.5
	HCMA112-L	Infection Control, Assessment, Cardio-Pulmonary & Gastroenterology – Lab		42.5	1.0
4	HCMA113-T	Eyes, Ears, Nose, Throat; Nervous and Endocrine Systems – Theory	4	42.5	2.5
	HCMA113-L	Eyes, Ears, Nose, Throat; Nervous and Endocrine Systems- Lab		42.5	1.0
5	HCMA114-T	Surgical Technique; Stages of Life, Pediatrics & Geriatrics – Theory	4	42.5	2.5
	HCMA114-L	Surgical Technique; Stages of Life, Pediatrics & Geriatrics – Lab		42.5	1.0
6	HCMA115-T	Office Management & Computerized Systems in Medical Assisting – Theory	4	42.5	2.5
	HCMA115-L	Office Management & Computerized Systems in Medical Assisting – Lab		42.5	1.0
7	HCMA116-T	First Aid, Emergencies, Behavior in Acute Situations – Theory	4	42.5	2.5
	HCMA116-L	First Aid, Emergencies, Behavior in Acute Situations – Lab		42.5	1.0

Upon completion of the seven-module cycle, students may begin Externship or Capstone:

8	HCMA117	Medical Assisting Externship	5 (may vary)	165	3.5
	or				
	HCMA118 (100% didactic)	Medical Assisting Capstone	4		3.5

		TOTAL PROGRAM	33	760	28.0
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MEDICAL ASSISTING COURSES

HCMA110-T

Introduction to Medical Assisting & Medical Law – Theory

This is designed to introduce learners to the healthcare industry and typical responsibilities of a medical assistant. Learners devote time to differentiating between the scope of practice, reviewing the different professional organizations that exists for medical assistants, and summarize the history of medicine and its significance to the medical assisting profession. Techniques of therapeutic communication and active listening are explored as a prelude to understanding laws impacting the medical office. Issues of medical assistant licensing and malpractice prevention are introduced along with the elements of HIPAA. Learners review the physiological processes of blood pressure assessment and factors of essential hypertension, surface anatomy, describe body cavities, and body planes. Learners discuss elements of human acid-base balance. Learners are instructed how to make proper career decisions to secure and retain employment and use the Medical Office Simulation Software (MOSS) to practice documentation in electronic health records (EHR). Lastly, learners define, spell, and pronounce the terms specific to topics listed.

HCMA110-L

Introduction to Medical Assisting & Medical Law – Lab

This is an entry-level medical assisting course in the clinical laboratory, vital signs, communications, and the function and use of computers in the medical environments. The course is designed to introduce learners to safety techniques regarding accidental exposure to blood and other body fluids and needle sticks. Learners are provided with hands-on guidance to demonstrate the following medical assistant skills: vital sign assessment (temperature, pulse, respirations, blood pressure), Korotkoff phases, use of pulse oximetry document height and weight (convert pounds to/from kilograms) communications, and the function and use of computers in the medical environments. Core MA skills that repeat each module are IM, SC, ID injections, phlebotomy, capillary puncture, and EKG procedure. Lastly, learners will also develop important skills regarding the job search and career development: write a cover letter and resume and create a career portfolio.

HCMA111-T

Pharmacology, Medication Administration, Diagnostic Imaging – Theory

Course HCMA111-T is designed to introduce learners to pharmacology: calculation of medication dosages of medications for administration via parenteral routes, by mouth, transdermal, inhalation, instillation, and topical administration. Medication dosage calculation formulas are used by learners. Topics of anatomy and physiology for the following body systems are covered: immune system, integumentary system, and musculoskeletal system. Assisting with the physical examination using positioning and providing privacy for a patient, setting up instruments and supplies are the basis of instruction where learners explain the pre- intra- and post-assessment procedures to a patient. Entry-level information regarding diagnostic imaging is a part of the learning experience. Learners devote time to describing various bacterial staining

characteristics, shapes, oxygen requirements, and physical structures of bacteria and discuss common diseases caused by bacteria. Learners work with CLIA-waived microbiology tests, discuss therapeutic modalities used in orthopedic medicine, and define, spell, and pronounce the terms specific to topics listed. Lastly, learners also develop important skills regarding the job search, career development, and communication best practices.

HCMA 111-L

Pharmacology, Medication Administration, Diagnostic Imaging – Lab

HCMA111-L is an entry-level medical assisting course in the clinical application of pharmacology: calculation of medication dosages of medications for administration via parenteral routes, by mouth, transdermal, inhalation, instillation, and topical administration. Medication dosage calculation formulas are used by learners. Hands-on exploration of the anatomy for the following body systems are covered: integumentary, lymphatic, and musculoskeletal. Learners demonstrate how to assist with the physical examination, use positioning and provide privacy for a patient, set up instruments, and review supplies to explain the pre- intra- and post-assessment procedures to a patient. Entry-level information regarding diagnostic imaging is a part of the learning experience. Learners discuss therapeutic modalities used in orthopedic medicine and define, spell, and pronounce terms specific to topics listed. Core MA skills that repeat each module are IM, SC, ID injections, phlebotomy, capillary puncture, and EKG procedure.

HCMA112-T

Infection Control, Assessment, Cardio-Pulmonary & Gastroenterology – Theory

Course HCMA112-T is designed to introduce learners to theory-based information regarding the medical assistant role in maintain Occupational Safety and Health Administration (OSHA) standards. Learners review anatomy and physiology, pathology, treatment procedures and disease prevention for the following body systems: cardiac system, pulmonary system, gastrointestinal system. Principles of electrocardiography are introduced along with the following diagnostic procedures: EKG assessment, angiography, cardiac catheterization, doppler ultrasound, peak flow measurement, and spirometry. Principles of infection control, the chain of infection and handwashing are discussed within the context of the inflammatory response mechanism of the body. Learners describe CLIA-waived tests for common gastrointestinal disorders and build plans for special dietary needs for the following: pregnancy and lactation, epilepsy, HIV/AIDS and cancer diagnosis. Learners define, spell, and pronounce the terms specific to topics listed and use the Medical Office Simulation Software (MOSS) to practice documenting in electronic health records (EHR). Lastly, learners also develop important skills regarding the job search, career development, and communication best practices.

HCMA112-L

Infection Control, Assessment, Cardio-Pulmonary & Gastroenterology – Lab

This is an entry-level medical assisting course in applying the medical assistant role to understand topics of anatomy and physiology, pathology, and treatment procedures and disease prevention for the following body systems: cardiac system, pulmonary system, gastrointestinal system. Within the medical assistant scope of practice, learners discuss, model and demonstrate the application of the following principles: EKG assessment, angiography, cardiac catheterization, doppler ultrasound, peak flow measurement, and spirometry. Learners practice infection control, medical asepsis, and handwashing procedures to break the

chain of infection and support the inflammatory response mechanism of the body. Learners review CLIA-waived tests for common gastrointestinal disorders and build plans for special dietary needs for pregnancy and lactation, epilepsy, HIV/AIDS and cancer diagnosis. Learners discuss Occupational Safety and Health Administration (OSHA) standards are a part of the learning experience. Learners discuss Occupational Safety and Health Administration (OSHA) standards and define, spell, and pronounce the terms specific to topics listed. Core MA skills that repeat each module are IM, SC, ID injections, phlebotomy, capillary puncture, and EKG procedure.

HCMA113-T

Eyes, Ears, Nose, Throat; Nervous and Endocrine Systems – Theory

Course HCMA113-T is designed to introduce learners to theory-based information regarding the medical assistant role assisting the primary care provider (physician, physician assistant or nurse practitioner) in performing a physical exam. Learners review anatomy and physiology, pathology, treatment procedures and disease prevention for the following body systems: nervous (CNS and PNS) and sensory system (eyes, ears, and nose), endocrine system, and circulatory system. Patient care principles involved in adult and pediatric phlebotomy are discussed: equipment, venipuncture and capillary blood collection, and chain of custody. Learners discuss common blood tests (normal and abnormal ranges) for the following: Complete Blood Count (CBC), Serum Electrolytes and Chemistry (SMA7), Erythrocyte Sedimentation Rate (ESR), Prothrombin Time (PT/INR), Partial Prothrombin Time (PTT), and ABO blood groups. Concepts of behavioral health are part of the learning experience. Learners differentiate among common behavioral health disorders, including the etiology, signs, symptoms, diagnostic procedures, and treatments. Learners define, spell, and pronounce the terms specific to topics listed and use the Medical Office Simulation Software (MOSS) to practice documenting in electronic health records (EHR). Lastly, learners also develop important skills regarding the job search, career development, and communication best practices.

HCMA113-L

Eyes, Ears, Nose, Throat; Nervous and Endocrine Systems – Lab

This is an entry-level medical assisting course in applying the medical assistant role to understand topics of anatomy and physiology, pathology, treatment procedures and disease prevention for the following body systems: nervous (CNS and PNS) and sensory system (eyes, ears, and nose), endocrine system, and circulatory system. Within the medical assistant scope of practice, learners discuss, model and demonstrate the application of the following principles: providing assistance during patient assessment, behavioral health examination, adult and pediatric phlebotomy, venipuncture and capillary blood collection. Learners practice working with laboratory forms to document common blood tests: Complete Blood Count (CBC), Serum Electrolytes and Chemistry (SMA7), Erythrocyte Sedimentation Rate (ESR), Prothrombin Time (PT/INR), Partial Prothrombin Time (PTT), and ABO blood groups. Learners define, spell, and pronounce the terms specific to topics listed. Core MA skills that repeat each module are IM, SC, ID injections, phlebotomy, capillary puncture, and EKG procedure.

HCMA114-T

Surgical Technique; Stages of Life, Pediatrics & Geriatrics – Theory

This course is designed to introduce learners to theory-based information regarding the medical assistant role in assisting with minor surgical procedures performed in clinics. Learners identify surgical instruments,

discuss surgical asepsis, perform sterile tray setup and outline pre- and post-operative patient care instructions. Learners review anatomy and physiology, pathology, treatment procedures and disease prevention for the following body systems: male and female reproductive system, and urinary system. Learners summarize pediatrics growth and development, anthropometrics and review common diseases for patients from newborn to 18 years of age. CLIA-waived tests for common urinary system and reproductive disorders are part of the learning experience. Stages of life are discussed along with the impact of the aging process on the cardiovascular, endocrine, gastrointestinal, integumentary, and musculoskeletal systems. Learners define, spell, and pronounce the terms specific to topics listed and use the Medical Office Simulation Software (MOSS) to practice documenting in electronic health records (EHR). Lastly, learners also develop important skills regarding the job search, career development, and communication best practices.

HCMA114-L

Surgical Technique; Stages of Life, Pediatrics & Geriatrics – Lab

This is an entry-level medical assisting course in applying the medical assistant role to understand topics of anatomy and physiology, pathology, treatment procedures and disease prevention for the following body systems: male and female reproductive system, and urinary system. Within the medical assistant scope of practice, learners discuss, model and demonstrate the skills of identifying surgical instruments, assisting the MD with minor surgical procedures, surgical asepsis, and pre- and post-operative patient care instructions. Learners practice anthropometrics for patients from newborn to 18 years old, CLIA-waived tests for common urinary system and reproductive disorders. Stages of life are discussed along with the impact of the aging process on the cardiovascular, endocrine, gastrointestinal, integumentary, and musculoskeletal systems. Core MA skills that repeat each module are IM, SC, ID injections, phlebotomy, capillary puncture, and EKG procedure.

HMCA115-T

Office Management & Computerized Systems in Medical Assisting – Theory

Course HCMA115-T is designed to introduce learners to theory-based information regarding the medical assistant role in assisting with the management and business aspects of running a medical practice. The following front office medical assistant skills comprise this course: communication practices using telephones and computers, scheduling appointments and patient records processing, medical record keeping, filing, health insurance records, billing and coding practices, banking services and procedures, and Microsoft Office Products (Word). Health insurance essentials and the inner workings of the Electronic Health Record (EHR) are an important component of this course where learners do the following: outline managed care requirements for patient referrals, distinguish between an electronic health record (EHR) and an electronic medical record (EMR), and discuss the impact of the Affordable Care Act on patient health care access. ICD-10 diagnostic coding procedures are used by learners to apply the code selection process and maximize third-party reimbursement. CPT and HCPCS coding guidelines are a part of the learning experience as are managed care policies and procedures. Learners define, spell, and pronounce the terms specific to topics listed and use the Medical Office Simulation Software (MOSS) to practice documenting in electronic health records (EHR).

HCMA115-L

Office Management & Computerized Systems in Medical Assisting – Lab

This is an entry-level medical assisting course in applying the medical assistant role to understand how to assist with the management and business aspects of running a medical practice. Within the medical assistant scope of practice, learners discuss, model and demonstrate the application of the following: communication practices using telephones and computers, scheduling appointments and patient records processing, medical record keeping, filing, health insurance records, billing and coding practices, banking services and procedures.

The inner workings of the Electronic Health Record (EHR) are an important component of this course where learners do the following: outline managed care requirements for patient referrals, distinguish between an electronic health record (EHR) and an electronic medical record (EMR), and discuss the impact of the Affordable Care Act on patient health care access. ICD-10 diagnostic coding procedures are used by learners to apply the code selection process and maximize third-party reimbursement. CPT and HCPCS coding guidelines are a part of the learning experience as are managed care policies and procedures. Core MA skills that repeat each module are IM, SC, ID injections, phlebotomy, capillary puncture, and EKG procedure. Learners define, spell, and pronounce the terms specific to topics listed and use the Medical Office Simulation Software (MOSS) to practice documenting in electronic health records (EHR).

HCMA116-T

First Aid, Emergencies, Behavior in Acute Situations – Theory

This course is designed to introduce learners to theory-based information regarding the medical assistant role in coordinating laboratory tests and results and understanding the Clinical Laboratory Improvement Amendments (CLIA), specimen collection procedures, and use of Safety Data Sheets (SDS). Learners review strategies for managing a health care practice from daily operations to equipment inventory. Healthcare ethics are evaluated by learners in explaining best practices for separating personal and professional ethics. Focus is applied to the following specific ethical challenges: reproductive issues, care involving children, medical research, end-of-life rituals and medical emergencies. HIPPA along with assisting in physical examinations and first aid for medical emergencies is part of the learning experience. Learners describe the function of a microscope and begin summarizing select microscopy tests performed in the ambulatory care setting. Learners define, spell, and pronounce the terms specific to topics listed and use the Medical Office Simulation Software (MOSS) to practice documenting in electronic health records (EHR). Lastly, learners also develop important skills regarding the job search, career development, and communication best practices.

HCMA116-L

First Aid, Emergencies, Behavior in Acute Situations – Lab

This is an entry-level medical assisting course in applying the medical assistant role to understand the medical assistant role in coordinating laboratory tests and results and understanding the Clinical Laboratory Improvement Amendments (CLIA), specimen collection procedures, and use of Safety Data Sheets (SDS). Within the medical assistant scope of practice, learners discuss, model and demonstrate the application of the following: managing a health care practice, assisting in physical examinations, and delivering first aid, use of a microscope. Core MA skills that repeat each module are IM, SC, ID injections, phlebotomy, capillary puncture, and EKG procedure. Focus is applied to the following specific ethical challenges: reproductive issues, care involving children, medical research, end-of-life rituals and medical emergencies. Learners define, spell, and pronounce the terms specific to topics listed. Lastly, learners also

develop important skills regarding the job search, career development, and communication best practices.

HCMA117

Medical Assisting Externship

This course provides the student with the opportunity to continue learning through demonstration and application of transferred knowledge to the clinical setting. The course begins with 5-hours of on-ground capstone learning involving topics of career development, employment preparation, professionalism, and interview skills. Following the capstone content, the student will report to the preceptor assigned by the college's Medical Assistant externship coordinator. Students will learn under the direct supervision of clinical site preceptor(s) and the college's medical assistant instructor.

HCMA118

Medical Assisting Capstone

The capstone course focuses on learning opportunities to integrate and apply both administrative and clinical knowledge, theory and understanding from previous course work in the medical assistant program. The learning experiences in this course result in a consolidation of a student's educational experience and emphasis will be placed on the application of knowledge and skills acquired during the program. Virtual learning and web related activities will occur for front office, back office competencies, critical thinking skills and teamwork skills expected of a medical assistant. Study and test taking techniques will be reviewed. Students demonstrate the achievement of program competencies through online experiences culminating in a comprehensive course project. Successful completion of either this Capstone course or the Externship course is required for graduation.

This course is offered 100% on online and divided into units through the learning management system called Canvas. To earn a grade in this course, students are required to complete all of the assigned course work within each unit by the published deadlines. Students will log in to their course several times per week to submit critical thinking assignments and participate in discussion forums. The weekly online discussions help the learner provide an opportunity to interact and share with other students. Learners will design a public service announcement or brochure for patient education as a primary deliverable of this course.

PRACTICAL NURSING PROGRAM

This program is approved by the Nevada State Board of Nursing and prepares graduates to pass the NCLEX-PN license exam to become entry-level Licensed Practical Nurses.

Hours

The program consists of 1620 instructional clock hours: 660 hours of didactic/theory and 960 hours of supervised lab/clinical instruction.

Classroom and Lab Environment

Classrooms are equipped with individual student desks, whiteboards, projector and screen for lecture presentations. Labs contain patient care stations to simulate actual hospital settings. Each lab has storage

cabinets for supplies and all necessary equipment such as: IV poles, enteral feeding pump; blood pressure cuffs, scales; adult and pediatric mannequins; equipment to practice common nursing care and procedures including medication administration.

Educational Objectives and Corresponding Occupation

The program's goal is to prepare students to pass the NCLEX-PN license exam and gain entry-level employment as Licensed Practical Nurses (SOC code 29-2061.00).

Graduates will be able to:

Collaborate effectively with clients, families, health care team, and community resources to provide holistic
Assist in the formulation of a systematic problem-solving approach to deliver basic nursing care to clients and implement approaches within ethical-legal

Assist in the coordination of patient care as a member of the health care team within the organizational framework of a structured health care setting and standards of
Assume responsibility as a member of the nursing profession by demonstrating accountability for practice, promoting the practice of Practical Nursing and participating in health promotion.

Practical Nursing (PN) Program Licensure Disclosure

The curriculum for the Practical Nursing (PN) program at Unitek College has been designed to meet the educational licensure requirements in Nevada as well as prepare students to apply to the Nevada State Board of Nursing to sit for the NCLEX licensure exam in the State of Nevada (see <https://nevadanursingboard.org/> for more information regarding licensure in Nevada). The nursing boards in each state are responsible for establishing the requirements for licensure for their state.

Requirements may vary state to state and may change at any time. Students who intend to use their Unitek College PN diploma to secure licensure in any state other than Nevada will need to review the professional licensure disclosures in that state pertaining to their program and consult with the state Nursing licensing board. For more information, see [Nursing Board Contact Information by State or Territory – PN Program](#) for a listing of state nursing licensing boards and determinations made by the College by state of whether the PN curriculum meets licensure requirements, does not meet licensure requirements or where a determination has not been made. NOTE: Graduates who become licensed in Nevada may subsequently apply for licensure in another state. Ask your Academic Dean about Nursing reciprocity agreements.

PRACTICAL NURSING COURSES

PN 100: Nursing Fundamentals – Theory

Co-requisite: PN 101 Nursing Fundamentals – Clinical/Skills

This course provides an introduction to the nursing profession and technical instruction towards mastery of entry level nursing skills and competencies. Subject matter includes: Nursing history and trends, trans-cultural nursing & health (spiritual and cultural diversity), human needs and wellness, community health, therapeutic communication, nurse client relationships, terminology and abbreviations, legal-ethical issues in nursing, safety and emergency preparedness, admissions, transfer and discharge, feeding and

elimination, pain management, body mechanics, infection prevention and control; Nursing Process (inclusive of data collection / assessment and basic charting), medical and surgical asepsis, Nutrition, Anatomy and Physiology as well the Geriatric Patient. The following are the skills competencies in this course; hand-washing, vital signs, body mechanics / personal hygiene, enemas, Foley insertion, sterile gloving and dressing, insertion and management of nasogastric and percutaneous feeding tubes, tracheostomy management and tracheostomy suctioning. This course also provides theory content and nursing skills competencies on care of the adult, older adult / geriatric client. Subject matter includes: Care of the adult early, middle, late; care settings; effects of aging on the systems of the body; risk factors; assessment and interventions in providing holistic care; effects of losses; elder abuse; diagnostics test and procedures, mini mental assessment; dementia; legal-ethical issues as related to the older adult. The Nursing Process is utilized as the foundation for all nursing interventions. This course also provides theory content and skills related to basic nutrition; special diets and nutritional need of the compromised clients. Subject matter includes: Basic precepts and guidelines of nutrition; cultural, social and religious influences; Excesses and deficit in nutrition; therapeutic diets, house diets, modified diets; special nutritional needs and nutritional support, as it relates to nursing. This course, as well, provides instruction as relate to anatomy and physiology. Subject matter includes: Overview of Body Systems and Body functions; Integumentary system; Musculoskeletal system; Gastrointestinal system, Genitourinary system; Reproductive Systems; Respiratory System; Cardiovascular System; Blood & Lymph and Immune Systems; Endocrine System; Neurological System and Sensory System.

PN 101: Nursing Fundamentals – Clinical/Skills

Co-requisite: PN 100 Fundamentals Theory

This course provides detailed education and training, and application of theory and nursing skill competencies in the clinical setting; direct client / patient interaction and care in a clinical / work based experience setting, long term care facility. Direct patient care of different age spectrums is provided, focusing on the client's / patients individual needs for the adult client / patient. The Nursing Process is utilized as the foundation for all nursing interventions.

PN 200: Introduction to Pharmacology

Pre-requisite: Successful completion of Term 1

This course provides introduction to the basic principles of pharmacology content, drug regulations, and classification as it relates to the different body systems and diseases, categories, factors affecting medication administration, abbreviations and symbols, systems of measurements, delivery systems, calculations for drug administration, principles and methods of drug administration. The course encompasses review of Anatomy and Physiology as related to the effects of drugs to specific organ systems. The specific and in depth mechanisms of actions and Nursing care are incorporated in Medical-Surgical organ system disease topics and course.

PN 201: Medical-Surgical 1 – Theory

Pre-requisite: PN 200 Introduction to Pharmacology

Co-requisite: PN 202 Medical-Surgical 1 – Clinical

In this course, emphasis is placed on the study of specific medications, administration and treatment related to general conditions and specific organ systems and diseases. Subject matter includes:

Inflammation, Infection, Immunity, Fluids and Electrolytes, Pain management, Surgical Care, First Aid, Emergency Care and Disaster Management, Shock, Delirium, Dementia, Incontinence, Falls, Fractures, Amputations, Care of the client with Skin Disorders, Immunologic Disorders, HIV, Cardiac Disorders, Diabetes Mellitus, Hypoglycemia, and Acute and Chronic Respiratory Disorders. The Nursing Process is utilized as the foundation for all nursing interventions.

PN 202: Medical-Surgical 1 – Clinical

Pre-requisite: PN 200 Introduction to Pharmacology

Co-requisite: PN 201 Medical-Surgical 1 – Theory

This course provides detailed education, training, and application of theory and nursing skill competencies in the clinical setting; direct client / patient interaction and care in a clinical / work-based experience setting, long term care facility and Simulation laboratories. Direct patient care is provided focusing on the adult client's / patient's individual needs. Emphasis is placed on medication administration and individualized care and treatment related to organ systems discussed in theory courses. The Nursing Process is utilized as the foundation for all nursing interventions.

PN 304: Medical-Surgical 2 – Theory

Pre-requisite: Successful Completion of Term 2

Co-requisite: PN 305 Medical-Surgical 2 – Clinical

In this course, emphasis is placed on the understanding of the disease process and the care related to clients with specific organ system diseases as well as the medication utilized in treatment. The Nursing Process is utilized as the foundation for all nursing interventions. Subjects include: conditions related to reproductive systems, sexually transmitted infections, connective tissue disorders, upper and lower gastrointestinal tract disorders, liver, pancreatic and biliary tree disorders, endocrine disorders, urologic disorders and neurologic disorders. This course also covers the study of human behavior with emphasis on emotional and mental abnormalities and disorders; behavior therapy and psychiatric medications; coping mechanisms and nursing responsibilities, mental health teams and centers; therapeutic communication / defense mechanisms; psychiatric disorders, treatment and nursing interventions; substance abuse and addictions; assessment of mental functioning, effects of illness/hospitalization, interventions for mental health disorders and abuse and dependencies, including evaluation of outcomes.

PN 305: Medical-Surgical 2 – Clinical

Pre-requisite: Successful Completion of Term 2

Co-requisite: PN 304 Medical-Surgical 2 – Theory

This course provides detailed education and training, and application of theory and nursing skill competencies in the clinical setting; direct client / patient interaction and care in a clinical / work-based experience setting, long term care facility and Simulation laboratories. Direct patient care is provided focusing on the adult client's / patient's individual needs. Emphasis is placed on medication administration and individualized care and treatment related to the organ systems discussed in the theory courses. The Nursing Process is utilized as the foundation for all nursing interventions.

PN 300: Maternal and Newborn – Theory

Pre-requisite: Successful Completion of Term 2

Co-requisite: PN 301 Maternal and Newborn – Clinical

This course provides theoretical instruction on care of the women during the stages of pregnancy and care of the newborn. Subject matter includes: Prenatal care, assessment of normal pregnancy, fetal development, discomforts of pregnancy, prenatal teaching, preparation of childbirth, normal labor and delivery, nursing care of the newborn, post-partum care, possible complications, high risk pregnancy, high risk labor and delivery, high risk newborn, inclusive of concepts applicable to basic needs and support of the family during the period of change. The Nursing Process is utilized as the foundation for all nursing interventions. Course includes classroom and lab time.

PN 301: Maternal and Newborn – Clinical

Pre-requisite: Successful Completion of Term 2

Co-requisite: PN 300 Maternal and Newborn – Theory

This course provides detailed education, training, and clinical / work-based experience; direct patient care, in a variety of acute, sub-acute and / or long term care facilities. Care is provided focusing on the individual's needs across the life span inclusive of the Maternal /Newborn client. The Nursing Process is utilized as the foundation for all nursing interventions.

PN 302: Pediatrics – Theory

Pre-requisite: Successful Completion of Term 2

Co-requisite: PN 303 Pediatrics – Clinical

This course provides detailed instruction on the care of the pediatric client, subject matter includes: Growth & Development, Care of the child with acute and chronic childhood diseases and disorders from infancy through adolescence. Assessment of: Health maintenance and wellness, interventions for acute and chronic disorders and diseases, and children with special needs.

PN 303: Pediatrics – Clinical

Pre-requisite: Successful Completion of Term 2

Co-requisite: PN 302 Pediatrics – Theory

This course provides detailed education, training, and clinical / work-based experience; direct patient care, in a variety of acute, sub-acute and / or long term care facilities as well as Pediatric clinics. Care is provided focusing on the individual's needs across the life span inclusive of the pediatric client. The Nursing Process is utilized as the foundation for all nursing interventions.

PN 306: Professional development

Pre-requisite: Successful Completion of all prior courses

Study of the importance of professional growth. This course provides instruction on the changing roles and skills needed for successful transition from student practical nurse to licensed practical nurse. Subject

matter includes: Role transition, legal-ethical requirements, practice acts, rules and regulations, leadership qualities and styles, management styles, career pathways, job seeking skills, NCLEX-PN preparation and successful passing of a proctored exit exam.

PN PRQ: Practical Nursing Prerequisite Course

While completion of this course is not required by the Nevada State Board of Nursing, passing this course (or demonstrating equivalent knowledge through prior education evaluated by Unitek College) is a requirement for admission to the Practical Nursing Program. Please see the Practical Nursing entry in the Program-Specific Admissions Requirements section of this catalog for more details. As an avocational admissions course, this course does not lead to initial employment and is not eligible for Federal Financial Aid. Students receive a Transcript upon successful completion (not a Certificate of Completion, Diploma or Degree).

The course consists of 80 hours of instruction over 2 weeks. Topics include study skills, critical thinking, identification of personality types and how they interact within teams, Nursing education levels and roles, communication in health care, web-based nursing resources, dosage calculations, and basic medical terminology related to primary systems (Skeletal, Muscular, Cardiovascular, Respiratory, Digestive, Urinary, and Nervous).

The course assists in identifying at-risk students who may not succeed in the Practical Nursing Program. The course also provides an opportunity to advise students and develop plans of action, including but not limited to changes in study habits, goal setting, study guide development, and tutoring. The course helps students and faculty assess students' study skills, learning styles, organizational skills, ability to follow directions, maintain attendance, be punctual, and pass quizzes in a fast-paced academic environment which mirrors that of the Practical Nursing Program.

Passing this course requires a cumulative score on all exams and quizzes of at least 75%. If a student fails this course, the student may be provided an opportunity to retake it one time. Students must receive approval from the Chief Academic Officer in order to take the course a 3rd time. Students may be required to pay all costs associated with retaking the course. Students wanting to retake this course should discuss their situation with an Admissions Advisor.

NURSING (BSN) PROGRAM

Program Overview

This is a pre-licensure Registered Nursing program which prepares students to pass the NCLEX-RN license exam and gain entry-level employment as Bachelors-prepared Registered Nurses. Graduates of board-approved Vocational Nursing or Practical Nursing programs who have completed all required lower-division General Education courses may apply for Advanced Placement enrollment and are encouraged to

discuss this option with an Admissions Representative. This is a hybrid program in which some courses are delivered online and others are on ground (see the course listing for details).

Bachelor of Science in Nursing (BSN) Licensure Disclosure

The curriculum for the Bachelor of Science in Nursing (BSN) program at Unitek College has been designed to meet the educational licensure requirements in California and Nevada as well as prepare students to apply to the California Board of Registered Nursing or the Nevada State Board of Nursing to sit for the NCLEX licensure exam in the States of California or Nevada (see <https://www.rn.ca.gov/outage.shtml> or <https://nevadanursingboard.org/> for more information regarding licensure in California or Nevada). The nursing boards in each state are responsible for establishing the requirements for licensure for their state. Requirements may vary state to state and may change at any time. Students who intend to use their Unitek College BSN degree to secure licensure in any state other than California or Nevada will need to review the professional licensure disclosures in that state pertaining to their program and consult with the state Nursing licensing board. For more information, see [Nursing Board Contact Information by State or Territory – BSN Program](#) for a listing of state nursing licensing boards and determinations made by the College by state of whether the BSN curriculum meets licensure requirements, does not meet licensure requirements or where a determination has not been made. NOTE: Graduates who become licensed in California or Nevada may subsequently apply for licensure in another state. Ask your Academic Dean about Nursing reciprocity agreements.

Classroom and Lab Environment

The campus contains lecture rooms, skills labs and simulation labs. Each has patient care stations, simulating actual hospital healthcare facility settings. The main skills lab also offers a study area for students with tables and chairs; cabinets with library books and films. Each lab has storage cabinets for supplies and all necessary equipment such as: IV poles, enteral feeding pumps; blood pressure cuffs, scales; adult and pediatric mannequins; equipment to practice common nursing care and procedures including medication administration.

Educational Objectives & Corresponding Occupation

Learning Objectives are based on the provisions of the Nevada Nurse Practice Act. Graduates will receive the credential of Bachelor of Science in Nursing, will be prepared to work as entry level Bachelors-prepared Registered Nurses (SOC code 29-1141.00) and:

- Utilize a body of knowledge from nursing, medical, biological, physical and behavioral sciences in planning to meet the health needs of individuals
- Utilize the nursing process to assess, plan, implement and evaluate the individualized care for a client or a group of clients experiencing common well-defined acute or chronic health problems including but not limited to the following:
 - Assess clients and identify actual and potential health problems.
 - Formulate a nursing diagnosis or diagnoses reflecting assessment findings.
 - Determine appropriate and realistic goals including stating measurable outcome behaviors and time lines.
 - Select, plan and implement nursing interventions based on evidence-based constructs.

- Provide information and support to restore, rehabilitate or maintain client health.
- Evaluate effectiveness of interventions, communication and teaching in achieving goals, and revising plan of care as indicated by assessments.
- Provide nursing care with consideration of the individual's developmental stage, and as an integral part of a cultural group, family and community.
- Perform as a member/manager of the interdisciplinary health care team, understanding roles and responsibilities of self and other health workers within the employment setting's policies and procedures, and according to discipline-specific practice acts
- Apply strong critical thinking and problem solving competencies in crisis resolution.
- Synthesize analytical reasoning within a framework of creative inquiry and situational context resulting in the development and implementation of appropriate, competent actions.
- Adhere to ethical, legal, regulatory and professional standards for nursing practice (professional values, boundaries, and ethics), and adhere to regulation and accreditation in the provision of healthcare and patient safety.
- Utilize insight, intuition, and empirical knowledge in a commitment to nursing actions.
- Apply evidence-based knowledge from nursing and related disciplines to shape practice.
- Provide nursing care that reflects sensitivity to physical, social, cultural, spiritual, and environmental diversity of persons.
- Apply management, delegation, and supervision strategies in planning, implementing, and evaluating nursing care.
- Demonstrate professional nursing standards, values and accountability.

Eligibility for RN Licensure

Practicing as an RN in Nevada requires licensure from the Nevada State Board of Nursing which in turn requires meeting certain educational requirements, obtaining a clear criminal background check, and passing the national licensing exam (NCLEX-RN). To apply for licensure:

- Obtain detailed instructions online at the BRN website: <http://nevadanursingboard.org>
- Complete the fingerprinting process included in your tuition for the program.
- Apply for an Interim Permit if you wish to work in a supervised nursing capacity while awaiting your application process. Detailed information is available on the Nevada State Board of Nursing website. (Note: this fee is not included in your tuition.)
- Complete and submit the application.

Unitek College will pay the application fee electronically on behalf of the student. The Nevada State Board of Nursing sends the applicant a letter stating eligibility to take the exam. Students must have this letter before registering for the exam. (New graduates are advised to take the exam soon after graduation because research has shown that there is a higher success rate for early test takers compared with those who wait several months). Students who wish to submit their applications directly to the Nevada State Board of Nursing are responsible for the application fee. The school will only pay an application fee for applications submitted by the school and for which the school is responsible. Unitek College will not pay an

application fee for applications submitted by students.

Eligibility for Licensure of Applicants with Military Education and Experience

An applicant for licensure who presents with relevant military education and experience, and who presents documentation from a board-approved registered pre-licensure nursing program of equivalency credit evaluation that provides evidence of meeting, in whole or in part, the minimum standards for competency and minimum education requirements of licensure set forth in the Nevada Administrative Code, utilizing challenge examination or other evaluative methods, will be considered to meet, in whole or in part, the education requirements for licensure.

Applicants to the pre-licensure registered nursing program are encouraged to discuss the process for evaluating and awarding credits for specific course(s) or prior military education or experience, with the Program Director prior to enrollment. Documentation regarding the evaluation of and granting credit in the field of nursing for previous education, including military education and experience, for purpose of establishing equivalency or granting credit, is available from the school upon request.

Licensing and/or Certification Requirements are as follows:

- Complete a Nursing board approved nursing program, such as Unitek College's
- Complete the program with a cumulative score of at least 75% (2.5 on a 4.0 scale)
- Clear Live Scan© background check including Department of Justice and FBI clearance
- File a completed application with the necessary fee
- The Nevada State Board of Nursing gives final approval to sit for the NCLEX-RN

Items That May Affect Licensing Eligibility

Criminal Records: Any prospective student with a criminal background must understand that it may prevent them from obtaining a license in their chosen field. When a criminal background must be fully investigated, it may take up to one year or longer in order to obtain a decision from the licensing board. Any student with a criminal background should check with the licensing board for specific information on their standings on various criminal background situations.

Degree Requirements

The Nevada State Board of Nursing requires certain theory and clinical courses be taken concurrently, students must pass both paired courses in order to progress in the program. Students must successfully complete all RN courses in each Semester prior to taking any RN courses in the following Semester.

NURSING (BSN) COURSES

GENERAL EDUCATION

(All Gen Ed courses are delivered 100% online.)

ENG 101: English

The course develops writing skills through analysis of essays, articles and other written works that are used as models for writing practice and development. Writing assignments stress process approaches, development, organization, revision and audience awareness. Students use word processing and web-based tools to develop written work.

PSY 101: Introduction to Psychology

The course provides a foundation for understanding, predicting and directing behavior. Organized within a framework encompassing foundations, general topics and applications, the course provides an understanding of how psychological principles and concepts relate to professional and personal life. Topics include learning, attitude formation, personality, social influence, dynamics of communication, conflict resolution, motivation, leadership and group roles and processes.

MIC 101: Microbiology with Lab

The course covers basic concepts of microbiology, with emphasis on medically important microorganisms and infectious diseases. The topics studied also include microscopy, microbial growth and genetics, antimicrobial agents, epidemiology and immune system responses to pathogens. Lab exercises emphasize aseptic techniques, isolation and culture of microorganisms, microscopy and staining techniques.

SOC 102: Introduction to Sociology

The course explores the role of culture in social organizations. Social institutions and the issues of race and gender within social structures are analyzed in the context of multicultural societies and increasing global interaction. Basic sociological principles and research findings are used to support analysis of cultural and social issues.

ENG 104: Public Speaking

The course explores ways in which people interact verbally and non-verbally and teaches basic principles of interpersonal communication, including perception, self-concept, persuasive communication, nonverbal communication, semantics, roles and norms and communication barriers. Activities include participating in groups, pairs and interactive communication situations.

CHEM 121: Introduction to Chemistry with Lab

This course will focus on the major theories and concepts in Chemistry (including measurements, atomic and molecular properties and structures, chemical equations, stoichiometric calculations, chemical bonds, liquids and solutions, acids and bases). This course also will introduce the student to the science of matter, how matter is categorized, the properties of matter and how it interacts will be explored. The Atomic Theory and, the signs and causes of chemical reactions will also be discussed.

BIO 145 Nutrition

The course focuses on the study of the structures, types and metabolism of carbohydrates, lipids and proteins. Discussion of the biological roles of vitamins and minerals. Application and integration of metabolic knowledge with health promotion and chronic disease.

PSY 190: Lifespan Development

The course explores human development across the lifespan in the context of a general introduction to psychology and the social sciences. Topics include physical, cognitive, psychological, social and moral development of infants, children, adolescents and adults. Topics are addressed include developmental theories, motivation, personality development, culture and general psychological theories and principles.

MTH 200: Intermediate Algebra

The course focuses on topics such as basic treatment of algebraic expressions, solving linear equations and inequalities, graphing linear equations and inequalities, polynomial operations, positive and negative integral exponents, factoring, systems of linear equations, radical and rational expressions, quadratic equations and various application problems.

BIO 201A: Anatomy & Physiology I

The course is the first in a four course sequence in which human anatomy and physiology are studied using a body systems approach. Coursework emphasizes interrelationships between form and function at the gross and microscopic levels of organization. Topics include basic anatomical and directional terminology, muscle tissues, fundamental concepts and principles of cell biology, history and the integumentary and skeletal systems. The course starts with an introduction to the human body, defining anatomical terms and describing the physiological organization of the body from cells to systems. An overview of the biochemical basis of life and cell structure and function will be studied next. Students then learn how cells combine to form tissues which, in turn, combine to form organs and organ systems. Having laid the foundation for understanding the anatomical organization of the body, the course describes each body system in turn, explaining in general terms what the system does and how it interacts with other systems. The integumentary and skeleton systems will complete the course.

BIO 201B: Anatomy & Physiology II with Lab

The course is the second in a four-course sequence in which human anatomy and physiology are studied using a body systems approach. Coursework emphasizes interrelationships between form and function at the gross and microscopic levels of organization. Topics include fundamental concepts and principles of the muscular and nervous systems, special senses and the endocrine system. Includes one unit of lab.

BIO 202A: Anatomy & Physiology III

The course is the third in a four course sequence in which human anatomy and physiology are studied using a body systems approach. Coursework emphasizes interrelationships between form and function at the gross and microscopic levels of organization. Topics include basic anatomical and directional terminology, muscle tissues, fundamental concepts and principles of cell biology, history and the integumentary and skeletal systems. The course starts with an introduction to the human body, defining anatomical terms and describing the physiological organization of the body from cells to systems. An overview of the biochemical basis of life and cell structure and function will be studied next. Students then learn how cells combine to form tissues which, in turn, combine to form organs and organ systems. Having laid the foundation for understanding the anatomical organization of the body, the course describes each body system in turn, explaining in general terms what the system does and how it interacts with other systems. The integumentary and skeleton systems will complete the course.

BIO 202B: Anatomy & Physiology IV with Lab

The course is the fourth in a four-course sequence in which human anatomy and physiology are studied using a body systems approach. This is the 4th of 4 online anatomy and physiology courses taught by Unitek College. The course builds on the previously presented content related to the anatomical structures and physiology of the human body. Course content includes the following body systems: Lymphatic, Immune, Respiratory, Urinary, and Reproductive systems. Each body system is discussed in terms of the major anatomical structures and functions including how each system participates in homeostasis of the body. The student will also be provided with content and opportunity for discussion related to selected major pathologies, changes that occur in disease process, causes, diagnostic procedures, and possible treatments and nervous systems, special senses and the endocrine system. Includes one unit of lab.

MTH 205: Applied Statistics

The course stresses the practical use of statistics in the collecting, organizing, analyzing, interpreting and presenting of data. Both descriptive and inferential techniques are covered.

ETHC 225: Principles of Ethics (Humanities)

Through readings, discussions and case studies of contemporary issues, the students acquire the ethical tools to determine appropriate courses of action. Ethical principles are applied to choices and decisions that arise in professional and personal life and that reflect membership in a democratic society.

ENG 227: Professional Writing

The course builds on the conventions and techniques of composition through critical reading requirements and longer, more sophisticated reports, including a library research paper. Assignments require revising and editing for an intended audience. Students are also taught search methods for accessing a variety of print and electronic resources.

HIST 411: Contemporary History

The course examines major 20th-century political, social, economic and technological developments in a global context. It also establishes a context for historical events and suggests relationships among them. The impact of technological innovation on contemporary society, politics, military power and economic conditions is explored.

POLI 413: Political Science

The course explores comparative political systems, determinants of foreign policy and the dynamics of political change. Studies of recent political history, current world affairs and the structure of political institutions are included. Students enrolled at campuses in Nevada will also engage in review and testing on US and State Constitutions.

PHIL 415: Critical Reasoning

The writing-intensive course introduces practical and theoretical contexts of logical argument as well as critical reading and reasoning. Students apply information analysis and problem-solving skills to define, convey and defend positions that influence decision-making. Students prepare a range of documents that reflect and/or incorporate principles of sound logic and reasoning.

CORE COURSES

RN 200A: Health Assessment 1 – Theory

This course focuses on the theoretical instruction that introduces the student to principles and techniques of nursing assessment, focusing on patient history taking, interview and communication techniques and techniques of inspection, palpation, percussion and auscultation. The role of the nurse in obtaining comprehensive health assessments, including attributes of physical, psychosocial, developmental, cultural and spiritual functioning is discussed. The course is designed to promote cognitive and psychomotor skills necessary to assess the integumentary, head and neck, lymphatics, respiratory and cardiovascular system. Practice of assessment techniques occurs through experiential learning. The Benner Model of Novice to Expert, together with the concepts of Jean Watson's Caring Theory, the NLN roles of practice, critical thinking, QSEN standards, and ANA Standards of practice are used as curricular threads throughout the course.

RN 200B: Health Assessment 1 – Skills

This course focuses on the skill instruction that introduces the student to the application of assessment findings to clinical decision making. The laboratory component is designed to promote cognitive and psychomotor skills necessary to assess the integumentary, head and neck, lymphatics, respiratory and cardiovascular systems. Practice of assessment techniques occurs through experiential learning. The Benner Model of Novice to Expert, together with the concepts of Jean Watson's Caring Theory, the NLN roles of practice, critical thinking, QSEN standards, and ANA Standards of practice are used as curricular threads throughout the course.

RN 204A: Fundamentals – Theory

The course focuses on the fundamental theory of professional nursing. An introductory unit provides the basis for understanding concepts such as body mechanics, positioning and mobility. This course provides practice of selected fundamental theory as well the psychomotor theory necessary for care of individuals requiring assistance with mobility, hygiene and comfort. Included are basic principles of health promotion, safety, infection prevention, and the theory of vital-sign assessment. The Benner Model of Novice to Expert, the concepts from Jean Watson's Caring Theory, and NLN Roles of Practice, the nursing process, and Quality and Safety in Educating Nurses (QSEN) standards are used as curricular threads throughout the course.

RN 204B: Fundamentals – Skills

The course focuses on the fundamental skills of professional nursing. The laboratory component provides practice of selected fundamental nursing skills, as well as psychomotor skills necessary for care of individuals requiring assistance with mobility, hygiene and comfort. Included are basic principles of health promotion, safety, infection prevention, and vital-sign assessment. Students have the opportunity to develop the beginning skills of a professional nurse through experiential learning. The Benner Model of Novice to Expert, the concepts from Jean Watson's Caring Theory, and NLN Roles of Practice, the nursing process, and Quality and Safety in Educating Nurses (QSEN) standards are used as curricular threads throughout the course.

RN 206: Pathophysiology

This online course focuses on biologic processes leading to alterations of body structure and functions in all major body systems. The major concepts explain cellular dysfunction and injury that can lead to illnesses. The understanding of pathophysiology facilitates the students' ability to assume a proactive role in health care.

RN 208A: Fundamentals – Patient Care – Theory

This course focuses on the theoretical instruction of the principles of health promotion and the rehabilitative aspects of patient care. Students study the concepts of professional nursing in accordance with the Nursing Practice Act. The nursing process is utilized as the student implements basic aspects of nursing practice. The concepts from Jean Watson's Caring Theory, the NLN Roles of Practice, the nursing process, and Quality and Safety in Educating Nurses (QSEN) standards are used as curricular threads throughout the course. The Benner Theory of Novice to Expert, together with the concepts from Jean Watson's Caring Theory, and NLN Roles of Practice, the nursing process, and Quality and Safety in Educating Nurses (QSEN) will be utilized as threads through the course.

RN 208B: Fundamentals – Patient Care – Skills

This course focuses on the skill instruction that is needed to provide direct patient care in the acquisition of skills and concepts of professional nursing in accordance with the Nursing Practice Act. The nursing process is utilized as the student implements basic aspects of nursing practice. The concepts from Jean Watson's Caring Theory, the NLN Roles of Practice, the nursing process, and Quality and Safety in Educating Nurses (QSEN) standards are used as curricular threads throughout the course. A variety of populations and settings are used in the experiential learning component of this course in community health clinics and convalescent facilities. The Benner Theory of Novice to Expert, together with the concepts from Jean Watson's Caring Theory, and NLN Roles of Practice, the nursing process, and Quality and Safety in Educating Nurses (QSEN) will be utilized as threads through the course.

RN 212: Pharmacology for Nursing Practice

The course provides introduction to the basic principles of pharmacology, principles and guidelines for drug administration and classifications of agents utilized for the treatment of health alterations related to body systems and diseases. Content is inclusive of drug categories, factors affecting medication administrations, abbreviations and symbols; systems of measurements, delivery systems, calculations for drug administration; principles and guidelines for administration of medications.

RN 214A Health Assessment II – Theory

This course examines the theoretical instruction on the principles and techniques of nursing assessment,

focusing on utilization of assessment findings in clinical decision making. Students learn to identify teaching and learning needs from a comprehensive physical assessment and health history. The course is designed to continue the promotion of the cognitive and psychomotor theory necessary to assess all major body systems; the integumentary, head and neck, lymphatics, respiratory and cardiovascular, the peripheral vascular, abdominal/gastrointestinal, musculoskeletal, neurological and male and female genitourinary systems (including breast). Professional responsibilities in conducting a comprehensive physical assessment and documenting assessment findings are addressed. The Benner Model of Novice to Expert, together with the concepts from Jean Watson's Caring Theory, and NLN Roles of Practice, the nursing process, and Quality and Safety in Educating Nurses (QSEN) will be utilized as threads through the course.

RN 214B: Health Assessment II – Skills

This course examines skill instruction on the principles and techniques of nursing assessment, focusing on utilization of assessment findings in clinical decision making. The laboratory component is designed to continue promotion of the cognitive and psychomotor skills necessary to assess all major body systems; the integumentary, head and neck, lymphatics, respiratory and cardiovascular, the peripheral vascular, abdominal/gastrointestinal, musculoskeletal, neurological and male and female genitourinary systems (including breast). Practice of comprehensive assessment techniques occurs through experiential learning. The Benner Model of Novice to Expert, together with the concepts from Jean Watson's Caring Theory, and NLN Roles of Practice, the nursing process, and Quality and Safety in Educating Nurses (QSEN) will be utilized as threads through the course.

RN 216A: Adult Health I – Theory

The course focuses on the theoretical instruction of adult patients and their families with emphasis on older adults in relation to health promotion and management of conditions that require acute and chronic care. The nursing process is used in the discussion of health alterations affecting selected life processes. Students continue their professional skill development as members of the health team. A variety of populations and settings are used in a variety of community health agencies, such as skilled nursing facilities and hospitals. This course focuses on alterations in life processes, including the effect on the patient's family. The theoretical nursing process is used to make clinical decisions and foster health restoration and maintenance. A major emphasis is placed on health care management, discharge planning, and community resources for the patient and family. A variety of community health agencies and hospitals are used for the clinical component of the course. The Benner Model of Novice to Expert, together with the concepts from Jean Watson's Caring Theory, and NLN Roles of Practice, the nursing process, and Quality and Safety in Educating Nurses (QSEN) will be utilized as threads through the course.

RN 216B: Adult Health I – Clinical

The course focuses on the clinical instruction of adult patients and their families with emphasis on older adults in relation to health promotion and management of conditions that require acute and chronic care. The nursing process is used in the discussion of health alterations affecting selected life processes. Students continue their professional skill development as members of the health team. A variety of

populations and settings are used in a variety of community health agencies, such as skilled nursing facilities and hospitals. This course focuses on alterations in life processes, including the effect on the patient's family. The nursing process is used to make clinical decisions and foster health restoration and maintenance. A major emphasis is placed on health care management, discharge planning, and community resources for the patient and family. A variety of community health agencies and hospitals are used for the clinical component of the course. The Benner Model of Novice to Expert, together with the concepts from Jean Watson's Caring Theory, and NLN Roles of Practice, the nursing process, and Quality and Safety in Educating Nurses (QSEN) will be utilized as threads through the course.

RN 218A: Adult Health II – Theory

The course focuses on the theoretical instruction of adult patients with unstable emergent critical illnesses. Students synthesize and combine nursing care principles, health assessment modalities, technological data, and scientific knowledge with clinical judgment to potentiate optimal health for a culturally diverse and age-specific patient population. Students integrate theoretical comprehensive assessment techniques, advanced nursing theory, and multiple nursing modalities to maximize optimal health care for patients and families. The Benner Theory of Novice to Expert, together with the concepts of Jean Watson's Caring Theory: A Holistic Approach, and the NLN roles of practice are utilized. Threads of critical thinking, QSEN principles and ANA Standards of Care are woven throughout the course and its curriculum. A variety of adult populations, clinical health care agencies and hospitals are used in the course's clinical component.

RN 218: Adult Health II – Clinical

The course focuses on the clinical instruction of adult patients with unstable emergent critical illnesses. Students synthesize and combine nursing care principles, health assessment modalities, technological data, and scientific knowledge with clinical judgment to potentiate optimal health for a culturally diverse and age-specific patient population. Students integrate comprehensive assessment techniques, advanced nursing skills, and multiple nursing modalities to maximize optimal health care for patients and families. The Benner Theory of Novice to Expert, together with the concepts of Jean Watson's Caring Theory: A Holistic Approach, and the NLN roles of practice are utilized. Threads of critical thinking, QSEN principles and ANA Standards of Care are woven throughout the course and its curriculum. A variety of adult populations, clinical health care agencies and hospitals are used in the course's clinical component.

RN 220: Information and Technology in Patient Care

The focus of this online course is the understanding of health information systems to ethically manage data, information, knowledge and technology to communicate effectively; provide safe and effective patient care; and utilize appropriate databases to search for evidence based on research to enhance the quality of patient care and inform practice decisions. Development of competencies in using patient care technologies and information management systems is emphasized.

RN 222A Mental Health Nursing – Theory

The course provides theoretical knowledge necessary for the care of psychiatric patients in acute and long

term care facilities. Emphasis will be on the holistic care of children, adolescent and adults living with mental health problems, cognitive disorders. The impact of mental illness on patients' lives, relationships, employment and otherwise coping with daily living is at the heart of this course. Subject matter covers: assessment of the psychiatric/mental health patient, the pharmacology and nursing considerations regarding psychiatric medications. The impact of physiological conditions combined with psychiatric illness will be studied. The Benner Theory of Novice to Expert, together with the concepts of Jean Watson's Caring Theory: A Holistic Approach, and the NLN roles of practice are utilized. The threads of critical thinking, QSEN principles and ANA Standards of Care are woven throughout this course and its curriculum.

RN 222B Mental Health Nursing – Clinical

The course provides the clinical instruction necessary for the care of psychiatric patients in acute and long term care facilities. Emphasis will be on the clinical holistic care of children, adolescent and adults living with mental health problems, cognitive disorders. The impact of mental illness on patients' lives, relationships, employment and otherwise coping with daily living is at the heart of this course. Subject matter covers the clinical: assessment of the psychiatric/mental health patient, the pharmacology and nursing considerations regarding psychiatric medications. Students will get hands-on practice in a variety of clinical settings, closely supervised by clinical instructors. The Benner Theory of Novice to Expert, together with the concepts of Jean Watson's Caring Theory: A Holistic Approach, and the NLN roles of practice are utilized. The threads of critical thinking, QSEN principles and ANA Standards of Care are woven throughout this course and its curriculum.

RN 224A Maternal/Newborn Nursing – Theory

The course provides the theoretical instruction on care of the woman during the stages of pregnancy and care of the newborn. Subject matter includes: Prenatal care, assessment of normal pregnancy, fetal development, discomforts of pregnancy, intervention for care of the newborn, post-partum care, possible complications, high risk pregnancy, high risk labor and delivery, high risk newborn, inclusive of concepts applicable to basic needs and support of the family during the period of change. The Benner Theory of Novice to Expert together with the concepts of Jean Watson's Caring Theory a holistic approach and the NLN roles of practice are utilized in presentation of the content in addition to focusing on the physiological and psychological changes that occur during pregnancy. The threads of critical thinking, QSEN principles and standards of care are woven throughout this course and the curriculum. A variety of community health agencies and hospitals are used for the clinical component of the course.

RN 224B Maternal/Newborn Nursing – Clinical

The course provides clinical application on care of the woman during the stages of pregnancy and care of the newborn. Clinical subject matter includes: Prenatal care, assessment of normal pregnancy, fetal development, discomforts of pregnancy, intervention for care of the newborn, post-partum care, possible complications, high risk pregnancy, high risk labor and delivery, high risk newborn, inclusive of concepts applicable to basic needs and support of the family during the period of change. The Benner Theory of Novice to Expert together with the concepts of Jean Watson's Caring Theory a holistic approach and the

NLN roles of practice are utilized in presentation of the content in addition to focusing on the physiological and psychological changes that occur during pregnancy. The threads of critical thinking, QSEN principles and standards of care are woven throughout this course and the curriculum. A variety of community health agencies and hospitals are used for the clinical component of the course.

RN 330A: Pediatric Nursing – Theory

The course provides the theoretical instruction on family-centered care of children is the focus of the course, exploring issues of normal child care as well as health alterations of children from infancy through adolescence. Students participate as members of the multidisciplinary health team to provide health promotion, illness prevention, health restoration and maintenance and rehabilitative care to children and families. The Benner Model of Novice to Expert, the concepts of Jean Watson's Caring Theory a holistic approach and the NLN roles of practice are utilized in presentation of the content in addition to focusing on the physiological and psychological changes that occur during childhood. The threads of critical thinking, QSEN principles and standards of care are woven throughout this course and the curriculum. A variety of populations and settings are used in the clinical component of this course.

RN 330B Pediatric Nursing – Clinical

The course provides the clinical instruction on family-centered care of children is the focus of the course, exploring issues of normal child care as well as health alterations of children from infancy through adolescence. Students participate as members of the multidisciplinary health team to provide health promotion, illness prevention, health restoration and maintenance and rehabilitative care to children and families. The Benner Model of Novice to Expert, the concepts of Jean Watson's Caring Theory a holistic approach and the NLN roles of practice are utilized in presentation of the content in addition to focusing on the physiological and psychological changes that occur during childhood. The threads of critical thinking, QSEN principles and standards of care are woven throughout this course and the curriculum. A variety of populations and settings are used in the clinical component of this course.

RN 332: Nutrition, Health & Wellness

The course provides an overview of the basic nutrients required by the body for optimal health and wellness. The role that nutrition plays in various phases of the human life cycle and the psychological and sociological implications of food are discussed. Scientific inquiry along with the research data is used to question nutritional information presented in the various media and dispel any common nutrition myths. In addition, the application of nutritional concepts to care for all ages and cultural populations are studied. Health conditions that are amenable to modification and possible cure by diet therapy and other nursing and medical interventions are explored along with the health education role of nurses in today's society.

RN 400A: Leadership and Management in Healthcare – Theory

The course provides the theoretical instruction on the changing roles, technology and competency skills

needed for successful transition from student nurse to a licensed registered nurse. The content of this course prepares students for the changing role of the professional nurse in complex and diverse health care settings. The theories and methods of leadership and management are explored and applied in the clinical experience. There is an emphasis on critical thinking, team building, communication, priority setting, collaborative decision-making and advocacy. Students will use nursing leadership and management theory as well as the basic and fundamental knowledge from previous courses. The Benner Theory of Novice to Expert, together with the concepts from Jean Watson's Caring Theory, and NLN Roles of Practice, the nursing process, and Quality and Safety in Educating Nurses (QSEN) will be utilized as threads through the course.

RN 400B: Leadership and Management in Healthcare – Clinical

The course provides the clinical instruction on the changing roles, technology and competency skills needed for successful transition from student nurse to a licensed registered nurse. The skills and methods of leadership and management are explored and applied in the clinical experience. The clinical component is a presentation of a major project in the community with a health care agency. The Benner Theory of Novice to Expert, together with the concepts from Jean Watson's Caring Theory, and NLN Roles of Practice, the nursing process, and Quality and Safety in Educating Nurses (QSEN) will be utilized as threads through the course.

RN 402: Evidence-Based Practice

This online course explores the research process and its contributions to the professional nursing practice. The skills related to asking research questions and searching for best evidence are reviewed. The research skills related to reading peer-reviewed published research findings with understanding are developed. Research studies and analysis of best practice studies are reviewed to determine validity and relevance to nursing practice. Policies and protocols are discussed in relation to outcomes-based research studies.

RN 404A: Complex Adult Health – Theory

The course provides the theoretical instruction on adult patients with unstable emergent critical illnesses. Students integrate nursing, technological and scientific knowledge with clinical judgment to potentiate optimal health with a diverse patient population. Students utilize comprehensive assessment techniques, advanced nursing skills and multiple nursing modalities to maximize optimal health. Content includes pathological processes, causes, complications that may occur. The Benner Theory of Novice to Expert, the concepts of Jean Watson's Caring Theory a holistic approach and the NLN roles of practice are utilized in the assessment, identification and prioritization of patient problems and implementation of nursing care within a legal/ethical framework. The curricular threads of critical thinking, QSEN principles and standards of care are woven throughout this course.

RN 404B: Complex Adult Health – Clinical

The course provides the clinical instruction on adult patients with unstable emergent critical illnesses. The curricular threads of critical thinking, QSEN principles and standards of care are woven throughout this course through clinical practice. The nursing process and the NLN guidelines for effective clinical practice are integrated and utilized in identifying and prioritizing client problems/needs in the clinical setting. The acute care units, Intensive care units, post-surgical units, telemetry units, emergency room units and surgical units in hospitals are used for the clinical component of this course. Students care for multiple patients on the medical-surgical units in the clinical component. The Benner Theory of Novice to Expert, the concepts of Jean Watson's Caring Theory a holistic approach and the NLN roles of practice are utilized in the assessment, identification and prioritization of patient problems and implementation of nursing care within a legal/ethical framework.

RN 406A: Community Health Nursing – Theory

The course focuses on the theory instruction and concepts of community/public/global health utilizing levels of prevention. The Healthy People 2020 goals are discussed in relation to the political, sociocultural, demographic and epidemiologic aspects of a community. The role of the Community Health Nurse (CHN) is discussed as it relates to identifying predictive factors that influence health and prevention of epidemics. This course will investigate the needs of aggregates in the community setting including planning for disasters, addressing environmental health problems, and managing information and communication technology. Communication, collaboration and teamwork strategies are explored along with application of evidence-based practice.. The Benner Model of Novice to Expert, together with the concepts from Jean Watson's Caring Theory, and NLN Roles of Practice, the nursing process, and Quality and Safety in Educating Nurses (QSEN) will be utilized as threads through the course.

RN 406B: Community Health Nursing – Clinical

The course focuses on the clinical instruction of the community/public/global health utilizing levels of prevention. Communication, collaboration and teamwork strategies are explored along with application of evidence-based practice. Student clinical experiences are scheduled with nurse preceptors in community settings to assist them in applying community-health principles and implementing relevant concepts in non-acute care settings. The Benner Model of Novice to Expert, together with the concepts from Jean Watson's Caring Theory, and NLN Roles of Practice, the nursing process, and Quality and Safety in Educating Nurses (QSEN) will be utilized as threads through the course.

RN 408A: Capstone Course – Theory

The course focuses on the theory that requires senior nursing students to demonstrate mastery of knowledge learned in general education as well as nursing courses. The course synthesizes the major concepts and principles in nursing practice learned in the baccalaureate program to facilitate the student's transition into professional nursing as knowledgeable, competent, and professional. A comprehensive nursing program review is embedded in this course to support mastery of essential nursing content for entry level practice as a registered nurse. A variety of populations and settings are used for the clinical component of the course. The Benner Model of Novice to Expert, together with the concepts from

Jean Watson's Caring Theory, and NLN Roles of Practice, the nursing process, and Quality and Safety in Educating Nurses (QSEN) will be utilized as threads through the course. The writing intensive course introduces practical and theoretical contexts of logical argument as well as critical reading and reasoning. Students apply information analysis and problem-solving skills to define, convey and defend positions that influence decision-making. Students prepare a range of documents that reflect and/or incorporate principles of sound logic and reasoning.

RN 408B: Capstone Course – Clinical

The culminating clinical practicum focuses on demonstrating the student's nursing abilities in the delivery and management of patient care within the context of legal, ethical, and evidence-based practice. A comprehensive nursing program review is embedded in this course to support mastery of essential nursing content for entry level practice as a registered nurse. A variety of populations and settings are used for the clinical component of the course. The Benner Model of Novice to Expert, together with the concepts from Jean Watson's Caring Theory, and NLN Roles of Practice, the nursing process, and Quality and Safety in Educating Nurses (QSEN) will be utilized as threads through the course.

TUITION & FEES

Medical Assisting

Charge	Medical Assisting
Tuition	\$11,825
Registration Fee	\$40
Books and Supplies	\$955
Lab Fee	\$40
Program Fees	\$195
Technology Fees	\$285
Total Program Costs	\$13,340

Nursing

Charge	PN PRQ	Practical Nursing	Re-Take PN Pre-Req	**BSN Advance Placement	BSN – Full Generic Program
Tuition	\$668	\$31,329	\$285	\$59,616	\$71,077

Registration Fee	\$150	\$0	\$150	\$150	\$150
Books and Supplies	\$117	\$1,010	\$0	\$4,926	\$5,600
Lab Fee	\$0	\$215	\$0	\$485	\$485
Program Fees	\$5	\$760	\$0	\$1,117	\$1,117
Technology Fees	\$65	\$2,070	\$65	\$3,200	\$3,300
** Unitek College VN Alumni Scholarship				\$ (5,000)	
Total Program Costs	\$1,005	\$35,384	\$500	\$64,494	\$81,729
			<u>Total BSN-AP Without Scholarships</u>	\$92,811	

Technology Fees include: ATI testing and NCLEX preparation, Neuro Student Retention, Adaptive Quizzing, CourseKey, and Education Partners.

Program Fees include: drug screening, vaccination tracking, LiveScan fingerprinting, DOJ/FBI background check, Career Edge, state licensing, NCLEX, graduation expenses, and Wonderlic Testing.

** BSN Full Generic Program with Transfer Credits and LVN or LPN Diploma.

***Unitek College Alumni Scholarship available for graduates from the Unitek College PN or VN programs. Scholarship will be applied in the final 2 semesters of the BSN Program.

ADMISSIONS POLICIES

The Admissions Department strives to provide excellent service to prospective students with information about the school & assist students with preparing for their future. An Admissions Representative will talk to students prior to enrolling into a program, reviewing their educational & career goals. The Admissions Representative will assist students in finding the best training program to match their goals, will make any necessary arrangements for entrance exams, & will assist with enrollment agreements once a student decides to attend the college.

General Admissions Policies

All prospective students shall be chosen for admission without regard to race, color, religion, gender, sexual orientation, or national origin. All admitted students must be able to read, write and understand English (all courses at the college are taught in English & no translation services are provided). All admitted students must be able to meet the physical demands of their chosen education program as well as those of the job(s)

for which that program prepares them.

All applicants must complete a personal interview with an Admissions Representative. Parents & spouses are encouraged to attend. This gives applicants & their families an opportunity to see the school's equipment & facilities, meet the staff & faculty, & to ask questions relating to the campus, curriculum, & career objectives.

Once an applicant has completed & submitted the application packet & required documentation, the school reviews the information & informs the applicant if eligible for admission. If an applicant is not accepted, all fees paid to the school are refunded. The school follows an open enrollment system. The following criteria must be met before the student's start date:

- An applicant must be 17 years of age or Applicants who are 17 at the time of enrollment must have a parent or legal guardian sign the enrollment agreement.
- Proof of completion of 12th grade level education (see Proof of High School Graduation below).
- Valid ID (Military IDs are prohibited).
- Must self-declare as a U.S. citizen, national or eligible permanent resident of the United States.
- Must have a valid social security number or Federal Tax ID number (pre-licensure Nursing programs & Nursing pre-requisite courses).
- Achieve the program's passing score on any required entrance exam(s).

An applicant may be denied admission to the school if the school determines that:

- some aspect of the applicant's background will disqualify them from licensure and/or employment in the field related to their chosen program, or
- the applicant has violated, or contributed to the violation of, any of the school's policies

Proof of High School Graduation

All students must show proof of completion of 12th grade level education in order to complete the enrollment process and be approved to start the program. Acceptable forms of proof include:

- US High School Diploma or transcript from a state approved or US Department of Education approved school
- E.D. certificate
- homeschooling completion certificate
- Associate's, Bachelor's or Master's Degree obtained from a school with accreditation recognized by the US Department of Education
- A foreign Transcript at the High School, Associates Degree, Bachelor's Degree, or Master's Degree levels evaluated by a recognized agency to be the equivalent of a US High School Diploma or Applicants wishing to submit documentation evaluated by an approved agency take full responsibility to acquire & provide such documentation. Applicants not providing satisfactory documentation at the time of application may forfeit the privilege of starting their desired program, even if they have met all other admissions criteria. The College will not pay any fees that may be incurred by an applicant in order to submit such proof.

All foreign documents submitted for proof of education or transcripts for credit granting must be evaluated by an acceptable service in order for the applicant submitting such foreign documents to complete the enrollment process. The College will accept only evaluations completed by Academic & Credential Records, Evaluation & Verification Services, AACRAO's International Education Standards Council or by members of either the Association of International Credential Evaluators or the National Association of Credential Evaluation Services. Any evaluation completed by another agency will not be accepted for completing the admissions process.

Association of International Credential Evaluators (AICE)	www.aice-eval.org/members/ See website for list of approved evaluators
National Association of Credential Evaluation Services (NACES)	www.naces.org See website for list of approved evaluators
Academic & Credential Records, Evaluation & Verification Services (ACREVS)	www.acrevs.com
AACRAO's International Education Standards Council (AACRAO IES)	http://www.aacrao.org/aacrao-solutions/aacrao-international/home

For applicants to Nursing degree programs:

Applicants wishing to submit their foreign Associate's, Bachelor's, or Master's Degree Transcripts, or transcripts for prerequisite courses, must have them evaluated by the Commission on Graduate of Foreign Nursing Schools (CGFNS). All foreign transcripts evaluated by any other evaluation service will not be accepted as part of the enrollment process. Admissions documentation for students from foreign countries is to be translated and certified to be at least equivalent to the credential required by the school's admissions criteria. CGFNS contact:

Commission on Graduate of Foreign Nursing Schools

3600 Market Street, Suite 400, Philadelphia, PA 19104-2651; (215) 222-8454; www.cgfns.org

Student's Responsibility for Satisfying Academic Requirements

Although Program Directors and Faculty assist students in planning their programs, each student must assume *complete responsibility* for compliance with the instructions and regulations set forth in this catalog and the syllabi of the student's courses. In addition, the student is responsible for selecting the courses that will enable him/her to achieve his/her educational objectives, whether it be graduation from college, satisfaction of requirements for transfer to another college or university, or preparation for an occupation.

Physical Conditions

The program in which a student enrolls may be physically demanding. Students are expected to participate in all program components, including lecture, lab, clinical & externship sessions to earn grades in the corresponding courses. Failure to do so will result in a failing grade for the course(s) and/or being dropped from the program. If a student has a physical condition that could reasonably prevent his or her participation in all program activities at time of enrollment or during the program, the student must provide a note of release from a licensed physician, licensed physician's assistant or nurse practitioner as a condition to enroll and participate in the program without restrictions. In the event such a physical condition causes an interruption in the student's attendance, the school will require a similar note of

release to return to school. A Leave of Absence (LOA) may be granted pursuant to a student's written request and eligibility for a leave; however, the LOA must be approved by the school prior to the leave.

Applicants concerned about the physical requirements of a program are encouraged to speak with their Admissions Advisor or a Program Director. Examples of possible program requirements are:

- one (1) to four (4) hours of intermittent sitting
- four (4) hours of intermittent standing
- three (3) hours of intermittent walking in an average eight (8) hour day
- Squatting, bending, kneeling, reaching, & twisting are frequently required fifty percent (50%) of the time along with an occasional need for ladder climbing, exposure to changes in temperature & humidity; exposure to dust, fumes, or gasses
- Frequent lifting/carrying of twenty-five (25) to fifty (50) pounds
- Pushing/pulling up to one hundred (100) pounds

Learners with Special Needs

The college is committed to Equality of Opportunity, and positively values the participation of learners with special needs. The college is committed to the admission of all qualified students without regard to applicants' race, color, religion, sexual orientation, or disability if they are able to meet the physical and academic requirements of the programs. We further commit ourselves to make reasonable accommodations and provide information in order to render the academic programs and support services of the school accessible to all persons. Every effort is made to individually and appropriately serve students and to enable them to attain success and reach their educational goals. For students who need to request accommodations they must present a formal physical or cognitive evaluation by a professional in the field that outlines areas in which the student would need reasonable assistance or accommodations to complete classroom, clinical rotations, or externship training. Learners with Special Needs are encouraged to meet with the college's on-site ADA coordinator.

Smartphones

The college's on-ground programs utilize an electronic attendance tracking system which requires that students use a smartphone to log their class attendance. All applicants to on-ground programs must agree to maintain possession of a personal smartphone while enrolled at the college.

Purchasing Books & Supplies

The college purchases physical books and supplies from various vendors, often at volume discounts, and includes them by default within the total fees charged to students. This is called "inclusive tuition" and reduces the burden on students to find and purchase the required books, supplies, and Chromebooks. Students may opt out of paying for textbooks and/or Chromebooks within the inclusive tuition by initialing the applicable section in their enrollment documents, which will obligate them to purchase all necessary books and appropriate computing devices by the scheduled first day of class. By opting out of inclusive tuition and agreeing to purchase such items themselves, the total fees charged to the students by the college at the time of enrollment will be reduced by the then-current total costs paid by the college to acquire the textbooks and/or Chromebooks. Please note that the option to "opt out" only applies to textbooks and Chromebooks. Students may not opt out of paying for other supplies.

Chromebooks

The College utilizes a hybrid delivery model (combination of online and on-ground instruction) in the Medical Assisting (MA) and Medical Office Administration (MOA) Programs. To participate in the online education platform, students must use an appropriate desktop computer, laptop or tablet (see the “Online Readiness” section in this catalog). Students beginning the MA or MOA programs after July 1, 2020 will be billed for the cost of a Chromebook as part of the program’s “inclusive tuition” but may opt out of purchasing a Chromebook from the college following the process described above for opting out of books.

Visa Assistance

The college is authorized to issue I-20s to international students meeting the required criteria. Upon receipt of an I-20, eligible international students can apply for an M1 visa at their local embassy. International students must complete the following steps prior to requesting an I-20:

- Complete an application to the college
- Achieve a passing score on the relevant admission exam
- Provide proof of:
 1. High school education via official evaluation documentation
 2. Ability to pay for tuition & living
 3. For loans, prospective student may go to <http://www.internationalstudentloan.com/>. In order to qualify for this loan, a co-signer with a permanent resident card/citizenship & good credit is
- Once an I-20 is received from the college, the International student must:
 1. Pay SEVIS I-901 fees by:
 - A receipt printed when paying at <http://www.fmjfee.com> with a credit card
 - A receipt from Western Union when using the Western Union Quick Pay option
 - A Form I-797 receipt mailed
 1. Apply to student’s local S. consulate for M-1 visa, & bring the following items to the visa interview:
 - The signed Form I-20 form from the college
 - Evidence that the SEVIS I-901 fee has been paid
 - Signed passport valid for at least six months after date of entry into the United States
 - Form DS-156, Nonimmigrant Visa Application with photo
 - Form DS-157A, Contact Information & Work History for Nonimmigrant Visa Applicant
 - Transcripts & diplomas from previous institutions
 - Evidence of sufficient funds to cover tuition & living expenses for at least the 1st year of study

Prospective non-immigrant students from visa-exempt countries must bring their documentation to the Point of Entry (POE) & apply for entry as an M-1 nonimmigrant student. All courses at the college are taught in English & all students must be able to read, write & understand English.

Update during COVID-19 Restrictions

Due to the COVID-19 pandemic, and with the approval of relevant regulatory agencies, some programs have temporarily changed to include more online instruction. As a result, some students may experience a

full course of instruction that is 100% online until COVID-19 restrictions are lifted. Due to these circumstances, the school has suspended its acceptance of students with M1 visas.

Course Enrollments

The college allows enrollment in stand-alone courses, without Federal Financial Aid. A common scenario for such enrollments is when students need some General Education courses as pre-requisites to qualify for enrollment into a degree program. Applicants must meet the school's general admissions requirements prior to enrolling in stand-alone courses, and once enrolled all of the school's policies apply to such students as they would to students enrolled in any program.

Entrance Exam Retakes & Timelines

Unless otherwise stated in the Program-Specific Admissions Policies section, programs requiring an entrance exam for admission follow the following process:

- An applicant failing the first attempt may retake the exam on the same day (within 24 hours).
- An applicant failing the second attempt may retake the exam beginning seven (7) calendar days from the second
- An applicant failing the third attempt may retake the exam beginning twenty-one (21) calendar days from the third
- After four (4) unsuccessful attempts, an applicant may re-apply to the college after one full year from the fourth
- An entrance exam attempted after one full year from the previous attempt will be treated as a new "first attempt" such that the retake policy will apply from step 1 again.

ONLINE READINESS

Distance Education & Online Readiness

Unitek College's distance education programs are delivered by way of the Learning Management System (LMS) called Canvas™. Students who are prepared for and enrolled in any online program or course of study will receive orientation, training, and support on the use of the Canvas LMS. Canvas is known for its user-friendly online environment and ability to easily connect our faculty with our students both in and out of the classroom. Canvas offers discussion boards for asynchronous and synchronous discussions, chat rooms for live discussions, centralized email (Canvas Conversations), so students can stay in touch with their instructors, communicate with other students, submit assignments and take exams.

The college uses two assessments to determine an applicant's readiness for online learning:

1. Basic Computer Literacy (BCL) – an objective computer skills assessment consisting of 25 common computer/software tasks
2. Distance Learning Profile (DLP) – an assessment consisting of six questions about the applicant's personal readiness and resources for online learning

Prior to beginning any program containing online courses, an applicant must:

1. achieve a score above 75% on the Basic Computer Literacy (BCL) assessment, and
2. have no Risk Factors indicated on the Distance Learning Profile (DLP) assessment.

The following hardware and software are needed to complete online courses:

- Productivity Tools: (e.g. Microsoft Office or G-Suite)
- Plug-Ins: (Required for many of our resources):
 - Adobe Flash Player (Free Download)
 - Adobe Acrobat Reader (Free Download)
 - Shockwave (Free Download)
 - Java (Free Download)
 - Others may be needed as you progress through certain the courses
- Operating Systems
 - Windows 10 or newer
 - Mac OSX 10.6 or newer
 - Chromebook with Chrome OS current as of June 2020 or later (MA & MOA programs)
- Computer Speed and Processor
 - Use a computer 5 years old or newer when possible
 - Web Cam with Microphone
- Internet Access: ISP Account for internet access.
- Internet Speed
 - Along with compatibility and web standards, Canvas has been carefully crafted to accommodate low bandwidth environments.
 - Minimum 6 megabytes
 - High Speed Internet

It is the student's responsibility to maintain current contact information with instructors and Unitek College Office of the Registrar and School of Nursing.

Students are provided a Unitek College email account, which needs to be checked frequently. This is required for participation in all components of the program. Use your student email account for ALL school communication.

There may be specific software requirements for individual courses – this information will be in your course syllabus or course website.

ADMISSIONS: ALLIED HEALTH PROGRAMS

Medical Assisting

Students applying for enrollment on or after Aug 3, 2020 must achieve a score of 12 or higher on the "Scholastic Level Exam – Q" (SLE-Q).

Students must provide proof of the following immunizations by the end of the 3rd successfully completed module of the Program:

- One Step PPD (TB)
- 2 x MMR (measles, mumps and rubella)
- 2 x Varicella (chicken-pox)
- 3 x Hepatitis B
- COVID-19 vaccination (all doses)

PPD results must be dated within six (6) months of externship start date. Students must show current immunity to Rubella (German measles), Rubeola, Varicella (Chicken Pox), mumps and Hepatitis B.

Verbal confirmation of the above is not acceptable. Acceptable forms of Proof of Immunity or immunizations given are **any of the three items listed below**:

- Document printed out from the Primary Care Provider that shows the exact immunization(s) and date(s) given along with the Primary Care Provider signature.
- Print out from Primary Care Provider showing exact titer(s) and result(s) indicating immunity.
- Legal State Immunization Record card showing the immunizations and the date given, or the results of a titer and dates of test, along with the Primary Care Provider signature.

Hepatitis B Explanation: Hepatitis B is a series of 3 injections; Student must have the first two before Student may begin externship. The series is given with the initial injection; the second injection is given 30 days later, and the last injection is given after 6 months. Students who are carriers of Hepatitis B will need to take their immunization card, with a note from their PCP (primary care provider) stating that they are a carrier, but in good health, to their externship site BEFORE beginning the externship.

ADMISSIONS: PRACTICAL NURSING PREREQUISITE COURSE (PN PRQ)

The following criteria must be met for admission to the Practical Nursing Prerequisite Course:

- Proof of completion of 12th grade level If education was completed in a country other than the United States, a course-by-course evaluation report by an approved agency must be provided. Students who have taken the GED examination must have the score reported directly to the college by the testing company.
- A score of at least 17 on the “Scholastic Level Exam – Q” (SLE-Q).
- Payment of all fees and tuition due for the course
- Initiation of criminal background check process for admission to the Vocational Nursing program

Please note that students applying to the Practical Nursing (PN) program must undergo and pass an interview with the Program Director or Designee. For students taking the PN PRQ course this interview should be completed prior to the start of the PN PRQ course but must be completed no later than the end of the first week of the PN PRQ course. Students not passing the interview will have their PN PRQ enrollment cancelled and receive a refund of fees paid for the course.

ADMISSIONS: PRACTICAL NURSING PROGRAM

1. A clear criminal background check
2. Completion of an interview with the Program Director or Designee, with a passing score
3. A physical examination, including immunizations and TB testing, must be completed within the three (3) months prior to the start date of the first clinical rotation in Term I of the program. The examination must be conducted by a licensed physician, licensed physician's assistant or nurse practitioner establishing sound health.
4. Although a student can begin the Practical Nursing program at age 17, he/she must be 18 years of age on or before the start date of clinical rotations.
5. Successful completion of the Practical Nursing prerequisite course within twelve (12) months prior to the scheduled start date of the VN program, or demonstration of equivalent knowledge through prior education evaluated by Unitek College.
6. Payment of all fees and tuition due for the Practical Nursing prerequisite course, if applicable

Applicants meeting the above criteria will be ranked based on a combination of their prerequisite knowledge and points awarded during the interview with the Program Director or Designee. Applicants with the highest overall combined scores will receive first consideration for available PN program seats. If two or more students have the same combined score, then application date will take precedence for final seat selection. Students who meet all PN admissions criteria but are not selected for the upcoming PN program will be assigned seats in a future available PN Program cohort. Students completing the Practical Nursing prerequisite course must start the PN Program within twelve (12) months or they must reapply to the PN program. The maximum possible ranking score for students who repeat the Practical Nursing prerequisite course due to failing it previously is 75%.

ADMISSIONS: BACHELOR OF SCIENCE IN NURSING (BSN)

Passing the TEAS exam is required for admission to the BSN program. TEAS passing scores and exam re-take options are described below.

First TEAS attempt:

- Applicants scoring 58.7 or higher may be admitted to the BSN program.
- Applicants scoring 58.6 or below are not admitted to the program but may re-take the exam as a second attempt 7 or more calendar days after the first attempt.

Second TEAS attempt:

- Applicants scoring 58.7 or higher may be admitted to the BSN program.
- Applicants scoring from 47.0 to 58.6 may be admitted to the BSN program but will be required to take ATI's SmartPrep online course during Semester 1 of the program. The ATI SmartPrep course is designed to strengthen skills in Reading, Math, Science and English to better prepare the student for Semester 2 of the program.
- Students who are required to take the ATI SmartPrep course during Semester 1 of the program are required to complete all modules within the ATI SmartPrep course and are required to take the TEAS exam for a third time.

- Applicants scoring 46.9 or below are not admitted to the program but may re-take the TEAS exam as a third attempt 3 months or more from their first attempt. Such applicants are encouraged, but not required, to take the SmartPrep course or engage in similar preparation prior to their next TEAS attempt.

Third TEAS attempt:

- A third attempt of the TEAS is required as part of successful completion of the ATI SmartPrep® course. Students that reattempt the TEAS following ATI SmartPrep® must achieve a minimum composite score of 58.7% to remain enrolled in the BSN program. Students that achieve a TEAS composite score below 58.7% are administratively withdrawn from the program.

For specific details on the SmartPrep online course (e.g., course subjects, minimum passing score, etc.) please speak with the Assistant Dean.

Please note that if an applicant has previously taken a TEAS exam, the TEAS exam score is applicable if taken within twenty-four (24) months of the tentative program start date. TEAS exams taken at any authorized ATI-proctored location will be valid for review according to the Admission Requirements.

The clinical and immunization requirements for the Bachelor of Science in Nursing (BSN) Program assist in decreasing risks and ensuring student and patient safety. During the nursing course, students will be rotating at a clinical site that requires completion and supporting documentation of the certain requirements. There are no exceptions to these clinical and immunization requirements.

All students must provide proof of clinical and immunization requirements before their on-ground course start date. Failure to comply with the clinical and immunization requirements may result in losing your seat in the BSN Core Program.

IMMUNIZATIONS / VACCINATIONS

Based on the program of interest, additional immunization verification after enrollment may be required. Students must complete all immunization requirements on their own personal time & may not use class time in order to complete the requirements. Students cannot be enrolled into any pre-licensure RN courses unless all physical criteria are met. Physical examinations, immunizations and other health care documents may require updating during the Vocational Nursing program and annually. Please consult your campus Program Director for specific immunization requirements. Immunizations required may include, but are not limited to:

- Physical Exam Form, signed & dated by Medical doctor or Nurse practitioner (completed within the prior 3 months)
- Mumps, Measles & Rubella (MMR) positive Titer
- Varicella positive Titer
- Hepatitis B positive Titer
- Hepatitis C Screen (if positive, applicant must submit a note from their Healthcare Provider (MD or NP) stating that they are not a risk to others & can safely provide direct patient care)
- Tdap/DTAP within 10 years

- TB Screen
 - 2 Step PPD Skin Test or QuantiFERON Blood test (2 Step PPD, 2 Separate tests – must be a minimum of 10 days & a max of 30 days apart); both no older than 3 months
 - Chest X-ray (CXR) ONLY if had positive PPD history; required yearly after initial x-ray & must provide record of proof of positive PPD history
 - TB Screen Questionnaire reviewed with & signed by healthcare provider (must be completed annually)
- COVID-19 vaccination (all doses)
- Flu & H1N1 immunization record documented for the current season (current vaccines are usually available between August through March)**
- Whooping Cough Booster IF Pertussis missing in Tdap/ DTAP (not older than 10 years)**
- Drug Testing (school will provide to student)
- Mask Fit Test (school will provide to student)

** Students declining must submit a signed waiver. However, students must be advised that if it is a requirement by clinical facility they may not be placed and may not be able to complete the program.

CREDIT FOR PRIOR EDUCATION

All applicants to the college are eligible to apply for credit granting. Applicants wishing to have their prior education assessed for credit granting must notify their Admissions Representative during the enrollment process, & all requests must be received on or before the official start date of the program.

Students who request to transfer credits from previously attended institutions should submit sealed official transcripts to the Registrar's Office from originating institutions prior to their first day of class. If students are unable to submit transcripts or transcripts are unavailable, students may be enrolled for a period of one term/semester through the submission of unofficial transcripts, submitted no later than four days after the start of a student's first term/semester. Students failing to submit official transcripts prior to the final day of the first term/semester may be denied transfer credit for prior courses. In addition to official transcripts, copies of course descriptions, school catalogs, and course syllabi may be requested for evaluation purposes. Please note that course schedules which are based on an unofficial transcript are subject to change if information contained in the official transcript differs from the unofficial transcript.

The college does not evaluate and award credit based solely on prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning. However, for the BSN program, applicants' prior experience may qualify them to take challenge examinations, for which passing scores could lead to credit granting for various nursing courses. For more information, please refer to the section "Nursing Challenge Examinations for BSN Program" below.

Academic credit will be evaluated by the college for courses appearing on an official transcript from a school, college or university accredited by an agency recognized by the US Department of Education or the Council for Higher Education Accreditation (CHEA) with a minimum grade of 'C'.

Credit granting based on a different unit of credit than the one prescribed by the college is subject to conversion before being transferred. Credit granting for paired courses must meet the requirements for

both courses. No credit(s) shall be granted for partial courses.

Recency Rules

All biology & science courses must be taken within the last five (5) years of the tentative start date to be eligible for credit granting, with no more than one (1) repeat for each science course. Core nursing courses must be taken within the last three (3) years of the tentative start date to be eligible for credit granting, with no more than one (1) repeat for each nursing course. All other general education courses are eligible for credit granting & will be considered upon receipt of official transcripts.

Review & Acceptance

The school reserves the right to reject applicants' requests for credit granting if the items listed above are not successfully provided and/or completed. Any transcripts showing several withdrawals or repeated general education pre-requisite courses will be evaluated on an individual basis. This may result in admission being denied. Applicants are encouraged to write a letter explaining the circumstances & why they feel they should be admitted.

If accepted into the program, the enrollment documents must be completed & financials cleared in order to start class. If an applicant does not complete the requirement documents before the start date, the applicant must wait for the next program start date.

Nursing Challenge Examinations for BSN program

The college provides an alternative path to earn credits for other acquired knowledge in the field of nursing through equivalence, challenge examinations, or other methods of evaluation. An applicant may be able to obtain credits in this manner if following applies:

1. Students must be accepted into the BSN program in order to challenge a nursing course.
2. Students must meet all prerequisites of any courses prior to attempting the challenge examination.
3. Students may not challenge a nursing course where a similar nursing course has been previously completed in which the grade received was below a C.
4. Students who request to take a challenge examination for a clinical course must first: 1) transfer in credit for the related theory course; or 2) pass the theory course challenge exam prior to attempting the clinical challenge examination.
5. Students who did not pass a lower level nursing course with a clinical component may not challenge a higher level nursing course with a clinical component.
6. Standardized computer examinations, such as ATI, will be used for challenge examinations for on-ground nursing courses.

Additional information may be required prior to scheduling a challenge examination for clinical courses, such as immunization status, health records, background check, drug screening, fire and BLS cards (i.e.- clinical packet information).

Methods by which tuition and fees are adjusted for credits granted

Credits from transfer units are adjusted financially as they relate to the number of credit hours being granted for those courses. Total tuition is then recalculated and monies are either 1) collected according to the new tuition amount due, or 2) refunded once final loan disbursement is received or adjusted.

Maximum Transfer Credits

- **Medical Assisting Program:** Credits for a maximum of two (2) modules taught within the program may be granted towards completion of the program. Credit for externship courses will not be granted.
- **Nursing (BSN) Program:** A maximum of 45% of the credits taught within the program may be granted towards the completion of the program, with no more than 36% being Gen Ed credits and no more than 9% being technical (RN) credits.
- **All programs:** All credits earned in a program at one of the college's accredited campuses are transferable to the same program at another of the college's accredited campus.

Credit Granting Application Requirements

All programs:

- Completed Credit Granting Request Form (see Admissions Representative for details)
- Sealed official transcripts. If official transcripts are not submitted at the time of the application, applicant forfeits the opportunity to apply for credit granting.
- Official course descriptions (e.g. from syllabi or a school catalog).

Medical Assisting Program: No course letter grade less than a "C" as calculated by the granting institution will be accepted. All courses must be taken within the last five (5) years to be eligible for credit granting.

Practical Nursing Program: No course letter grade less than a "C" as calculated by the granting institution will be accepted. All courses must be taken within the last five (5) years to be eligible for credit granting. Courses that may be acceptable for credit granting include:

- Successfully completed approved vocational/practical nursing courses
- Successfully completed certified nurse assistant courses
- Successfully completed approved psychiatric technician courses
- Successfully completed approved registered nursing courses
- Successfully completed armed services nursing courses
- Successfully completed courses that are equivalent to courses in the program as determined by the director of the nursing program

Nursing (BSN) Program:

- Courses possibly accepted include:
 - Nursing courses (including Armed Services nursing courses)
 - General Education Courses
- Nursing courses – no course grade less than a GPA of 3.0 as calculated by the granting institution will be accepted. There is a 3-year recency rule for nursing courses.
- Non-science courses – no course letter grade less than a "C" as calculated by the granting institution will be accepted. There is no recency rule for non-science courses.
- Science courses – no course letter grade less than a "C" as calculated by the granting institution will be

accepted. There is a 5-year recency rule for science courses.

Credit Granting Application Requirements

All programs:

- Completed Credit Granting Request Form (see Admissions Representative for details)
- Sealed official transcripts. If official transcripts are not submitted at the time of the application, applicant forfeits the opportunity to apply for credit granting.
- Official course descriptions (e.g. from syllabi or a school catalog).

Medical Assisting Program: No course letter grade less than a “C” as calculated by the granting institution will be accepted. All courses must be taken within the last five (5) years to be eligible for credit granting.

Practical Nursing Program: No course letter grade less than a “C” as calculated by the granting institution will be accepted. All courses must be taken within the last five (5) years to be eligible for credit granting. Courses that may be acceptable for credit granting include:

- Successfully completed approved vocational/practical nursing courses
- Successfully completed certified nurse assistant courses
- Successfully completed approved psychiatric technician courses
- Successfully completed approved registered nursing courses
- Successfully completed armed services nursing courses
- Successfully completed courses that are equivalent to courses in the program as determined by the director of the nursing program

Nursing (BSN) Program:

- Courses possibly accepted include:
 - Nursing courses (including Armed Services nursing courses)
 - General Education Courses
- Nursing courses – no course grade less than a GPA of 3.0 as calculated by the granting institution will be accepted. There is a 3-year recency rule for nursing courses.
- Non-science courses – no course letter grade less than a “C” as calculated by the granting institution will be accepted. There is no recency rule for non-science courses.
- Science courses – no course letter grade less than a “C” as calculated by the granting institution will be accepted. There is a 5-year recency rule for science courses.

Credit Calculations

Medical Assisting courses:

- One semester credit hour for at least 15 hours of classroom contact
- One semester credit hour for at least 30 hours of supervised laboratory/shop instruction
- One semester credit hour for not fewer than 45 hours of externship experience

Nursing and General Education courses:

- One semester credit unit for 18 hours of classroom contact; or
- One semester credit unit for 54 hours of external or in-house clinical lab

CLEP/International Credits

Students may transfer credits via CLEP examination. Nationally recognized college-equivalency examinations: Successful completion of College Level Examination Program (CLEP), DANTES Subject Standardized Tests (DSST), or National League for Nursing (NLN) Achievement Tests. For international students, official transcript translation (if applicable) and evaluation from a member of the Association of International Credentials Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES)

Below is the process for CLEP examinations:

1. Students must request an official copy of their result report be sent to the Registrar by the CollegeBoard.
2. At no time will a score less than 50 be accepted for any exam.
3. Only 2 attempts allowed.
4. GPA calculations will be based on the score level recommendation. For example, a score of 55 will receive a C-Level recommendation.

The following CLEP Examinations are considered for credit by the school:

Exam Title	B-Level Recommendations	C-Level Recommendations
College Composition	59	50
Introductory Psychology	59	50
Human Growth & Development	59	50
Introductory Sociology	59	50
Calculus	64	50
College Algebra	63	50

TRANSFERABILITY OF CREDITS/CREDENTIALS EARNED AT THE COLLEGE

The transferability of credits you earn at the college is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree, diploma, or certificate you earn in the educational program is also at the complete discretion of the institution to which you may seek to transfer. If the degree, diploma, or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational

goals. This may include contacting an institution to which you may seek to transfer after attending the college to determine if your degree, diploma or certificate will transfer.

BACKGROUND CHECKS & DRUG SCREENING

A criminal background may prevent someone from obtaining licensure, clinical training, externship placement or employment in their chosen field. When a criminal background must be fully investigated, it may take up to one year or longer in order to obtain a decision from a licensing board. Applicants or students with a criminal background should check with the relevant licensing body for their stance towards various criminal background situations.

A background check is deemed to be “clear” by Unitek unless the background check results include any one (1) or more of the following convictions:

- Murder
- Felony assault
- Sexual offense/sexual assault
- Felony possession and furnishing (with or without certificate of rehabilitation)
- Felony drug and alcohol offenses (with or without certificate of rehabilitation)
- Certain other felonies involving weapons and/or violent crimes
- Class B and Class A misdemeanor theft, or theft having to do with drugs or alcohol
- Felony theft
- Fraud
- Child abuse, elder abuse
- Active probation (for any offense, including offenses not listed above)

If one (1) or more of these convictions appear on a student’s background check, the student’s enrollment may be cancelled, and the student may be responsible for charges incurred up to his/her last date of attendance. These issues will be discussed with the individual student in a confidential manner.

Students may be subject to additional background checks, and possibly drug screening, at any time if requested by the College, a clinical facility, employer, or externship site. Failure to pass any background check or drug screen requested by the College, a clinical facility, employer, or externship site may prevent a student from going to that Externship or Clinical Site, may put their program completion at risk, and/or may be grounds for termination from the program. Clear background checks are required for registration in clinical nursing courses. Should a student’s educational progress be interrupted, a new background check will be required upon readmission to the program. A student may be denied access to clinical facilities based on offenses appearing on the criminal record even though such offenses may have occurred more than seven years ago.

Pre-Licensure Nursing

Students in pre-licensure Nursing programs will not be allowed to continue their enrollment without a

current criminal background check deemed “negative” or “clear”.

A student’s background check will be initiated immediately upon enrollment and no later than the first day of class. A background deemed to be “clear” is required to remain active in any of the above programs. The cost of a criminal background check is included in the total tuition of these programs, but students in a pre-licensure Registered Nursing program must pay for the criminal background check required by the Nevada State Board of Nursing.

CANCELLATION POLICY

1. The student has the right to cancel and obtain a refund of charges paid (as described in the Refund Policy section) through attendance at the first class session, or the seventh (7th) day after enrollment, whichever is later.
2. “Enrollment” as stated in No. 1 above is defined as the execution of an enrollment agreement signed by all required parties.
3. To provide all students in the same class with equal time to cancel after beginning the educational program, the College extends the cancellation period and requires that students exercise the right to cancel by the seventh (7th) calendar day after their scheduled program start date.
4. Students may withdraw from the School at any time after the cancellation period and may receive a pro rata refund as described in the Refund Policy section.
5. Cancellation shall occur when the student provides notice of cancellation at the address of their respective campus. This can be communicated by mail, email or hand delivery.
6. A cancellation notice, if sent by mail, is effective when deposited in the mail properly addressed with proper postage.
7. A cancellation notice need not take any particular form and, however expressed, it is effective if it shows that the student no longer wishes to be bound by the Enrollment Agreement.
8. Upon cancellation, if the student has received Federal Student Financial Aid funds, the student is entitled to a refund of monies not paid from Federal Student Financial Aid program funds.

REFUND POLICY

In accordance with refund policies set by the State of Nevada (NRS 394.449) the school (“institution”) has adopted the following refund policies:

Section 1

(a) If the institution has substantially failed to furnish the training program agreed upon in the enrollment agreement, the institution shall refund to a student all the money the student has paid.

(b) If a student cancels his or her enrollment before the start of the training program, the institution shall refund to the student all the money the student has paid, minus 10 percent of the tuition agreed upon in the enrollment agreement or \$100, whichever is less.

(c) For the Practical Nursing Prerequisite Course (PN PRQ): students withdrawing from the school after the cancellation period (described above) will receive a pro rata refund if the student has completed 60% or less of the scheduled days in the program’s billing period through the last day of attendance. If the student has completed more than 60% of the period of attendance for which the student was charged, the tuition is considered earned & the student will receive no refund.

For all diploma and degree programs: students withdrawing from the school after the cancellation period (described above) will receive a pro rata refund if the student has completed 99% or less of the scheduled days in the program's billing period through the last day of attendance. If the student has completed more than 99% of the period of attendance for which the student was charged, the tuition is considered earned & the student will receive no refund. All programs: Refunds are less a registration or administration fee not to exceed \$150.00, & less any deduction for equipment not returned in good condition, within 45 days of cancellation or withdrawal.

(d) If a student withdraws or is expelled by the institution after completion of more than 60 percent of the training program, the institution is not required to refund the student any money and may charge the student the entire cost of the tuition agreed upon in the enrollment agreement.

Section 2

If a refund is owed pursuant to Section 1 above, the institution shall pay the refund to the person or entity who paid the tuition within 15 calendar days after the:

- (a) Date of cancellation by a student of his or her enrollment, or
- (b) Date of termination by the institution of the enrollment of a student, or
- (c) Last day of an authorized leave of absence if a student fails to return after the period of authorized absence, or
- (d) Last day of attendance of a student, whichever is applicable.

Section 3

Books, educational supplies or equipment for individual use are not included in the policy for refund required by Section 1 above, and a separate refund must be paid by the institution to the student if those items were not used by the student. For example, Textbooks and Chromebooks which have been opened (e.g. shrink wrap removed, or removed from their original packaging) are not returnable and cannot be refunded, regardless of condition. Disputes must be resolved by the Administrator for refunds required by this subsection on a case-by-case basis.

Section 4

For the purposes of Sections 1-3 above:

- (a) The period of a student's attendance must be measured from the first day of instruction as set forth in the enrollment agreement through the 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 the enrollment agreement.
- (c) Tuition must be calculated using the tuition and fees set forth in the enrollment agreement and does not include books, educational supplies or equipment that is listed separately from the tuition and fees.

In accordance with refund policies set by the Accrediting Commission of Career Schools and Colleges (ACCSC):

- All monies paid by an applicant will be refunded if cancellation occurs within 3 days after signing an enrollment agreement and making an initial payment.

- If an enrollment is cancelled more than 3 days and up to 7 days after signing an enrollment agreement, the school will refund any money paid by the student, less a registration/administration fee not to exceed \$150.00, and less deductions for equipment not returned in good condition, within 45 days after the notice of cancellation is received. Textbooks and Chromebooks which have been opened (e.g. shrink wrap removed, or removed from their original packaging) are not returnable and cannot be refunded, regardless of condition.

Federal Financial Aid Refunds

If the student has received any Federal Title IV financial aid funds, the school is obligated to do a “Return to Title IV” (R2T4) even if a credit balance has already been issued. At the time of enrollment, the student must indicate via the Authorization of Credit Balances form which authorization a student is giving the college as it relates to excess funds. The choices include the following:

- The appropriate lender to reduce the student’s loan debt (within 14 days of the completion of the Withdrawal Calculation)
- Return any credit balance to the student (within 14 days of the completion of the Withdrawal Calculation)

The college is required to complete an R2T4 calculation *even if* a credit balance was already issued. If a balance due results from the R2T4 calculation, the student will be responsible for the unpaid balance. For programs beyond the current payment period, if a student withdraws prior to the next payment period then all charges collected for the next period will be refunded.

For more information on refund policies relating to Title IV funding see www.nslds.ed.gov/nslds_SA.

NEVADA 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 (CPE) in accordance with regulations adopted by CPE. 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 the result of:

1. discontinuation of operation of a postsecondary educational institution licensed in Nevada, or
2. violation by such institution of any provision of NRS 394.383 to 394.560 inclusive, or the regulations adopted pursuant thereto.

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.

CALIFORNIA STUDENT TUITION RECOVERY FUND

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program and prepay all or part of your tuition. You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market Boulevard, Suite 225, Sacramento, CA 95834, (916) 574-8900 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

No claim can be paid to any student without a social security number or taxpayer identification number.

3rd Party Counseling (WellConnect)

Active students are offered a confidential and free program that provides professional assistance and valuable resources to help resolve issues that interfere with success at school. The college has contracted with WellConnect for students to utilize telephone or face-to-face counseling and coaching for challenges such as balancing school, work and life; relationship and parenting concerns; stress and anxiety; legal and financial concerns. This is a free service available to all students of the college 24 hours a day, 7 days a week to help them resolve issues that may be interfering with their progress of success in school. The program is paid for by the school so students can receive free counseling services. Relevant coping skills such as career development, personal and financial skills, budgeting, housing or transportation are topics that WellConnect handles with particular emphasis on counseling, housing, childcare, financial advice/assistance, legal assistance, transportation and health care.

WellConnect is introduced and made available to all enrolled students during Orientation and through a recorded phone message which is sent out before every class start. Students are given a brochure with a tear-off sheet with the WellConnect toll free number, their website and the username and password to access the site. Posters and flyers are made available to students throughout the campus. Students are again advised and encouraged to contact WellConnect when they speak to any staff or faculty member about hardships that affect their progress or state of mind in school such as: finding an affordable medical provider, marital or daycare issues, or financial problems. Additionally, faculty may have the option to fill out a form for any student they are formally referring to WellConnect. The form is filled out by the faculty & sent to WellConnect so if the student contacts them, WellConnect may notify the school to confirm that the student did in fact seek counseling. No information other than confirming that the student availed of counseling will be released to the school.

Academic Advising

The role of academic advising is to provide information about academic progress, programs & available resources. In addition, faculty are available to help students to think critically & to empower them to explore options & make decisions about their education. Each student is assigned a primary faculty advisor for the duration of the program. Students who require academic advising can request an advising appointment with their advisor, instructor, or the Program Director.

Tutoring

After school tutoring is available on campus for students in the college's pre-licensure programs. Tutoring for other programs may also be available at certain campuses, & students may request such services from their Instructor. It is the Tutor's responsibility to answer questions & clarify information students receive during lecture, using the provided textbooks as resources as well as any handouts provided by the Instructor. Tutoring does not replace lecture, & Tutors are responsible for tutoring to the lesson plan objectives since they will not have access to the exam.

CAREER SERVICES

A Career Services Coordinator assists graduates with enhancing their professional skills and job searching techniques to successfully obtain employment. Students' success in this relationship depends largely on:

1. Attendance at all one-on-one sessions, meetings, seminars and workshops
2. Submitting a resume as scheduled by the Career Services staff
3. Use of a personal job search file
4. Compliance with standards of professional conduct and appearance

At Unitek College, employment assistance consists of the following:

1. Career development planning, career coaching and interviewing skills
2. Preparation of resumes, cover letters and thank you letters
3. Establishing references
4. Career Development seminars and workshops
5. Communication and Public Speaking skills
6. Job search techniques and networking skills
7. Professional development in a business setting
8. Reviewing "dress for success" strategies
9. Volunteer opportunities
10. Electronic and "Hot" Job leads

The Career Services staff is here to assist graduates in obtaining employment after graduation but cannot and do not guarantee employment. To qualify for employment assistance after leaving school, students must have successfully completed their education program and satisfied all financial obligations with Unitek College.

FINANCIAL AID

The Financial Aid (FA) Department strives to provide excellent service to deliver financial aid information to prospective, current & former students and their families. Information includes federal, state, institutional and private aid options to cover educational cost. FA Staff assist in the completion of required documents and processes all financial aid awards. The focus of the FA Office is helping students attend the college by alleviating or eliminating financial barriers and maximizing all available resources to help meet each student's financial needs. FA staff assist students in a variety of ways throughout the enrollment process and while attending school. The college recognizes that each student is an individual with unique needs and barriers. The FA Office strives to provide information to increase awareness of available financial resources, and to provide information on how to access resources by reaching out to students, parents, and the general public. The FA Office recognizes that financial barriers are not always long term and significant but can also be short term and only involve small amounts of funds.

Financial Aid is money that can be used to cover the costs associated with attending the college. Financial Aid funds are provided by U.S. taxpayers to ensure that all those who want a college education have the financial ability to pay for their college expenses. This money can be in the form of grants, scholarships &

federal loans. All loans & some grants must be repaid.

We understand that the rules that govern the financial aid programs can sometimes be complicated. However, the staff at the college's Financial Aid Office are available to answer questions & provide special assistance as needed.

All financial aid at the college is administered in accordance with the policies & procedures of the U.S. Department of Education. The basis of such programs is that students & their parents have the primary responsibility to meet educational costs & that financial aid is available only to fill the gap between the families and/or student's contribution & allowable educational expenses. The amount of expected student or family contribution is determined by an analysis of financial strength: income & net assets, which the family may have versus the allowable expenses. Educational expenses that are considered a basis for establishing student need include nonresident tuition, fees, books & supplies, room, board, transportation, & personal expenses. The Financial Aid Office has established standard student budgets to reflect the costs of each of these items based on a statewide cost survey & local cost data.

The Financial Aid Office is available to assist federal loan borrowers with student loan questions or concerns. If an issue exists, borrowers should first attempt to resolve the issue by contacting the Financial Aid Office. If the borrower has made a reasonable effort to resolve the issue through normal processes & has not been successful, s/he should contact the Federal Student Aid (FSA) Ombudsman. The FSA Ombudsman will informally research a borrower's issue & make suggestions for resolution. The FSA Ombudsman contact information is listed below:

Online: <https://studentaid.gov/feedback-ombudsman>

Telephone: 877.557.2575

Fax: 606.396.4821

Mail: FSA Ombudsman Group, PO Box 1843, Monticello, KY 42633

Federal Student Loan Information

Federal regulations require all first-time Federal Direct Student Loan borrowers participate in Entrance Loan Counseling before receiving the first disbursement of their loan proceeds. To complete an on-line Entrance or Exit Loan Counseling please visit the following links:

Entrance Counseling Session: www.studentloans.gov

Exit Counseling Session: www.nsls.ed.gov

Follow the instructions carefully, complete all sections, & email the completed counseling session to the Financial Aid Office at financialaid@unitekcollege.edu

Students and/or students' parents applying for & receiving a federal student loan under the Title IV student financial assistance programs & the Higher Education Act (HEA) will have their information reported to the National Student Loan Data System (NSLDS) & this information will be accessible by guaranty agencies, lenders & schools determined to be authorized users of the data system.

Private Lending Options

Private loans are available to students through various lending institutions to help pay educational expenses. Private loans, which are not insured by the federal government, have repayment terms that vary depending on the lender from which you borrow. The college encourages students to explore federal & state grants & loans, & to consider the anticipated monthly loan payments along with expected future earnings before considering a private education loan. Federal student loans are required by law to provide a range of flexible repayment options & loan forgiveness benefits, which private student loans are not required to provide. Generally, private loans require that the borrower is a U.S. Citizen, a U.S. national, or a permanent resident & must be creditworthy. International students are eligible with a creditworthy cosigner (who must be a U.S. Citizen or permanent resident) & appropriate U.S. Citizenship & Immigration Service documentation. If the student has no credit or a poor credit history, he/she may still qualify for a loan by applying with a creditworthy co-borrower. Most lenders expect you to have a qualified co-borrower before they will approve the loan. Interest rates & repayment terms vary between private lenders.

The college does not make any recommendations regarding private lender selection for students who decide to pursue private loan options. Students may borrow from any lender. Be sure to research & review each lender's terms & conditions before making a final decision. Please contact your selected lender to determine if the college is an eligible institution. If the college is approved, we will gladly certify your loan with your lender.

Opting out of Books & Supplies & Early Financial Aid Disbursement for Books & Supplies Policy for Pell Eligible Students

Any Pell eligible student who "opts out of books & supplies" during the enrollment process & who will have a refund after tuition & fees are applied to their student bill will be eligible to receive an early disbursement for books & supplies. Students are eligible if the disbursement of financial aid funds will result in a credit balance. Eligible students will be notified by the Financial Aid Office regarding the Book & Supply Allowance Policy via email. Those students who qualify for a refund will receive a refund check up to the maximum amount allowed for books & supplies for each payment period or up to their total refund amount if the refund due is under the maximum for books & supplies. The early book & supply allowance for eligible students will be deducted from the total refund due for the term. Checks are required to be received by the student prior to the 7th day of class. Students will be notified two weeks before disbursement of their Book & Supply Allowance.

STUDENT FINANCE POLICIES

Student responsibilities for applying for & receiving financial aid at the college are as follows:

1. Complete all requested forms for financial aid accurately
2. Use all financial aid received solely for expense related to attending the college
 - Students that apply for financial aid understand that costs related to attending school are defined in the cost of attendance budget
3. Submit in a timely manner all additional documentation requested by Financial Aid
 - These documents can include tax forms & household information

Student Financial Aid Rights

1. the right to know how financial need was determined
2. the right to know how financial aid will be distributed
3. the right to request an explanation of programs in the financial aid package
4. the right to refuse any aid offered
5. the right to request an explanation of the College's refund policy
6. The right to know what portion of financial aid must be repaid & what portion is a grant
 - If a loan has been received, have the right to know the interest rate & loan repayment options and procedures
7. The right to examine the contents of aid records provided a written request is made to the Department of Financial Aid
 - Students may not review confidential records submitted by parents without the written consent of the parent whose information has been submitted

Eligibility Requirements

To be considered for Federal financial aid, a student must:

1. Be past the age for compulsory school attendance in the student's state, and not concurrently enrolled in high school, an elementary or secondary school program, or taking college credit to earn a high school diploma or GED.
2. Have proof of any of the following:
 - US High School Diploma or transcript from a state approved or US Department of Education approved school
 - E.D. certificate
 - Associate's, Bachelor's or Master's Degree obtained from a US Department of Education Accredited school
 - Foreign HS Transcript, Associates Degree Transcript, Bachelor's Degree Transcript, or Master's Degree Transcript evaluated to be the equivalent of a US High School
3. Be a US citizen, national or eligible permanent resident of the United States.
4. Be enrolled or admitted to a degree or diploma program at the college that is eligible for Federal Financial Aid.
5. Not owe repayment of a Federal Grant or be in default of a Federal Direct Student Loan or to the

college.

6. Maintain Satisfactory Academic Progress as defined by the college's Standards for Academic Progress and published in the catalog.

Program Availability

The college makes financial aid resources available to its students including federal & alternative loans or payment plans. Some funds are need-based, meaning the funds go to the most financially needy students who qualify first. There are also non need-based funds that are available to any students who qualify for the programs regardless of their income or that of their parents. Need-based programs that the college currently offers include the Federal Pell Grant & Federal Direct subsidized student loans. Non-need-based programs include unsubsidized student loans, parent loans, alternative loans, & some scholarships.

Students considered for financial aid must apply using the Free Application for Federal Student Aid (FAFSA) found at www.fafsa.ed.gov. Some financial aid resources require a student to submit additional application materials; scholarships, for example, might have a completely separate form to submit to the funding agency. The Financial Aid Office is not responsible for the application process of outside resources like non-college scholarships, although all students are encouraged to apply for scholarships that might contribute to their financial resources while attending college.

Prior to release of any eligible FSA Title IV funds & at the time awards are to be paid the Financial Aid Office will check a student's enrollment & continued eligibility through the Registrar's Office. Changes in a student's enrollment or program may cause delays or removals of any scheduled disbursement(s). All awards will be posted to the student's account at the college, and, any monies that are posted above the student's outstanding current school charges will be sent directly to the student's address on file in check format via standard post. Should a student not wish to receive the payment via standard post to the address on file they must notify the business office in writing at businessoffice@unitekcollege.edu. It is important to keep the Business Office, the Registrar & the Financial Aid Office updated on with current addresses on all student accounts. Money will NOT be requested for payment of tuition or other charges earlier than three days after the start of the payment period. A student's financial aid award is based on enrollment level as of census date per semester, & any changes made prior to the census date must be addressed in financial aid prior to release of any pending FSA awards. If a student has a late-starting class due to a late enrollment it will be verified & adjusted as final attempted credits are tallied & any other such changes that may be made if deemed necessary.

Packaging

Financial aid funds usually come from more than one source. This combination of financial resources is referred to as packaging. State programs are always subject to an approved State budget. Financial aid funds may be categorized into four basic sources: federal, state, institutional, & private. Because there are too many outside private sources to list here, only Federal sources are listed below:

- Federal Pell Grant
- Federal Direct Subsidized Loan
- Federal Direct Unsubsidized Loan
- Federal Parental Loan for Undergraduate Students (PLUS)
- Campus Based Programs (SEOG & Federal Work Study)

Applying for Financial Aid

The procedures required to apply for financial aid are published in this Catalog & additional information can be obtained by visiting the Financial Aid Office. There are many forms which may be required to evaluate student aid eligibility. However, a student need only apply for admission & file the Federal Application for Federal Student Aid (FAFSA) to begin application process. Additional documents may be requested to complete processing of the aid request. Students will be notified via e-mail or phone/message if additional documents are required.

- Proof of citizenship
- Marriage certificate
- Verification Worksheet
- Tax returns (parent & student and/or spouse)

Verification

If your FAFSA application is selected by the U.S. Department of Education for a process called verification you will be required to submit additional information to the Student Financial Services Office in order to receive federal student aid. This selection is based on information that you provided on your FAFSA. This documentation will need to be submitted within 30 days of selection. Failure to submit this documentation will result in Title IV funding being suspended. Without the funding your tuition & fees will not be paid & you can be dismissed from your program.

Disclosures

Additional consumer & disclosure information regarding placement rates, median loan debt, cost of programs, etc. is at the the college website www.unitekcollege.edu/disclosures

Consumer Information

The Student Consumer Information Guide will direct you to all required consumer information:

https://www.unitekcollege.edu/docs/disclosures/Student_Consumer_Information_2018.pdf

Need-Based Eligibility

To be eligible to receive need-based Federal assistance, a student must:

1. Be enrolled in an eligible program of study as part-time or full-time
2. Be a S. citizen, U.S. national, or U.S. permanent resident or reside in the United States for other than a temporary purpose (supportive documentation may be required to verify residency or citizenship status).
3. Maintain satisfactory academic progress in their course of
4. Not be in default of any loan or owe a repayment on a Federal Pell Grant, FSEOG, or State Grant.
5. Demonstrate financial

Definition of Financial Need

Students are packaged for financial aid based on the student's financial need. Financial need is determined by subtracting student's Expected Family Contribution (EFC) from to the college's Cost of Attendance

(COA). Aid from most Federal aid programs is awarded on the basis of financial need. The information a student reports on their Free Application for Federal Student Aid (FAFSA) is used to calculate each specific student's "Expected Family Contribution" (EFC). Eligibility for the Pell Grant Program is determined by the student's EFC. If the student's EFC is too high students, would not be eligible for Pell Grant. To ensure compliance with federal regulations, the college defines the neediest students as those whose EFC = 0.

Financial aid packages are awarded as follows:

- The Pell Grant is awarded to students who meet the federal criteria including the student's EFC. Award amounts
- The Federal Direct Subsidized & Unsubsidized Loans are awarded to all eligible students based upon the academic grade level, the amount of eligibility available for the student(s) based on prior borrowing, & the remaining need.

Cost of Attendance

Cost of Attendance (COA) components are composed of direct & indirect costs which establishes the student's unmet need for attending the college. Below is a list of cost categories utilized in calculating the full cost of attendance at the college.

Direct Costs	Indirect Costs
Tuition & Fees	Room & Board Living Expenses
Books & Supplies	Personal & Miscellaneous Expenses
Lab & Technology Fees	Transportation Costs

Direct costs are all expenses associated with direct program costs including tuition, fees, books & supplies.

Indirect costs are living expenses associated with attending school and are calculated using a monthly cost allocation for each living expense category. The school utilizes the cost of living indexes from the region and comparable costs recommended by other colleges and universities in the area. Based on this information the recommended monthly cost of attendance allocations to determine the true cost of attendance for each student. This amount is based on the student's living situation & length of the program. The student's indirect expenses may change.

To view your full cost of attendance for your program with living expenses, please go to the college's website & view the Net Price Calculator & cost of attendance allocation at:

<https://www.unitekcollege.edu/docs/disclosures/Cost-of-Attendance-Allocations-2017-2018-and-2018-2019.pdf>

Academic Grade Levels

Academic Grade Levels at the college (by clock hours & semester credits) are as follows:

Credit/Clock Hour Breakdown	Grade Level
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0-24 Credits / 900 Clock hours	1
25-51 Credits / 1589 Clock hours	2
52- 76 Credits	3
77 + Credits	4

Loan amounts cannot exceed the remaining of a student's annual loan limit at the loan level associated with their training program.

Disbursement

All Financial Aid is received by the Financial Aid Office & disbursed through the Business Office. Eligible Title IV & other Financial Aid funds will first reduce any tuition a student owes the college and, depending on the method by which the student selects, a refund of any overages will be returned by check. Checks will be mailed to the mailing address on file with the school.

Students who are Pell Grant eligible will have disbursements as follows: the first disbursement will be after the add/drop period & the second disbursement will be the first day of the following term/semester. The first disbursement will be 50% of the student's Pell Grant eligibility & any scholarships you may have been awarded. The remainder of the student's financial aid (loans, SEOG, etc.) as well as the other 50% of the student's Pell Grant will be disbursed the first day of the following semester. As students become eligible for additional aid, Unitek College will process the updates & notify the business office of the additional funds. The business office will produce refund checks on Friday of each week & all checks will be mailed to the mailing address on file with the school.

The U.S. Department of Education requires that for all first-time loan borrowers a 30-day delay from the start of semester be put in place. For alternative loans, the loan is disbursed once per term/semester.

Withholding Aid

The college reserves the right to withhold aid from any student, at any time, who has:

- Not met the eligibility requirements or resolved the conflicts in information as it pertains to their financial aid awards;
- Not completed mandatory entrance counseling and signed the MPN/Plus MPN
- Not performed satisfactorily at the published minimal academic standards, or, due to an attendance pattern, appears to abuse the financial assistance programs. For example, financial aid could be withheld from any student who, withdraws from all classes two consecutive semesters, or, who has previously attended two or more institutions & who has not progressed satisfactorily, or, who does not appear to be pursuing degree/diploma completion, etc.

Documentation of Citizenship

To be eligible to receive Title IV, Higher Education Act assistance a student must:

1. Be a citizen or national of the United States, or
2. Provide evidence from the US Immigration & Naturalization Service that they are:

- A permanent resident of the United States with Permanent Resident Cards or Resident Alien Cards
- Classified as one of the eligible non-citizen categories:
 - Refugees
 - Victims of human trafficking
 - Persons granted asylum
 - Persons paroled into the US for at least one year
 - Some persons under the Violence against women act
 - Cuban Haitian entrants

Misrepresentation & Fraud

Any student found or suspected to have misreported information and/or altered documentation to increase his/her student aid eligibility or to fraudulently obtain federal funds may face loss of participation in federal financial aid programs for the current academic year and/or the remaining semesters of enrollment.

The college will investigate any allegations of misrepresentation. As per federal regulation 668.14(g), a case of fraud will be referred to the Office of the Inspector General of the Department of Education, & if appropriate, to the state or local law enforcement agency having jurisdiction to investigate the matter.

Financial Aid Administrators of Title IV programs & funds are obligated to ensure processes are in place to protect against fraud by applicants or staff. The Financial Aid Office has procedures for handling actual or suspected cases of fraud or abuse. Individuals who submit fraudulent information or documentation to obtain financial aid funds will be investigated & all cases of fraud & abuse will be reported to the proper authorities. Regulations require only that the college refer the suspected case for investigation, not that a conclusion be reached about the propriety of the conduct.

Procedures for Fraud

If a Financial Aid Officer suspects or determines intentional misrepresentation of facts, false statements, or altered documents which resulted or could result in the awarding or disbursement of funds for which the student is not eligible, the information shall be reported to the Director of Financial Aid for review & possible disciplinary action. If the Director of Financial Aid determines or suspects fraud, all information will be forwarded to the Chief Financial Officer, School President, the Office of Inspector General of the Department of Education, and/or the local law enforcement agency.

The Financial Aid Office must identify & resolve discrepancies in the information received from different sources with respect to a student's application for Title IV aid. These items include, but are not limited to:

- Student aid applications
- Needs analysis documents e.g. Institutional Student Information Records (ISIRs,) Student Aid Reports (SARs)
- Federal income tax returns
- Documents & information related to a student's citizenship
- School credentials – e.g. high school diploma

- Documentation of the student's Social Security Number (SSN)
- Compliance with the Selective Service registration requirement
- Other factors related to students' eligibility for Title IV funds

Some forms of financial aid fraud include, but are not limited to, the following:

- Forged signatures on an application, verification documentation or master promissory notes
- Falsified documents – including reporting members that are not part of your household
- False statements of income
- False statements of citizenship
- Use of fictitious names, addresses, SSNs
- False claims of independent status

Cases of fraud will be reported to the Office of Inspector General (OIG): Inspector General's Hotline:

1-800-MIS-USED

<http://www.ed.gov/about/offices/list/oig/hotline.html>

Office of Inspector General, US Department of Education, 400 Maryland Ave SW, Washington, DC 20202-1510

Payment Methods

Accepted payment methods are: cash, check, credit card, Financial Aid or private bank loans.

Student Loan Repayment

Students are responsible for the re-payment of loans plus any interest accrued. If students fail to repay any loans, income tax refunds can be withheld. Students may not be eligible to receive another student loan, financial aid or government housing assistance until the loan is paid. Semesters & schedules of loan repayment will be disclosed & discussed with the student once the lender is determined.

Delinquency & Default

Students who experience a financial hardship and/or have difficulty making their monthly student loan payments are advised to contact the Direct Loan Servicing Center immediately to discuss their financial situation, other repayment options & determine eligibility for loan deferment or forbearance. Payments received after the due date will be considered delinquent. Default occurs when delinquent payments are not received for 270 days. Students who default on a federal student loan are not eligible for additional federal financial aid, the entire unpaid amount is due immediately, & the default(s) are reported to the national credit agencies; additional repercussions could occur.

Federal Work Study (FWS)

FWS enables students who demonstrate financial need to earn aid to pay for their education expenses. Students earn at least the current hourly minimum wage by working at the college, for nonprofit agencies or for-profit businesses. The college helps eligible students locate jobs; certain restrictions apply. Unlike traditional sources of income, FWS earnings are exempt from the subsequent year's expected family

contribution calculations. Funds are allocated annually on July 1st & are limited. Due to the nature of this program, FWS awards are offered on a first-come, first-serve basis. To be considered for FWS, students must complete a FAFSA application, have an unmet need & show an interest in working part-time to be considered for FWS funds. Award ranges from \$200 to \$4500 per academic year. If interested in participating, please inquire with your Financial Aid Administrator about the program. Depending on funds availability & your qualifications, you will need to provide a resume & employment application to be considered for an interview.

Federal Supplemental Educational Opportunity Grant (FSEOG)

FSEOG (Federal Supplemental Educational Opportunity Grant) is a campus-based federal aid awarded to Pell recipients with the most financial need. Financial need is based on a student's Expected Family Contribution received off of the student ISIR. The college will award FSEOG to those students with the lowest EFC's starting at zero.

Student Direct Loans – Subsidized & Unsubsidized

Once the FAFSA has been completed, & an EFC value defined, individual financial need will be established, & for students enrolled at least half time, they may apply for student loans. Students must maintain half-time enrollment in order to remain eligible for loans. Those with unmet financial need may receive subsidized loans (government pays interest while in school); those without need may receive unsubsidized loans (student pays interest while in school). Loan limits are federally established & may never exceed a student's cost of attendance. Student loans are deferred for six months after graduating or dropping below half-time status. An entrance & exit counseling session is required for all students who receive loans. Semesters of the promissory note, avoidance & consequences of default, student notification & responsibilities are very clearly explained. Contact the Financial Aid Office for further information.

Financial Responsibility

Students who obtain loans for their program of instruction are responsible for full repayment of these loans plus any accrued interest less the amount of any refund. Students must repay loans even if they do not complete their educational programs or are unable or choose not to get jobs after graduation. Students who fail to repay a loan will be considered in default. The federal & state government or a loan guarantee agency may take action against such a student, including applying any income tax refund to which the person is entitled to reduce the balance owed on the loan. The student may not be eligible for any other federal student financial aid at another institution or government assistance until the loan is repaid. Students receiving federal financial aid may be entitled to a refund of moneys not paid from federal financial aid funds.

Collection of Fees

In the case of a student being delinquent on payments, the following may occur:

- Phone call regarding late payment
- Alert regarding late payment
- If no payment arrangement has been made within 14 days of the original payment due date, the student will be withdrawn from the program
- Withdrawn students are notified via certified mail.

The student is responsible for satisfying all financial obligations to the college, which may have accrued in the student's account including amounts from prior education. In a situation where the student fails to satisfy current or prior obligations, student's current enrollment will be terminated. The college reserves the right to terminate student's enrollment, withhold transcripts, certificates of completion, diplomas, degrees or assistance in board applications and/or securing of externships if student fails to meet any past, present and/or future scheduled financial obligations to the college. The college shall not be held liable if student fails to secure any third party funding source. Student acknowledges their financial obligations are strictly the responsibility of student and/or any co-signer but never the college. Furthermore, the college is not responsible to provide student with reminders and/or invoices of upcoming due dates for payments on student's account. Any invoices and/or reminders sent to student by the college are sent as a nonobligatory courtesy.

Miscellaneous Fees

- Checks returned for insufficient funds – \$25
- Late Fee – \$10
- Installment Fee – \$150
- Interest – varies
- Transcript Fee – \$5 to \$2

The college checks to confirm if finances are up to date at the following intervals:

- Nursing Programs – At the end of each semester
- Medical Assisting Program – Near the midpoint of the program (after 3 courses)

SCHOLARSHIPS & DISCOUNTS

PN Alumni Scholarship

This scholarship is available to graduates of the college's Medical Assisting Diploma program who enroll in the college's Practical Nursing (PN) program. This scholarship is awarded based on financial need & requires the completion of the Free Application for Federal Student Aid (FAFSA). Financial need is defined as:

Cost of Attendance – Estimated Financial Assistance – Expected Family Contribution

This scholarship cannot be used in conjunction with any tuition reduction programs. Applications for this scholarship will be completed during the enrollment process into the PN program.

PN Prerequisite Course Scholarship for Veterans

This policy and process applies to all veterans, discharged in any status other than dishonorable, who enroll in the Practical Nursing (PN) Prerequisite course. Once a student has notified the Institution that he/she is

an eligible veteran and enrolls into the PN Prerequisite course, the Financial Aid Administrator will collect required documents and package the student with the VA Tuition Discount. The discount amount will be for the tuition amount reflected on the Enrollment Agreement and the Registration Fee. The student will still be responsible for Books/Supplies and all other fees. The discount can be applied a maximum of two times per student.

FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT (FERPA) & PERSONALLY IDENTIFIABLE INFORMATION (PII)

The Family Educational Rights & Privacy Act ("FERPA") afford eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.) These rights include:

1. The right to inspect & review the student's education records within 45 days after the day the Unitek College receives a request for access. A student should submit to the Registrar a written request that identifies the record(s) the student wishes to inspect. The Unitek Registrar will make arrangements for access & notify the student of the time & place where the records may be inspected.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to have records amended should submit a written form, available from the Registrar, clearly identifying the part of the record the student wants changed & specifying why it should be changed. The student should also identify the school official responsible for the record, if known. If Unitek decides not to amend the record as requested, the Unitek Registrar will notify the student in writing of the decision & 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. Personally Identifiable Information: the right to provide written consent before the university discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent. Unitek may disclose 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 Unitek College in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel & health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of Unitek College who performs an institutional service of function for which the school would otherwise use its own employees & who is under the direct control of the school with respect to the use & maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. 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 Unitek College.

Under FERPA, Unitek College may also disclose PII from the education records to the following parties without obtaining prior written consent of the student for the following purposes:

- Information the school has designated as "Directory Information" to the general public;

- Other schools to which a student is transferring or seeks to enroll;
 - Specified federal or state officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid for the student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations carrying out their functions;
 - Appropriate officials in cases of health & safety emergencies;
 - Appropriate parties in order to comply with a judicial order or lawfully issued subpoena; State & local authorities, within a juvenile justice system, pursuant to specific state law;
 - The parent or legal guardian when the student is a dependent, when the student is under the age of 21 & is in violation of any laws governing the use of alcohol or a controlled substance, or when the student is accompanied by their parent to a meeting with a college official;
 - Appropriate parties, including parents, when a significant threat to the health or safety of a student or other individuals exists;
 - The final results of a disciplinary hearing based on a crime of violence or a non-forcible sex offense, under certain circumstances.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Unitek College to comply with the requirements of FERPA. The name & address of the Office that administers FERPA is: Family Policy Compliance Office U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202
5. **The right to limit the release of Directory Information.** “Directory Information” is information contained in a student’s education record which would not generally be considered harmful or an invasion of privacy if disclosed. Under FERPA, Unitek College may release Directory Information about its students. The following is information that the college considers Directory Information:
- Name
 - Unitek Student Identification Number
 - Address
 - Phone Number
 - Email Address
 - Birthdate
 - Enrollment Status
 - Date of Graduation
 - Degrees & Honors Received
 - Major or Field of Study
 - Attendance Dates
 - Most Recent School Attended
 - Participation in Officially Recognized Activities
 - Photographs

You have the right to limit the disclosure of Directory Information. Please follow the instructions through

your Unitek Student Portal or ask the Registrar for assistance. Unitek College must receive your request to limit the disclosure of Directory Information within 45 days of the start of your course or program. However, please carefully consider the consequences of any decision to limit disclosure. For instance, if you choose to withhold disclosure of your name or degree, your information will not appear in the commencement program or honor rolls. Should you later choose to release this hold, you may do so at any time.

STUDENT CODE OF CONDUCT

Professional conduct is behavior that reflects favorably on the student, the college, and the profession for which the student is training. Unprofessional conduct includes, but is not limited to:

- Verbal and physical altercations
- Lying, cheating, and plagiarism (see the Plagiarism Policy in this catalog)
- Sexual harassment
- Vulgar and offensive language or actions
- Disruptive classroom behavior
- Threats of violence
- Possession of weapons, illegal drugs, or being under the influence of alcohol or illegal drugs
- Any action that violates state/federal law or the policies of an externship or clinical facility

All students must conform to federal, state, and local laws. They must respect the rights of others and conduct themselves in a manner conducive to the educational purposes of the college. Certain activities are not considered appropriate on a campus and are prohibited by the administration of the college. No smoking or eating is permitted in classrooms, halls or labs. Being in possession of weapons, drinking or being under the influence of alcoholic beverages or controlled substances on the school's campuses or any of our affiliate clinical sites is prohibited. A student may be suspended from training to allow the college to conduct an investigation, or to cooperate in the investigation conducted by law enforcement or other agencies if unprofessional or illegal behavior is suspected. Additionally, students are expected to comply with requests for interview which arise during investigation proceedings. Refusal to do so may result in disciplinary action, up to and including dismissal from his/her program.

Please note as a Federal Title IV approved school under the United States Department of Education, the college must adhere to all Federal Laws. The use of marijuana is illegal by Federal Law and students found positive will be withdrawn from the program with or without a medical marijuana prescription.

The college will be the sole judge of the quality of evidence revealed during the investigation and the sole judge of what constitutes unprofessional conduct. A student who is determined by the college to have violated the standards of professional conduct will be terminated.

This code of conduct applies to any written or verbal communications on or off campus, including the internet or social media.

The college believes that a safe & healthy school environment increases student attendance, promotes student engagement, & supports academic achievement. Accordingly, no student should engage in any form of behavior that interferes with the academic or educational process, compromises the personal safety or well-being of another, or disrupts the administration of College programs or services. Bullying or harassment will not be tolerated at the college.

“Bullying” or “harassment” is any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e., cyberbullying, through the use of internet or cell phone) that is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress & may be motivated either by bias or prejudice based upon any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic, or is based upon association with another person who has or is perceived to have any distinguishing characteristic. Bullying & harassment also include forms of retaliation against individuals who report or cooperate in an investigation under this policy.

By means of example only, bullying & harassment can take the following forms:

1. Physical: pushing, shoving, kicking, poking, and/or tripping another; assaulting or threatening a physical assault; damaging a person’s work area or personal property; and/or damaging or destroying a person’s work product.
2. Verbal/Written: ridiculing, insulting or maligning a person, either verbally or in writing; addressing abusive, threatening, derogatory or offensive remarks to a person; and/or attempting to exploit an individual’s known intellectual or physical vulnerabilities.
3. Nonverbal: directing threatening gestures toward a person or invading personal space after being asked to move or step away.
4. “Cyber bullying”: bullying using an electronic form, including, but not limited to, the Internet, interactive & digital technologies, or mobile phones.

The scope of this policy includes the prohibition of every form of bullying, harassment, & cyberbullying/harassment, whether in the classroom, on school premises, immediately adjacent to school premises, when a student is traveling to or from school (portal to portal), or at a school-sponsored event, whether or not held on school premises. Bullying or harassment, including cyberbullying/harassment, that is not initiated at a location defined above is covered by this policy if the incident results in a potentially material or substantial disruption of the school learning environment for one or more students and/or the orderly day-to-day operations of the College program.

Students who are the target of bullying or students, instructors, & staff who have witnessed bullying should report the abuse to the class or clinical instructor & also to the Campus Director, Program Director, and/or the Academic Dean. Instructors receiving a complaint or witnessing bullying are required to make a report to the Campus Director, Program Director, and/or the Academic Dean. Reports may be made anonymously, but formal disciplinary action may not be based solely on an anonymous report. Oral reports shall also be considered official reports. If a student or staff member feels that he or she is the target of cyberbullying, the student or staff member is encouraged to save & print any messages or other posts sent to them that they feel constitutes cyberbullying & to include that as evidence. Students reporting bullying

or harassment should be directed to contact WellConnect if they are experiencing any emotional or physical distress.

Upon receiving a report either directly from the target of bullying, a witness of bullying, or from a teacher or staff member, the Campus Director, Program Director, and/or Academic Dean must initiate a prompt & diligent investigation. All interviews of witnesses, the victim, & the accused shall be conducted separately. During an investigation, all individuals involved must, to the extent reasonably possible, maintain the confidentiality of the proceedings & the names of the complainant & students involved.

The Campus Director, Program Director, and/or Academic Dean shall decide the appropriate way to address the bullying behavior if the investigation has proven that a student has engaged in bullying or harassment in violation of this policy. Interventions & consequences will be equal to the severity of the violation. The intervention & discipline plan will be based on the particular characteristics of the situation to ensure that the plan remedies the bullying, decreases chances of retaliation, & helps rehabilitate the student who has engaged in bullying behavior, if appropriate. Consequences & appropriate remedial actions for a student who commits an act of bullying may range from behavioral interventions & education up to & including probation, suspension, dismissal from the program, and/or referral to law enforcement.

Intentionally false reports, illegitimate use of the complaint process, or making knowingly false statements to defame a fellow student or staff member will result in disciplinary consequences. Additionally, retaliation against a complainant or any individual involved in the investigation of a bullying situation, either by the student who has allegedly engaged in bullying behavior, the friends of the student who allegedly engaged in bullying behavior, or any other individual, is strictly prohibited & is grounds for discipline.

Students who are found to have engaged in bullying may appeal the finding by filing a complaint with the Grievance Committee as per policy.

DRUGS & ALCOHOL

The college is committed to maintaining a campus free of drugs & alcohol for students & employees in accordance with the requirements of the U.S. Drug-Free Workplace Act of 1988.

The unlawful possession, use or distribution of any illicit drug or alcohol by students on campus property or at college activities or events is prohibited. Use of drugs or alcohol may pose significant health risks including hangovers, blackouts, general fatigue, impaired learning, dependency & death.

The college strives to create a safe, disciplined, & drug & alcohol free school that is conducive for students to achieve high academic standards while in attendance at the school. In order to foster the environment of learning the school allows no use or distribution of illicit drugs or alcohol on campus or at any campus events. Advertising or the promotion of alcohol or alcohol events are banned from the school premises.

According to the American Council for Drug Education, alcoholism is the habitual abuse & addiction to

alcohol & alcoholic beverages. This chronic condition affects more than 10 million Americans, claiming the lives of 100,000 each year. An estimated 4.5 million young adults under the age of 24 are alcoholics, with alcohol-related accidents noted as the primary cause of death during adolescence. The disease of alcoholism is very debilitating & ravages an individual's physical as well as mental health. There are signs or behavioral indicators to alert concerned family or friends of potential alcoholism. A copy of the complete Drug Free Campus Policy can be found online at: <http://www.unitekcollege.edu/disclosures/policies>.

SMOKING & TOBACCO USE

Tobacco use is the number one cause of preventative disease and death in the United States. The Surgeon General has concluded that there is no risk-free level of exposure to secondhand tobacco smoke. The United States Environmental Protection Agency (EPA) has found secondhand tobacco smoke to be a risk to public health, and has classified secondhand smoke as a group A carcinogen, the most dangerous class of carcinogen. Tobacco smoke is hazardous to smokers and non-smokers alike. To promote a safe and healthy campus environment, the college has adopted this tobacco and smoke-free policy.

Policy

Smoking, including the use of electronic smoking devices, and the use of smokeless tobacco products are prohibited on all property locations owned, leased, licensed, or otherwise controlled by the college. Smoking, including the use of electronic smoking devices and smokeless tobacco products, are prohibited in all vehicles owned by the college and at any event or activity on campus property. Furthermore, the use of nicotine products or nicotine delivery systems that have not been approved by the U.S. Food and Drug Administration for sale as a tobacco cessation product are prohibited in all spaces where smoking and tobacco use are prohibited. Products covered under this policy include, but are not limited to, cigarettes, cigars, pipes, water pipes (hookah), electronic smoking devices such as electronic cigarettes and electronic hookahs, chewing tobacco, spit tobacco, snus, snuff, and dissolvable tobacco products.

Cessation

For individuals interested in quitting smoking or smokeless tobacco use, free cessation resource information and services will be made available. Additionally, for help quitting contact the California Smokers' Helpline at 1-800-NO-BUTTS or www.californiasmokershelpline.org, or the Nevada Tobacco Quitline at 1-800-QUIT-NOW (800-784-8669) or www.nevadatobaccoquitline.com.

Definitions:

WHAT IS A TOBACCO AND SMOKE FREE CAMPUS?

All facilities, property, and vehicles, owned or leased, regardless of location. Smoking and the use of tobacco products shall not be permitted in any enclosed place, including, but not limited to, all offices, classrooms, hallways, waiting rooms, restrooms, meeting rooms, or community areas. Smoking and the use of tobacco products shall also be prohibited outdoors on all campus property, including, but not limited to, parking lots, paths, fields, and any sports/recreational areas. This policy applies to all students, faculty, staff, and other persons on campus, regardless of the purpose for their visit. "Smoking," means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, hookah, or pipe, or any other lighted or

heated tobacco or plant product intended for inhalation, whether natural or synthetic, in any manner or in any form. This includes all e-cigs, vaporizers, or electronic delivery systems.

WHAT IS A TOBACCO PRODUCT?

“Tobacco Product” means any substance containing tobacco leaf, including but not limited to, cigarettes, cigars, pipe tobacco, hookah tobacco, snuff, chewing tobacco, dipping tobacco, bidis, blunts, clove cigarettes, or any other preparation of tobacco; and any product or formulation of matter containing biologically active amounts of nicotine that is manufactured, sold, offered for sale, or otherwise distributed with the expectation that the product or matter will be introduced into the human body by inhalation; but does not include any cessation product specifically approved by the U.S. Food and Drug Administration for use in treating nicotine or tobacco dependence.

“VAPING”

Vaping includes the use of an electronic smoking device such as an electronic cigarette (e-cig, or e-cigarette), personal vaporizer or electronic nicotine delivery system (ENDS) which creates an aerosol or vapor, in any manner or in any form, or the use of any oral smoking device that delivers “e-liquids” or other potentially harmful chemicals.

DRESS CODE

This dress code applies to students on campus, at externship sites, or at clinical facilities. Students are considered to be on campus while on college property, including parking & social areas. Students must wear the uniform designated by the College for their enrolled program, which is consistent with the type of apparel required in the field. If no uniform is assigned, students are expected to dress in a neat, clean, & professional manner (i.e. “business casual”).

Violation of the dress code may result in grade reduction, probation, or dismissal from class resulting in the student being marked absent for the day. Absences can result in termination from a program or course due to failure to satisfy the attendance policies of the program or course.

Uniforms: Students in programs which assign uniforms/scrubs or which otherwise specify student apparel must wear the assigned/specified apparel at all times for all events on campus. All apparel must be clean & in good repair. Pants must be hemmed so they do not touch the floor. Cuffing of pants or cutting on the side is not permitted.

Outerwear: A solid-colored (white, blue, black, or gray), non-logo jacket or sweater may be worn. Although outerwear may be hooded, hoods may not be pulled up. **Head Covering:** Decorative headwear such as caps, bandanas, hoods, or hats are not permitted. Headwear is only approved for documented religious beliefs.

Shoes: White, black, or brown shoes, leather/leather like material are permitted without logos & decorations. Canvas, sandals, open-toed or open-heeled shoes, clogs, & flip-flops are unacceptable. Socks or stockings are to be worn at all times & are to cover the ankle. Socks/stockings should be white or neutral in color.

Underwear: Should not be visible. White t-shirts/undershirts may be worn with scrub tops but must be tucked in & not hang below the hem of the scrub top. Knitted thermal garments are not acceptable for wear at the clinical site.

Hair/Nails: Hair should have a professional appearance & be clean & short or, if long, restrained so as not to fall forward into the individual's face or the work/patient space. Hair colored out of human hair color ranges is not permitted. (Examples: blue, orange, green, extreme red, etc.) Beards and/or mustaches must be neat. Nails must be clean & trimmed close to the fingertips (approx. ¼ inch past fingertips). Artificial nails of any type & nail polish (other than clear) are not permitted for safety/health reasons per Center for Disease Control (CDC) guidelines. Please note: All pre licensure BSN students must pass a 'mask-fit test', which might require shaving of facial hair.

Jewelry: Only a minimum amount of jewelry should be worn. One small, single earring (stud or dime- sized loop) may be worn in each ear lobe. Jewelry other than a wedding band & wristwatch is not permitted, including bracelets of any style. Fingernail, facial, tongue & nose jewelry are unacceptable. Body piercing jewelry cannot be visible, e.g. tongue, eyebrow, nose, lip jewelry/studs. Necklaces are not permitted. Religious articles worn as necklaces' are not permitted unless a = high neck undergarment covers them. Please note: Infection Control Policies at individual clinical facilities may prohibit the use of ANY jewelry.

Tattoos: Tattoos must be completely covered at all times on campus & at externship / clinical sites.

Fragrance: Perfumes, colognes, perfumed lotions, & body odors (including smoking) are not permitted in the classroom, clinical sites or skills lab. This is a strict no scent policy due to the high incidence of reactive airway disease & allergies.

ID: Photo identification badges provided by the school are required at all times on campus & at the clinical site. Badges must be clean, in very good condition & free of any decorative items.

ACADEMICS: GRADING

Faculty post grades within 72 business hours of receiving assignments (24 business hours is preferred). Final grades for courses are provided to the Program Director within 3 working days after their completion. The Program Director will ensure that grades are posted in a timely manner.

Student Individual Conference

Students may request individual conference times with faculty members to review exams/assignments and receive feedback and referrals. Conferences should be scheduled within one week of the exam or assignment. All conferences must be scheduled prior to the end of the course. All faculty will have posted office hours and may be available by appointment.

Remediation

Please see program-specific remediation policies provided by Faculty after the start of a program.

Grade Appeals

Students have the right to formally appeal the final grade in a course when he/she has a legitimate basis for the appeal. Appeals are limited to situations in which the student believes the grade was a mistake in calculation, demonstrable bias, gross negligence, or misapplication of stated criteria. The following steps should be taken to appeal the final grade in a course:

Step 1: The written appeal must first be directed to the instructor of the course within 5 days following the receipt of the final grade. It is the responsibility of the student appealing a grade to base the appeal on clear

and substantive grounds. Appeals based on a desire to improve a grade through additional work or re-testing are not acceptable. If, after the student has consulted with the instructor, the appeal cannot be resolved, proceed to step 2.

Step 2: Student should appeal in writing to the Program Director within 5 days of the appeal meeting with the instructor. An informal meeting will be arranged to hear both sides of the complaint and attempt to resolve the matter through a negotiated settlement. The decision of the Program Director is final.

Course Completion / Incomplete Grades

An Incomplete (I) grade is only intended to be used as an interim course mark. A grade of "I" signifies that not all of the required coursework was completed to allow for a final grade to be determined at the end of a course. An Incomplete (I) grade may be assigned in situations where a student is in good academic standing, completed at least 75% of the course requirements, but has a permissible reason for not completing all requirements prior to grade reporting time. Students who have been granted an Incomplete (I) grade will have seven (7) calendar days from the last day of the course to complete all required coursework. If the student does not submit the required course work within the allotted time, the final course grade will be reverted from an "I" grade to the "F" grade. An Incomplete (I) grade may also be assigned in situations where a student has failed his/her exit exam. Students will be given twelve (12) weeks from the last day of the Professional Development course to remediate and retake the exit exam.

Make Up Work

A student is responsible for all work assigned and missed during an absence, and, it is the responsibility of the student to contact the faculty member for any available make-up work; in periods of extended absence contact should be attempted prior to the missed classes. A student anticipating an absence, for any reason, should notify the appropriate academic administrator to ensure they are eligible for make-up work. For the nursing programs there are additional criteria, please see the nursing student handbook for further details.

Medical Assisting

Courses contain various scoring parameters such as professional development, class participation (e.g. oral Q&A sessions and projects), skills demonstrations, quizzes, and exams. The maximum possible score in each category may differ based on the program or course. At the completion of a course or program the total score earned by a student is divided by the maximum possible score to arrive at the percentage received by that student. This percentage is converted to a letter grade using the scale below:

PERCENTAGES	GRADE	GRADE POINTS
90% & Above	A	4.0
80% – 89.99%	B	3.0
70% – 79.99%	C	2.0
69.99% or below	F	0

At the end of each course, students receive a cumulative grade point average (CGPA) which is the average of the grades for all courses completed in the program. The equivalent grade points from the grading table

above are used to calculate the CGPA. For example, if a student completes 3 courses with grades of A, A, and C, the CGPA is calculated as follows: $CGPA = (4.0 + 4.0 + 2.0) / 3 = 10/3 = 3.33$

Practical Nursing Diploma Program

An average of 75% is the minimum required for passing any course. The college does not round grades to the near decimal point.

CONVERSION OF NUMERICAL TO LETTER GRADE ARE AS FOLLOWS-

PERCENTAGES	GRADE	GRADE POINTS
90% & Above	A	4.0
80% – 89.99%	B	3.0
75% – 79.99%	C	2.5
74.99% & below	F	0

Students who are unable to meet classroom requirements with a minimum average grade of 75% (C) or who receive an unsatisfactory performance evaluation in clinical will fail the course & may consequently be withdrawn from the program.

Late work may be accepted when the student makes previous, acceptable arrangements with the instructor. Late assignment submission must be graded by the Instructor & will be penalized 10% for every day that last assignment is not turned in.

Bachelor of Science in Nursing Program: on-ground courses

The grading scale for nursing differs from the grading system for other programs: a minimum score of 75% (2.5 grade points) is required to pass any course. The following grading table is used in Nursing:

PERCENTAGES	GRADE	GRADE POINTS
90% & Above	A	4.0
85% – 89.99%	B+	3.5
80% – 84.99%	B	3.0
75% – 79.99%	C	2.5
74.99% or below	F	0

Lecture courses: Most lecture courses are graded in the following manner: 90% exams, 10% written or other self-directed assignments. Students must demonstrate competence with an AVERAGE of 75% in all exams to receive the additional points available from the written assignments.

Clinical courses: Most clinical courses are graded in the following manner: 80% clinical performance, 20% written assignments. Students must demonstrate clinical competence with an average of 75% in

performance to receive the additional points available from the written assignments.

Lab: All skills tested in the lab are given a grade of Pass or Fail. The student will have 3 opportunities to pass. If the skills are not passed, the student will not progress to the next level.

Nursing Programs: online courses

- The grading scale for online courses differs from that of the on-ground courses.
- An average of 75% is the minimum required for passing any module/course.
- Grades for BSN courses do not round.

Conversion of numerical to letter grade are as follows:

Percentages	Grade	Grade Points
90% & Above	A	4.0
85% – 89.99%	B+	3.5
80% – 84.99%	B	3.0
75% – 79.99%	C	2.5
74.99 % or Below	F	0.0
Withdrawn (Attendance in course is more than 25% of scheduled course hours)	W	0.0
Incomplete	I	0.0
Credit Granting	CG	0.0

Nursing (BSN) Course Progression

Nursing students must complete each course in each semester with an average of 75% or higher in order to progress to the next semester. Repeated failures in a single course or multiple courses shows the inability to master the required subject matter. Reaching one of the following failure limitations will result in dismissal from the nursing program:

1. Failure of three (3) different General Education courses
2. Failure of two (2) different Nursing Core courses
3. Failure of the same course two (2) times
4. Failure of three (3) total courses, GE and Nursing combined

ACADEMIC POLICIES

ACADEMICS: HONORS PROGRAM

The College supports academic achievement and is pleased to recognize students whose performance merits such attention. Honors are bestowed as recognition of outstanding academic/attendance

achievement. Program Honor status (Cum Laude, Magna Cum Laude, Summa Cum Laude) are automatically added to the official student transcript. In some instances, a student will receive a certificate, Honor cord, and/or stole.

Definitions

- **Cumulative Grade Point Average:** a calculated non-weighted value assigned to all summative assessments encompassing all courses attempted by a student within an academic program.
- **Discipline Related Absence:** an absence from a class that is related to a documented Code of Conduct violation.
- **Evaluation Period:** a period of time used to evaluate eligibility to earn an Honor award.
- **Grade Point Average:** a calculated non-weighted value assigned to all summative assessments at the end of a module or semester.
- **Honor Board:** A visible location on campus where the names of Honor recipients are posted.
- **Perfect Attendance:** zero (0) minutes absent from a course.
- **Term:** the period of time between the first day of a module/semester and the last day of a module/semester.

Valedictorian and Salutatorian

This award designation is for graduates who attend the graduation ceremony and satisfy the ranking criteria. Only students confirmed to attend the graduation ceremony are evaluated for this award.

Ranking Criteria:

1. GPA: highest earning CGPA (*documented in CampusVue*)
2. Attendance: least amount of absences (*minutes*)
3. Exit Exam Scores (*applied to programs that use an Exit Test*)

Graduates with the same outcomes on all evaluated criteria will require the recommendation of the Faculty to distinguish between the Valedictorian and Salutatorian.

Semester/Module Academic Honor Award

This award designation is for students who earn at least a 3.5 grade point average (GPA) on coursework within a single semester/module. The names of award recipients are posted to the campus Honor board after all course requirements are met and a final course grade is entered to CampusVue. A physical award may be provided by the Campus Team. Courses with a Pass/Fail grade are not considered.

Final Course Grade Criteria and Award Naming Convention:

- *Dean's List with Distinction:* GPA of 95% – 100%
- *Dean's List:* GPA of 90% – 94.99%

Perfect Attendance

For students who attend 100% of all courses spanning two consecutive terms (semesters or modules). Discipline related absences from a course, including a withdrawal (of any nature) disqualifies a student

from eligibility.

Program Honors

This award designation is conferred at the time of program completion, after all program requirements are met and the student status changes to 'Graduate' in CampusVue. An Honors designation is added to the official transcript. A physical award may be presented during a graduation ceremony. Students who have not graduated but are permitted to attend the graduation ceremony are not eligible to receive a Program Honor award. The 'Graduate' status is required for this honor. Naming Conventions:

- Summa Cum Laude: awarded to a graduate for earning a cumulative GPA of 3.900 or higher
- Magna Cum Laude: awarded to a graduate for earning a cumulative GPA of 3.700-3.899
- Cum Laude: awarded to a graduate for earning a cumulative GPA of 3.500-3.699

As part of the Honors program, the College may post a student's name on the campus Honors Board in a visible showcase, on campus, within five days of a term end date. If you wish to withhold your name from the list, please notify your program director in writing. Additionally, the campus may announce your award status as either Summa Cum Laude, Magna Cum Laude, or Cum Laude in the printed graduation program or during the graduation ceremony. Again, if you wish to be excluded from the Honors program, please notify your program director in writing.

ACADEMICS: SATISFACTORY ACADEMIC PROGRESS

Regardless of Full Time or Part Time status, Degree or Diploma program, or Financial Aid support level, all students are expected to maintain satisfactory academic progress (SAP) while enrolled at the college. To maintain SAP, a student must meet the following criteria:

Cumulative Grade Point Average (CGPA)

Achieve a cumulative GPA of 2.5 (equivalent to 75%) in Nursing Programs (including online/distance education), or 2.0 (equivalent to 70%) for all other programs, each time SAP is evaluated.

Pace of Completion (POC)

Achieve a minimum Pace of Completion rate of 67% for all programs. POC is calculated by dividing the credits earned by the credits attempted. Only those credits required in the student's program of study, including credits that were transferred from other approved institutions, & proficiency credits earned, are used in the POC calculation. If a Pace of Completion calculation yields a fractional percentage (e.g., 66.7%), the school will round up to the nearest whole number/percentage. As with the determination of CGPA, the pace of completion requirement will be evaluated at the end of each grading period after grades have been posted to determine if the student is progressing satisfactorily. The Pace of Completion for part-time students will be evaluated based on the part-time requirements for the program.

Maximum Timeframe

There is a maximum timeframe in which students must graduate. For undergraduate programs measured in credit hours, the maximum timeframe is 150 percent of the total credits of the program. For an undergraduate program measured in clock hours, the maximum timeframe is 150 percent of the published length of the program as evaluated by the cumulative number of clock hours the student is required to

complete as expressed in calendar time. Please note that a student in a clock hour program cannot receive federal financial aid for hours beyond those in the program; the maximum timeframe applies to the amount of calendar time the student takes to complete those hours.

Effect of Incompletes, Withdrawals, Repetitions, & Transfer Credits on CGPA & Pace of Completion:

ALL PROGRAMS		EFFECT ON SAP			
Letter	Percentage Code	Incl. in Credits Earned	Incl. in Credits Attempted	Incl. in GPA	Quality Points
I	Incomplete	No	Yes	No	N/A
TC	Transfer Credit	Yes	Yes	No	N/A
W	Withdraw	No	Yes	No	N/A
**	Repeated Course	Yes	Yes	Yes	N/A

Effect of Transfer Credit on SAP

Transfer credit awarded by the college has no effect on CGPA calculations for SAP but does affect the Pace of Completion calculation. Transfer Credits are included in maximum timeframe calculations.

Effect of Program Change on SAP

Students who change programs will only have credits & grades that are applicable to the new Program (including transfer credits) calculated in SAP & Maximum Timeframe. Any credits previously taken & not part of the student's new program of study will not be used in the calculation.

Effect of Grade Change on SAP

In the event a grade change is submitted outside the normal grade change period, a recalculation of SAP may be performed.

SAP WARNING

If a student has not met the minimum SAP requirements, the student will be placed on SAP Warning. A school official will conduct an advising session when a student is placed on SAP Warning. The student will then be given an advising form indicating risk of probation, how long the status will last, and the conditions to be met to avoid being placed on SAP Probation.

Additionally, an SAP Warning letter will be mailed or emailed to the student which informs the student that s/he did not maintain satisfactory academic progress towards the completion of his/her program of study during the most recently completed payment period or semester. The letter also informs the student that s/he is eligible to receive financial aid (if applicable) for the next payment period or semester. However, if the student fails to make satisfactory progress by the end of that payment period or semester, s/he will be placed on SAP Probation & lose financial aid eligibility.

SAP PROBATION

If a student has not met the minimum SAP requirements for either two consecutive payment periods or

two consecutive semesters, the student will be placed on SAP Probation. If the student is a financial aid recipient, financial aid is suspended at that time.

Maximum Probation Periods

A student may remain on academic probation no longer than one semester in Pre-Licensure Nursing Programs, & no longer than 2 semesters in Post-Licensure Nursing Programs. For Allied Health Programs, a student may remain on academic probation no longer than two courses.

Since a student must pass all courses within a semester or term in order to continue onto the next semester or term, a student may be terminated prior to the probation period ending. This will only occur if the student's grades drop below a point where there is no possible way for the student to pass the course. Students who do not achieve SAP by the end of the maximum probationary period will be withdrawn from their program.

All students placed on SAP Probation will develop a remediation plan with the assistance of their advisor, faculty, Program Director or authorized designee. All remediation plans include specific outcomes & a timeline.

Additionally, a SAP Probation letter will be mailed to the student notifying him/her that s/he is not making satisfactory progress towards completion of his/her program of study. The letter will also provide the student with instructions on how to appeal the suspension of financial aid eligibility (if applicable), as well as the deadline for submitting the appeal.

Appealing Suspension of Financial Aid Eligibility (if applicable)

Students have the right to appeal the suspension of financial aid eligibility within 10 days from the date on the SAP Probation letter. The appeal form is available in the Registrar's Office or in the student services guide. The appeal should include an explanation, & supporting documentation, of any circumstances that prevented the student from maintaining SAP throughout the semesters in question. Examples of such circumstances are: death of a relative of the student, severe personal injury or illness of the student, & other special circumstances that have a causal link to the deterioration in academic performance. The appeal will be reviewed by a committee which will include the Financial Aid Director, among others, & the student will be notified of the result by a letter mailed to the student's address on file. The appeals committee's decision is final & non-appealable.

Reinstatement of Financial Aid Eligibility (FA Probation)

If the appeal is approved, the student will be placed on Financial Aid Probation for one payment period or semester at the end of which SAP is re-evaluated. If SAP is not met, financial aid will again be suspended.

Reinstatement of Financial Aid Eligibility (FA Probation)

If the appeal is approved, the student will be placed on Financial Aid Probation for one payment period or semester at the end of which SAP is re-evaluated. If SAP is not met, financial aid will again be suspended.

FREQUENCY OF SAP EVALUATIONS

For Medical Assisting, SAP is evaluated at the end of the 3rd and 5th modules, prior to externship, and upon graduation. The Bachelor of Science in Nursing (BSN) program evaluates SAP at the end of each semester.

ACADEMICS: APPEALS & GRIEVANCES

The College upholds the fundamental values of honesty, respect, fairness, and accountability, which fosters a learning environment with academic integrity at the forefront. The College also understands there may be instances when a student disagrees with an academic decision or action resulting from a violation of policy and/or standard of academic integrity. To address these grievances, the School allows a process for students to appeal the School's decision. An appeal may be made for specific reasons defined by the Schools' Academic department, and all decisions made as a result of an appeal are final.

Regarding an appeal for grades, the grievance and appeal process applies to final course and module grades, and students may file a grievance and appeal for personal extenuating circumstances only. As clarification, a student may not file a grievance and appeal on behalf of his/her class. Additionally, disagreement with an established school policy is not a valid reason for grievance and appeal.

Level 1 – Informal Appeal

- The student may initiate a **Level 1** appeal by contacting the faculty member or individual with whom the grievance arose as soon as the discrepancy has been identified.
- An effort to resolve the matter informally should be made.
- If the matter cannot be resolved at this level, the student may request a **Level 2** appeal in writing and provide the written request to his/her Program Director within two (2) business days.

Level 2 – Formal Appeal

- The student may initiate a **Level 2** appeal by contacting the Program Director, in the manner described above, if the grievance is not resolved during **Level 1**.
- The Program Director will determine if the grievance and appeal request is in accordance with policy requirements.
- If the grievance and appeal request is determined to not be in accordance with School policy (invalid), the request will be denied, and the student will be notified by the Program Director.
- If the grievance and appeal request is determined to be in accordance with School policy (valid), the Program Director will enlist the respective faculty member(s) and/or the Team Lead to review the appeal request.
- The Program Director will communicate the outcome of the **Level 2** review to the student within one (1) business day of the appeal request being received.
- If the matter cannot be resolved at this level, the student may request a **Level 3** appeal in writing within two (2) business days to the respective Associate/Assistant Dean or Regional Dean.

Level 3 – Campus Appeal Hearing

- A **Level 3** appeal may only be initiated if a **Level 2** appeal was attempted but did not resolve the grievance.
- The student may initiate a **Level 3** appeal by submitting the request for an Appeal Hearing in writing to the respective Associate/Assistant Dean or Regional Dean as outlined above.
- The Associate/Assistant Dean and/or Regional Dean will investigate the request thoroughly, including

interviewing all individuals involved and reviewing all documents that relate or may potentially relate to the student's grievance.

- The original decision will stand if after review of the information, the Associate/Assistant Dean and/or Regional Dean determines that the request for appeal was thoroughly addressed during the **Level 2** appeal process and the outcome was justified.
- If the Associate/Assistant Dean and/or Regional Dean concludes that the student has grounds for a **Level 3** appeal, a Campus Grievance and Appeal Committee hearing will be scheduled as soon as possible but no later than one (1) business day from the receipt of the written appeal request. The Committee may consist of the following individuals but is subject to change based on the availability of staff and/or faculty members:
 - Associate/Assistant Dean and/or Regional Dean (Committee Chair)
 - Program Director
 - Campus Director
 - One full-time faculty member from the student's respective program (not involved in the Level 1 or 2 appeal)
- Following the Committee's hearing (and the review by the CAO or SVP of Allied Health, and VP of Student Financial Services, as applicable), the Associate/Assistant Dean or Regional Dean will provide the student with a written summary within one (1) business day of the hearing and any advising/action plan determined by the Committee.
- A copy of the signed advising/action plan is placed in the student's file and a copy is provided to the student. A scanned copy is uploaded to their CVUE file.
- If the matter cannot be resolved at this level, the student may request a **Level 4** appeal in writing to the Chief Academic Officer (CAO) or SVP of Allied Health for review within one (1) business day.

Level 4 – Appeal to the Chief Academic Officer or SVP of Allied Health

- A **Level 4** appeal may only be initiated if a **Level 3** appeal was performed but did not resolve the grievance.
- The student may initiate a **Level 4** appeal by submitting his/her written appeal request to the Chief Academic Officer (CAO) or SVP of Allied Health for review.
- The Chief Academic Officer (CAO) or SVP of Allied Health will investigate the request thoroughly, including interviewing all individuals involved and reviewing all documents that relate or may potentially relate to the student's grievance.
- The original decision will stand if after review of the information, the Chief Academic Officer (CAO) or SVP of Allied Health determine that the request for appeal was thoroughly addressed during the **Level 3** appeal process and the outcome was justified.
- If the Chief Academic Officer (CAO) or SVP of Allied Health conclude that the student has grounds for a **Level 4** appeal, the Chief Academic Officer (CAO) or SVP of Allied Health office will schedule an appointment with the student, and all information related to the appeal request will be reviewed. A written summary is communicated within one (1) business day of the review.
- All decisions made by the Chief Academic Officer (CAO) or SVP of Allied Health are final, and **Level 4** appeal is the last step in the appeals process provided by the College.

If the final decision by the Chief Academic Officer (CAO) or SVP of Allied Health does not resolve the grievance, the student may submit an appeal to the following applicable agencies:

- Accrediting Commission of Career Schools and Colleges (ACCSC): 2101 Wilson Blvd., Suite 302, Arlington, Virginia 22201
 - A complaint form and description of ACCSC's complaint process is available online here: <http://www.accsc.org/Student-Corner/Complaints.aspx>
- Nevada Commission on Postsecondary Education: 2800 E. St. Louis Ave, Las Vegas, NV 89104; 702.486.7330
- Nevada State Board of Nursing: 4220 S. Maryland Pkwy., Building B, Suite 300, Las Vegas, NV 89119-7533

ACADEMICS: STUDENT GOVERNANCE

The college provides students the learning experience in a democratic form of Student Governance. Students have an active role in the governance of the program. Roles of the students in the governance of the program, (including students enrolled in online courses) include but are not limited to development, review, and revision of academic program policies. The Student Class Representative process is a student elected initiative where a class elected and votes on a class representative at the beginning of the program.

This elected Class Representative is the voice of the class in all matters concerning the program and the college. All Student Class Representatives must meet the minimum qualification standards and must participate in all Student Affairs Committee meetings.

The purpose of the Class Representative is to:

- Continuously improve the student learning experience in partnership with members of the school's Student Affairs Committee by helping create solutions to student concerns
- Provide feedback and evaluation of program/courses to faculty and administration
- Act as a communication channel between staff, students, and faculty

Duties and Responsibilities:

- Attend Student Affairs Meeting on the 1st and 3rd week of each month (day to be determined).
- Gather the collective opinions/concerns of students in the cohort and present these views during the Student Affairs Meeting.
- Communicate to staff and students about student concerns and develop solutions.
- Foster the relationship between faculty and students.

ATTENDANCE POLICY

Regular class attendance is necessary to successfully complete an education program. For all programs, time spent cutting class counts towards the recorded time of absence. There are no excused absences in any program.

Add/Drop Period

The add/drop period applies to individual courses, not programs. The add/drop period for both new and continuing students enrolled in degree programs is through the first seven (7) calendar days of the beginning of a term/semester. Students must submit their request to their respective Campus Program Director or Registrar's office on or before the last day of the add/drop period. There is no add/drop period for non-degree programs or individual courses enrollments.

Tardiness & Early Departure: Students arriving late for or leaving early from any Lecture, Lab or Clinical course will have their missing class time counted towards their record of time of absence.

School Discretion: Students may be dismissed from class for a day, or longer, if the student's continued presence is determined to be either disruptive (e.g. due to a violation of the Student Code of Conduct) or a serious health risk to others present. Such determination can be made by an Instructor, Program Director, and/or a Supervisor or Preceptors at one of the school's Clinical or Externship sites. Absences due to such a determination will be recorded and will count towards the student's attendance record.

Clinical Rotations in Pre-Licensure Nursing Programs

Clinical rotations occur throughout the program while the didactic portion is being taught. Specific assignments & locations are provided to students prior to the rotations beginning. Length of shifts & sites of clinical rotations vary and include applicable meal breaks; there are required morning, afternoon, evening, & weekend clinical experiences that may change with limited notice. Students are responsible to have dependable transportation to meet the demands of clinical rotations. Please refer to the nursing handbook & program calendars provided on the first day of class for specific guidelines. Please note that clinical assignments are based on educational criteria, not carpooling or other considerations; it is the student's responsibility to have reliable transportation to attend all clinical assignments.

Practical Nursing (PN) Program

Students in the Practical Nursing program will be terminated from the program if absences exceed a total of 3,360 minutes. Additionally, Practical Nursing students are required to make up any and all absences in their current term before starting the next term. Due to the complexities involved in scheduling off-campus clinical instruction, the College cannot guarantee a student's ability to make up such "clinical absences". There are no excused absences in the program.

Clinical Grace Periods: Each PN student is allowed two Clinical Grace Periods during the program, each of which enables the student to be up to 15 minutes and zero seconds (15:00) late for a day of off-campus clinical instruction without that time counting towards the student's absent time. After two such Clinical Grace Periods are used by a student, any further late attendance of up to 15 minutes on an off-campus clinical day will count as a full 15 minutes absence.

- Dismissal from the program will occur when a student misses any scheduled off-campus clinical instruction after already missing:
 - 1 full day of off-campus clinical instruction during Term 1, or
 - 2 full days of off-campus clinical instruction during Term 2, or
 - 3 full days of off-campus clinical instruction during Term 3
- Students terminated from the program for violating any of the policies above may seek re-admittance to

the program via written request to the Program Director. If a re-admittance is granted, the student will be placed on an Attendance Probation for the duration of the program. Once a student is placed on Attendance Probation, dismissal from the program will result when a student misses more than:

- 960 minutes in any one Term, from any combination of courses in that Term, or
- 1 full day of off-campus clinical instruction during Term 1, or
- 2 full days of off-campus clinical instruction during Term 2 or Term 3

Medical Assisting Program

- For on-campus courses, termination will result from fourteen (14) consecutive calendar days of non-attendance (i.e. 14 consecutive calendar days during which no valid attendance occurs). Excluded from this 14-day policy are school-scheduled holidays and non-scheduled school days based on the schools' holiday calendar. For students who have completed their final on-campus course and are waiting to begin externship, all calendar days between their last day of attendance and first day of externship count towards this 14-day policy.
- For externship courses, termination will result from fourteen (14) consecutive calendar days of non-attendance (i.e. 14 consecutive calendar days during which no valid attendance occurs). Excluded from this 14-day policy are days the campus is closed based on the campus operational calendar. Students wishing to attend externship on any day the campus is closed may coordinate such attendance with the Externship site. 100% of required externship hours must be completed to pass an externship course and graduate from the associated program.
- Termination will result when a student's total time absent from the program becomes more than 20% of the expected program length. In other words, termination from the program will occur when a student is unable to attend at least 80% of the expected program length.

Bachelor of Science in Nursing (BSN) Program

More than three (3) calendar days of absence in theory, in clinical or any combination of theory or clinical instruction will result in withdrawal from the course (W). The student may take the course at a later date based on space availability and with the RN Program Director recommendation.

Repeated failures in a single course or multiple courses shows the inability to master the required subject matter. Reaching one of the following failure limitations will result in dismissal from the nursing program:

1. Failure of three (3) different General Education courses
2. Failure of two (2) different Nursing Core courses
3. Failure of the same course two (2) times
4. Failure of three (3) total courses, GE and Nursing combined

Online Asynchronous Education (Does not apply to live/synchronous online education)

Students beginning a program for the first time by taking a single online course will have their program enrollment cancelled if they do not participate via Substantial Interaction in that particular course within the first 7 calendar days after the program or course start date.

Students beginning a program for the first time by taking multiple online courses, and who successfully

participate via Substantial Interaction in some courses but fail to participate in others within the first 7 calendar days after the program or course start date, shall be withdrawn from those courses in which they failed to participate while remaining enrolled in those courses in which they successfully participated. Note that this could lead to a change in financial aid due to reduced credit load.

Absence in online asynchronous courses is defined as a lack of participation via Substantial Interaction, which includes uploading required assignments and engaging in the various online functions required for each course. This is in addition to completing any assignments by the assigned due date. If for any reason a student has a personal circumstance that will likely limit online participation, they must notify the Instructor and the Associate Dean/Program Director of Online Academics to discuss their options. A student who fails to attend at least 1 day of class during any 14 consecutive calendar days of a course will be administratively withdrawn from the course and associated program.

Daily attendance for students attending asynchronous online courses is met by completing at least one “substantial interaction” within the online education system. Such interactions include:

- a submission to an assignment of either the ‘Online’ or ‘External Tool’ submission type. Submissions of the ‘External Tool’ type must have the external tool pass back a submission for students via the LTI standard to be considered a qualifying attendance event
- submissions to a Graded Quiz, Practice Quiz, Graded Survey, or Ungraded Survey
- substantial participation (posts or replies) in a discussion for which the discussion post or reply takes place within a course. Discussion posts or replies that take place within an ungraded group discussion or as part of an announcement will not be considered a qualified attendance event

DISMISSAL, WITHDRAWAL & READMISSION

Dismissal

Dismissal from a course or program can be due to, but is not limited to, the following:

- Failure or inability to continue the program (Nursing programs); failure of any 3 courses (non-nursing programs)
- Failure to return from an approved leave of absence (LOA) as scheduled
- Violation of the student code of conduct; this includes crimes and drug-related offenses
- Violation of any attendance policy

Academic Dismissal & Readmission

Academically dismissed students will have their academic file annotated to reflect the action and will be blocked from future enrollment unless the students follow the program’s readmission process. Students may be dismissed for academic reasons without previous academic action, including failure to complete all program requirements within the maximum allowable time frame.

If a student is readmitted after successfully completing the readmission process, the student will re- enter on probation and be required to meet SAP at the end of the returning module or semester or be dismissed without appeal. The college will graduate students who were on probation only if the standards for SAP were met prior to being eligible for graduation.

Other Reasons for Dismissal

Students may be dismissed from the college for other reasons than those stated above if the institution determines they cannot satisfactorily meet the academic, professional, or ethical expectations, the expectations detailed in the student conduct policy, or other expectations of the program. The college reserves the right to administratively dismiss students for violations of academic honesty, student conduct standards, or clinical negligence. If a student is administratively dismissed, the student's academic file will be annotated to reflect this action and the file will be flagged to block future enrollment, except through appeal. Students retain the right to appeal, please see Grievance/Appeal Process.

Withdrawal

Students wishing to withdraw from a program must notify the school (preferably the Program Director or Registrar) verbally or in writing.

For students on an approved Leave of Absence: If a student requests and is approved for an LOA to commence during a course, the student will receive a "W" grade for that course regardless of the percentage of work completed in that course. The "W" grade will not be included in credits earned but will be included in credits attempted. Additionally, the "W" grade will not be included in the student's cumulative GPA but will be included in the student's Pace of Completion calculation. Courses for which a student receives a grade of "W" due to an approved LOA will not count toward the school's course retake limit.

Nursing Programs: Administrative Withdrawal/Probation

A student can be administratively withdrawn or placed on probation at any time during the nursing program for reasons including, but not limited to, the following:

- Failure to comply with the rules and regulations as stated in the nursing handbook
- Absences or tardiness that exceeds the days allowed in the attendance policy
- Failure to achieve the required average of 75% in any course and/or failure to meet the objectives and requirements of that course as stated in the individual course syllabi
- Failure to achieve a passing grade on clinical evaluations
Insubordination, failure to comply with college or hospital policies, including discourteous conduct to the public, patients, physicians, instructors or other students
- Dishonesty including, but not limited to, theft, cheating on tests, or any misrepresentation on applications or hospital records (including data omission)
- Possession or abuse of alcoholic beverages, narcotics, or any degree of intoxication on the premises of the college or any health care facility partner of the college, or conviction of a misdemeanor involving alcoholic beverages or narcotics
- Participation in, or being present at, gambling activities on premises of the college or any of its clinical partners
- Nonpayment of tuition and fees
- Demonstrating behavior that has jeopardized, or could have jeopardized, the health or safety of any student, staff or patient

Probationary status and conditions will be established on an individual basis after meeting with faculty and director. Students may be withdrawn without being placed on probation at the discretion of the Program Director.

Medical Assisting Program

Students who withdraw from a course or program will have the status of “Withdrawal” (W) recorded on their transcript. Students who withdraw after the Last Date to Withdraw will receive a Letter Grade. If a student completes 75% or more of the course upon withdrawal, their grade is an “F”. If a student completes less than 75% of the course upon withdrawal, their grade for the incomplete course will be a “W”. Upon withdrawal, students will be Unregistered from any courses for which they had been registered but not yet attended. Withdrawal status remains on a student’s transcript. Students contemplating withdrawing from a course are cautioned that:

- Time spent enrolled in class up to the withdrawal counts towards the maximum program completion time;
- They may have to wait for the appropriate course to be offered again;
- They must repeat the entire course from which they withdraw to receive a final
- Financial aid and/or tuition costs may be affected

Students who withdraw while registered in a set of Paired Courses (e.g. HCMA110-T & HCMA110-L in the Medical Assisting program) will receive the following results:

Paired Course 1 Attendance	Paired Course 2 Attendance	Outcome Upon Withdrawal
75% or more	>0%	“F” for both courses
>0% & <75%	>0% & <75%	“W” for both courses
None (0%)	>0% & <75%	Unregistered for Course 1, “W” for Course 2
None (0%)	75% or more	Unregistered for Course 1, “F” for Course 2

Re-Entry

Students who have been terminated or have voluntarily withdrawn may apply for re-entry by contacting the Registrar. Students who were terminated or voluntarily withdrew from their program for unsatisfactory academic performance are permitted only one opportunity for re-entry. Re-entry is not guaranteed and is based on availability of space and the Program Director’s recommendation. Students must also follow any re-entry policy in their student handbook.

Re-entry must be no later than 6 months for the Medical Assisting program and one year for Nursing Programs from the withdrawal date; otherwise the student must start at the beginning of the program. Students re-entering after 180 days must sign a new Enrollment Agreement (EA). Such students will be held to the terms, policies, and fees of the new EA, which may differ from the EA previously signed by the student.

Students may re-enter when the next module or semester they need is available. If students achieve a cumulative GPA of at least 70% by the end of that module for the Medical Assisting program and at least 75% by the end of that semester for Nursing Programs, they will be making satisfactory academic progress. If a student has been terminated for failure of a course for a second time they must request an appeals committee meeting to be considered for re-entry. Students must follow the appeals and grievance policy detailed in the catalog.

Course Retakes

Courses for which a student receives a grade of "W" due to an approved LOA will not count toward the school's course retake limit.

Nursing Programs

In some cases, a Student may be eligible to repeat a course for which the student did not receive a passing grade. The ability to repeat a course is not guaranteed due to the strict scheduling of courses within a program, including the availability of any required clinical training slots different from those originally planned for the student. The course the student wants to repeat is subject to the qualification standards for repeating a course, as defined by the Program Director. At time of failure of a course, the Student will be informed of the possibility of a repeat & the scheduling of the repeat course. If a repeat is not possible, the Student will be withdrawn & may appeal to the Program Director for readmission at a later time to complete the program & repeat any failed courses; (see FSA Handbook, 1-12 & 1-13). The failing grade & the second grade earned in the course will be entered on the student transcript.

Allied Health Modular Programs

Students who fail one course in a two-course module automatically fail both courses in that module and are allowed one retake of that module. If repeating one or more modules is required, the length of the program must not exceed 1.5 times the planned program length. A student may not repeat the same module more than once unless an appeal has been submitted and approved. If a student is approved to repeat the same module twice and fails the module for a third time, the student will be dropped from the program. In some situations, a required module may not be immediately available for the student to continue attendance. If the next required module is not immediately available but will be available within 45 days of the end date of the failed module, and if the student does not want to withdraw from the program, the student will be notified that he/she has been placed in an Administrative Leave of Absence (ALOA) status and will be provided with the start date of his/her next required module. Failure to attend the next required module may result in termination from the program. In the event the next required module is not available within 45 days of the end date of the failed module, the student will be dropped from the program and may re-enter on the start date of the next available module.

Retake Fees

Students who need to retake a course for unsuccessful completion (due to not passing the course or withdrawal from the course) will be charged tuition at the currently established rate for that course and all remaining courses in the program. In addition, re-entry nursing students will be charged an ATI reactivation fee for their ATI assessment program. This policy does not apply to the Medical Assisting program, for which tuition is not charged for repeating failed courses.

LEAVE OF ABSENCE (LOA) POLICY

This policy applies to all enrollments in programs which lead to a diploma or degree at the college and does not apply to enrollments in individual courses outside of a program.

The College acknowledges there are circumstances in which a student's program may be interrupted due to situations not within the student's control. If an emergency situation arises making it necessary for a student to interrupt his/her training, the school, at its' discretion, may permit a student to take a Leave of Absence (LOA). Any LOA request must be approved by Academic management prior to the LOA commencement date. Students will be advised of any effects the LOA may have on their academic progress and financial status. Any student who fails to return from an approved LOA will be dropped from the program.

If a student requests and is approved for an LOA to commence during a course, the student will receive a "W" grade for that course regardless of the percentage of work completed in that course. The "W" grade will not be included in credits earned but will be included in credits attempted. Additionally, the "W" grade will not be included in the student's cumulative GPA but will be included in the student's Pace of Completion calculation. Courses for which a student receives a "W" grade due to an approved LOA will not count toward the school's course retake limit.

Length & Timing of an LOA

Students may be granted multiple leaves of absence as long as the total number of days for all leaves combined does not exceed 180 days within a 12-month period. The 12-month period begins on the first day of a student's initial LOA. Students may request an extension of an existing LOA as long as the total LOA time does not exceed 180 calendar days within a 12-month period.

Students may request an extension of an existing LOA as long as the total LOA time does not exceed 180 calendar days within a 12-month period. The LOA extension request must be submitted and approved on or before the original scheduled LOA return date.

An LOA will not be granted during a student's first didactic course/module (for modular programs) or during a student's first course taken upon starting his/her program at Unitek College (for semester programs). Additionally, any student who fails to return from an approved LOA on the scheduled return date will be dropped from the program.

Allowed Reasons for an LOA

The following situations may be considered for a student's Leave of Absence:

- Medical reasons affecting a student or member of the student's immediate family
- Military service requirements
- Jury duty
- Family tragedy (i.e., death in the immediate family)
- Other circumstances deemed appropriate by the Program Director & Corporate Compliance

LOA Processing

A student who wishes to request a Leave of Absence must obtain an LOA Request Form from their

Program Director or from the Campus Registrar. The request must be made in writing using the form, must be accompanied by any applicable supporting documentation, & must be reviewed & approved on or before the expected LOA start date.

GRADUATION REQUIREMENTS

For all programs, to be eligible for graduation a student must be meeting Satisfactory Academic Progress requirements, satisfy all financial obligations with the school, and complete all:

- required courses
- required clock hours (for clock-hour programs)
- program requirements

Students on academic probation may qualify for graduation if, at the end of their probationary term, they meet the minimum grade requirements.

Additionally, to be eligible for graduation from pre-licensure Nursing programs a student must:

- Complete all required courses with a score of at least 75%
- Have no grade of “Fail” in any Pass/Fail courses, as applicable
- Pass the assigned national benchmark exam as applicable

For all programs, any new, additional, or modified graduation requirements will be communicated to students after enrollment.

EXTERNSHIPS & CLINICAL TRAINING

Professional Liability

The college provides professional liability insurance for each student during periods of externship, clinical rotations, and clinical training. The student assumes the responsibilities to perform:

- all skills as trained;
- only those skills for which the student received training; and
- skills only under the direction of the appropriate extern or clinical supervisor.

Eligibility Requirements

The college offers Externship experiences in Modular programs, & Clinical experiences in pre-licensure Nursing programs. Eligibility to participate in the extern or clinical portion of a program requires completion of all pre- requisite course work at minimum accepted levels. It is the student’s personal & financial responsibility to obtain any required immunizations, proof of antibodies (titers) or other medical requirements that are specific to a clinical site the students is assigned to & are in addition to those required for admission to the program in order to participate in the externship/clinical training. Externships are scheduled as the last course in a program & require receipt of confirmed final payment of tuition. All externships & clinical rotations are requirements of their associated educational programs and

are not paid work experiences. While on Externship, a campus-based Instructor is assigned to each student to oversee the externship experience & be a resource for the student. Externships & Clinical rotations are under the supervision of Program Faculty. Extern/Clinical site staff may not revise the learning objectives without specific permission from the Program Director.

Medical Assisting Program

In order to participate in externships, the following are required: (see Program Specific criteria in the Student Handbook and Externship Performance Agreement). Students must:

- Attend the Career Services Seminar, Career Development Workshops and Externship Orientations
- Satisfactorily complete a mock interview with Career Services
- Provide records of all relevant immunizations by the set deadlines. Immunizations are to be completed on students' personal
- Attend any site-specified orientations, interviews or drug testing
- Students must provide or arrange for their own transportation during the externship period
- Review and sign the extern performance agreement form
- Review the Unitek College Externship Checklist, obtain all required signatures and return the form to the externship coordinator or instructor
- Keep an accurate time sheet and submit it weekly to Career Services
- All students must return to campus as scheduled for class
- Adhere to instructions and objectives in the Externship courses syllabus
- Assist their site supervisor in timely completion of evaluations and assure that they are returned to the College upon completion. The point of contact to facilitate communication with the externship sites is the Career Services
- Comply with the standards of dress, conduct and attendance as established by Unitek College
- Comply with additional standards of professional behavior, conduct, policies and procedures as established by the clinical

Students in programs that require completion of an externship are expected to participate in a full time (40-hours per week) externship experience determined by the college to meet program requirements. Externships begin immediately after a program's didactic portion is completed. Please note that while on externship, school holidays do not apply. Students are required to work the shift as set by the Externship site, with its holiday schedule.

The College will work with each student in arranging one Externship site (for applicable programs) selected from the sites which have contracted with the college. Students wishing to arrange their own Externship site or to attend a particular Externship site may suggest those sites, but suggested sites located more than 50 miles from the campus at which the student is enrolled will not be considered.

It is the student's responsibility to meet the externship guidelines set by the college and externship site. Students are not allowed to change externship sites from the one to which they were assigned. If a student is dismissed from a site for not following the guidelines, the student is responsible for finding a replacement site in order to meet the program requirements. Any proposed new site must be approved by the Program

Director and be within 50 miles of the campus at which the student is enrolled.

In order to pass an Externship course, a student must attend an Alumni Success Workshop and submit:

- all timecard(s) showing completed required hours with Externship Site Supervisor's signature
- a completed Site Evaluation from the Site Supervisor
- a completed Student Survey

STUDENT COMPLAINT PROCEDURE

This policy has been developed to foster a community of respect, collegiality & professionalism on all of the school's campuses. Based on the principles of adult communication & accountability the following is the process for students to make complaints, ask questions or raise concerns.

1. Students with questions / concerns are encouraged to speak to the individuals directly involved.
2. Students unable to discuss an issue with the individual involved are encouraged to follow the chain of If that is not possible or they are unsure of who this may be, students may contact the academic coordinator, assistant program director or campus director for guidance.
3. After following the chain of command for the campus, if students feel there is still no resolution, students may contact the Campus Director or the Program Director
 1. If necessary, issue can be escalated to the Chief Operations Officer or Chief Academic Officer
4. In addition, there is a secure & confidential suggestion box in each campus located in the main lobby where students can leave their suggestions, questions or
5. If students approach staff who are not able to assist them they will be directed to the appropriate staff person; e. if it is an academic issue, students are directed to the appropriate academic leader; if it is an operational issue, students are directed to the Campus Director.
6. Any individual who is contacted by a student with an issue or question must also forward that information to the appropriate individual as noted in number
7. Each week the campus director will review the suggestion box contents. Items will be inputted into the tracker if indicated & then forwarded to the appropriate individual for resolution.

Schools accredited by the Accrediting Commission of Career Schools & Colleges must have a procedure & 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 in written form & 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 or www.accsc.org

A copy of the ACCSC Complaint Form is available at the school & may be obtained by contacting the school's Compliance Department or online at www.accsc.org

Students may at any time submit a complaint to the Nevada Commission on Postsecondary Education:

2800 E. St. Louis Ave, Las Vegas, NV 89123 ; (702) 486-7330

Students of the school's pre-licensure nursing program(s) may file a complaint about this institution with the Nevada State Board of Nursing: 4220 S. Maryland Pkwy., Building B, Suite 300, Las Vegas, NV 89119-7533.

Students in the Nursing (BSN) program may file a complaint with:

The Commission on Collegiate Nursing Education (CCNE)

655 K Street, NW, Suite 750

Washington, DC 20001

202-887-6791 phone, 202-887-8476 fax

<https://www.aacnnursing.org/CCNE>

PLAGIARISM POLICY

The purpose of the plagiarism policy is to promote academic honesty, personal integrity, and intellectual responsibility.

Policy Summary

Unitek Learning Colleges are committed to academic excellence built on honesty, moral integrity, trust, and respect. All academic community members depend upon the integrity of work that is submitted for academic credit. The Colleges support and promote academic honesty, personal integrity, and intellectual responsibility. Any form of academic dishonesty is not acceptable.

Examples of Academic Dishonesty

Forms of academic dishonesty include but are not limited to (refer to the appendix for definitions of key terms):

- Academic dishonesty through deliberate or unintentional plagiarism
- Self-plagiarism
- Cheating on an examination or assignment
- Distributing copies of examinations
- Video or audio recording of examination information
- Taking screenshots or documenting exam questions and answers, assignments, and/or answer sheets in any way with the express purpose of sharing the information with other students
- Passing off anyone else's work as one's own
- Aiding one or more students in the completion of any of the above acts or any other act that violates the *Student Code of Conduct*.

Consequences of Academic Dishonesty

Consequences of any of the actions above or similar actions deemed as plagiarism include being given a

grade of zero for the exam or assignment in which the infraction occurred, and counseling by the course faculty member. If a student commits a second act of academic dishonesty, they will be given a grade of zero for the exam or assignment in which the infraction occurred. A teacher will escalate the second offense of plagiarism to their direct supervisor (Program Director/Director of Education/Assistant Dean/Associate Dean/Dean) and the student will be counseled by the supervisor.

It is at the discretion of the Program Director/Director of Education/Assistant Dean/Associate Dean/Dean if this second infraction warrants disciplinary actions including but not limited to dismissal from the program. If a student commits a third act of academic dishonesty, he or she will be dismissed/withdrawn from the program and the College. All acts of academic dishonesty are recorded in the student academic record. A student may appeal their dismissal/withdrawal from the College for academic dishonesty by following the grievance and appeals policy detailed in the catalog.

80/20 Rule

The Colleges use the 80/20 rule for the determination of plagiarism. At least 80% of any assignment, discussion post, or other work must be in a student's own words. Direct quotes/re-quotes and/or a bibliography/reference page(s) should account for no more than 20% of the assignment, discussion post, or other work. This 80/20 rule also applies to all work previously submitted by the student in which the student was the original creator. Self-plagiarism is included in this rule. Students are not permitted to resubmit any previous work in another context without citing that it was used previously, and any previous work that the student includes and properly cites falls under the 80/20 rule.

Violations of the 80/20 rule can be separate into 2 parts.

1. **Violating the 80/20 rule by exceeding the 20% threshold using correctly cited material.** students should use judgment when deciding when to quote. Students should quote only when an author/source material has expressed an idea better than the student could express it in his or her own words. The purpose of the 80/20 rule is for students to demonstrate a clear understanding of the subject matter, as teachers wish to read the student's work written in their own words. Violations of the 80/20 for correctly cited source materials will follow the grading rubric of that course.
2. **Violating the 80/20 rule by exceeding the 20% threshold without correct citations.** This is considered obvious plagiarism or similar act of academic dishonesty, as it is passing off another's work as one's own. The work will be given a grade of zero for the exam, assignment, or paper, in which the infraction occurred. Offenders will be counseled by the course faculty member.

Appendix – Definitions

- **Plagiarism:** The use of one's own or another's ideas, programs, or words without proper acknowledgment.
 - **Deliberate plagiarism** focuses on the issue of intent. If a student deliberately claims another's language, ideas, or other intellectual or creative work as their own, they have engaged in a form of intellectual theft. This is not tolerated in academic, business, and professional communities, and confirmed instances of plagiarism usually result in serious consequences. Similarly, submitting the work of another person or submitting a paper purchased from another person or agency is a clear case of intentional plagiarism for which students will be subject to the severest penalties including dismissal from the program and the College.
 - **Unintentional plagiarism** often results from misunderstanding conventional documentation,

oversight, or inattentive scholarship. Unintentional plagiarism can include forgetting to give authors credit for their ideas, transcribing from poor notes, and even omitting relevant punctuation marks.

- **Self-plagiarism** is the use of one's own previous work in another context without citing that it was used previously. This occurs when a student submits papers, assignments, etc. presented for another course where he or she was the original creator, whether for another department or school. All forms of self-plagiarism are subject to the plagiarism policy and procedures.
- **Collusion:** The improper collaboration with another in, but not limited to preparing assignments, computer programs or in taking examinations.
- **Cheating:** Giving improper aid to another, receiving such aid from another, or from some other source.
- **Falsifying:** The fabrication, misrepresentation or alternation of citations, written products, experimental data, laboratory data or data derived from other empirical methods.
- **Copyright:** The exclusive legal right, given to an originator or an assignee to print, publish, perform, film, or record literary, artistic, or musical material, and to authorize others to do the same.
- **Student Code of Conduct:** The Student Code of Conduct sets the standards of conduct expected of students. It holds individuals and groups responsible for the consequences of their actions. Failure to fulfill these responsibilities may result in disciplinary actions or withdrawal from the program. The Student Code of Conduct is available in the college catalog.

COPYRIGHT POLICY

The college recognizes the Copyright Act of 1976, which grants authors, publishers, & creators control over the copying, distribution, & performance of their original works. The College's goal is for students & faculty to have access to materials & software & does not condone policies or practices that constitute an infringement of Federal copyright law. Transmitting or downloading any material that you do not have the right to make available & that infringes any patent, trademark, trade secret, copyright or other proprietary rights of any party is prohibited.

The college prohibits violations of copyright, license restrictions, & authorial integrity. Distributing or receiving materials protected by copyright without permission of the copyright owner may be a violation of federal or state law and/or College policy. Violations may be grounds for sanctions or terminations & may be subject to civil or criminal penalties. Civil remedies can include an award of monetary damages (substantial statutory damages by per work infringed, or actual damages & of equipment used to produce the copies.

It is the responsibility of those reproducing materials to ensure the reproduction is consistent with US Copyright law. The college reserves the right to suspend or terminate network access of any user who violates this policy, & Network access may be suspended if any use is impacting the operations of the network. Violations may be reported to appropriate authorities for criminal or civil prosecution.

Summary of Civil & Criminal Penalties for Violation of Federal Copyright Laws

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the 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. Penalties for copyright infringement include civil & criminal penalties. 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 & 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 & 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 & fines of up to \$250,000 per offense. For more information, please see the website of the U.S. Copyright Office at www.copyright.gov.

File Sharing

Use of school computers & networks is strictly for educational purposes. The sharing of copyrighted works is prohibited over the college’s network through the use of e-mail, web-pages, & peer-to-peer file sharing software. The unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject students to disciplinary action as well as civil & criminal liabilities. This policy applies to computers owned by the college as well as personal computers that may be using the college’s network or working with the college’s documents.

NON-DISCRIMINATION, SEXUAL HARASSMENT, TITLE IX

Non-Discrimination

To the extent provided by applicable law, including Title IX, no person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any education program or activity sponsored by or conducted by the College on the basis of race, color, national origin, ancestry, religion, sex (including pregnancy, childbirth and related medical conditions), disability (physical or mental), age (40 and older), citizenship status, genetic information, military or veteran status, marital status, sexual orientation, gender identity and gender expression, AIDS/HIV, medical condition, political activities or affiliations, or status as a victim of domestic violence, assault or stalking. Additionally, the College treats a student’s gender identity as the student’s sex for Title IX purposes, and the College does not treat a transgender student differently from the way it treats other students of the same gender identity. The requirement not to discriminate in the education program or activity extends to admission and employment, and any inquiries regarding the application of Title IX may be referred to the College’s Title IX Coordinator, to the Assistant Secretary for Postsecondary Education, or both.

Sexual Harassment

The college will respond promptly upon actual knowledge of sexual harassment against a person in the United States in an education program or activity in a manner that is not deliberately indifferent.

Sexual harassment is defined as conduct on the basis of sex that satisfies one or more of the following:

- A College employee conditioning the provision of an aid, benefit, or service of the College on an individual’s participation in unwelcome sexual conduct (otherwise known as a *quid pro quo*);
- 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 College's education program or activity;

- "Sexual assault," "dating violence," "domestic violence," or "stalking" as defined under the Violence Against Women Act (VAWA).

The college considers harassment a serious offense, and any violation of this policy which is determined through the investigation process will constitute cause for disciplinary action. Investigations are conducted by individuals who receive training on the issues related to sexual harassment, domestic violence, dating violence, sexual assault and stalking. Specific disciplinary action will be based on the severity of the incident and/or the degree to which repeated incidents have occurred. Such disciplinary actions for employees may include, but are not limited to, verbal warnings, letters of reprimand, suspension with or without pay, and termination. Such disciplinary actions for students may range from counseling to suspension and/or expulsion.

The college is committed to preventing acts of sexual harassment and encourages any student or employee to report such acts immediately. Any person can report sexual harassment or discrimination (whether or not the person reporting is the alleged victim) in person, by mail, telephone or by email, using the contact information for the Title IX Coordinator. A report can be made at any time, including during non-business hours. However, responses to reports made outside of business hours, including during weekends and holidays, may be delayed. Along with taking these allegations very seriously, the college has also established procedures which provide a person accused of harassment the opportunity to respond to allegations.

Upon receiving a formal or informal complaint of sexual harassment, the college will treat complainants and respondents equitably by offering supportive measures to a complainant, and by following the grievance process detailed on the subsequent pages of this Annual Security Report before imposing any disciplinary sanctions or other actions which are not supportive measures against a respondent. The Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

If the college determines that there is an immediate threat to the physical health or safety of any students or other individual arising from the allegation(s) of sexual harassment, the College may remove the respondent from the educational program or activity. If this occurs, the respondent will be provided notice and an opportunity to challenge the decision immediately upon removal. In the event the respondent is a non-student employee, the college may place the employee on administrative leave during the investigative process.

Awareness & Prevention of Dating Violence, Domestic Violence, Stalking & Sexual Assault

In accordance with the provisions of Title IX of the Education Amendments of 1972 & the Clery Act as it was amended in the Violence Against Women Reauthorization Act of 2013, the college strongly prohibits acts of dating violence, domestic violence, stalking, & sexual assault & is committed to fostering an environment of awareness & prevention. To that end, the College will investigate and/or execute disciplinary actions for all offenses of dating violence, domestic violence, stalking & sexual assault, regardless of location, when the institution is made aware of such an occurrence.

If you become the victim of a sexual assault or domestic violence, you should consider calling the police &

seeking medical attention immediately. Additionally, if you fear for your safety or others around you, filing a protective order may be a good idea. We also encourage victims to report the offense to the college's Title IX Coordinator to provide you with support & resources, including assistance with notifying local law enforcement authorities, if so desired.

The college's Title IX Coordinator is:

Don Corvin, 1401 Dove Street, Suite 210, Newport Beach, CA 92660

(949) 590-4882

dcorvin@unitek.com

The College has assigned Title IX Responsible Employees to coordinate with the Title IX Coordinator and assist victims with the reporting of these offenses.

The Responsible Employees at the Reno campus are:

Name	Title	Telephone	Email Address
Marilyn Lim-Carreon	Campus Director	(775) 571-6211	mlimcarreon@unitekcollege.edu

STUDENTS WITH DISABILITIES

Students with Disabilities should make arrangements to meet with the Program Director and/or our onsite ADA Coordinator prior to the start of class to review facilities and required accommodations. Reasonable assistance is provided through a variety of services tailored to particular students' needs in an effort to equalize educational opportunities for students. Support services are provided on an individual needs basis and should be discussed with the ADA coordinator. Note: *All nursing students must be cleared by their healthcare provider to participate fully in the clinical setting.*

Rehabilitation Act & Americans with Disabilities Act (ADA)

In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA), the college abides by the regulation that "no otherwise disabled individual" shall be excluded from participation in programs and services offered by the college "solely by reason of the disability." A student is eligible for consideration for accommodations and/or auxiliary aids and services if the student has a documented disability and the ADA Coordinator has consulted with the student and determined that the functional limitations of the disability require such accommodation, auxiliary aids and/or services.

The college is committed to providing reasonable accommodations including auxiliary aids and/or services to qualified individuals with a disability, unless providing such accommodations would result in undue burden or would fundamentally alter the nature of the program, benefit, or service provided by the college. To request auxiliary aid or service, please contact the ADA Coordinator(s) for your campus.

The ADA Coordinators at the campus are listed below:

Dawn Johnson: DJohnson@unitekcollege.edu or (775) 438-1859

MISCELLANEOUS POLICIES

Nursing Practice

Unitek College in Reno, NV complies with and supports the State of Nevada Nurse Practice Acts, as applicable to our nursing programs.

Online Library

The college's Online Library is available 24 hours a day/7 days per week to enrolled students. Students can use the library on campus, at home or using public computers. Procedures for accessing the library are posted in classrooms & in the online Student Portal. To access the library students can log into the Student Portal, select the Library link, & select their program & campus after which they will be redirected to the home page for their relevant library resources. Databases include:

- **CINAHL®** (Cumulative Index to Nursing & Allied Health Literature) – the most comprehensive resource for nursing & allied health literature. *CINAHL* offers four databases including two full-text versions. *CINAHL* is owned & operated by EBSCO Publishing
- **ProQuest®** – an online digital library dedicated to support the academic needs of our students & faculty across disciplines. ProQuest offers full-text access, videos, e-books, dissertations, blogs, & other resources to engage students of all learning styles
- **Books 24x7** – this resource of books & professional publications covers Information Technology & Business topics.

Selected Research Websites: The Librarian & Program Directors have selected appropriate research websites to assist in programmatic learning.

Librarian Resources: Students with questions about using the Library can email the online Librarian using the email address provided to them after starting their program. The Librarian or a designated backup will reply to questions as soon as possible but no more than 72 hours after receiving the email. Students are encouraged to first ask their Instructor or Program Director about Library usage, contents, or policies before reaching out to the online Librarian.

Distance Education: Once a student is enrolled in an online program or course, access to the online functionality is provided no later than the first day of class.

Clock Hours: Each clock hour consists of 50 minutes of instructional time except for pre-licensure Nursing programs which are 60 minutes per clock hour.

Clothing & Personal Property: All personal property is the sole responsibility of the student. The school assumes no liability for any loss or damage. Clothing & other small items should be marked clearly with the student's name & address. Items should not be left visible in vehicles & vehicles should always be locked to avoid theft.

Health & Medical Care: Students must take proper care of their health so that they can do their best in school. This means regular hours, plenty of sleep, sufficient exercise & nutritious food. Students who become seriously ill or contract a communicable disease should stay home & recover but remember to

notify the school immediately. All medical & dental appointments should be made after school hours. The school will not be responsible for rendering any medical assistance but will refer students to the proper medical facility upon request. Students are responsible for their own health insurance & medical care.

Weather Emergencies: The school reserves the right to close during weather emergencies or other “acts of God.” Under these conditions, students will not be considered absent. Instructors will cover any missed material to ensure completion of the program, and this may require extending the end date of the student’s program.

Student ID: Students must wear their student ID badge while on campus & at clinical/externship. Any persons on campus without an ID card will be asked to leave the school grounds.

Articulation / Transfer Agreements: Each of the college’s accredited campuses has articulation / transfer agreements in place with all of the college’s other accredited campuses; however, the college does not have articulation agreements with any other educational institutions.

Written Arrangements

The college has an Online Course Hosting and Technical Assistance Agreement with Instructure (Canvas), located at 6330 South 3000 East, Suite 700, Salt Lake City, UT, 84121, to provide the college with its own instance on the Canvas platform Learning Management System (LMS) in which it will host online courses. Instructure assumes no responsibility, however, for the instruction of students in such courses. The portion of the educational program that Instructure provides is 0%. Students may incur the costs of purchasing a computer (est. \$750) and obtaining internet access (est. \$30 per month), but such expense may not be required. There are no additional costs students may incur as the result of enrolling in an educational program that is provided, in part, under the written arrangement.

The college does not have any written arrangements with educational institutions or other organizations to offer any part of the the college’s training programs on their behalf.

Academic Year Definition: An academic year at consists of a minimum of 30 weeks of instructional time. Instructional time is defined as a week where regular scheduled instruction occurs on at least one day or examinations, homework, & orientation sessions, advising sessions or remediation sessions occur. In addition to the weeks of instructional time, an academic year consists of 24 semester credit-hours for programs measured in credit-hours & 900 clock-hours for programs measured in clock-hours. (Source: 2014-15 FSA Handbook, pages 3-4)

Bankruptcy

The college does not have a pending petition in bankruptcy; is not operating as a debtor in possession; has not filed a petition within the preceding five years; & has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code.

Retention of Student Records

Student records are maintained at the school for five years from the last date of attendance. Transcripts are maintained permanently and are available for all currently and formerly enrolled students. The school protects our students’ admissions, academic and financial records against loss by storing such records in multiple secure locations both physical & electronic. The school maintains all financial records of students,

including but not limited to Financial Aid Disbursements, Financial Aid Retail Agreements, Tuition & Fee payments, & Tuition Refund records, as digital copies for at least 6 years.

Offsite Trip Liability

When students participate in field trips, the college will not provide transportation to or from such events, nor will it assume responsibility or be held liable for any injury to person and/or damages or loss of property suffered by any student for any reason while attending such events. The college & its principals, owners, agents & employees are hereby released from every claim, liability or demand from personal injury, property damage or loss or other damages resulting from or in any way associated with any field trip event.

Likeness, Image & Voice Authorization

Students of the college understand that their name, likeness (photo), and/or comments may be used by the college for commercial and/or academic purposes including but not limited to training documents, videos, and various advertising media. Students will have the opportunity to accept or refuse to have their likeness, comments or name used in any commercial or training material. The college copyrights all of its documents and media in which a student appears. The college has the right to use and distribute these documents and media at its sole discretion. Students do not receive any compensation for the college's use and distribution of any documents, videos or audio recordings containing students' likeness, image, or voice, such as any royalties, license fees, or otherwise. Students have no intellectual property rights over these productions, including any copyright, trademark, or any other ownership or proprietary rights. The college has the right to use and distribute these productions at its sole discretion.

Recording of Lectures and Other Educational Content

The College recognizes the potential benefits to students of the ability to revisit all or part of a lecture. It further recognizes the benefits for particular groups of students, for example, those with certain learning difficulties or those whose first language is not English. The College permits Instructors to record lectures or other academic content (e.g., visual depictions, charts, graphs, PowerPoint slides, etc.) for their own use or student use, but the decision to record is at the sole discretion of the Instructor and is not mandated for each course. Additionally, students are never allowed, under any circumstances, to record lectures or other academic content.

Federal law states that students with documented disabilities should be allowed access to recorded classroom activity. The College's ADA Coordinator will determine if classroom recording is an appropriate academic adjustment, auxiliary aid, and/or service with respect to each individual student's documentation. Students without documented disabilities may also request that Instructors record classroom activity, if not already doing so; however, in such instances, the Instructor has the sole discretion to determine if recording will be allowed. In all cases, students cannot record lectures on their own and any recording performed by the instructor is to be used solely for the personal use of the student. All recordings are the property of the College, and the student may not re-publish, distribute, post to social media, or share the recordings without the Instructor's explicit permission. Additionally, as related to both non-disabled and disabled students, Instructors have the authority to spontaneously, or in advance, prohibit recording of personal student information. Unless otherwise explicitly agreed to by the Instructor, the recordings will be destroyed or stored by the Instructor at the end of the semester, term and/or course.

Under no circumstances shall classroom recordings be used in the evaluation or sanctioning of instructors and/or students. Any alleged violations of the College's Recording Policy as stated herein, including

bullying and cyber-bullying based on the recording content, will be referred to Academic Management for investigation and may result in the offending student's termination from his/her program.

SUMMARY OF CHANGES

December 22, 2021

- Plagiarism Policy updated
- Update to Management and Staff

November 17, 2021

- Added 3-day cancellation section to Refund Policy
- ADA Coordinator added to Students with Disabilities
- Update to BSN Gen. Ed. POLI 413 Course Description

October 15, 2021

- Update to Facility Description
- Update to Reno Campus Staff

September 15, 2021

- Updated CLEP / International Credits policy

September 10, 2021

- COVID-19 vaccination (all doses) added to Immunizations Policy
- Updated Attendance Policy for Online Asynchronous Education

August 31, 2021

- Update to Credits for Prior Education

July 30, 2021

- Added description of certifications / certificates related to the MA program
- Located Dress Code policy within Student Code of Conduct

June 2021

- Drug Screening Revision
- Facility description update
- PN Program Admission Revision

April 2021

- Plagiarism Policy updated to apply across all accredited schools under Unitek Learning

March 29, 2021

- Added details to “Nursing (BSN) Program: course progression”

February 2021

- Updated Holiday schedules for 2021

POLICY AND PROGRAM CHANGES

The college updates the catalog at least once per year. The catalog is reviewed by the management team for any updates or changes prior to publishing and implements them as needed. A current version of the catalog can be found on the school’s website. Prospective students are provided with a PDF copy of the catalog prior to signing an enrollment agreement.

The college reserves the right to make changes in organizational structure, policy & procedures as circumstances dictate. The college reserves the right to make changes in equipment & materials & modify curriculum as approved by accrediting bodies. When size & curriculum permit, classes may be combined to provide meaningful instruction & training & contribute to the level of interaction among students.

The college regularly evaluates feedback received through our Advisory Board as well as information received from students through regular evaluations. Based on feedback, the college agrees to implement changes to improve the quality of the programs offered.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

The college reserves the right to make changes in the enrollment criteria, academic requirements, grading standards & other processes at any time.